

# Board Presentation, Realignment.

*Sonoma Valley Unified School District*

*March 9, 2023*






**Board Presentation, Realignment.**

Sonoma Valley Unified School District  
March 9, 2023

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1. Board Presentation – Realignment
2. Overall Need for Realignment
3. Record of Meetings and Review, 2-11-23 Study Session
4. Review of Essentials of Proposal
5. Further Scheduled Meetings and Reasons for Acceleration
6. Application to Perkins Eastman Strategies Framework
7. Discussion

Appendices.



Presentation Outline

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- ▶ The board has had significant discussions of this matter, including multiple study sessions with the architecture and planning consultants, Perkins Eastman, and their presentations are attached. (*Appendix B.*)
- ▶ Further significant discussions over the past two years have taken place in the context of the Davis Demographics studies of SVUSD predicted student populations through 2031. (*Appendix C.*)

Board Presentation – Realignment

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- ▶ Background materials designed to brief the public (*public letter, answers to news media questions*) are attached as well for the purposes of background (*Appendices D-E.*)
- ▶ Further information provided to Newspaper re: Jan. 21, 2023 Board Session attached. (*Appendix F.*)
- ▶ Cost savings projections for realignment, Jan. 21, 2023 Board Session attached. (*Appendix G.*)

Board Presentation – Realignment

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- ▶ Due to a variety of reasons, this presentation is the first time many in the public are approaching these issues.
- ▶ Significant portions of this presentation are already very familiar to the trustees and some members of the public in attendance at study sessions, but are included herein for the purposes of a broader audience.

Board Presentation – Realignment

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## Overall Need for Realignment

Sonoma Valley Unified School District  
March 9, 2023



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### Educational Ineffectiveness

- ▶ Our District has outstanding teachers and staff, and yet it consistently has turned in poor, and indeed sometimes **terrible results**.
- ▶ We have all long known that leadership from the board is necessary to ensure the dedicated professionals we have working for SVUSD are able to implement educational strategies to **address the systemic inequities** in Sonoma Valley.

Sonoma Index-Tribune  
Friday, January 20, 2023

### Local school test scores prompt equity concerns

Trustee: District ratings in English and math are nothing to be calm about

By DANIEL JOHNSON  
INDEX-TRIBUNE STAFF WRITER

Overall Need for Realignment

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### Elimination of Waste

- ▶ We all, together, must have the courage to be willing to make the **changes necessary** to preserve the community we all have worked so long and so hard to build.
- ▶ Sonoma's best days are ahead of it, but only if:
  - ▶ We all come together to ensure that the next generation enjoys the outstanding education we all know our teachers can and do deliver, and;
  - ▶ We make sure the District is administered and run with **educational effectiveness** and the **elimination of waste** as its twin objectives. This proposal can save in excess of \$3.6 million according to SVUSD projections, money that can be dedicated to paying teachers and staff.

Overall Need for Realignment

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### **"Win/Win" - First Net Zero Impact on Housing of any Employer in Valley**

- ▶ By repurposing sites, Sonoma Valley Unified has the potential to become what is, I think, the first "net zero" employer in terms of its impact on local housing.
- ▶ As the largest employer in the Valley, that would both make a **meaningful impact on our housing crisis**, and serve as an example for other employers and government agencies.

Overall Need for Realignment

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### **"Win/Win" - First Net Zero Impact on Housing of any Employer in Valley**

- ▶ Further, increasing the supply of housing in the Valley is one of the best things we can do to help our working and middle-class families, as well as our own teachers and staff.
- ▶ All of this can be done without bond expenditures, and by retaining ownership of all our sites that are repurposed, **this plan can yield long-term financial benefits.**

Overall Need for Realignment

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### **"Bring the schools to the kids, rather than the kids to the schools"**

- ▶ Focus elementary resources in the Springs
- ▶ As proposed, we will keep all the campuses in the Springs open, which is where most of our students reside.
- ▶ We can eliminate the District's current use of uncredentialed teachers, and reduce our need for scarce substitutes **while protecting all of our employees' jobs.**

Overall Need for Realignment

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### **"Bring the schools to the kids, rather than the kids to the schools"**

- ▶ Middle and high school students will concentrate at the Broadway campus.
- ▶ This will ease the strain on our transportation department, as previous District studies have shown.
- ▶ Even better, our District's financial analysis indicates realigning in this fashion would allow a one-time increase in teacher and staff pay of nearly 9%, on top of all other scheduled increases.

