

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014











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ACKNOWLEDGMENTS

We would like to thank the following people for their participation in and commitment to shaping this facilities master plan for the Cambrian School District. Their generous contributions of time, energy, and great ideas were truly invaluable.

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CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

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CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

DISTRICT OVERVIEW

Centrally located in Silicon Valley, the Cambrian School District is ideally situated to train the next generation of innovative and collaborative thinkers, equipping them with the skills to excel in a global and dynamic 21st century environment. There are approximately 3,400 residents and charter students currently enrolled in grades Transitional Kindergarten through eighth at the District's five operating school sites: four elementary schools serving Transitional Kindergarten through fifth grades, and a middle school which serves grades sixth through eighth.

All five of Cambrian's schools are high performing with Academic Performance Index (API) scores well above 800, with science scores among the top in the state. All have also been recognized as California Distinguished Schools. This award is conferred upon the top 4% of schools by the state Department of Education for providing top-quality educational experiences which promote learning for all students.

DISTRICT GOALS

In 2011, the Cambrian District Board approved a visionary strategic plan with the following stated mission:

"Cambrian School District, a caring and collaborative community, develops creative and critical thinkers who communicate effectively, value diversity and are ready to excel in a global society."

The goals set forth in this five-point plan were to provide flexible 21st century learning environments which would engage and develop the whole child, optimize student achievement, and utilize existing and future

resources for maximum effect. These objectives dovetail with the District goals for the current Cambrian Facilities Master Plan:

- Create optimized learning environments which can easily accommodate future educational plans.
- Provide educational technology that will facilitate more interactive 21st century learning modalities.
 - Reduce class and campus sizes to deter current and future overcrowding. Class Size Reduction (CSR) will be instrumental in providing the necessary flexibility for configuring 21st century classrooms.
- Ensure schools are safe, secure environments where children can concentrate on learning.
- Move toward a more energy efficient and sustainable model for existing campuses.

MASTER PLAN PROCESS

A typical school facilities master plan assesses existing conditions, compiles user data, and provides recommendations for managing enrollment changes and improving existing facilities. The Cambrian Facilities Master Plan provides a visionary approach to the systemic problem of school and classroom overcrowding. Developing the plan involved folding enrollment projections and classroom needs into discussions with individual site committees in order to simultaneously flush out issues and brainstorm ideas for accommodating growth. (See Appendix B for enrollment projections.) Concurrent with these discussions, assessments were performed at each school site and existing facilities needs were documented. From the foregoing data, a list of potential bond projects was compiled and presented to the Governing Board, along with several options for accommodating growth.



EXECUTIVE SUMMARY

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 **EXECUTIVE SUMMARY**





WAYS TO ACCOMMODATE GROWTH

All five schools are currently operating at full capacity and are utilizing all their available teaching stations. As a result, the schools have little to no capacity for flexibility and are unable to absorb excess enrollment without overextending their existing classrooms. Future enrollment projections for the Cambrian School District show steady growth in the K-8 student population, even with a projected decline in the number of charter students accepted. This means that District schools, which are already edging toward their ideal enrollment caps, will be facing overcrowding in their classrooms if nothing is done to alleviate the situation.

In order to accommodate the projected increase in enrollment, new classrooms could be constructed at each of the existing school sites. This is the least costly option, but has some significant drawbacks. As mentioned above, the District's five schools are already operating at full capacity with the current student population, staff, and shared facilities. Adding more classrooms to a school means adding more students, which stretches a school's administrative capacity and shared resources too thin. Another concern is that measurably increasing the school population creates a different environment. Site committee members were adamant that they did not want their respective institutions to grow too big, in order to preserve the "family" feel of their schools which many considered as their greatest asset.

An exciting possible solution for accommodating projected growth is for the District to open up one of their currently leased sites as a sixth campus to serve grades Kindergarten through eighth. Among other possible sites studied, the Cambrian School Board looked at the option of renovating and reopening the existing leased Steindorf Elementary School site as a K-8 school with an emphasis on Science, Technology, Engineering, Arts, and Mathematics (STEAM). A STEAM integrated curriculum utilizes flexible learning environments and hands-on, project-based learning to encourage students to be flexible, critical, and creative thinkers and designers. This multi-disciplinary approach guides students to apply what they learn to real-world problem solving and innovative solutions. If found to be operationally and financially feasible, a new K-8 STEAM school could both alleviate overcrowding at existing Cambrian campuses as well as help reduce class size. Furthermore, it provides the community with the choice of an alternative K-8 educational program or the current K-5 elementary and 6-8 middle school model. Both options emphasize the District's dynamic Strategic Plan with a focus on 21st century skills to nurture innovation and prepare students for a future in Silicon Valley.

OTHER FACILITIES NEEDS

Apart from the pressing question of classroom growth, the Cambrian District's schools have a variety of other requirements which need to be addressed. These facilities needs fall into five basic categories:

- skylights.
- fossil fuels.

More detail can be found regarding the projects mentioned above in the "Facilities Needs and Goals" section of this document.

This Facilities Master Plan identifies a list of potential growth projects and other capital improvements with a total projected cost of \$69 million. Depending on operational feasibility and the availability of funding, the School District will prioritize these needs to maximize benefits for the overall Cambrian educational program.

Growth Projects: In addition to new classrooms to accommodate Class Size Reduction goals, recommended growth projects for the existing campuses include construction of a larger Multi-Use Room (MUR) at Bagby Elementary School, a new library/media center at Sartorette Elementary School, and more covered eating structures and playground expansions at all five campuses. Repair and Infrastructure Projects: These include sitework and ceiling repairs; replacement of existing portables, fencing, casework, rain gutters, and water lines; staff room renovations; upgrades to outdated mechanical systems; code upgrades to fire alarm systems; and other miscellaneous improvements to the sites and buildings. Facility Improvements: Projects in this category are aimed at enhancing and optimizing the learning environment inside classrooms. This includes improvements to classroom technology, replacing furniture, installing roller shades in lieu of vertical blinds, and increasing natural daylight in classrooms with the addition of

Energy Projects: These are measures taken to generate electrical power, increase energy efficiency, and improve the performance of building systems. Projects include the installation of photovoltaic systems for on-site renewable energy, replacement of existing windows and interior lighting with new high-performance products, and updating HVAC systems. Energy projects also reduce the District's carbon footprint by reducing its reliance on

Safety and Security Projects: These projects will contribute toward providing a safe, secure environment for learning and include additional fencing and gates, replacement of damaged ceilings, and exterior lighting improvements.

GENERAL ASSESSMENT

The Cambrian School District currently operates five school sites: four elementary schools which serve grades Transitional Kindergarten through 5th and a middle school which serves grades 6th through 8th. The schools are close-knit communities which consider students, teachers, and parents to be part of a big family. In meetings with the school site committees, members repeatedly expressed a desire to preserve this strong sense of community, as well as provide continuity for students moving through the grades.



The sites also shared concerns about their existing facilities, which came up during the site committee meetings and facilities surveys. Some common concerns about exterior areas include the following: Several common concerns were cited by committee members and reviewed during the site surveys:

- The experience of dropping off and picking up students, as well as parking and general traffic flow, is to varying degrees problematic at all the sites. While this is a perennial problem faced by practically all schools, there were some specific issues brought up by committee members such as chaotic drop-off conditions and insufficient or remotely located staff parking areas. Drop-off and parking areas were recently reconfigured at most sites, so other types of interventions and improvements may be required to mitigate the problems.
- Wayfinding and campus security were cited as concerns by many committee members. School sites have existing fencing but it is insufficient to fully secure the campus while simultaneously providing easy access for exit/egress. Plans are already in the works to fully secure all the campuses with barrier fencing and code compliant locks, as well as provide clear entry points for specific populations. Administration areas such as the front offices may need to be reconfigured to streamline and control the flow of people through these areas.
- All school sites are currently running several lunch shifts in order to squeeze all their students into the available sheltered areas designated for eating. The existing Multi-Use Rooms (MUR) and covered outdoor areas do not provide adequate room for students to sit and eat their lunch during inclement weather. Installing more covered eating structures at all schools would alleviate the lunchtime crunch.

Beyond the concerns cited above, site committee members were uniform in their enthusiasm regarding the addition of an on-site renewable energy source such as photovoltaic (solar) canopies and open to the possibility of making both existing and new buildings more environmentally sustainable. Evidence of this interest in sustainable practices can be seen in the impromptu vegetable gardens at all the elementary schools; these gardens are being cultivated by students, staff, and parents for a variety of purposes such as science instruction, personal enjoyment, and community service (e.g., donation of vegetables to food banks).

sugimura finney architects

FACILITIES OVERVIEW

• The shared spaces on campus – such as the MUR, staff workroom, storage rooms - have become overcrowded with people, equipment, and supplies, and often experience overlapping incompatible uses (e.g. people will be trying to hold meetings while others are using the room as a workspace or lounge). This is part of the general issue with campus overcrowding. Teachers, staff, and parents all raised concerns about classroom size and/or capacity. Existing classrooms are not large enough, or there are not enough of them, to support expanding class sizes. Again, this is part of the general issue with campus overcrowding and Class Size Reduction (CSR) goals for the District. The Cambrian schools were constructed during an earlier time when insulation for high performance thermal comfort and acoustics was not a consideration. Hence, existing classroom windows have non-insulating single panes of glass, which makes them inadequate for both thermal and acoustical remediation. Replacing the existing windows with insulated low-E glazing would greatly improve energy efficiency and provide a much needed

sound barrier for classrooms.

 Committee members all cited the lack of sufficient secured storage as a limiting factor for their classroom technology. Currently the school sites provide access to Computers On Wheels (COW's) which can be wheeled into classrooms as needed for instruction. The issue with the COW's is that there are no dedicated storage areas for them, so they usually end up in a lockable room in the administration building which was intended, or is also being used, for an entirely different purpose. As part of the District's overall technology plan, provisions could be made for classroom technology such as COW's to be secured in a lockable, alarmed area which is easily accessible by teachers.

Overall, site committee members felt that their interior environments were positive welcoming spaces, but could certainly be improved with some strategic interventions and enhancements.

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 FACILITIES OVERVIEW: BAGBY ELEMENTARY SCHOOL





Originally built in 1956, Bagby Elementary School is situated on a 12.5 acre lot, making it the largest of the elementary campuses in the Cambrian School District. This is reflected in their student body – Bagby registered 699 students in 2012 – and greater overall number of classrooms. Like the other elementary schools, Bagby serves grades Transitional Kindergarten through 5th.

At their current level of student enrollment, Bagby is exceeding the target student-to-teaching-station ratio for K-5 classrooms by almost two students per station. For K-5 classes, the current target ratio is calculated at 23.24, based on CSR goals and 95% loading efficiency. (See Appendix B for calculation of target ratios.)

The Bagby Elementary School campus is laid out as a long linear series of classrooms with the Multi-Use Room (MUR) located on one end and the library on the other. Both the MUR and library would benefit from an expansion of their existing space or a move to larger new space. The MUR in particular is extremely undersized for the current student population. Bagby has the smallest MUR of all the elementary schools but the largest number of students to be served. This means they regularly resort to scheduling three lunch periods and four showings for each performance. More covered eating structures would help to alleviate the lunchtime congestion. The situation at the library is less dire than at the MUR, but it too is undersized for the campus population and does not have room for a full computer lab/media center.

Bagby site committee members raised concerns about campus organization at the front and back of the school. As mentioned in the general assessment for all the schools, there is not enough parking at the front and crowded, potentially dangerous drop-off conditions. In an effort to ameliorate both problems, the school has implemented a "Walk and Roll" program aimed at reducing the number of cars during busy dropoff and pickup times. The program has helped, but further measures to improve traffic flow at drop-off and parking areas are recommended at this campus. The other issue with site organization is how the back area of the campus is laid out, with a couple relocatable classrooms and the staff parking lot inconveniently located behind, and blocked off by, the existing ATLC daycare program portable buildings. Occupants of these back relocatable classrooms are separated and remote from the rest of the campus, with two locked gates to negotiate and poor lighting conditions at night (which is a concern for the teachers in these classrooms). For all staff, the back area is an issue since their dedicated parking lot is cut off from the rest of the campus by the gates and the ATLC portables. Reorganizing this back area and providing better access to it would benefit the school as a whole.

2012 Student Enrollment at Bagby Elementary Sc	hool	
Residents	622	
Non-residents	77	
Total Students Enrolled	699	
Existing Classroom Capacity at Bagby Elementary School		
Permanent Classrooms	29	
Relocatable Classrooms	3	
Total Classrooms (Permanent + Relocatable)	32	
Classrooms Reserved for Other Uses	4	
Teaching Stations (Excludes Other Uses)	28	
	-	
Number of Students per Teaching Station	24.96	



BAGBY ELEMENTARY SCHOOL - EXISTING CAMPUS



CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 FACILITIES OVERVIEW: FAMMATRE ELEMENTARY SCHOOL





Originally built in 1961, Fammatre Elementary School occupies an 8 acre lot adjacent to Price Middle School, making it the smallest of the elementary campuses in the Cambrian School District. However the school's location next door to Price allows for some sharing of spaces and programs which mitigates the smaller acreage. Fammatre registered 532 students in 2012, which puts their enrollment on par with the other two similarly sized elementary schools in the Cambrian District, Farnham and Sartorette. Like the other elementary schools, Fammatre serves grades Transitional Kindergarten through 5th.

While Fammatre enrolls approximately the same number of students as its fellow elementary schools (with the exception of Bagby), the number of available teaching stations at Fammatre is lower than at the other schools. This has resulted in some significant overloading in classrooms. At their current level of student enrollment, Fammatre is exceeding the target student-to-teaching-station ratio for K-5 classrooms by three and one-half students per station. For K-5 classes, the current target ratio is calculated at 23.24, based on CSR goals and 95% loading efficiency. (See Appendix B for calculation of target ratios.)

Fammatre is laid out as a series of parallel classroom wings extending out from a large central landscaped quadrangle. The Multi-Use Room (MUR) fronts this quadrangle and is situated on axis with the main entrance to the school. Playgrounds were recently repaved and in good condition, but the main (back) playground and Kindergarten play area would benefit from expansion to accommodate all currently enrolled students. School site committee members commented that more trees in the turf play area would provide needed shade and visual appeal at the back of the campus.

Fammatre site committee members expressed concerns about campus organization at the front and back of their school. Drop-off conditions are crowded and potentially dangerous. Parking is limited and often shared with Price Middle School next door. While the proximity of the two schools has many advantages, controlling access between the sites and keeping them secure can be problematic, as are overlapping drop-off and parking times. The portable classrooms located at the back of the Fammatre campus, adjacent to the Cambrian Community Center, are disconnected from the rest of the campus. More lighting and covered walkways from the main campus out to the portables would be desirable. Other areas of the school would also benefit from improved site lighting at night.

Committee members were generally happy with the size, layout, and lighting inside their existing classrooms. The issue, as with all the Cambrian schools, is the student-to-teaching-station ratio which is higher than desired for optimal learning conditions. Fammatre would benefit from a reduction in this ratio to free up some of their classroom and flex spaces. Currently the school does not have flexible spaces for accommodating complementary educational programs like their Home and School Club and Art Vista, which require space for meetings and storage. Committee members suggested that these flexible space requirements could be met by allowing full-size classrooms to be temporarily partitioned into smaller spaces on an as-needed basis.

2012 Student Enrollment at Fammatre Elementary School		
Residents	456	
Non-residents	76	
Total Students Enrolled	532	
Existing Classroom Capacity at Fammatre Elementary School		
Permanent Classrooms	21	
Relocatable Classrooms	5	
Total Classrooms (Permanent + Relocatable)	26	
Classrooms Reserved for Other Uses	6	
Teaching Stations (Excludes Other Uses)	20	
Number of Students Per Teaching Station	26.60	



FAMMATRE ELEMENTARY SCHOOL - EXISTING CAMPUS

1" = 80'



CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

SHARED PROGRAMS: MUR, LIBRARY, GYM ADMINISTRATIVE & SUPPORT SPACES

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 FACILITIES OVERVIEW: FARNHAM ELEMENTARY SCHOOL





Originally built in 1956, Farnham Elementary School is located on a 10.7 acre lot. The school enrolled 537 students in 2012, which puts them on par with the other two similarly sized elementary schools in the Cambrian District, Fammatre and Sartorette. Like the other elementary schools, Farnham serves grades Transitional Kindergarten through 5th.

At their current level of student enrollment, Farnham only slightly exceeds the target student-to-teaching-station ratio for K-5 classrooms. For K-5 classes, the current target ratio is calculated at 23.24, based on CSR goals and 95% loading efficiency. (See Appendix B for calculation of target ratios.) While this means Farnham has enough classroom space to meet CSR goals at current enrollment levels, it provides no room for flexibility or future expansion. Farnham has the fastest growing resident population in the District. By 2022, the school's enrollment is expected to increase by 85 students and more classrooms will certainly be needed.

At Farnham, the permanent classrooms are clustered around two landscaped quadrangles with the Multi-Use Room (MUR), covered eating structure, administration building, staff rooms, and library situated at the intersection of the two quadrangles. This centralized arrangement provides easy access to shared programs. Play areas for all non-Kindergarten grades are split between upper and lower grades and located at the back of the campus. As at the other school campuses, the MUR at Farnham is not large enough to sufficiently house the student population at lunchtime. More covered eating structures would help to alleviate this lunchtime congestion. The library, which is housed in an oversized relocatable building, was renovated as part of the last bond measure and is well-maintained.

School site committee members noted that all the parking at this campus is consolidated into one lot next to the student drop-off lane. They cautioned that people are using the parking lot for drop-off as well, which creates a congested and dangerous situation in this combined lot. One suggestion put forth by committee members was to relocate the staff lot away from the front of the school in order to separate parking and dropoff functions. Entry points are fairly well-defined and supervised at Farnham. Committee members suggested that further definition may be desirable by separating entrances by grade clusters to streamline traffic flow through the campus. Plans are currently in the works to reorient the front office and administration spaces in order to create a supervised pass-through condition for people entering and exiting the campus. Entry areas would also benefit from the addition of overhangs and covered walkways to provide shade and protection during inclement weather.

2012 Student Enrollment at Farnham Elementary	School	
Residents	485	
Non-residents	52	
Total Students Enrolled	537	
Existing Classroom Capacity at Farnham Elementary School		
Permanent Classrooms	17	
Relocatable Classrooms	9	
Total Classrooms (Permanent + Relocatable)	26	
Classrooms Reserved for Other Uses	3	
Teaching Stations (Excludes Other Uses)	23	
	-	
Number of Students per Teaching Station	23.35	



CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

ADMINISTRATIVE & SUPPORT SPACES COVERED EATING STRUCTURE

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 FACILITIES OVERVIEW: SARTORETTE ELEMENTARY SCHOOL



Originally built in 1959, Sartorette Elementary School is situated on a 10 acre lot. The school enrolled 524 students in 2012, which puts them on par with the other two similarly sized elementary schools in the Cambrian District, Fammatre and Farnham. Like the other elementary schools, Sartorette serves grades Transitional Kindergarten through 5th.

At their current level of student enrollment, Sartorette is exceeding the target student-to-teaching-station ratio for K-5 classrooms by almost two students per station. For K-5 classes, the current target ratio is calculated at 23.24, based on CSR goals and 95% loading efficiency. (See Appendix B for calculation of target ratios.)

The layout of the Sartorette campus closely matches that at Farnham. Permanent classrooms are clustered around two landscaped quadrangles with the Multi-Use Room (MUR), covered eating structure, administration building, and staff rooms situated at the intersection of the two quadrangles. This arrangement provides easy access to most shared programs, with the exception of the library which is tucked away in a converted classroom on one end of campus. All the in-wall tables in the



Situated in a low-density residential community, school site committee members commented that Sartorette has great street front presence and curb appeal. The school would like to preserve this appeal. Generally committee members felt that the campus was well-organized. Playgrounds for all non-Kindergarten grades are split between upper and lower grades and located at the back of the campus. However the back play area bounded by eight older portables is not well-lit at night. There are no covered walkways to this part of the campus, which is inconvenient. Other issues with these existing portable classrooms include leaking and flooding during the rainy season and lack of accommodations for backpacks and storage.







cafeteria (MUR) were recently replaced and the building seems to be adequate for the uses it currently serves. The library on the other hand is extremely undersized for an elementary school. It lacks adequate space for books and does not have a computer lab or media center component.

Ilment at Sartorette Elementary School		
	429	
	95	
rolled	524	
Capacity at Sartorette Elementary School		
ooms	17	
ooms	8	
Permanent + Relocatable)	25	
red for Other Uses	4	
(Excludes Other Uses)	21	
its per Teaching Station	24.95	



CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

RELOCATABLE CLASSROOM SHARED PROGRAMS: MUR, LIBRARY, GYM ADMINISTRATIVE & SUPPORT SPACES COVERED EATING STRUCTURE

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 FACILITIES OVERVIEW: PRICE MIDDLE SCHOOL





Originally built in 1960, Price Middle School occupies a 22 acre lot adjacent to Fammatre Elementary School. As the District's sole middle school serving grade levels 6th through 8th, Price is the largest of the Cambrian school campuses, with almost twice the number of classrooms as one of the typical elementary schools. This is reflected in the size of their student body – Price registered 1,072 students in 2012 – which is drawn from the other four District schools.

At their current level of student enrollment, Price is exceeding the target student-to-teaching-station ratio for 6-8 grade classrooms by onequarter of a student per station. For 6-8 grade classes, the target ratio is calculated at 27.23, based on CSR goals and 95% loading efficiency. (See Appendix B for calculation of target ratios.) While this means the school is close to meeting their target CSR ratio for current enrollment levels, it provides no room for flexibility or future expansion. By 2022, the population of Price is expected to increase by 69 students and more classrooms will certainly be needed.

Due to the proximity of their campuses, Price experiences some of the same issues with drop-off, parking, entry definition, and security as its neighbor Fammatre. More so than at any other campus, a clearly defined and secured entry point with controlled foot traffic is needed at this site. The middle school campus is substantially larger than the elementary schools and has correspondingly greater needs and acreage to be covered by fencing and site lighting.

