

Friday Memo
March 16, 2018

Upcoming Events – Matthew Duffy

March 19: Youth Commission & LCAP, Helms, 6:30 PM
March 21: Board Meeting, DeJean, 6:30 PM
March 28: Agenda Setting, Superintendent's Office, 5:00 PM
March 28: Board Study Session, DeJean, 6:30 PM
April 2: District Holiday, Schools and Office Closed
April 2-6: Spring Recess, Schools Closed

Next Week's Board Meeting – Matthew Duffy

Closed Session for the March 21 meeting will begin at 5:00 PM.

De Anza Students Study Trip to China – Steve Collins

De Anza is planning to send a delegation of 15 students and five staff chaperones to visit a sister school in China this coming Spring Break, March 31 to April 8, 2018. The purpose of the trip is to 1) broaden the global perspectives of the diverse district students attending, and 2) for the students to bring back to the De Anza community what they have learned and experienced, in order to help increase global competencies/awareness among district students in general. During this visit to China, De Anza students will spend two days visiting the Chinese sister school and engaging in cultural and academic exchange activities with the Chinese students. The sister school, Hengshui High School, is a modern high school located approximately 3 hours from Beijing. After visiting Hengshui High School, De Anza students will spend most of the rest of their trip visiting Chinese cultural landmarks, such as the Great Wall and Forbidden City. This trip is funded at no cost to the District. The insurance for the trip is at coverage levels above District requirements.



Hengshui High School, Hengshui, China



Forbidden City, Beijing, China.

Demographic Study – Chris Mount-Benites

The Business Office has just completed an updated and more complete demographic study of WCCUSD with demographer Decision Insite. Attached you will find the two main studies produced by this study. The first is a summary of findings and projections for enrollment for the district with both a moderate and conservative projection. Please note that we are currently using

West Contra Costa Unified School District
Office of the Superintendent

the moderate for future projections; further, the final page is a statistical look at the current charter presence and it is net effect on enrollment, which we are also modifying projections to accommodate. The second report is focused on growth of residential units within the district boundaries and the anticipated impact on the school district.

If the BOE would like to schedule some time for a Q&A or send me any questions to answer, I am happy to do so.

New Job Description Food Services Chef – Ken Whittemore

Before the Board of Education next Wednesday night under consent items, D.9 is a new job description for a Food Services Chef.

The Director of Food Services, Barbara Jellison, worked with the School Supervisors Association/IFPTE Local 21 on the job description. Ms. Jellison felt this was a need to continue to grow and improve the offerings from our food service program.

Ms. Jellison worked with SSA to upgrade a current vacant position. The additional \$24,643.36 upgrade will be paid from the Cafeteria Fund.

If I can answer any questions prior to the Board meeting, please feel free to contact me.

WCCUSD Food Services Director Attends School Nutrition Legislative Action Conference in Washington DC, March 16, 2018 - Lisa LeBlanc

Every school day, federal child nutrition programs provide nutritious meals that are critical to the health and academic success of more than 30 million students nationwide. In WCCUSD, the food services department provides over 30,000 meals to our district students daily. The federal government plays a vital role in the success of these programs: providing reimbursements for each meal served, ensuring equal access to free and reduced priced meals for students in need and administering national nutrition standards. Barbara Jellison, Director of Food Services, joined 800 other school nutrition professionals in Washington DC March 5-7 to urge Congress and the Administration to protect students by strengthening the federal government's commitment to these programs. The request to Congress was to urge them to bolster historically under-funded school meal programs, which contribute to economic growth and national security. Barbara Jellison met with representatives from Congressman Mark DeSaulnier's and Congresswoman Jackie Speier's offices to specifically request that Congress oppose any effort to block grant school meal programs, Support H.R. 3738, the Healthy Breakfasts Help Kids Learn Act, to provide 6 cents in USDA Foods for every school breakfast served and to continue to monitor and support USDA's work to simplify overly burdensome child nutrition mandates to improve efficiencies and reduce costs. This was an invaluable opportunity to support, educate and thank our Congressional members that are involved and passionate about school nutrition issues.

News Articles of Note - Marcus Walton

Several media outlets covered Wednesday's walkouts at District schools. Also, attached is the article from the San Francisco Chronicle on School Resource Officers. A sampling of relevant articles from this week is attached.

West Contra Costa Unified School District
Office of the Superintendent

Public Records Log – Marcus Walton

Included in this week's memo is the log of public records requests received by the district. If you have any questions, please contact me.

DECISIONINSITE 

Enrollment Impact Specialists




**Annual Enrollment
Projection Report**

**Strategic
Decision
Support
for School
Districts**

ANALYSIS OF ENROLLMENT PROJECTIONS

FALL 2018

PREPARED FOR:
WEST CONTRA COSTA USD

PREPARED BY:
DECISIONINSITE 
Enrollment Impact Specialists
101 PACIFICA, SUITE 380
IRVINE, CA

SUBMITTED: DECEMBER 22, 2017

TABLE OF CONTENTS

Executive Summary..... 4

District Enrollment Projections..... 5

 Recent Changes in Enrollment..... 5

 Kindergarten Impact..... 5

 Live Birth Trends..... 6

 Cohort Impact..... 6

 Incoming Out-of-District Transfer Impact..... 6

Key Variables in Projecting District Enrollment..... 6

Impact of Projected New Dwelling Units..... 7

 Projected Occupancy..... 7

 Students Generated..... 8

 Student Generation Rates..... 9

Projected Enrollment Changes by Level..... 9

 Conservative 5 Year District-wide Projection by Grade Level..... 9

 Moderate 5 Year District-wide Projection by Grade Level..... 10

 5 Year Enrollment Trends: Moderate and Conservative Compared..... 11

 10 Year Enrollment Trends: Moderate and Conservative Compared..... 11

 Elementary School Level..... 12

 Middle School Level..... 12

 High School Level..... 13

Summary of District Projections by Year..... 14

 Conservative Projection..... 14

 Moderate Projection..... 15

 Grade Level Profile Comparison..... 16

Projecting School Enrollment..... 16

 School Draw Impact..... 16

 Intra-district Transfers..... 16

 Inter-district Transfers..... 16

 Individual School Projection Tables..... 17

MySchoolLocator..... 17

Impact of the Projections on School Capacity	17
Impact of SDC Students on Capacity.....	17
Analyzing/Studying/Reviewing the Enrollment Projections	17
Appendix A.....	19
Assumptions and Methodology.....	19
District Projections.....	19
School Projections.....	20
Caveats on Projections and Methodology	21
Appendix B.....	22
Impact of Charter Schools.....	22

WEST CONTRA COSTA USD

EXECUTIVE SUMMARY

ENROLLMENT PROJECTIONS - FALL 2018

DecisionInsite is pleased to present this report of findings to the Board of Education and Executive Staff of West Contra Costa USD. Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

KINDERGARTEN ENROLLMENT

In general, Kindergarten enrollment over the past three years has been relatively stable. The data also show that the difference between the graduating cohort and the incoming cohort has been increasing. Note that both studies project a slight increase at the Kindergarten level.

COHORT PATTERNS

A typical student cohort ages from grade to grade relatively unchanged from the previous year. Historically, 2 cohorts show more than a 5% annual change.

NEW HOUSING DEVELOPMENT

Approximately 4,200 new residential units are projected to be occupied over the next 10 years. During that period, the annual impact in any given year, based on the Moderate Study, is estimated in peak years to be 351 students.

DISTRICT-WIDE ENROLLMENT PROJECTION

Overall the projections forecast a slight increase across the 10-year period based upon the historical enrollment trends and any projected new residential development.

MORE INFORMATION

A richer and more comprehensive review of both studies is contained in the Final Report accompanying this Executive Summary. A wealth of more detailed information and analysis regarding both studies is also quickly and easily accessible online.

Respectfully Prepared and Submitted by:

The **DecisionInsite** Team

December 22, 2017

WEST CONTRA COSTA USD

DISTRICT ENROLLMENT PROJECTIONS

RECENT CHANGES IN ENROLLMENT

Familiarity with recent historical enrollment patterns and trends establishes the foundation for understanding projected enrollment. Percentages in the table below compare the current year enrollment to that of three years ago.

4 Year History Change	
Kindergarten	99%
Gr K-6	97%
Gr 7-8	93%
Gr 9-12	101%
District	98%

[Kindergarten calculation based on a 12-month cohort equivalent.]

FIGURE 1

KINDERGARTEN IMPACT

Kindergarten enrollment is a significant driver of overall future district-wide enrollment. A trend at Kindergarten from year to year, or a trend in the difference between the district's graduating cohort in a given year and the Kindergarten cohort the subsequent year, will eventually be reflected in the total district enrollment count. (Note that these projections reflect changes in age eligibility for California Kindergarten. The result is a diminished Kindergarten cohort in years 2012-2014, with similar reductions in other grade levels as those cohorts age through the system.)

In general, Kindergarten enrollment over the past three years has been relatively stable. The data in the table below also show that the difference between the graduating cohort and the incoming cohort has been increasing.

[More details: Reports > History > District-wide > History Years Enrollment]

	Percent Change of Previous Year		
	2015	2016	2017
Kindergarten	93%	102%	105%
Grade 12 to K	117%	114%	117%
Total K-12	98%	100%	100%

[Kindergarten calculations in first two rows based on a 12-month cohort equivalent.]

FIGURE 2

Transition K enrollment is forecast as a separate grade level. Transition K is projected to be as much as three times the enrollment of the first year of the program, but never to exceed 25% of the projected Kindergarten enrollment.

[All data in this report excludes Transition K unless specifically noted. More details: Reports > Projections > District-wide > Transition Kindergarten]

LIVE BIRTH TRENDS

Live birth trends have an impact in large geographies, and on long range projections. However, in smaller areas of study, such as a school district, population mobility is often a mitigating if not an overriding factor, thereby reducing the effectiveness of live births as a predictor of enrollment. Consequently, DecisionInsite has found that recent Kindergarten enrollment trends by sub-geographies to be a better, more reliable predictor of future Kindergarten enrollment.

COHORT IMPACT

A typical student cohort ages from grade to grade relatively unchanged from the previous year. By contrast, the cohort matriculating from Kindergarten to Grade 1 is a common example of a cohort increase, typically attributable to students returning from a private school.

In the following table, cohort changes with more than a 2% variance from static are marked accordingly. Those with more than a 5% changed are marked as 'Significant'.

Average Cohort Change Past Three Years			
Cohort	Percent	+/-	Significant
K > 1	103%	++++	
1 > 2	99%		
2 > 3	98%	----	
3 > 4	99%		
4 > 5	95%	----	
5 > 6	93%	----	SSSS
6 > 7	89%	----	SSSS
7 > 8	99%		
8 > 9	99%		
9 > 10	102%		
10 > 11	101%		
11 > 12	100%		

FIGURE 3

INCOMING OUT-OF-DISTRICT TRANSFER IMPACT

The number of students served from outside the district boundaries can impact enrollment. It is a factor over which the district may have some control. For the past two years, the number of out-of-district students served annually has been approximately 266, and has been increasing.

[More details: Reports > History > District-wide > Out of District]

KEY VARIABLES IN PROJECTING DISTRICT ENROLLMENT

Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

As a matter of standard practice, DecisionInsite does not typically include specialized schools or programs such as Home and Hospital Programs, Community Day Schools or Independent Study Programs in the Enrollment

Projections. Our work is focused on projecting grade level enrollment for typical schools that are reported to the state.

The major variables that distinguish the Conservative projection from the Moderate are described in the table below.

Key Variables Controlling the Projections Algorithm	
Kindergarten Enrollment Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
Cohort Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
K Enrollment Change Cap	Restricts the effect of anomalous spikes in Kindergarten history
K Enrollment Change Floor	Restricts the effect of anomalous spikes in Kindergarten history
Incoming Out-of-District Transfers	For each grade level span, applies the lesser or greater of 1-2 year history to the lograde; ages through existing students.
Dwelling Units	Moderate study assumes developer's phasing calendar. Conservative study shifts the developer's calendar toward the out-years.
Student Generation Rates	Typical of recent history by product type.

FIGURE 4

IMPACT OF PROJECTED NEW DWELLING UNITS

PROJECTED OCCUPANCY

Approximately 4,200 new residential units are projected to be occupied over the next 10 years. The tables below show the mix of proposed units across the three dwelling unit types. The Moderate table summarizes the plans described by developers while the Conservative table estimates a more likely scenario based on anticipated market conditions. The most recent residential research was completed in November 2017 by Hayley Rigali.

[More details: Residential > Reports > Proposed Dwelling Units]

New Dwelling Units Projected to be Occupied by Year (Moderate)										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Multi-family	27		180	95		439				
Attached	128	270	547	740	772	828				
Detached	144		95		14					
Totals:	299	270	822	835	786	1267	0	0	0	0

FIGURE 5

New Dwelling Units Projected to be Occupied by Year (Conservative)										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Multi-family	19	8	126	116	33	285	154			
Attached	90	226	448	628	502	561	411	376	43	
Detached	101	43	67	28	9	5				
Totals:	210	277	641	772	544	851	565	376	43	0

FIGURE 6

The graph below depicts visually the differences between the phasing projected in the Moderate and Conservative studies.

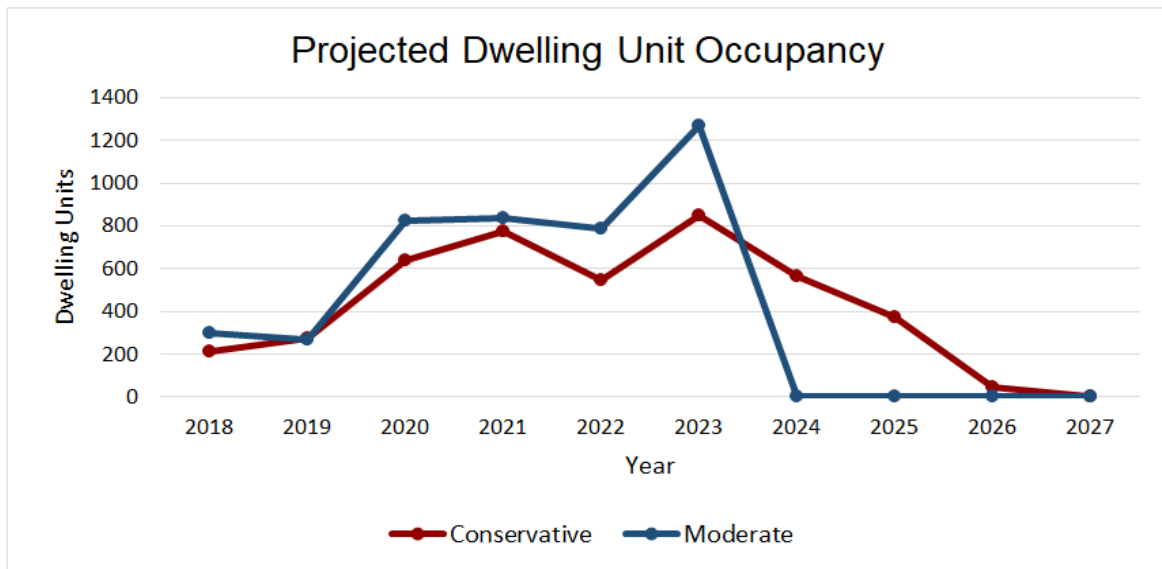


FIGURE 7

STUDENTS GENERATED

Over the period of years during which these units will become occupied, the impact, based on the Moderate scenario, is shown in the table below. The "Annual" row projects the number of students new to the district from these units, in a given year. The "Aggregate" row projects the accumulated increase in students served by the district through the year indicated.

Students Generated by Residential Development (Moderate)										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Aggregate		257	608	740	853	1025	1030	1031	1044	1068
Annual	85	172	351	132	113	172	5	1	13	24

FIGURE 8

The table below reflects the students generated using the Conservative estimate of projected Dwelling Units.

Students Generated by Residential Development (Conservative)										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Aggregate		204	496	680	762	877	957	1018	1040	1059
Annual	60	144	292	184	82	115	80	61	22	19

FIGURE 9

STUDENT GENERATION RATES

Moderate student generation rates are typical of students enrolled from existing developments of similar product type. Conservative student generation rates, if different, are designed to anticipate a diminution in family size.

[More details: Residential > Reports > Student Generation Rates]

A complete report regarding new residential development is available online in the DI System under 'Reports > District Documents > Residential Research Summary xxxx' where xxxx is the projection year the report is associated with. This report includes a map of proposed dwelling unit projects, the phasing by dwelling unit type in each project, students generated by new development by studyblock, student generation rates. Additional individual reports can be found online in the DI system under 'Residential > Reports'.

PROJECTED ENROLLMENT CHANGES BY LEVEL

The tables below display the five-year district-wide projections by grade level and allow a comparison to enrollment in the current year.