**That is a real, concrete step in the right direction for those who deserve it most.**

Overall Need for Realignment

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### Make up for past delay

- ▶ We need to move promptly to ensure families, teachers, staff, and our community are aware of the District’s plans. Nothing is more disruptive than ineffective instruction.
- ▶ Our District has fiddled in a dilatory fashion for years on this issue, and given the waste our current alignment causes, we cannot let it continue.
- ▶ The sooner we let everyone know our plans, the better.

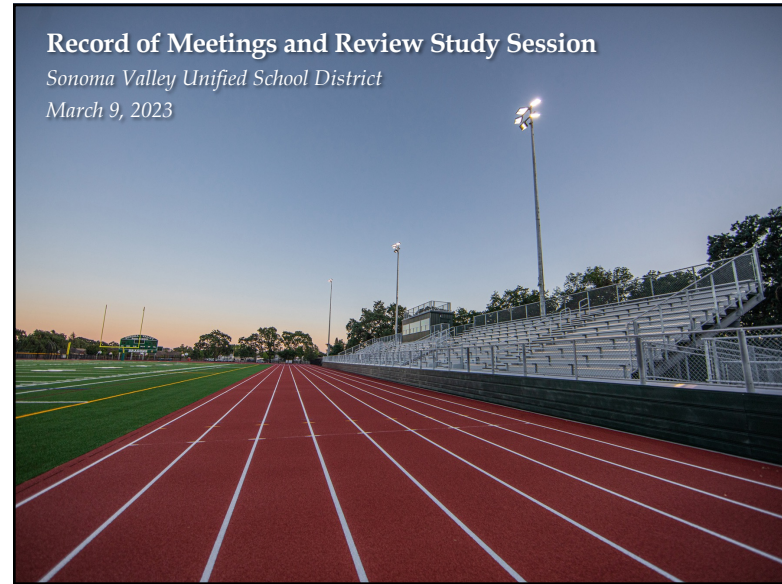
**That's why we need to act now.**

Overall Need for Realignment

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### Record of Meetings and Review Study Session

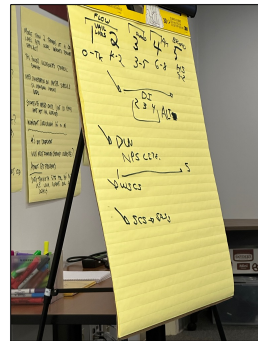
Sonoma Valley Unified School District  
March 9, 2023



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### “Yellow Sheet” Nascent Proposal

- ▶ Single Site/District Wide single grade sites proposed, per educator recommendations.
- ▶ Suggesting of sponsored District Non-Public School (NPS) at Dunbar.
- ▶ Discussion of Early Childhood Education Hub (ECE) potentially at Vailletti Drive/Flowersy.

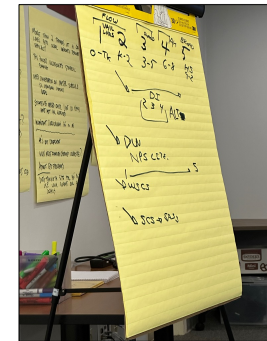


Record of Meeting: Jan. 21, 2023

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### “Yellow Sheet” Nascent Proposal

- ▶ Colocation of ECE hub with K-2 school site.
- ▶ Movement of Woodland Star to Dunbar site.
- ▶ K-8 Dual Immersion program at Altimira first discussed.
- ▶ Broad discussion of workforce housing and reuse of sites.