Shared programs are located at three different areas of the campus. Recently constructed in 2000, the Cambrian Community Center (CCC) houses a large gymnasium, locker rooms, two regular classrooms, space for the music program, an activity room, offices, and ancillary spaces. In addition to daily use by Price, the CCC is used regularly by the elementary schools as well as other city and community programs. The gymnasium and locker rooms are in good shape, though the number of existing lockers limits the physical education class sizes that can be held, which in turn limits the overall student enrollment at Price. The library was also recently renovated and expanded as part of the previous bond measure. However, staff and students feel that it is still undersized for a middle school and does not function optimally as a media center. The existing Multi-Use Room (MUR) cafeteria is too small to house students at lunchtime. As with the other campuses, more covered eating structures would help to alleviate this lunchtime congestion.

School site committee members at Price generally deemed their existing classrooms to be in good shape, though there is overcrowding due to some classes being oversubscribed. At classrooms with high vaulted ceilings, there are ongoing problems with roof leakage and condensation which have compromised the ceiling finish. Existing casework in most classrooms is in poor shape and should be replaced. Specialized programs such as technology and music require more dedicated casework for their rooms, as well as overall space and security. Both these programs are well-established on campus and very popular with students.

2012 Student Enrollment at Price Middle School	
Residents	872
Non-residents	200
Total Students Enrolled	1,072
Existing Classroom Capacity at Price Middle Schoo	bl
Permanent Classrooms	40
Relocatable Classrooms	5
Total Classrooms (Permanent + Relocatable)	45
Classrooms Reserved for Other Uses	6
Teaching Stations (Excludes Other Uses)	39
Number of Students Per Teaching Station	27.49



CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

ENROLLMENT PROJECTIONS & CLASSROOM NEEDS

ENROLLMENT PROJECTIONS

From 2002 to 2012, the District has experienced a 21.6% growth in enrollment. The actual 2002 enrollment for the District was 2,767 students and the actual 2012 enrollment was 3,364 students, an increase of 597 students. For the most part, the enrollment increase has been beneficial to the District as it has enabled the District to maintain state funding which is based on actual student attendance.

During the early 2000's Cambrian as well as its neighboring school districts experienced declining "in district" enrollment due to the aging population of home owners. The decrease in school age children in the neighborhoods and subsequent decreases in state funding required neighboring school districts to reduce staff and even close schools. The Cambrian School District was able to maintain enrollment by converting three elementary schools and Price Middle School into District-sponsored charter schools. The Charter designation enabled "out of district" parents to enroll their students in the higher performing Cambrian schools without permission from their home school districts. The Cambrian schools' charter status has attracted highly involved families with the brightest students from neighboring districts, has increased academic performance, broadened the appeal of the Cambrian schools and enabled the District to enhance its enrichment programs. During the past decade, the Cambrian charter schools became a model for District-sponsored charters throughout the county as well as the state.

Despite the charter status, the financial crises of 2008 caused fiscal stress on school districts statewide, including the Cambrian School District. The District had to make budget cuts, but with the charter status, was able to keep enrollment up and subsequently maintain enough funding to preserve operational stability. The budget cuts included staff reductions, furlough days for teachers, and increased class sizes. Only now has the state funding outlook improved enough to enable the removal of furlough days, the hiring of additional staff, and the opportunity to once again reduce class sizes.

From 2002 to 2012, the District has been able to accommodate their 21.6% growth (597 students) through the construction of nine additional classrooms (mostly portables) and with an unfortunate increase in class sizes. In early 2013, the District contracted with Enrollment Projection Consultants (EPC) to forecast future enrollment numbers and determine future facility needs. The June 16, 2013 EPC report indicates that enrollment for the District is expected to increase even more due to the economic recovery and subsequent migration of younger families into the District. Even with a 50% decrease in charter school admissions, the projected enrollment for the District in 2022 is forecast to rise to 3,679 students, a 9.4% increase over the 2012 enrollment. In order to accommodate this growth, and subsequently reduce class sizes, more classrooms will be needed.

ENROLLMENT PROJECTIONS & CLASSROOM NEEDS



CLASSROOM NEEDS

The District desires to reduce class sizes to 23 students per classroom teaching station for Kindergarten through 3rd grades and 29 students per classroom teaching station for students in 4th through 8th grades. The District currently has 131 classroom teaching stations available in its four operating elementary schools and one middle school. Using classroom modeling spreadsheets, the District has determined that a minimum of 24 additional classrooms will be required to accommodate the projected enrollment at the desired class size reduction levels. Four classrooms would be needed at the middle school level and 20 at the elementary school level.

The additional classrooms may be added to the existing schools, and this is the most economical option. However, the District is concerned that by 2022 the existing schools would be too large to provide adequate play space, common facilities, supervision and traffic control. Safety is the paramount concern, however the large schools would also detract from the educational potential of the District.

If operationally feasible, the Cambrian School Board desires to reopen one of its current leased sites as a sixth District school, in lieu of increasing the size of its existing campuses. One possibility is to renovate and reopen Steindorf Elementary School as a K-8 school with a Science, Technology, Engineering, Arts and Mathematics (STEAM) focus. This would enable the District to maintain reasonable and equitable school sizes in addition to reduced class sizes.

This Facilities Master Plan presents the School Board and Cambrian community with both options for accommodating increased enrollment: I) adding classrooms to the existing schools and 2) opening a K-8 STEAM school at Steindorf, if this is determined to be operationally and financially feasible.

PRIMARY GROWTH OPTION: New K-8 STEAM School at Steindorf Site

To accommodate the projected increase in student enrollment, the Cambrian School District has the option to renovate, expand, and reopen the existing leased Steindorf Elementary School site as a new campus serving grades Kindergarten through 8th with a curriculum which focuses on Science, Technology, Engineering, Arts, and Mathematics (STEAM). If found to be operationally and financially feasible, a new K-8 STEAM school could both alleviate overcrowding at existing Cambrian campuses and provide the community with access to an attractive alternative educational program.

SECONDARY GROWTH OPTION: Add Classrooms to Existing Schools

A secondary option for accommodating the projected increase in enrollment is to add new classrooms at each of the existing school sites. This is the most economical option since it costs less to construct additional classrooms at existing campuses than it does to open a new campus. Total construction cost for adding twentyfour new classrooms to existing school sites comes to \$12 million (in 2013 dollars).

However the major disadvantage of this option is that it increases the number of classrooms and students at each of the District's five operating schools. This poses a problem because the existing schools are already operating at capacity as far as their number of occupants and size of shared facilities. In some cases, schools are already stretched beyond capacity and require renovations or additions to shared program spaces in order to accommodate their current school population needs. School site committee members expressed concern that an increase in the classroom count of an existing site – triggered by a corresponding increase in the student population – could stretch the operational capacity of that school and present a physical challenge for accommodating students in shared program spaces such as the Multi-Use Room (MUR), library, specialized instruction rooms, and gym. Site committee members also worried that their schools would lose the close-knit "family" feeling if they grew too large.

In addition to constructing new classrooms to accommodate projected growth, the District could consider replacing all existing relocatable classrooms with permanent classroom buildings. Replacing portables with new construction would improve the learning environment, reduce maintenance costs, and increase building longevity. In some cases, it would also allow the District to consolidate their new classrooms into a two-story building which is a more efficient use of available open space and reduces the operational burden of supervising multiple sprawling spaces. However, replacing all twenty-seven of the District's existing relocatable classrooms would require \$13.5 million of construction funding across the District.

GROWTH OPTIONS

PRIMARY GROWTH OPTION: NEW STEINDORF K-8 STEAM SCHOOL





To accommodate the projected increase in student enrollment, the Cambrian School District has the option to renovate, expand, and reopen the existing leased Steindorf Elementary School site as a new campus serving grades Kindergarten through 8th with a curriculum which focuses on Science, Technology, Engineering, Arts, and Mathematics (STEAM). Opening a new K-8 STEAM school would not only decrease school and class sizes District-wide, it would also provide an empirical, project-based approach to learning. The STEAM curriculum teaches students to think and design critically within a framework that gives equal weight to both the arts and sciences, and trains them to generate innovative solutions to real-world problems.

In order to implement this option, the existing Steindorf campus would undergo extensive renovations and additions to accommodate the new K-8 STEAM program. Using classroom modeling spreadsheets, the District has determined that a mix of fifteen K-5th grade and six 6th-8th grade classrooms at Steindorf – plus an additional three new classrooms at Fammatre and two at Sartorette elementary schools – would work best toward counterbalancing the increasing need for more classroom space as District enrollment numbers rise. (See Appendix B for the breakdown of how each campus's classrooms and students were balanced under this growth scenario to reach desired student-to-teaching-station ratios.)

Construction of a new K-8 STEAM school at Steindorf would require renovating 26,500 square feet of existing classroom, administrative, and shared program spaces at an estimated cost of \$7,820,000. Additionally 10,300 square feet of new building would need to be constructed to house classroom and lab spaces, an administration building, and a library/media center at an estimated cost of \$5,220,000. Sitework – which involves reconfiguring the drop-off and parking areas, installing playgrounds, and landscaping – would add another \$1,740,000. Factoring in the cost for five new classrooms at Fammatre and Sartorette elementary schools brings the total construction cost for opening a new K-8 STEAM school at Steindorf to \$17,280,000 (in 2013 dollars). Also to be considered is the overhead cost for operating another school site at an estimated cost of \$262,000 per year and the loss of rental revenue, which currently amounts to \$350,000 per year at Steindorf. Although this option would displace the current building tenants, it should be noted that the District desires to continue hosting Cambrian Little League on the Steindorf campus for now and the foreseeable future.

Cost concerns aside, the advantage to implementing this option is that it would drastically improve the educational potential of the District. A new K-8 STEAM school would allow the existing schools to reduce their class and campus sizes to below their current levels; offer an innovative, hands-on educational curriculum to potential students; and keep the District on track to maintain CSR goals. When polled on the question, school site committees all responded favorably to the idea of opening a new K-8 school.



CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 PRIMARY GROWTH OPTION: NEW STEINDORF K-8 STEAM SCHOOL



STEINDORF K-8 STEAM SCHOOL CONCEPT

- Renovate 17 classrooms.

1" = 80'

- Add 4 new lab/classrooms.
- Add library/media center and administration building.



TYPE

SF

EXIST	INC	G	26,500
NEW	-	MEDIA	2,000
		LABS	4,500
		CLASSROOMS	1,000
		RESTROOMS	800
		ADMIN.	2,000
			36,800 SF

RENOVATE AND NEW

2014 COST	S		36,800 SF
RENOVATE	26,500	@ \$295	= \$7,817,500
NEW	10,300	@ \$507	= \$5,222,100
SITE	435,600	@\$4	= \$1,742,400
		-	\$14,782,000

ADD 3 CR'S @ FAMMATRE \$1,500,000 ADD 2 CR'S @ SARTORETTE \$1,000,000 \$2,500,000

TOTAL FOR OPTION \$17,282,000

SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS AT BAGBY E.S.



- Add new classrooms. Leave (E) portables as-is. Except remove room 29. - Add MUR and 5 new classrooms.

1" = 80'

EXISTING BUILDING EXISTING RELOCATABLE CLASSROOM

NEW BUILDING PHOTOVOLTAIC CANOPY

••••• NEW 8' SECURITY FENCE

Implementation of the secondary growth option of adding classrooms to existing sites, five new classrooms would be constructed on the Bagby Elementary School campus: three regular classrooms and two Kindergarten rooms. The "ADD CLASSROOMS" site plan on this page shows possible locations for new construction. The quantity of additional rooms needed was generated using classroom modeling spreadsheets to determine how many additional classrooms were required to get each site under their target studentto-teaching-station ratios. (See Appendix B for the breakdown of classroom and student numbers required to reach the desired ratios.)

Also shown on this plan is a new MUR located adjacent to the existing MUR building. Construction of a new MUR is part of any growth scenario because the existing multi-use room is extremely undersized and cannot adequately serve the current student population at Bagby. Relocating the MUR opens up a

2022 Projected Enrollment at Bagby E.S.		
Residents	711	
Non-residents	46	
Total Students Enrolled	757	
Added Classroom Capacity at Bagby E.S.		
Existing Permanent Classrooms	29	
Existing Relocatable Classrooms	3	
Classrooms with Other Uses	-4	
Add New Classrooms.	5	
Total Teaching Stations	33	
Students per Teaching Station	22.94	

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS + REPLACE PORTABLES

space for the existing ATLC daycare program, which is currently housed in a pair of portable buildings at the back of the site. Once ATLC relocates to the old MUR, their existing portable buildings could be demolished. This renders the back portion of the Bagby campus more accessible. To take advantage of this newly opened up space, a secondary drop-off lane could be installed at the staff parking lot. This would help alleviate the daily strain on existing facilities of drop-off and parking activities at the front of the school.

In addition to constructing new classrooms to accommodate projected growth, the District could consider replacing all existing relocatable classrooms with permanent classroom buildings. The "ADD CLASSROOMS + REPLACE PORTABLES" site plan on this page illustrates a possible layout at Bagby Elementary School with permanent classrooms in lieu of the three existing relocatable buildings. This results in construction of eight new classrooms.

2022 Projected Enrollment at Bagby E S		
2022 Frojected Enronment at bagby E.S.		
Residents	711	
Non-residents		
Total Students Enrolled	757	
Added Classroom Capacity at Bagby	E.S.	
Total Existing Classrooms	32	
Remove Relocatable Classrooms.	-9	
Classrooms with Other Uses	-2	
Add New Classrooms.	8	
Total Teaching Stations	33	
Students per Teaching Station	22.94	



BAGBY ELEMENTARY SCHOOL - ADD CLASSROOMS + REPLACE PORTABLES

- Add new classrooms. Replace (E) portables with permanent construction
- Remove 3 existing classrooms.

- **EXISTING BUILDING** EXISTING RELOCATABLE CLASSROOM NEW BUILDING PHOTOVOLTAIC CANOPY
- **•••••** NEW 8' SECURITY FENCE

SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS AT FAMMATRE E.S.



To continue with implementation of the secondary option for accommodating the projected increase in enrollment, seven new classrooms would be constructed on the Fammatre Elementary School campus: six regular classrooms and one Kindergarten room. The "ADD CLASSROOMS" site plan on this page shows possible locations for new construction. The quantity of additional rooms needed was generated using classroom modeling spreadsheets to determine how many additional classrooms were required to get each site under their target studentto-teaching-station ratios. (See Appendix B for the breakdown of how each campus's classrooms and students were balanced under this growth scenario to reach the desired ratios.)

022 Projected Enrollment at Fammatre E.S.		
esidents	546	
on-residents	47	
otal Students Enrolled	593	
dded Classroom Capacity at Fammatre E.S.		
kisting Permanent Classrooms	21	
kisting Relocatable Classrooms	5	
assrooms with Other Uses	-6	
dd New Classrooms.	7	
otal Teaching Stations	27	
udents per Teaching Station	21.96	

St

••••• NEW 8' SECURITY FENCE

1" = 80'

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS + REPLACE PORTABLES

In addition to constructing new classrooms to accommodate projected growth, the District could consider replacing all existing relocatable classrooms with permanent classroom buildings. The "ADD CLASSROOMS + REPLACE PORTABLES" site plan on this page illustrates a possible layout at Fammatre Elementary School with permanent classrooms in lieu of the five existing relocatable buildings. This results in construction of twelve new classrooms.

2022 Projected Enrollment at Famm	atre E.S.
Residents	546
Non-residents	47
Total Students Enrolled	593
Added Classroom Capacity at Famm	atre E.S.
Total Existing Classrooms	26
Remove Relocatable Classrooms.	-5
Classrooms with Other Uses	-6
Add New Classrooms.	12
Total Teaching Stations	27
Students per Teaching Station	21.96



FAMMATRE ELEMENTARY SCHOOL - ADD CLASSROOMS + REPLACE PORTABLES

- Add new classrooms. Replace (E) portables with permanent construction. - Remove 5 existing portable classrooms.

- Add 13 new classrooms.

EXISTING BUILDING EXISTING RELOCATABLE CLASSROOM NEW BUILDING PHOTOVOLTAIC CANOPY **•••••** NEW 8' SECURITY FENCE

SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS AT FARNHAM E.S.



To continue with implementation of the secondary option for accommodating the projected increase in enrollment, four new classrooms would be constructed on the Farnham Elementary School campus: three regular classrooms and one Kindergarten room. The "ADD CLASSROOMS" site plan on this page shows possible locations for new construction. The quantity of additional rooms needed was generated using classroom modeling spreadsheets to determine how many additional classrooms were required to get each site under their target student-to-teaching-station ratios. (See Appendix B for the breakdown of how each campus's classrooms and students were balanced under this growth scenario to reach the desired ratios.)

2022 Projected Enrollment at Farnh	am E.S.
Residents	575
Non-residents	47
Total Students Enrolled	622
Added Classroom Capacity at Farnha	am E.S.
Existing Permanent Classrooms	17
Existing Relocatable Classrooms	9
Classrooms with Other Uses	-3
Add New Classrooms.	4
Total Teaching Stations	27
Students per Teaching Station	23.04

••••• NEW 8' SECURITY FENCE

SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS + REPLACE PORTABLES

In addition to constructing new classrooms to accommodate projected growth, the District could consider replacing all existing relocatable classrooms with permanent classroom buildings. The "ADD CLASSROOMS + REPLACE PORTABLES" site plan on this page illustrates a possible layout at Farnham Elementary School with permanent classrooms in lieu of the eight existing relocatable buildings. This results in construction of twelve new classrooms. Under this scenario, the District could alternatively relocate the YMCA daycare program into the two adjacent Farnham relocatable classrooms, then demolish the existing YMCA buildings. This creates more desirable open space in the southeastern portion of the campus.

2022 Projected Enrollment at Farnh	am E.S.
Residents	575
Non-residents	47
Total Students Enrolled	622
Added Classroom Capacity at Farnha	am E.S.
Total Existing Classrooms	26
Remove Relocatable Classrooms.	-8
Classrooms with Other Uses	-3
Add New Classrooms.	12
Total Teaching Stations	27
Students per Teaching Station	23.04





- PHOTOVOLTAIC CANOPY
- **•••••** NEW 8' SECURITY FENCE

SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS AT SARTORETTE E.S.



- Add library and 3 new classrooms.

EXISTING BUILDING EXISTING RELOCATABLE CLASSROOM **NEW BUILDING** PHOTOVOLTAIC CANOPY **•••••** NEW 8' SECURITY FENCE

To continue with implementation of the secondary option for accommodating the projected increase in enrollment, three new classrooms would be constructed on the Sartorette Elementary School campus: two regular classrooms and one Kindergarten room. The "ADD CLASSROOMS" site plan on this page shows possible locations for new construction. The quantity of additional rooms needed was generated using classroom modeling spreadsheets to determine how many additional classrooms were required to get each site under their target studentto-teaching-station ratios. (See Appendix B for the breakdown of how each campus's classrooms and students were balanced under this growth scenario to reach the desired ratios.)

Also shown on the "ADD CLASSROOMS" site plan is construction for a new library/media center. This is included in the bond project list as part of any

2022 Projected Enrollment at Sartor	ette E.S.
Residents	519
Non-residents	47
Total Students Enrolled	566
Added Classroom Capacity at Sartor	ette E.S.
Existing Permanent Classrooms	17
Existing Relocatable Classrooms	8
Classrooms with Other Uses	-4
Add New Classrooms.	4
Total Teaching Stations	25
Students per Teaching Station	22.64

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS + REPLACE PORTABLES

growth scenario because the existing library – which is located in a converted classroom - is too small to adequately serve an elementary school of Sartorette's size. Relocating the library to a new building allows the space it occupied to be converted back into a classroom, which brings the additional classroom count for Sartorette up to four total.

In addition to constructing new classrooms to accommodate projected growth, the District could consider replacing all existing relocatable classrooms with permanent classroom buildings. The "ADD CLASSROOMS + REPLACE PORTABLES" site plan on this page illustrates a possible layout at Sartorette Elementary School with permanent classrooms in lieu of the eight existing relocatable buildings. This results in construction of eleven new classrooms and twelve additional classrooms total (counting the converted library classroom).

Students per Teaching Station	22.64
Total Teaching Stations	25
Add New Classrooms.	12
Classrooms with Other Uses	-4
Remove Relocatable Classrooms.	-8
Total Existing Classrooms	25
Added Classroom Capacity at Sartor	ette E.S.
Total Students Enrolled	566
Non-residents	47
Residents	519
2022 Projected Enrollment at Sartor	ette E.S.



SARTORETTE ELEMENTARY SCHOOL - ADD CLASSROOMS + REPLACE PORTABLES

- Add new classrooms. Replace (E) portables with permanent construction. Convert old library into classroom.

- Remove 8 existing portable classrooms.
- Add library and 11 new classrooms.

sugimura finney architects

1" = 80'

EXISTING BUILDING EXISTING RELOCATABLE CLASSROOM NEW BUILDING PHOTOVOLTAIC CANOPY **•••••** NEW 8' SECURITY FENCE

SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS AT PRICE M.S.



To continue with implementation of the secondary option for accommodating the projected increase in enrollment, four new classrooms would be constructed on the Price Middle School campus. The "ADD CLASSROOMS" site plan on this page shows possible locations for new construction. The quantity of additional rooms needed was generated using classroom modeling spreadsheets to determine how many additional classrooms were required to get each site under their target student-to-teaching-station ratios. (See Appendix B for the breakdown of how each campus's classrooms and students were balanced under this growth scenario to reach the desired ratios.)

2022 Projected Enrollment at Price I	M.S.
Residents	1045
Non-residents	96
Total Students Enrolled	1141
Added Classroom Capacity at Price N	И.S.
Existing Permanent Classrooms	40
Existing Relocatable Classrooms	5
Classrooms with Other Uses	-6
Add New Classrooms.	4
Total Teaching Stations	43
Students per Teaching Station	26.53

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 SECONDARY GROWTH OPTION: ADD NEW CLASSROOMS + REPLACE PORTABLES

In addition to constructing new classrooms to accommodate projected growth, the District could consider replacing all existing relocatable classrooms with permanent classroom buildings. The "ADD CLASSROOMS + REPLACE PORTABLES" site plan on this page illustrates a possible layout at Price Middle School with permanent classrooms in lieu of the five existing relocatable buildings. This results in construction of nine new classrooms. To maximize building efficiency, a tenth classroom has been added to the plan as part of the new two-story building. However, the extra classroom is not integral to implementation of this growth option.