CONSERVATIVE 5 YEAR DISTRICT-WIDE PROJECTION BY GRADE LEVEL

Grade	2017	2018	2019	2020	2021	2022
TK	351	316	320	324	326	321
K	2370	2327	2357	2388	2403	2363
1	2318	2442	2414	2448	2469	2475
2	2306	2286	2414	2399	2423	2456
3	2273	2253	2240	2381	2357	2401
4	2335	2255	2241	2242	2374	2352
5	2309	2219	2149	2144	2142	2265
6	2101	2151	2071	2017	2004	1992
7	1861	1859	1900	1847	1782	1781
8	1886	1825	1824	1871	1813	1763
9	1874	1902	1861	1853	1892	1833
10	2018	1884	1918	1893	1873	1899
11	1978	2022	1893	1939	1903	1880
12	2023	1948	1991	1868	1914	1889
Subtotals:	28003	27689	27593	27614	27675	27670
Pct Chg:	-0.4%	-1.1%	-0.3%	0.1%	0.2%	0.0%

FIGURE 10

MODERATE 5 YEAR DISTRICT-WIDE PROJECTION BY GRADE LEVEL

Grade	2017	2018	2019	2020	2021	2022
TK	351	324	335	342	344	342
K	2370	2387	2468	2521	2533	2518
1	2318	2467	2500	2590	2622	2634
2	2306	2314	2467	2516	2585	2625
3	2273	2278	2292	2462	2490	2577
4	2335	2279	2289	2320	2473	2500
5	2309	2248	2200	2219	2237	2369
6	2101	2189	2134	2103	2106	2087
7	1861	1897	1975	1942	1889	1908
8	1886	1840	1877	1961	1916	1876
9	1874	1915	1892	1927	1996	1956
10	2018	1907	1958	1952	1966	2020
11	1978	2047	1941	2007	1981	1989
12	2023	1969	2038	1938	2001	1978
Subtotals:	28003	28061	28366	28800	29139	29379
Pct Chg:	-0.4%	0.2%	1.1%	1.5%	1.2%	0.8%

FIGURE 11

As the following graph illustrates, overall the projections forecast a slight increase across the 10-year period based upon the historical enrollment trends and any projected new residential development.

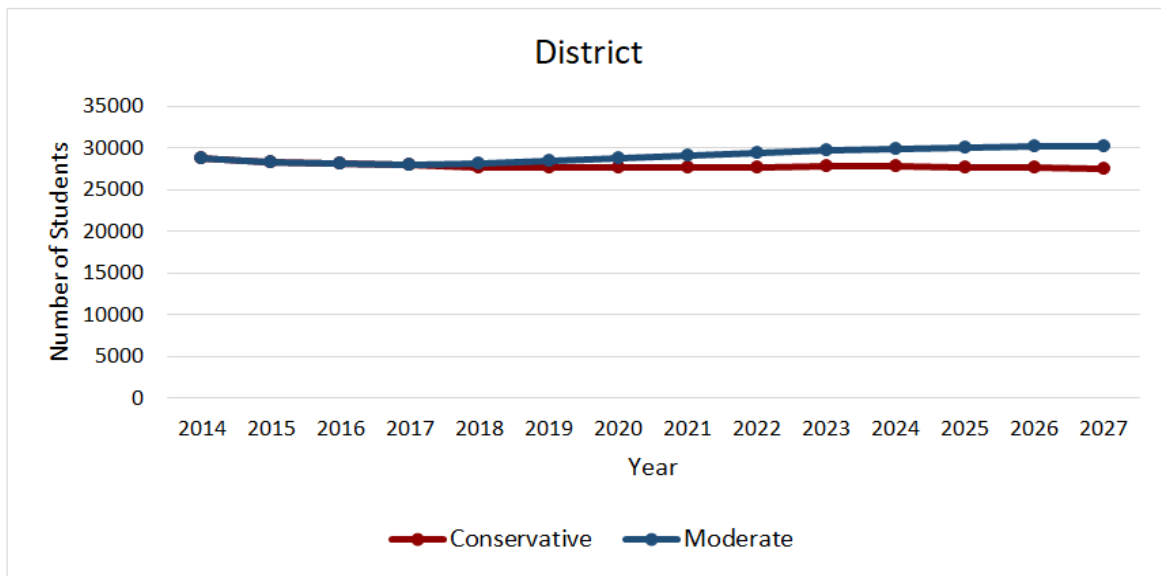


FIGURE 12

The tables below compare the Conservative and Moderate enrollment projections by key grade level groupings. Projected changes in enrollment at Kindergarten or lower grade level groupings will eventually impact total district enrollment.

5 YEAR ENROLLMENT TRENDS: MODERATE AND CONSERVATIVE COMPARED

Change by Level	Cnsv	Mod
Kindergarten	2363	2518
Change	100%	106%
Gr K-6	16304	17310
Change	102%	108%
Gr 7-8	3544	3784
Change	95%	101%
Gr 9-12	7501	7943
Change	95%	101%
District	27349	29037
Change	99%	105%

FIGURE 13

Note that an averaging of both studies project a slight increase at the Kindergarten level.

The table below compares the ten-year projections. In the 10-year future at Kindergarten, both studies, averaged together, project a slight decline.

10 YEAR ENROLLMENT TRENDS: MODERATE AND CONSERVATIVE COMPARED

Change by Level	Cnsv	Mod
Kindergarten	2166	2414
Change	91%	102%
Gr K-6	15932	17543
Change	100%	110%
Gr 7-8	3929	4325
Change	105%	115%
Gr 9-12	7388	8053
Change	94%	102%
District	27249	29921
Change	99%	108%

FIGURE 14

The graphs below compare the Conservative and Moderate enrollment projections by key grade level groupings.

ELEMENTARY SCHOOL LEVEL

The projected elementary school enrollment shows a slight increase.

[More details: Reports > Projections > Individual Schools > Projections > All Elementary Schools]

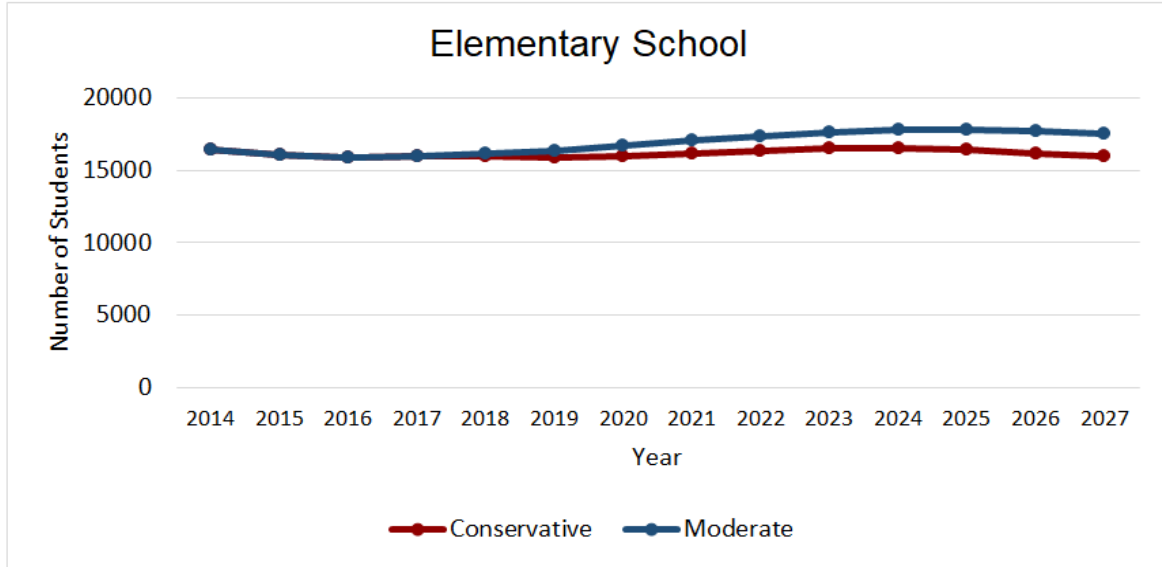


FIGURE 15

MIDDLE SCHOOL LEVEL

The projected middle school enrollment shows a significant increase.

[More details: Reports > Projections > Selected Schools > All Middle Schools]

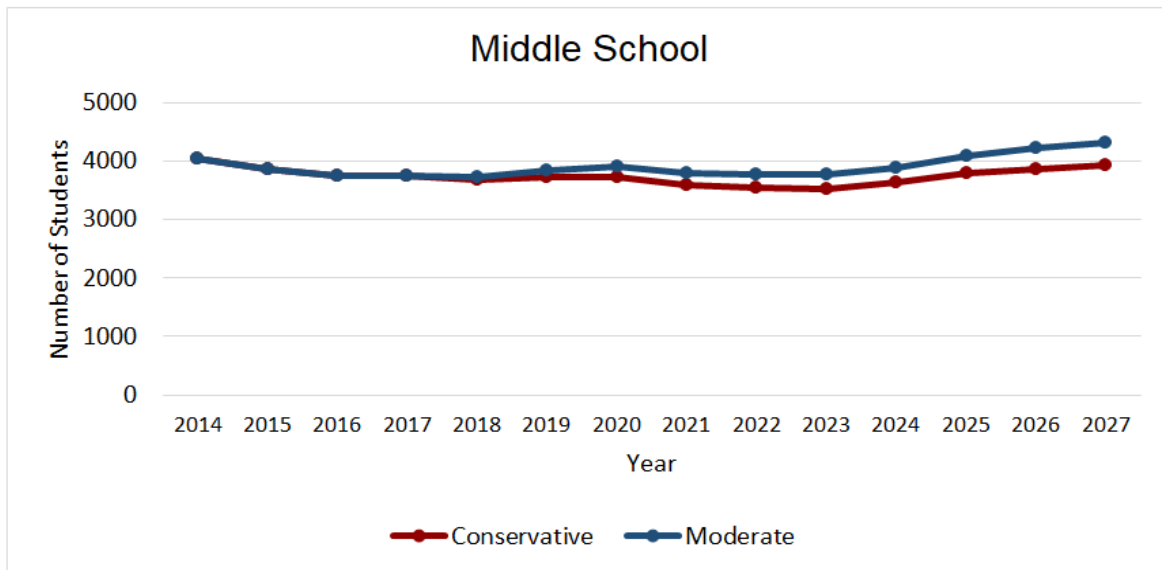


FIGURE 16

HIGH SCHOOL LEVEL

The projected high school enrollment shows a relatively stable trend.

[More details: Reports > Projections > Selected Schools > All High Schools]

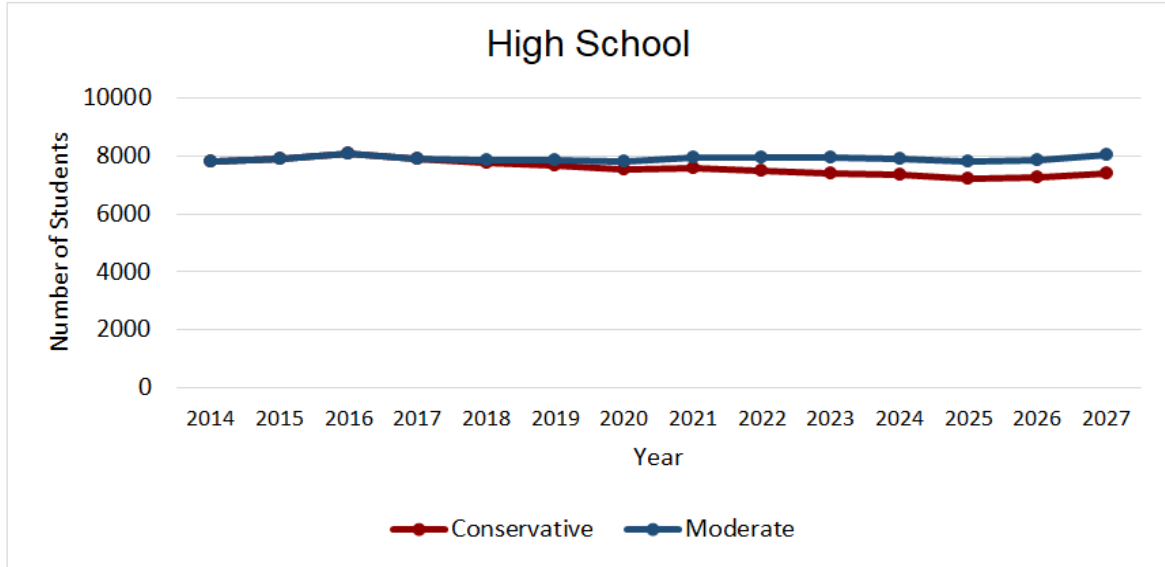


FIGURE 17

SUMMARY OF DISTRICT PROJECTIONS BY YEAR

The complete district-wide projection table for each study is available online. Corresponding sets of individual School Projections are available online as well.

The tables below present a more detailed annual view of projected changes by grade level clusters for both projections. The “Pct Previous Year” row represents the percent of the previous year’s enrollment in each grade cluster that is projected in the subsequent year. The “Five Year Change” row represents the percent change projected over the enrollment five years prior.

CONSERVATIVE PROJECTION

Change by Level	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Kindergarten	2370	2327	2357	2388	2403	2363	2328	2290	2251	2208	2166
Pct Prev Yr	105%	98%	101%	101%	101%	98%	99%	98%	98%	98%	98%
5-Yr Change						100%					92%
Gr K-6	16012	15933	15886	16019	16172	16304	16484	16492	16399	16201	15932
Pct Prev Yr	101%	100%	100%	101%	101%	101%	101%	100%	99%	99%	98%
5-Yr Change						102%					98%
Gr 7-8	3747	3684	3724	3718	3595	3544	3525	3636	3797	3872	3929
Pct Prev Yr	100%	98%	101%	100%	97%	99%	99%	103%	104%	102%	101%
5-Yr Change						95%					111%
Gr 9-12	7893	7756	7663	7553	7582	7501	7417	7341	7217	7265	7388
Pct Prev Yr	98%	98%	99%	99%	100%	99%	99%	99%	98%	101%	102%
5-Yr Change						95%					98%
District	27652	27373	27273	27290	27349	27349	27426	27469	27413	27338	27249
Pct Prev Yr	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%
5-Yr Change						99%					100%

NOTE: Gray column most recent history year.

FIGURE 18

MODERATE PROJECTION

Change by Level	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Kindergarten	2370	2387	2468	2521	2533	2518	2509	2485	2461	2438	2414
Pct Prev Yr	105%	101%	103%	102%	100%	99%	100%	99%	99%	99%	99%
5-Yr Change						106%					96%
Gr K-6	16012	16162	16350	16731	17046	17310	17662	17782	17787	17692	17543
Pct Prev Yr	101%	101%	101%	102%	102%	102%	102%	101%	100%	99%	99%
5-Yr Change						108%					101%
Gr 7-8	3747	3737	3852	3903	3805	3784	3779	3889	4092	4234	4325
Pct Prev Yr	100%	100%	103%	101%	97%	99%	100%	103%	105%	103%	102%
5-Yr Change						101%					114%
Gr 9-12	7893	7838	7829	7824	7944	7943	7961	7913	7795	7865	8053
Pct Prev Yr	98%	99%	100%	100%	102%	100%	100%	99%	99%	101%	102%
5-Yr Change						101%					101%
District	27652	27737	28031	28458	28795	29037	29402	29584	29674	29791	29921
Pct Prev Yr	100%	100%	101%	102%	101%	101%	101%	101%	100%	100%	100%
5-Yr Change						105%					103%

NOTE: Gray column most recent history year.

FIGURE 19

GRADE LEVEL PROFILE COMPARISON

Another view of grade level enrollment can be seen in the chart below. The current grade level enrollment profile is compared with the projected grade level profile in the five and ten-year future.

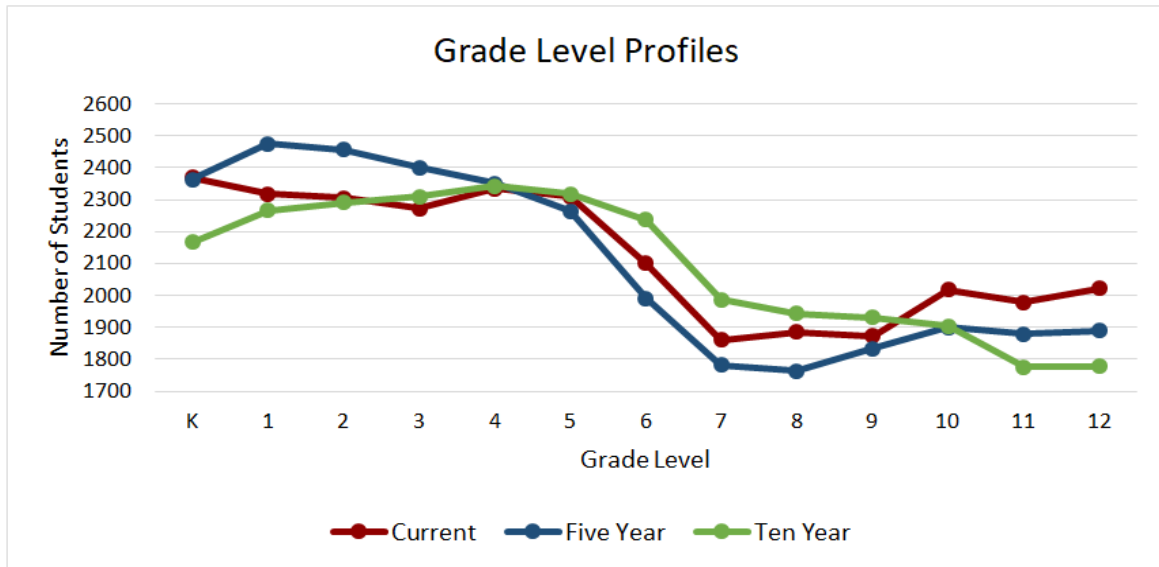


FIGURE 20

PROJECTING SCHOOL ENROLLMENT

School projections are primarily a function of the proportion of district students who enroll at a given school, modified by intra-district transfers within a given school level that may occur subsequent to initial enrollment, and augmented by inter-district transfer students.

SCHOOL DRAW IMPACT

A draw rate is the percentage of students who enroll at a particular grade level in a given school from a specified geographic area. Open enrollment among district schools is projected using this concept. Except for changes in school boundaries or other changes in policy, historical draw rates from a given geographic area to a specific school (including out-of-district students) are assumed in the projections.

INTRA-DISTRICT TRANSFERS

Transfers within the district are incorporated into the projections in order to anticipate the movement of students from one district school to another within the same level, e.g., transfer from a neighborhood school to a special school. Recent historical transfer patterns are typically assumed in the projections.