Record of Meeting: Jan. 21, 2023

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## 2/9/23 Board Meeting, Review of Discussion on 1/21/23

- ▶ Further Study Session of previous proposals.
- ▶ Issues with Tilt-up construction at Altimira.
  - ▶ The study session was a review of the analysis of Perkins Eastman, who are the consultants retained to evaluate SVUSD's facilities.
  - ▶ The most significant "new" piece of information provided to me as a trustee was the SB 300 status of Altimira's buildings, seven (7) of which used a type of construction called "tilt up."
  - ▶ Tilt-Up construction features series of concrete panels tilted up into place to form a building's exterior wall. These panels are created at the work site using wood forms, rebar and concrete. The forms are shaped and rebar cut to match the final designs.

Review, Feb. 11, 2023 Study Session

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## Issues with Tilt-up construction at Altimira

- ▶ Next, concrete is poured into the forms and finished.
- ▶ While the technique was popular in the middle of the 20th century due to the perceived lower cost associated with the method, in the longer term the price associated with maintaining adherence with seismic safety standards ultimately makes it no less, and perhaps more expensive than competing methods of construction.
- ▶ As a trustee, I think that the District will have to put together a long-term plan to address the use of tilt-up at Altimira Middle School, and my sense of my fellow trustees was that they thought so too.



Review, Feb. 11, 2023 Study Session

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## Walkability

- ▶ I also heard Trustee Winders express serious concerns regarding walkability to school for our most at-need families.
- ▶ The concentration of educational facilities in the City of Sonoma, rather than focusing on the Springs, where families may not have a car to drive to school, and where putting very young children on buses could tax the organizational resources of families that may be single-parent, where that parent may be working early in the morning.
- ▶ I heard Trustee Ching joining in on those concerns.

Review, Feb. 11, 2023 Study Session

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## Walkability

- ▶ I believe the concentration of the educational program at the smallest number of sites is again consistent with educational best practice (*and having 3-5 at Prestwood would be consistent with that, as Prestwood adjoins the Broadway High School-Crekside-Adele Harrison campuses*).
- ▶ However, I think the better argument was made by Trustee Winders and this alignment balances the Springs and the City by having K-5 in the Springs, and 6-12 in the City, especially given the sensitivity of our students in the earliest years (*most of whom reside in the Springs*), where walking to school is of very significant importance.

Review, Feb. 11, 2023 Study Session

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### Single-Site Instruction

- ▶ At our February 11, 2023 board study session, I articulated a slightly different version of this proposal. I got the opportunity to hear from all the trustees, staff, and our outside experts, Perkins Eastman, regarding the different elements in response.
- ▶ In the earlier version, SVUSD would move to single-site K-2 and 3-5 instruction in 2023-24, with the 3-5 instruction at Prestwood Elementary.
- ▶ This is based on the advice from our education experts that **single-site instruction is the most efficacious model for our District**, along the lines of St. Helena and Windsor.

Review, Feb. 11, 2023 Study Session

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### Single-Site Instruction

- ▶ Trustee Knox thought given the number of students and the sites in question, that move might tax the physical infrastructure.
- ▶ Trustee Knox told the group that he supported single-site instruction in principle.
- ▶ Trustee Landry expressed a series of questions regarding single-site instruction.
- ▶ This proposal implements a study of single-site in '23 - '24, rather than moving to implementation.

Review, Feb. 11, 2023 Study Session

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### Repurposed School Sites Potential: Workforce Housing

- ▶ Sassarini and El Verano were both discussed as potential locations for repurposing as housing, as was Sonoma Charter's site.
- ▶ However, Prestwood presents unique benefits for repurposing, as it is immediately adjacent to our largest facility, the joint Broadway campus of SVHS, Creekside, and Adele Harrison.
- ▶ Further, it is a "desirable" neighborhood that is in close proximity to the square. Like Sassarini, it also has easy accessibility to supermarkets, Sonoma Valley Hospital, transportation, and other services.
- ▶ Indeed, in recruiting, teachers, particularly those most in need such as those for high school level science and math, being able to walk to work is an important consideration.

