



Demographic Study
for
Mountain View Whisman School District

October 9, 2014
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Glossary of Terms

Attendance Areas

An attendance area is defined by a physical boundary which is specific to an elementary or middle school. Students with a physical address which is located within that boundary are residents of that “attendance area”.

Board of Trustees (BOT)

The BOT is the governing board of the Mountain View Whisman School District.

California Basic Educational Data System (CBEDS)

An annual data collection administered in October to collect information on student and staff demographics.

California Department of Education (CDE)

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

California Department of Finance (DOF)

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

California Department of Public Health (CDPH)

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

Class Size Reduction (CSR)

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

Cohort

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

Division of the State Architect (DSA)

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

Environmental Systems Research Institute (ESRI)

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

General Obligation Bond

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

Geocoding

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

Geographic Information System (GIS)

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

Intra-district Transfers

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

Inter-district Transfers

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

Local Agency Formation Commission (LAFCO)

LAFCO is responsible for reviewing and approving proposed jurisdictional boundary changes, including annexations and detachments of territory to and/or from cities and special districts, incorporations of new cities, formations of new special districts, and consolidations, mergers, and dissolutions of existing districts. In addition, LAFCO must review and approve contractual service agreements, determine spheres of influence for each city and district, and may initiate proposals involving district consolidation, dissolution, establishment of subsidiary districts, mergers, and reorganizations (combinations of these jurisdictional changes).

Office of Public School Construction (OPSC)

The Office of Public School Construction, as staff to the State Allocation Board (SAB), implements and administers the School Facility Program and other programs of the SAB. The OPSC is also charged with the responsibility of verifying that all applicant school districts meet specific criteria based on the type of funding which is being requested. The OPSC also prepares recommendations for the SAB's review and approval.

It is also incumbent on the OPSC staff to prepare regulations, policies and procedures which carry out the mandates of the SAB, and to work with school districts to assist them throughout the application process. The OPSC is responsible for ensuring that funds are disbursed properly and in accordance with the decisions made by the SAB.

The OPSC prepares agendas for the SAB meetings. These agendas keep the Board Members, school districts, staff and other interested parties apprised of all actions taken by the SAB. The agenda serves as the underlying source document used by the State Controller's Office for the appropriate release of funds. The agenda further provides a "historical record" of all SAB decisions, and is used by school districts, facilities planners, architects, consultants and others wishing to track the progress of specific projects and/or availability of funds.

Sphere of Influence (SOI)

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

State Allocation Board (SAB)

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

Transiency

The stability at which students enter and exit the district.

SECTION A: EXECUTIVE SUMMARY

The purpose of the 2014-15 Demographic Study is to provide detailed updated demographic information about the Mountain View Whisman School District's community, and the effects of those demographics on the Mountain View Whisman School District's student resident enrollment and the impact on long range planning for facilities in order to assure that appropriate and equitable facilities are provided for the students of the District. It is imperative that the District remain proactive in planning as the construction and modernization of school facilities cannot be accomplished in a short time period.

This study provides information based on 2014-15 District residents, City planning policies, residential development, and population and student demographics. As these factors change and timelines are adjusted, the Demographic Study will be revised to reflect the most current information.

Background

The District experienced steady enrollment increases from 2005 to 2012. The major influences contributing to enrollment increases were the in-migration of families with children during the economic downturn, the re-opening of Stevenson in 2009, the implementation of the Dual Immersion program, and the implementation of Transitional Kindergarten. Since 2012, enrollments have remained stable.

Major Findings

The specific purpose of this study is to provide the District with projections of future students based on the comprehensive demographic analysis.

School districts experience enrollment increases as a result of few factors. Either local births increase, new District programs attract existing residents from non-district schools back to district schools, new residential development increases overall population of children, or older neighborhoods "turnover" and, as new people move into the District, younger families replace empty households. As demonstrated in this study, MVWSD has experienced positive enrollment gains in recent years at the lower elementary grade levels due to the re-opening of Stevenson elementary, the implementation of transitional kindergarten, and the implementation of the Dual Immersion program. These enrollment gains assisted in offsetting negative migration at all other grade levels. However, enrollments at the lower grade levels have now stabilized and are not projected to continue. As a result, enrollments are projected to remain stable or slightly decline at the TK-5th grade levels through 2024-25. At the middle

school level, enrollment are projected to increase as the larger cohorts who have entered in recent years continue to matriculate through the higher grade levels. Toward the end of the projection period, enrollments at the 6-8th grade levels will stabilize.

While there is significant new housing development planned in various areas of the District, the type of housing being constructed does not typically attract families with children. The majority of new developments will be rowhouses, condominiums, or high-end apartments. Student generation rates for all newly constructed units in MVWSD are well below average.

This data will require constant review as new enrollment information becomes available in the coming months and years; the District must be diligent in monitoring this data to assure the provision of adequate school facilities.

Recommendations

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

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

- Review and update this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.
- Utilize this study as the foundation for the development of a Long Range Facility Master Plan, incorporating the findings of this study, facility standards, and educational specifications.
- Continue to update and apply for funding from the State School Facility Program. Although this program does not currently have funds available, the District should be proactive and submit eligibility applications in order to be current when funds become available.
- Explore various programs at the State School Facility Program as well as through State and Federal Programs to determine which programs are appropriate for participation by the District.

SECTION B: INTRODUCTION

The Mountain View Whisman School District is located in Santa Clara County and serves a large portion of the City of Mountain View in addition to Moffet Federal Airfield, an area owned and operated by the NASA Ames Research Center. The District serves grades TK-8th and has a total enrollment of 5,031 students, and a total resident enrollment of 4,979 students. Resident enrollments are those students who live within the District boundary and attend a MVWSD school. Resident enrollments do not include inter-district transfer students from other school districts.

A District map is included in Figure 1. The Mountain View Whisman School District currently operates 7 elementary school sites and 2 middle school sites. The District also operates an independent study program. The District owns three additional properties; Slater Elementary, Cooper Elementary, and Whisman Elementary.

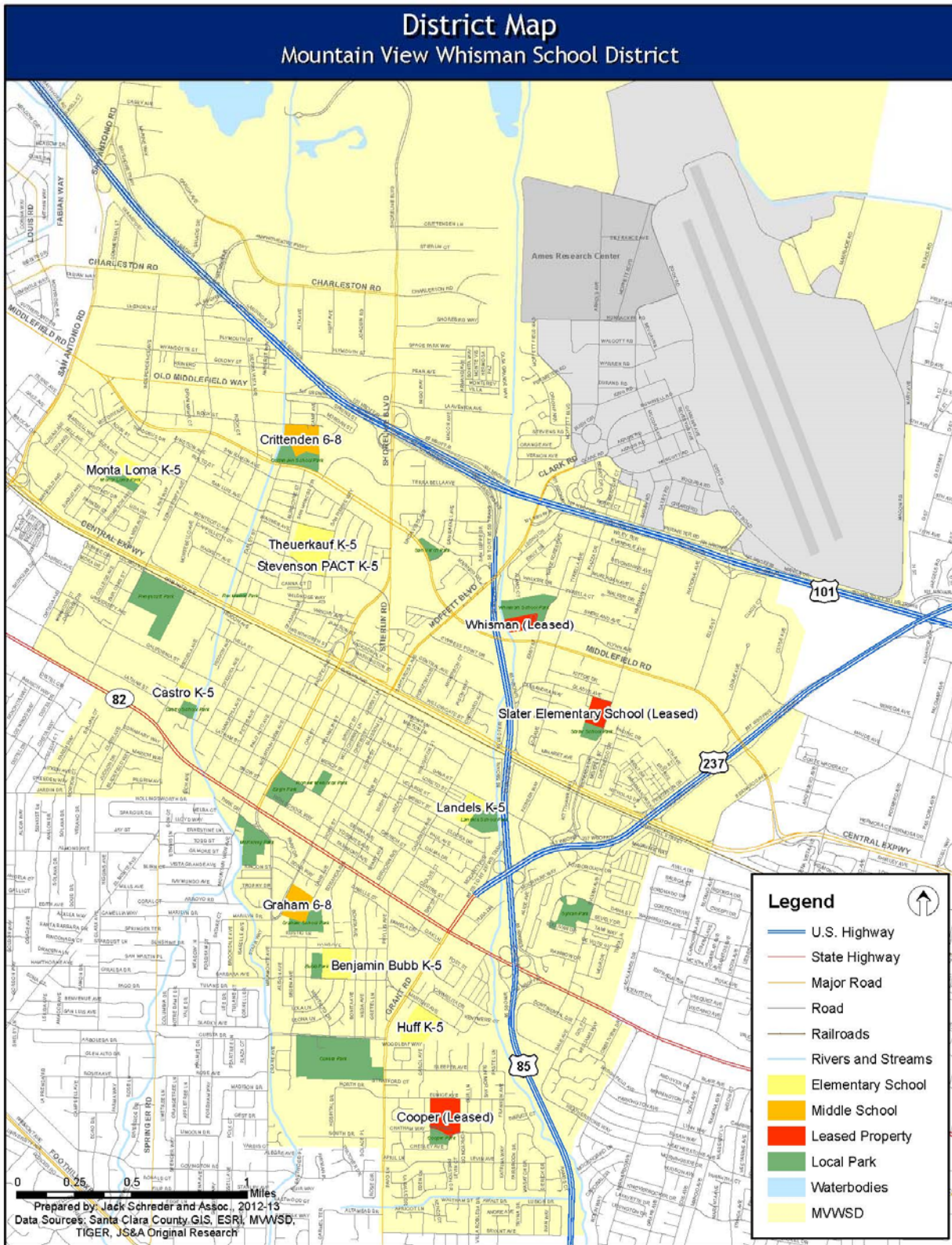
Table 1. School Sites and 2012-13 Enrollments

School	Grade Levels	2014-15 Student Resident Enrollment¹
Benjamin Bubb Elementary	TK-5	555
Castro Dual Immersion Elementary	TK-5	383
Castro Traditional Elementary	TK-5	330
Frank L. Huff Elementary	TK-5	581
Edith Landels Elementary	TK-5	530
Monta Loma Elementary	TK-5	462
Stevenson Elementary	TK-5	358
Theuerkauf Elementary	TK-5	408
Crittenden Middle	6-8	588
Graham Middle	6-8	773
Independent Study		10
Non-Public	K-12	1
Slater Elementary	Joint-Use with Google	0
Cooper Elementary	Leased: Primary Plus	0
Whisman Elementary	Leased: German Intl. School	0
Total Enrollment		4,979

Source: MVWSD Student List, 2014-15.

¹ Resident enrollments do not include inter-district transfer students from other districts.

Figure 1. Mountain View Whisman School District



Mountain View Whisman School District 2014-2024 Demographic Study

The Mountain View Whisman School District requested a Demographic Study in order to assure that the appropriate facilities are provided for current and future students of the district. The following variables were analyzed and conclusions regarding their impact to projected student residents are provided in this study:

- A review of District/community demographics;
- A review of the various land use trends and policies governing residential development in the District;
- Measurements of Student Generation Factors;
- A spatial analysis of the 2014-15 student population;
- Resident projections based on standard cohort methodology and utilizing historical residents, District-specific birth data, and student migration to determine the level of student resident increases/decreases the District can expect;
- Recommendations.

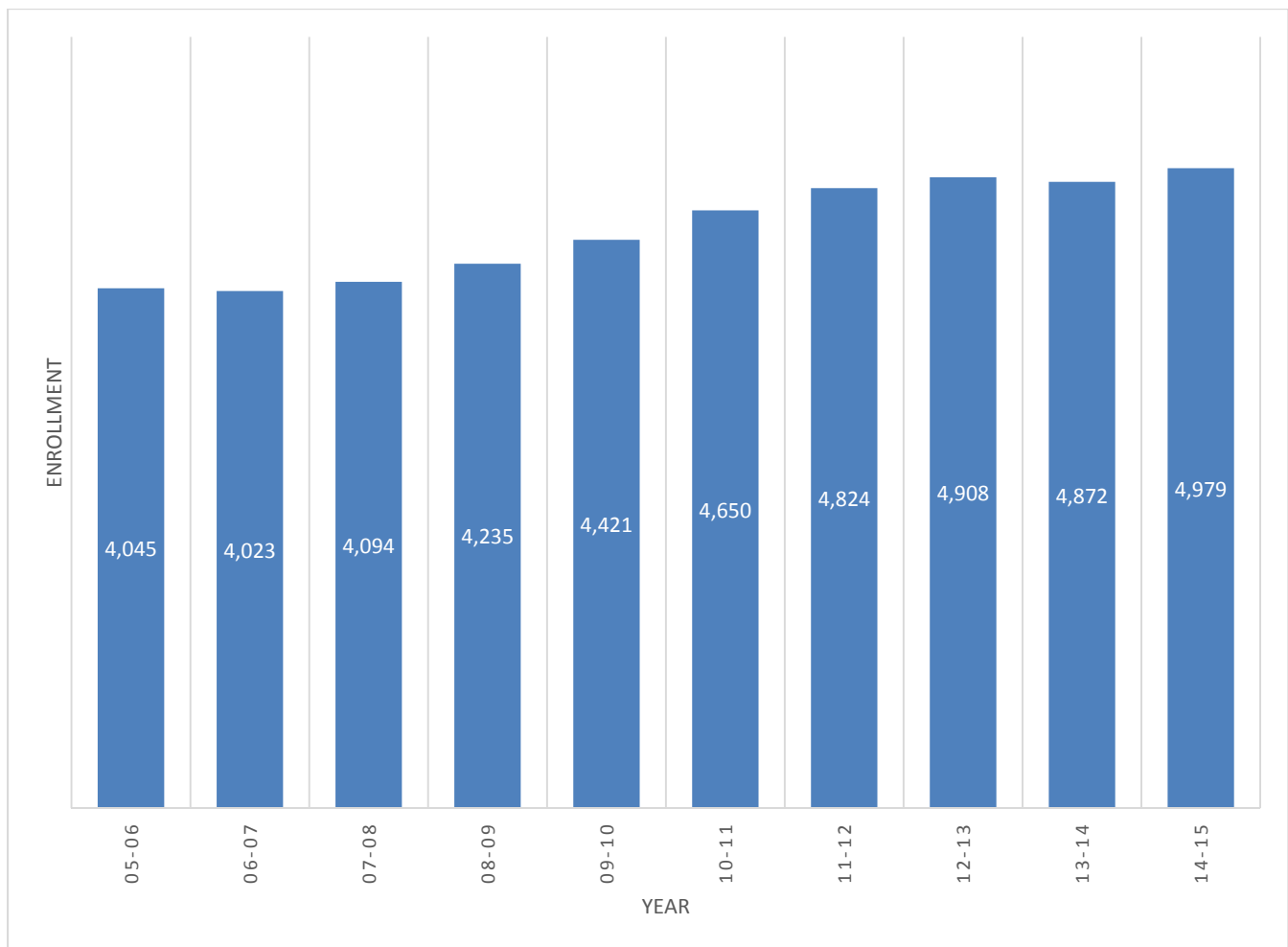
SECTION C: DEMOGRAPHIC ANALYSIS

District Resident Enrollment Trends²

Historical Resident Enrollments

The Mountain View Whisman School District’s historical resident enrollment increased from 4,045 students in October 2005 to 4,979 students in October 2014, representing an overall gain of 23% (Figure 2). A closer examination of historical resident enrollment by grade level demonstrates that resident enrollments at both TK-5th and 6-8th grade levels increased each year since 2005 (Figure 3).

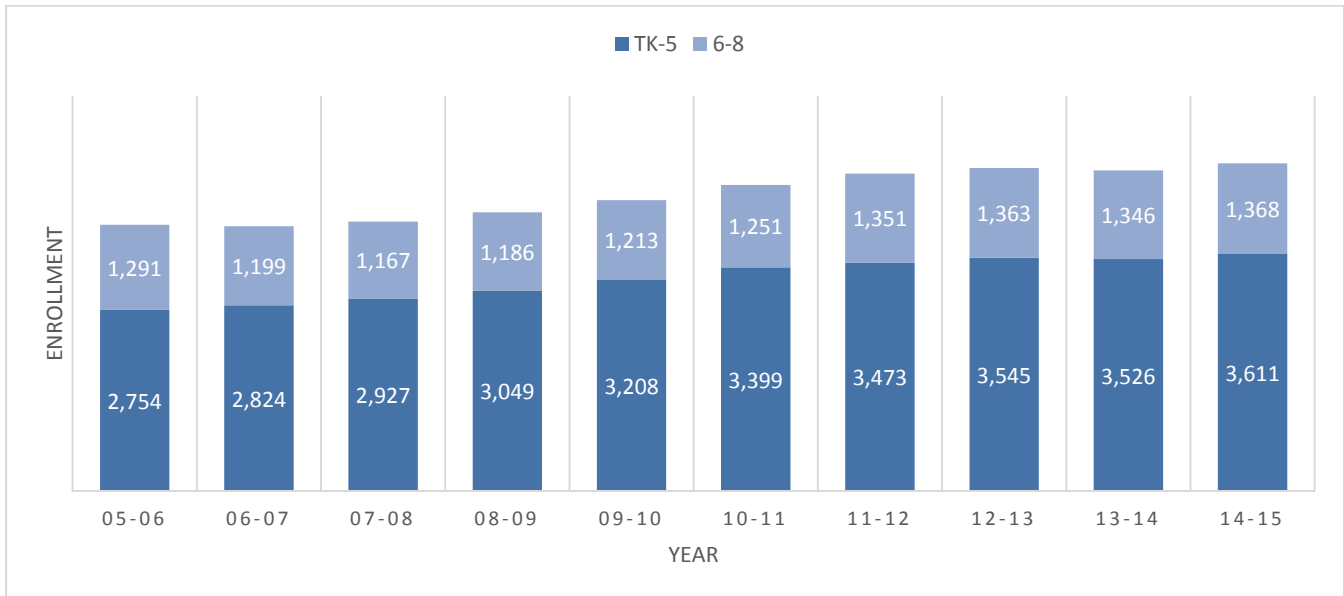
Figure 2. K-8 Historical Resident Enrollment



Source: MVWSD Historical Student Data.

² Resident enrollments are MVWSD enrolled students living within the MVWSD boundary. Inter-district transfer students into MVWSD are not included in the analysis.

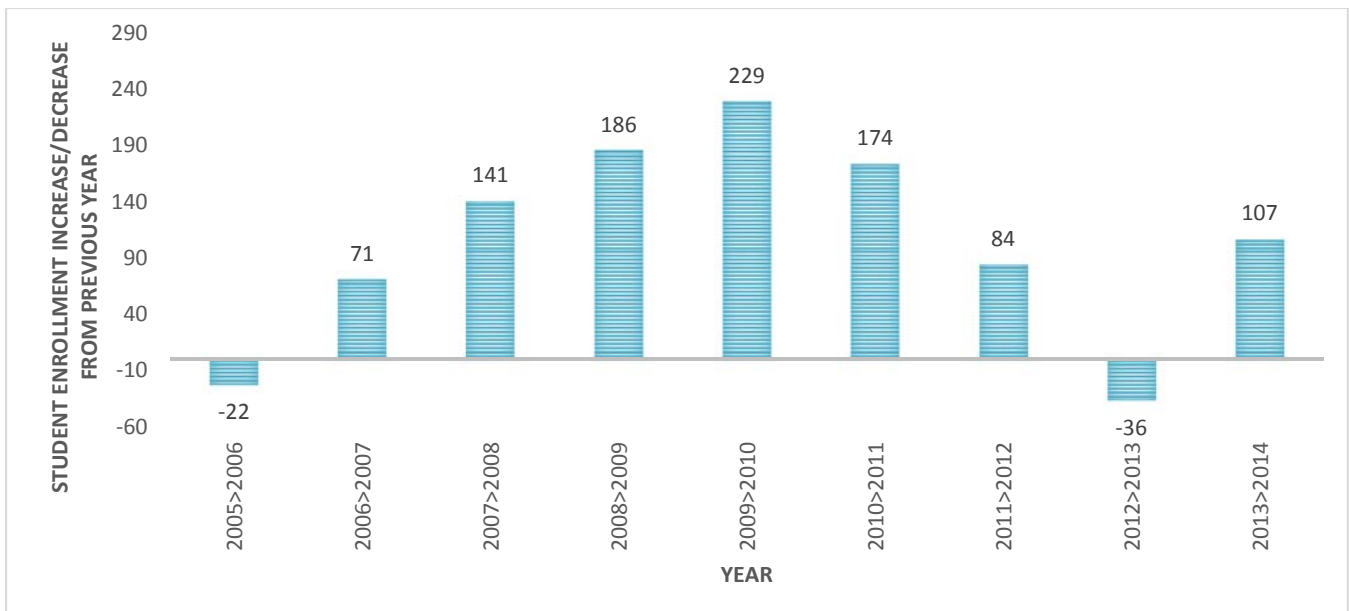
Figure 3. K-8 Historical Resident Enrollment by Grade Level



Source: MVWSD Historical Student Data.