Students per Teaching Station	26.53
Total Teaching Stations	43
Add New Classrooms.	ç
Classrooms with Other Uses	-6
Remove Relocatable Classrooms.	-5
Total Existing Classrooms	45
Added Classroom Capacity at Price N	И.S.
Total Students Enrolled	1141
Non-residents	96
Residents	1045
2022 Projected Enrollment at Price I	M.S.



- PHOTOVOLTAIC CANOPY
- **•••••** NEW 8' SECURITY FENCE

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

FACILITIES NEEDS & GOALS

- OTHER GROWTH PROJECTS •
- REPAIR AND INFRASTRUCTURE PROJECTS
 - FACILITY IMPROVEMENTS
 - ENERGY PROJECTS •
 - SAFETY AND SECURITY PROJECTS •

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

FACILITIES NEEDS & GOALS: OTHER GROWTH PROJECTS





Descriptions of both primary and secondary options for new construction projects to accommodate Class Size Reduction goals can be found on the preceding pages of this master plan. In addition to the options already discussed, the following projects are recommended for consideration:

NEW MULTI-USE ROOM (MUR) AT BAGBY ELEMENTARY SCHOOL

Construction of a new MUR building is necessary at this campus because the existing multi-use room is extremely undersized and cannot adequately serve its current student population.

NEW LIBRARY/MEDIA CENTER AT SARTORETTE ELEMENTARY SCHOOL

Construction of a new library/media center is necessary at this campus because the existing library, which is located in a converted classroom, is too small to adequately serve an elementary school of Sartorette's size. Relocating the library to a new building would also allow the space it occupied to be converted back into a classroom, thus contributing to the school's ability to reach CSR goals.

ADDITIONAL COVERED EATING STRUCTURES AT ALL SCHOOLS

All school sites are currently running several lunch shifts because of the limited availability of sheltered eating areas during inclement weather. Installing more covered eating structures would alleviate this problem.

PLAYGROUND EXPANSIONS AT ALL SCHOOLS

Expand paved play areas and play structures at all campuses. Due to increasing enrollments, existing playgrounds do not have sufficient space to easily accommodate all their classes.





CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 FACILITIES NEEDS & GOALS: REPAIR AND INFRASTRUCTURE PROJECTS





This section comprises repairs, replacement, and/or upgrades of existing facilities and utilities which have become damaged or worn from age and usage. Also included are additional improvements to sites and buildings to restore existing facilities and grounds to good condition. After evaluating existing campuses, the following projects are recommended for consideration:

FENCING REPLACEMENT ٠

At all the school sites, there are areas of existing fencing which is in poor and unsightly condition. New fencing could be installed at these locations as part of the overall Cambrian site security project which adds additional security fencing, gates, and hardware at all the campuses. See "Safety and Security Projects" for more information about this initiative.

REPLACEMENT OF RELOCATABLE ٠ **CLASSROOMS WITH PERMANENT** CONSTRUCTION

Site plans of this proposed improvement can be found in the preceding pages of this master plan, under the secondary growth options for each school. While costly, replacing portable classrooms with permanent construction would improve the learning environment, reduce maintenance costs, and increase building longevity.

SITE REPAIRS AND IMPROVEMENTS

Repair or replace deficient portions of existing landscape, walkways, pavement, and playground areas. Add improvements as needed to increase functionality and curb appeal.

BUILDING REPAIRS AND IMPROVEMENTS

Repair or replace deficient and aging portions of existing buildings. These include repairs and improvements to doors, windows, roofs, building systems and interior and exterior finishes.







CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 FACILITIES NEEDS & GOALS: REPAIR AND INFRASTRUCTURE PROJECTS





CASEWORK REPLACEMENT AT PRICE

Existing casework in Price Middle School classrooms is old, worn out, and in poor condition. The Measure G program provided only minimal repairs to the casework. Therefore replacement at this campus is overdue. Additional casework may be required at specialized classrooms to accommodate increasing program needs.

MARKERBOARD REPLACEMENT AT ALL **SCHOOLS**

Existing markerboards at all campuses are old, stained, and in generally poor condition. Boards were re-trimmed as part of the last bond measure, but were not replaced.

STAFF ROOM RENOVATIONS

The interior staff areas of the existing schools are dated, and would benefit from replacement of finishes, cabinets, appliances, and lighting.

CEILING RETROFIT AT SARTORETTE ELEMENTARY SCHOOL

At Sartorette, condensation accumulates at the steel beams which support the vaulted ceilings. The moisture problem is caused by the lack of adequate roof venting at these locations. Creating a thermal barrier with insulation around the beams and inside ceiling cavities could prevent unwanted condensation and subsequent water damage to the classroom ceilings.





FACILITIES NEEDS & GOALS: REPAIR AND INFRASTRUCTURE PROJECTS

refrigerant.





AIR-CONDITIONING SYSTEMS UPGRADE Existing air-conditioning (AC) systems at all the Cambrian school campuses utilize R-22 refrigerant which contains ozone-depleting chlorofluorocarbons. R-22 refrigerant is being phased out by the EPA under the Montreal Protocol and will become unavailable by the year 2022. Therefore the existing AC systems will need to be replaced with newer and more energy efficient models that utilize



environmentally friendly alternatives such at R-410A

Under the Measure G program, the galvanized steel waterlines to the restrooms and classrooms at Farnham and Sartorette were replaced with non-corrosive plastic and copper waterlines. Due to the insufficient budget, the galvanized waterlines in and under the kitchens and staff areas were not replaced. The galvanized steel waterlines are over fifty years old and are developing leaks in these areas. These waterlines should be replaced.

RAIN GUTTER REPLACEMENTS AT FARNHAM AND SARTORETTE

The existing hanging rain gutters at Farnham and Sartorette are corroded and leaking. The rain gutters need to be replaced.

FIRE ALARM SYSTEMS UPGRADE

The fire alarm systems at all schools were replaced under the Measure G program in 2003, but are now in need of upgrades to meet current code. The fire alarm control panels have unfortunately been discontinued as well and replacement parts will soon become unavailable. This is the most important life safety system in our school buildings and should be upgraded to the most current standards.



CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014



FACILITIES NEEDS & GOALS: FACILITY IMPROVEMENTS





Projects in this category are aimed at enhancing and optimizing the learning environment inside classrooms through technology, furniture, and lighting improvements. The following facility improvement projects are recommended for consideration:

CLASSROOM TECHNOLOGY IMPROVEMENTS

Technology in the classroom is an evolving and ever growing need. Funds should be allocated for the District to use in its ongoing efforts to install, upgrade, and integrate educational technology into the classrooms and curriculum to meet 21st century learning and manage the common core curriculum.

WINDOW SHADE REPLACEMENT

Most existing classrooms have vertical blinds covering their windows. These blinds are uniformly unpopular with teachers because they become misaligned easily and are prone to malfunction. Teachers often leave them closed because they are difficult to operate, thus depriving the classroom of natural daylight. Replacing the existing vertical blinds with black-out roller shades would greatly improve the appearance, function, and opening of the window coverings in the classrooms.

FURNITURE REPLACEMENT

Tables, chairs, and other furniture in existing classrooms is old, worn, damaged, and mismatched in many cases. Replacement of existing furniture with newer, more ergonomic options would improve both the appearance and function of the classroom as a learning environment.

INCREASE DAYLIGHTING

Studies have shown that there is a direct correlation between student performance and the amount of natural lighting (daylighting) in classrooms. Installing skylights or roof monitors in existing classrooms is recommended where possible.







CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 FACILITIES NEEDS & GOALS: ENERGY PROJECTS





Projects in this category include measures taken to increase energy efficiency and performance of existing facilities and building systems. The following energy projects are recommended for consideration:

PHOTOVOLTAIC (SOLAR) INSTALLATION

Installing photovoltaic modules on canopy shade structures at the five school campuses and the District office has the potential to supply the District with on-site renewable energy to cover 80% of the District's electrical power needs. The savings in electricity costs will result in more funds available for teachers and classroom supplies. Replacing fossil fuel derived energy with clean renewable solar power substantially reduces the District's carbon footprint and serves as an example of social responsibility for our students.

WINDOW REPLACEMENT

The Cambrian schools were constructed when thermal comfort and the cost of energy was not a primary concern. The existing classroom windows consist of non-insulating single panes of glass and the frames leak and have become unsightly. Replacing the existing windows with insulated low-E glazing would greatly improve energy efficiency and provide a much needed sound barrier for classrooms.

INTERIOR LIGHTING REPLACEMENT

Much of the existing classroom lighting systems are outdated and not energy efficient. Replacing existing interior lights with high-performance lighting systems would reduce costs – both through a reduction in energy consumption and an increase in the life expectancy of newer energy efficient bulbs. They would also improve visual performance and comfort by raising the quality of illumination inside the space.

HVAC ECONOMIZER UPGRADE

The air handling units in the classrooms as well as other District spaces can be upgraded to include economizers which sense outdoor air temperatures and subsequently adjust the amount of outside air admitted into the classrooms. Economizers can immensely reduce energy costs.







CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

FACILITIES NEEDS & GOALS: SAFETY AND SECURITY PROJECTS





These projects will contribute toward providing a safe and secure environment for teaching and learning. The following safety and security projects are recommended for consideration:

SECURITY PROJECT DOORS AND HARDWARE

This project would upgrade doors and door hardware at the existing classrooms to more easily facilitate lockdown procedures.

SECURITY PROJECT FENCING •

This project would add new security fencing, gates, and hardware at all of the campuses. New gates would be key-lockable, accessible, and have panic hardware to meet egress requirements. During school hours, the security fencing and gates will enable staff to restrict access to the school property and funnel visitors to the school office. They will also enable staff to expediently execute lockdown procedures. Fencing could be ornamental steel at high-visibility street front locations for improved aesthetics and chain link at lower visibility areas for economy.

CEILING REPLACEMENT AT PRICE MIDDLE SCHOOL

The suspended acoustical ceilings at Price were installed sometime after the original construction and do not meet current code requirements for seismic stability. They need to be replaced.

PARKING LOT LIGHTING IMPROVEMENTS

Inadequate site lighting was a concern expressed by all the school site committees. Improving parking lot lighting conditions is an important component of overall site lighting improvements for safety and security.





A. PROJECTED ENROLLMENTS FROM 20

B. ENROLLMENT PROJECTIONS AND CI

C. 2014 CAMBRIAN SCHOOL DISTRICT

APPENDICES

012 TO 2022	44
LASSROOM COUNTS	59
BOND PROJECT LIST	65

A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

ENROLLMENT PROJECTION CONSULTANTS

Providing School Districts with Accurate Enrollment Forecasts by Location



Superintendent Deborah Blow and Board Members Cambrian Elementary School District 4115 Jacksol Drive San Jose, CA 95124-3312

June 16, 2013

Dear Superintendent and Board Members:

This is the concluding documentation to the enrollment forecast study. (We are using this simplified "letter format" per our contract.) The sections below provide a summary of the projections and some background information. Subsequent sections follow the order of the tables, starting with the projected students in Tables 1 and 2 and then the underlying factors to those numbers in Tables 3 to 7. The appendices provide additional details for those who want to delve further into the data.

This is a more extensive update report than we normally provide for a district of your size, but the reasons for your significant recent growth warranted such additional analyses and documentation.

Projections Summary

The projected total enrollment rises more slowly than some readers may have expected, with gains of 50 in two years and cumulative amounts of just over 100 and 300 more students in four years and a decade, respectively. The growth in the last four years, by contrast, was by greater than 200, or by two-times this short-term projected rate. And unlike the recent trend, the majority of the enrollment increase to 2016-17 should occur in the middle school grades. These enrollment numbers, however, include assumptions about the evolution of incoming interdistrict attendance (i.e., students with home addresses outside the district region), which is both a significant part of the enrollment and more of an annual District choice than a trend to be extrapolated forward with confidence. How you decide to alter those inter-district numbers, from what is a projected decline, will impact the forecast.

The projected enrollment from within the district's boundaries (the "resident" student population), on the other hand, can come from more meaningful trend evaluations and those resident numbers increase by essentially 100 next year, over 260 in four years and greater than 500 in ten. These gains, nonetheless, also are less than in the recent past, with a resident student rise by 440 since 2008-09.

There are two major conflicting factors underlying these resident student projections. Adding to your enrollment are the desirability of your district, as is evident in the large net student gains occurring through detached housing resales, move-ins to other detached and attached dwellings (apartments, condos, townhouses and plexes) and a larger percentage of students born locally becoming enrolled in your district five years later. The latter suggests a smaller percentage of local children enrolling in private schools and/or moving away during the intervening years. Subtracting from the pending kindergarten estimates, however, are a severe drop-off in births locally, regionally and nationally during the recent economic downturn. Those birth numbers only started to meaningfully rebound in 2012. The lower birth numbers in the immediately preceding years will have a negative impact on the pending resident kindergarten population (along with the other kindergarten factor of a change in the eligibility birth date).

This is the third neighborhood-specific forecast study that we have completed for the Cambrian Elementary School District (henceforth "Cambrian", "CSD" or "district"). My firm, Enrollment Projection Consultants ("EPC"). specializes in these in-depth studies, where the key components of the recent trends are determined, analyzed. compared to the knowledge gained from our experience in over 300 previous studies, and then projected. To do this, we drove literally every street in the district in our first Cambrian study to learn the community and divide it into suitable planning areas. Each of those areas represents a single dominant housing type wherever feasible, including by subjective price levels and average home and parcel sizes. We have found that even subtle differences in residential type and value can generate divergent enrollment trends in some districts.

As you will read in the following section, however, our previous Cambrian forecasts, from three and four years ago, were too low for the current students, especially in kindergarten. What we had not foreseen then were (1) the dramatically increasing enrollment influence of Academic Performance Index ("API") test scores being seen on the web and (2) the related jump in the percentage of local births translating into district kindergartners five years later. Both of those factors are included in the updated projections and are explained later in this report.

District-Wide Projected Enrollments and Resident Students: The Next Four Years

The total projected enrollment (including incoming inter-district attendance, or IDA) is forecast to grow by 34 students next year and a total of 113 students in four years. This increase comes from the combination of a moderately larger resident (from within the district region) student rise and a partially offsetting drop in IDA. By comparison, the overall enrollment gain in the last four years was by 225, or twice as much.

Inter-district enrollment (to repeat from our last report) is more of a District decision than a precise ongoing trend. but there is a strong justification for the expected decline. Cambrian responded to the dramatic recent rise in the resident kindergarten total by significantly lowering the number of accepted IDA kindergartners. The latter figure was in the vicinity of 90 to 100 for several years up to five years ago, then fell to 59 in 2008, was around 40 in 2009 through 2011 and is now just 32 (including three in TK).¹ That steep reduction was paired with a resident kindergarten count that soared from the mid 200s in 2004 through 2007 to 310 in 2008, between 329 and 347 in the following three years and is currently (including TK) at 352. Although there are nuances to the resident kindergarten student expectations in the next few years, for reasons explained in this report, that total should remain well above the pre-2008 figure, so the IDA count in kindergarten (often denoted as just "K") also should stay lower than it was prior to 2008. The net result is that the current IDA distribution has larger numbers in each of the third through eighth grades (especially fifth and eighth) than in any of the lower grades and graduating those larger totals out of the system, while staying low in K in the future, should create a much smaller IDA total.

Our traditional Table 1, which summarizes the current and projected numbers, has been split into four tables in this report due to these data distinctions. Table 1A, at the top of page 3, provides a comparison between the projected (from three years ago) and actual enrollments in October 2012. This shows that the difference between those totals is 50 students, or 1.5%, with the main deviation being in the current kindergarten (including TK) total. The total in grades 1-8 thus is well within 1% in the third forecast year, which is considered statistically accurate. Table 1C on page 4, however, shows greater variances in the projected and actual resident numbers in the lowest grades. Both this year's and last year's resident K (plus current TK) counts came in well above the projections from 2009 and that resulted in a current difference of 65 students in grades TK-1 combined. The aggregate forecast for the remaining grades was off by only 13 students from the actual total (in 2-8), or also well within 1%. So the main issue in the last forecast, both with and without IDA students, has been in the kindergarten numbers.

Tables 1B and 1D provided the projected enrollments and resident students, respectively. Table 1B shows, in the bold-boxed section in the middle of that table, the potential enrollment growth overall and by the two grade levels (elementary and middle). This includes the figures mentioned at the start of this section. Table 1D on page 4, however, contains numbers that we have more confidence in and that is what the rest of this section focuses on.

Background

¹ "Now" and "current" refer to the enrollment in early October 2012 in the student records provided to EPC by the District, with TK being an abbreviation for Transitional Kindergarten. Historic counts presented in this report also are based on the student records provided. Please note that whenever just a year is stated in the text, such as 2008, the reference is for early October of that year

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

			Octobe	er 2012 I	Enrollme	ent by G	rade			October 2	012 Grade Le	vel Totals
Subject	TK+K	1	2	3	4	5	6	7	8	TK-5	6-8	TK-8
Actual	384	385	386	372	394	371	355	365	352	2,292	1,072	3,364
Projected	359	374	378	379	385	372	358	372	337	2,247	1,067	3,314
Difference	25	11	8	-7	9	-1	-3	-7	15	45	5	50
Percent in	Actual Dif	ference	from th	ne Three	e-Year F	rojecte	d Amou	ints		2.0%	0.5%	1.5%

Note: Projected amounts are from three school years ago (2009-10 EPC study) for the Cambrian School District Oct. 2012 enrollment. The actual student counts are from student database files provided to EPC by the Cambrian SD.

			Pote	ntial En	rollment	by Grad	le*			Potentia	al Grade Leve	I Totals*
Dct. 1 of	TK+K	1	2	3	4	5	6	7	8	TK-5	6-8	TK-8
2013	412	360	382	389	375	401	364	354	361	2,319	1,079	3,398
2014	438	353	355	385	391	381	399	362	350	2,303	1,111	3,414
2015	461	354	349	360	388	396	381	399	358	2,308	1,138	3,446
2016	461	381	348	353	364	396	397	381	396	2,303	1,174	3,477
2017	470	380	376	352	356	372	398	398	379	2,306	1,175	3,481
2022	513	415	400	406	403	401	390	391	360	2,538	1,141	3,679
Total Gra	de-Level C	hange	in One	Year, to	Octobe	r of 201	3			27	7	34
Iotal Gra	de-Level C	hange	in Iwo Y	Years, t	o Octob	er of 20	014			11	39	50
Total Gra	de-Level C	Change	in Three	e Years	to Octo	ber of	2015			16	66	82
		mange		rears,			010				102	
otal Grade	-Level Cha	ange in I	Five Yea	rs, to O	ctober o	f 2017				14	103	117
otal Grade	-Level Cha	ange in ⁻	Ten Year	rs, to Oc	ctober of	2022				246	69	315
Real Poten	tial Lower	Total in 2	2013 (-1	.25%. e	specially	v due to	potentia	l kinder	oarten de	viation**)		3.360
Real Poten	tial Higher	Total in	2013 (+	1.25%,	especial	ly due to	potenti	al kinde	rgarten d	eviation**)		3,440
	tial Lower	Total in 2	2016 (es	sentiall	y -4% wi	ithin the	caveats	noted b	elow)			3,340
Real Poten		Total in	2016 (e	ssential	ly +4% v	vithin the	e caveat	s noted	below)			3,620
leal Poten leal Poten	tial Higher											
Real Poten Real Poten	tial Higher											
Real Poten Real Poten Kindergar	tial Higher	date shif	ts from I	Decemb	er 2 to N		er 1 for 2	2012-13	, from No	v. 1 to Oct. 1	for 2012-13 ar	nd Oct. 1
Real Poten Real Poten Kindergar Sept. 1 for births fron	tial Higher ten cutoff c [•] 2014-15, 1 Dec. 2, 2	date shif resulting 006, to N	ts from I g in the k Nov. 1, 2	Decemb kinderga 007, be	er 2 to N arten in e ing in th	lovembe ach of t e kinder	er 1 for 2 hose scl garten a	2012-13 nool yea ige grou	, from No ars coveri p for 201	v. 1 to Oct. 1 ng only 11 m 2-13). Transi	for 2012-13 ar onths of births tional Kinderg	nd Oct. 1 (such as arten ("Tł
Real Poten Real Poten Kindergar Sept. 1 for births fron expands a	ten cutoff c 2014-15, Dec. 2, 2 ccordingly	date shif resulting 006, to 1 from co	ts from I g in the k Nov. 1, 2 overing o	Decemb kinderga 007, be ne birth	er 2 to N arten in e ing in th month i	lovembe each of t e kinder n 2012-	er 1 for 2 hose scl garten a 13 to thr	2012-13 nool yea ge grou ee mon	, from No ars coveri p for 201 ths in 201	v. 1 to Oct. 1 ng only 11 mg 2-13). Transi 4-15 and the	for 2012-13 ar onths of births tional Kinderg reafter.	nd Oct. 1 (such as arten ("Th
Real Poten Real Poten Kindergar Sept. 1 for births fron expands a Kinderga	ten cutoff c 2014-15, Dec. 2, 2 accordingly rten fluctua t registrati	date shif resulting 006, to 1 from co ations fro	ts from I g in the k Nov. 1, 2 overing o om the for	Decemb kinderga 007, be ne birth precast	er 2 to N arten in e ing in th month i in any o	Novembe each of t e kinder n 2012- ne year	er 1 for 2 hose scl garten a 13 to thr can be i	2012-13 nool yea ge grou ee mon nore sig	, from No ars coveri p for 201 ths in 201 pnificant t	v. 1 to Oct. 1 ng only 11 mg 2-13). Transi 14-15 and the han are likely	for 2012-13 ar onths of births tional Kinderg reafter. on an ongoing	nd Oct. 1 (such as arten ("Th basis.
Real Poten Real Poten Kindergar Sept. 1 for births from expands a ' Kinderga The lates	teal Higher ten cutoff of 2014-15, 1 Dec. 2, 2 iccordingly rten fluctua it registrati	date shif resulting 006, to 1 from co ations fro on totals	ts from I g in the k Nov. 1, 2 overing o om the fo s for 201	Decemb kinderga 007, be ne birth precast 3-14 sh	er 2 to N arten in e ing in th month i in any o ould be	lovembe each of t e kinder n 2012- ne year evaluate	er 1 for 2 hose scl garten a 13 to thr can be r ed by the	2012-13 nool yea ge grou ee mon more sig District	, from No ars coveri p for 201 ths in 201 gnificant t t, with the	v. 1 to Oct. 1 ng only 11 mo 2-13). Transi 4-15 and the han are likely projection ac	for 2012-13 ar onths of births tional Kinderg reafter. on an ongoing djusted accord	nd Oct. 1 (such as arten ("Tk g basis. ingly.
Real Poten Real Poten Kindergar Sept. 1 for births fron expands a ' Kinderga The lates lotes: (1)	ten Cutoff (2014-15, Dec. 2, 2 accordingly rten fluctua tregistrati Greater p	date shif resulting 006, to 1 from co ations fro on totals otential	ts from I g in the k Nov. 1, 2 overing o om the fo s for 201 ranges	Decemb kinderga 007, be one birth orecast 3-14 sh exist if	er 2 to N arten in e ing in th month i in any o ould be	Novembo each of t e kinder n 2012- ne year evaluate	er 1 for 2 hose scl garten a 13 to thr can be r ed by the strict tot	2012-13 nool yea ge grou ee mon more sig District	, from No ars coveri p for 201 ths in 201 unificant t t, with the riate nota	v. 1 to Oct. 1 ng only 11 mg 2-13). Transi 4-15 and the han are likely projection ac ably from the	for 2012-13 ar onths of births tional Kinderg reafter. on an ongoing djusted accord	nd Oct. 1 (such as arten ("Th basis. ingly. umptions

	Oc	tober 20	12 Distr	ict-Enro	lled Res	ident St	udents b	by Grade	Э	October 2	012 Grade Le	vel Totals
Subject	TK+K	1	2	3	4	5	6	7	8	TK-5	6-8	TK-8
Actual	352	346	348	326	336	284	289	306	277	1,992	872	2,864
Projected	309	324	337	345	327	290	283	308	263	1,932	854	2,786
Difference	43	22	11	-19	9	-6	6	-2	14	60	18	78
Percent in	Actual Dif	ference	from th	he Three	e-Year F	Projecte	<mark>d Amoι</mark>	ints		3.1%	2.1%	2.8%

Note: Projected amounts are from three school years ago (2009-10 EPC study) for the Cambrian SD Oct. 2012 enrollment. The actual student counts are from student database files provided to EPC by the Cambrian SD.