Review, Feb. 11, 2023 Study Session

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### Repurposed School Sites Potential: Workforce Housing

- ▶ Our experts indicate that we can construct up to 23 units per acre, which, between the Prestwood, Sassarini, and Sonoma Charter sites, would potentially amount to **more than 500 units of teacher, staff, and affordable housing.**
- ▶ All of this can be done without bond expenditures, and by retaining ownership of all our sites that are repurposed, **this plan can yield long-term financial benefits.**



Review, Feb. 11, 2023 Study Session

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### Opportunities at a Repurposed Dunbar

- ▶ We have discussed a District sponsored NPS (a non-public school designed to serve special needs students) at that location, especially from Trustee Winders.
- ▶ The Dunbar site, given its distance from the roadway, reduces environmental stimuli (such as traffic noise) which makes it suited to students with certain specific needs.
- ▶ There was some discussion of working with Woodland Star to relocate to the Dunbar campus, but I heard a discussion of how the remaining space at Dunbar can house a charter school.
- ▶ On balance, it seemed most fair to the charter schools to give them both an opportunity to apply for that space, rather than earmarking it for Woodland Star.

Review, Feb. 11, 2023 Study Session

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### Reduce Waste, Improve Outcomes, Increase Pay

- ▶ Ultimately, the elimination of waste, and the ability to raise teacher and staff pay, seemed to be of importance for all the trustees.
- ▶ Windsor, which has implemented a model along these lines, is now moving rapidly up the table in terms of teacher and staff compensation, due to the efficiencies of this model.
- ▶ **Making sure our teachers and staff are appropriately paid for the critical and important work they perform (and at a very high level of competency, too)** is crucial if we are to retain our highly qualified teachers and staff.
- ▶ Our District's financial analysis indicates realigning in this fashion would allow a **one-time increase in teacher and staff pay of nearly 9%**, on top of all other scheduled increases.

Review, Feb. 11, 2023 Study Session

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### Reduce Waste, Improve Outcomes, Increase Pay

- ▶ Our District's financial analysis indicates realigning in this fashion would allow a one-time increase in teacher and staff pay of nearly 9%, on top of all other scheduled increases.

**This bears repeating:**

**A real, concrete step in the right direction for those who deserve it most.**

Site Level			
Classified FTE Released:	32.35	Value of Salaries/Benefits:	\$ 1,724,549.42
Certificated FTE Released:	8.80	Value of Salaries/Benefits:	\$ 367,815.34
<b>Total FTE Released:</b>	<b>41.15</b>	<b>Total Salary Released:</b>	<b>\$ 2,092,364.76</b>
District Wide			
Operations FTE Released:	3.00	Total of Salaries/Benefits:	\$ 165,000.00
Transportation FTE Released:	6.00	Value of Salaries/Benefits:	\$ 330,000.00
<b>Total FTE Released:</b>	<b>9.00</b>	<b>Total Salary Released:</b>	<b>\$ 495,000.00</b>
Operational Costs			
Includes:	General Liability Insurance	\$	239,661.00
	Natural Gas Service	\$	53,838.00
	Electricity Service	\$	94,743.00
	Water Service	\$	58,743.00
	Waste Disposal	\$	45,048.00
	Sewage	\$	38,184.00
	<b>Total for Operations</b>	\$	<b>530,217.00</b>
Total Expenditure Reduction 2 ES/ 1MS:		\$	3,617,581.76
Total FTE Reduction for 2 ES/1 MS:			50.15