Annual change in student enrollment follow a distinct pattern. Annual growth of student enrollment was 71 in 2007, but increased to 229 in 2010. This growth can be attributed to District program changes (re-opening of the Stevenson site in 2009) and in-migration of families with children during the recession (when median home prices were significantly lower). More recently, annual student enrollment growth, while still positive, has declined.

Figure 4. Annual Growth/Decline in Student Enrollment



Source: MVWSD Historical Student Data.

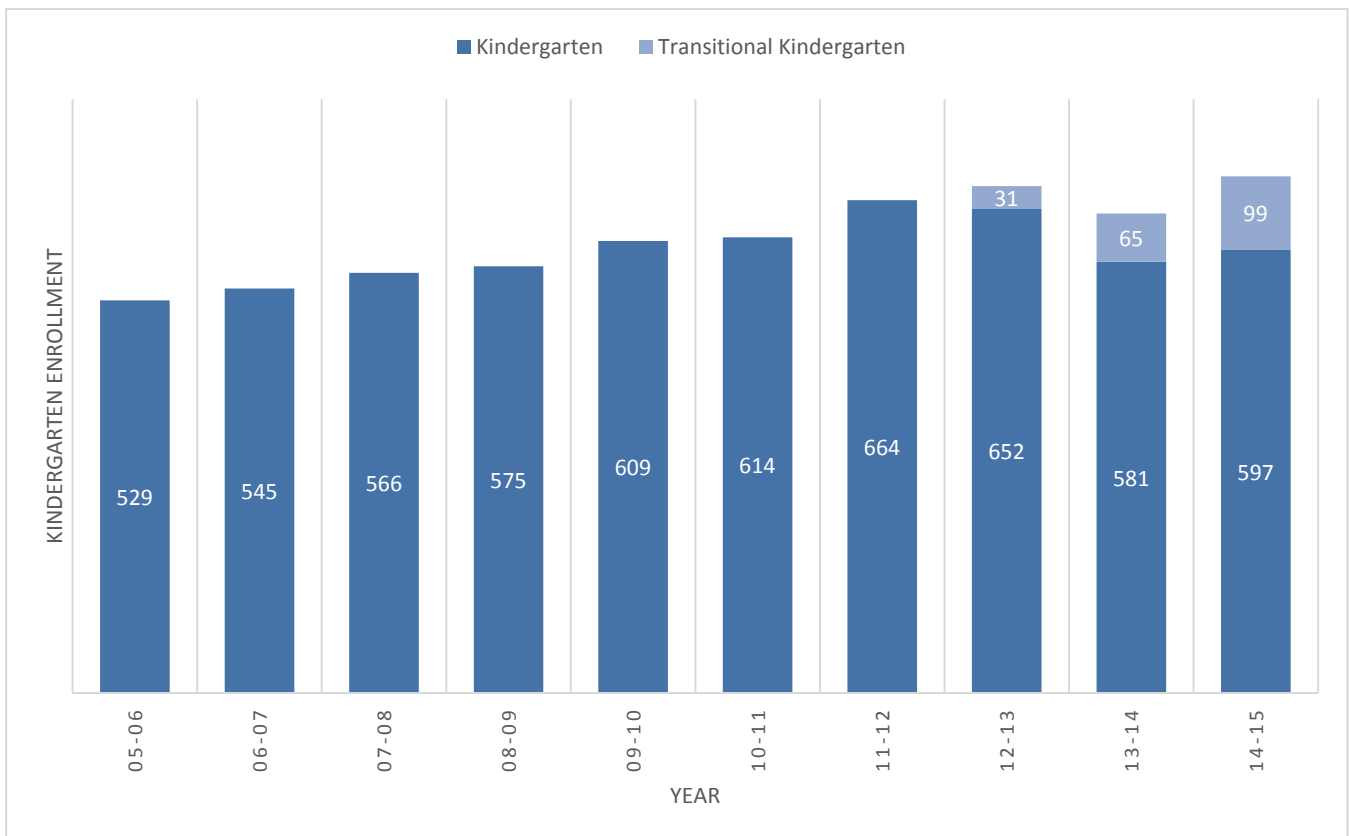
Kindergarten Enrollment

Resident kindergarten enrollment increased each year from 2005 to 2012, declined slightly in 2013, and increased again in 2014 to 696 students (Figure 5). Kindergarten resident enrollment has an impact on overall resident enrollments, as larger or smaller incoming kindergarten class sizes result in larger or smaller overall resident enrollments as these cohorts matriculate through the system.

In 2012-13 the District implemented transitional kindergarten, a program created by a new California law called the Kindergarten Readiness Act. This law changed the kindergarten entry date from December 2 to September 1 so that children enter kindergarten at age 5. The law phases in the new age requirement by moving the cutoff date one month a year for three years, which began in Fall 2012 for children born between Nov. 2 and Dec. 2.

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

Figure 5. Kindergarten Enrollment

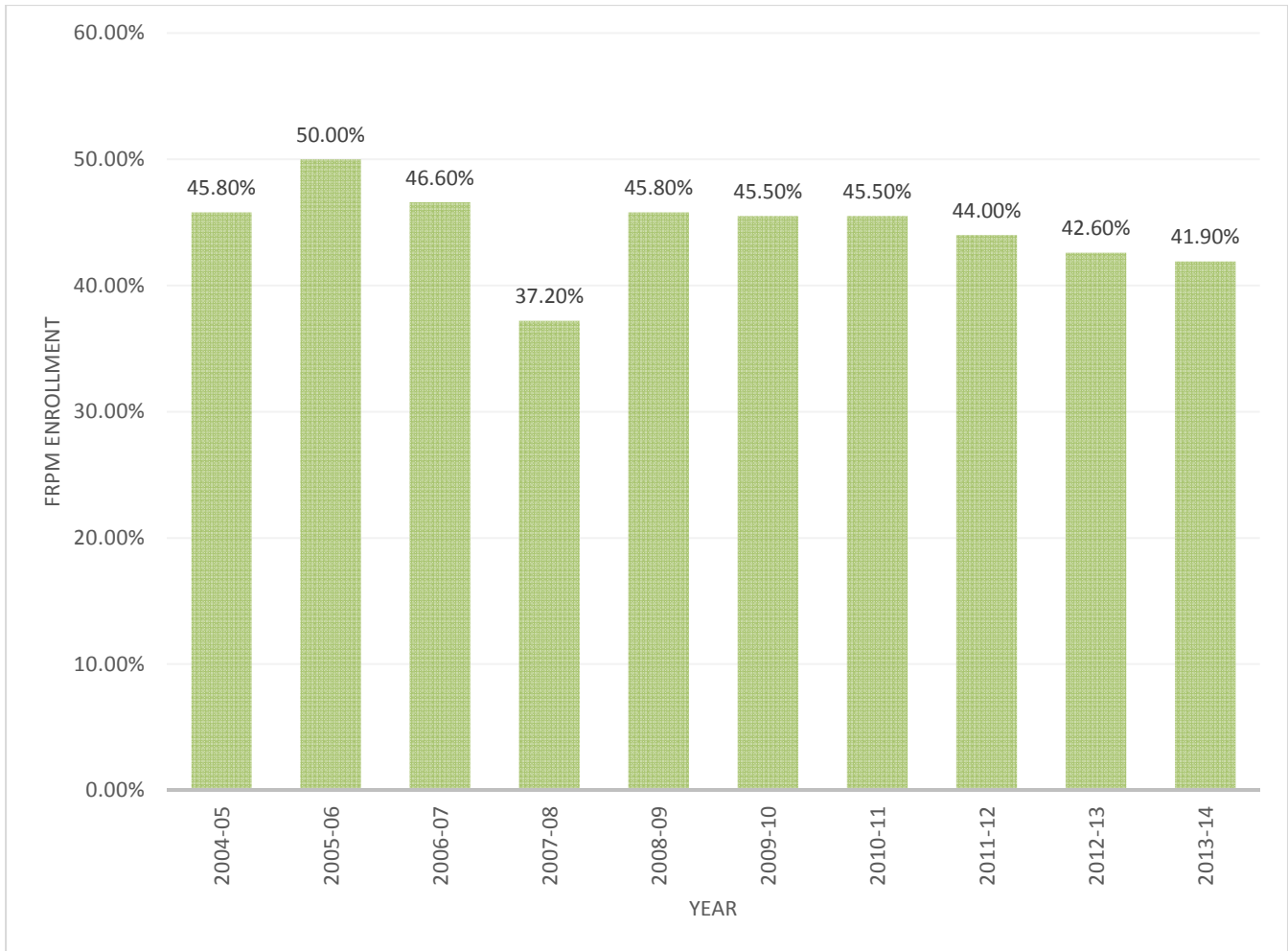


Source: MVWSD Historical Student Data.

Historical Enrollment by Socioeconomic Status

In order to analyze the District's socioeconomic profile, the consultant utilized participation in Free or Reduced Price Meals (FRPM) program as a socioeconomic indicator. Figure 6 demonstrates the percentage of students participating in the FRPM program from 2004-05 to 2013-14 (data is not yet available for 2014-15). Since 2005, participation in the FRPM program declined from 50% to 42%.

Figure 6. Percent of Students Participating in FRPM Program



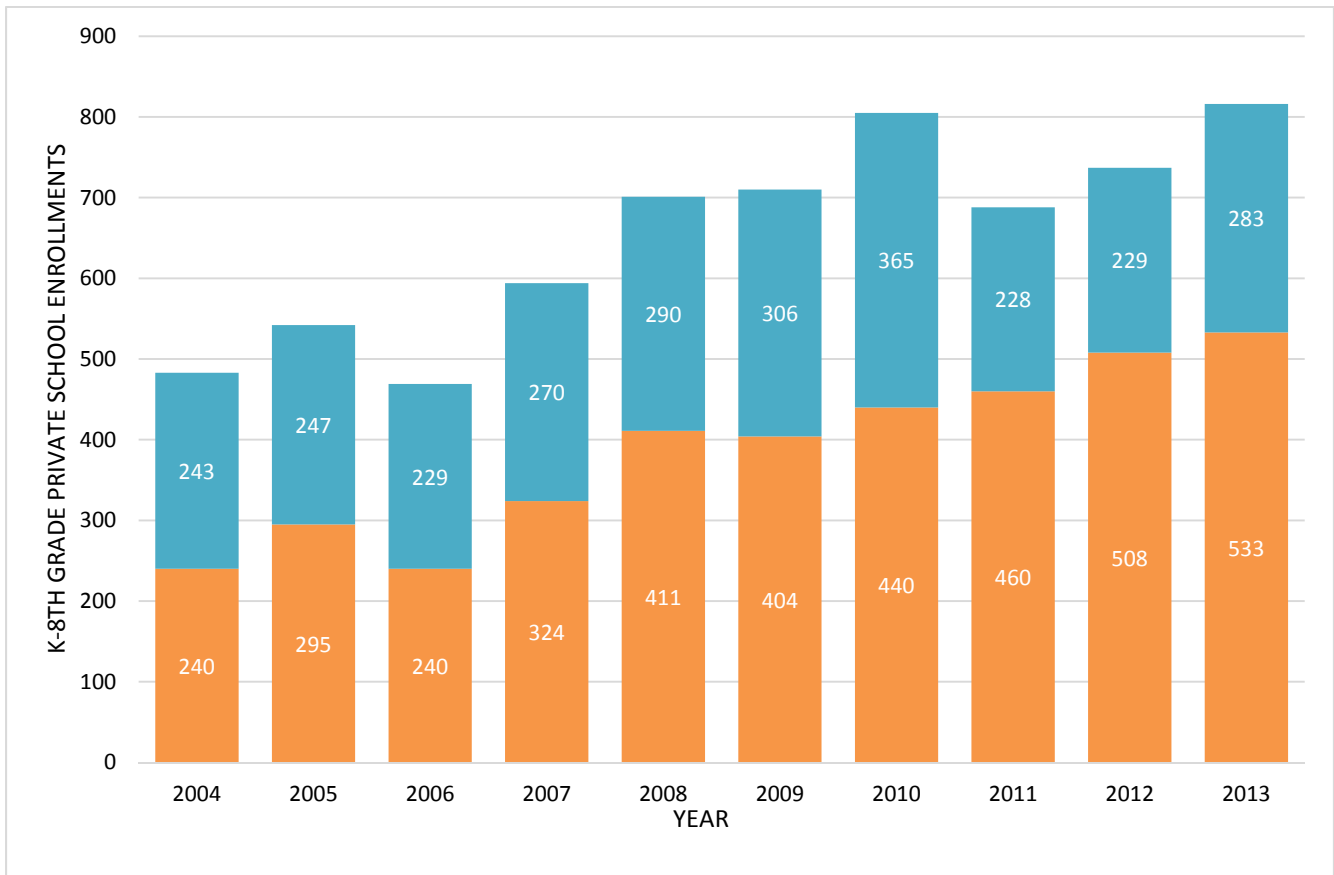
Source: California Department of Education.

Private School Trends

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

Private school enrollments for private schools located within the District were collected from the California Department of Education for years 2004-2013. Between 2005 and 2010 private school enrollments within MVWSD increased, from 542 students to 805 students, and then declined to 688 students in 2011 (Figure 7). The decline from 2010 to 2011 occurred as a result of the relocation of a private school serving grades 6-8th grades to Palo Alto. These data indicate a concurrent increase of private school enrollment and MVWSD public school enrollment.

Figure 7. Private School Enrollments for Private Schools Located within the MVWSD Boundary



Source: California Department of Education, CBEDS.

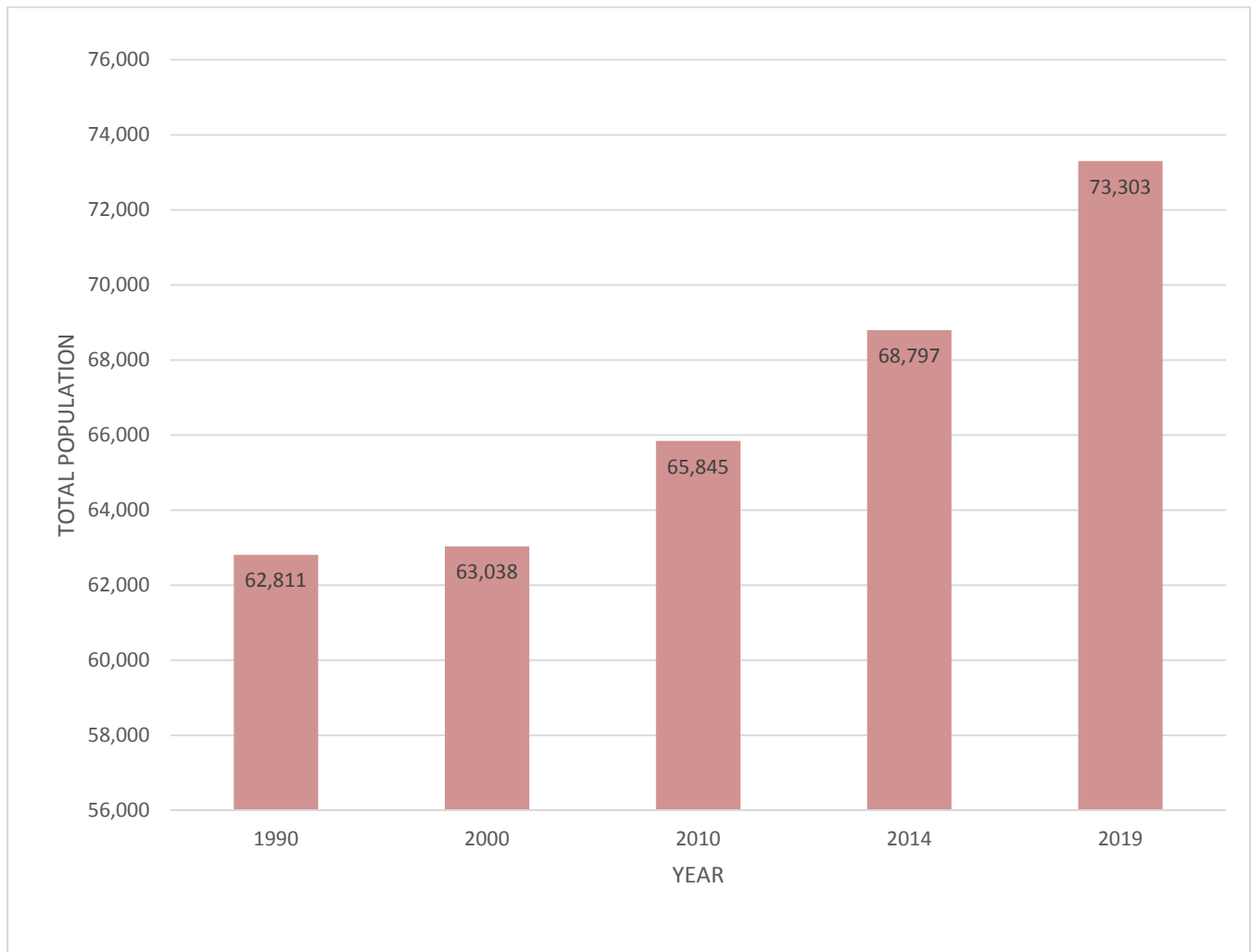
Community Demographics

Population Trends

In order to better understand the particular characteristics of the community served by the MVWSD, the consultant built a custom web application using ESRI Business Analyst Online. By doing so, we were able to aggregate and summarize selected demographic information about the general population residing within the MVWSD boundary, including demographic projections to 2019. By looking at current and projected trends in the MVWSD general population and in the populations of school-aged children, critical decisions can be supported regarding future programming demands and facility needs.

The general population of MVWSD increased by 4.4% from 2010 to 2014 and is projected to increase another 6.5% through 2019 (Figure 8). Growth of the community will continue.