[More details: Reports > History > All Schools > Open Enrollment]

INTER-DISTRICT TRANSFERS

Transfers into the district by out-of-district students, sometimes referred to as 'permit students', are an integral part of the district and school projections. Recent historical transfer patterns are typically assumed in the projections.

[More details: Reports > History > District-wide > Out of District]

INDIVIDUAL SCHOOL PROJECTION TABLES

The complete set of individual school projection tables for each study is available online.

[More details: Reports > Projections > All Schools > Projections]

MYSCHOOLLOCATOR

MySchoolLocator is a web-based service accessible to DecisionInsite clients. This service allows Internet users to enter a residential address, and find out which district schools are assigned to serve them. Public access to MySchoolLocator is via a unique URL on the District's web site. The URL for integration into your district's website can be found by opening the appropriate Locator study from within the DI system. Once open, select "Run MySchoolLocator" from the District Admin menu. The MySchoolLocator app will open in a new browser window and the link can be copied from the address bar in the browser. Specialized district users have access to customize the messages seen by those using MySchoolLocator.

IMPACT OF THE PROJECTIONS ON SCHOOL CAPACITY

Facility challenges, if any, may exist if projected numbers exceed the current school capacity data. These challenges may also manifest differently in a Moderate or Conservative projection. Because school capacity data has not yet been entered into the system, all schools are shown as exceeding capacity.

[More details: Reports > Projections > All Schools > Over Capacity]

The table below lists up to five schools that are projected to experience the most change in enrollment in the 5-year future based on the Conservative projection.

[More details: Reports > Projections > All Schools > Ten Percent Change]

School	5-Yr Pct Change	10-Yr Pct Change
Tara Hills	-27%	-35%
Harding	26%	24%
Stege	23%	20%
Chavez	-23%	-26%

FIGURE 21

IMPACT OF SDC STUDENTS ON CAPACITY

Relative to the impact of SDC students on school capacity, note that SDC students are not included in the grade level counts, but are included in the capacity calculation as taking up one seat each.

ANALYZING/STUDYING/REVIEWING THE ENROLLMENT PROJECTIONS

The projections of district and school enrollment are based on a complex mix of historical data, the projection of recent trends, and specific assumptions regarding the future. At DecisionInsite, we strongly encourage our clients to actively engage with the data with the aim of better understanding, further refining, and using the results to inform decisions about to be made. We believe increased effectiveness for both the district and DecisionInsite comes with increased and welcome dialogue.

Graphs or tables may be copied from the PDF version of this document using the Snapshot Tool inside PDF Reader.

Please do not hesitate to contact DecisionInsite regarding any questions or suggestions that may arise regarding these studies.

Respectfully Prepared and Submitted by:

The **DecisionInsite** Team

December 22, 2017

APPENDIX A

ASSUMPTIONS AND METHODOLOGY

All projections are based on assumptions, and when read or shared are best prefaced with the phrase, "Based on these assumptions...", or "Based on these historical trends...". Particularly for projections more than 5 years out, "Enrollment Trend" is a far more accurate descriptor.

Three major factors drive district-wide student enrollment projections. These include:

1. recent kindergarten enrollment trends, modified by live birth data, if applicable,
2. changes in the grade level cohorts of students served as they age through, and
3. changes in the number of residential units within the district.

District-wide projections are disaggregated to school projections based on the historical patterns of:

1. the rates at which each school draws enrollment from various sections of the district, and
2. the pattern of transfers within the district at a given level from one school to another.

DISTRICT PROJECTIONS

Studyblocks

For enrollment projections the district is divided into studyblocks. A studyblock is a custom unit of geography created by DecisionInsite for the purpose of generating reliable projections. They are generally based on elementary boundaries or some portion thereof. A studyblock serves as the basis for the analysis of students served by the district and by schools. The objective is to do analysis with a small enough geographic unit to sense small area changes but large enough to allow for reliable projection. Studyblocks typically encompass 500–1000 students.

Kindergarten Enrollment

The projected Kindergarten enrollment is a key variable in projecting K–12 enrollment. The base Kindergarten projection is determined by the trend of Kindergartners served in each studyblock in the previous 3 or 4 years. Depending on the circumstances, a growth trend in Kindergarten enrollment may be capped. Steep straight-line trends are mathematically moderated to avoid unrealistic results.

School Capacities

School capacities provided by the district are compared to projected enrollments. Districts are invited to calculate school capacities in a manner that best serves the enrollment projection environment, and enter them into the DI System.

A Special Day Class (SDC) student at the elementary level is calculated by default as requiring 1 seat. This value, at district option, may be changed to 3, on the assumption that a class of 10 SDC students will occupy a typical classroom.

Students in the Projections

Enrollment projections are limited to typical K–12 students. SDC students are projected as a stable percentage of the typical population unless all SDC students are mainstreamed. Excluded from the projections are students enrolled in Non-Public School (NPS), Adult High School, Home School, Adult Ed, Independent Study programs and other special schools.

Attendance Boundaries

Attendance boundaries are assumed to remain constant, unless otherwise noted by the district.

Closed Schools

Opportunities for open enrollment (intra-district) are assumed to remain unchanged, unless otherwise noted by the district.

Inter-district Enrollment

Students enrolled from other school districts are treated in aggregate in separate studyblocks. Students in Kindergarten and the initial grade at each level are projected only to the extent they exist in recent years. Students enrolled in other grade level cohorts are aged through to the highest grade at each level. These defaults may be modified at district request.

Cohort Percent Change

Cohort percentage changes are calculated in order to assure sensitivity to perennial changes in students served by the district as they age from one grade level to the next. If every cohort were stable as it ages, the cohort percent change, from one grade to the next in each studyblock, would be calculated as 100%. For each studyblock, a cohort weighted average percent change over a defined number of years is calculated based on the change in the enrollment served as it ages from the previous grade level.

Average cohort percentages above 100% might, for example, reflect students returning from private schools. Cohort percentages below 100% might reflect drop-outs.

Growth studyblocks are those showing unusually high increases in enrollment and/or cohort percent change in recent years—due, typically, to new housing development. Once growth studyblocks are identified, their default cohort percent change rate is set to 100% so as not to over-project new residential growth. By default, growth is not predicted to continue unless new occupied dwelling units are projected.

Dwelling Unit Impact

The predicted impact of new dwelling units on school enrollment is based on three factors: 1) new dwelling units, 2) the student generation rate for each unit type, and 3) the grade level distribution of newly generated students.

1. Dwelling Units

New dwelling units are categorized into 3 housing types: Single Family Detached, Single Family Attached, and Multifamily. Developers and builders are contacted for information relative to their plans for occupancy of new dwelling units.

2. Student Generation

Student generation rates are determined for each product type for each level: elementary, middle school and high school. Student generation rates are based on similar products types where such exist; otherwise, a default generation rate is used.

3. Grade Level Distribution

For each level, students generated by new dwelling units are distributed across grade levels. These percentages are based on historical patterns where they exist; otherwise, default percentages are used.

SCHOOL PROJECTIONS

Projecting enrollment at the school level is based on the concept of a school draw rate, i.e., the percent of students from a given studyblock who enroll in a given school at its lowest grade. Draw rates reflect the impact of open enrollment within a district. For example, if one-half the sixth-graders from a given studyblock enroll in a particular 6–8 middle school, that school has a draw rate of 50% from that studyblock.

The draw rate for the most recent year is applied by default to the projected district enrollment for that grade from a given studyblock. The draw rate ages with the cohort. In this way, if the underlying cohort changes, the number of students enrolled at the school will change accordingly.

Draw rates can be adjusted if necessary. Manipulation of draw rates is used, for example, to project the impact of changes in attendance boundaries, or the impact of closing a school to open enrollment.

Intra-district Transfers

Grade-level transfers within or across schools are included in the projections to accommodate fluctuations like retention, transfer to continuation school, or any other special programs a district may offer that result in students changing schools at other than the typical grade configuration shifts. Transfers are calculated by applying the percent of a grade level population at one school that is transferred in the following year to another school, or continued at the same grade level at a given school in the following year.

CAVEATS ON PROJECTIONS AND METHODOLOGY

On Projections

Enrollment projections are based upon two critical factors: the student and school data from the school district and the mathematical formulas that are applied to those data. Projections fundamentally look at recent history as reflected in the student data and assume that past patterns and trends will continue into the future. The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year.

DecisionInsite takes great care in preparing a district's projections. A range of unpredicted anomalies, however, can cause reality to vary from the historical patterns. These include, but are not limited to, rapid changes in the economy, mortgage interest rates, the housing market, the job market, residential development plans, rental rates, etc. Anomalous changes that occur between the last set of student data and the first projection are not reflected in the projections unless the district works with DecisionInsite to amend the projections.

In the projections, calculations are mathematically precise. Each result is rounded to a whole number for ease of reading. This rounding sometimes results in the displayed whole numbers in a column not adding exactly to the displayed total of the column. This phenomenon, which is a result of rounding and not of any inaccuracy in the calculations, occurs both in the enrollment projections and in the community demographics.

On Student Data

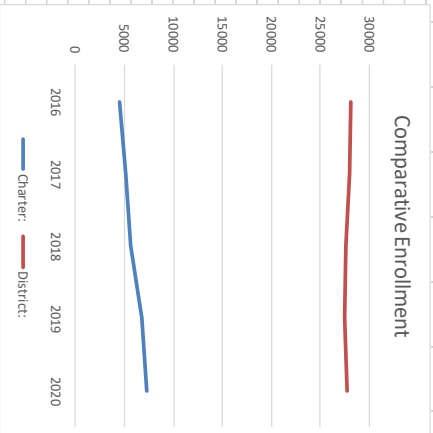
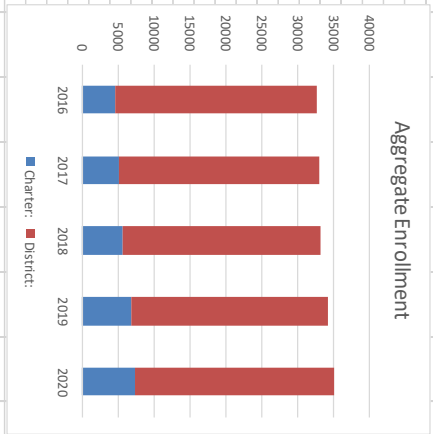
DecisionInsite obtains historical student data files from the district. To the extent that the student data files are internally inconsistent from year to year, or the count of students in the files does not reflect the count of actual enrollees, errors are introduced to the projection calculations. For optimum results, the student data files must also consistently capture the same categories of students annually.

The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year. It is important that the student files obtained from the district are close to a common date each year, typically near the beginning of the school year. The snapshot of historical data near the beginning of the school year is best suited to our goal of projecting enrollment for the beginning of subsequent school years. To the extent the historical student data provided is not at one year intervals, or is not at a common date near the beginning of the school year, projections may reflect monthly fluctuations in enrollment that will diminish the accuracy of the projections.

APPENDIX B

IMPACT OF CHARTER SCHOOLS

West Contra Costa USD (W/Chrt 8Mod) (DU Scr 2018)	2014	2015	2015	2016	2016	2017	2017	2018	2018	2019	2020	2017	2017	2018	2018	2019	2019	2020	2020	2020	2020	2021	2021
Grade	2014	2015	2015	2016	2016	2017	2017	2018	2018	2019	2020	ch net	dist net	ch net	dist net	ch net	dist net	ch net	dist net	ch net	dist net	ch net	dist net
Transk	406	382	98	386	23	-75	-16	351	23	0	-15	324	23	0	324	336	155	132	229	342	155	100	262
K	2193	2219	249	2259	307	58	40	2370	309	2	111	2387	365	56	2342	2468	527	162	2338	2821	527	224	2342
1	2431	2261	247	2296	278	31	77	2318	279	1	59	2467	335	56	2422	2500	433	98	2422	2590	489	168	2456
2	2545	2342	245	2256	298	53	-5	2306	297	-1	10	2314	297	0	2314	2467	451	154	2344	2516	451	112	2426
3	2452	2404	245	2310	261	16	-32	2273	263	2	17	2278	263	0	2278	2292	359	96	2215	2462	415	168	2328
4	2428	2368	196	2404	288	92	0	2335	286	-2	25	2279	286	0	2279	2289	378	92	2215	2320	373	107	2234
5	2376	2281	209	2267	337	128	-101	2309	245	-92	-95	2248	245	0	2248	2200	307	62	2150	2219	358	51	2178
6	2032	2198	432	2122	357	-75	-159	2101	418	61	-166	2279	421	3	2187	2134	424	3	2132	2103	424	0	2103
7	2011	1869	483	1915	557	74	-283	1861	670	113	-261	1897	809	139	1736	1975	800	-9	1982	1942	800	0	1942
8	2030	1998	397	1836	488	91	-33	1886	637	149	-29	1840	643	6	1835	1877	817	174	1738	1961	817	0	1961
9	1987	1937	331	1990	391	60	-8	1874	530	139	38	1915	638	128	1813	1892	649	-9	1899	1927	777	128	1825
10	1988	2012	330	1995	377	47	48	2018	406	29	28	1907	532	126	1806	1958	639	107	1872	1952	639	0	1952
11	1949	1996	267	2079	277	10	67	1978	368	91	-7	2047	385	17	2033	1941	500	115	1849	2007	602	102	1925
12	1902	1973	267	2092	297	-10	36	2023	383	96	-56	1969	372	19	1954	2038	336	-37	2068	1938	488	153	1816
Subtotals:	28730	28240	3996	28117	4496	500	-369	28003	5084	588	-341	28061	5634	550	27621	28366	6774	1140	27454	28800	7315	1313	27749.6
Pct Chg:	-1.7%	-0.4%	12.5%	-7.4%	-0.4%	13.1%	-58%	10.8%	10.8%	-1.4%	20.2%	20.2%	-0.6%	1.1%	1.1%	2.4%	2.4%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%
Projected Res Dev																							
Year:	2015	2016	2017	2018	2019	2020																	
Charter:	3996	4496	5084	5634	6774	7315																	
District:	28240	28117	28003	27621	27454	27750																	
Aggregate:	32236	32613	33087	33255	34228	35065																	
Agg Sans Res Dev:	32236	32613	33001	32999	33619	34325																	





DECISIONINSITE 
Enrollment Impact Specialists

101 Pacifica, Suite 380
Irvine CA 92618
(877) 204-1392

www.decisioninsite.com

RESIDENTIAL RESEARCH SUMMARY
Fall 2017

Prepared for:
West Contra Costa Unified School District



101 Pacifica, Suite 380
Irvine, CA

Submitted: November 21, 2017

West Contra Costa Unified School District

Residential Research Summary for 2018 Projections

Executive Summary

This Residential Research Summary report has been prepared for the West Contra Costa Unified School District based on information obtained from the local planning departments, as well as conversations with developers and sales offices in the area. (Please refer to the district map on the following page.) When putting together our list of future developments, we are interested only in the active, non-senior residential projects larger than 10 units. We believe this to be the most efficient way to build a picture of the district's future residential changes, since smaller projects generally have a negligible impact on the district. These active projects would include developments either currently under construction, those with active entitlements, or any proposed future projects.

DecisionInsite had compiled this research on November 21, 2017, when it had been anticipated that the district could potentially experience the construction of 4,279 new dwelling units over the next 10 years. Please note that the exact location of these new development projects will be refined as additional information is made available to the district.

New dwelling units are categorized into the following three (3) housing types:

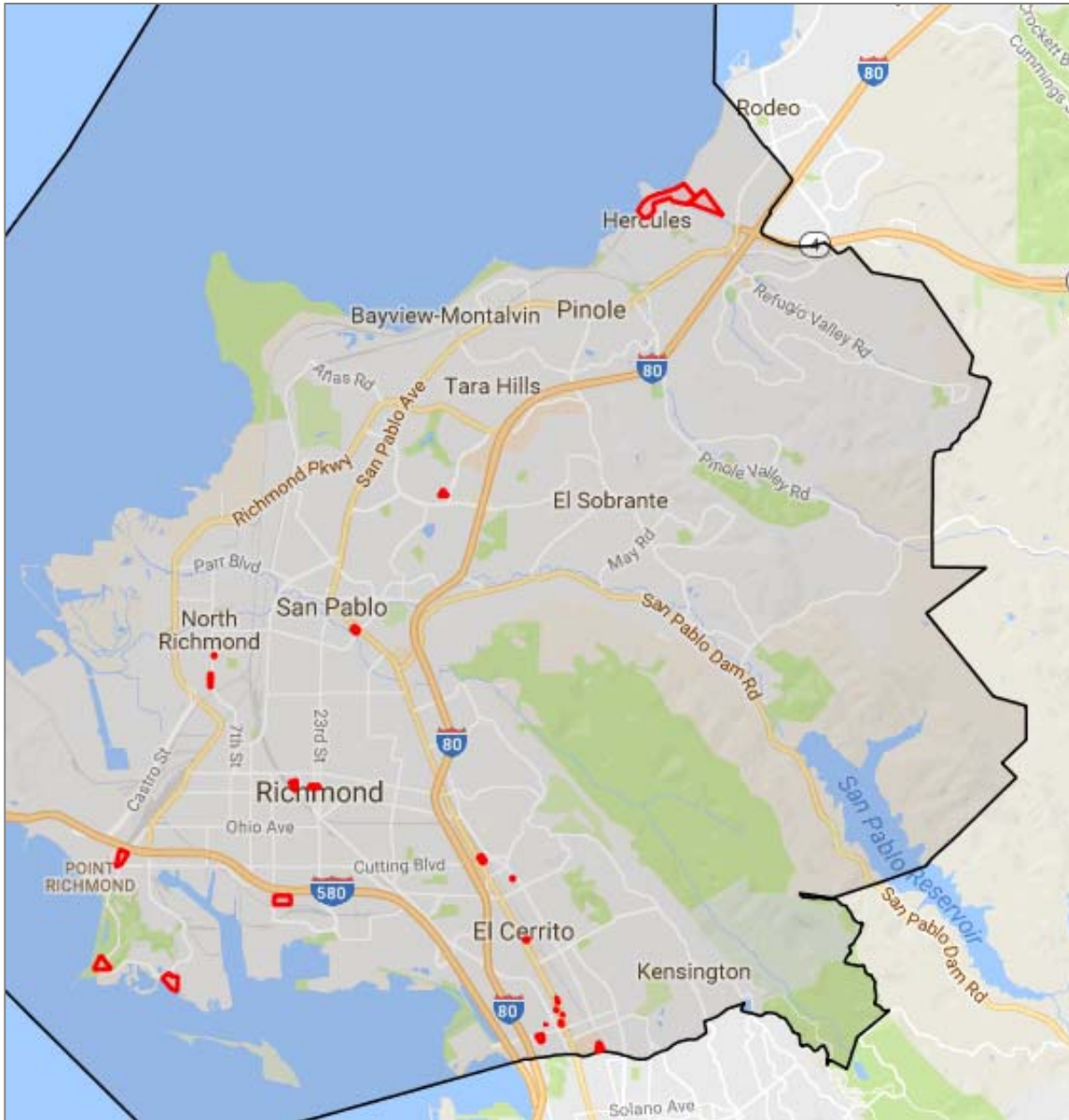
- **Single Family Detached (“SFD”)** – Units are stand-alone structures on their own lot with a unique Assessor’s parcel number.
- **Single Family Attached (“SFA”)** – Units share common walls, usually on both sides of the property, where each is assigned a unique Assessor’s parcel number (e.g., townhomes, condominiums, duplexes).
- **Multifamily (“MF”)** – Units share common walls in a building or structure designed to house several families in separate housing units. All units are on the same lot with one Assessor’s parcel number (e.g., apartments).