\*Using a 1/10 factor per site

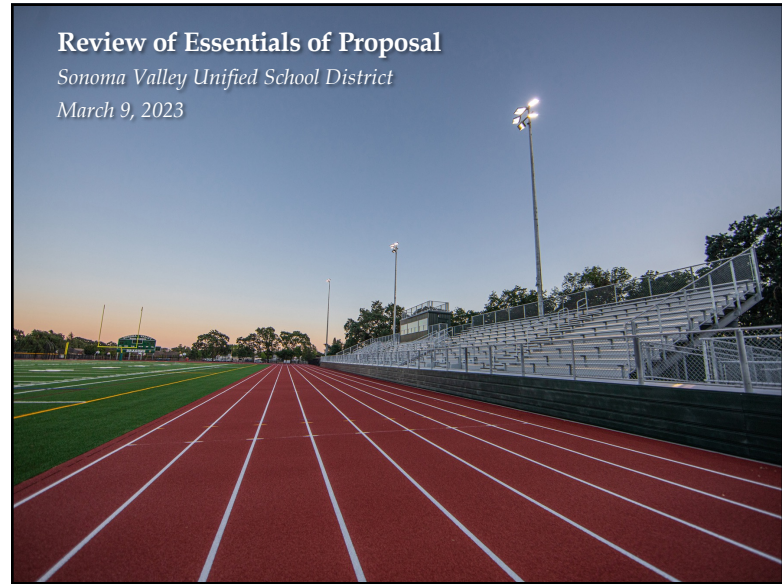
Review, Feb. 11, 2023 Study Session

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### Review of Essentials of Proposal

Sonoma Valley Unified School District

March 9, 2023



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**The following schools will be closed for the start of the 2023-2024 school year**

- ▶ Dunbar Elementary
- ▶ Flowery Elementary
- ▶ Sassarini Elementary
- ▶ Prestwood Elementary
- ▶ Altimira Middle School

**The following charter school sites will be reclaimed for the start of the 2023-24 school year**

- ▶ Woodland Star Charter School
- ▶ Sonoma Charter School

Review of Essentials of Proposal

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**Proposed Future for Campuses**

**Altimira**

- ▶ The dual immersion program formerly hosted at Adele Harrison and Flowery will be moved to the former Altimira Middle School/Woodland Star Charter School site.
- ▶ The site will become a K-8 dual immersion program utilizing the Altimira/Woodland Star facilities.
- ▶ The District will designate the former Altimira site for renaming

**Flowery**

- ▶ SVUSD will open a community school at the former Flowery campus, along the lines of the El Verano Elementary community school mode.
- ▶ The District will designate the former Flowery site for renaming.

Review of Essentials of Proposal

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**Proposed Future for Campuses**

**Prestwood, Sassarini, Sonoma Charter**

- ▶ Redeveloped as workforce (teachers and staff) and affordable housing
- ▶ District will retain ownership

**Retains Potential for Single-Site Model**

- ▶ For 2023-24, El Verano Elementary and the school to be operated at the Flowery site will be K-5 schools
- ▶ SVUSD will study in 2023-24 the possibility of converting to a K-2/3-5 model using the Flowery and El Verano sites.

Review of Essentials of Proposal

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**Proposed Future for Campuses**

- ▶ The Dunbar site (which will retain the Dunbar name) will have space reserved to host a dedicated District-sponsored NPS.
- ▶ The remaining facilities at Dunbar will be made available on a competitive basis to Woodland Star Charter School and Sonoma Charter School.
- ▶ The District consolidate all 0-K programs at the El Verano and Flowery sites.