Figure 8. Historical and Projected General Population



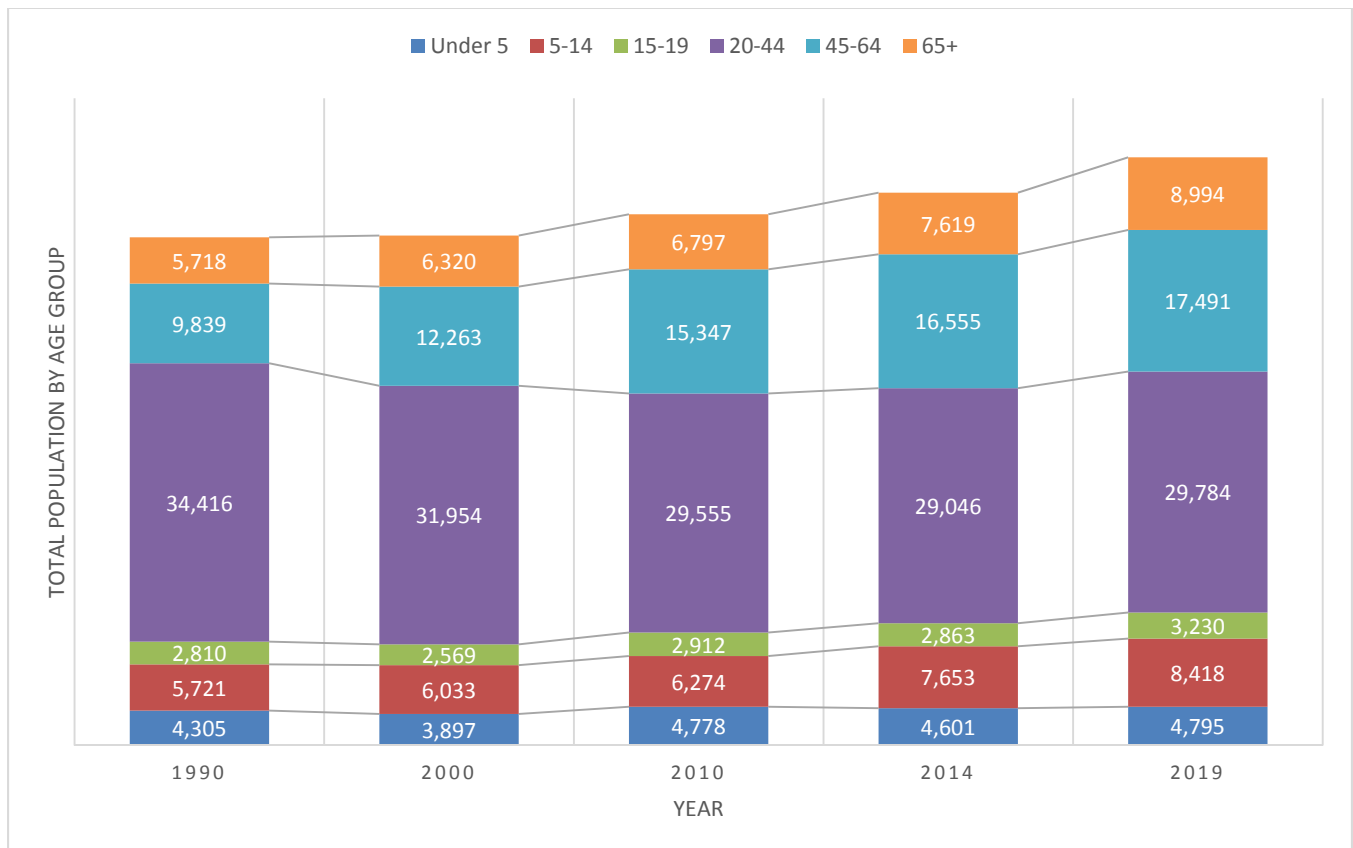
Source: ESRI Business Analyst Online, by Custom Region.

Population by Age

The age distribution of the population has significant effects on schools, social services, the available workforce, and the economy. An aging population normally requires fewer schools. A younger, rapidly growing population generally requires more schools. Figure 9 provides the historical and projected population by age grouping for the Mountain View Whisman School District. The population in this area has aged significantly since 1990 when the median age was 32.1 years. The median age increased from 34.3 years in 2000 to 36.8 years in 2014 and is projected to increase again slightly to 37.1 by 2019.

- The number of children Under 5 increased by 18.1% from 2000 to 2014 and is projected to increase another 4.2% by 2019.
- The relevant school-aged population (5-14) increased by 26.9% from 2000 to 2014 and is projected to increase 10% by 2019.
- The 20-44 population decreased by 9.1% from 2000 to 2014 and is projected to increase 2.5% by 2017.
- The 45-64 population increased by 32% from 2000 to 2014 and is projected to increase 5.7% by 2017, while the population 65+ increased by 20.6% from 2000-2014 and is expected to increase 18% by 2019.

Figure 9. Historical and Projected General Population by Age



Source: ESRI Business Analyst Online, by Custom Region.

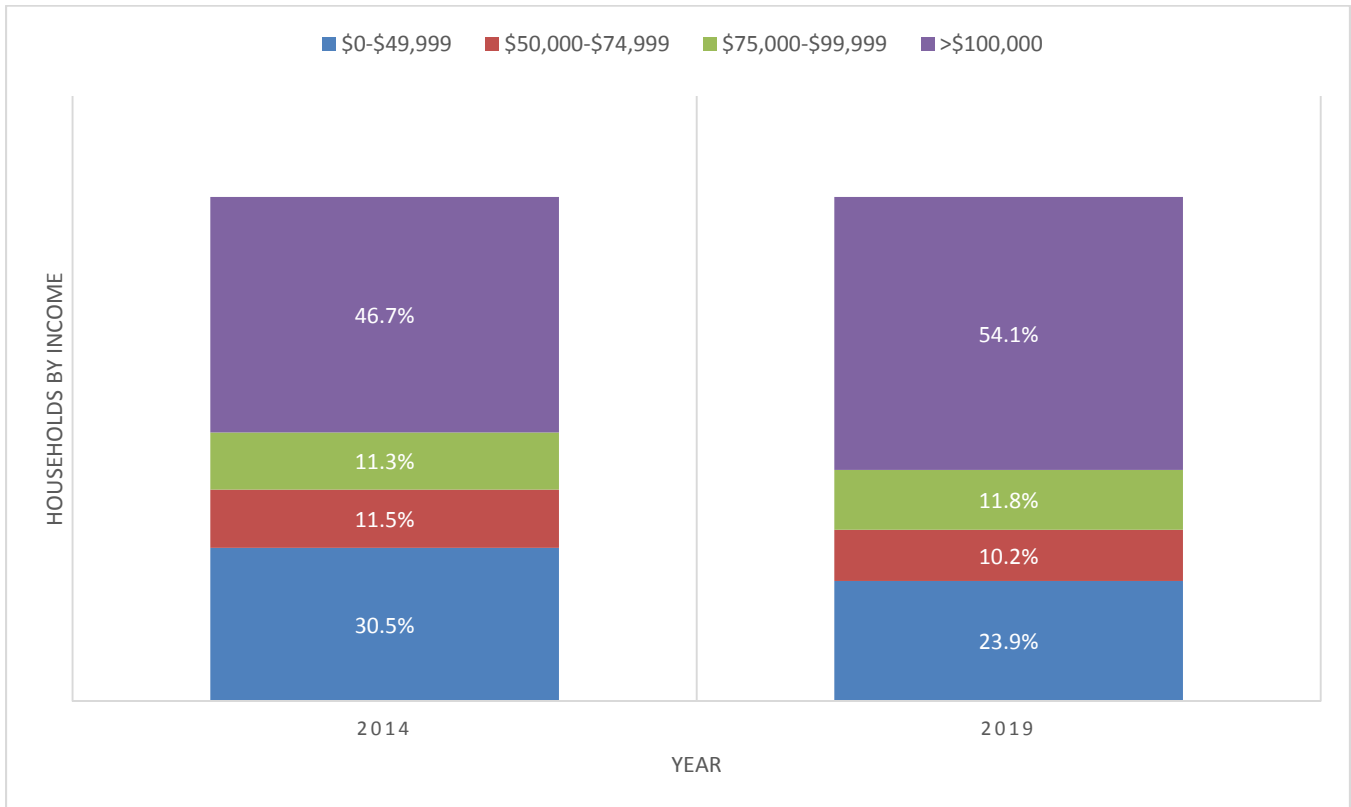
Total Relevant-Age School Population within MVWSD

Based on the most recent population estimates, there are approximately 7,101 relevant school-age children (aged 5-13) residing within the MVWSD school district boundary in 2014. In the current year, there are 4,979 students residing within the MVWSD school district boundary and attending MVWSD schools. The remaining estimated 2,122 students are assumed to be attending private schools and/or charter schools located within or outside of the MVWSD school district boundary. The relevant school-age population 5-10 years is projected to increase from 5,057 in 2014 to 5,287 in 2019 (+4.5%). The relevant school-age population age 11-13 years is projected to increase from 2,044 in 2014 to 2,473 in 2019 (+21%).

Median Household Population by Household Income

The median household income for households in the MVWSD boundary increased from \$41,911 in 1990 to \$91,302 in 2014. Median household income is projected to increase to \$106,475 by 2019. Further analysis of households by income demonstrates that the MVWSD community is becoming increasingly affluent (Figure 10). Households with income greater than \$100,000 are projected to increase by 23.4% and will comprise 54.1% of all households by 2019. Households with income less than \$75,000 are projected to decline through 2019.

Figure 10. Historical and Projected Households by Household Income



Source: ESRI Business Analyst Online, by Custom Region.

General Population by Ethnicity

The general population of MVWSD is becoming more diverse. In 1990, 70.4% of the general population was White and 16.3% of the general population was of Hispanic Origin. By 2019, it is projected that Whites will comprise 50.4% of the general population and 24.4% of the general population will be of Hispanic Origin (Figure 11). The proportion of all other races is increasing.

Figure 11. Historical and Projected General Population by Race/Ethnicity



Economic Analysis

Economic factors within Santa Clara County and, specifically Mountain View, have a direct impact on the communities served by the Mountain View Whisman School District. A vibrant, growing economy will generate an increase in population, which, in turn, will increase the need for schools, services and other businesses (restaurants, retail stores, recreational facilities, etc.). The increase or decline in the economy affects the population and, in turn, the number of students for the District to house. Enrollments tend to fall in worsening economic conditions and increase during stabilization or a period of economic growth.

Santa Clara County and The City of Mountain View

In order to analyze the Mountain View economy, JSA reviewed documents available from the Santa Clara County Assessor's Office, various real estate databases, and other pertinent information regarding the current economy in Mountain View.

The City of Mountain View was recently named one of the top 5 cities in which to reside based on data review on cities with populations of 65,000 or more. Because of its importance, the labor market was one of the key measures used to identify the best cities. Due to the fact that Mountain View has had positive employment growth between 2011-2013, and an unemployment rate of no more than 9.8%.

The Santa Clara County Assessor's Office is reporting property values continue to increase in all Santa Clara communities, reflective of the growing economy in the technology sector. This increase in property assessments reflects an encouraging trend and concrete evidence that the Silicon Valley economy will continue to head in a positive direction. While some cities within the County had seen no growth or slow growth during the recession, that trend has reversed and currently all cities are experiencing positive growth trends, albeit some more slowly than others.

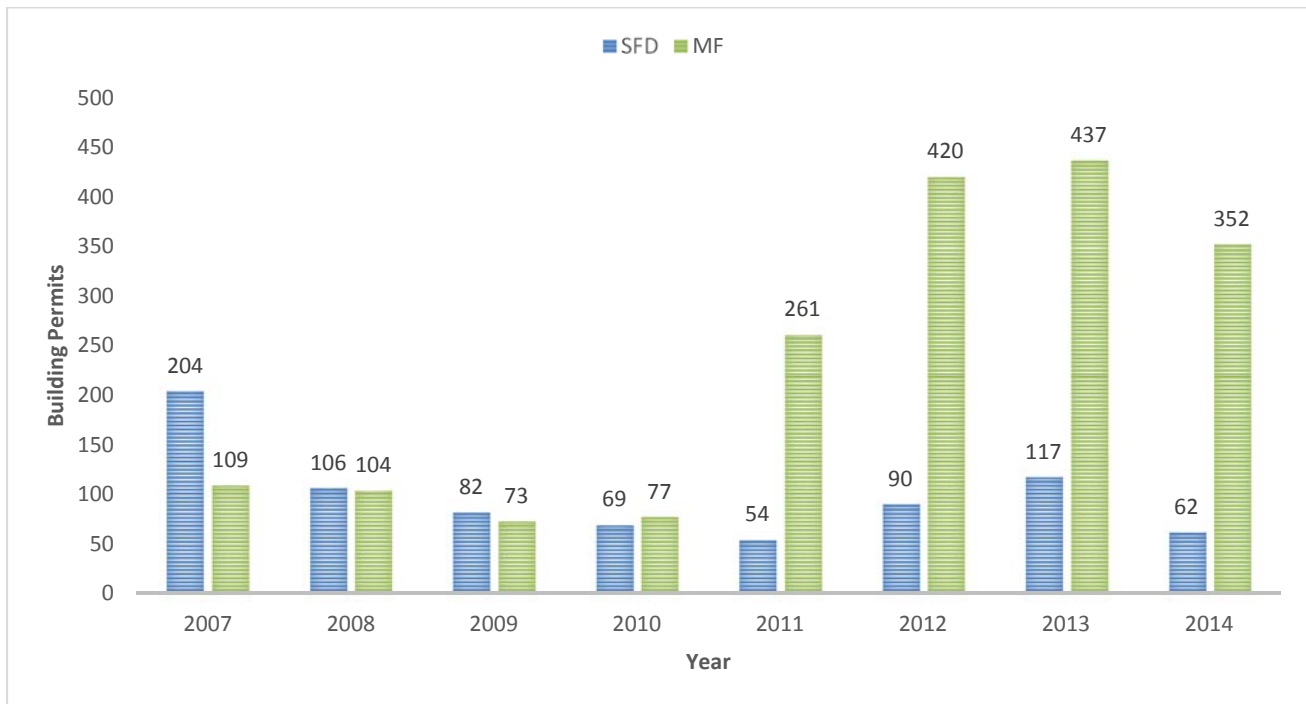
This increase in property values continues to be reflected in the increase in commercial real estate acquisition, construction, and leases in Mountain View. According to the Cassidy-Turley Report, the Bay area is ahead of other areas due to its rebounding housing market and increase in employment. The combined office and R&D inventory of Santa Clara County includes over 202 million square feet of space being occupied during 2013. The driving force behind the region's strong employment growth performance has been the tech industry as it "remains in white-hot growth mode" with further expansion being fueled by a massive increase in venture capital funding and IPO activity. Job growth

continues, with over 20,000 new jobs created in Santa Clara County in the past year. This analysis predicts robust growth during 2014 and beyond. New construction will increasingly be a factor impacting market conditions in 2014, with a number of new developments scheduled to come online. Occupancy growth numbers will remain the strongest in the region. Located in the heart of Silicon Valley and served by the commuter rail, downtown Mountain View is also located within easy commuting distance to San Francisco, in addition to offering a wide range of local high density housing and other amenities.

Median Home Prices and Sales

The median sales price for homes in Mountain View for the period June 2014 to September 2014 was \$951,000. This represents an increase of 2.3% over the prior quarter and an 11.5%, compared to 2013. Sales prices have appreciated 39% over the last 5 years in Mountain View, the first quarter average price per square foot was \$604, an increase of 21.5% compared to the same period last year. Building permit activity for multi-family projects has increased significantly since 2011 (Figure 12).

Figure 12. Building Permit Activity



The MVWSD should revisit this information on the economy and housing annually in order to effectively plan for the housing of future students. The students generated by housing type should also be reviewed as multi-family housing becomes more predominant within the District boundaries.

SECTION D: STUDENT GENERATION FACTORS

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

New Residential Construction

Accurate student generation factors are important in planning for future facilities. Schreder & Associates researched housing units constructed within the MVWSD over a five-year period, between 2004 and 2012. This database was sorted and then cross-referenced with the 2014-15 MVWSD student list in order to determine the number of students generated per housing unit by grade level and by year of construction.

Single-Family Detached Units

A total of 412 single-family detached units were constructed from 2004 to 2012. The student generation factors for newly constructed residential units are outlined in Table 2. Based on this analysis, a new home constructed in MVWSD will generate an average of 0.190 TK-8 students. This district-wide TK-8 student generation factor is significantly lower than the statewide average of 0.500.

Table 2. Student Generation Factors: Single-Family Detached Units

Housing Type	# of Units Constructed 2004-2012	Total Students	Student Generation Factor (TK-8)	TK-5	6-8
Single-Family Detached	412	85	0.206	0.177	0.029

Single-Family Attached Units

A total of 612 single-family attached units were constructed from 2004 to 2012. The student generation factors for newly constructed residential units are outlined in Table 3. Based on this analysis, a new single-family attached home constructed in MVWSD will generate an average of 0.067 TK-8 students.

Table 3. Student Generation Factors: Single-Family Attached Units

Housing Type	# of Units Constructed 2004-2012	Total Students	Student Generation Factor (TK-8)	TK-5	6-8
Single-Family Attached	612	41	0.067	0.057	0.010

Multi-Family Housing Units

The MVWSD, by nature of its location, has numerous multi-family complexes located within its boundaries. Schreder & Associates prepared a student generation rate for market rate multi-family housing within the District.

Table 4. Student Generation Factors: Multi-Family Housing Units

Housing Type	# of Units Surveyed	Total Students	Student Generation Factor (TK-8)	TK-5	6-8
Multi-Family Apartments	1,200	108	0.090	0.068	0.022

Affordable Housing Units

The MVWSD also has numerous affordable housing complexes located within the District boundaries. Jack Schreder & Associates calculated the affordable housing student generation rates for this type of housing. Cities now require development projects to provide for some affordable housing within the development. Therefore, it is imperative the District remain aware of this generation factor.

Table 5. Student Generation Factors: Affordable Housing Units

Housing Type	# of Units Surveyed	Total Students	Student Generation Factor (TK-8)	TK-5	6-8
Affordable Housing	215	137	0.637	0.409	0.228

Housing Turnover (Home Sales)

In addition to newly constructed housing, JSA analyzed “housing turnover” to determine the mobility of the population throughout the District. Older neighborhoods “turnover” and, as new people move into the District, younger families may replace empty households. Since 2010, 1,367 single family detached homes sold within the MVWSD boundary (Figure 13) generating 260 students for the District to house. In addition, 1,192 single family attached units sold since 2010, generating 70 students for the District to house (Table 6).