	Р	roiected	District-	-Enrolled	d Reside	ent Stud	ents bv	Grade*		Projecte	ed Grade Leve	el Tota
Oct. 1 of	TK+K	<u>,</u> 1	2	3	4	5	6	7	8	TK-5	6-8	Т
2013	369	331	345	353	332	346	289	291	306	2.076	886	2.9
2014	377	317	328	350	358	341	351	290	291	2,071	932	3,
2015	402	305	314	334	355	364	346	353	291	2,074	990	3,
2016	401	332	303	320	340	365	369	348	352	2,061	1,069	3,
2017	430	331	330	309	326	349	371	372	348	2,075	1,091	3,
2022	473	382	369	376	376	375	356	359	330	2,351	1,045	3,3
Total Cro		Change	in One l	Voor to	Ostaba		0			04	14	
Total Grad	de-Level (Change	in Two '	Years, to	o Octob	per of 20)14			79	60	-
										00	110	,
Total Grad	de-l evel (change	in Three	o Veare	to Octo	oher of '	2015			~ /	110	
Total Grad	de-Level (de-Level (Change Change	in Three in Four	e Years, Years, f	to Octo	ober of 2 ber of 2	2015 016			69	197	2
Total Grad	de-Level (de-Level (Change Change	in Three in Four	e Years, Years, 1	to Octo to Octol	ober of 3 ber of 2	2015 016			69	197	
Total Grad Total Grad	de-Level C de-Level C le-Level Cl	Change Change hange in	in Three in Four Five Ye	e Years, Years, to C	to Octo to Octo October	ober of 2 ber of 2 of 2017	2015 016			69 83	118 197 219	
Total Grad Total Grad Total Grad	de-Level (de-Level (le-Level Cl le-Level Cl	Change Change hange in hange in	in Three in Four Five Ye Ten Yea	e Years, Years, to ears, to C ars, to C	to Octo to Octol October	ober of 2 ber of 2 of 2017 of 2022	2015 016			82 69 83 359	219 173	
Total Grad	de-Level C de-Level C le-Level Cl le-Level Cl	Change Change hange in hange in	in Three in Four Five Ye Ten Yea	e Years, Years, to ears, to C	to October October o	ober of 2 ber of 2 of 2017 of 2022	2015 016			83 359	219 173	
Total Grad Total Grad Total Grad Total Grad	de-Level (de-Level (le-Level Cl le-Level Cl tial Lower	hange in hange in hange in Total in 2	Five Ye Ten Ye	e Years, Years, to C ars, to C .25%, et	cto Octo to Octo October October o Specially	ober of 2 ber of 2 of 2017 of 2022 y due to	2015 016 potentia	ll kinder	garten de	83 359	219 173	2, 2
Total Grad Total Grad Total Grad Total Grad Real Potent Real Potent	de-Level C de-Level C le-Level Cl le-Level Cl tial Lower tial Higher	Change Change hange in hange in Total in 2 Total in 2	Five Ye Ten Ye 2013 (-1 2013 (+	e Years, 1 Years, to C ars, to C .25%, e 1.25%, e	to Octo to Octol October October o specially especial	of 2017 of 2017 of 2022 y due to lly due to	2015 016 potentia potentia	ıl kinder, ial kinde	garten de rgarten c	83 359 eviation**) leviation**)	219 173	2, 3,
Total Grad Total Grad Total Grad Total Grad Real Potent Real Potent Real Potent	de-Level C de-Level C le-Level C tial Lower tial Higher tial Lower	Change Change in hange in hange in Total in 2 Total in 2	in Three in Four Five Ye Ten Yes 2013 (-1 2013 (+ 2016 (es	e Years, Years, to C ars, to C .25%, et 1.25%, et ssentially	Dctober october october o specially especial (-4%)	of 2017 of 2017 of 2022 y due to lly due to	2015 016 potentia potenti	ıl kinder ial kinde	garten de rgarten c	69 83 359 viation**) leviation**)	219 173	2,, 3, 3,
Total Grad Total Grad Total Grad Total Grad Real Potent Real Potent Real Potent Real Potent	de-Level C de-Level C le-Level C tial Lower tial Higher tial Higher	Change in hange in hange in Total in 2 Total in 2 Total in 2	in Three in Four Five Ye Ten Yes 2013 (-1 2013 (+ 2016 (es 2016 (es	e Years, to Q ears, to C .25%, e. 1.25%, e. ssentially	Control Contro	ober of 2 ber of 2 of 2017 of 2022 y due to ly due to	2015 016 potentia potenti	ıl kinderı ial kinde	garten de rgarten c	69 83 359 Iviation**) Ieviation**)	219 173	2,, 3, 3,

A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

The projected resident total increases by 266 students in the next 48 months, but this growth does not occur in proportionate balance by grade level or timing. The largest single-year rise occurs in 2013 (i.e., the 12 months from October 2012 to October 2013), with growth by 98 students (as is shown in the bold box in Table 1D on page 4). Most of this first-year increase, or 84 students, is expected in the elementary grades (TK-5), to what could be the high point achieved at the elementary level until late in the forecast period. By contrast, significant resident gains start at the middle school level in 2014, with a cumulative 60 more students than at present. The grades 6-8 growth more than triples in the following two years, to a projected net of 197 additional resident Price Middle School students in 2016. That would be more than an 18% increase to the current resident total of 872. The resident elementary count may be a net of only 69 students higher then, for a four-year difference of just 3%.

The main reasons for these varying resident student expectations by grade level are (1) extrapolations of the current distribution through the grades and (2) the projected kindergarten amounts. The smallest current bygrade resident totals are the 277 students in eighth, 284 in fifth and 289 in sixth. All of the totals in grades TK-4 (with TK included in K) have significantly more students, with between 326 and 352 (see top row of Table 1C). Graduating that small fifth grade count (284) into the middle school next year, along with the graduation out of that comparably sized eighth grade figure (277), should cause little resident change in the 6-8 total. The elementaries, however, will be losing that same small fifth grade population while adding another relatively large kindergarten, resulting in a big rise in the resident TK-5 total. No elementary growth is forecast in the following few years, however, because the large resident classes now in TK-4 will be graduating into Price (thereby adding to the 6-8 total), with little difference between those graduating-out-of-fifth classes and the incoming "theoretical" K totals.²

Although this comparison by grade is an oversimplification of all of the factors that go into the forecast, it does provide a good quick insight into why the degree of change differs between the two grade levels.

Factoring the Kindergarten Eligibility Shift and Transitional Kindergarten into the Projections by Grade

Complicating the figures shown in Tables 1B and 1D are (1) the underway shift of the kindergarten (K) eligibility date and the new Transitional Kindergarten (TK) program. The official cutoff birthdate for kindergarten eligibility, per State regulation, was December 2 in the past but became November 1 for the current school year and will be October 1 for 2013-14 and September 1 for all subsequent years. TK is a related State-mandated program for children who previously would have qualified for K. What this did for the current school year was to create essentially an 11-month period of automatic K qualifiers (those born from December 2, 2006, to November 1, 2007) and a one-month period for TK (births from November 1, 2007, to December 2, 2007). The current combined TK+K thus represents the same 12-month period as K did before. In 2013, however, that 11-month birth group will have graduated into first and TK+K will cover 13 birth months (11 months for K and two months for TK). So while the elementary (TK-5) total still represents a 72-month birth period, the distribution is more in TK+K and less in first. This nuance expands in the following two years, until the TK+K total starts covering 15 months of births and there are three adjacent student body classes containing only 11 months of births. We refer to those three classes as a distributional "dip" compared to the totals that would have been in those classes if not for this kindergarten birthdate cutoff shift.

This "dip" stays in grades TK-5 through 2017, but afterwards starts to impact grades 6-8. The first of those dip classes will graduate into sixth for 2018, with "dip" classes in all of grades 6-8 in 2020 and the last "dip" class still being in eighth grade in 2022. Those classes will be entirely in the high school grades in 2023. And the TK-5 total starts to cover more than a 72-month birth period after 2017, which adds to that enrollment.

District-Wide Projected Resident Students: to 2017 and in 2022

Forecast figures beyond four years hence have an even wider degree of potential variation than usual, for which how the TK+K total evolves is a crucial factor. The extent of the rebound in birth totals in 2012 and thereafter is conjecture. One known contributor is that the "Year of the Dragon" in the Chinese astrological calendar has just ended. For those who pay any attention to that calendar, such a year is the time to have children. With close to one-sixth of your enrollment being students of Asian ancestry, along with the influence of an improving economy,

it is a safe assumption that more births are occurring locally, which adds to the TK+K expectation in 2017 and 2018. Continued economic recovery should further add to that in subsequent years. At the same time, the aforementioned "dip" classes start to graduate out of the elementaries and into Price Middle after 2017. We therefore are projecting that the resident 6-8 total will reach a "peak" in 2017, at around 219 above the current count, and then decline slightly in subsequent years. The elementary total could soar during those years, to potentially around 350 or more above the current total, but that figure is only a rough estimate for ten years out.

Projected Resident Student Populations by Existing Attendance Areas

This forecast is based on analyses of where the students live (the resident population³) rather than the schools they happen to attend (the attending enrollment). This type of analyses is especially suitable for the district situation due to large amounts of both across-attendance-boundary enrollment (at the elementary level) and incoming students from outside the Cambrian region. Such high degrees of intra- and inter-district attendance have blurred the ability to see many of the population changes that are occurring in different sections of the community. By coding all of the student addresses from the current and preceding school years to planning areas that represent various housing types and locations, we have been able to identify and evaluate how the student population is evolving in each situation. We go back-and-forth between these "resident" population and attending "enrollment" amounts in the text below and it is important to remember the distinction between these two types.

Understanding the Data in Table 2

Table 2, on page 7, contains two sets of data. The figures on the left (under "Enrollment part") show how the current enrollment at each school differs from the resident population. There are currently (as of October 2012) 622 district-enrolled TK-5 students, for instance, with home addresses in the Bagby attendance area. The Bagby enrollment, however, is 699, which is 77 more than the resident total. This net difference is shown by the "77" in the top row of the "Net Adjust from Resident" column in the table. The second set of data, on the right side of the table (under "Resident Student Population part"), covers the projected resident amounts. Although these figures are not projected enrollments, they are sometimes useful as an indication of where the resident changes could be a concern. The Bagby region, for example, is forecast to have around 30 more elementary students in both one and three years (as shown in the box in the top right corner of the table), so continuing the current net addition of 77 students to that school's attendance could result in an enrollment of around 730.

Key Findings Related to the Data in Table 2

To virtually repeat from our last report (in 2009-10), because the findings are similar: Every Cambrian school enrolls a significant number of students from outside the district region. The current net attending adjustments of +77, +52, +76, +95 and +200 at Bagby, Farnham, Fammatre and Sartorette elementaries and Price middle, respectively, are mainly inter-district students. In comparison to the adjustment figures determined three years ago (which are not shown in this table), however, several of these amounts have declined dramatically. Bagby's 2009 resident-to-attending gain, for example, was 83 students higher, at +160. While that is the greatest shift, only Fammatre and Price have current net adjustment amounts that are comparable to those in 2009.

The projected resident gains by location are relatively balanced for next year, but become more divergent by 2015. Price is forecast for 14 more resident students in the relevant grades (6-8) and the elementary regions are projected to add between 12 and 32 each (in TK-5), with the largest gain occurring in the Bagby region and the smallest rise in Fammatre's. The latter continues to have only minor expected resident change through 2015, while the greatest elementary increase shifts to the Farnham area that year, with almost 40 more students. All of these projected resident elementary gains, however, are by fewer students than the current net attendance adjustments, so how the latter are altered in the future could be the bigger enrollment factor. Even the projected 118 more resident middle school students could be offset in the Price enrollment total by halving the IDA amount.

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² "Theoretical" because we are temporarily ignoring, for the sake of clarity, the impacts of the shift in the K eligibility birth dates and the related TK program.

³ "Resident" throughout this report means physical resident, not legal resident.

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

	Enrollm	nent part	Resident Student Population part						
	Actual Oct Attending	ober 2012** Net Adjust	Actua who Re	l and Pro side in t	jected C he Atten)ctober D dance Ar	istrict-Enrolle ea in the Relev	d Students vant Grade	
School	Enrollment	from Res.	2012	2013	2014	2015	1-Yr. Gain	3-Yr. Gair	
Bagby Farnham	699 537	77 52	622 485	654 506	646 509	651 523	32 21	2	
ammatre Sartorette	532 524	76 95	456 429	468 448	466 450	458 442	12 19	1	
Other K-5***	0	-300	300	243	232	234	-57	-6	
Price	1,072	200	872	886	932	990	14	11	
Other 6-8***	0	-200	200	193	179	148	-7	-5	

^t Resident populations are the students listed at addresses known to be in each attendance area

** See Appendix A for current breakdown by grade.

*** "Other" covers incoming inter-district students (outgoing not calculated) and a few students listed at unlocatable addresses.

Note: Projections contain hidden fractions, so amounts shown here may not exactly match those in other tables.

Underlying Factors to the Projections: Latest Regional Findings Specific to High API-Scoring Districts

Families are relocating far more than in the past into the attendance areas of the "desirable" schools, for which the State's API scores are key determinants. We are now telling our client districts that if their future API scores change significantly up or down, then their five-year enrollment forecast will shift accordingly.

For districts with rising API scores that have entered the upper 800s, and even more so if having gone into the 900s, there has been a strong correlation to significant recent enrollment growth.⁴ Table 3 (on page 8) shows this tendency. Out of 51 central and southern Bay Area districts, only one of the 29 with a 2011 API score under 850 had K-8 enrollment growth by over 8% between 2008 and 2011. By contrast, 11 of the 22 with 2011 scores over 850 had such growth (i.e., averaging an annual increase of at least 3%). And Cambrian becomes the twelfth of those 22 districts with such growth if we consider only the resident student rise during that time (as is shown in the table).

We mention this because there have been a few recent occasions where our short- or mid-term forecast consequentially under-estimated the enrollment and those districts are all in this high-API group. None of our recent projections in over 40 studies for districts outside that group have turned out to be problematically low (i.e., less than the subsequent enrollments by at least 1% in the first year and 3% over four years). We have provided projections, however, since 2007 for twelve of these 22 high-API districts and in five cases the enrollments then soared beyond both our forecasts and what the previous trends could possibly have justified. We simply did not foresee the degree of impact that these rising API scores would have on some enrollments.

This finding required a re-evaluation of how we are projecting enrollments in high-API districts. We no longer are assuming that sudden accelerations in growth in such districts are anomalies specific to short time periods. This shift in our forecasting view has notably increased the projection numbers for many of our high-API clients.

		D		Saara	in		Oct. K-8 To	otal (incl.	Percent
District	2006	2007	2008	2009	2010	2011	2008	2011	Since 2008
Bistrict	2000	2001	2000	2000	2010	2011		2011	01100 2000
Ravenswood City ESD	637	631	637	666	688	714	4,016	4,058	1%
Hayward USD	681	674	688	689	707	716	15,813	15,666	-1%
Oakland USD	651	658	676	693	718	726	33,827	34,229	1%
San Leandro USD	696	710	715	714	730	737	5,995	5,984	0%
San Lorenzo USD	694	700	702	722	739	738	7,951	7,913	0%
Luther Burbank ESD	745	729	761	770	739	753	576	557	-3%
Mt. Pleasant ESD	737	729	738	731	756	765	2,963	2,613	-12%
Redwood City ESD	754	765	767	762	763	765	8,861	9,273	5%
Franklin - McKinley ESD	708	711	722	744	772	769	10,044	10,620	6%
Alum Rock Union ESD	692	704	713	727	746	771	13,816	12,941	-6%
New Haven USD	756	754	768	772	778	775	8,580	8,580	0%
Morgan Hill USD	764	756	767	766	788	781	6,691	6,460	-3%
Jefferson ESD (excl. CVA)	749	752	761	753	779	796	5,993	6,190	3%
San Francisco USD	753	764	772	775	791	796	36,109	38.027	5%
San Jose USD	753	758	768	780	792	797	21,994	22.971	4%
Cabrillo USD	767	772	775	781	785	797	2.281	2.343	3%
Gilrov USD	732	734	753	762	777	799	7 590	7 809	3%
Oak Grove ESD	778	774	788	791	806	805	11 759	11 518	-2%
Santa Clara LISD	747	753	764	781	800	808	10 440	11,010	5%
San Bruno Park ESD	767	776	775	788	820	812	2 619	2 626	0%
South SELISD	753	745	760	770	807	818	6 183	6 214	1%
Supporte ESD	781	776	782	785	706	822	6 172	6,636	8%
	707	700	702	815	822	832	8 / 31	8 454	0%
Mtn. View Whiemen ESD	732	795	000	013	022	032	0,431	4,060	449/
Mth. View - Whisman ESD	770	765	808	017	820	833	4,460	4,969	1170
Campbell Union ESD	112	//6	793	806	830	834	7,269	7,683	6%
San Mateo - Foster City ESD	807	815	820	836	839	840	10,342	11,204	8%
Berryessa Union ESD	796	796	810	818	823	842	8,342	8,066	-3%
Pacifica ESD	819	809	821	826	842	844	3,111	3,218	3%
Milpitas USD	792	798	808	814	831	847	6,583	6,776	3%
Total for 2011 API<850							278,811	284,607	2%
Castro Valley USD	826	830	843	845	854	865	5,813	5,944	2%
Cambrian ESD resident stu.*	846	853	860	867	878	873	2.424	2.753	14%
Moreland ESD	826	818	824	830	870	874	4,003	4,402	10%
Fremont USD	839	836	849	859	867	876	21,933	22,725	4%
Evergreen ESD	835	833	847	855	874	882	13,380	13,351	0%
Millbrae ESD	834	841	836	859	880	885	2 135	2 322	9%
Burlingame ESD	874	874	886	890	891	899	2,100	2,022	15%
San Carlos ESD	873	873	882	896	899	903	2,020	3 297	12%
Pleasanton LISD	881	803	805	000	906	000	0 752	0,201	1%
Pelment, Pedward C. CCD	001	095	090	901	900	900	9,752	9,001	1 /0
Beimont - Reawood S. ESD	0/3	0/0	000	090	904	910	2,749	3,380	23%
	856	850	865	880	905	916	4,576	5,029	10%
Palo Alto USD	912	910	915	919	925	926	7,688	8,431	10%
Loma Prieta Jt. Union ESD	911	909	887	921	935	929	405	445	10%
Los Gatos Union ESD	897	888	907	923	921	930	2,828	3,106	10%
Menlo Park City ESD	916	911	914	931	933	934	2,409	2,719	13%
Portola Valley ESD	940	944	949	946	949	941	737	709	-4%
Cupertino Union ESD	931	930	938	946	951	955	17,581	18,650	6%
Las Lomitas ESD	956	947	956	966	963	965	1,191	1,363	14%
Woodside ESD	949	939	951	932	937	968	458	446	-3%
Hillsborough ESD	959	957	965	961	967	969	1,473	1,525	4%
Los Altos ESD	960	954	956	959	965	969	4.248	4,486	6%
Saratoga ESD	952	953	952	966	965	969	2,261	2,109	-7%
Total for 2011 API>849							113.518	119,944	6%
* excludes incoming inter-distr	ict stud	ents	Sou	rce for ;	all but C	ambria	n: CDE Dataou	est Oct 10	and 21, 2012
ensuade meening mee-usu			000		an sur C	amona			

Table 3: Comparison of API Scores and K-8 Enrollments in Central and Southern Bay Area Districts with Magenta highlighting for greater than an 8% enrollment rise between October 2008 and October 2011)

⁴ This is less true for some local districts with the highest API scores, which is a surprise. Many of these, however, have almost exclusively extremely expensive housing, so cost evidently is an offsetting factor to API.