The following table distinguishes the proposed new dwelling units over the next 10 years by unit type. These totals are applied to the Moderate enrollment projections, and are based on the planner and developer’s estimated phasing and occupancy information. The totals applied to the Conservative enrollment projections are derived from the Moderate’s by assuming occupancies will occur over a longer period of time, which sometimes decreases the number of units anticipated to be occupied over the next 10 years. Please refer to Appendix A for more detailed information on the absorption of these units in the Moderate and Conservative Scenarios.

Table 1
New Dwelling Units by Unit Type

Unit Type	Total New Dwelling Units
Single Family Detached	253
Single Family Attached	3,285
Multifamily	741
Total	4,279

Map 1
New Residential Development Projects within
West Contra Costa Unified School District



Note: To discover more mapping features within the DecisionInsite System, please visit <http://decisioninsite.com>.

Student generation rates are determined for each product type for each school level: elementary, middle, and high school. The Moderate student generation rates are based on factors calculated for the district by Jack Schreder & Associates in its School Facilities Needs Analysis from December 2015. Please note that there had been no separate distinction for SFA units, so we have assumed that this product type would experience similar student generation rates as MF units. If the district would prefer to apply student generation rates from some other source, please advise us to use those assumptions. Table 2 below shows the Moderate student generation rates by unit type.

**Table 2
Moderate Student Generation Rates by Unit Type**

School Level	SFD Units	SFA/MF Units	Affordable SFA/MF Units
Elementary School (K-6)	0.321	0.079	0.402
Middle School (7-8)	0.048	0.000	0.106
High School (9-12)	0.083	0.056	0.235
Total	0.452	0.135	0.743

Typically, the Conservative rates are calculated as a slight adjustment down from the Moderate rates to anticipate a diminution in family size over an extended period of time. A full list of the student generation rates applied over the next 10 years within the Conservative and Moderate Scenarios is shown in Appendix B.

To calculate the projected student enrollment from these new dwelling units, the number of each unit type was multiplied by the appropriate student generation rates for each of the next 10 years. Furthermore, student matriculation is taken into account to accurately model the student impact over the Studies' 10-year timeframe. The results of these operations for both the Moderate and Conservative Studies are shown in Tables 3 and 4, respectively.

Table 3
Students Generated by Proposed Residential Development (Moderate)

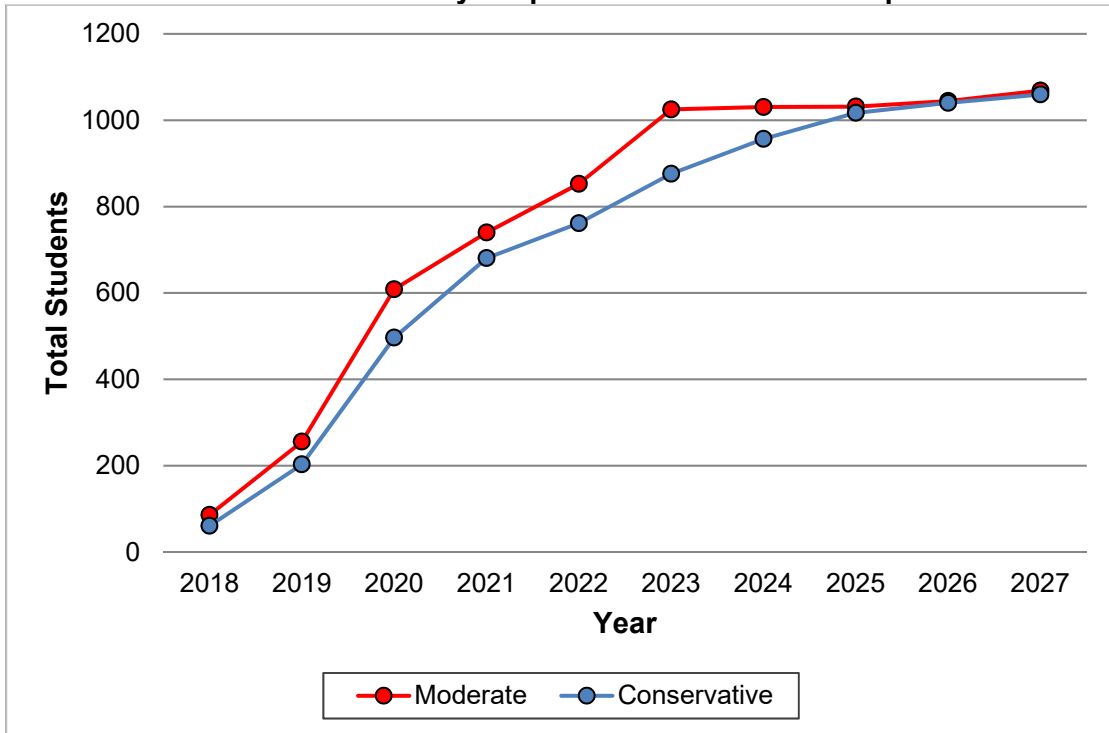
Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	9	22	51	61	71	86	86	86	86	86
1	10	24	55	62	72	88	86	86	86	86
2	9	24	55	66	73	88	88	86	86	86
3	9	23	53	65	76	88	88	88	86	86
4	8	21	50	63	74	90	88	88	88	86
5	7	19	45	58	70	86	90	88	88	88
6	6	17	40	52	65	81	86	90	88	88
7	4	19	39	40	52	65	81	86	90	88
8	3	14	36	39	41	52	65	81	86	90
9	6	19	46	50	52	62	52	65	81	86
10	6	22	51	60	64	73	62	52	65	81
11	6	22	54	65	73	85	73	62	52	65
12	2	11	33	59	70	81	85	73	62	52
Elementary:	58	149	349	426	501	607	612	612	608	606
Middle:	7	32	75	79	93	117	146	167	176	178
High:	21	74	184	235	259	301	272	252	260	285
Total:	86	256	609	740	853	1025	1031	1032	1044	1069

Table 4
Students Generated by Proposed Residential Development (Conservative)

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	6	18	42	57	64	74	81	86	86	86
1	7	20	45	59	65	76	82	86	86	86
2	7	20	45	61	66	76	83	87	87	86
3	6	18	44	60	68	77	83	87	87	87
4	6	17	41	58	67	78	83	87	88	87
5	5	15	37	53	63	75	83	87	87	88
6	5	14	33	47	58	71	80	87	87	87
7	3	14	32	39	48	58	71	80	87	87
8	2	10	28	37	39	48	58	71	80	87
9	4	15	37	46	45	52	56	64	71	80
10	4	17	42	54	54	58	61	62	64	71
11	4	17	44	59	63	67	66	66	63	64
12	1	9	26	50	62	67	70	68	67	63
Elementary:	41	122	287	396	451	526	575	606	609	608
Middle:	5	24	60	76	87	106	129	151	167	174
High:	15	58	149	209	223	244	253	260	265	278
Total:	61	203	496	681	762	876	957	1017	1040	1060

The students generated by proposed dwelling units within the Moderate and Conservative scenarios is shown in Graph 1 below. Furthermore, the projected numbers of students generated by project and studyblock are shown in Appendices C and D, respectively.

Graph 1
Students Generated by Proposed Residential Development



Appendix A
Absorption Information for Proposed Dwelling Units

Proposed Dwelling Units within West Contra Costa USD Residential Research Summary for 2018

Moderate Dwelling Unit Scenario

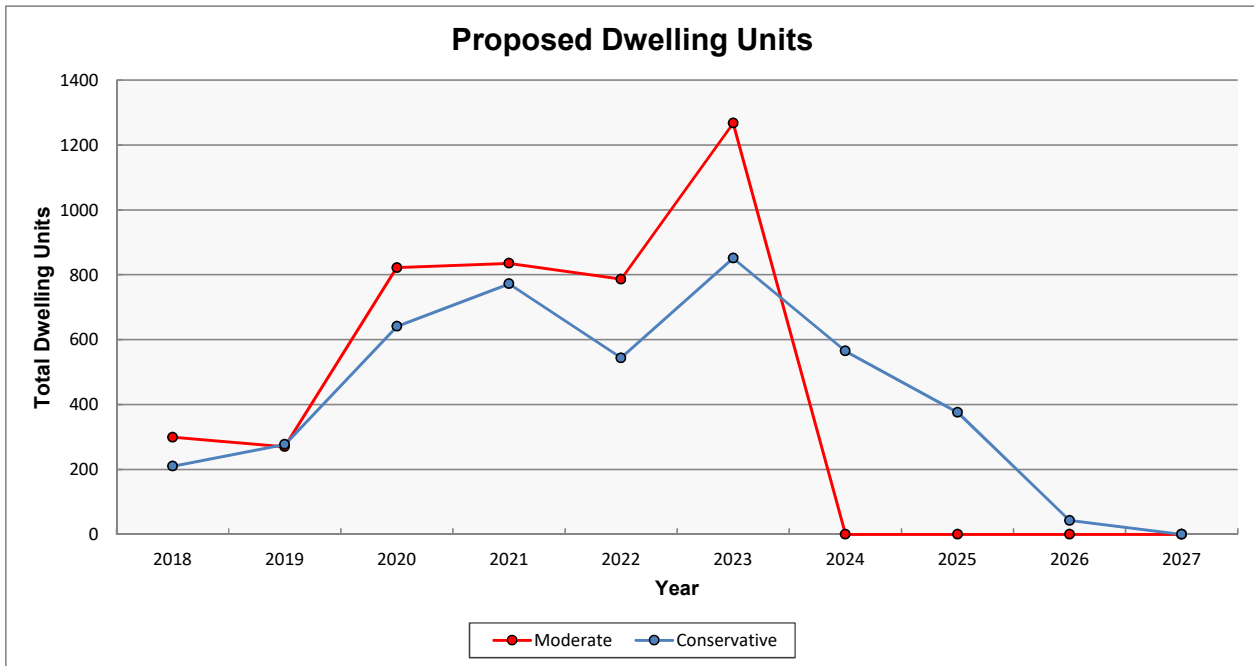
Project Name	DI System Label	Unit Type	Year (Expected Occupancy by October 1 of Year Indicated)									
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
			10135 San Pablo Ave	10135SnPb	MF	0	0	0	0	0	74	0
10192 San Pablo Ave	10192SnPb	MF	0	0	0	0	0	21	0	0	0	0
10290 San Pablo Ave	10290SnPb	MF	0	0	0	0	0	14	0	0	0	0
10300 San Pablo Ave	10300SnPb	MF	0	0	0	0	0	31	0	0	0	0
10810 San Pablo Ave	10810SnPb	MF	0	0	0	0	0	32	0	0	0	0
1715 Elm St	1715ElmSt	SFD	0	0	0	0	14	0	0	0	0	0
5828 El Dorado St	5828ElDrdo	SFA	0	0	0	0	27	0	0	0	0	0
Bay Walk/Mixed Use	BayWalk	SFA	0	0	98	0	0	0	0	0	0	0
Bay Walk/Mixed Use	BayWalk	SFD	0	0	95	0	0	0	0	0	0	0
Bottoms Project	BottomsPrj	SFA	0	0	60	0	0	0	0	0	0	0
Central Avenue Housing*	CentralAve	SFA	0	172	0	0	0	0	0	0	0	0
City Hall Site	CtyHllSite	MF	0	0	0	95	0	0	0	0	0	0
Creekside Walk	CreeksdWlk	SFA	128	0	0	0	0	0	0	0	0	0
Hercules Bayfront	HrclsBfrnt	SFA	0	0	0	672	677	683	0	0	0	0
Heritage Point*	HeritagePt	SFA	0	0	42	0	0	0	0	0	0	0
Hilltop Apartments	HilltopApt	MF	0	0	180	0	0	0	0	0	0	0
Legacy Townhomes*	LegacyTwnh	SFA	0	36	0	0	0	0	0	0	0	0
Mayfair Block	MayfairBlk	MF	0	0	0	0	0	233	0	0	0	0
Metro Walk Phase 2	MetroWalk2	SFA	0	0	0	0	0	99	0	0	0	0
Nevin Homes*	NevinHomes	SFA	0	0	289	0	0	0	0	0	0	0
Parcel C/Muir Pointe	PrclCMuirP	SFD	144	0	0	0	0	0	0	0	0	0
San Pablo Apartments	SnPbloApts	MF	0	0	0	0	0	34	0	0	0	0
Terminal One	TerminlOne	SFA	0	62	58	68	68	46	0	0	0	0
The Point Richmond	ThPntRchmd	MF	27	0	0	0	0	0	0	0	0	0
Total:			299	270	822	835	786	1267	0	0	0	0

Conservative Dwelling Unit Scenario

Project Name	DI System Label	Unit Type	Year (Expected Occupancy by October 1 of Year Indicated)									
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
			10135 San Pablo Ave	10135SnPb	MF	0	0	0	0	0	48	26
10192 San Pablo Ave	10192SnPb	MF	0	0	0	0	0	14	7	0	0	0
10290 San Pablo Ave	10290SnPb	MF	0	0	0	0	0	9	5	0	0	0
10300 San Pablo Ave	10300SnPb	MF	0	0	0	0	0	20	11	0	0	0
10810 San Pablo Ave	10810SnPb	MF	0	0	0	0	0	21	11	0	0	0
1715 Elm St	1715ElmSt	SFD	0	0	0	0	9	5	0	0	0	0
5828 El Dorado St	5828ElDrdo	SFA	0	0	0	0	18	9	0	0	0	0
Bay Walk/Mixed Use	BayWalk	SFA	0	0	69	29	0	0	0	0	0	0
Bay Walk/Mixed Use	BayWalk	SFD	0	0	67	28	0	0	0	0	0	0
Bottoms Project	BottomsPrj	SFA	0	0	42	18	0	0	0	0	0	0
Central Avenue Housing*	CentralAve	SFA	0	120	52	0	0	0	0	0	0	0
City Hall Site	CtyHllSite	MF	0	0	0	62	33	0	0	0	0	0
Creekside Walk	CreeksdWlk	SFA	90	38	0	0	0	0	0	0	0	0
Hercules Bayfront	HrclsBfrnt	SFA	0	0	0	437	440	444	342	342	27	0
Heritage Point*	HeritagePt	SFA	0	0	29	13	0	0	0	0	0	0
Hilltop Apartments	HilltopApt	MF	0	0	126	54	0	0	0	0	0	0
Legacy Townhomes*	LegacyTwnh	SFA	0	25	11	0	0	0	0	0	0	0
Mayfair Block	MayfairBlk	MF	0	0	0	0	0	151	82	0	0	0
Metro Walk Phase 2	MetroWalk2	SFA	0	0	0	0	0	64	35	0	0	0
Nevin Homes*	NevinHomes	SFA	0	0	202	87	0	0	0	0	0	0
Parcel C/Muir Pointe	PrclCMuirP	SFD	101	43	0	0	0	0	0	0	0	0
San Pablo Apartments	SnPbloApts	MF	0	0	0	0	0	22	12	0	0	0
Terminal One	TerminlOne	SFA	0	43	43	44	44	44	34	34	16	0
The Point Richmond	ThPntRchmd	MF	19	8	0	0	0	0	0	0	0	0
Total:			210	277	641	772	544	851	565	376	43	0

Note: Developments listed with "*" have been identified as affordable housing, and therefore have adjusted student generation rate assumptions applied based on calculations prepared for the district by Jack Schreder & Associates in its School Facilities Needs Analysis ("SFNA") dated December 2015.