Figure 13. Home Sales in MVWSD by Year

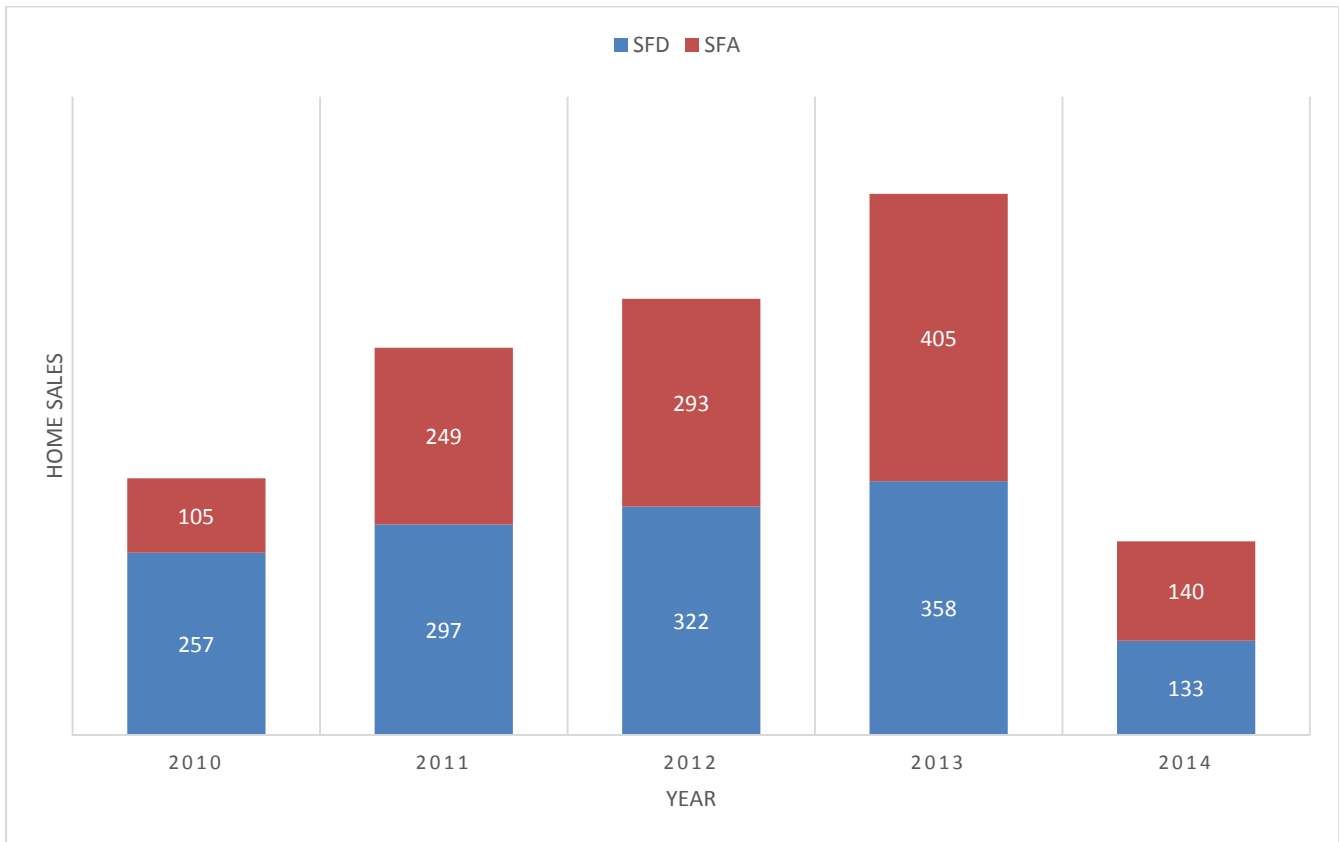


Table 6. Student Generation Factors: Home Sales

Housing Type	# of Units Sold 2010-2014	Total Students	Student Generation Factor (TK-8)	TK-5	6-8
Single-Family Detached	1,367	260	0.190	0.143	0.048
Single-Family Attached	1,192	70	0.059	0.049	0.010

JSA also analyzed the number of students generated by year (Table 7 and Table 8).

Table 7. Student Generation Factors: Single-family Detached Home Sales by Year

Year	2010	2011	2012	2013	2014
TK/K	8	8	12	12	3
1	8	5	5	14	3
2	7	8	5	4	4
3	5	6	5	13	5
4	1	7	4	10	3
5	7	7	9	3	4
6	2	5	3	7	1
7	6	3	3	7	5
8	3	4	9	4	3
<i>Students</i>	<i>47</i>	<i>53</i>	<i>55</i>	<i>74</i>	<i>31</i>
<i>Units</i>	<i>257</i>	<i>297</i>	<i>322</i>	<i>358</i>	<i>133</i>
TK-5	0.140	0.138	0.124	0.156	0.165
6-8	0.043	0.040	0.047	0.050	0.068
TK-8	0.183	0.178	0.171	0.207	0.233

Table 8. Student Generation Factors: Single-family Attached Home Sales by Year

Year	2010	2011	2012	2013	2014
TK/K	1	2	2	4	1
1	0	1	6	6	2
2	2	1	4	2	0
3	2	4	2	0	8
4	2	2	2	2	2
5	1	1	2	1	1
6	1	0	1	1	0
7	0	0	0	1	2
8	1	0	0	2	3
<i>Students</i>	<i>8</i>	<i>9</i>	<i>21</i>	<i>21</i>	<i>11</i>
<i>Units</i>	<i>105</i>	<i>249</i>	<i>293</i>	<i>405</i>	<i>140</i>
TK-5	0.057	0.036	0.068	0.042	0.043
6-8	0.019	0.000	0.004	0.010	0.036
TK-8	0.076	0.036	0.072	0.052	0.079

SECTION E: LAND USE PLANNING/RESIDENTIAL DEVELOPMENT

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

Mountain View Whisman School District serves the City of Mountain View and the surrounding unincorporated areas. The Santa Clara County Planning Department, and the City of Mountain View were contacted to provide information and documentation in regards to land use and planning, development and other pertinent information for the Mountain View Whisman School District. A brief summary of that information is provided in this section.

Santa Clara County

Santa Clara County, located at the southern end of the San Francisco Bay, is the sixth largest county in California and the largest of nine Bay Area counties. There are 15 cities in the county, each with its own distinct character. A significant portion of the county is unincorporated ranch and farmland. Ninety-five percent of the population lives in cities. The County is a major employment center for the region, providing more than a quarter of all jobs in the Bay Area, and was named the best-performing metro economy in the nation in 2013. It has one of the highest median family incomes in the nation, and a wide diversity of cultures, backgrounds and talents.

The primary goal of the County Planning Department is to plan and regulate land use and development within the unincorporated portions of Santa Clara County.

Santa Clara County General Plan

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

The General Plan outlines the policy that urban types and densities of development be located only within cities' urban service areas, in location suitable for such development. Outside cities' urban service areas, only non-urban uses and development densities are allowed, to preserve natural resources, rural character, and minimize population exposure to significant natural hazards, such as landslides, earthquake faults, and wildfire. The countywide growth management policies described herein have historically been referred to as the "joint urban development policies," held in common by the cities, County, and County Local Agency Formation Commission (LAFCO) which controls city formation and expansion.

Based on the urban development policies, the Land Use Plan and policies further define allowable land uses and development potential for all unincorporated lands. Inside urban service areas, the policy of the County General Plan is to defer to the policies of the applicable city's land-use plan in defining (a) allowable uses and (b) densities of development. Outside urban service areas, all lands are assigned a land use designation, or classification. Principal designations for privately-owned lands are Hillside, Ranchlands, Agriculture, and Rural Residential. Typical densities of development range from 20 to 160 acres per parcel, depending on the designation, for lots created by subdivision. One primary dwelling is allowed per legal lot.³

Santa Clara County Housing Element Update: 2015-22

The Santa Clara Planning Division is in the process of updating the County's Housing Element. The Housing Element is a mandatory element of the General Plan that addresses the housing needs of unincorporated Santa Clara County. This element must be updated every five years as determined by the State Department of Housing and Community Development. The updated housing element assures

³ *Santa Clara County Planning Department. General Plan*

that housing needs are addressed for all members of the community. The Housing Element is due to be adopted by the Board of Supervisors and certified before January 31, 2015.

Santa Clara Local Agency Formation Commission (LAFCO)

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

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

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

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

City of Mountain View

Mountain View is located at the southern end of the San Francisco Peninsula, where the Peninsula joins the Santa Clara Valley. This location is where the electronics industries that extend across Silicon Valley meet the financial and corporate headquarters offices concentrated on the Peninsula. Mountain

View's focal-point location is emphasized by the way key roadways and rail transit line serving Santa Clara County join before continuing to San Francisco.

Mountain View's location makes it part of the Bay Area's economy, its housing and jobs market, the regional transportation system, and shared environmental concerns like air quality and water supply.⁴

General Plan Update: 2030

As part of the process to update the General Plan for the City of Mountain View, in March 2008 the City embarked on a city-wide process to actively engage the community and key stakeholders in helping to envision the city's future through the year 2030. Through an extensive outreach effort, residents were given the opportunity to share their ideas and opinions of the city's assets, challenges, values, and vision for the future. Two workshops were held with over 200 community members. From these workshops a Visioning Report was produced which is a synthesis and reflection of the community's input and feedback. This document served as a starting point for the City's General Plan Update.

The General Plan is the foundation for zoning regulations, subdivisions and public works plans. It also addresses other issues related to the City's physical environment, such as noise and safety. The City has identified planning areas and policy direction for each one; the Land Use section of the plan regulates the design, location of housing, industry, offices, retail and other land uses. Included within land use is also the designation which covers the types of uses, densities and intensities allowed in each part of the City. These land use regulations are important for MVWSD as they will determine what types of construction will occur in each area of the City. This development, residential and commercial, will affect the District's decisions regarding planning for schools and students.

City of Mountain View General Plan 2030 and Precise Plans

The City of Mountain View has adopted Precise Plans which are a tool for coordinating future public and private improvements on specific properties where special conditions of size, shape, land ownership or existing or desired development require particular attention. The City has 32 Precise Plan areas which assist the City in reviewing and approving development projects within those areas.

⁴ *General Plan, City of Mountain View, 1992.*

The **General Plan 2030** identified “change areas”. The change areas include: North Bayshore, East Whisman, El Camino Real, San Antonio, and Moffett Boulevard. Changes in these areas include greater commercial intensities and residential densities, with new more intensive mixed-use designations—focused on how they will develop and look. These change areas reinforce the General Plan policies and will guide precise plan updates. The following Precise Plan areas have current commercial and residential development projects under review and/or construction.

- North Bayshore Precise Plan: (Released for public review July, 2014). This plan is focused on Office, R&D, retail, services, hotel and entertainment. The intent is for this area to evolve from an auto-oriented, suburban office into an innovative and forward thinking employment district. Shoreline Boulevard will become a more walkable place with a mix of new and expanded uses.
- San Antonio Precise Plan encompasses 123 acres. Three precise plan development alternatives are being reviewed, all of which include a focus on green space, pedestrian friendly streets, residential use near mass transit, increased bicycle lanes, and mixed use development.
- El Camino Real Precise Plan: This plan encompasses 222 acres and runs 3.9 miles of the El Camino Real corridor. El Camino Real is envisioned as a place where a new mix of land uses fosters a more walkable and transit-friendly corridor.
- Downtown and Evelyn Corridor Precise Plans promote e a new residential area that emulates the qualities of the Old Mountain View Neighborhood, a commercial area that supports Downtown and adjacent residential areas, a multi-modal Downtown Transit Center, and a clear hierarchy of streets and roadways, with Evelyn Avenue improved as an attractive Downtown entrance.

Residential Development

The Planning Division reviews private and public development applications for conformance with City plans, ordinances and policies related to zoning, urban design, subdivision and CEQA. The review process includes review of preliminary plans, the consideration of public input at the Development Review Committee, Zoning Administrator, Environmental Planning Commission and the City Council.

The City of Mountain View provided information on currently approved residential projects and other projects which are either under construction or in the approval process. These projects were reviewed by planning area in order to determine the impact on the Mountain View Whisman School District.

In order to factor in future students generated from current and planned residential development into the student resident projections provided in Section G, JSA mapped the projects and summarized them by planning area. Table 9 outlines the name and status of the project, the location, the type of and number of units.

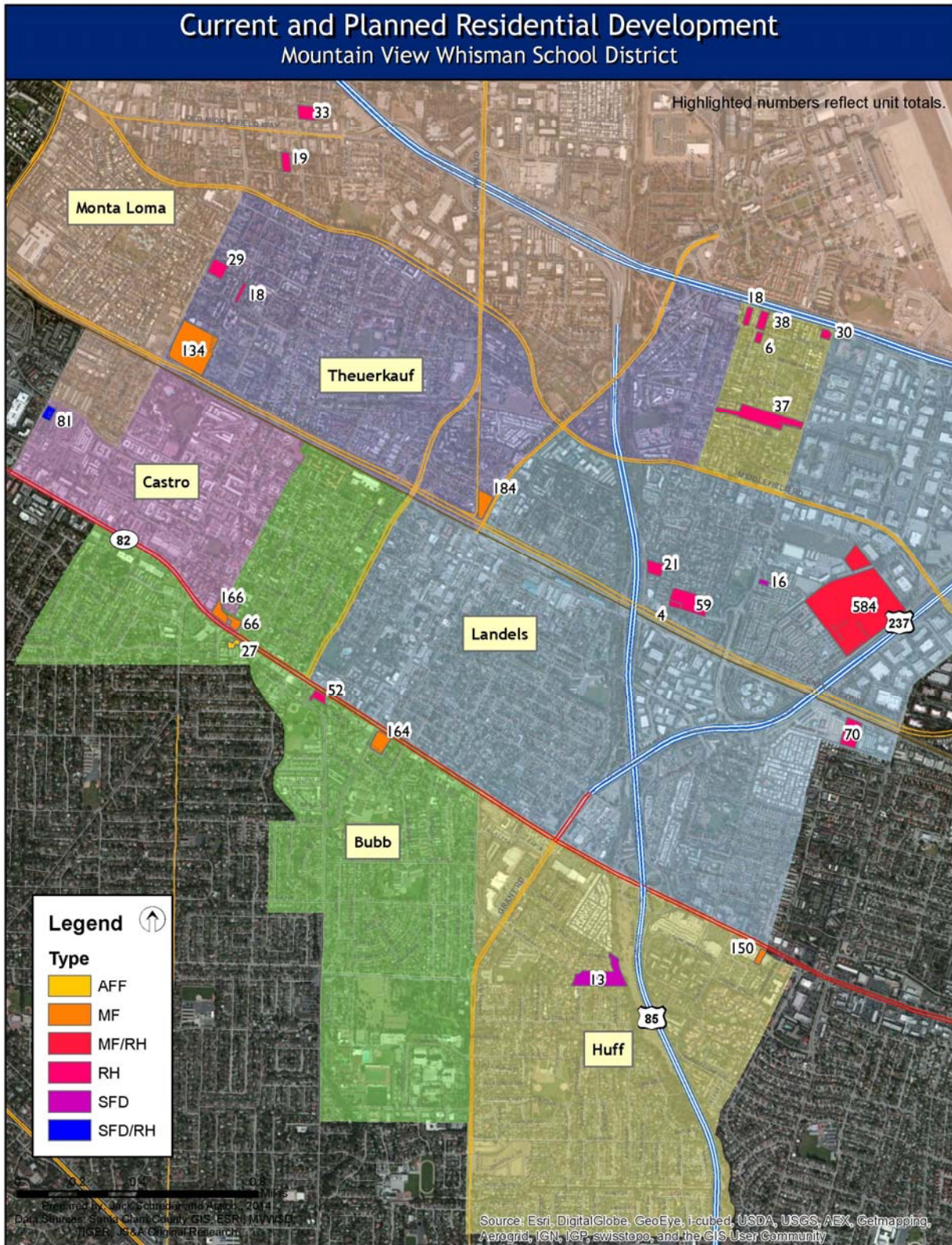
Figure 14 provides the location of each development in the District.

All units under construction and approved have been included in the student resident projections. The District will need to continue to monitor projects under review and in plan check in order to recalculate projections and provide facilities in a timely manner.

Table 9. City of Mountain View Residential Development Projects by Status

Location	SFD	MF	Rowhouses	AFF	Status	Completion
1951 Colony			33		Under Construction	2015
1958 Rock St.			19		Under Construction	2015
1581-1585 El Camino Real W.				27	Under Construction	2015
111 Rengstorff		134			Approved	2014
525-569 E. Evelyn			70		Approved	Requested Extension
100 Moffett		184			Approved	
111 & 121 Fairchild Dr.			18		Approved	2015
137 Easy St.			21		Approved	2015
1720 & 1760 El Camino Real W.		166			Approved	
865 & 881 El Camino Real E.		150			Approved	2015
135 Ada Ave.			59		Approved	2014
1616 El Camino Real		66			Approved	
129 Ada Ave.			4		Approved	
1991 Sun Mor	13				Inactive	
W. end of Pacific Dr.	16				Under Review	
1101 El Camino Real W.			52		Under review	
801 El Camino Real W.		164			Under review	
333 N. Rengstorff			29		Under Review	
1998-2024 Montecito Ave.			18		Under review	
133-149 Fairchild			38		Under review	
277 Fairchild			30		Under review	
450 N. Whisman Dr.			37		Under review	
South Whisman Precise Plan		391	193		Under review	
Ortega Ave.	4		81		Under review	
115 Evandale			6		Scheduled	
Grand Total	33	1,255	708	27		
Student Generation Rate	0.206	0.090	0.067	0.637		
Projected Students Generated	7	113	47	17		

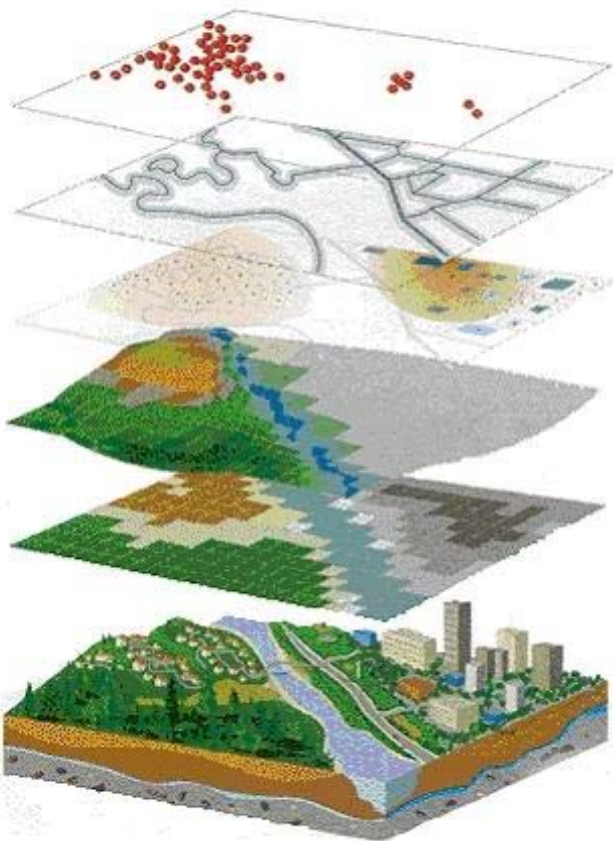
Figure 14. Current and Planned Residential Development



SECTION F: SPATIAL ANALYSIS

Schreder & Associates utilized a Geographic Information System (GIS) to map and analyze the Mountain View Whisman School District. A GIS is a collection of computer hardware, software, and geographic data that allows us to capture, store, update, analyze and display all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers in order to spatially analyze complex relationships. For example, within a GIS you can analyze where students live as opposed to where students attend school. Figure 15 provides a visualization of the layers developed for the MVWSD specific GIS.

Figure 15. MVWSD GIS Layers



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

MVWSD Specific GIS Data

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

In order to spatially analyze the District's student population, current school boundaries were subdivided into planning areas. Maps of the planning areas and current school boundaries are provided in Figures 16 and 17.