Enrollment Projection Consultants

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A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

Underlying Factors to the Projections: Feasibility for Recent Significant Student Growth to Continue

One way to check on the feasibility for the resident student totals to rise much further is to identify the average Student Generation Rates (SGRs) in major housing categories. There are times when we have determined that usual maximums or minimums for a particular dwelling group are being reached or exceeded. For many school districts, the average TK-8 SGR that we have calculated from large samples of single-family-detached (SFD) homes has been between 0.20 and 0.40 (i.e., averaging between one and two district-enrolled TK-8 students in every five such dwellings). For districts with a concentration of middle-class and/or more expensive residences, only situations with relatively large percentages having been built in the last 15 years (when those homes tend to have higher SGRs) and/or the "most desirable" districts have had SFD SGRs meaningfully exceeding 0.40.⁵

The key finding is that trends in middle-class and higher priced SFD neighborhoods become more questionable to continue the closer the SGRs get to the limits relevant for that district. Many districts that did have SGRs rise to the 0.40 vicinity instead subsequently had declining SGRs. If a mid-tier school district had overall SFD SGRs that had gone from 0.30 to 0.33 in three years, then we normally would not be projecting additional 10% increases in each subsequent 36-month period, especially for the five-to-ten-year era, from those dwellings. We instead might forecast only modest further growth in the relevant parts of such a district.

These parameters generally are not being reached in the short-term in Cambrian, despite having an SGR in 4,294 sampled SFD homes that rose from 0.26 to 0.32 (over a 20% rise) in the last six years (see top left part of Table 4). Those neighborhoods, in aggregate, realistically could add another 15%, to 0.36, or perhaps even 20%, to 0.38, in the next decade, but maintaining the recent growth rate would exceed the 0.40 maximum in the long term.

	Table 4	4: Comp	arison of	Student Ge	neration Rates (SGR	s) in Sample	ed Existing H	lousing*	
	Cambri	an Scho	ol District	t	SFD Data	a in Nearby I	EPC Client D	istricts**	*
	- ·								3-Year
Ŧ	Sample	Fall	K-8	K-8	0.1	Sample	K-8	K-8	SGR
Туре	Units	of	Stu.	SGR***	School District	Units	Students	SGR	Change
SED	4 294	2006	1 120	0.26	Las Lomitas	3 2 1 9	1 087	0.34	12%
	4,204	2000	1,120	0.20	Menlo Park City	6 012	1,007	0.33	4%
		2009	1.243	0.29		0,012	.,•.=	0.00	.,.
			, -		Cupertino Union	6,673	2,595	0.39	-1%
		2012	1,357	0.32	Moreland	5,498	1,289	0.23	1%
					Campbell Union	7,457	1,442	0.19	-2%
					Union	4,347	1,456	0.33	8%
ATT	1,176	2006	195	0.17					
					Milpitas (TK-8)	6,883	2,501	0.36	-4%
		2009	232	0.20	Berryessa Union	7,584	2,715	0.36	-7%
					Oak Grove	19,229	6,880	0.36	-8%
		2012	249	0.21	Gilroy (TK-8)	4,414	1,895	0.43	-11%

* "Existing" varies by district, but always excludes areas with consequential housing units added in last three years.

** Data updated in last two years from sufficiently large samples of SFD homes that were at least three years old.

*** These Cambrian SD SGRs are based on samples in the two main existing SFD and ATT housing types. Although overall aggregate SFD SGRs can vary between districts for reasons such as the proportions of small versus large and relatively affordable versus expensive homes, the current 0.32 CSD rate, nonetheless, is in the middle of our latest findings in nearby districts. Even greater deviation occurs in aggregate ATT SGRs, to the extent that discussing normal overall ranges becomes meaningless, but the current 0.21 rate, nonetheless, is in the upper end of what would be expected in a sufficiently diverse sample of established ATT units. With smaller K (+TK) amounts in the last two years than the prior three, this student population may be near the max.

SGRs in established attached housing (or ATT, for apartments, condos, townhouses and plexes) do not have "normal" parameters due to the broad range of dwelling sizes and values that can be dominant in various districts (more so than with SFD homes because ATT units can have only one bedroom). Nonetheless, a diverse sample of 1,176 ATT units in the Cambrian region now has a 0.21 SGR that is near the top of what would be expected in all but cases of mainly large plexes. While those Cambrian ATT units also had over a 20% SGR increase in the last six years, only modest further student growth thus is probable (in aggregate for those units).

Underlying Factors to the Projections: Trends in Existing Housing

Student population counts have been identified in more than a dozen categories of established homes in the district. These categories come from our standardized dwelling classification system. Several categories, however, do not have a sufficient presence in the district to generate statistically meaningful student trends, so those types have been combined with the closest adjacent category for analytical purposes. The result is nine aggregate categories within which population patterns in existing dwellings have been studied, with "existing" meaning from planning areas with virtually no housing units having been added since the start of the trend analysis period. That date is again October 1, 2004, to be consistent with our past studies. The by-grade counts for these groupings, along with counts from prior to 2009, are shown in Appendix B1. Additional aggregation of that data was made to highlight the key findings, which are shown in Table 5 and Appendix B2.

Understanding the Data in Table 5

The Table 5 figures (see page 11) are for the resident totals of district-enrolled students from 2009 to 2012 from areas with virtually no net new dwellings, which covers all but two small tracts in the district. The purpose of this data is to identify how the student population is evolving in established neighborhoods, both by housing type and EPC-assigned value levels.

The counts are shown in groups of essentially three grades each (TK-2, 3-5 and 6-8, as well as in TK-8) so that we can more easily show both (1) how the populations have changed as the students graduated upward by three grades over three years and (2) the general age distribution of the students. The "Modest to Moderate" SFD homes, for instance, had 322 students in K-2 in 2009 and 334 students in grades 3-5 this year, which was a net gain of 12 students in that population as it graduated forward by three grades. This is shown as "12" in the table (see lowest row in top section of page 11). We also show how the TK-2 group itself has changed during that time, which was a rise by 54 students (the boxed-in-bold "54") in going from 322 to 376.⁶ That change in TK-2 is "boxed" in the table because it is an important indication of whether the families of the students are getting older. with declining future kindergarten amounts likely, or are instead becoming younger (through turnover), thereby generating potential pending kindergarten growth.

Also shown are the changes in TK-8 since 2009, which can differ greatly from the sum of the three-grade advancement shifts. In the "Middle to Highest Income" SFD group, the total grew from 718 to 824, for a 106student increase. That is more than the combination of the advancement shifts for each of the three-grade groups because there was a different student distribution through the grades in 2009, with a much smaller 6-8 count before. The graduation of that small student total in 6-8 is not included in the grade-group change figures.

Key Findings from the Data in Table 5

Because of both the resale impact analyses (which are covered later) and the addition of the API discussion to this report, we are limiting commentary on this table to just a few key findings (to keep the report from being even longer). The first item worth mentioning is that the "Most Affordable to Affordable" ATT group had overall student growth since 2009 mainly due to the distribution then, with far more students in K-2 than 3-5 or 6-8. Graduating that distribution upward, along with adding 23 students in the advancement from 3-5 to 6-8, resulted in a rise by 89 total students (15%). The total in K-2 (TK-2), however, has been virtually unchanged in recent years. With both that stability and effectively the same number of students now in TK-2 (249) as 3-5 (246), in another three years the student distribution in these units, in aggregate, may be essentially flat, with little further growth likely.

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⁵ At the opposite extreme, school districts that are dominated by the most affordable (in relative terms) SFD homes, with large percentages being rentals, also tend to have higher SGRs, but that scenario does not apply to the Cambrian SD.

⁶ The current TK-2 student population represents a 36-month period of births, just as K-2 did before, so the comparison is valid.

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

And considering the recent decline in births, there may even be fewer students in TK-2 than 3-5 or 6-8 by then, leading to a subsequent decline in the SGR in these units (in aggregate).

The other key finding is the drop in incoming inter-district attendance (IDA). That student population fell by 77 in the lowest grades and lost a net of another 56 in the graduation from 3-5 to 6-8. With only 108 IDA students now in TK-2, compared to 189 in 3-5 and 200 in 6-8, graduating those amounts upward and continuing to subtract a large share of such students before they enter the middle school grades would create a major further IDA drop.

Average Student Grade-to-Grade Advancement Rates from Existing Housing

To repeat from our last report: Grade-to-grade "advancement" rates are calculations of the net change in the number of students in each grade as they graduate into the next grade in the following school year. These figures, which are sometimes called "cohort survival" rates, are most applicable to an accurate forecast when they are determined for students from existing dwellings. For example, if there had been a total of 100 students in kindergarten last year and 105 in first grade this year from the same group of homes, that would be a 5% (1.05) net advancement rate gain. Such rates usually are averaged over the last several years within each single-grade advancement to avoid giving too much influence to nuances that may have occurred in any one year.

For this study, we have again determined the average over both the last three and four years, with a slight "weighting" added in the latter for the change from 2011 to 2012. The recent population counts by grade and the resultant calculated rates are provided in Appendix B1 for each major housing category. The cumulative impacts of the most significant of those three-year rates are provided in Appendix B2, which is an updated version of the Table 4 in our first (2008-09) report. Each of these rates was then evaluated for the likelihood to continue, by degree, through the forecast period.

Since we have added analyses of the short- and mid-term impacts of SFD resales in this update, we are shifting our main discussion of these advancement rate findings to the section below. We will simply note here that the rates in the "Most Affordable to Affordable" ATT group soared during the recession, as more families needed to move into less expensive housing, but those rates have come back down just as dramatically in the last two years. The latter occurred once the SGRs in those units (in aggregate) reached unusually high levels.

Readers wanting a greater understanding of this data can find additional explanations in our 2008-09 report.

Net Student Population Impacts of Detached Home Resales

The impacts of SFD resales are calculated by identifying the counts of district-enrolled students before and after a resale period. For this study, we obtained a list of local sales from January 1, 2006, through December 31, 2012, from the real-estate-records firm MDA DataQuick. For the short-term impact calculation, an extract was made from that list for the resales between December 1, 2009, and August 31, 2012.⁸ District student records from October of 2009 and 2012 were matched to the addresses in that extract. Similar extracts and corresponding student files were used to determine the impacts from resales in the 2006 to 2009 period. Attached units were excluded because those resale samples were too small to be statistically meaningful. The resultant findings are summarized in Table 6 on page 13, with additional details provided in Appendix B4.

Understanding the Data in Table 6

There are two methods for comparing the before-and-after student counts from resold residences. The simpler version to comprehend is what the changes were for the same grades. We use this method for comparing the differences in K-2 (including TK). In the 2009 to 2012 period, for example (see top rows of Table 6), there were

- Because of projected reductions in the pending resident kindergarten numbers (again ignoring the K cutoff date shift and TK factors for the moment for the sake of clarity), the forecast includes a modest rebound in the IDA TK-2 total, but that will be insufficient to offset the overall IDA reductions as the larger counts now in the upper grades graduate out.
- ⁸ This resale period starts two months after the early October 2009 student data and ends one month before the early October 2012 student data to limit the influence of homes that may have been temporarily vacant before and/or after the resale dates.

	Oct.	Resident	District-E	Enrolled	Students	% Change	TK-8 % of
Existing Housing Type**/ Data Subject***	of	TK-2	3-5	6-8	TK-8	in TK-8	District Tota
SFD: Modest to Moderate	2009	322	322	323	967		30%
	2010	367	308	324	999		
	2011	364	313	326	1,003		
	2012	376	334	334	1,044		31%
3-Year Change Within Grade	e Group	54	10	10	77	8%	
3-Year Change from Prior Gra	ide Group		12	12			
SFD: Middle to Highest Income	2009	261	233	224	718		22%
	2010	274	260	232	766		
	2011	291	207	244	802 824		24%
	2012	295	209	202	024		2470
3-Year Change Within Grad 3-Year Change from Prior Gra	e Group ade Group	32	8	29	106	15%	
SED: All Categories	2009	624	590	582	1 796		56%
(incl. a few students in mixed-value areas)	2003	674	597	589	1,750		5070
	2011	688	613	603	1,904		
	2012	694	637	626	1,957		58%
3 Year Change Within Gred	Group	70			161	0%	·
3-Year Change from Prior Gra	de Group	70	13	36		578	
ATT: Most Affordable to Affordable	2009	238	168	101	597		19%
	2010	249	204	203	656		1070
	2011	240	220	193	653		
	2012	249	246	191	686		20%
3-Year Change Within Grade	e Group	11			89	15%	
3-Year Change from Prior Gra	de Group		8	23			
ATT: Modest to Moderate	2009	62	44	59	165		5%
	2010	72	51	47	170		
	2011	81	56	48	185		
	2012	100	60	49	209		6%
3-Year Change Within Grad	e Group	38			44	27%	
3-Year Change from Prior Gra	de Group	· · · · · ·	-2	5	·		
ATT: All Categories	2009	301	214	250	765		24%
(incl. a few students in higher-value areas)	2010	322	257	250	829		1
	2011	322	279	241	842		070/
	2012	350	307	242	899		27%
3-Year Change Within Grade	e Group	49			134	18%	
3-Year Change from Prior Gra	ade Group		6	28			
ncoming Inter-District Students	2009	185	256	204	645		20%
(home addresses outside Cambrian SD)	2010	162	252	224	638		1
	2011	135	226	205	566		1
	2012	108	189	200	497		15%
3-Year Change Within Grade	e Group	-77			-148	-23%	
3-Year Change from Prior Gra	de Group		4	-56			

** SFD = single family detached; ATT = Attached, including condominiums, townhouses, plexes and apartments

*** Changes are over three years for groupings of three grades, with TK-2 compared to the prior TK-2, 3-5 to the prior TK-2, 6-8 to the prior 3-5, and TK-8 to the prior TK-8.

A. PROJECTED ENROLLMENTS FROM 2012 TO 2022



71 students in grades K-2 in 2009 and 101 in 2012, for a net gain of 30 students. Because any shift in these lower grades is an important indicator of how the under-five population has changed (i.e., future kindergartners), we have "boxed" that figure in the table in the row labeled "3-Year Change (Same Group)" under "Data Subject".

The second, less readily understood method is actually a more accurate calculation of the impact of resales on the upper grades. This method is a comparison of what the after-resale totals were in 3-5 and 6-8 to what they theoretically would have been if the sales had not occurred (i.e., if the former students had continued to be enrolled, they should have advanced by three grades over three years). We do this by matching the K-2 counts at the start of the resale period to the 3-5 totals three years later, with the same comparison between 3-5 (before) and 6-8 (after). Again using the latest resale period as an example, this "Advanced" change was between 71 students in K-2 in 2009 and 82 in 3-5 in 2012, for a net gain of 11 students. That is far less than the difference between the 3-5 amount in 2009 (45) and 2012 (82). With 16 also added in the advanced change from 3-5 to 6-8, the total net advanced change was by 57 (which is not shown in the table), for an SGR gain of 0.09 in 616 homes.

Key Findings from the Data in Table 6

The two most significant findings in the Table 6 data are that (1) resales provided more short-term students in the latest three-year period, compared to in the prior period, but that difference was solely in grades 3-8, and (2) the impact of resales from the previous three-year period became much greater after an additional three years had passed. Together these findings strongly indicate that the average age distribution of these moving-in families was older in the more recent period. That, in turn, suggests less pending growth in TK-2 from the latest resales (because those parents evidently are, on average, older, with more of their children already of school age).

Here is how we are seeing this in the Table 6 data, which admittedly is difficult to follow: For the short-term findings, the latest 616 resales provided a gain of 30 in TK-2. That is a slightly lower rate than the short-term

addition of 34 in K-2 out of 511 resales in the prior period. The resales in that prior period, however, provided far fewer students in the short-term in 3-5 (36) and 6-8 (35), compared to the gains in the latest period (82 and 61, respectively). The result is both a much larger overall short-term SGR from the latest period (0.40 compared to 0.29) and larger net short-term SGR gains (0.13 compared to 0.05 for the "same group" calculations and 0.09 versus just 0.01 for the "advanced" calculations). And for the additional-years findings from resales between 2006 and 2009, there has been much more dramatic growth in TK-2 (a gain of 72) and there are still nearly three times as many students in TK-2 (124) as 6-8 (43). This indicates that these earlier move-ins continue to be, on average, relatively young families. Those homes have greater potential for notable pending TK-2 growth than the more recent resales, on average.

We should comment, however, that a consequential K-2 gain is needed from SFD resales just to maintain the current student totals in detached homes. The reason, ignoring any rental turnover for the moment, is that the residences that did not resell presumably have the same occupants, all of whom are getting older. Some of those adults are maturing past childbearing age. Without turnover (rental or resale) bringing in new young families, there eventually would be no children in those dwellings.

Nonetheless, the degree of TK-2 gain that these resales are generating (in both periods) exceeds any such decline in the remaining SFD homes in the district. This has been a key source of your resident student population growth and, unlike in ATT units in general, should continue to provide some student growth over the next decade.⁹

Comparison of Local Birth Counts to Corresponding Kindergarten Populations

One method for estimating the pending kindergarten enrollments is to review local birth statistics. While we feel that identifying the evolving trends in each neighborhood and housing type are often the more important findings, birth data can be a key forecast component if there is a reasonable correlation between births and the subsequent (five years later) kindergarten populations. Such a comparison is provided in Table 7 (on page 15) for the 95124 zip code region. Appendices B5 (for zip code 95008) and B6 (2010 Census data) contain additional information.

Understanding the Data in Table 7

The births-to-kindergarten figures provided in Table 7 are for the 95124 zip code area. This represents much of the Cambrian region (the postal San Jose part), but also covers a large part of the Union ESD and a section of San Jose USD. Most of this zip code is in those other districts. It thus makes sense that only a minority of the 95124 births would correlate to your kindergarten population from that region five years later. As can be seen in the top data row of the table, for instance, the 644 births in 1999 translated into just 174 district-enrolled kindergartners from that same region in the fall of 2004. That is a 27% ratio. Our focus, however is on (1) the correlative averages over the last three school years (37%), with particular note of what occurred in relation to the current kindergarten population (38%), and (2) how the birth counts are evolving.

Key Findings Related to the Data in Table 7

The correlative ratio for births-to-kindergartners in the 95124 area (and in 95008, as is shown in Appendix B5) suddenly jumped for the 2008 kindergarten counts and has maintained that higher ratio vicinity since then. While we do not have a clear answer for why this jump to a higher level occurred in a single year, it is the main reason why our previous forecasts ended up being too low for the subsequent resident kindergarten totals. In our prior two studies, we guestioned whether these then-new higher ratios could be maintained. We now know that they have been maintained, with relatively stable higher ratios throughout the last five school years. This should make the more recent ratios, when applied to subsequent birth counts, a good indicator of the pending resident K and TK amounts (again ignoring the K cutoff date shift and expansion of TK for the sake of clarity in the discussion).

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⁹ Appendix B4 shows that much of this gain is occurring in the more expensive homes in the district, but that reflects the greater difference between the before and after SGRs in the higher priced dwellings, compared to the relatively modest residences. We believe that these much higher net SGRs in expensive homes is another reflection of your high API scores, with fewer of those families now choosing to put their children in private schools.

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

Projected Impacts of New Housing

New dwellings impact the enrollment through a combination of (1) the number of residences expected in the various housing types, by year and location, and (2) the projected number of students in each of those units. The latter usually are estimated based on the rates at which similar recently built in-district units have provided students, such as one student in every two SFD homes (for a 0.50 SGR). The problem in Cambrian is that there are too few new residences to generate sufficiently meaningful SGRs. The most comparable new home SGRs that we can access are those that we determined this year (in the 2012-13 school year) in the neighboring Union ESD. Recently built townhouses and plexes in that district currently have a 0.174 TK-8 SGR, or just over one student in every six units. We have applied that rate to the projected townhouses and plexes in Cambrian, but halved that SGR in application to the expected ATT units in multiple-story situations because such units tend to have lower SGRs.¹¹ New SFD homes in the Union ESD have average SGRs of 0.27 and that has been applied to the projected detached residences in Cambrian.

New housing is a factor in the projected enrollment increase. After fieldwork and reviewing plans in the three relevant cities (San Jose, Campbell and Los Gatos), we made site-specific projections of 20 net new SFD homes (excludes one-to-one replacements), 55 net additional townhouse and plex units and 125 ATT units in multiplestory developments in the next decade. The latter are in the "North 40" project in Los Gatos, which is essentially 50% in the Cambrian SD at the district's southwest tip. While that project could have around 364 dwelling units built, including some SFD homes and townhouses, the portion of that development that is in Cambrian probably will contain only multiple-story ATT units and non-residential uses. These are expected in the five-to-ten-year timeline.¹² A total of 26 students are forecast from these 200 projected net new housing units.

Concluding Commentary

If the resident TK+K total for October 2013 turns out to be notably below the projected amount of 369, then the severity of the subsequent resident kindergarten decline indicated by the birth data may be more feasible. While significant, such a steeper kindergarten reduction both (1) potentially could be offset by accepting additional IDA students in TK+K in the relevant years (as is already projected to a limited degree) and (2) should only continue through 2016-17.¹³

The TK+K projections also are somewhat aggressive for the fall of 2019 through 2022. None of those children are born yet, so there is more conjecture than for the preceding school years. The combination of an improving local economy, along with your current average SGRs in detached homes (with feasibility to further increase) and your relatively high API scores, nonetheless justifies expecting larger TK+K enrollments in those later forecast years. The notable potential deviation in projections that far into the future, however, is greater to the downside (i.e., less growth) than the upside accordingly.