Proposed Dwelling Units within West Contra Costa USD Residential Research Summary for 2018



Note:

The Moderate Scenario's unit absorption and totals are based on information garnered from developers and/or planning agency approvals. The data shown in the Conservative Scenario are derived from the Moderate's by assuming occupancies will occur over a longer period of time. Because of this, the unit totals in the Conservative Scenario may be less than those of the Moderate if they are pushed out beyond the next 10 years. Similarly because of these adjustments, it may also be possible for the annual number totals of the Conservative Scenario to exceed those of the Moderate.

Appendix B
Student Generation Rates Assumptions

**West Contra Costa USD
Student Generation Rate Assumptions**

Moderate Student Generation Rates

Type	Level	Year									
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
SFD	E	0.32	0.32	0.32	0.32	0.32	0.32	0.32	0.32	0.32	0.32
SFD	M	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05
SFD	H	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08
SFA/MF	E	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08
SFA/MF	M	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SFA/MF	H	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06
Affordable SFA/MF	E	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40
Affordable SFA/MF	M	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11
Affordable SFA/MF	H	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24

Conservative Student Generation Rates

Type	Level	Year									
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
SFD	E	0.32	0.32	0.32	0.31	0.31	0.31	0.31	0.31	0.31	0.30
SFD	M	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05
SFD	H	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08
SFA/MF	E	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08
SFA/MF	M	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SFA/MF	H	0.06	0.06	0.06	0.05	0.05	0.05	0.05	0.05	0.05	0.05
Affordable SFA/MF	E	0.40	0.40	0.40	0.39	0.39	0.39	0.39	0.39	0.39	0.38
Affordable SFA/MF	M	0.11	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10
Affordable SFA/MF	H	0.24	0.23	0.23	0.23	0.23	0.23	0.23	0.23	0.23	0.22

Note:

Student generation rate assumptions based on factors calculated for the district by Jack Schreder & Associates in its School Facilities Needs Analysis from December 2015. Please note that there had been no separate distinction for SFA units, so we have assumed that this product type would experience similar student generation rates as MF units.

The Conservative rates are calculated as a slight adjustment down from the Moderate rates to anticipate a diminution in family size over an extended period of time.

Appendix C
Students Generated by Project

**West Contra Costa USD
Students Generated by Project**

Moderate Dwelling Unit Scenario

10135 San Pablo Ave (227327 Frmnt)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	1	1	1	1	1
1	0	0	0	0	0	1	1	1	1	1
2	0	0	0	0	0	1	1	1	1	1
3	0	0	0	0	0	1	1	1	1	1
4	0	0	0	0	0	1	1	1	1	1
5	0	0	0	0	0	1	1	1	1	1
6	0	0	0	0	0	1	1	1	1	1
7	0	0	0	0	0	0	1	1	1	1
8	0	0	0	0	0	0	0	1	1	1
9	0	0	0	0	0	1	0	0	1	1
10	0	0	0	0	0	1	1	0	0	1
11	0	0	0	0	0	1	1	1	0	0
12	0	0	0	0	0	0	1	1	1	0
Elementary	0	0	0	0	0	6	6	6	6	6
Middle	0	0	0	0	0	0	1	1	2	2
High	0	0	0	0	0	4	4	2	2	1
Total	0	0	0	0	0	10	10	10	10	9

10192 San Pablo Ave (227327 Frmnt)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
Elementary	0	0	0	0	0	2	2	2	2	2
Middle	0	0	0	0	0	0	0	0	0	0
High	0	0	0	0	0	1	1	1	1	0
Total	0	0	0	0	0	3	3	3	3	3

10290 San Pablo Ave (227327 Frmnt)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
Elementary	0	0	0	0	0	1	1	1	1	1
Middle	0	0	0	0	0	0	0	0	0	0
High	0	0	0	0	0	1	1	0	0	0
Total	0	0	0	0	0	2	2	2	2	2

10300 San Pablo Ave (227327 Frmnt)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	1	0	0	0	0
10	0	0	0	0	0	1	1	0	0	0
11	0	0	0	0	0	1	1	1	0	0
12	0	0	0	0	0	0	1	1	1	0
Elementary	0	0	0	0	0	2	3	3	3	3
Middle	0	0	0	0	0	0	0	1	1	1
High	0	0	0	0	0	2	2	1	1	1
Total	0	0	0	0	0	4	4	4	4	4

Conservative Dwelling Unit Scenario

10135 San Pablo Ave (227327 Frmnt)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	1	1	1	1	1
1	0	0	0	0	0	1	1	1	1	1
2	0	0	0	0	0	1	1	1	1	1
3	0	0	0	0	0	1	1	1	1	1
4	0	0	0	0	0	1	1	1	1	1
5	0	0	0	0	0	0	1	1	1	1
6	0	0	0	0	0	0	0	1	1	1
7	0	0	0	0	0	0	0	1	1	1
8	0	0	0	0	0	0	0	0	1	1
9	0	0	0	0	0	1	0	0	0	1
10	0	0	0	0	0	1	1	0	0	0
11	0	0	0	0	0	1	1	1	0	0
12	0	0	0	0	0	0	0	1	1	0
Elementary	0	0	0	0	0	4	6	6	6	6
Middle	0	0	0	0	0	0	0	1	1	2
High	0	0	0	0	0	2	3	3	2	2
Total	0	0	0	0	0	6	10	10	10	10

10192 San Pablo Ave (227327 Frmnt)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
Elementary	0	0	0	0	0	1	2	2	2	2
Middle	0	0	0	0	0	0	0	0	0	0
High	0	0	0	0	0	1	1	1	1	0
Total	0	0	0	0	0	2	3	3	3	3

10290 San Pablo Ave (227327 Frmnt)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
Elementary	0	0	0	0	0	1	1	1	1	1
Middle	0	0	0	0	0	0	0	0	0	0
High	0	0	0	0	0	0	1	0	0	0
Total	0	0	0	0	0	1	2	2	2	2

10300 San Pablo Ave (227327 Frmnt)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
Elementary	0	0	0	0	0	2	3	3	3	3
Middle	0	0	0	0	0	0	0	0	1	1
High	0	0	0	0	0	1	1	1	1	1
Total	0	0	0	0	0	3	4	4	4	4

West Contra Costa USD
Students Generated by Project

Moderate Dwelling Unit Scenario

10810 San Pablo Ave (227327 Fmmt)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	0	0	0	0	0	0	0	
2	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	
9	0	0	0	0	0	1	0	0	0	0	
10	0	0	0	0	0	1	1	0	0	0	
11	0	0	0	0	0	1	1	1	0	0	
12	0	0	0	0	0	0	1	1	1	0	
Elementary	0	0	0	0	0	3	3	3	3	3	
Middle	0	0	0	0	0	0	0	1	1	1	
High	0	0	0	0	0	2	2	1	1	1	
Total	0	0	0	0	0	4	5	4	4	4	

1715 Elm St (227337 Madera)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	0	0	1	1	1	1	1	1	
1	0	0	0	0	1	1	1	1	1	1	
2	0	0	0	0	1	1	1	1	1	1	
3	0	0	0	0	1	1	1	1	1	1	
4	0	0	0	0	1	1	1	1	1	1	
5	0	0	0	0	1	1	1	1	1	1	
6	0	0	0	0	0	1	1	1	1	1	
7	0	0	0	0	0	0	1	1	1	1	
8	0	0	0	0	0	0	0	1	1	1	
9	0	0	0	0	0	0	0	0	1	1	
10	0	0	0	0	0	0	0	0	0	1	
11	0	0	0	0	0	0	0	0	0	0	
12	0	0	0	0	0	0	0	0	0	0	
Elementary	0	0	0	0	4	5	5	5	5	5	
Middle	0	0	0	0	1	1	1	1	1	1	
High	0	0	0	0	1	1	1	2	2	2	
Total	0	0	0	0	6	7	7	8	8	8	

5828 El Dorado St (227327 Fmmt)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	0	0	0	0	0	0	0	
2	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	
9	0	0	0	0	0	0	0	0	0	0	
10	0	0	0	0	0	0	0	0	0	0	
11	0	0	0	0	0	0	0	0	0	0	
12	0	0	0	0	0	0	0	0	0	0	
Elementary	0	0	0	0	2	2	2	2	2	2	
Middle	0	0	0	0	0	0	0	1	1	1	
High	0	0	0	0	2	1	1	1	0	1	
Total	0	0	0	0	4	4	4	4	3	4	

Bay Walk/Mixed Use (227353 Wshngtn)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	6	6	6	6	6	6	6	6	
1	0	0	7	6	6	6	6	6	6	6	
2	0	0	6	7	6	6	6	6	6	6	
3	0	0	6	6	7	6	6	6	6	6	
4	0	0	5	6	6	7	6	6	6	6	
5	0	0	5	5	6	6	7	6	6	6	
6	0	0	4	5	5	6	6	7	6	6	
7	0	0	3	4	5	5	6	6	7	6	
8	0	0	2	3	4	5	5	6	6	7	
9	0	0	4	2	3	4	5	5	6	6	
10	0	0	4	4	2	3	4	5	5	6	
11	0	0	4	4	4	2	3	4	5	5	
12	0	0	1	4	4	4	2	3	4	5	
Elementary	0	0	38	40	41	41	41	41	40	40	
Middle	0	0	5	7	9	10	11	12	13	12	
High	0	0	13	14	13	13	13	17	20	22	
Total	0	0	56	61	62	64	66	69	73	74	

Conservative Dwelling Unit Scenario

10810 San Pablo Ave (227327 Fmmt)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	0	0	0	0	0	0	0	
2	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	
9	0	0	0	0	0	0	0	0	0	0	
10	0	0	0	0	0	0	0	0	0	0	
11	0	0	0	0	0	0	0	0	0	0	
12	0	0	0	0	0	0	0	0	0	0	
Elementary	0	0	0	0	0	2	3	3	3	3	
Middle	0	0	0	0	0	0	0	0	1	1	
High	0	0	0	0	0	1	1	1	1	1	
Total	0	0	0	0	0	3	4	4	4	4	

1715 Elm St (227337 Madera)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	0	0	0	1	1	1	1	1	
1	0	0	0	0	0	1	1	1	1	1	
2	0	0	0	0	0	1	1	1	1	1	
3	0	0	0	0	0	1	1	1	1	1	
4	0	0	0	0	0	1	1	1	1	1	
5	0	0	0	0	0	1	1	1	1	1	
6	0	0	0	0	0	1	1	1	1	1	
7	0	0	0	0	0	0	1	1	1	1	
8	0	0	0	0	0	0	0	1	1	1	
9	0	0	0	0	0	0	0	0	1	1	
10	0	0	0	0	0	0	0	0	0	1	
11	0	0	0	0	0	0	0	0	0	0	
12	0	0	0	0	0	0	0	0	0	0	
Elementary	0	0	0	0	0	3	4	5	5	5	
Middle	0	0	0	0	0	1	1	1	1	1	
High	0	0	0	0	0	1	1	1	2	2	
Total	0	0	0	0	0	4	7	7	8	8	

5828 El Dorado St (227327 Fmmt)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	0	0	0	0	0	0	0	
2	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	
9	0	0	0	0	0	0	0	0	0	0	
10	0	0	0	0	0	0	0	0	0	0	
11	0	0	0	0	0	0	0	0	0	0	
12	0	0	0	0	0	0	0	0	0	0	
Elementary	0	0	0	0	1	2	2	2	2	2	
Middle	0	0	0	0	0	0	0	1	1	1	
High	0	0	0	0	1	1	1	1	1	1	
Total	0	0	0	0	2	4	4	4	3	4	

Bay Walk/Mixed Use (227353 Wshngtn)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	4	6	6	6	6	6	6	6	
1	0	0	5	6	6	6	6	6	6	6	
2	0	0	4	6	6	6	6	6	6	6	
3	0	0	4	6	6	6	6	6	6	6	
4	0	0	4	6	6	6	6	6	6	6	
5	0	0	3	5	6	6	6	6	6	6	
6	0	0	3	4	5	6	6	6	6	6	
7	0	0	2	4	4	5	6	6	6	6	
8	0	0	2	2	4	4	5	6	6	6	
9	0	0	3	3	2	4	4	5	6	6	
10	0	0	3	4	3	2	4	4	5	6	
11	0	0	3	4	4	3	2	4	4	5	
12	0	0	1	3	4	4	3	2	4	4	
Elementary	0	0	27	39	40	41	41	41	40	40	
Middle	0	0	3	6	8	10	11	12	12	12	
High	0	0	10	14	13	13	13	16	19	21	
Total	0	0	40	59	61	63	65	68	71	73	

**West Contra Costa USD
Students Generated by Project**

Moderate Dwelling Unit Scenario

Bottoms Project (227353 Wshngtn)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027		
K	0	0	1	1	1	1	1	1	1	1	1	1
1	0	0	1	1	1	1	1	1	1	1	1	1
2	0	0	1	1	1	1	1	1	1	1	1	1
3	0	0	1	1	1	1	1	1	1	1	1	1
4	0	0	1	1	1	1	1	1	1	1	1	1
5	0	0	1	1	1	1	1	1	1	1	1	1
6	0	0	1	1	1	1	1	1	1	1	1	1
7	0	0	0	1	1	1	1	1	1	1	1	1
8	0	0	0	0	1	1	1	1	1	1	1	1
9	0	0	1	0	0	1	1	1	1	1	1	1
10	0	0	1	1	0	0	1	1	1	1	1	1
11	0	0	1	1	1	0	0	1	1	1	1	1
12	0	0	0	1	1	1	0	0	1	1	1	1
Elementary	0	0	5	5	5	5	5	5	5	5	5	5
Middle	0	0	0	1	1	1	1	1	2	2	2	2
High	0	0	3	3	2	2	1	2	2	3	3	3
Total	0	0	8	8	8	8	8	8	9	9	9	9

Central Avenue Housing (227331 Hrdng)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027		
K	0	10	10	10	10	10	10	10	10	10	10	10
1	0	12	10	10	10	10	10	10	10	10	10	10
2	0	11	12	10	10	10	10	10	10	10	10	10
3	0	10	11	12	10	10	10	10	10	10	10	10
4	0	10	10	11	12	10	10	10	10	10	10	10
5	0	8	10	10	11	12	10	10	10	10	10	10
6	0	8	8	10	10	11	12	10	10	10	10	10
7	0	10	8	8	10	10	11	12	10	10	10	10
8	0	8	10	8	8	10	10	11	12	10	10	10
9	0	12	8	10	8	8	10	10	11	12	10	10
10	0	12	12	8	10	8	8	10	10	11	11	11
11	0	12	12	12	8	10	8	8	10	10	10	10
12	0	4	12	12	12	8	10	8	8	8	10	10
Elementary	0	69	72	74	75	75	74	73	73	73	73	73
Middle	0	18	18	16	18	20	21	23	22	21	21	21
High	0	40	45	42	38	34	36	36	39	43	43	43
Total	0	128	134	132	131	129	131	131	134	136	136	136

City Hall Site (227328 Ford)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027		
K	0	0	0	1	1	1	1	1	1	1	1	1
1	0	0	0	1	1	1	1	1	1	1	1	1
2	0	0	0	1	1	1	1	1	1	1	1	1
3	0	0	0	1	1	1	1	1	1	1	1	1
4	0	0	0	1	1	1	1	1	1	1	1	1
5	0	0	0	1	1	1	1	1	1	1	1	1
6	0	0	0	1	1	1	1	1	1	1	1	1
7	0	0	0	0	1	1	1	1	1	1	1	1
8	0	0	0	0	0	1	1	1	1	1	1	1
9	0	0	0	2	0	0	1	1	1	1	1	1
10	0	0	0	2	2	0	0	1	1	1	1	1
11	0	0	0	2	2	2	0	0	1	1	1	1
12	0	0	0	1	2	2	2	0	0	0	1	1
Elementary	0	0	0	8	8	8	8	8	8	8	8	8
Middle	0	0	0	0	1	2	2	2	2	2	2	2
High	0	0	0	5	5	3	2	2	2	3	4	4
Total	0	0	0	13	13	13	12	12	13	14	14	14

Creekside Walk (227331 Hrdng)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027		
K	2	2	2	2	2	2	2	2	2	2	2	2
1	2	2	2	2	2	2	2	2	2	2	2	2
2	2	2	2	2	2	2	2	2	2	2	2	2
3	2	2	2	2	2	2	2	2	2	2	2	2
4	1	2	2	2	2	2	2	2	2	2	2	2
5	1	1	2	2	2	2	2	2	2	2	2	2
6	1	1	1	2	2	2	2	2	2	2	2	2
7	0	1	1	1	2	2	2	2	2	2	2	2
8	0	0	1	1	1	2	2	2	2	2	2	2
9	2	0	0	1	1	1	2	2	2	2	2	2
10	2	2	0	0	1	1	1	2	2	2	2	2
11	2	2	2	0	0	1	1	1	1	2	2	2
12	1	2	2	2	0	0	1	1	1	1	2	2
Elementary	10	11	11	11	11	11	11	11	11	11	11	11
Middle	0	1	2	3	3	3	3	3	3	3	3	3
High	7	6	4	3	2	4	5	6	6	6	6	6
Total	17	18	17	17	16	18	19	20	20	20	20	20

Conservative Dwelling Unit Scenario

Bottoms Project (227353 Wshngtn)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027		
K	0	0	1	1	1	1	1	1	1	1	1	1
1	0	0	1	1	1	1	1	1	1	1	1	1
2	0	0	1	1	1	1	1	1	1	1	1	1
3	0	0	1	1	1	1	1	1	1	1	1	1
4	0	0	0	1	1	1	1	1	1	1	1	1
5	0	0	0	1	1	1	1	1	1	1	1	1
6	0	0	0	1	1	1	1	1	1	1	1	1
7	0	0	0	0	1	1	1	1	1	1	1	1
8	0	0	0	0	0	1	1	1	1	1	1	1
9	0	0	1	0	0	0	1	1	1	1	1	1
10	0	0	1	1	0	0	0	1	1	1	1	1
11	0	0	1	1	1	0	0	0	1	1	1	1
12	0	0	0	1	1	1	0	0	0	1	1	1
Elementary	0	0	3	5	5	5	5	5	5	5	5	5
Middle	0	0	0	0	1	1	1	1	1	2	2	2
High	0	0	3	3	2	2	2	1	2	2	3	3
Total	0	0	6	8	8	8	8	8	8	9	9	9