Figure 16. 2014-15 Planning Areas

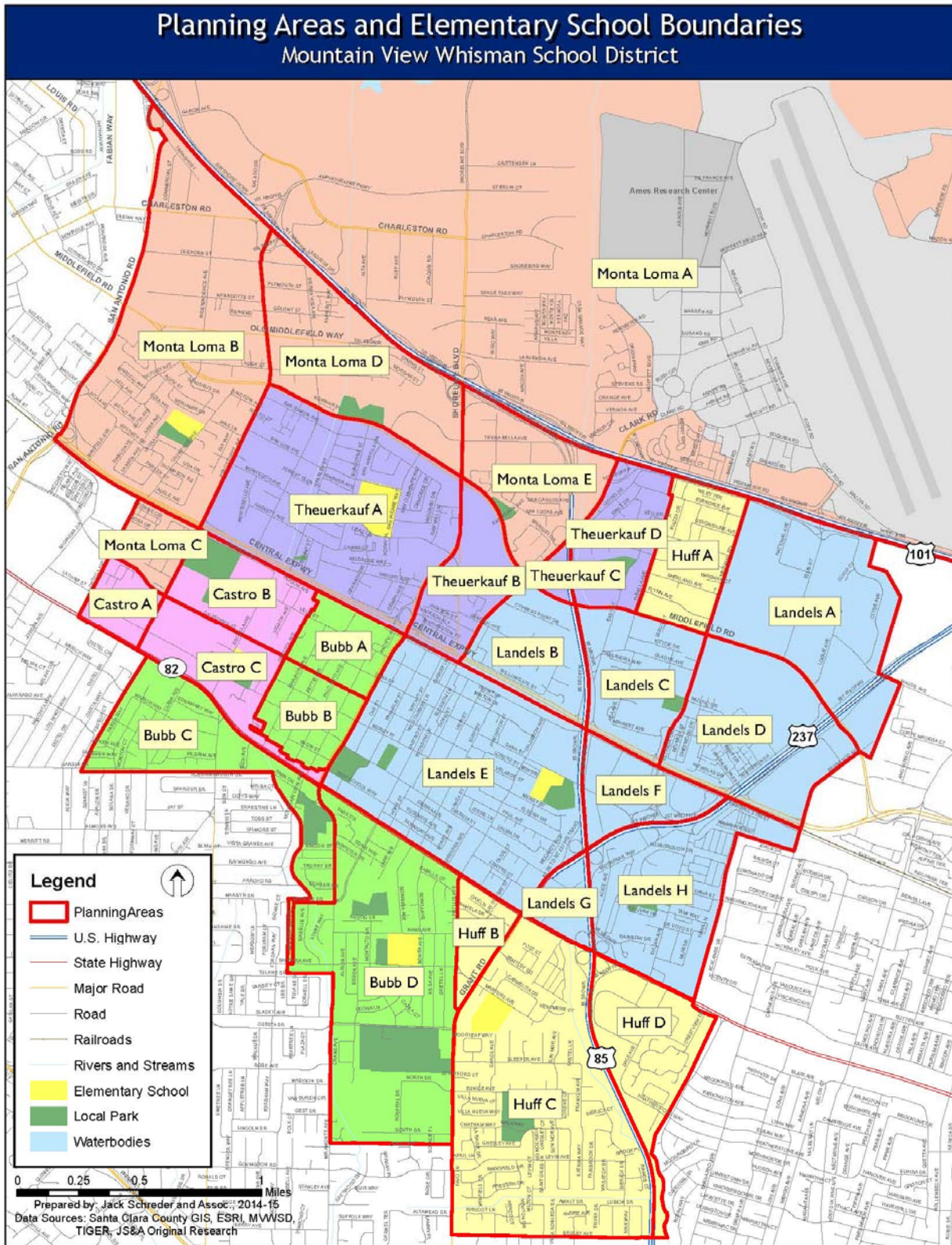
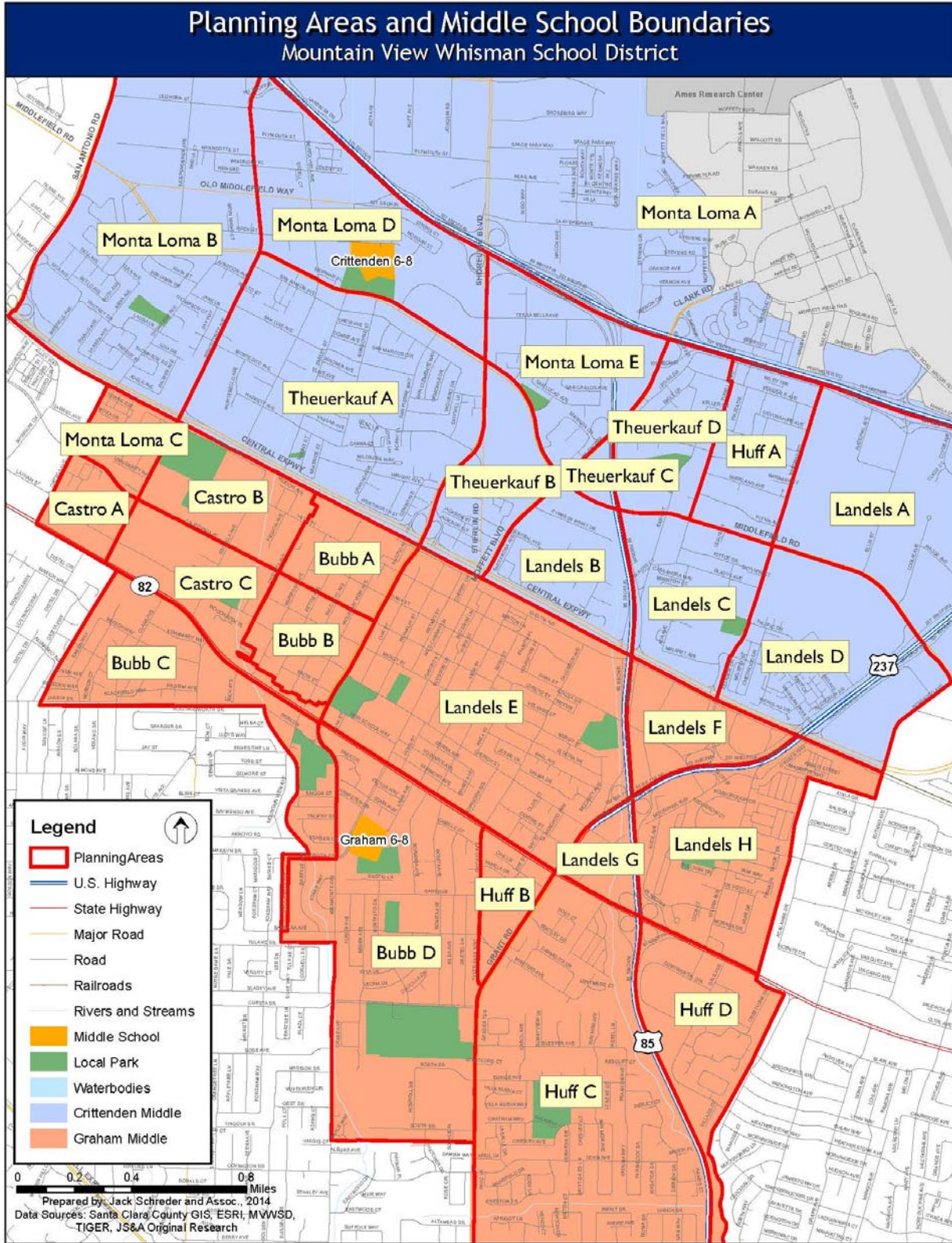


Figure 17. Planning Areas and Middle School Boundaries

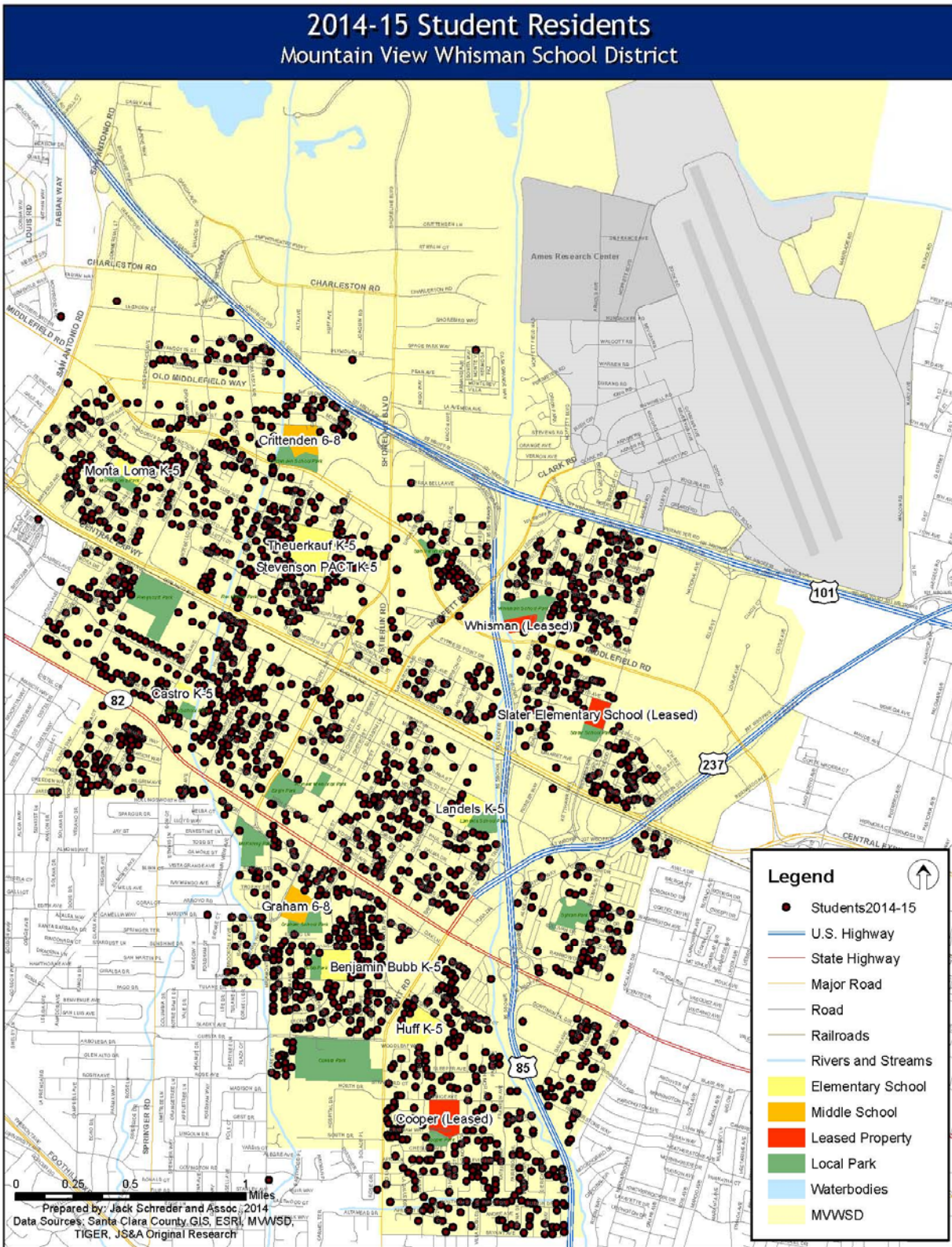


Mapping Student Data

Schreder & Associates mapped the 2005-06 through 2014-15 student information databases by a process called geocoding. The address of each individual MVWSD student was matched to the parcel in which they reside in the MVWSD GIS. Figure 18 demonstrates the 2014-15 students in the various areas of the District.

The student totals provided in this section were derived from the geocoded 2014-15 student list and therefore may not directly correspond to the 2014-15 MVWSD CalPADS enrollment totals.

Figure 18. 2014-15 Student Resident Distribution



Student Resident Totals

Once the 2014-15 students were mapped, they were analyzed and displayed by grade level and planning area (Figures 19 and 20). The numbers contained in each planning area on the following maps represent the number of students, by grade level, **residing** within that planning area in the 2014-15 school years. These numbers do not represent school enrollments. These layers of information provide tools for analyzing student resident distribution, determining future student residents, changing school boundaries or moving programs.

Figure 19. 2014-15 K-5th Grade Student Resident Totals by Planning Area

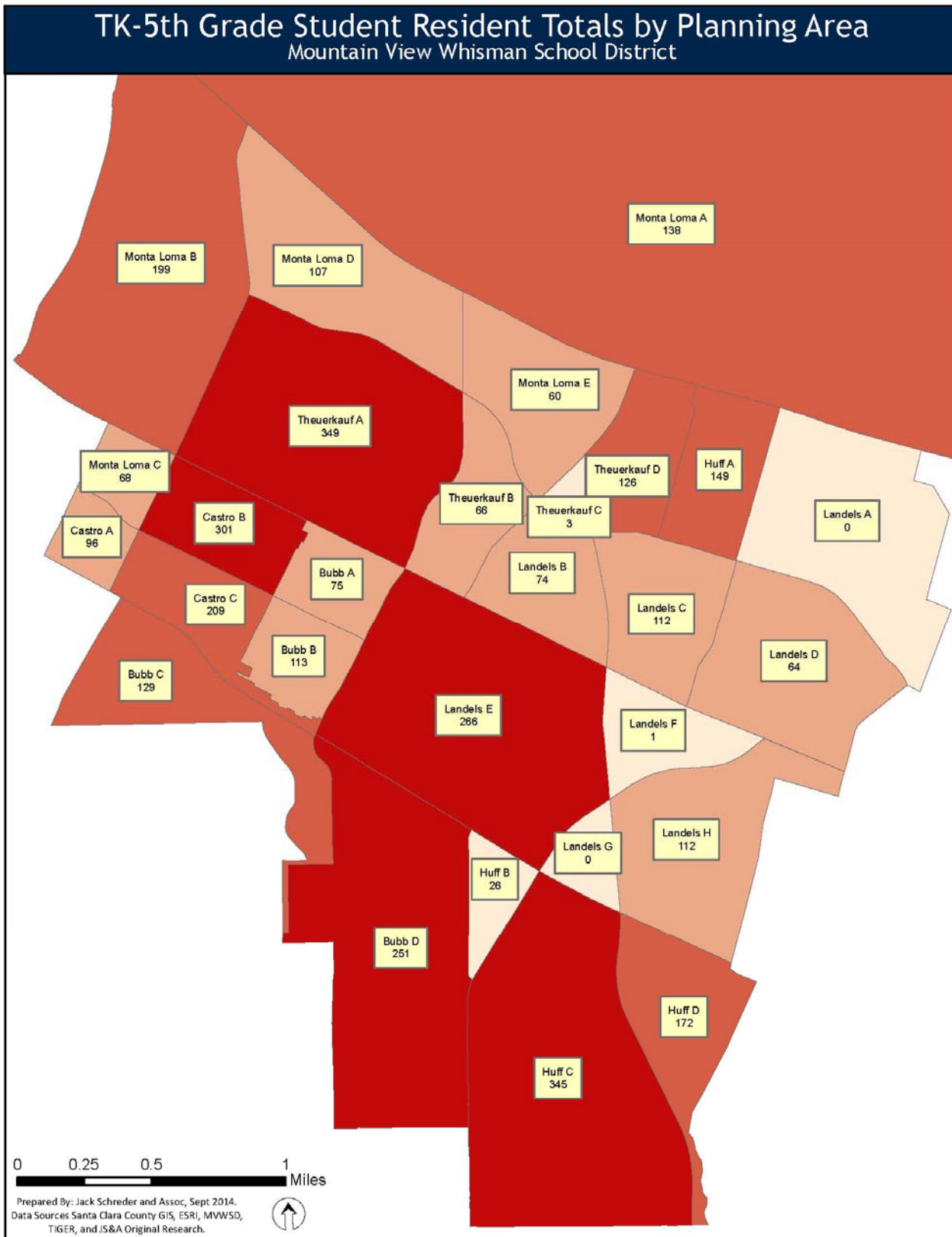
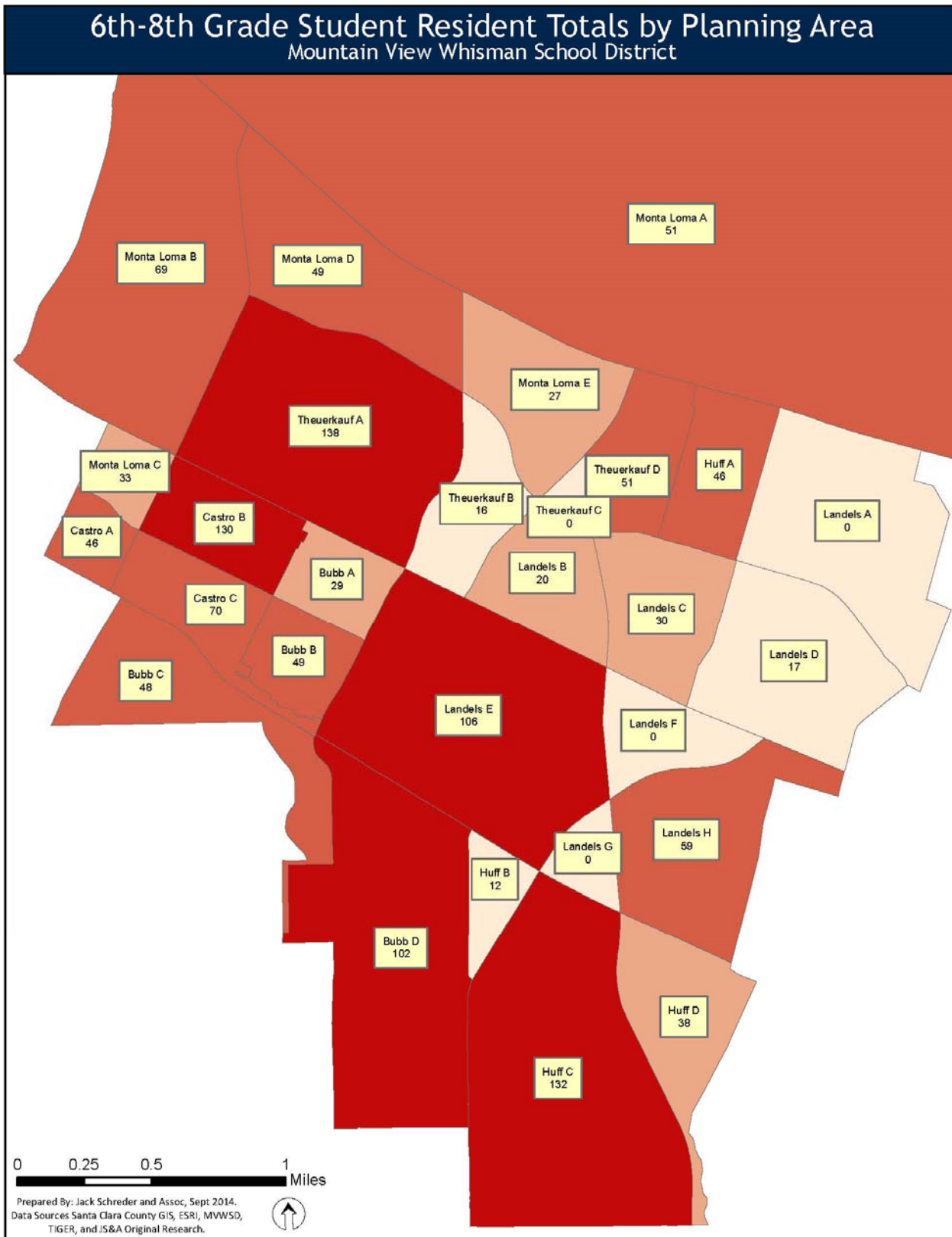


Figure 20. 2014-15 6th-8th Grade Student Resident Totals by Planning Area



Attendance Matrices

An important factor in analyzing the MVWSD student population is determining how well each school is serving its neighborhood population. Attendance matrices have been included to provide a better understanding of where students reside versus where they attend school. The tables on the following page compare the 2014-15 MVWSD students by their planning area of residence versus their school of attendance⁵.

This detailed analysis provides data on 2014-15 intra-district and inter-district students. Intra-district students are those students attending a school but not residing within their attendance area. Inter-district students are those students attending a school but not residing within the Mountain View Whisman School District boundary.

Tables 10 and 11 are meant to be read from top to bottom, then right to left.

For example, as Table 10 demonstrates, there are 12 TK-5th grade students residing in the Bubb A planning area, but attending Castro Traditional Elementary School; alternatively, there are 2 TK-5th grade students residing in the Castro A planning area, but attending Bubb Elementary School.

Similarly, as Table 11 demonstrates, there are 6 6-8th grade students residing in the Bubb A planning area but attending Crittenden Middle school; alternatively, there are 23 6-8th grade students residing in the Bubb A planning area but attending Graham Middle school.

⁵ These student totals were derived from the geocoded 2014-15 student list and therefore may not match the 2014-15 enrollment totals.