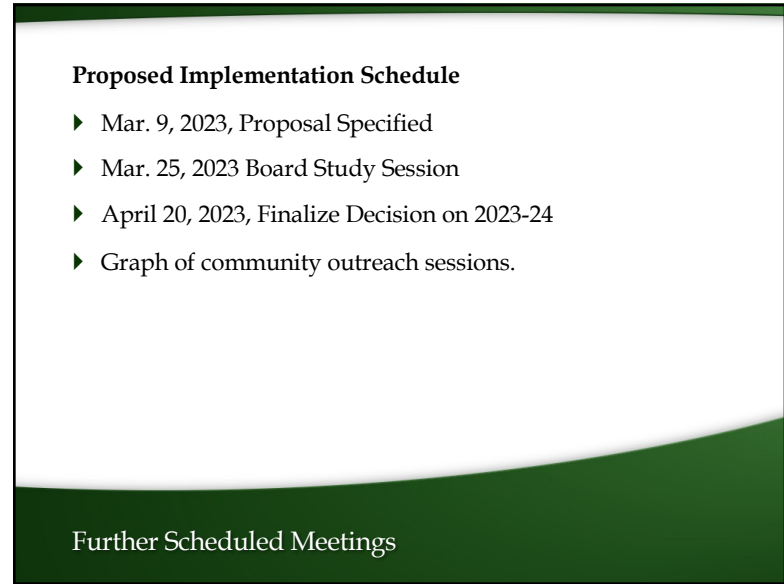


Review of Essentials of Proposal

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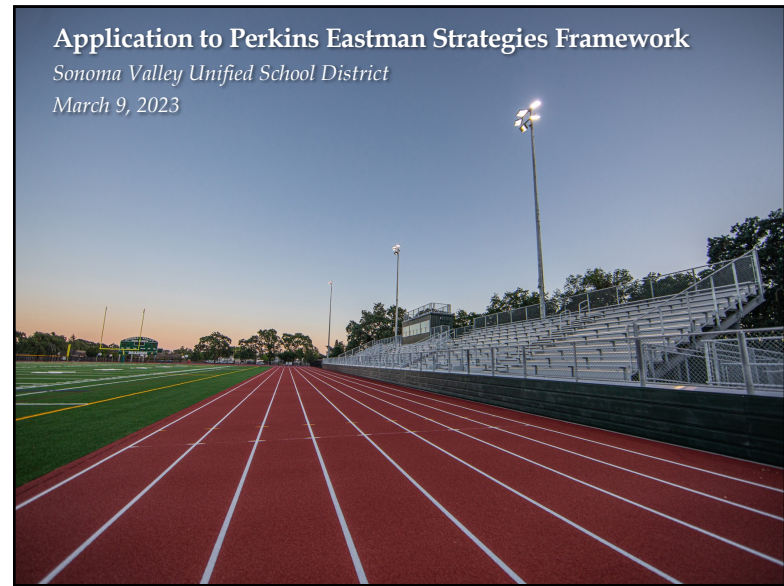
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1. Early Childhood Hub
2. District Wide K-2 & 3-5 School
3. District Wide 6-8 School
4. K-8 Dual Immersion School
5. Special Education
6. Charter Schools
7. Workforce Housing
8. Adult Education

Perkins Eastman Strategies

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### 1. Early Childhood Hub

- ▶ Early discussions focused on a location collocated with a K-2 District wide school.
- ▶ Were Flowery Elementary to serve that role, Sonoma Charter provided nearby collocation given the path connecting the two.

Perkins Eastman Strategies

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### 1. Early Childhood Hub

- ▶ Given concerns about District Wide schools from Trustees Knox (re: capacity) and Landry (re: concept) maintaining ECE at primary K-5 sites aligns with community school concept at El Verano Elementary.
- ▶ Thus ECE Hub at Vailetti Drive (*current location of Sonoma Charter School*) is less compelling.
- ▶ Thus recommend concentration at two District K-5 sites contemplated.

Perkins Eastman Strategies

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### 2. District Wide K-2 & 3-5 School

- ▶ Given concerns by trustees and recommendation of staff, plan recommends study in SY 23-24.
- ▶ Should District move to 3-1-1+1 elementary/middle/high school/continuation model dual K-5 sites in addition to a K-8 site would allow effective transition to a K-2 single-site and a 3-5 single-site in the near future.