Central Avenue Housing (227331 Hrdng)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027		
K	0	7	10	10	10	10	10	10	10	10	10	10
1	0	8	11	10	10	10	10	10	10	10	10	10
2	0	8	11	11	10	10	10	10	10	10	10	10
3	0	7	11	11	11	10	10	10	10	10	10	10
4	0	7	10	11	11	11	10	10	10	10	10	10
5	0	6	9	10	11	11	11	10	10	10	10	10
6	0	5	8	9	10	11	11	11	10	10	10	10
7	0	7	8	8	9	10	11	11	11	11	11	11
8	0	5	9	8	8	9	10	11	11	11	11	11
9	0	8	9	9	8	8	9	10	11	11	11	11
10	0	8	12	9	9	8	8	9	10	11	11	11
11	0	8	12	12	9	9	8	8	9	10	11	11
12	0	3	9	12	12	9	9	8	8	8	9	9
Elementary	0	48	71	73	74	74	74	73	72	72	72	72
Middle	0	12	17	16	17	19	21	22	22	21	21	21
High	0	28	42	42	38	34	34	36	38	42	42	42
Total	0	88	130	131	129	128	129	130	133	135	135	135

City Hall Site (227328 Ford)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027		
K	0	0	0	1	1	1	1	1	1	1	1	1
1	0	0	0	1	1	1	1	1	1	1	1	1
2	0	0	0	1	1	1	1	1	1	1	1	1
3	0	0	0	1	1	1	1	1	1	1	1	1
4	0	0	0	1	1	1	1	1	1	1	1	1
5	0	0	0	1	1	1	1	1	1	1	1	1
6	0	0	0	1	1	1	1	1	1	1	1	1
7	0	0	0	0	1	1	1	1	1	1	1	1
8	0	0	0	0	0	1	1	1	1	1	1	1
9	0	0	0	1	0	0	1	1	1	1	1	1
10	0	0	0	1	1	0	0	1	1	1	1	1
11	0	0	0	1	1	1	0	0	1	1	1	1
12	0	0	0	0	1	1	1	0	0	0	1	1
Elementary	0	0	0	5	8	8	8	8	8	8	8	8
Middle	0	0	0	0	1	1	1	2	2	2	2	2
High	0	0	0	3	4	3	2	2	2	2	4	4
Total	0	0										

West Contra Costa USD
Students Generated by Project

Moderate Dwelling Unit Scenario

Hercules Bayfront (227343 Ohlone)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2027	
K	0	0	0	8	16	24	24	24	24	24	24	24
1	0	0	0	9	17	25	24	24	24	24	24	24
2	0	0	0	8	18	26	25	24	24	24	24	24
3	0	0	0	8	17	26	26	25	24	24	24	24
4	0	0	0	7	15	24	26	26	25	24	24	24
5	0	0	0	6	14	22	24	26	26	25	25	25
6	0	0	0	6	12	20	22	24	26	26	25	25
7	0	0	0	6	12	20	22	24	24	26	26	25
8	0	0	0	0	6	12	20	22	24	26	26	25
9	0	0	0	11	11	11	6	12	20	22	24	26
10	0	0	0	11	23	23	11	6	12	20	22	24
11	0	0	0	11	23	34	23	11	6	12	20	22
12	0	0	0	4	15	26	34	23	11	6	12	20
Elementary	0	0	0	53	109	166	171	173	173	173	171	171
Middle	0	0	0	0	6	18	32	42	46	50	50	50
High	0	0	0	38	72	95	74	52	49	60	60	60
Total	0	0	0	91	186	279	277	267	268	281	281	281

Heritage Point (227352 Verde)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2027	
K	0	0	3	3	3	3	3	3	3	3	3	3
1	0	0	3	3	3	3	3	3	3	3	3	3
2	0	0	3	3	3	3	3	3	3	3	3	3
3	0	0	3	3	3	3	3	3	3	3	3	3
4	0	0	2	3	3	3	3	3	3	3	3	3
5	0	0	2	2	3	3	3	3	3	3	3	3
6	0	0	2	2	2	3	3	3	3	3	3	3
7	0	0	2	2	2	2	3	3	3	3	3	3
8	0	0	2	2	2	2	2	3	3	3	3	3
9	0	0	3	2	2	2	2	2	3	3	3	3
10	0	0	3	3	2	2	2	2	2	3	3	3
11	0	0	3	3	3	2	2	2	2	2	2	2
12	0	0	1	3	3	3	2	2	2	2	2	2
Elementary	0	0	17	18	18	18	18	18	18	18	18	18
Middle	0	0	4	4	4	4	5	5	6	6	6	6
High	0	0	10	11	10	9	8	9	9	10	10	10
Total	0	0	31	33	32	32	31	32	32	33	33	33

Hilltop Apartments (227326 Hghlnd)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2027	
K	0	0	2	2	2	2	2	2	2	2	2	2
1	0	0	2	2	2	2	2	2	2	2	2	2
2	0	0	2	2	2	2	2	2	2	2	2	2
3	0	0	2	2	2	2	2	2	2	2	2	2
4	0	0	2	2	2	2	2	2	2	2	2	2
5	0	0	2	2	2	2	2	2	2	2	2	2
6	0	0	2	2	2	2	2	2	2	2	2	2
7	0	0	0	2	2	2	2	2	2	2	2	2
8	0	0	0	2	2	2	2	2	2	2	2	2
9	0	0	3	0	2	2	2	2	2	2	2	2
10	0	0	3	3	0	0	2	2	2	2	2	2
11	0	0	3	3	3	0	0	2	2	2	2	2
12	0	0	1	3	3	3	0	0	2	2	2	2
Elementary	0	0	14	15	15	15	15	15	15	15	15	15
Middle	0	0	0	2	3	4	4	4	5	5	5	5
High	0	0	10	9	6	5	3	5	7	8	8	8
Total	0	0	24	25	25	24	23	25	27	28	28	28

Legacy Townhomes (227352 Verde)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2027	
K	0	2	2	2	2	2	2	2	2	2	2	2
1	0	2	2	2	2	2	2	2	2	2	2	2
2	0	2	2	2	2	2	2	2	2	2	2	2
3	0	2	2	2	2	2	2	2	2	2	2	2
4	0	2	2	2	2	2	2	2	2	2	2	2
5	0	2	2	2	2	2	2	2	2	2	2	2
6	0	2	2	2	2	2	2	2	2	2	2	2
7	0	2	2	2	2	2	2	2	2	2	2	2
8	0	2	2	2	2	2	2	2	2	2	2	2
9	0	3	2	2	2	2	2	2	2	2	2	2
10	0	3	3	2	2	2	2	2	2	2	2	2
11	0	3	3	3	2	2	2	2	2	2	2	2
12	0	1	3	3	3	2	2	2	2	2	2	2
Elementary	0	14	15	15	16	16	15	15	15	15	15	15
Middle	0	4	4	3	4	4	4	5	5	4	4	4
High	0	8	9	9	8	7	7	8	8	9	9	9
Total	0	27	28	28	27	27	27	27	28	29	29	29

Conservative Dwelling Unit Scenario

Hercules Bayfront (227343 Ohlone)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2027	
K	0	0	0	5	11	16	20	24	24	24	24	24
1	0	0	0	6	11	17	21	25	24	24	24	24
2	0	0	0	6	12	17	21	25	25	24	24	24
3	0	0	0	5	11	17	21	25	25	25	25	25
4	0	0	0	5	10	16	21	25	25	25	25	25
5	0	0	0	4	9	14	19	24	25	25	25	25
6	0	0	0	4	8	13	17	22	24	25	25	25
7	0	0	0	4	8	13	17	22	24	25	25	25
8	0	0	0	4	8	13	17	22	24	25	25	25
9	0	0	0	7	7	7	9	13	13	17	17	17
10	0	0	0	7	13	13	12	14	14	13	13	13
11	0	0	0	7	13	20	18	17	15	14	14	14
12	0	0	0	2	9	15	22	20	17	15	15	15
Elementary	0	0	0	35	72	110	140	170	174	174	174	174
Middle	0	0	0	0	4	12	21	30	40	46	46	46
High	0	0	0	22	42	55	61	64	59	59	59	59
Total	0	0	0	57	117	177	221	264	272	279	279	279

Heritage Point (227352 Verde)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2027	
K	0	0	2	3	3	3	3	3	3	3	3	3
1	0	0	2	3	3	3	3	3	3	3	3	3
2	0	0	2	3	3	3	3	3	3	3	3	3
3	0	0	2	3	3	3	3	3	3	3	3	3
4	0	0	2	2	3	3	3	3	3	3	3	3
5	0	0	1	2	2	3	3	3	3	3	3	3
6	0	0	1	2	2	2	3	3	3	3	3	3
7	0	0	2	2	2	2	2	3	3	3	3	3
8	0	0	1	2	2	2	2	2	3	3	3	3
9	0	0	2	2	2	2	2	2	2	3	3	3
10	0	0	2	3	2	2	2	2	2	2	2	2
11	0	0	2	3	3	2	2	2	2	2	2	2
12	0	0	1	2	3	3	2	2	2	2	2	2
Elementary	0	0	12	17	18	18	18	18	18	18	18	18
Middle	0	0	3	4	4	4	5	5	5	5	5	5
High	0	0	7	10	10	9	8	8	9	9	9	9
Total	0	0	21	32	32	31	31	31	31	32	32	32

Hilltop Apartments (227326 Hghlnd)

Grade	Year											
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2027	
K	0	0	2	2	2	2	2	2	2	2	2	2
1	0	0	2	2	2	2	2	2	2	2	2	2
2	0	0	2	2	2	2	2	2	2	2	2	2
3	0	0	2	2	2	2	2	2	2	2	2	2
4	0	0	1	2	2	2	2	2	2	2	2	2
5	0	0	1	2	2	2	2	2	2	2	2	2
6	0	0	1	2	2	2	2	2	2	2	2	2
7	0	0	0	1	2	2	2	2	2	2	2	2
8	0	0	0	1	2	2	2	2	2	2	2	2
9	0	0	2	1	0	1	2	2	2	2	2	2
10	0	0	2	3	1	0	1	2	2	2	2	2
11	0	0	2	3	3	1	0	1	2	2	2	2
12	0	0	1	3	3	3	1	0	1	2	2	2
Elementary	0	0	10	15	15	16	16	15	15	15	15	15
Middle	0	0	0	1	3	4	4	4	5	5	5	5
High	0	0	8	10	7	5	4	4	5	7		

**West Contra Costa USD
Students Generated by Project**

Moderate Dwelling Unit Scenario

Mayfair Block (227337 Madera)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	3	3	3	3	3
1	0	0	0	0	0	3	3	3	3	3
2	0	0	0	0	0	3	3	3	3	3
3	0	0	0	0	0	3	3	3	3	3
4	0	0	0	0	0	3	3	3	3	3
5	0	0	0	0	0	2	3	3	3	3
6	0	0	0	0	0	2	2	3	3	3
7	0	0	0	0	0	0	2	2	3	3
8	0	0	0	0	0	0	0	2	2	3
9	0	0	0	0	0	4	0	0	2	2
10	0	0	0	0	0	4	4	0	0	2
11	0	0	0	0	0	4	4	4	0	0
12	0	0	0	0	0	1	4	4	4	0
Elementary	0	0	0	0	0	18	19	20	20	20
Middle	0	0	0	0	0	0	2	4	5	5
High	0	0	0	0	0	13	12	8	6	4
Total	0	0	0	0	0	31	33	32	31	29

Metro Walk Phase 2 (227329 Grant)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	1	1	1	1	1
1	0	0	0	0	0	1	1	1	1	1
2	0	0	0	0	0	1	1	1	1	1
3	0	0	0	0	0	1	1	1	1	1
4	0	0	0	0	0	1	1	1	1	1
5	0	0	0	0	0	1	1	1	1	1
6	0	0	0	0	0	1	1	1	1	1
7	0	0	0	0	0	0	1	1	1	1
8	0	0	0	0	0	0	0	1	1	1
9	0	0	0	0	0	2	0	0	1	1
10	0	0	0	0	0	2	2	0	0	1
11	0	0	0	0	0	2	2	2	0	0
12	0	0	0	0	0	1	2	2	2	0
Elementary	0	0	0	0	0	8	8	8	8	8
Middle	0	0	0	0	0	0	1	2	2	2
High	0	0	0	0	0	6	5	3	3	2
Total	0	0	0	0	0	13	14	13	13	13

Nevin Homes (227329 Grant)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	17	17	17	17	17	17	17	17
1	0	0	20	17	17	17	17	17	17	17
2	0	0	19	20	17	17	17	17	17	17
3	0	0	17	19	20	17	17	17	17	17
4	0	0	16	17	19	20	17	17	17	17
5	0	0	14	16	17	19	20	17	17	17
6	0	0	13	14	16	17	19	20	17	17
7	0	0	17	13	14	16	17	19	20	17
8	0	0	14	17	13	14	16	17	19	20
9	0	0	20	14	17	13	14	16	17	19
10	0	0	20	20	14	17	13	14	16	17
11	0	0	20	20	20	14	17	13	14	16
12	0	0	7	20	20	14	17	13	14	14
Elementary	0	0	116	121	124	125	125	124	122	122
Middle	0	0	31	30	27	30	34	36	38	37
High	0	0	68	75	71	64	57	60	60	66
Total	0	0	215	225	222	219	217	220	221	225

Parcel C/Muir Pointe (227330 LupineH)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	7	7	7	7	7	7	7	7	7	7
1	8	7	7	7	7	7	7	7	7	7
2	7	8	7	7	7	7	7	7	7	7
3	7	7	8	7	7	7	7	7	7	7
4	6	7	7	8	7	7	7	7	7	7
5	6	6	7	7	8	7	7	7	7	7
6	5	6	6	7	7	8	7	7	7	7
7	4	5	6	6	7	7	8	7	7	7
8	3	4	5	6	6	7	7	8	7	7
9	4	3	4	5	6	6	7	7	8	7
10	4	4	3	4	5	6	6	7	7	8
11	4	4	4	3	4	5	6	6	7	7
12	1	4	4	4	3	4	5	6	6	7
Elementary	46	48	49	50	50	49	49	49	49	49
Middle	7	9	11	12	13	14	15	15	14	14
High	12	14	14	16	18	21	24	26	29	29
Total	65	71	74	78	81	85	88	90	91	92

Conservative Dwelling Unit Scenario

Mayfair Block (227337 Madera)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	2	3	3	3	3
1	0	0	0	0	0	2	3	3	3	3
2	0	0	0	0	0	2	3	3	3	3
3	0	0	0	0	0	2	3	3	3	3
4	0	0	0	0	0	2	3	3	3	3
5	0	0	0	0	0	1	2	3	3	3
6	0	0	0	0	0	1	2	2	3	3
7	0	0	0	0	0	0	1	2	2	3
8	0	0	0	0	0	0	0	1	2	2
9	0	0	0	0	0	2	1	0	1	2
10	0	0	0	0	0	2	3	1	0	1
11	0	0	0	0	0	2	3	3	1	0
12	0	0	0	0	0	1	3	3	3	1
Elementary	0	0	0	0	0	12	19	20	20	20
Middle	0	0	0	0	0	0	1	4	5	5
High	0	0	0	0	0	8	11	8	6	5
Total	0	0	0	0	0	20	31	31	31	30

Metro Walk Phase 2 (227329 Grant)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	0	0	0	1	1	1	1	1
1	0	0	0	0	0	1	1	1	1	1
2	0	0	0	0	0	1	1	1	1	1
3	0	0	0	0	0	1	1	1	1	1
4	0	0	0	0	0	1	1	1	1	1
5	0	0	0	0	0	1	1	1	1	1
6	0	0	0	0	0	1	1	1	1	1
7	0	0	0	0	0	0	1	1	1	1
8	0	0	0	0	0	0	0	1	1	1
9	0	0	0	0	0	1	1	0	1	1
10	0	0	0	0	0	1	1	1	0	1
11	0	0	0	0	0	1	1	1	1	0
12	0	0	0	0	0	0	1	1	1	1
Elementary	0	0	0	0	0	5	8	8	9	9
Middle	0	0	0	0	0	0	1	1	2	2
High	0	0	0	0	0	3	5	3	3	2
Total	0	0	0	0	0	8	13	13	13	13

Nevin Homes (227329 Grant)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	0	12	17	17	17	17	17	17	17
1	0	0	14	18	17	17	17	17	17	17
2	0	0	13	19	18	17	17	17	17	17
3	0	0	12	18	19	18	17	17	17	17
4	0	0	11	17	18	19	18	17	17	17
5	0	0	10	15	17	18	19	18	17	17
6	0	0	9	13	15	17	18	19	18	17
7	0	0	11	14	13	15	17	18	19	18
8	0	0	9	15	14	13	15	17	18	19
9	0	0	14	15	15	14	13	15	17	18
10	0	0	14	20	15	15	14	13	15	17
11	0	0	14	20	20	15	15	14	13	15
12	0	0	5	16	20	20	15	15	14	13
Elementary	0	0	81	118	122	124	124	123	121	120
Middle	0	0	20	29	27	29	32	35	37	37
High	0	0	46	71	70	64	57	58	59	64
Total	0	0	147	218	219	216	213	215	218	221