Table 10. K-5th Grade Planning Area Attendance Matrix

	Bubb A	Bubb B	Bubb C	Bubb D	Castro A	Castro B	Castro C	Huff A	Huff B	Huff C	Huff D	Landels A	Landels B	Landels C	Landels D	Landels E	Landels F	Landels G	Landels H	Monta Loma A	Monta Loma B	Monta Loma C	Monta Loma D	Monta Loma E	Theuerkauf A	Theuerkauf B	Theuerkauf C	Theuerkauf D	Other Districts	Total Attending
Bubb	42	59	102	215	2	28	28	5	9	13	10	-	3	5	1	4	-	-	4	5	1	-	1	3	8	3	-	4	2	557
Castro	12	11	6	1	40	122	92	1	-	1	3	-	1	1	-	10	-	-	1	2	-	16	1	-	7	-	-	2	2	332
Castro DI	6	16	2	9	16	77	50	10	2	9	1	-	2	4	2	59	-	-	8	6	20	11	9	8	48	4	-	4	11	394
Huff	-	3	4	8	4	6	2	69	11	273	147	-	-	9	4	2	-	-	13	4	4	1	3	1	7	-	-	6	-	581
Landels	5	6	3	5	9	18	7	22	3	30	9	-	46	66	28	138	1	-	69	4	4	9	5	3	14	6	-	20	1	531
Monta Loma	1	3	6	1	14	31	15	11	-	3	-	-	1	1	2	3	-	-	94	117	22	22	55	22	42	8	1	9	2	464
Stevenson	5	15	5	11	3	6	4	11	-	14	1	-	11	19	26	44	-	-	15	6	34	1	11	7	78	13	1	17	8	366
Theuerkauf	4	-	-	1	8	13	11	20	1	2	-	-	10	7	-	5	-	-	2	16	19	8	22	16	145	32	1	64	4	412
Independent Study	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	4
Total Residing	75	113	129	251	96	301	209	149	26	345	172	74	112	112	64	266	1	112	138	199	68	107	60	349	66	3	126	30	3,641	

Table 11. 6th-8th Grade Planning Area Attendance Matrix

School of Attendance	Graham Middle School Boundary													Crittenden Middle School Boundary													Total Attending			
	Bubb A	Bubb B	Bubb C	Bubb D	Castro A	Castro B	Castro C	Huff B	Huff C	Huff D	Landels E	Landels F	Landels G	Landels H	Monta Loma C	Huff A	Landels A	Landels B	Landels C	Landels D	Monta Loma A	Monta Loma B	Monta Loma D	Monta Loma E	Theuerkauf A	Theuerkauf B		Theuerkauf C	Theuerkauf D	Other Districts
Crittenden	6	3	3	2	16	38	24	4	5	1	9	-	-	4	9	36	-	19	24	13	51	66	42	22	130	15	-	46	15	
Graham	23	46	45	100	30	92	46	8	126	37	96	-	55	24	10	-	1	4	4	4	-	3	5	5	7	1	-	5	6	
Independent Study	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	2	-	-	1	-	-	-	-	
Non-Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Residing	29	49	48	102	46	130	70	12	132	38	106	-	59	33	46	-	20	30	17	51	69	49	27	138	16	-	51	-	22	1,390

Inter-district Transfers

Inter-district transfers were analyzed for purposes of evaluating the impact to District enrollments and District facilities. As demonstrated in Table 12, inter-district transfer students represent 1.02% of the District's 2014-15 TK-8th grade enrollments. Currently, there are 52 inter-district students enrolled in MVWSD. Table 12 indicates a decreasing trend of such enrollments as space availability has decreased over the last several years.

Table 12. 2012-13 Inter-district Transfer Students

Grade	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
TK								1		1
K	34	48	42	17	31	8	5	3	7	1
1	18	34	56	28	23	27	7	4	3	5
2	27	17	37	47	42	18	25	6	10	3
3	19	23	29	34	41	34	12	17	9	3
4	27	17	41	19	33	38	28	10	14	6
5	37	26	29	28	25	23	37	22	14	11
6	17	20	23	14	20	15	10	13	7	4
7	22	17	33	14	22	18	12	9	12	5
8	24	15	27	18	24	19	17	13	9	13
K-5	162	165	234	173	195	148	114	63	57	30
6-8	63	52	83	46	66	52	39	35	28	22
Total	225	217	317	219	261	200	153	98	85	52

SECTION G: STUDENT RESIDENT PROJECTIONS

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

Schreder & Associates utilized the industry standard cohort "survival" methodology to prepare the multi-year resident projections for the Mountain View Whisman School District. While based on historical residents, Schreder & Associates adjusts the calculation for:

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

Schreder & Associates geocoded eight years of student information databases to the District GIS in order to compile historical data by grade for those students residing within the MVWSD boundary and attending MVWSD schools from 2005-06 to 2014-15. Table 13 provides the data by planning area, by grade level.

Table 13. Historical Student Residents

Planning Area: K-5 Student Residents	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	% Growth/ Decline Since 2005
Bubb A	66	70	87	78	72	81	76	87	70	75	13.6%
Bubb B	57	63	63	71	85	98	114	120	115	113	98.2%
Bubb C	84	76	80	104	100	125	132	120	126	129	53.6%
Bubb D	175	169	184	216	230	223	226	255	247	251	43.4%
Castro A	99	116	131	111	104	95	95	101	96	96	-3.0%
Castro B	254	264	281	276	320	352	348	318	289	301	18.5%
Castro C	181	186	158	184	170	170	188	203	214	209	15.5%
Huff A	166	158	124	119	124	123	133	139	135	149	-10.2%
Huff B	14	13	13	16	19	20	22	15	26	26	85.7%
Huff C	193	199	224	240	282	299	312	328	332	345	78.8%
Huff D	93	91	101	110	112	117	128	145	149	172	84.9%
Landels A	0	1	3	0	0	3	3	0	0	0	
Landels B	35	45	41	45	54	56	64	66	73	74	111.4%
Landels C	87	89	76	95	90	95	108	106	105	112	28.7%
Landels D	43	52	56	47	41	47	54	54	53	64	48.8%
Landels E	192	177	202	215	247	261	251	246	248	266	38.5%
Landels F	0	0	0	0	0	2	2	0	1	1	
Landels G	0	0	2	3	0	0	0	0	0	0	
Landels H	79	78	72	79	106	108	101	100	100	112	41.8%
Monta Loma A	90	109	120	150	142	146	119	121	139	138	53.3%
Monta Loma B	180	197	177	197	181	190	184	198	204	199	10.6%
Monta Loma C	81	101	87	86	73	85	85	78	71	68	-16.0%
Monta Loma D	104	106	115	117	126	114	104	117	113	107	2.9%
Monta Loma E	54	54	58	48	51	71	66	62	74	60	11.1%
Theuerkauf A	320	304	338	318	332	363	400	382	348	349	9.1%
Theuerkauf B	28	29	36	43	41	44	50	58	62	66	135.7%
Theuerkauf C	3	2	2	2	4	0	0	2	4	3	0.0%
Theuerkauf D	76	75	96	79	102	111	108	124	132	126	65.8%
<i>K-5 Student Resident Totals</i>	<i>2,754</i>	<i>2,824</i>	<i>2,927</i>	<i>3,049</i>	<i>3,208</i>	<i>3,399</i>	<i>3,473</i>	<i>3,545</i>	<i>3,526</i>	<i>3,611</i>	<i>31.1%</i>

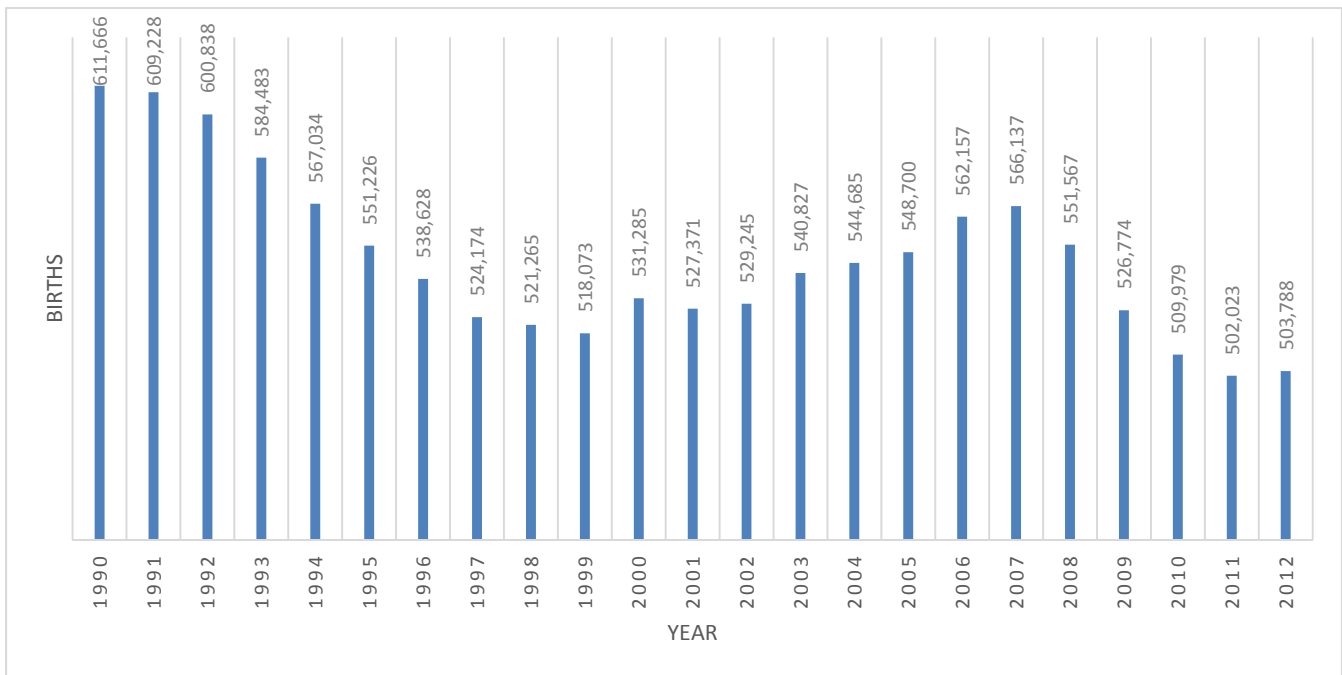
Planning Area: 6-8 Student Residents	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	% Growth/ Decline Since 2005
Bubb A	35	23	27	27	26	30	38	39	32	29	-17.1%
Bubb B	27	23	23	23	31	23	27	32	43	49	81.5%
Bubb C	37	29	35	35	41	34	49	46	57	48	29.7%
Bubb D	71	66	65	61	79	88	91	92	93	102	43.7%
Castro A	45	48	37	47	49	52	51	43	43	46	2.2%
Castro B	116	88	95	109	102	109	115	145	134	130	12.1%
Castro C	69	62	48	55	64	66	70	76	64	70	1.4%
Huff A	77	84	64	57	40	39	47	54	53	46	-40.3%
Huff B	6	6	4	3	9	12	12	14	12	12	100.0%
Huff C	78	77	90	94	112	117	119	110	123	132	69.2%
Huff D	25	27	24	26	35	35	37	35	35	38	52.0%
Landels A	0	0	2	0	0	5	5	0	0	0	
Landels B	17	18	15	13	18	22	26	25	23	20	17.6%
Landels C	38	36	35	44	52	43	35	34	36	30	-21.1%
Landels D	11	10	16	18	18	17	21	16	16	17	54.5%
Landels E	78	80	81	87	68	76	83	91	98	106	35.9%
Landels F	0	0	0	0	0	2	1	0	0	0	
Landels G	0	0	2	3	0	0	0	0	0	0	
Landels H	29	28	31	34	34	35	51	46	42	59	103.4%
Monta Loma A	59	50	56	60	57	66	59	64	62	51	-13.6%
Monta Loma B	66	66	54	77	63	64	68	66	67	69	4.5%
Monta Loma C	40	38	33	26	29	30	32	32	33	33	-17.5%
Monta Loma D	57	46	46	41	46	52	69	58	54	49	-14.0%
Monta Loma E	36	26	33	38	25	24	27	25	23	27	-25.0%
Theuerkauf A	187	198	185	156	152	147	141	145	129	138	-26.2%
Theuerkauf B	35	25	22	18	14	14	24	22	20	16	-54.3%
Theuerkauf C	1	1	1	1	1	0	0	1	0	0	-100.0%
Theuerkauf D	51	44	43	33	48	49	53	52	54	51	0.0%
<i>6-8 Student Resident Totals</i>	<i>1,291</i>	<i>1,199</i>	<i>1,167</i>	<i>1,186</i>	<i>1,213</i>	<i>1,251</i>	<i>1,351</i>	<i>1,363</i>	<i>1,346</i>	<i>1,368</i>	<i>6.0%</i>
Total K-8 Student Resident Totals	4,045	4,023	4,094	4,235	4,421	4,650	4,824	4,908	4,872	4,979	23.1%

Historical and Projected Birth Data

Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the Mountain View Whisman School District by the California Department of Health Services using Zip Codes⁶ and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly. The decline in births in 2009 and 2010 were the second and third largest since 1990 (Figure 21). In 2010, the State realized fewer births than at any time since 1990. This is significant, and could mean declines in K-12 enrollments Statewide.

Figure 21. California Births, 1990-2011

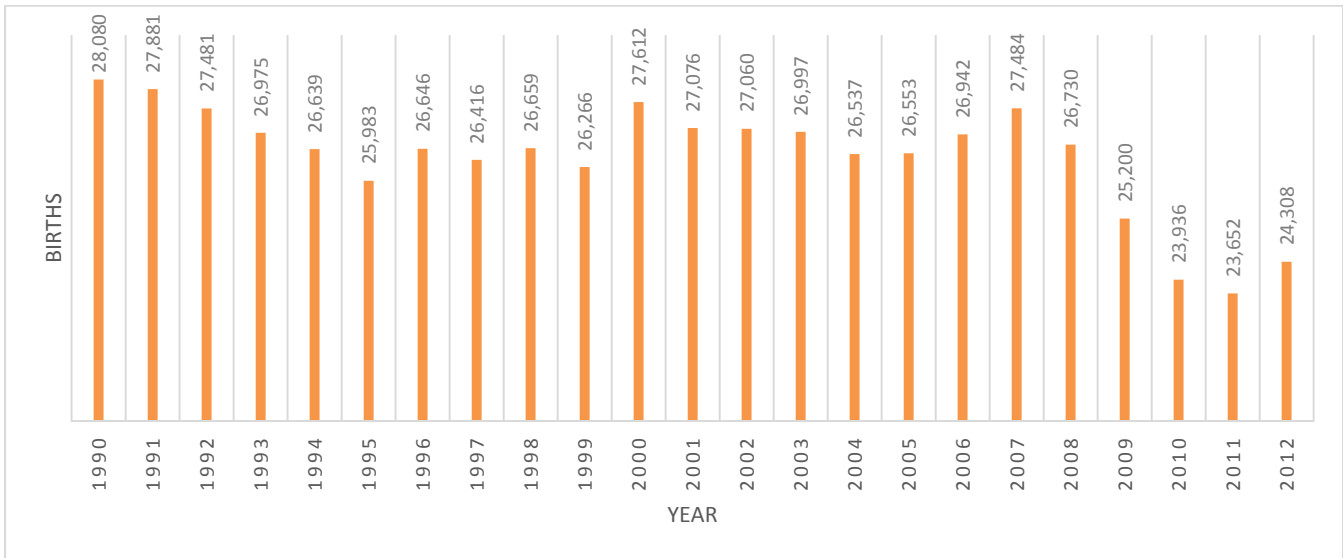


Source: California Department of Public Health

Similar to statewide trends, Santa Clara County experienced a steady increase in births until 1990, at which time births began to sharply and steadily decline. In 1995 this trend reversed, and births began to rise once again, peaking at 27,612 in 2000. More recently, births in Santa Clara County have been declining. From 2007 to 2011, births declined significantly by 14% (Figure 22).

⁶ Schreder & Associates utilized Zip Codes 94035, 94040, 94041 and 94043.

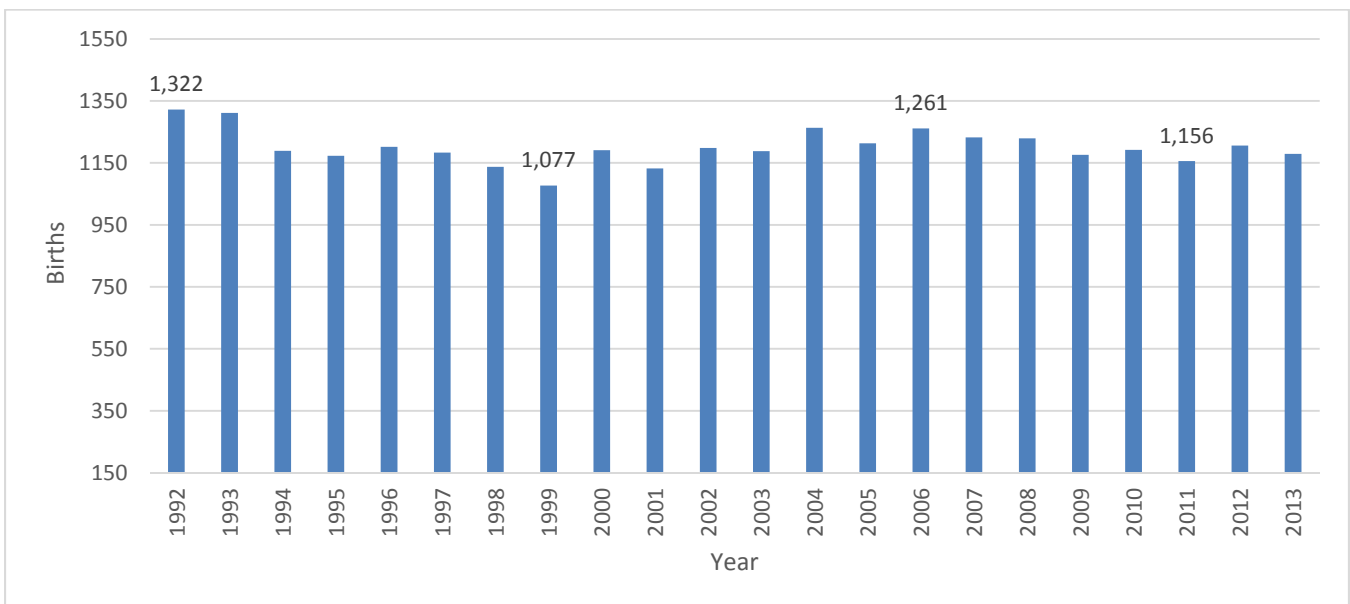
Figure 22. Santa Clara County Births, 1990-2011



Source: California Department of Public Health

The Mountain View Whisman School District has experienced similar fluctuations in births since 1989. Births peaked in 1992 at 1,322 and then declined sharply, dropping by 245 births in 1999. Births increased and remained fairly stable through 2006, but have declined in recent years. From 2006 to 2011, births in MVWSD declined by 8.3%. Births increased slightly in 2012 and declined again in 2013. Figure 23 provides the historical birth trend between 1992 and 2013 in Mountain View Whisman School District.