Sincerely,

{Signature not provided with electronic PDF version}

Thomas R. Williams, Partner in Enrollment Projection Consultants

Birth Year and School Enrollment Date	Live Births in Zip Code Area 95124	Actual Zip Code 95124 Resident Kindergarten Population*	Ratio of Kindergarte Populatior to Births
1000 Births and October 2004 Kindergarten Students	644	174	27%
2000 Births and October 2005 Kindergarten Students	640	179	28%
2001 Births and October 2006 Kindergarten Students	643	181	28%
2002 Births and October 2007 Kindergarten Students	650	183	28%
2003 Births and October 2008 Kindergarten Students	628	223	36%
2004 Births and October 2009 Kindergarten Students	ents 643 181 28% ents 650 183 28% ents 628 223 36% ents 584 231 40% ents 659 251 38% ents 652 238 37% dents (incl. TK) 645 244 38% If the kindergarten enrollment continued to cover twelve-month		
2005 Births and October 2010 Kindergarten Students			
2006 Births and October 2011 Kindergarten Students			
2007 Births and October 2012 Kindergarten Students (incl. TK)			
Average for last three years	652		37%
2008 Births and Potential October 2013 Kindergarten Students 2009 Births and Potential October 2014 Kindergarten Students	less than any above 612 562	3-Yr. Avg. Rate	232 213
2010 Births and Potential October 2015 Kindergarten Students	538	202	204
2010 Births and Potential October 2015 Kindergarten Students 2011 Births and Potential October 2016 Kindergarten Students	538 534	202 200	204 202
2010 Births and Potential October 2015 Kindergarten Students 2011 Births and Potential October 2016 Kindergarten Students * These are resident kindergarten totals from zip code area 95124 San Jose Unified School District regions and excludes Cambrian Campbell) and tiny 95032 (postal Los Gatos) and 95025 (postal S 108 CSD-enrolled K and TK students) as well as incoming inter-or Sources: State Center for Health Statistics (births) and EPC (kinder Note: These figures are not the sole factor in the kindergarter	, which includes sect SD kindergarten-enr San Jose) parts of th district students (curre ergarten totals, based	202 200 ions of both the Union olled students from th e CSD (which currently ently 32 in K and TK). I on Cambrian SD stud	204 202 Elementary an e 95008 (posta y provide a tota dent records)
2010 Births and Potential October 2015 Kindergarten Students 2011 Births and Potential October 2016 Kindergarten Students * These are resident kindergarten totals from zip code area 95124 San Jose Unified School District regions and excludes Cambrian Campbell) and tiny 95032 (postal Los Gatos) and 95025 (postal 1 108 CSD-enrolled K and TK students) as well as incoming inter-or Sources: State Center for Health Statistics (births) and EPC (kinder Note: These figures are not the sole factor in the kindergarter are also factors, with modest revisions made to those findings whe	, which includes sect SD kindergarten-enr San Jose) parts of the district students (curre ergarten totals, based	202 200 ions of both the Union olled students from the e CSD (which currently ently 32 in K and TK). I on Cambrian SD student the above data	204 202 Elementary ar e 95008 (posta y provide a tota dent records) and new housir

Table 7: Comparison of Births in 95124 Zip Code to Corresponding District-Enrolled Kindergarten Populations

The other key figures in this table, and the biggest caveat to the updated projections, is concern about the extent to which the recent decline in births will correlate to the pending kindergarten numbers. Severe economic downturns usually cause reductions in births and such a decline did happen locally, regionally and nationally in 2008 and to a much greater extent in 2009 through 2011. To have reductions of 14% to 18% (i.e., to between 562 and 534 in 2009 to 2011) in such a large part of the CSD, however, seems excessive in terms of the likely impacts on future kindergarten enrollments. We accept the modest decline that this birth data suggests for next year's kindergarten, if that had continued to represent a 12-month birth period. Our admittedly major judgment call for the following years, however, is for a smaller kindergarten reduction than this birth data indicates. The student gains occurring through resales, for families that arrived after some children were born, is a key factor in this assumption.¹⁰

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¹¹ New market-rate apartments and condos can have higher SGRs in some situations, such as in family-friendly developments in "desirable" attendance areas in the Cupertino Union ESD, but recently built multi-story dwellings more often have average SGRs below 0.10. Applying a 0.087 rate to such possible units in the Cambrian region thus should be a reasonable estimate.

¹² Appreciation is due to Town of Los Gatos planner Joel Paulson for his insights into the North 40 project. All final decisions on the timing and amounts, however, were made by EPC.

¹³ The projected decline in K is hidden in Table 1D due to the combination of TK and K in the forecast numbers, with that total expanding from covering a 12-month birth period this year to a 13-month birth period next year. 14 months in 2014 and 15 months in all subsequent years. If TK+K had continued to cover 12-month periods, then the resident decline would be clearer as being 19 less than the current number in TK+K for October of 2013 and down by more than 30 in 2014 through 2016.

¹⁰ We also are projecting less of a decline in kindergarten than the US Census data suggests (see Appendix B6) for the next two years in the CSD. It should be noted that the zip codes relevant to some nearby districts had even greater reductions in births in 2009 through 2011. The previously mentioned "Year of the Dragon" factor, for births between late January 2012 and early February 2013, along with the improving local economy, should result in a rebound in births after 2011.

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

,	Actual October 2012 Resident Stuc	App dent Popula	endix A1 ations ver	sus Atter	nding Enr	ollments	in Grade	s TK-5	
		A	ctual Oct	ober 201	2 CSD S	tudents b	y Grade		Total
School	Enrollment Category	TK	K	1	2	3	4	5	in TK-5
Bagby	Actual Attendance* Resident Population	0 8	115 105	128 116	108 102	112 100	136 110	100 81	699 622
	Net Difference (A-R)	-8	10	12	6	12	26	19	77
Farnham	Actual Attendance*	0	81 83	97 88	97 84	81 72	85 80	96 70	537 485
	Net Difference (A-R)	-8	-2	9	13	9	5	26	52
Fammatre	Actual Attendance* Resident Population	35 12	72 59	80 72	84 82	85 79	87 76	89 76	532 456
	Net Difference (A-R)	23	13	8	2	6	11	13	76
Sartorette	Actual Attendance* Resident Population	1 5	80 72	80 70	97 80	94 75	86 70	86 57	524 429
	Net Difference (A-R)	-4	8	10	17	19	16	29	95
Total	Actual Attendance* Resident Population	36 33	348 319	385 346	386 348	372 326	394 336	371 284	2,292 1,992
	Net Difference (A-R)**	3	29	39	38	46	58	87	300

* This is according to student database records provided to EPC by the Cambrian SD. Non-TK Pre-K students are excluded.

** Total TK-5 difference is 297 incoming inter-district students (outgoing amount not calculated) and three students listed at unlocatable home addresses.

Actual Octobe	Apppendix <i>A</i> er 1, 2012, Resident Students versu
School	Enrollment Category
Price*	Actual Attendance** Resident Population
	Net Difference (A-R)***
* Price figures are	the same as the total 6-8 figures.
** This school has	no assigned 6-8 attendance area a
*** Total difference zero students lis	is 200 incoming inter-district stude sted at unlocatable home addresse

A2 us A	ttending E	nrollmen	ts in Grad	es 6-8
	Actual	October :	2012	
	CSD Stu	dents by	Grade	Total
	6	7	8	in 6-8
	355	365	352	1,072
	289	306	277	872
	66	59	75	200

and thus no resident student population.

ents (outgoing amount not calculated) and es.

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CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

Appendix B1: D	etail for Table 5 and App	endix B2 on	Resider	it Stude	nt Trenc	ls in Exi	isting H	ousing	by Dw∈	lling Ty	pe and	General Value Total Stu.	e Range* Total Chano	e from
<u>Housing Type</u> Housing Category	Subject	Oct. of	×	-	2	Data t 3	oy Grade	5	9	2	œ	& Net 1-8 Change**	Prior O	ctober 2004
Detached (SFD) Housing first	t moved into before Octo	ber 2004:			I							5		
Modest	Resident Students	2004	31	27	22	24	16	19	27	25	22	213		
		2005	51	33	27	25	23	19	15	26	24	213	0	
		2006	27	22	37	24	30	26	22	15	22	225	12	
		2007	20	28	25	35	26	26	31	20	15	226	-	
		2008	28	21	30	29	36	28	28	29	21	250	24	
		2009	26	31	19	29	25	34	34	28	30	256	9	
		2010	35	26	24	19	33	28	30	27	29	251	-2	
		2011	18	38	25	23	20	32	27	31	28	242	6-	
		2012	28	19	36	25	24	19	30	34	30	245	က	32
Moderate	Resident Students	2004	71	62	71	73	80	78	76	95	78	701		
		2005	17	20	77	77	67	85	79	79	94	705	4	
		2006	74	85	68	72	76	72	83	82	73	685	-20	
		2007	60	22	85	71	77	77	70	82	76	675	-10	
		2008	81	65	77	83	71	80	81	72	83	693	18	
		2009	97	86	63	73	87	74	79	83	69	711	18	
		2010	86	66	97	66	77	85	77	83	78	748	37	
		2011	87	97	66	93	71	74	85	75	80	761	13	
		2012	86	92	103	100	94	72	79	84	77	299	38	<u> 8</u> 6
Modest to Moderate	Resident Students	2004	102	106	93	97	96	97	103	120	100	914		
		2005	86 86	103	104 1	102	06	104	94	105	118	918	4	
		2006	101	107	105	96	106	98	105	97	95	910	ø	
		2007	80	105	110	106	103	103	101	102	91	901	6-	
		2008	109	86	107	112	107	108	109	101	104	943	42	
		2009	123	117	82	102	112	108	113	111	66	967	24	
		2010	121	125	121	85	110	113	107	110	107	666	32	
		2011	105	135	124	116	91	106	112	106	108	1,003	4	
		2012	126	111	139	125	118	91	109	118	107	1,044	41	130
	3-Year Average Advan	cement Rate		1.06	1.02	1.00	1.06	0.99	1.00	1.01	0.99	1.06		
	4-Yr. Weighted Avg. Ac	tvancement F	tate***	1.06	1.01	0.99	1.04	1.00	1.02	1.01	0.99	1.05		
														I
	AF	pendix B1, pi	age 1 of	7, with fo	otnotes	at the bo	ottom of	the fina	l page					

	e from ctober	2004										86						
Range*	Total Change	Year			ဂု	9	27	9	10	80	29	с		16	9-	8	38	22
General Value	Total Stu. & Net 1-8	Change**		294	291	297	324	330	340	348	377	380	300	316	310	318	356	378
pe and		∞		40	32	23	30	36	37	39	37	31	36	34	37	30	32	35
lling Ty		~		34	28	31	35	36	36	34	32	48	29	37	31	32	40	41
by Dwe		9		29	29	36	42	36	34	34	46	39	36	32	34	40	41	41
lousing	Ű	5		27	39	36	34	30	35	42	34	36	28	32	35	38	39	40
isting H	bv Grad	4		36	35	31	31	34	39	37	35	42	32	39	40	36	34	43
ds in Ex	Data	ю		38	35	31	36	39	36	39	42	42	37	39	38	31	36	40
nt Treno		2		30	29	37	38	37	44	40	40	35	37	36	29	35	37	46
it Stude		-	H	30	32	37	38	42	39	42	41	67	30	80	36	35	47	54
Resider		\mathbf{x}	ntinued	30	32	35	40	4	4	4	22	40	35	37	8	4	50	38
endix B2 on	Oct	of	ober 2004 (ca	2004	2005	2006	2007	2008	2009	2010	2011	2012	2004	2005	2006	2007	2008	2009
Detail for Table 5 and App		Subject	rst moved into before Oct	Resident Students									Resident Students					
Appendix B1:	Housing Type	Housing Category	Detached (SFD) Housing fir	Middle Income									Upper Middle and	Highest Income				

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					even le	of the fin	hottom ,	s at the	inctrote.	7 with 4	ייר מאבת	nnandiv B1		
		1.14	1.01	0.99	1.06	1.07	1.02	1.02	0.97	1.01	t Kate***	Advancement	4-Yr. Weighted Avg. /	
		1.11	1.03	0.99	1.05	1.06	1.01	1.02	0.96	1.01	е	ncement Rat	3-Year Average Adva	
230	22	824	77	98	87	88	100	81	86	114	93	2012		
	36	802	73	75	96	81	82	104	81	8	116	2011		
	48	766	81	73	78	92	83	85	94	8	96	2010		
	32	718	72	77	75	75	82	76	06	<u> 8</u> 3	78	2009		
	44	686	68	76	77	69	68	75	74	89	6	2008		
	35	642	60	67	82	72	67	67	73	73	81	2007		
	0	607	60	62	70	71	71	69	99	73	65	2006		
	13	607	66	65	61	71	74	74	65	62	69	2005		Highest Income
		594	76	63	65	55	68	75	67	60	65	2004	Resident Students	Middle Income to
144	19	444	46	50	48	52	58	39	51	47	53	2012		
	7	425	36	43	50	47	47	62	41	53	46	2011		
	40	418	42	39	44	50	46	46	54	42	55	2010		
	77	010	2	- t	- +	5	5	5	5	5	S	2003		

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

Appendix B1: Deta	ail for Table 5 and App	endix B2 on I	lianisay			IS IN EX	N Buns	Guisno		kı Bulli	pe and	General Valu	e Kange [°]	
Housing Type		Oct.				Data t	oy Grade	0				Total Stu. & Net 1-8	Total Chai Prior	nge from October
Housing Category	Subject	of Jof	×	~	2	с	4	5	9	7	ω	Change**	Year	2004
Detached (SFD) Housing first m	noved into before Octo	ber 2004 (co	ntinued)											
Thoroughly Mixed Value	Resident Students	2004	8	9	0	2	10	ø	10	ø	ი	73		
		2005	12	1	7	10	9	1	80	ი	8	82	6	
		2006	ი	12	ი	0	12	9	14 4	ø	2	86	4	
		2007	ы Г	ا ۲	,	6	6 <u>(</u>	12	~ :	12	6 <u>(</u>	85	÷ ,	
		2008	24		5 0	6 (6 5	5	5	o (24	93	ωç	
		5008	<u>ה</u>	4 4	ρç	א <u>מ</u>	= ;	= ;	<u>5</u>	<u>, </u>	י מ	30	81.0	
		2010	იძ	ם ע	<u>1</u> 0	- 11	= ;	= 5	2 0	<u>s</u> 6	2 7	000	<u>0</u> -	
		2012	e 6	, 6	<u>ہ</u>	17	<u>ס</u> ס	<u>v</u> 00	±	ວ	± 9	68 68	+ - -	16
All SFD Categories	Resident Students	2004	175	172	169	177	174	160	178	191	185	1,581		
		2005	179	176	176	186	170	186	163	179	192	1,607	26	
		2006	175	192	180	174	189	175	189	167	162	1,603	4	
		2007	166	189	194	182	179	187	190	181	160	1,628	25	
		2008	211	182	192	197	185	188	197	186	184	1,722	94	
		2009	220	224	180	191	205	194	201	201	180	1,796	74	
		2010	222	225	227	177	204	216	195	196	198	1,860	64	
		2011	230	234	224	231	183	199	217	191	195	1,904	44	
		2012	229	235	230	223	227	187	207	225	194	1,957	53	376
	3-Year Average Advanc	cement Rate		1.03	1.00	1.00	1.03	1.02	1.02	1.00	1.00	1.05		
	4-Yr. Weighted Avg. Ad	vancement R	ate***	1.04	0.99	1.00	1.03	1.02	1.03	1.01	0.99	1.07		
	Api	oendix B1, pa	ge 3 of 7	; with fo	otnotes	at the bo	ottom of	the fina	l page					

Housing Type		Oct.				Data t	ov Grad	υ				Total Stu. & Net 1-8	Total Chang Prior C	je from October
Housing Category	Subject	of	×	-	2	ы	4	5	9	~	ø	Change**	Year	2004
Attached (ATT) Housing first	t moved into before Octol	<u>ber 2004:</u>												
Most Affordable	Resident Students	2004	28	31	28	24	27	30	23	29	22	242		
		2005	38	24	32	28	24	28	28	30	19	251	6	
		2006	25	46	27	33	26	34	32	28	26	277	26	
		2007	43	22	38	26	26	23	33	27	27	265	-12	
		2008	37	45	19	37	29	25	27	33	26	278	13	
		2009	35	38	44	28	44	26	28	30	35	308	30	
		2010	4	33	37	42	28	38	41	28	36	327	19	
		2011	45	40	28	41	39	30	34	41	28	326	-	
		2012	5	51	38	32	49	43	30	35	37	369	43	127
Affordable	Resident Students	2004	53	25	26	29	21	29	25	32	18	227		
		2005	22	20	22	26	27	25	29	26	26	223	4-	
		2006	27	16	20	25	29	33	29	30	26	235	12	
		2007	28	25	24	17	25	28	29	23	27	226	o'	
		2008	4	28	23	22	22	26	31	35	24	255	29	
		2009	45	4	35	22	26	22	28	42	28	289	34	
		2010	45	48	42	44	26	26	28	27	43	329	40	
		2011	33	4	50	43	38	29	29	32	29	327	-2	
		2012	33	33	40	47	41	34	30	27	32	317	-10	06
Most Affordable	Resident Students	2004	50	56	54	53	48	59	48	61	40	469		
to Affordable		2005	60	4	54	54	51	53	57	56	45	474	£	
		2006	52	62	47	58	55	67	61	58	52	512	38	
		2007	71	47	62	43	51	51	62	50	54	491	-21	
		2008	81	73	42	59	51	51	58	68	50	533	42	
		2009	80	62	79	50	70	48	56	72	63	597	64	
		2010	89	81	79	86	54	64	69	55	79	656	59	
		2011	78	84	78	84	77	59	63	73	57	653	ကု	
		2012	87	84	78	79	06	77	60	62	69	686	33	217
	3-Year Average Advand	cement Rate		1.01	0.96	1.05	1.02	1.00	1.15	1.01	1.03	1.23		
	4-Yr. Weighted Avg. Ac	Ivancement R	ate***	1.01	0.99	1.08	1.06	0.99	1.12	1.06	1.00	1.32		

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CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

		č					, Crod	c				Total Stu.	Total Chang	e from
Housing Category	Subject	of Cti	¥	-	5	3	4	2 C	9	~	ø	Change**	Year	2004
Attached (ATT) Housing first n	noved into before Octo	ber 2004 (cc	intinued):											
Modest	Resident Students	2004	2	4	4	2	9	7	0	ო	4	27		
		2005	ო	-	9	9	2	9	ო	-	ო	31	4	
		2006	4	ო	-	5	5	N	7	ი	-	31	0	
		2007	2	2	0	0	4	9	ო	9	2	38	7	
		2008	9	വ	9	0	ო	ъ	2	က	9	43	5	
		2009	4	5	4	9	2	2	2	2	ი [,]	33	-10	
		2010	с, C	ო	ო	4 (4 .	~ ~	20	0	90	31	ο Υ	
		2011	2	ωc	თ ი	თ ი	4 (4 4	، ن	თ ი	ი ი		N	c
		2012	0	N	×	n.	n	4	4	n.	n	30	'n	ົ
Moderate	Resident Students	2004	∞ :	13	2 2	13	ນ	5	7	9	o	81	:	
		2005	7	1	4	7	17	7	12	10	ω	97	16	
		2006	12	9;	<i></i> б ;	16	⊢ į	16	۲ ۲	₽,	5 5	66	0 9	
		2007	55	с , 4 й	5 5	10	17	80 C	8 0	0 q	2 0	109	10	
		2009	24	0	<u>5</u>	2 0	12	12	ء 21	<u>o</u> 0	e 1	132	12	
		2010	31	18	12	18	10	13	10	17	10	139	2	
		2011	18	31	19	13	18	14	1	1	17	152	13	
		2012	29	23	32	19	15	16	15	13	7	173	21	92
All ATT Categories	Besident Students	7000	с9	73	63	gg	20	74	20	71	53	580		
(incl less than 5 students		2005	74	29	74	67	20	99	24	67	22	605	25	
annually in "mid income")		2006	69	75	57	- 26	67	85	75	74	8	645	40	
•		2007	86	68	75	55	72	65	83	65	73	642	ကု	
		2008	66	93	64	74	65	76	74	89	65	669	57	
		2009	108	95	98	68	84	62	79	86	85	765	99	
		2010	125	102	95	108	70	79	81	74	95	829	64	
		2011	66	123	100	101	66	79	77	87	77	842	13	
		2012	122	110	118	101	109	97	81	78	83	899	57	319
	3-Year Average Advan	cement Rate		1.01	0.98	1.06	1.01	1.02	1.10	1.01	1.03	1.22		
	4-Yr. Weighted Avg. A	dvancement	Rate***	1.01	0.99	1.05	1.04	1.00	1.08	1.04	1.01	1.24		
		2												
	Ŧ	openaix B1, p	age o or	, with rc	ornores	at the p		r me mi	ıı page					