Parcel C/Muir Pointe (227330 LupineH)

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	5	7	7	7	7	7	7	7	7	7
1	5	7	7	7	7	7	7	7	7	7
2	5	8	7	7	7	7	7	7	7	7
3	5	7	8	7	7	7	7	7	7	7
4	5	7	7	8	7	7	7	7	7	7
5	4	6	7	7	8	7	7	7	7	7
6	4	5	6	7	7	8	7	7	7	7
7	3	5	5	6	7	7	8	7	7	7
8	2	4	5	5	6	7	7	8	7	7
9	2	3	4	5	5	6	7	7	8	7
10	2	3	3	4	5	5	6	7	7	8
11	2	3	3	3	4	5	5	6	7	7
12	1	3	3	3	3	4	5	5	6	7
Elementary	32	47	49	50	50	49	49	48	48	48
Middle	5	8	10	12	13	14	15	15	14	14
High	8	13	14	15	17	20	23	26	28	29
Total	45	69 </								

Appendix D
Students Generated by Studyblock

**West Contra Costa USD
Students Generated by Studyblock**

Moderate Dwelling Unit Scenario

227352 Verde

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	2	5	5	5	5	5	5	5	5
1	0	2	5	5	5	5	5	5	5	5
2	0	2	5	5	5	5	5	5	5	5
3	0	2	5	5	5	5	5	5	5	5
4	0	2	5	5	5	5	5	5	5	5
5	0	2	4	5	5	5	5	5	5	5
6	0	2	4	4	5	5	5	5	5	5
7	0	2	4	4	4	5	5	5	5	5
8	0	2	4	4	4	4	5	5	5	5
9	0	3	5	4	4	4	4	5	5	5
10	0	3	5	5	4	4	4	4	5	5
11	0	3	5	5	5	4	4	4	4	5
12	0	1	4	5	5	5	4	4	4	4
Elementary	0	14	32	33	34	34	34	33	33	33
Middle	0	4	8	8	8	9	9	10	10	10
High	0	8	19	20	18	16	16	16	17	19
Total	0	27	59	60	60	59	59	59	60	61

227353 Wshngtn

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	1	8	9	10	10	10	10	10	10
1	0	1	9	9	10	10	10	10	10	10
2	0	1	9	10	10	10	10	10	10	10
3	0	1	8	10	11	11	10	10	10	10
4	0	1	8	9	10	11	11	10	10	10
5	0	1	7	8	10	11	11	11	10	10
6	0	1	6	7	9	10	11	11	11	10
7	0	0	3	6	7	9	10	11	11	11
8	0	0	2	3	6	7	9	10	11	11
9	0	1	6	3	4	7	7	9	10	11
10	0	1	7	7	5	5	7	7	9	10
11	0	1	7	8	8	5	5	7	7	9
12	0	1	3	8	9	9	5	5	7	7
Elementary	2	7	55	62	69	74	74	74	73	73
Middle	0	0	6	9	13	16	19	21	22	22
High	2	5	24	27	26	26	25	28	33	37
Total	4	12	85	98	109	116	118	123	128	132

Conservative Dwelling Unit Scenario

227352 Verde

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	2	4	5	5	5	5	5	5	5
1	0	2	4	5	5	5	5	5	5	5
2	0	2	4	5	5	5	5	5	5	5
3	0	2	4	5	5	5	5	5	5	5
4	0	1	4	5	5	5	5	5	5	5
5	0	1	3	4	5	5	5	5	5	5
6	0	1	3	4	4	5	5	5	5	5
7	0	1	3	4	4	4	5	5	5	5
8	0	1	3	4	4	4	4	5	5	5
9	0	2	4	4	4	4	4	4	5	5
10	0	2	4	5	4	4	4	4	4	5
11	0	2	4	5	5	4	4	4	4	4
12	0	1	3	5	5	5	4	4	4	4
Elementary	0	10	26	32	33	34	33	33	33	33
Middle	0	3	6	8	8	8	9	10	10	10
High	0	6	16	19	18	16	16	16	17	18
Total	0	18	48	59	59	58	58	59	59	60

227353 Wshngtn

Grade	Year									
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	0	1	6	8	9	9	10	10	10	10
1	0	1	7	9	9	9	10	10	10	10
2	0	1	6	9	9	9	10	10	10	10
3	0	1	6	9	10	10	10	10	10	10
4	0	1	6	8	9	10	10	10	10	10
5	0	1	5	7	9	10	10	10	10	10
6	0	1	4	7	8	9	10	11	11	10
7	0	0	2	5	7	8	9	10	11	11
8	0	0	2	3	5	7	8	9	10	11
9	0	1	4	4	4	6	7	8	9	10
10	0	1	5	6	4	4	6	8	9	9
11	0	1	6	7	7	5	5	7	8	9
12	0	1	3	6	8	7	5	5	7	8
Elementary	2	6	40	57	62	67	70	72	73	73
Middle	0	0	4	8	12	14	17	19	21	21
High	1	4	18	24	23	23	24	28	33	36
Total	3	10	62	89	97	104	110	119	126	130

Public Records Request Log 2017 - 2018
Week Ending March 15, 2018

	Date of Receipt	Requestor	Requested Records/Information	Current Status
40	1/2/18	Ann Surapruik Bay Area Legal Aid	WCCUSD Applicant and Application Processes and Leases/Contracts with the City of Richmond	2/12/18 Email sent with DOCs & Links 2/28/18 Email sent with DOCs 3/7/18 Email sent with DOCs Reviewing additional DOCs
45	1/23/18	Paula Senigar	Special Education Department Documents and Agreements	Mr. Collins working on PRR with assistance from Attorneys Gathering/Reviewing Documents 4/1/2018 DOCs available
48	1/29/18	Todd Senigar	WCCUSD Policies/Protocols for maintenance, retention and destruction of student records	Mr. Collins working on PRR with assistance from Attorneys Gathering/Reviewing Documents 4/1/2018 DOCs available
51	2/26/18	Jenna Reeve Edge Point	WCCUSD Accounting of all uncashed checks and unclaimed funds	3/6/18 Email Sent 3/16/2018 DOCs available
53	2/26/18	Torrey Thornton NuQuo / Cost Recovery	WCCUSD Current Copier and Printer Contracts including any amendments to Contracts	Gathering Documents
54	3/7/18	David Stephan	Number of WCCUSD Teachers working under what type of Credential or Permit	3/7/18 Acknowledgement email sent

Thousands of local students participate in national walkouts

March 14, 2018



Photo credit: Hercules Middle School officials posted this online during the national walkout event.

Thousands of students at West County schools today participated in national walkout events to remember the 17 victims who died in the mass school shooting at Marjory Stoneman Douglas High School in Parkland, Fla. on Feb. 14.

Walkouts were set to start at 10 a.m. and last for 17 minutes. While students at some schools around the Bay Area and nation walked off campus, others held on-campus activities in support of the national movement, including those in the West Contra Costa Unified School District (WCCUSD). On Tuesday, WCCUSD superintendent Matt Duffy announced support for the movement but **urged students** to take part in on-campus actions as a safety precaution.

That's what occurred at Richmond High, where thousands of students assembled in the school's mall area to hear student organizers and faculty speak about the issues of gun violence and campus safety.

The following photo was shared on Twitter by Korematsu Middle officials from their student walkout in support of safe schools.



Same occurred at El Cerrito High, where, according to sfgate.com, "most of the 1,430 students jammed into the central quad for the protest, singing the song 'Shine,' written by students from Marjory Stoneman Douglas High School."

At Hercules High, in addition to memorializing the Florida victims, a special remembrance was held for Otilio "Nico" Martinez, a 2016 graduate who was fatally shot in Richmond in September 2016 and whose "legacy of peace, love and unity lives on," Nico's mother Josie Martinez said.

"The staff [at Hercules High] says he will always have a special place in their hearts and that he will always be remembered," Martinez said.

Today's national walkout isn't the end of local actions related to school shootings.

Richmond Mayor Tom Butt is planning a March For Our Lives rally in Downtown Richmond on Saturday, March 24, the same day a youth-led March For Our Lives action is set to occur in Washington D.C.

The rally will be one of 500 worldwide events coinciding with the D.C. march, where organizers say kids and families plan to take to the streets to demand gun reform and an end to mass school shootings, according to the Mayor's Office. The event was inspired by survivors of the shooting at Marjory Stoneman Douglas High School.

Mike Aldax

THE CALIFORNIA REPORT

Thousands of Bay Area Students Join National Walkout to End Gun Violence



Students from Oakland Technical High School stand up against gun violence on March 14, 2018, one month after the school shooting in Parkland, Florida, killed 17. (Samantha Shanahan/KQED)

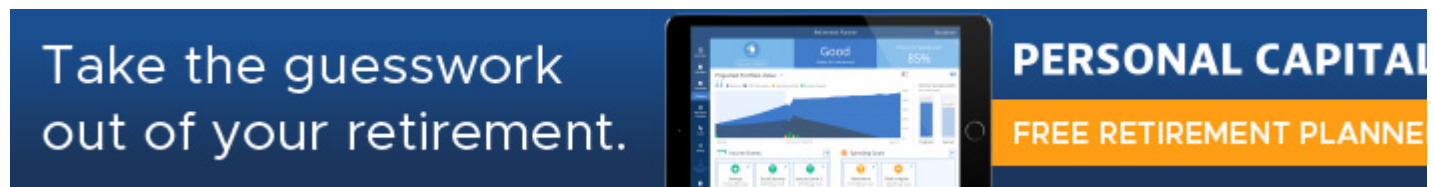
Updated at 2:40 p.m.

Thousands of students across the Bay Area and California joined a nationwide school walkout Wednesday to protest gun violence and to press for stricter gun laws, exactly one month after a mass shooting at a Parkland, Florida, high school [left 17 dead](#).

Organizers estimate nearly 3,000 walkouts, sit-ins and other forms of protest were planned across the U.S. following the Valentine's Day massacre of 17 at Marjory Stoneman Douglas High School.

Students at Oakland Technical High School began to gather on the front lawn of the campus as early as 8:30 a.m., organizing and making signs. Hundreds began streaming out of the school at 10 a.m.

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Bay Area Students Join National Walkout to End Gun Violenc...



Following 17 minutes of remembrance for the 17 Parkland victims, student activists led chants of "Enough is enough."

"Youth happen at the forefront of almost every social movement in American history, and real change starts with young people. Gun violence is a youth issue, a youth injustice, and it is a human rights issue," said 14-year-old

Oakland Tech freshman and walkout organizer Maxwell Stern.

"Our politicians in Washington and across the country have perpetuated a vicious cycle of lip service and inaction," Stern said to the crowd. "Thoughts and prayers are no longer good enough. Action must be taken on stricter gun control."

The Oakland Unified School District [wrote on KQED News' Facebook page](#), "We are so proud of these Tech students and OUSD students across the city for organizing, taking action and using their collective voice to create change!"



Vanessa Rancaño
@vanessarancano

The walkout is officially underway at Oakland Tech. Lots of supportive honking from cars passing. [#WalkoutWednesday](#) [@KQEDnews](#)

10:07 AM - Mar 14, 2018

40 18 people are talking about this

Students at Encinal High School in Alameda stood side by side, holding signs that spelled out "Never Again." Protesters chanted "No more silence, end gun violence" and "We want change." Others carried signs reading "Too many empty promises. Stop the bullets. Save the kids" and "Do not underestimate our generation."

"I'm participating because how many students have to die before the NRA and Congress realize that nobody should be able to buy military-style assault rifles," said 18-year-old Encinal High School senior Gabby Gustafsson. "We can't wait around anymore on empty promises."

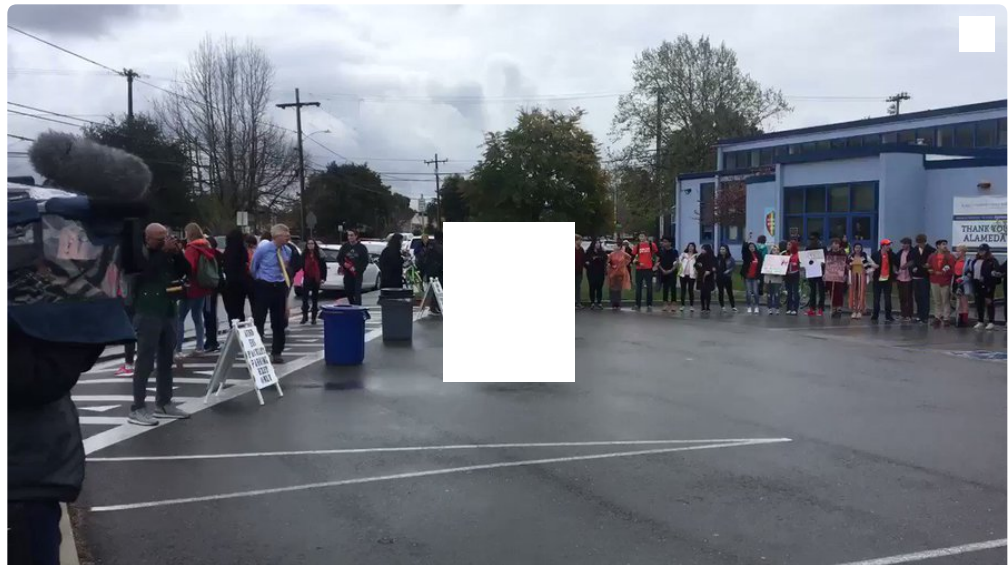


KQED News
@KQEDnews

Student walkout is getting going at Encinal High School in Alameda. At 10 am schools around the Bay Area will honor [#parkland](#) [#WalkoutWednesday](#) [#NationalSchoolWalkout](#) via [@CConsaul](#)

10:02 AM - Mar 14, 2018

12 See KQED News's other Tweets



Crystal Consaul
@CConsaul

Students walking out against gun violence at Encinal High School in Alameda, CA. [@KQEDnews](#) [#WalkoutWednesday](#) [#NationalSchoolWalkout](#)

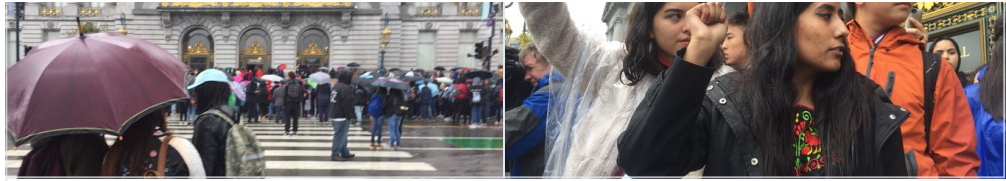
10:07 AM - Mar 14, 2018

11 See Crystal Consaul's other Tweets

At Lowell High School in San Francisco, students left campus and began a march to Civic Center, where they met up with hundreds of other students from around the city.

"Older generations think that we're desensitized with all the technology, which to a certain extent may be true," Lowell High School student Devyn Gallagher said. "But I think with this specific movement, we're really proving ourselves and showing that our generation isn't desensitized and we're actually making a difference."





Erika Aguilar
@erikaaaguilar

Despite the rain, students showed up to rally at SF City Hall, giving speeches and performing poems for [#NationalSchoolWalkout](#). [@KQEDnews](#)

12:20 PM - Mar 14, 2018 · San Francisco, CA

13 See Erika Aguilar's other Tweets

In the Central Valley, more than 200 students walked out of Delano High School. Students not only spoke about gun violence and gun safety, but also about the importance of mental health services at the school.

"Change is coming, and we want to be a part of it," senior Adrian Torres said.



Alexandra Hall
@chalexhall

200+ students gather at Delano High School in CA's Central Valley. Senior Adrian Torres: "Change is coming and we will be a part of it." [@KQEDnews](#) [#nationalschoolwalkout](#) [#WalkoutWednesday](#)

10:15 AM - Mar 14, 2018

21 See Alexandra Hall's other Tweets

In Los Angeles, several hundred high school students from the Miguel Contreras Learning Center joined the national protest in support of tighter gun control regulations.

Contreras is just blocks away from Salvador Castro Middle School where a 12-year-old girl brought a handgun to campus last month. The gun accidentally discharged, injuring two teenagers. A smaller group of students broke off from the rally and took to the streets. But they only marched around the school. A spokesperson for the school confirmed that the students came back to class -- as did the hundreds who joined today's rally.

Twenty California Assembly members also joined in solidarity with students at the state Capitol and walked out. "Assemblymembers participating in this event will join the thousands of other supporters walking out to honor the victims and support the student-led efforts for change," a media release said.

The coordinated walkout was organized by Empower, the youth wing of the Women's March, which brought thousands to Washington, D.C., last year. The group urged students to leave class at 10 a.m. local time for 17 minutes -- one minute for each victim in the Florida shooting.

A Mixed Reaction From School Administrators Across the U.S.

The planned protests drew mixed reactions from school administrators across the nation. While some applauded the students for taking a stand, others threatened discipline.

Oakland Technical High School supported the student protest, and Principals Staci Ross-Morrison and Josue Diaz [posted to the school's website](#): "Here at Oakland Tech we

fully support our students' First Amendment rights, and we will be helping amplify their voices on March 14."

They encouraged students at the school to stay on campus and to sit in on the school's front lawn for the 17-minute moment of silence. They said they would encourage students to register to vote, write letters to the nation's officials and listen to community members speak about gun violence.

West Contra Costa Unified School District Superintendent Matthew Duffy left a voicemail message with parents Tuesday night that he wanted students to stay in school.

"We are encouraging students to stay on campus. The safety of our students is our utmost importance and the safest place for our students to engage civically around gun violence is on campus," Duffy's message said.