Figure 23. Births in MVWSD



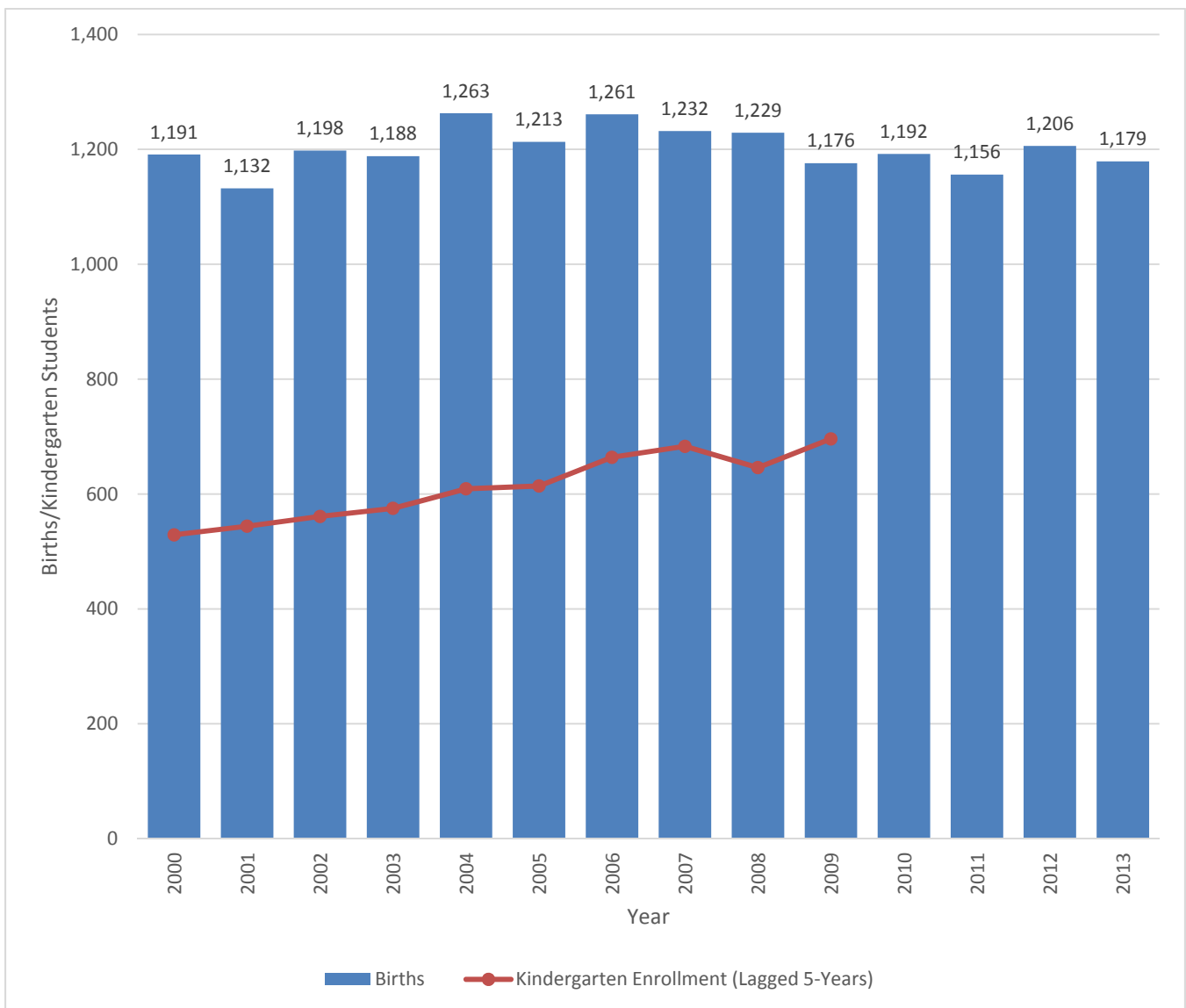
Source: California Department of Public Health

Kindergarten Resident to Birth Ratio

The number of children born to parents who live in MVWSD is correlated with the size of the kindergarten class five years later. Therefore, we use recent birth data as the most important factor when projecting future kindergarten students for MVWSD. Figure 24 demonstrates this relationship. It compares the actual births in MVWSD to the kindergarten residents 5 years later. For example, in 2007 there were 1,232 births in MVWSD. This birth year corresponds with the kindergarten residents of 683 five years later, in 2012.

Since 2005, the kindergarten resident to birth ratio has increased.

Figure 24. Births Compared to Kindergarten Resident Enrollment (Lagged 5 Years)



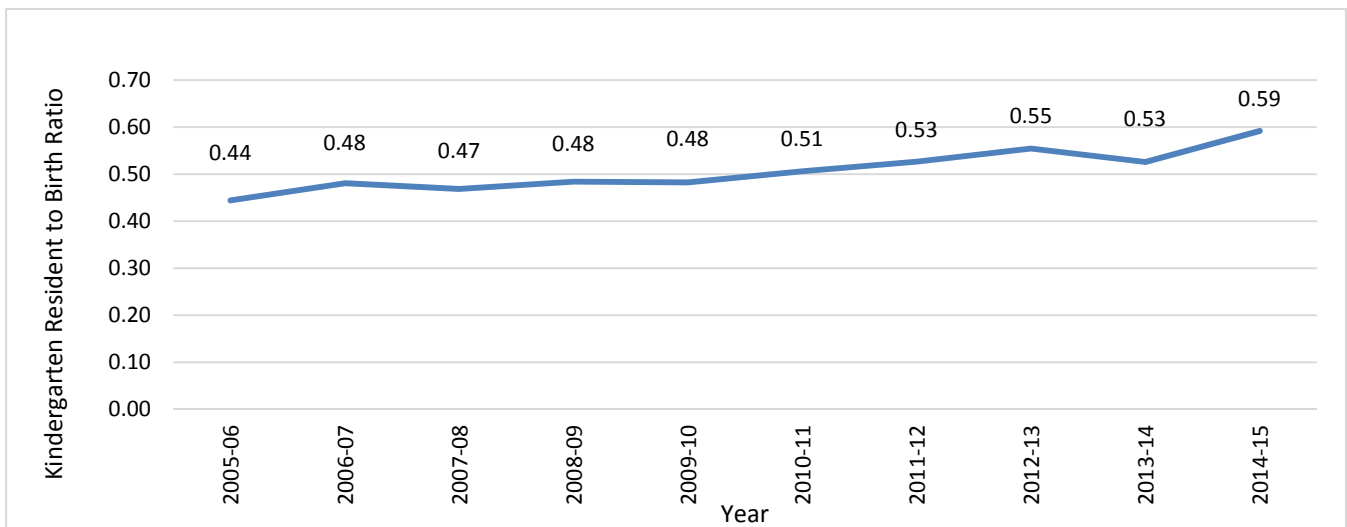
There is rarely a one-to-one correspondence between births and subsequent kindergarten residents. Table 14 and Figure 25 demonstrate the MVWSD kindergarten-birth ratio. It provides the percentage of births that result in kindergarten residents in the District five years later. It is a net rate, because children move both into and out of the District.

The ratio of MVWSD births to MVWSD kindergarten residents has increased every year since 2005. In 2014, the kindergarten to birth ratio was 0.59, meaning that for every 100 births in 2009, 59 kindergarten residents enrolled in MVWSD kindergarten classes five years later (in 2014).

Table 14. Kindergarten Resident to Birth Ratio Calculation

Birth Year	Live Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Live Births as Students in Kindergarten Enrollment
2000	1,191	114	2005-06	529	0.44
2001	1,132	-59	2006-07	544	0.48
2002	1,198	66	2007-08	561	0.47
2003	1,188	-10	2008-09	575	0.48
2004	1,263	75	2009-10	609	0.48
2005	1,213	-50	2010-11	614	0.51
2006	1,261	48	2011-12	664	0.53
2007	1,232	-29	2012-13	683	0.55
2008	1,229	-3	2013-14	646	0.53
2009	1,176	-53	2014-15	696	0.59
2010	1,192	16			
2011	1,156	-36			
2012	1,206	50			
2013	1,179	-27			

Figure 25. Kindergarten Resident to Birth Ratio



The kindergarten to birth ratios are analyzed and statistical calculations are applied to estimate future kindergarten to birth ratios.

The projected kindergarten to birth ratios are multiplied by the number of births each year to project kindergarten resident enrollments. Currently, there is birth data available through 2013. In order to project kindergarten classes beyond 2018, county birth projections from the California Department of Finance (DOF) are utilized. Given the lack of adequate baseline trend data, we strongly recommend the District update their kindergarten to birth ratio annually as new data becomes available.

Student Migration Rates

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

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, consider a cohort of 100 1st grade students that becomes a cohort of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year⁷.
 - Positive migration could be indicative of numerous influences, including the in-migration of families with children to the District, private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.
- Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, consider a cohort of 100 1st grade students that becomes a cohort of 75 2nd grade students the following year. In this case, 25 new students who were present the prior year are not enrolled in the current year⁸.
 - These losses could be indicative of numerous influences including the closure of schools, grade level reconfiguration, boundary changes, District policy changes toward inter-district transfer students, losses to private schools or other Districts, out-migration of families due to economic decline, etc.

⁷ This is a net measurement.

⁸ This is a net measurement.

As an example, in 2011-12 the MVWSD student resident class of first graders was 602. A year later, this class became a second grade class of 582. Using this example, the rate of migration is calculated as follows:

$$(582-602)/602 = -3.32\%$$

The -3.32% is a measure of the migration of students, i.e. the likelihood our first grade class will become larger or smaller as the class passes into the second grade the following year. **This migration is not a measurement of year by year change in student residents. It is possible to have negative migration, yet overall student resident gains, and vice versa, depending on the size of the exiting highest grade and the size of the incoming lowest grade class.**

Table 15 provides an example of negative migration with positive student resident gains. The shaded boxes represent the same cohorts, as they migrated from one grade in 2011 into the next grade in 2012. For example, the kindergarten cohort of 400 in 2011 became a 1st grade class of 398 in 2012, representing negative migration of -2 students from one year to the next as the cohort progressed into the next grade. This example demonstrates how it is possible to have negative migration at every grade level, yet overall student resident gains (as the exiting 8th grade in 2011 was replaced with a kindergarten class of 400 in 2012). The addition of 160 students by way of the exiting 8th grade class (240) and incoming kindergarten class the following year (400) offset the negative migration (-45 students).

Table 15. Example of Negative Migration with Positive Enrollment Gains

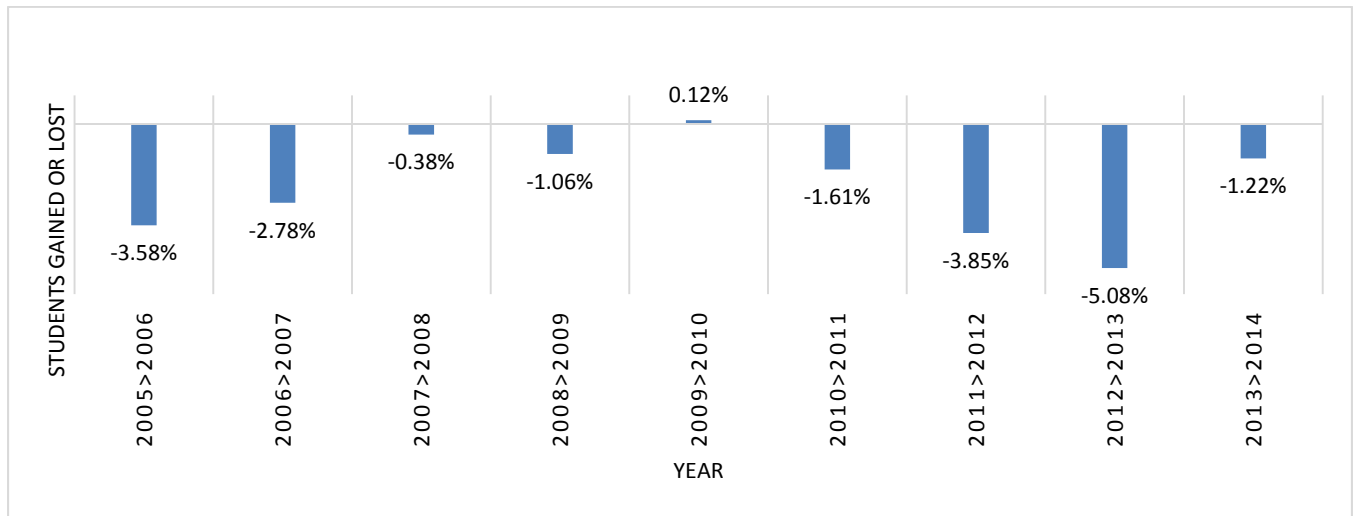
Grade	2011 Enrollment	Migration From 2011 > 2012	2012 Enrollment
K	400		400
1	380	-0.5%	398
2	360	-0.8%	377
3	340	-1.1%	356
4	320	-1.5%	335
5	300	-1.9%	314
6	280	-2.3%	293
7	260	-2.9%	272
8	240	-3.5%	251
Total K-8 Enrollment	2,880		2,996

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

Student Resident Migration Rates

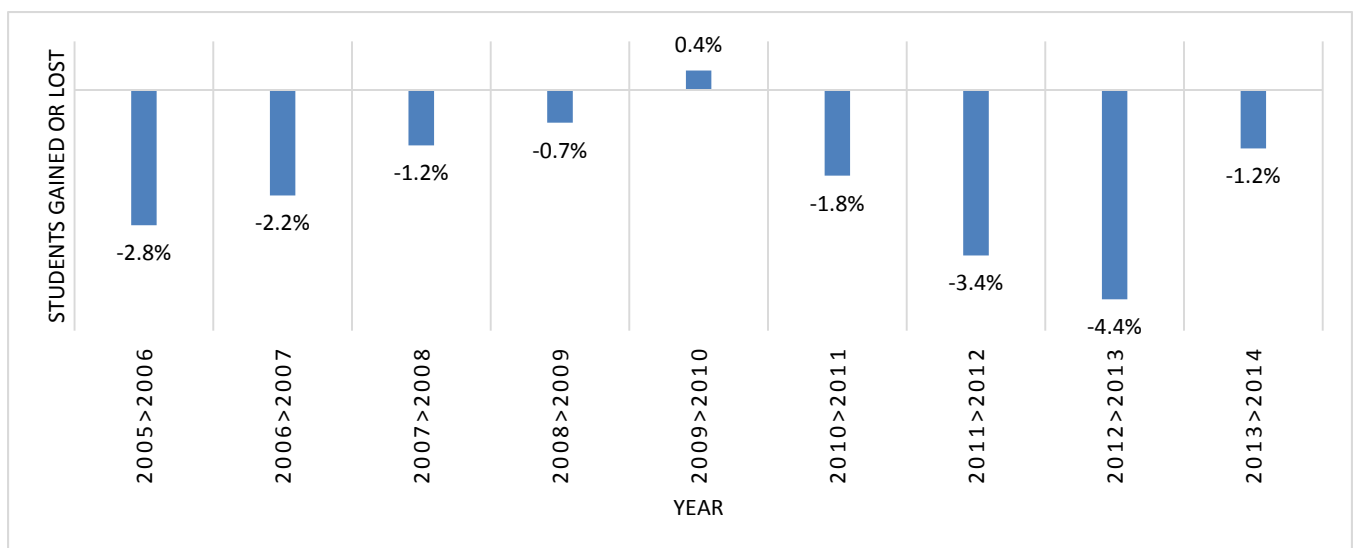
Overall, MVWSD experienced negative migration of student residents from 2005 to 2014 (Figure 26).

Figure 26. Student Resident Migration Grades TK-7 > Grades 1-8



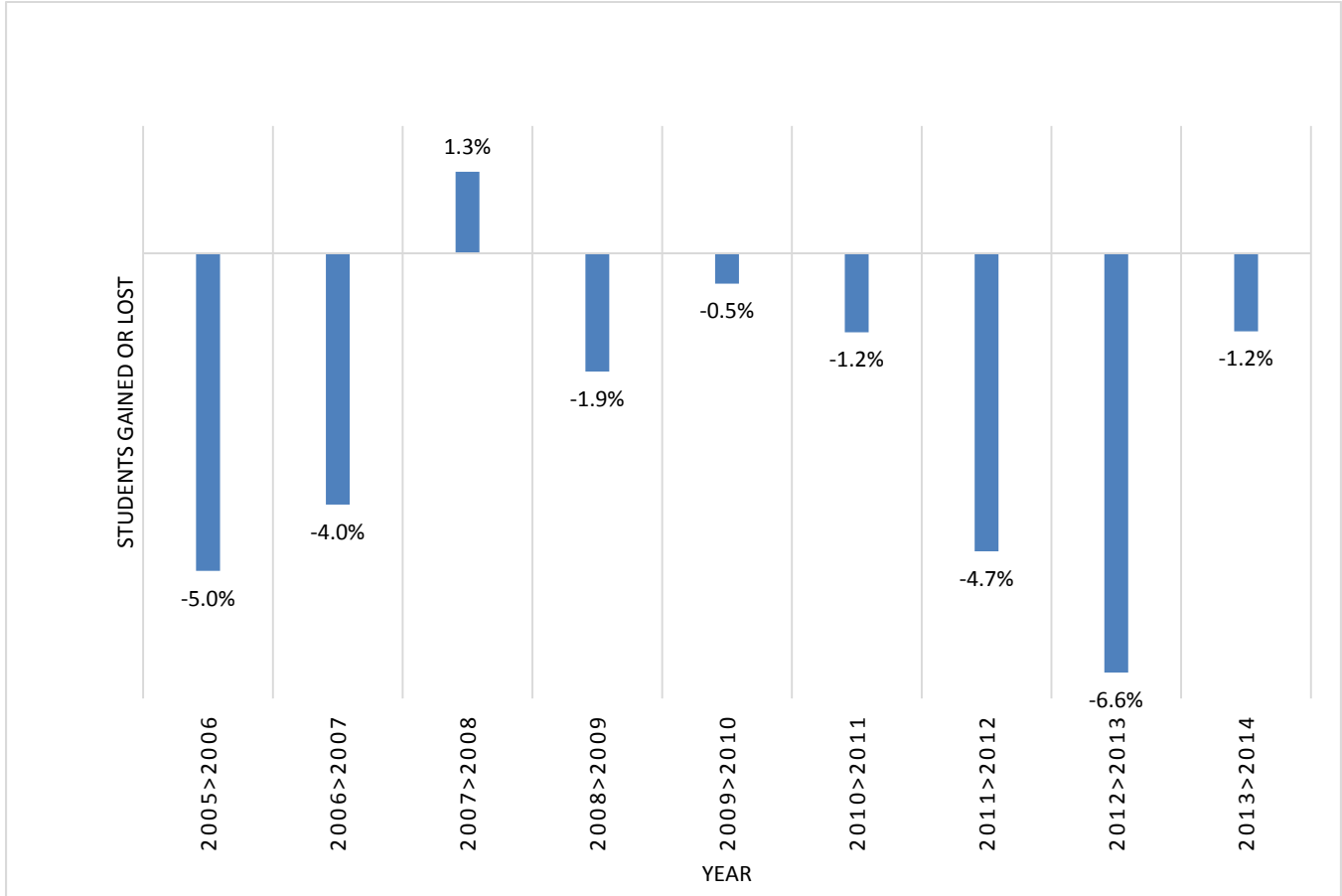
A closer examination of MVWSD student resident migration by grade level grouping provides additional insight. Overall, MVWSD has experienced negative student resident migration at the TK-5th grade levels since 2005 (Figure 27). Typically, the District loses students at the elementary level from each year to the next.

Figure 27. Student Resident Migration Grades TK-4 > Grades 1-5



Overall, MVWSD has experienced negative student resident migration at the 6-8th grade levels since 2005 (Figure 28). Typically, the District loses students at the middle level from each year to the next.