Housing Type		Oct.				Data	by Grad	ē				Total Stu. & Net 1-8	Total Chang Prior C	le from October
Housing Category	Subject	of I	×	-	2	ε	4	5	9	2	∞	Change**	Year	2004
Value Subtotals of Categories	first moved into befor	e October 200												
Most Affordable to	Resident Students	2004	20	56	54	53	48	59	48	61	40	469		
Affordable (same as ATT)		2005	09	4	54	54	51	53	57	56	45	474	5	
		2006	52	62	47	58	55	67	61	58	52	512	38	
		2007	71	47	62	43	51	51	62	50	54	491	-21	
		2008	81	73	42	59	51	51	58	68	50	533	42	
		2009	80	62	79	50	70	48	56	72	63	597	64	
		2010	89	81	79	86	54	64	69	55	79	656	59	
		2011	78	8	78	84	77	59	63	73	57	653	ကု	
		2012	87	8	78	79	06	27	60	62	69	686	33	217
	2-Year Average Advai	ncement Rate		1.01	0.95	4. 7.	0.98	1.05	1.00	1.02	0.99	1.02		
	3- Teal Average Auval 4-Yr. Weighted Avg. A	idvancement F	tate***	1.0.1	0.99 0.99	c0.1	1.06	0.09 0.99	1.12	1.06	 00.1	1.32		
Combined Modest to	Resident Students	2004	112	123	102	112	107	110	114	129	113	1.022		
Moderate (mainly SFD)		2005	112	115	124	115	109	117	109	116	129	1.046	24	
		2006	117	120	115	117	118	116	119	111	107	1,040	9-	
		2007	95	124	123	118	124	117	122	117	108	1,048	8	
		2008	126	106	127	127	121	133	125	122	119	1,106	58	
		2009	151	132	101	118	126	122	136	125	121	1,132	26	
		2010	157	146	136	107	124	128	119	129	123	1,169	37	
		2011	125	174	146	132	113	124	126	120	128	1,188	19	
		2012	161	136	179	147	136	111	128	134	121	1,253	65	231
	3-Year Average Advai	ncement Rate		1.05	1.02	1.01	1.05	1.00	1.00	1.01	0.99	1.08		
	4-Yr. Weighted Avg. A	dvancement F	tate***	1.06	1.01	0.99	1.03	1.00	1.01	1.01	1.00	1.05		
Combined Mid to Upper	Resident Students	2004	65	60	67	75	68	57	65	64	76	265		
Income (mainly SFD)		2005	69	62	65	74	74	71	63	65	67	610	13	
		2006	99	73	66	69	71	71	70	64	60	610	0	
		2007	81	75	73	67	67	72	82	67	62	646	36	
		2008	91	89	76	75	68	69	77	76	68	689	43	
		2009	78	8	06	78	82	75	75	77	72	721	32	
		2010	96	8	95	85	85	92	78	73	81	769	48	
		2011	117	8	81	105	82	83	96	75	73	806	37	
		2012	93	115	86	81	101	88	89	98	77	828	22	231
	3-Year Average Adva	rcement Rate	***	1.01	0.96	1.02	1.01	1.06	1.05	0.99	1.03	1.11		
	4-Yr. Weighted Avg. P	vdvancement H	ate	1.01	0.97	1.02	1.02	1.07	1.06	0.99	1.01	1.14		

Enrollment Projection Consultants

A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

0ctober 2004	969	r.	-217	e 9/04. egory.				
Prior Year	51 36 151 129 129 110	00000077	- 73 - 73 - 66 - 65 - 72 - 73 - 73 - 73 - 73 - 73 - 73 - 73 - 73	added since J housing cat				
lotal stu. & Net 1-8 Change**	2,161 2,212 2,2248 2,221 2,421 2,561 2,690 2,690 1.09	برە مەمەمەمە 12	717 719 779 778 715 641 641 641 572	five new units neach existing	Г			
ø	238 226 233 233 233 265 265 265 277 2772 2772	000007070	61 72 84 67 63 73 73 73	ore than m now ir		Appendix B2:	Summary of Re	cent Cumulative A
2	262 246 241 246 275 275 287 270 270 303 1.00		70 93 67 78 78 78	years fro		Value Group of Existing Housing	Current Cambrian SD Students	Three-Y Oct. 2009 to Oct. 2012
9	237 237 264 273 276 276 276 294 288 288	4 000000-0%-	72 93 84 88 84 66 66	e seven j		Most Affordable to Affordable***	686	1.23
le 5	234 252 252 256 256 256 278 278 278 278 278	.00 0000000000000000000000000000000000	70 89 89 77 75 75	uding th sth grad		Modest to Moderate	1,253	1.08
by Grad 4	233 240 256 251 251 289 289 275 282 336 1.02		8 92 92 90 83 90 83 90 80 80 80 80 80 80 80 80 80 80 80 80 80	ea, excl 1 be in 8		Middle to Highest	828	1.11
Data 3	245 253 253 253 271 259 259 332 325 1.02		87 94 86 86 98 63 86 63	each arr at woulc e 7 of 7		All Existing (including mixed-value areas)	2,857	1.09
7	232 250 256 256 256 322 325 348 325 348 0.99		84 7 84 9 94 93 35 1 88 93 88 37 38 1 38 1 38 1 38 1 38 1 38 1 38 1 38 1	egory in today th year. <i>B1, pa</i> g		* These figures are agg	regate counts from	m areas with virtua
-	245 232 267 267 257 275 319 327 345 345 1.02		39 33 57 56 88 99 99 84 39 43 57 56 88 99 59 99 84	sing cate t grade es each <i>opendix</i>		** Cumulative rates are "advancement" (a.k.a	the cumulative in a. "cohort survival"	npact from the first ") rates averaged o
×	235 253 253 244 310 328 327 351 351	Sate*** 	99 102 35 35 39 35 32 32 32 32	nant hou: ents in 1s ages. è address		Affordable" housing, the next. The cumula then there eventually	In aggregate, ave ative impact of the would be 23% m	raged net gains in to ose rates since 200 lore eighth graders
Oct. of	2004 2005 2005 2006 2008 2008 2009 2010 2011 2012 2012	dvancement F 2004 2005 2005 2005 2007 2008 2010 2011 2012 2012	2004 2005 2006 2007 2009 2011 2011 2011	is for the domi gge of the stud four-year aver at unlocatable		because that is often programs are an imp which is the main pu districts are within for	impacted by stud ortant forecast co pose of these cur the groups listed	dents coming out of omponent, that is a mulative rates. The l and for which som
	dents e Advar	dents dents	dents	e count ercenta o in the 1 ts listed		have greatly increase "not applicable" (beca	ause district-wide	rates vary too grea
Subject	Resident Stu 3-Year Averac	4-Yr. Weighter Resident Stu	Resident Stu	of planning are lild be the net p ghted by 150% han 16 studen		*** The two-year avera Note: These rates hav stitutions of some altern	ge annual cumu ve been modified native two- and for	Ilative advanceme d in the forecast w ur-year average rat
<u>ng Type</u> iing Category	t Total for Planning with virtually no using since 9/04 es mixed-value areas ne student recently t a non-res. address)	Total for Planning with consequential net al housing since 9/04 vo locations in '07 to '09)	Incoming Inter-District locatable Addresses****)	are based on aggregates i see rates continue, this wou final year of change is wei, her total includes no more th				
<u>Housi</u> Hous	Distric Areas new h (includ and or listed a	District Areas additio (only tu	Other (and Ur	* Totals ** If the *** The **** Otl				

Advancement R	ates by Categor	y of Existing Ho	ousing*
/ear Average Ar	nual Cumulativ	e Advancement	Rate**
Oct. 2008	Oct. 2007	Oct. 2006	Normal
to Oct. 2011	to Oct. 2010	to Oct. 2009	Range
1.53	1.61	1.11	0.75 - 1.15
0.99	1.07	1.08	0.80 - 1.20
1.18	1.21	1.16	0.90 - 1.30
1.15	1.21	1.12	N/A

ally no units (i.e., a net of less than five) added since Sept. 2004.

to eighth grades of the individual grade-to-grade net over several recent years. For example, the "Most Affordable to the number of students in the graduation from most grades into 09 is 1.23 (i.e., +23%). This means that, if these rates continue, from these same housing units as there had been first graders garten and first grade is excluded from these cumulative rates f private kindergarten programs. While those private kindergarten separate issue from evaluating the net impact of housing turnover, "Normal Range" is the recent vicinity that over 80% of our client me ranges, especially in the "Most Affordable to Affordable" group, cumulative rates well outside these ranges. "N/A" is short for atly between districts).

ent rate since Oct. 2010 is 1.02.

vhere warranted based on EPC evaluation (including with subtes shown, along with additional data, in Appendices B1 and B3).

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

Period Group in CSD Data Subject TK-2 12/1/09 to 8/31/12 (33 months) Modest & 336 Moderate Students on 10/1/09 Students on 10/1/12 43 43 3-Year Change (Same Group) 43 48 3-Year Change (Same Group) Higher Value 280 Value Students on 10/1/09 Students on 10/1/12 28 53 3-Year Change (Same Group) 28 53 53 3-Year Change (Same Group) 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/06 Counts Advanced Three Years 21 3-Year Change (Same Group) 21 3-Year Change (Same Group) 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/06 Counts Advanced Three Years 21 3-Year Change (Same Group) Higher Value 250 250 Students on 10/1/06 Counts Advanced Three Years 24 3-Year Change (Same Group) 18 18 Net SGR Change with 10/1/06 Counts Advanced Three Years	Resale	SFD Value	Resales		Camb by	rian SI Grade	O Stude Group	ents ว
12/1/09 to 8/31/12 (33 months) Modest & 336 Moderate Students on 10/1/09 Students on 10/1/12 43 48 3-Year Change (Same Group) Higher Value 280 Value Students on 10/1/09 Students on 10/1/12 28 3-Year Change (Same Group) 28 25 25 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 21 25 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/06 21 21 21 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 21 3-Year Change (Same Group) 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 21 3-Year Change (Same Group) 12/1/06 to 8/31/09 (33 months) Modest & 260 Net SGR Change with 10/1/06 Counts Advanced Three Years 24 3-Year Change (Same Group) Higher Value 250 250 Students on 10/1/09 3-Year Change (Same Group) 18 18 Net SGR Change with 10/1/06 Counts Advanced Three Years	Period	Group	in CSD	Data Subject	TK-2	3-5	6-8	TK-
(33 months) Moderate Students on 10/1/12 48 3-Year Change (Same Group) 5 Net SGR Change with 10/1/09 Counts Advanced Three Years Higher 280 Value Students on 10/1/12 3-Year Change (Same Group) 28 Students on 10/1/12 53 3-Year Change (Same Group) 25 Net SGR Change with 10/1/09 25 Net SGR Change with 10/1/09 21 Students on 10/1/06 21 Net SGR Change with 10/1/06 24 Students on 10/1/09 37 3-Year Change (Same Group) 16 Net SGR Change with 10/1/06 24 Students on 10/1/09 42 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 24 Students on 10/1/09 18 Net SGR Change with 10/1/06 24 Students Advanced Three Years 18 <	12/1/09 to 8/31/12	Modest &	336	Students on10/1/09	43	28	33	10
3-Year Change (Same Group) 5 Net SGR Change with 10/1/09 Counts Advanced Three Years 28 Higher Value 280 Students on 10/1/12 53 3-Year Change (Same Group) 25 Net SGR Change with 10/1/09 Counts Advanced Three Years 25 Net SGR Change with 10/1/09 Counts Advanced Three Years 21 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 3-Year Change (Same Group) 21 Net SGR Change with 10/1/06 Counts Advanced Three Years 37 Higher Value 250 Students on 10/1/06 Students on 10/1/09 3-Year Change (Same Group) 24 Higher Value 250 Students on 10/1/06 Counts Advanced Three Years 24 Net SGR Change with 10/1/06 Counts Advanced Three Years 18 Net SGR Change with 10/1/06 Counts Advanced Three Years 18 Net SGR Change with 10/1/06 Counts Advanced Three Years 250	(33 months)	Moderate		Students on 10/1/12	48	44	30	12
Net SGR Change with 10/1/09 Counts Advanced Three Years 28 Higher Value 280 Students on 10/1/12 28 Students on 10/1/12 53 53 3-Year Change (Same Group) 25 Net SGR Change with 10/1/09 Counts Advanced Three Years 25 Net SGR Change with 10/1/09 Counts Advanced Three Years 21 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 21 Net SGR Change with 10/1/06 Counts Advanced Three Years 16 Higher 250 Value Students on 10/1/09 24 Net SGR Change with 10/1/06 Counts Advanced Three Years 24 Net SGR Change with 10/1/09 42 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 Counts Advanced Three Years 18 Net SGR Change with 10/1/06 Counts Advanced Three Years 18 Net SGR Change with 10/1/06 Counts Advanced Three Years 18 Net SGR Change with 10/1/06 Counts Advanced Three Years 26				3-Year Change (Same Group)	5			18
Counts Advanced Three Years Higher Value 280 Students on 10/1/09 28 Students on 10/1/12 53 3-Year Change (Same Group) 25 Net SGR Change with 10/1/09 Counts Advanced Three Years 261 12/1/06 to 8/31/09 (33 months) Modest & 261 Students on 10/1/06 Students on 10/1/09 21 12/1/06 to 8/31/09 (33 months) Modest & 261 Students on 10/1/06 Students on 10/1/09 21 Moderate 250 Students on 10/1/06 Counts Advanced Three Years 24 Higher Value 250 Students on 10/1/06 Counts Advanced Three Years 24 Net SGR Change with 10/1/06 Counts Advanced Three Years 24 12/1/06 to 11/20/09 Modest & 280 Students on 10/1/06 24 21/1/06 to 11/20/09 Modest & 280 Students on 10/1/06 24				Net SGR Change with 10/1/09				
Higher Value 280 Students on 10/1/09 28 Students on 10/1/12 33 3-Year Change (Same Group) 25 Net SGR Change with 10/1/09 Counts Advanced Three Years 21 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 21 12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 21 Moderate 261 Students on 10/1/06 Counts Advanced Three Years 21 Higher Value 250 Students on 10/1/06 Counts Advanced Three Years 24 Net SGR Change with 10/1/06 Counts Advanced Three Years 24 Net SGR Change (Same Group) 18 Net SGR Change (Same Group) 18 Net SGR Change with 10/1/06 Counts Advanced Three Years 18 Net SGR Change with 10/1/06 24 Students on 10/1/09 18 Net SGR Change with 10/1/06 18 Net SGR Change with 10/1/06 24 Students on 10/1/06 24 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 24 Students on 10/1/06 24				Counts Advanced Three Years				
Value Students on 10/1/12 53 3-Year Change (Same Group) 25 Net SGR Change with 10/1/09 25 Counts Advanced Three Years 261 12/1/06 to 8/31/09 Modest & 261 Moderate 261 Students on 10/1/06 21 Students on 10/1/06 21 Students on 10/1/09 37 3-Year Change (Same Group) 16 Net SGR Change with 10/1/06 24 Counts Advanced Three Years 42 Higher 250 Students on 10/1/06 24 Students on 10/1/09 42 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 24 Students on 10/1/09 42 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 18 Net SGR Change with 10/1/06 24 Students on 10/1/09 42 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 26 Students on 10/1/06 26 Students on 10/1/06 26		Higher	280	Students on10/1/09	28	17	16	6
12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 3-Year Change (Same Group) 21 37 3-Year Change with 10/1/06 Counts Advanced Three Years Higher Value 250 Students on 10/1/06 Counts Advanced Three Years 24 3-Year Change with 10/1/06 Counts Advanced Three Years Net SGR Change with 10/1/06 Counts Advanced Three Years 24 3-Year Change (Same Group) 24 18 18 Net SGR Change with 10/1/06 Counts Advanced Three Years 24 3-Year Change (Same Group) 24 28		Value		Students on 10/1/12 3-Year Change (Same Group)	53 25	38	31	122
12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 37 3-Year Change (Same Group) 21 37 37 16 Higher Value 250 Value Students on 10/1/06 Counts Advanced Three Years 24 Students on 10/1/06 24 Students on 10/1/09 3-Year Change (Same Group) 24 18 Higher Value 250 Net SGR Change with 10/1/06 Counts Advanced Three Years 24 25 18								Ũ
12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 21 37 3-Year Change (Same Group) Net SGR Change with 10/1/06 Counts Advanced Three Years 16 Higher Value 250 Value Students on 10/1/06 Students on 10/1/09 24 3-Year Change (Same Group) Net SGR Change with 10/1/06 Counts Advanced Three Years 18 Net SGR Change with 10/1/06 Counts Advanced Three Years 18 12/1/06 to 11/20/09 Modest 8 299 Students on 10/1/06 24 Students on 10/1/09 24 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 18 Net SGR Change with 10/1/06 26				Net SGR Change with 10/1/09 Counts Advanced Three Years				
12/1/06 to 8/31/09 (33 months) Modest & 261 Moderate Students on 10/1/06 Students on 10/1/09 37 3-Year Change (Same Group) 21 37 37 16 Net SGR Change with 10/1/06 Counts Advanced Three Years Net SGR Change with 10/1/06 Students on 10/1/09 3-Year Change (Same Group) 24 32 18 Higher Value 250 Value Students on 10/1/06 Students on 10/1/09 3-Year Change (Same Group) 24 18 12/1/06 to 11/20/09 Modest & 299 Students on 10/1/06 Counts Advanced Three Years 25								
(33 months) moderate Students on no /r/33 37 3-Year Change (Same Group) 16 Net SGR Change with 10/1/06 24 Counts Advanced Three Years 250 Higher 250 Value Students on 10/1/06 3-Year Change (Same Group) 42 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 18 Net SGR Change with 10/1/06 18 Net SGR Change with 10/1/06 26 Students on 10/1/09 18 Students on 10/1/09 18	12/1/06 to 8/31/09 (33 months)	Modest & Moderate	261	Students on 10/1/06	21 37	29 18	15 16	65 7
Net SGR Change with 10/1/06 Counts Advanced Three Years Higher Value 250 Students on 10/1/06 24 Students on 10/1/09 24 42 3-Year Change (Same Group) Net SGR Change with 10/1/06 Counts Advanced Three Years 18 12/1/06 to 11/20/09 Medect 8 299 Students on 10/1/06 24	(33 months)	Woderate		3-Year Change (Same Group)	16	10	10	
Higher Value 250 Students on 10/1/06 24 Students on 10/1/09 42 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 18 Counts Advanced Three Years 29 Students on 10/1/09 26				Net SGR Change with 10/1/06				
Higher Value 250 Students on 10/1/06 24 Students on 10/1/09 42 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 18 12/1/06 to 11/20/09 Medect 8 299 Students on 10/1/06 24 5 5 10/1/06 12/1/06 to 11/20/09 Medect 8 299				Counts Advanced Three Years				
Value Students on 10/1/09 42 3-Year Change (Same Group) 18 Net SGR Change with 10/1/06 18 12/1/06 to 11/20/09 Medest 8 299 Students on 10/1/06 25		Higher	250	Students on 10/1/06	24	24	14	62
Net SGR Change with 10/1/06 Counts Advanced Three Years		Value		Students on 10/1/09	42	18	19	79
12/1/06 to 11/20/09 Modest & 299 Students on 10/1/06								
12/4/06 to 11/20/09 Modest 8 299 Students on 10/4/06 25				Net SGR Change with 10/1/06 Counts Advanced Three Years				
12/1/06 to 11/20/09 Modest & 200 Students on 10/1/06 25								
	12/1/06 to 11/30/09	Modest &	299	Students on 10/1/06	25	30	18	73
(36 months) Moderate Students on 10/1/12 54	(36 months)	Moderate		Students on 10/1/12	54	38	19	11
				o-real onange (Same Group)	29			
Higher 280 Students on 10/1/06 27		Higher	280	Students on 10/1/06	27	27	15	6
Value Students on 10/1/12 70		Malaa		Studente en 10/1/12	70	12	24	130

	Appendix B3: Detach	led Home Resal	e Impact	s on Ave	erage Gi	rade-to.	-Grade	Advance	ement F	Rates		
Relative Value Level (Combined SFD-ATT)	Subject	Approx. Oct. 1 of	Nu Result TK+K	mber of ant Net / 1	Residen Average 2	t CSD-E Advanc 3	Enrolled ement F	Student <u>tates En</u> 5	s by Gra itering E 6	ade and Each Gre	ade 8	Total Students and Cumulative Rates, 1st to 8th
Combined Modest to Moderate	Resident Students	2009 2010 2011 2012	151 157 125 160	132 146 174 136	101 136 179	118 107 132 147	126 124 113	122 128 111	136 119 128	125 129 134	121 123 128	1,132 1,169 1,188 1,252
	Average Annual Rate of (Oct. 1, 2009, from Prior (Change since Grade in All Hom	les	1.05	1.02	1.01	1.05	1.00	1.00	1.01	0.99	1.08
	Estimated Net Rounded	Annual Average	of Additio	nal Stud 0.5	ents Gei 0.3	nerated 0.2	by Resé 0.2	lles sinc 0.2	e Oct. 1 0.2	, 2009. 0.2	0.2	3.0
	Avg. Annual Rate of Ch from Prior Grade in Exi before 2004) that were I	ange since 10/1 sting Homes (b not resold after	1/09 uilt 9/09	1.05 F	1.02	1.01 ₹	1.04 ₹	1.00 ₹	1.00	1.01	0.99	1.07
		0000	0 1	ð	ç	0 1	ç	L r	L F	ł	0 1	Nor
Combined Middle to Uppper Mid Income (Higher Value)	Kesident Students	2009 2010 2012 2012	78 96 117 93	94 84 115	90 95 86	/8 85 105 81	82 85 82 101	67 83 88 88	c) 96 89	73 75 98	77 73 77	721 769 806 828
	Average Annual Rate of (Oct. 1, 2009, from Prior (Change since Grade in All Hom	les	1.01	0.96	1.02	1.01	1.06	1.05	0.99	1.03	1.11
	Estimated Net Rounded	Annual Average	of Additio	nal Stud 1.0	ents Gei 0.0	1.0	by Rest 1.0	lles sinc 2.0	e Oct. 1 2.0	, 2009: 1.5	1.5	17.0
	Avg. Annual Rate of Ch from Prior Grade in Exi before 2004) that were I	lange since 10/1 sting Homes (b not resold after	1/09 uilt 9/09 ▼	1.00	0.96	1.01 F	0.99 🔻	1.03 🖡	1.03 🖡	0.97	1.01	0.99

Enrollment Projection Consultants

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

A. PROJECTED ENROLLMENTS FROM 2012 TO 2022

Birth Year and School Enrollment Date	Live Births in Zip Code Area 95008	Actual Zip Code 95008 Resident Kindergarten Population*	Ratio of Kindergarten Population to Births
1999 Births and October 2004 Kindergarten Students	634	61	10%
000 Births and October 2005 Kindergarten Students	606	72	12%
001 Births and October 2006 Kindergarten Students	636	63	10%
002 Births and October 2007 Kindergarten Students	611	69	11%
2003 Births and October 2008 Kindergarten Students	643	87	14%
2004 Births and October 2009 Kindergarten Students	655	96	15%
2005 Births and October 2010 Kindergarten Students	655	93	14%
2006 Births and October 2011 Kindergarten Students	611	90	15%
2007 Births and October 2012 Kindergarten Students (incl. TK)	596	103	17%
Average for last three years	621		15%
	note that all post 2008 birth totals below are less than any above	If the kindergar continued to cow periods, then resident kinderg this zip code ar been guided by 3-Yr. Avg. Rate	ten enrollment er twelve-month the potential arten total from rea could have y the following Current Rate
2008 Births and Potential October 2013 Kindergarten Students	630 572	97 88	109 99
	512	00	33
2010 Births and Potential October 2015 Kindergarten Students	566	87	98

* These are resident kindergarten totals from zip code area 95008, which is mainly in the Campbell Union ESD.