"We will encourage our students to stay on campus and use their voice in spaces, events, and actions at school. Principals, teachers, and school staff are working to provide safe spaces for our students to observe the 17 minutes of action at 10 am to honor of the 17 Parkland victims," Duffy also wrote in an email.

But districts in Sayreville, New Jersey, and Maryland's Harford County drew criticism this week when they said students could face punishment for leaving class.

In suburban Atlanta, one of Georgia's largest school systems announced that students who participate might face unspecified consequences.

But some vowed to walk out anyway.

Other schools sought a middle ground, offering "teach-ins" or group discussions on gun violence. Some worked with students to arrange protests in safe locations on campus. Officials at Boston Public Schools said they arranged a day of observance Wednesday with a variety of activities "to provide healthy and safe opportunities for students to express their views, feelings and concerns." Students who didn't want to participate could bring a note from a parent to opt out.

Meanwhile, free speech advocates geared up for a battle. The American Civil Liberties Union issued advice for students who walked out, saying schools can't legally punish them more harshly because of the political nature of their message. In Pennsylvania, Wisconsin and Texas, some lawyers said they would provide free legal help to students who are punished.

Wednesday's walkout is just one of several protests planned for the coming weeks. The March for Our Lives rally for school safety is expected to draw hundreds of thousands to Washington, D.C., on March 24, its organizers said. And another round of school walkouts is planned for April 20, the 19th anniversary of the Columbine High School shooting in Colorado.

We will continue to update this story.

KQED's Vanessa Rancano, Devin Katayama, Crystal Consaul, Alex Hall, Steven Cuevas, Erika Aguilar and the Associated Press contributed to this report.

WCCUSD superintendent asks students to stay on campus during national walkout

March 13, 2018



Photo: WCCUSD

West Contra Costa Unified School District (WCCUSD) Matt Duffy is encouraging students to stay on campus on Wednesday during the planned national walkout to commemorate and protest the Parkland, Fla. school shooting that killed 17 people one month ago.

"We will encourage our students to stay on campus and use their voice in spaces, events, and actions at school," Duffy announced Tuesday. "Principals, teachers, and school staff are working to provide safe spaces for our students to observe the 17 minutes of action at 10 a.m. to honor of the 17 Parkland victims."

Duffy said the tragic events at Marjory Stoneman Douglas High School in Parkland "rallied our young people to express themselves."

"As a District, our responsibility is to ensure that our students have a safe environment and feel safe exercising their right to be civically engaged citizens," the superintendent said. "We believe that the best place for our students to do that is within our schools."

Duffy added, "I encourage you to talk with your principals, teacher, and school staff about the events being planned for Wednesday. Our school sites will also have extra support from the central office on Wednesday to help ensure our students are safe. Safety is the of the most

utmost importance to us as District, and I encourage you to read our [March message](#) that is focused on safety.”

Mike Aldax

A blue promotional banner for TSA Pre. On the left, the text reads "TAKE CONTROL OF YOUR TRAVEL." followed by "\$85 for FIVE years of stress-free travel. That's only \$17 a year!". On the right, there is a photo of a man with a beard and glasses wearing a hat, with the "TSA Pre" logo and a green checkmark above him. A white button with the text "SIGN UP TODAY" is positioned at the bottom right of the banner.

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East Bay schools debate effects of having cops on campus

By Sarah Ravani | March 13, 2018 | Updated: March 15, 2018 5:03pm

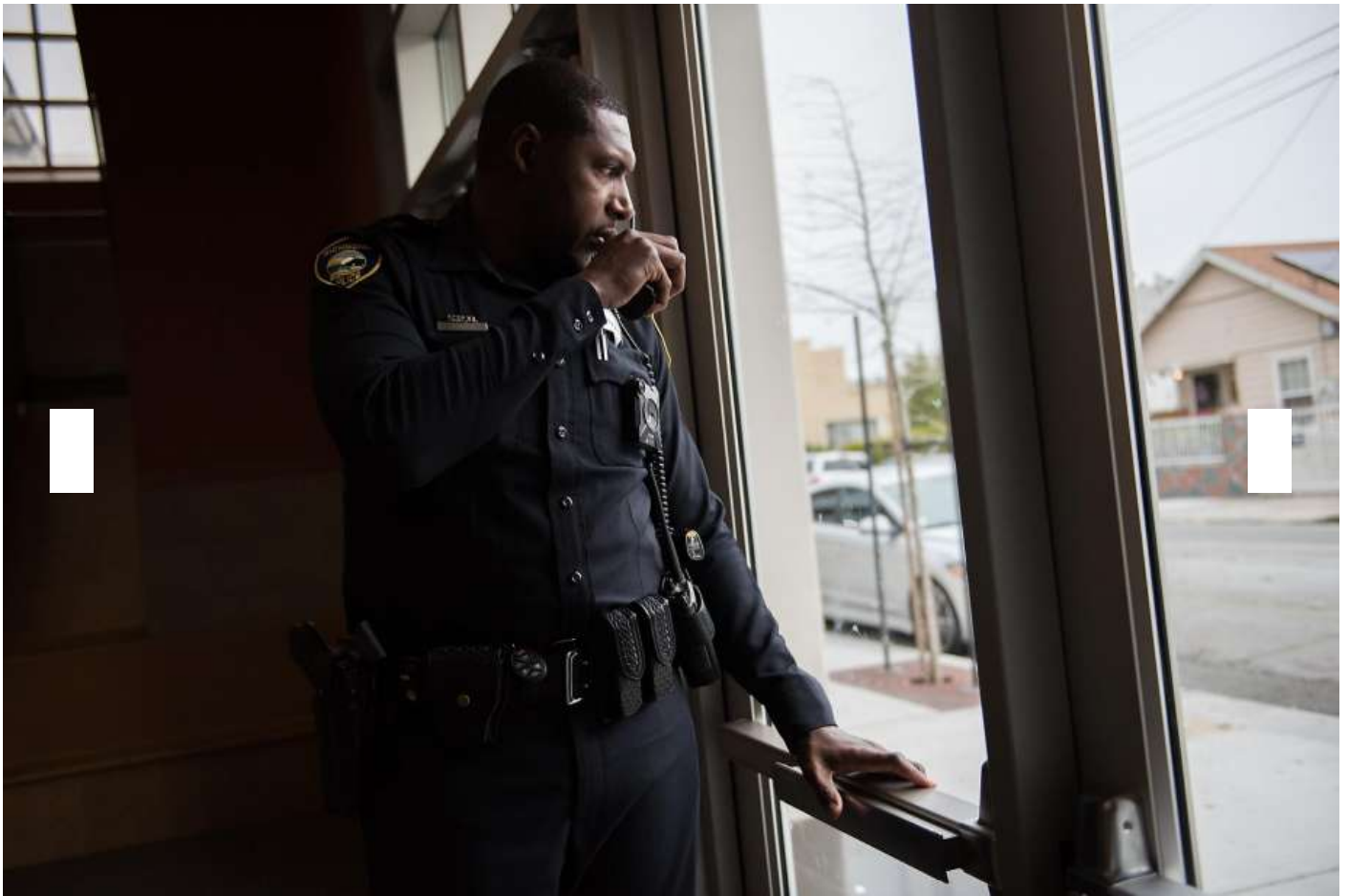


Photo: Rosa Furneaux, Special To The Chronicle

IMAGE 1 OF 6

Gary Lewis, a school resource officer at Richmond's Sylvester Greenwood Academy, says he has received complimentary notes from students. "A lot of them say, 'Thank you for being here,'" he said.

After 17 students and staffers were shot to death in last month's high school massacre in Florida, President Trump suggested that arming weapons-savvy teachers and other employees could head off such atrocities. Among the places the idea gained traction was Florida, where lawmakers voted to spend more money on armed school security officers.

But in one of the Bay Area's biggest school districts, officials are going in the opposite direction — taking a serious look at removing armed law enforcement officers from campuses.

The West Contra Costa Unified School District encompasses 54 schools in Richmond and surrounding cities. In November, the district's board voted to end the suspension and expulsion of any of the district's 29,000 students for nonviolent incidents. It also convened a task force to recommend by the end of the year whether to phase out school resource officers — police who are posted at campuses.

The five-member board suggested that a police presence at schools contributes to a “school-to-prison pipeline.” That outraged law enforcement officials, who believe their presence on campus is crucial for community policing and building relationships with youths.

District Superintendent Matt Duffy said the school board feared that having armed officers on campuses runs the risk of creating “more punitive environments” and might “more likely lead to arrests.” The task force is trying to sort out such issues, he said.

“We just need to dig a little deeper to make sure we understand how the (school resource officers) are being utilized,” Duffy said.



Photo: Rosa Furneaux, Special To The Chronicle

Officer Gary Lewis speaks into his lapel mic while on duty at Sylvester Greenwood Academy on Friday, March 9 2018.

The district pays \$2.5 million a year for 11 school resource officers, who rotate shifts at middle and high schools. Duffy said a re-evaluation doesn't necessarily mean that officers will be removed from campuses, but school board member Mister Phillips argued that removal is exactly the district's intention.

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“Some people think they don’t contribute to a positive climate, and I think others think that they’re part of the school-to-prison pipeline, and others believe that communities of color are overly policed,” Phillips said. “In the current climate that we have with the shootings that have gone on around the country, with issues that we’ve had in our own district, I think that it would be foolish to eliminate school resource officers.”

Phillips voted for the proposal to look at removing school resource officers because it was attached to the elimination of suspensions and expulsions for nonviolent incidents, which disproportionately affect African American and Latino students, he said.

In 2016 and 2017, there were 78 juvenile arrests initiated by school resource officers in West Contra Costa schools. Sixteen of those were for assault, while most of the rest were for lesser crimes such as theft, trespassing, disturbing the peace and possessing marijuana, according to the Bay Area Legal Aid, which compiled the data from police departments in the district.

One of the arrests involved a seventh-grader who brought a gun to Pinole Middle School in February 2017. No injuries were reported.

“Some people would ask, ‘When we need the police, can’t we just call the police and they come?’ Why do we have to pay for an officer to be full time?” Duffy said. “That is really the question that we are digging into.”



Photo: Rosa Furneaux, Special To The Chronicle

Students play basketball on the playground at Sylvester Greenwood Academy as Officer Gary Lewis stands watch on Friday, March 9 2018.

Lillian Chen, a youth justice attorney at Bay Area Legal Aid, said the district should spend its money on teacher training, more counselors and mental health professionals, and providing more resources to the wellness centers on campuses.

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“We are focusing on emotional safety as well as physical safety,” said Chen, whose organization helped craft the ban on suspensions and expulsions. “When emotional safety is at threat, that leads to physical safety being threatened.

“If you have the positive support at school like mental health and social workers to focus on prevention and intervention, you’ll see the suspensions and arrests go down.”

School board member Tom Panas said it was too early to say whether resource officers would be pulled off campuses.

“I don’t know who’s driving the narrative that this is some kind of an effort to remove all of the school resource officers from the school,” Panas said. “When people show me some data, I can start to form some opinions and start asking some questions.”

Officials in some of the cities in the district have banded together with law enforcement to fight the idea.

“Officers participate in our career day and our active shooter training — they mentor kids,” Hercules Mayor Chris Kelley said. “So, this is absolutely critical for us. If we didn’t have these officers building these relationships, I don’t know what would happen.”

El Cerrito Mayor Gabriel Quinto said the presence of school resource officers helped curb gang violence in his city’s schools.

“We need to remember why they were put there in the first place, and that is to make sure that our students are safe,” he said.

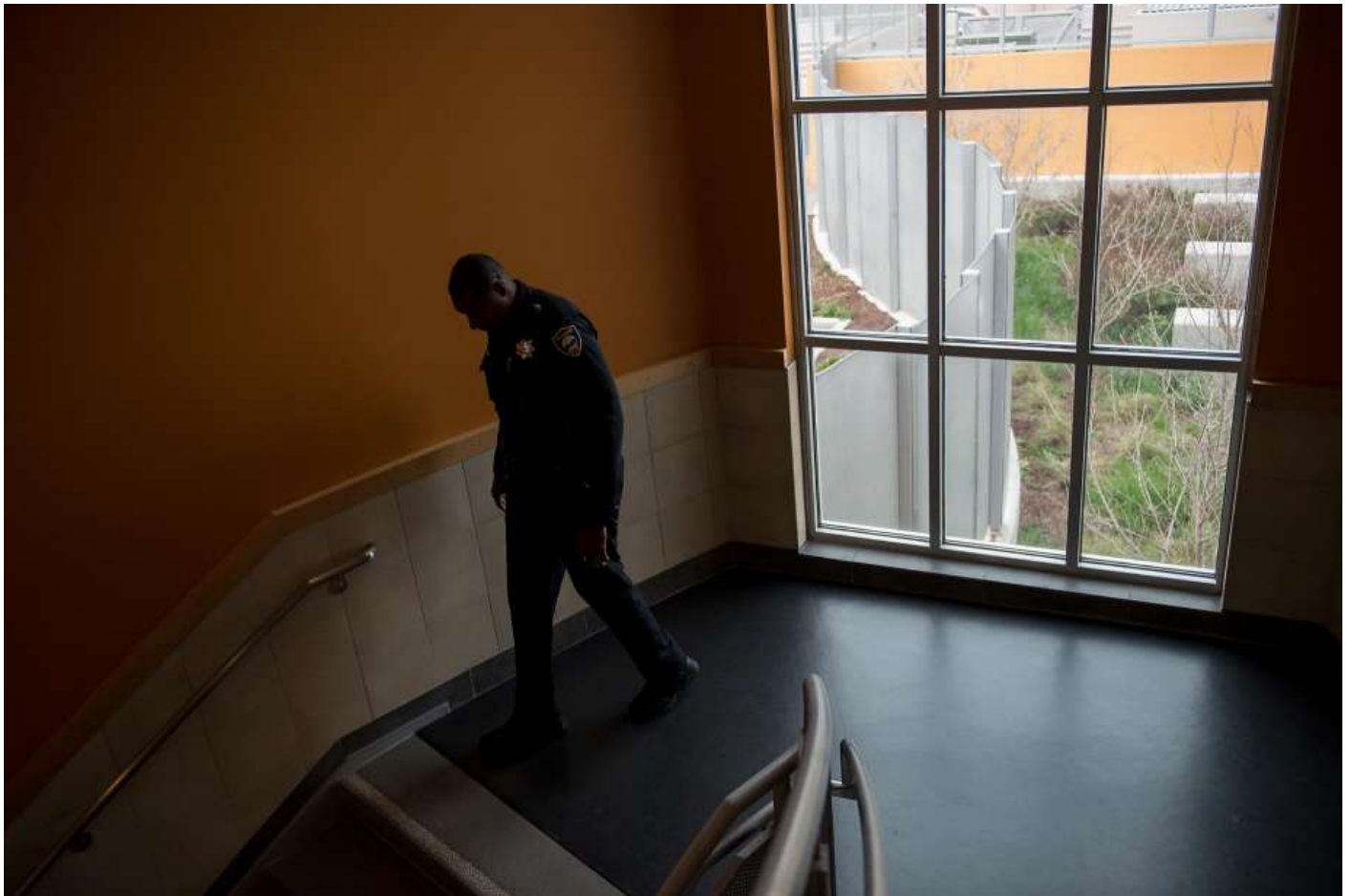


Photo: Rosa Furneaux, Special To The Chronicle

Joint caption: Officer Gary Lewis patrols the hallways at Sylvester Greenwood Academy on Friday, March 9 2018. 2nd pic: Officer Gary Lewis stands for a portrait outside Sylvester Greenwood Academy on Friday, March 9 2018.

Phillip Johnson, the principal of Kennedy High School in Richmond and a former police officer, said school resource officers allow for an immediate response if there's an incident on campus.



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“Just based on what happened in Florida, I think that there’s a strong need for school resource officers to be on campus,” Johnson said. “And I think that most of our teachers feel safer when we have officers here.”

In December, police chiefs for all of the cities within the West Contra Costa district — El Cerrito, Pinole, Hercules, San Pablo and Richmond — wrote a sharply worded letter to Duffy expressing concerns that law enforcement wasn’t consulted in the decision to re-evaluate the program.

“We are disappointed that, despite our collective and individual beliefs that we were collaborating partners with the district on these programs, we were left out of discussions that led to the board’s decision point,” they wrote.

Richmond Police Chief Allwyn Brown said he hasn’t heard back from Duffy. The superintendent said he had met instead with “all the city managers that all the chiefs report to.”

Brown said the role of uniformed officers on campus often is misconstrued.

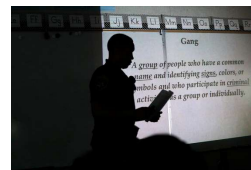
“It’s not about enforcing laws,” Brown said. “It’s primarily about being good mentors and good role models for kids from all backgrounds.”

Richmond school resource officer Gary Lewis said he recently received a stack of notes from students at Sylvester Greenwood Academy, where he’s stationed.

“A lot of them say, ‘Thank you for being here — we actually feel safe,’” Lewis said. “I always say, ‘I’m here to motivate you, to counsel you, whatever you may need, if you want to sit down and talk.’”

Even as it considers phasing out resource officers, the West Contra Costa district decided to bring in a retired Richmond police lieutenant last week to evaluate school safety procedures.

MORE BY SARAH RAVANI



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Former Lt. Michael Booker was a school resource officer in the district for seven years.

He said that such officers are “an important piece” for school safety and that if they’re removed the district will have a security hole to fill.

“The question would be moving forward,” Booker said. “How is that going to work? That would be a question for the superintendent. But I do believe that there is a place for school resource officers.”

Sarah Ravani is a San Francisco Chronicle staff writer. Email: sravani@sfgate.com Twitter: [@SarRavani](https://twitter.com/SarRavani)

Sarah Ravani

Reporter

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