Figure 28. Migration Grades 5-7 > Grades 6-8



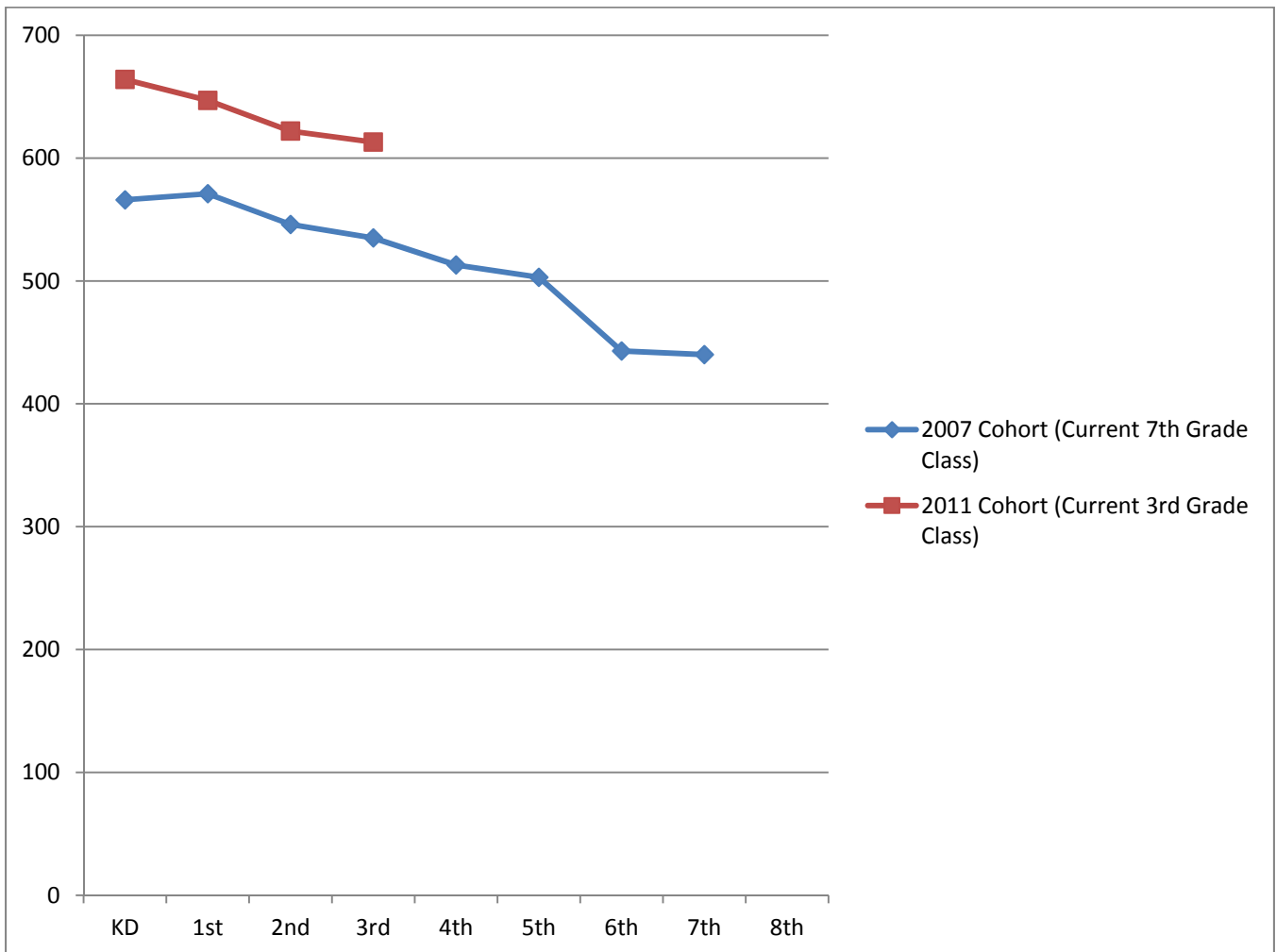
To minimize the effects of an exceptional year, student resident migration rates are calculated by averaging and weighting historical migration (Table 16).

Table 16. Migration by Grade

Year From > To	K>1	1>2	2>3	3>4	4>5	5>6	6>7	7>8
2005>2006	0.189%	-4.595%	-2.326%	-3.501%	-4.429%	-7.090%	-1.392%	-6.635%
2006>2007	-1.651%	0.566%	-1.835%	-4.762%	-3.855%	-6.341%	-4.474%	-1.176%
2007>2008	0.883%	-4.664%	0.188%	-0.467%	-1.818%	-2.123%	1.302%	5.234%
2008>2009	1.739%	-4.378%	0.000%	-2.060%	1.878%	-5.787%	0.241%	0.257%
2009>2010	4.926%	-4.615%	-2.015%	0.587%	3.059%	-4.608%	1.966%	1.442%
2010>2011	-1.954%	-1.095%	-0.896%	-4.112%	-0.973%	-7.236%	1.691%	3.614%
2011>2012	-2.560%	-3.322%	-5.696%	-3.436%	-1.949%	-10.020	-4.000%	0.950%
2012>2013	-5.521%	-3.864%	-2.749%	-5.034%	-4.494%	-11.928	-5.677%	-1.875%
2013>2014	-4.647%	-1.786%	-1.447%	3.180%	-1.237%	-4.902%	-0.677%	2.546%
Weighted Average	-3.570%	-1.510%	-1.227%	0.263%	-1.131%	-5.835%	0.115%	2.974%

As the table and figures demonstrate, MVWSD experienced negative migration in recent years, but is projected to remain stable in student resident enrollment. The smaller cohorts currently moving through the District’s middle schools will be replaced with larger cohorts who have entered the District in recent years. As Figure 29 demonstrates, the cohort that began in 2007 as a kindergarten class of 566 students are currently the District’s 7th grade class of 440 students. Alternatively, the cohort that began in 2011 as a kindergarten class of 664 students is currently the District’s 3rd grade class 613 students. When smaller cohorts are replaced with cohorts large enough to offset negative migration, school districts experience enrollment stability.

Figure 29. Comparison of Cohorts



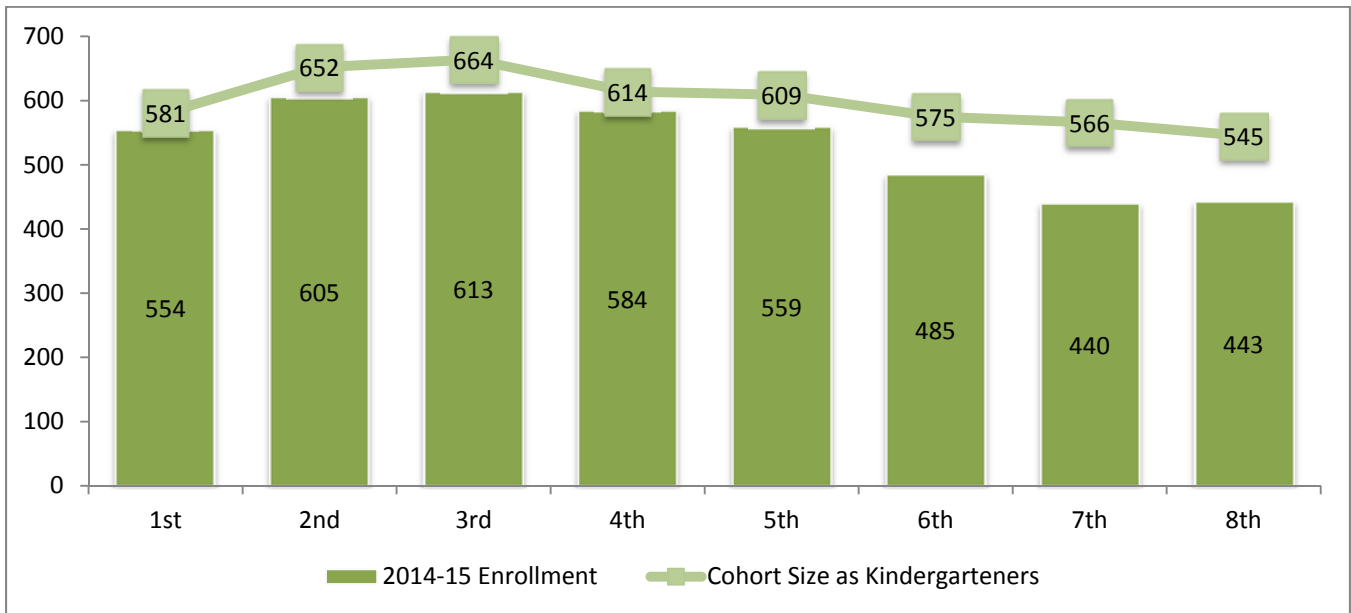
Student Resident Projections

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

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

In the Mountain View Whisman School District, cohort size decreases slightly as it progresses through the elementary grades, and then further in the middle grades. Figure 30 shows the 2014-15 K-8th grade student resident cohort sizes as compared to their cohort sizes when they began as kindergarteners. For example, MVWSD 2014-15 7th grade student resident cohort of 440 students began as a class of 566 kindergarteners in 2007. Likewise, the 2014-15 4th grade student resident cohort of 581 students began as a class of 614 kindergarteners in 2010.

Figure 30. Cohort Growth Since Kindergarten



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

The student resident projections through 2022-23 are provided in Tables 17-19. Based on the Most Likely projection, TK-8th grade student residents are projected to be xx in 2024-25.

Table 17. District-Wide “Low” Student Resident Projection

Grade	Actual 14-15	School Year										
		15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	
TK	99	97	94	98	96	95	95	95	95	95	95	94
K	597	595	577	602	588	583	583	583	582	581	581	580
1	554	575	573	555	580	566	561	561	561	560	560	559
2	605	543	564	562	544	569	555	550	550	550	550	549
3	613	596	534	555	553	535	560	546	541	541	541	541
4	584	612	595	533	554	551	533	558	545	540	540	540
5	559	576	604	587	525	546	543	526	550	537	532	532
6	485	528	545	572	555	493	514	512	494	519	506	506
7	440	482	525	542	569	552	490	511	509	491	516	516
8	443	449	491	534	551	579	562	500	521	518	500	500
Total TK-5	3,611	3,593	3,540	3,490	3,438	3,445	3,431	3,419	3,424	3,403	3,395	3,395
Total 6-8	1,368	1,459	1,561	1,648	1,676	1,625	1,567	1,523	1,524	1,528	1,522	1,522
Total	4,979	5,052	5,100	5,138	5,114	5,069	4,998	4,942	4,948	4,932	4,917	4,917

Table 18. District-Wide “Most Likely” Student Resident Projection

Grade	Actual 14-15	School Year										
		15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	
TK	99	106	103	107	105	104	104	104	103	103	103	
K	597	607	588	614	600	595	595	594	593	592	591	
1	554	577	586	567	593	579	574	574	573	572	571	
2	605	546	568	577	558	583	569	564	565	564	563	
3	613	599	538	560	570	550	576	562	557	557	557	
4	584	616	601	540	562	572	552	578	564	559	559	
5	559	579	610	594	534	556	565	546	572	558	553	
6	485	529	548	579	564	503	525	535	516	541	527	
7	440	486	530	548	579	564	504	526	535	516	541	
8	443	454	499	542	561	592	577	516	538	548	528	
Total TK-5	3,611	3,629	3,593	3,559	3,520	3,538	3,536	3,522	3,528	3,506	3,498	
Total 6-8	1,368	1,469	1,577	1,670	1,704	1,659	1,606	1,577	1,589	1,604	1,597	
Total	4,979	5,098	5,170	5,229	5,225	5,198	5,141	5,099	5,116	5,111	5,094	

Table 19. District-Wide “High” Student Resident Projection

Grade	Actual 14-15	School Year										
		15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	
TK	99	114	111	116	113	112	112	112	112	112	112	112
K	597	601	583	608	594	589	590	589	588	587	586	586
1	554	580	583	565	590	577	572	572	571	570	569	569
2	605	546	571	575	557	582	568	563	564	563	562	562
3	613	599	540	565	569	551	576	562	557	558	557	557
4	584	619	605	546	571	575	557	582	568	563	564	564
5	559	585	620	606	546	572	575	557	582	569	564	564
6	485	532	558	593	579	519	545	548	530	555	542	542
7	440	487	534	560	595	581	521	547	550	532	557	557
8	443	454	501	548	573	608	594	535	560	564	546	546
Total TK-5	3,611	3,643	3,612	3,580	3,541	3,558	3,550	3,538	3,543	3,522	3,514	3,514
Total 6-8	1,368	1,473	1,592	1,700	1,746	1,708	1,660	1,630	1,641	1,652	1,645	1,645
Total	4,979	5,116	5,204	5,280	5,287	5,266	5,210	5,168	5,184	5,174	5,159	5,159

Student Resident Projections by Planning Area

Figure 31 provides a map of the planning areas that were utilized to capture historical student resident data and to project future student residents. Table 20 provides the resident projections by planning area.

Figure 31. 2014-15 Planning Areas

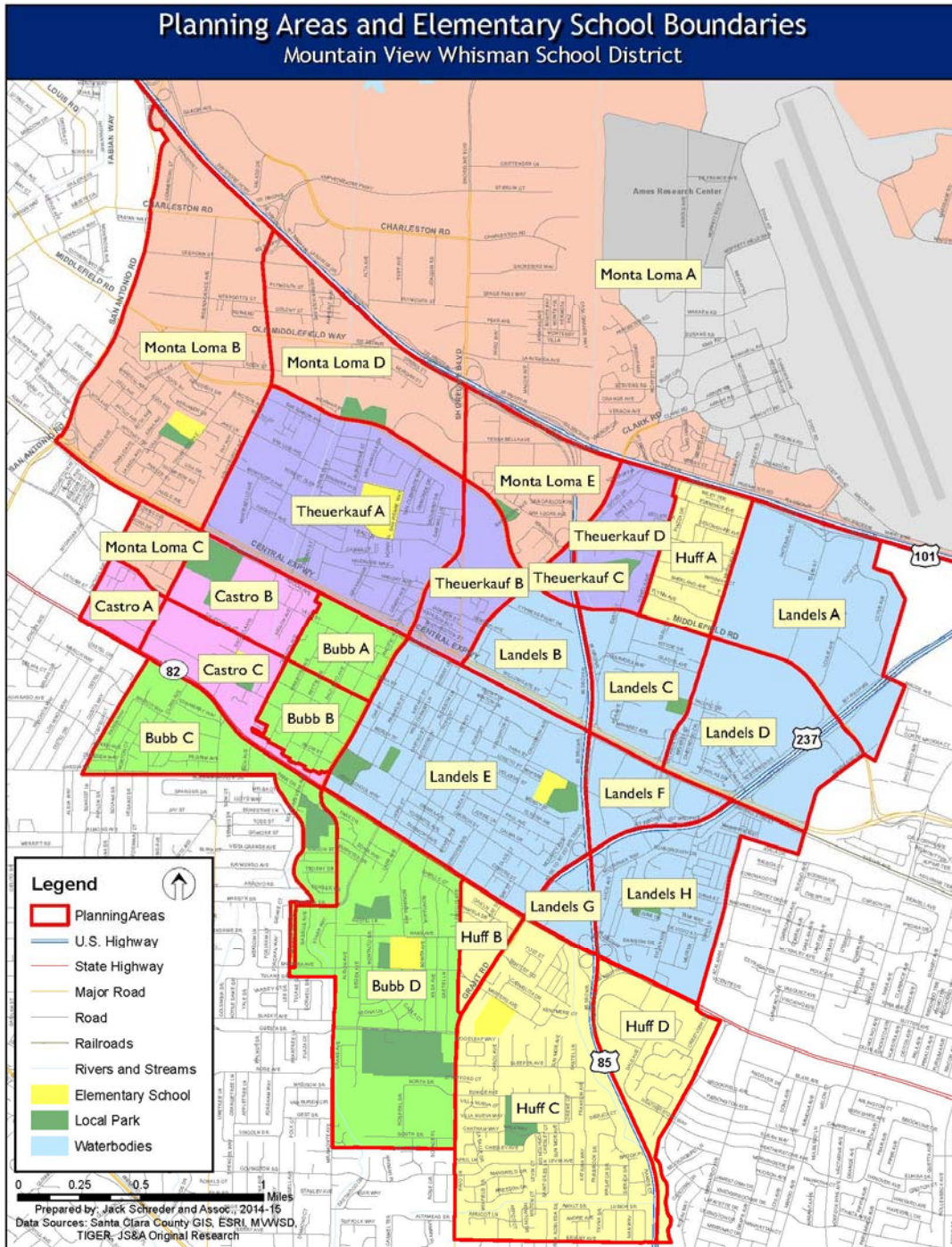


Table 20. Student Resident Projections by Planning Area

Planning Area: K-5 Projections	Actual 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Bubb A	75	81	85	96	90	97
Bubb B	113	116	118	121	130	132
Bubb C	129	135	125	116	112	112
Bubb D	251	255	261	274	275	279
Castro A	96	95	92	90	86	87
Castro B	301	303	307	304	312	312
Castro C	209	206	193	174	166	158
Huff A	149	163	169	179	187	205
Huff B	26	26	27	28	30	32
Huff C	345	358	360	355	354	360
Huff D	172	189	204	209	218	221
Landels A	0	0	0	0	0	0
Landels B	74	73	72	69	71	64
Landels C	112	109	106	106	101	95
Landels D	64	73	83	87	90	95
Landels E	266	248	244	243	242	242
Landels F	1	1	1	1	1	0
Landels G	0	0	0	0	0	0
Landels H	112	117	125	127	131	133
Monta Loma A	138	139	129	130	129	127
Monta Loma B	199	197	182	178	169	169
Monta Loma C	68	60	54	50	50	47
Monta Loma D	107	96	93	81	75	75
Monta Loma E	60	56	45	45	38	38
Theuerkauf A	349	341	325	310	298	299
Theuerkauf B	66	67	71	68	67	63
Theuerkauf C	3	2	3	3	4	4
Theuerkauf D	126	125	119	112	96	94
K-5 Student Resident Projection Totals	3,611	3,629	3,593	3,559	3,520	3,538

Planning Area: 6-8 Projections	Actual 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Bubb A	29	33	37	32	44	41
Bubb B	49	52	52	51	44	44
Bubb C	48	58	61	75	78	69
Bubb D	102	111	107	103	105	108
Castro A	46	52	56	54	57	52
Castro B	130	126	125	133	126	130
Castro C	70	81	101	115	119	115
Huff A	46	46	49	61	66	56
Huff B	12	11	13	13	12	10
Huff C	132	141	155	168	181	178
Huff D	38	41	49	58	66	78
Landels A	0	0	0	0	0	0
Landels B	20	23	27	31	27	35
Landels C	30	33	40	47	47	52
Landels D	17	19	20	26	31	36
Landels E	106	123	127	126	107	105
Landels F	0	0	0	0	0	1
Landels G	0	0	0	0	0	0
Landels H	59	69	64	63	64	70
Monta Loma A	51	41	51	43	44	35
Monta Loma B	69	76	93	94	101	86
Monta Loma C	33	36	32	32	24	21
Monta Loma D	49	57	47	54	48	46
Monta Loma E	27	26	38	30	33	23
Theuerkauf A	138	142	156	170	173	157
Theuerkauf B	16	23	25	33	35	42
Theuerkauf C	0	1	1	1	0	0
Theuerkauf D	51	50	53	58	72	69
6-8 Student Resident Projection Totals	1,368	1,469	1,577	1,670	1,704	1,659
Total K-8 Student Resident Projection Totals	4,979	5,098	5,170	5,229	5,225	5,198

SECTION H: RECOMMENDATIONS

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

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

- Review and update this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.
- Utilize this study as the foundation for the development of a Long Range Facility Master Plan, incorporating the findings of this study, facility standards, and educational specifications.
- Continue to update and apply for funding from the State School Facility Program. Although this program does not currently have funds available, the District should be proactive and submit eligibility applications in order to be current when funds become available.
- Explore various programs at the State School Facility Program as well as through State and Federal Programs to determine which programs are appropriate for participation by the District.

SECTION I: SOURCES

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