Perkins Eastman Strategies

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## 2. District Wide K-2 & 3-5 School

- ▶ Recurrence of arguments in favor of elementary consolidation and approximation of savings per closure via prior reports made to board (\$1,126,305.06) suggests closure of two elementary schools could add more than \$2.2 million to the budget.
- ▶ A \$2.2 million dollar savings, at \$400,000 for a single percentage point increase in compensation for teachers and staff, **the consolidation presents the possibility of a 5.5% increase in teacher and staff compensation.**

Perkins Eastman Strategies

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## 3. District Wide 6-8 School

- ▶ Prior work at the February 11, 2023 study session indicated that Adele Harrison, if five (5) additional modulars were added, could house the entire student population of SVUSD (excepting Dual Immersion students).
- ▶ A District Wide 6-8 school has **important equity impacts, and efficiency gains as well.** Current splitting of middle schools presents difficulty with providing accelerated coursework and electives due to small numbers of students.

Perkins Eastman Strategies

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## 3. District Wide 6-8 School

- ▶ Further a District Wide 6-8 school (*presumably Adele Harrison*) **eliminates some transportation burdens**, including student transport for aquatic education. It also allows 6-8 students to utilize high school facilities (better library, labs, maker spaces) and to access accelerated classes offered at the high school.
- ▶ The **cost savings** associated with closing a middle school are estimated to be \$1.54 million by SVUSD.

Perkins Eastman Strategies

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## 3. District Wide 6-8 School

- ▶ At \$400,000 for a single percentage point increase in compensation for teachers and staff, the consolidation presents the possibility of an approximate **additional 4% increase** in teacher and staff compensation.

Perkins Eastman Strategies

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#### 4. K-8 Dual Immersion School

- ▶ Currently, the Dual Immersion program is housed at Flowery and Adele Harrison.
- ▶ The dedicated Flowery Site means that the campus in the most dense concentration of students in the Valley is not a community school, causing significant numbers of students in proximity to Flowery to be bused/transported to Dunbar, El Verano, and other schools.

Perkins Eastman Strategies

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#### 4. K-8 Dual Immersion School

- ▶ Altimira has adequate space, if combined with the Woodland Star campus, to house the entire dual immersion program.
- ▶ The use of tilt-up construction at Altimira presents longer-term maintenance challenges, but those can be addressed over time and the upgrades to the Altimira campus with Measure E funds means it possesses all the requisite elements for the 6-8 dual immersion students.

Perkins Eastman Strategies

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#### 4. K-8 Dual Immersion School

- ▶ Maintenance of the DI program in the Springs means that the prestige programs of the District are not all concentrated in the City of Sonoma.
- ▶ Consolidation of the DI program **will eliminate scheduling conflicts** associated with zero period and acceleration at Adele Harrison.

Perkins Eastman Strategies

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#### 5. Special Education

- ▶ Unique Character of Dunbar site off of major roadway means environmental factors for an NPS at that location are enhanced.
- ▶ Proximity to Sonoma and Santa Rosa's east side (similar travel times to Sonoma Square and Rincon Valley) **would allow NPS to potentially serve students from a broader geography.**
- ▶ Remaining capacity at Dunbar is sufficient for one of the District's charter schools.

Perkins Eastman Strategies

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## 6. Charter Schools

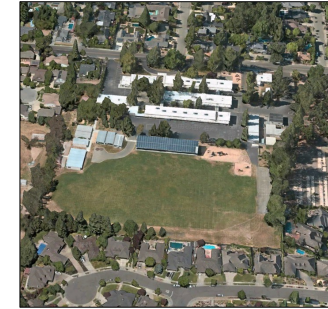
- ▶ Either school can be hosted at Dunbar site.
- ▶ Sonoma Charter site, at 23 units per acre, can hold 55 units of affordable housing, were the construction along the lines of the Celestina Apartments on Valetti Drive.
- ▶ Adjacency to existing workforce housing and Flowery site allows for enhanced effectiveness of housing at that location.
- ▶ Woodland Star Charter is particularly compatible with Dunbar site, given Waldorf **emphasis on interaction with nature.**