Sources: State Center for Health Statistics (births) and EPC (kindergarten totals, based on Cambrian SD student records)

Note: These figures are not the sole factor in the kindergarten projections. Student trends by location and new housing are also factors, with modest revisions made to those findings where warranted based on the above data.

Appendix B6: Census Figures for Persons by Age in Relation to Actual and Potential Pending Kindergartners

Census-Based	Data for Popu	lation Ages in the Ca	am	rbian SD I
Age as of	Total	Corresponding		Est. Port
April 1, 2010	Persons	Birth Months		of Age To
Age 6	432	4/03 - 11/03	-	288
		12/03 - 3/04	-	144
				+
Age 5	432	4/04 - 11/04	1-	288
		12/04 - 3/05	-	144
.				+
Age 4	442	4/05 - 11/05	1-	295
		12/05 - 3/06	-	147
				+
Age 3	443	4/06 - 11/06	1-	295
		12/06 - 3/07	-	148
l			1	+
Age 2	438	4/07 - 10/07	1 -	292
, '90 L	100		J	

Average Ratio for Four Latest Resident Kindergarten Totals**

Census-Ba	sed Data for P	opulation Ages in the	e C	GSD Reg
Age as of	Total	Corresponding		Est. Porti
April 1, 2010	Persons	Birth Months		of Age To
			-	
Age 2	438	11/07 - 3/08	-	183
				+
Age 1	407	4/08 - 09/08	-	204
		10/08 - 11/08	-	68
		10/08 - 3/09	-	204
				+
< 1 Year	375	4/09 - 8/09	-	156
		9/09 - 11/09	-	94

* Each 12-month period of total-persons-by-age is assumed to divide proportionately into the parts shown, simply as a starting point for estimating the general direction that the K and TK totals could evolve toward each year.

** Resident figures are for students with home addresses in the CSD region. There has been a recent average of 38 CSD-enrolled kindergartners listed at home addresses outside the CSD (as additional kindergartners).



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CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 B. ENROLLMENT PROJECTIONS & CLASSROOM COUNTS

CAMBRIAN SCHOOL DISTRICT FACILITIES STATISTICS 2012 Enrollment

Last Undated:														
8/22/2013														
0,22,2013														
							Full size CR's used							
				Existing	Existing		by County.	Total full size	Students Per					
				permanent	relocatable	Total existing	SDC Preschool.	classrooms	Teaching	Permanent	Relocatable	Total Square	Square	
	2012	2012 Non-	2012	fullsize	full size	full size	Library, RSP.	for teaching	Station	bldg square	CR square	footage of	footage per	Student
School	Resident	resident	Enrollment	classrooms	classrooms	classrooms	Music, & Science	stations	Classroom	footage	footage	bldgs	student	Restrooms
Price Middle School	872	200	1072	40	5	45	, 6	39	27.49	97,220	4.800	102.020	95.17	6
	071		10/1							57,220	.,	101,010		
Bagby Elementary School	622	77	699	29	3	32	4	28	24.96	37,929	2,880	40,809	58.38	8
										,	,	,		
Fammatre Elementary School	456	76	532	21	5	26	6	20	26.60	31,281	4,800	36,081	67.82	6
Farnham Elementary School	485	52	537	17	9	26	3	23	23.35	26,572	10,090	36,662	68.27	6
Sartorette Elementary School	429	95	524	17	8	25	4	21	24.95	26,126	7,680	33,806	64.52	6
Totals	2864	500	3364	124	30	154	23	131	25.68	219,128	30,250	249,378	74.13	32
Resident K-5			1992	86.91%				Class Size Rec	luction: Desire	ed student / tea	aching station	ratios:		
Non-resident K-5			300	13.09%				6-8	29.00	98.20%				
Total K-5			2292	100.00%				6-8 SDC	10.00	1.80%	SDC % of enro	ollment		
								Avg 6-8	28.66	100.00%				
Resident 6-8			872	81.34%				Efficiency	95%					
Non-resident 6-8			200	18.66%					27.23	target 6-8 clas	sroom studen	it / teaching st	ation ratio	
Total 6-8			1072	100.00%										
			2004	05 4 404						64.970/				
Total Resident			2864	85.14%				K-3 (2/3rds)	23.00	64.27%				
Total Non-resident			500	14.86%				4-5 (1/3rd)	29.00	32.13%	CDC 0/ of one			
			3304	100.00%				R-5 SDC	10.00	3.60%	SDC % OF enro	aiment		
								AVg K-5	24.40	100.00%				
								Linciency	3378	target K 5 clas	sroom studon	t / tooching st	ation ratio	
									23.24	Laiger N-J Clas	STOOTT SLUUET	it / teaching St		
								Total District						
								6-8 (1/3rd)	28.66					
								K-5 (2/3rds)	24.46					
								Avg K-8	25.86					
								Efficiency	95%					
									24.57	target K-8 clas	sroom studen	it / teaching st	ation ratio	

Cambrian SD - Facilities Data 8-22-13.xlsx 2012 Enrollment Kramer Project Development Co. Inc. 10/19/2013

B. ENROLLMENT PROJECTIONS & CLASSROOM COUNTS

CAMBRIAN SCHOOL DISTRICT FACILITIES STATISTICS 2022 Enrollment

Least Lie data di	1													
	-													
8/22/2013	_													
							Full size CR's used	1 						
				Existing	Existing		by County,	, Total full size	Students Per				-	
				permanent	relocatable	Total existing	SDC Preschool,	, classrooms	Teaching	Permanent	Relocatable	Total Square	Square	
	2022	2022 Non-	2022	fullsize	full size	full size	Library, RSP,	, for teaching	Station	bldg square	CR square	footage of	footage per	Student
School	Resident	resident	Enrollment	classrooms	classrooms	classrooms	Music, & Science	e stations	Classroom	footage	footage	bldgs	student	Restrooms
Price Middle School	1045	96	1141	40	5	45	6	i 39	29.26	97,220	4,800	102,020	89.41	6
Baghy Elementary School	711	46	757	29	3	32	Δ	28	27 04	37 929	2 880	40 809	53 91	8
bagby Elementary School	/11		151	25	5	52		- 20	27.04	57,525	2,000	+0,005	55.51	0
Fammatre Elementary School	546	47	593	21	5	26	6	5 20	29.65	31,281	4,800	36,081	60.84	6
Foundations Flammantania Calena I	575	47	(22	47	0	20			27.04	26 572	10.000	26.662	50.04	
Farnham Elementary School	575	47	622	17	9	26	3	5 23	27.04	26,572	10,090	36,662	58.94	6
Sartorette Elementary School	519	47	566	17	8	25	4	21	26.95	26,126	7,680	33,806	59.73	6
Totals	3396	283	3679	124	30	154	23	131	28.08	219,128	30,250	249,378	67.78	32
Posidont K E			2251	02 62%				Class Size Red	uction: Docin	d ctudont / to	aching station	ratios		
Nep resident K E			2331	92.05%								Tatios.		
			2529	100.00%					29.00	37.70%	SDC % of onro	Ilmont		
			2330	100.00%				0-8 SDC	28 56	2.30%		minent		
Resident 6-8			1045	91.59%				Efficiency	95%	100.0070				
Non-resident 6-8			96	8.41%				,	27.13	target 6-8 cla	ssroom studen	t / teaching sta	ation ratio	
Total 6-8			1141	100.00%										
Total Resident			3396	92.31%				K-3 (2/3rds)	23.00	63.93%	1			
Total Non-resident			283	7.69%				4-5 (1/3rd)	29.00	31.97%				
Total Students			3679	100.00%				K-5 SDC	10.00	4.10%	SDC % of enro	ollment		
								Avg K-5	24.39	100.00%				
								Efficiency	95%					
									23.17	target K-5 cla	ssroom studen	t / teaching st	ation ratio	
								Total District:						
								6-8 (1/3rd)	28.56					
								K-5 (2/3rds)	24.39					
								Avg K-8	25.78					
								Efficiency	95%					
									24.49	target K-8 cla	ssroom studen	t / teaching sta	ation ratio	

Cambrian SD - Facilities Data 8-22-13.xlsx 2022 Enrollment Kramer Project Development Co. Inc. 10/19/2013

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 B. ENROLLMENT PROJECTIONS & CLASSROOM COUNTS

CAMBRIAN SCHOOL DISTRICT FACILITIES STATISTICS 2022 w added CR's

Last Updated:															
8/22/2013															
							Full size CR's used								
				Existing	Existing		by County,		Total full size	Students Per					
				permanent	relocatable	Total existing	SDC Preschool,	ADD NEW FULL	classrooms	Teaching	Permanent	Relocatable	Total Square	Square	
	2022	2022 Non-	2022	fullsize	full size	full size	Library, RSP,	SIZE	for teaching	Station	bldg square	CR square	footage of	footage per	Student
School	Resident	resident	Enrollment	classrooms	classrooms	classrooms	Music, & Science	CLASSROOMS	stations	Classroom	footage	footage	bldgs	student	Restrooms
Price Middle School	1045	96	1141	40	5	45	6	4	43	26.53	97,220	4,800	102,020	89.41	6
Bagby Elementary School	711	46	757	29	3	32	4	5	33	22.94	37,929	2,880	40,809	53.91	8
Fammatre Elementary School	546	47	593	21	5	26	6	7	27	21.96	31,281	4,800	36,081	60.84	6
Farnham Elementary School	575	47	622	17	9	26	3	4	27	23.04	26,572	10,090	36,662	58.94	6
Sartorette Elementary School	519	47	566	17	8	25	4	4	25	22.64	26,126	7,680	33,806	59.73	6
Totals	3396	283	3679	124	30	154	23	24	155	23.74	219,128	30,250	249,378	67.78	32
Resident K-5			2351	92.63%				Class Size Reduc	ction: Desired	student / teach	ing station ra	tios:			
Non-resident K-5			187	7.37%				6-8	29.00	97.70%					
Total K-5			2538	100.00%				6-8 SDC	10.00	2.30%	SDC % of enro	ollment			
								Avg 6-8	28.56	100.00%					
Resident 6-8			1045	91.59%				Efficiency	95%						
Non-resident 6-8			96	8.41%					27.13	target 6-8 clas	sroom studen	it / teaching sta	ation ratio		
Total 6-8			1141	100.00%											
Total Resident			3396	92.31%				K-3 (2/3rds)	23.00	63.93%					
Total Non-resident			283	7.69%				4-5 (1/3rd)	29.00	31.97%					
Total Students			3679	100.00%				K-5 SDC	10.00	4.10%	SDC % of enro	ollment			
								Avg K-5	24.39	100.00%					
To Get below class size targets:								Efficiency	95%						
Price add 4 classrooms									23.17	target K-5 clas	sroom studen	nt / teaching sta	ation ratio		
Bagby add 5 classrooms															
Fammatre add 7 classrooms								Total District:							
Farnham add 4 classrooms								6-8 (1/3rd)	28.56						
Sartorette add 4 classrooms								K-5 (2/3rds)	24.39						
Total add 24 classrooms								Avg K-8	25.78						
								Efficiency	95%						
									24.49	target K-8 clas	sroom studen	nt / teaching sta	ation ratio		

91802180.xlsx 2022 w added CR's Kramer Project Development Co. Inc. 11/6/2013

B. ENROLLMENT PROJECTIONS & CLASSROOM COUNTS

CAMBRIAN SCHOOL DISTRICT FACILITIES STATISTICS 2022 K8 STEAM @ Steindorf

Last Updated:															
8/22/2013															
							Full size CR's used								
				Existing	Existing		by County.		Total full size	Students Per					
				permanent	relocatable	Total existing	SDC Preschool,	ADD NEW FULL	classrooms	Teaching	Permanent	Relocatable	Total Square	Square	
	2022	2022 Non-	2022	fullsize	full size	full size	Library, RSP.	SIZE	for teaching	Station	bldg square	CR square	footage of	footage per	Student
School	Resident	resident	Enrollment	classrooms	classrooms	classrooms	Music, & Science	CLASSROOMS	stations	Classroom	footage	footage	bldgs	student	Restrooms
Price Middle School	885	96	981	40	5	45	6	0	39	25.15	97,220	4,800	102,020	104.00	6
											,				
Bagby Elementary School	591	46	637	29	3	32	4	0	28	22.75	37,929	2,880	40,809	64.06	8
Fammatre Elementary School	461	47	508	21	5	26	7	3	22	23.09	31,281	4,800	36,081	71.03	6
Farnham Elementary School	485	47	532	17	9	26	3	0	23	23.13	26,572	10,090	36,662	68.91	6
Sartorette Elementary School	484	47	531	17	8	25	4	2	23	23.09	26,126	7,680	33,806	63.66	6
Steindorf 6-8 STEAM	160	0	160	0	0	0	0	6	6	26.67					
Steindorf K-5 STEAM	330	0	330	0	0	0	0	15	15	22.00					
Total Steindorf	490	0	490	0	0	0	0	21	21	23.33	36,800	0	36,800	75.10	8
Totals	3396	283	3679	124	30	154	24	26	156	23.58	219,128	30,250	249,378	67.78	32
Resident K-5			2511	93.07%					Class Size Red	uction: Desire	I student / teaching station ratios:				
Non-resident K-5			187	6.93%				6-8 29.		29.00	97.70%				
Total K-5			2698	100.00%					6-8 SDC	10.00	2.30%	SDC % of enro	ollment		
									Avg 6-8	28.56	100.00%				
Resident 6-8			885	90.21%					Efficiency	95%					
Non-resident 6-8			96	9.79%						27.13	target 6-8 clas	ssroom studen	t / teaching st	ation ratio	
Total 6-8			981	100.00%											
Total Resident			3396	92.31%					K-3 (2/3rds)	23.00	63.93%				
Total Non-resident			283	7.69%					4-5 (1/3rd)	29.00	31.97%				
lotal Students			3679	100.00%					K-5 SDC	10.00	4.10%	SDC % of enro	ollment		
									AVg K-5	24.39	100.00%				
Loduing Steinuori K-8 STEAIVI SChool	100	studopto							Еписиенсу	95%	torgot V E al-		+ / +00ch:ma -+	ation ratio	
Reduce Enrollment Price	160	students								23.17	target K-5 Clas	ssioom studen	t / teaching st	ation ratio	
	100								Total District:						
Poduco Enrollmont @ Poghy	120	studonts							10(d) DISTRICT:	20 F C					
Poduce Enrollment @ Earmatre	120	students							V-0 (1/310)	20.00					
Reduce Enrollment @ Farnham	00 00	students							N/g K_8	24.39					
Poduco Enrollmont @ Sartaratta	90 25	students							Ffficionau	23.78					
Total Steindorf K-5	25	students							LITICIENCY	30% YO	target K & clay	scroom studen	t / teaching st	ation ratio	
	530									24.49	Langer N-0 Uld		it / teaching St		
Total K-8 @ Steindorf	100														
	490														

Cambrian SD - Facilities Data 8-22-13.xlsx2022 K8 STEAM @ SteindorfKramer Project Development Co. Inc.10/19/2013

B. ENROLLMENT PROJECTIONS & CLASSROOM COUNTS

CAMBRIAN SCHOOL DISTRICT FACILITIES STATISTICS

Alternate Use of Classrooms	

Last Updated:											1		
8/22/2013										Rick Kramer:			
6,22,2015										classrooms)			
							Full size CR's used			6 CASA			
				Existing	Existing		by County	Total full size	Students Per	25 Computer Lab			
				nermanent	relocatable	Total existing	SDC Preschool	classrooms	Teaching	28 RSP	Total Square	Square	
	2012	2012 Non-	2012	fullsize	full size	full size	Library RSP	for teaching	Station k	50 Elementary Music	footage of	footage ner	Student
School	Resident	resident	Enrollment	classrooms	classrooms	classrooms	Music & Science	stations	Classroom	Media Center Classroom	hldgs	student	Restrooms
Drige Middle School	072	200	1072	20	Classi 001115				27.40		102.020	05.17	- Acoustic Contra
	872	200	1072	40	5	45	0	39	27.49		102,020	95.17	0
Dogby Flowentowy Cobool	(22	77	<u> </u>	20		22		4	24.00	Rick Kramer:	40.800	F0.20	0
Bagby Elementary School	622	//	699	29	3	32	4	28	24.96	Bagby (alternate use of	40,809	58.38	8
Formation Flows and any Column	45.0	70	522	21		26			20.00	classrooms)	26.001	(7.02	6
Fammatre Elementary School	450	76	532	21	5	20	0	20	26.60	17 RSP	36,081	07.82	0
Famban Flamantan Cabaal	405	52	F 2 7	17	0	20	2	2 22	22.25	29 Music	26.662	C0.27	C
Farnham Elementary School	485	52	537	17	9	26	3	23	23.35	30 Library	36,662	68.27	6
Contourthe Elementers Colored	420	05	524	47		25		21	24.05	26 126 7 600	22.000	64.52	6
Sartorette Elementary School	429	95	524	17	8	25	4	21	24.95	26,126 7,680 Rick Kramer:	33,806	64.52	6
	2054	500	2264	124	20	454	22		25.60	Fammatre (alternate	240.270	74.42	22
lotais	2864	500	3364	124	30	154	23		25.68	use of classrooms)	249,378	74.13	32
										1 SDC Preschool			
Resident K-5			1992	86.91%				Class Size Rec	luction: Desired	4 SDC Preschool	atios:		
Non-resident K-5			300	13.09%				6-8	29.00	20 County SDC			
Total K-5			2292	100.00%				6-8 SDC	10.00	14 Library	ment		
								Avg 6-8	28.66	21 RSP			
Resident 6-8			872	81.34%				Efficiency	95%				
Non-resident 6-8			200	18.66%					27.23 ta	Rick Kramer:	/ teaching st	ation ratio	
Total 6-8			1072	100.00%						of classrooms)			
										Library Modular			
Total Resident			2864	85.14%				K-3 (2/3rds)	23.00	17 Music			
Total Non-resident			500	14.86%				4-5 (1/3rd)	29.00	20 RSP			
Total Students			3364	100.00%				K-5 SDC	10.00		ment		
								Avg K-5	24.46	Rick Kramer:	_		
								Efficiency	95%	Sartorette (alternate			
									23.24 ta	guse of classrooms)	teaching st	ation ratio	
										9 Library			
								Total District		17 Music			
								6-8 (1/3rd)	28.66	23 County Autism			
								K-5 (2/3rds)	24.46				
								Avg K-8	25.86				
								Efficiency	95%				
			\top						24.57 ta	rget K-8 classroom studen	t / teaching st	ation ratio	

Cambrian SD - Facilities Data 8-22-13.xlsx Alternate Use of Classrooms Kramer Project Development Co. Inc. 10/19/2013

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014

CAMBRIAN SCHOOL DISTRICT FACILITIES MASTER PLAN 2014 C. 2014 CAMBRIAN SCHOOL DISTRICT BOND PROJECT LIST

	Cost in 2013			Escalated
POSSIBLE PROJECTS	Dollars	Year	Escalation	Cost
Growth Projects				
New Classroom Projects (Pick one)				
A. Add classrooms to existing schools (24) or,	\$12,000,000	2016	1.141	
B. Steindorf K8 STEM (35,430 sf school 21 classrooms) +5 CR's at ES	\$17,280,000	2016	1.141	\$19,716,480
Larger Bagby Multi-use kitchen (7,000 sf)	\$3,850,000	2015	1.092	\$4,204,200
Sartorette Media Center (2,000 sf)	\$1,000,000	2015	1.092	\$1,092,000
Covered Eating Structures all schools	\$500,000	2015	1.092	\$546,000
Playground expansions	\$400,000	2017	1.192	\$476,800
Repair and Infrastructure Projects				
Fencing Replacements w/security project	\$500,000	2014	1.045	\$522,500
Replace Portables all schools (27) with permanent	\$13,500,000	2016	1.141	\$15,403,500
Landscape, walks, playgrounds repairs and improvements	\$1,000,000	2016	1.141	\$1,141,000
Building repairs and improvements	\$1,000,000	2016	1.141	\$1,141,000
Price MS Casework Replacements	\$500,000	2016	1.141	\$570,500
Whiteboard Replacements all schools	\$400,000	2016	1.141	\$456,400
Staff room renovations	\$255,000	2017	1.192	\$303,960
Ceiling condensation prevention at Sartorette	\$100,000	2015	1.092	\$109,200
Upgrade AC systems to R-410A refrigerant due to R-22 phaseout	\$1,760,000	2016	1.141	\$2,008,160
Kitchen waterline replacements at Farnham & Sartorette	\$90,000	2017	1.192	\$107,280
Rain Gutter replacements at Farnham & Sartorette	\$50,000	2017	1.192	\$59,600
Upgrade fire alarm systems at all District owned sites	\$800,000	2017	1.192	\$953,600
Facility improvements	ć1 F00 000	2015	1 002	¢1 C20 000
Classroom Technology Improvements (TOK per classroom)	\$1,500,000	2015	1.092	\$1,638,000
Replace binds with roller shades	\$1,200,000	2016	1.141	\$1,369,200
Furniture replacements (10K per classroom)	\$1,500,000	2017	1.192	\$1,788,000
	\$1,200,000	2017	1.192	\$1,430,400
Eneray Projects				
Solar at all schools and District Office	\$4.600.000	2014	1.045	\$4.807.000
Window replacements	\$2,500,000	2015	1.092	\$2,730,000
Interior Lighting Replacements	\$1,500,000	2015	1.092	\$1.638.000
Mechanical System Economizers	\$1,200,000	2016	1.141	\$1,369,200
Safety and Security Projects				
Security Project Doors and Hardware	\$400,000	2014	1.045	\$418,000
Security Project Fencing	\$1,500,000	2014	1.045	\$1,567,500
Price Classroom Ceilings (include lighting replacements)	\$1,000,000	2015	1.092	\$1,092,000
Parking Lot Lighting improvements	\$150,000	2016	1.141	\$171,150
Totals				\$68,830,630