Perkins Eastman Strategies

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## 7. Workforce Housing

- ▶ Prestwood and Sassarini sites are approximately 10 acres each (Prestwood 10.51, Sassarini 9.42). At 23 units per acre, Prestwood is 241 units, and Sassarini is 216.
- ▶ Aggregated with Sonoma Charter, the District could **construct up to 512 units of affordable housing.**



Perkins Eastman Strategies

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## 7. Workforce Housing

- ▶ Repurposing may allow SVUSD to be a "net zero" employer in terms of its impact on local housing.
- ▶ **Mitigates housing crisis.**
- ▶ Example for other employers and government agencies.



Perkins Eastman Strategies

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## 7. Workforce Housing

- ▶ Increasing the supply of housing in the Valley generally affects economic inequality in Sonoma.
- ▶ **No bond expenditures necessary.**
- ▶ Retained ownership of sites **yields long term revenue.**



Perkins Eastman Strategies

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## 8. Adult Education

- ▶ Given the similar needs for facilities associated with Adult Education are similar to those required for High School, colocation at the Broadway SVHS site seems to make sense.
- ▶ Additional resources (*construction*) for these facilities may be necessary.
- ▶ Relatively small footprint in Perkins Eastman report (.25 acres) **suggests the existing SVHS campus could accommodate the program.**

Perkins Eastman Strategies

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Discussion

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► Request for  
Item 9322.

**From:** Kyra Sherman <ksherman@sonomaschools.org>  
**Subject:** Fwd: Items for March 9 Board Meeting, Per BP 9322.  
**Date:** February 27, 2023 at 2:01 PM  
**To:** Elizabeth Kaufman <ekaufman@sonomaschools.org>  
**Bcc:** board@sonomaschools.org

K

Trustees,

Please find an email below from Trustee Kelly to Dr. Kaufman with two agenda item requests for the March 9th meeting. It was received in sufficient time per BP 9322.

Many thanks,  
Kyra

----- Forwarded message -----

**From:** John Kelly <jkelly.trustee@sonomaschools.org>  
**Date:** Sun, Feb 26, 2023 at 11:33 AM  
**Subject:** Items for March 9 Board Meeting, Per BP 9322.  
**To:** Elizabeth Kaufman <ekaufman@sonomaschools.org>  
**Cc:** Kyra Sherman <ksherman@sonomaschools.org>

Dear Elizabeth,

I have two items per BP § 9322 for the March 9, 2023 board meeting.

First, realignment of schools. I propose that SVUSD realign in the following manner, and request this proposal be made an action item.

1. The following schools will be closed for the start of the 2023-2024 school year.
  - a. Dunbar Elementary.
  - b. Flowery Elementary.
  - c. Sassarini Elementary.
  - d. Prestwood Elementary.
  - e. Altimira Middle School.
2. The following charter school sites will be reclaimed for the start of the 2023-24 school year.
  - a. Woodland Star Charter School.
  - b. Sonoma Charter School.
3. The dual immersion program formerly hosted at Adele Harrison and Flowery will be moved to the former Altimira Middle School/Woodland Star Charter School site. The site will become a K-8 dual immersion program utilizing the Altimira/Woodland Star facilities. The naming committee will be referred the site for renaming.
4. SVUSD will open a community school at the former Flowery campus, along the lines of the El Verano Elementary community school model. The naming committee will be referred the site for renaming.
5. The Sonoma Charter, Sassarini, and Prestwood sites will be devoted to teacher, staff, and affordable housing.
6. For 2023-24, El Verano Elementary and the school to be operated at the Flowery site will be K-5 schools. SVUSD will study in 2023-24 the possibility of converting to a K-2/3-5 model using the Flowery and El Verano sites.
7. The Dunbar site (*which will retain the Dunbar name*) will have space reserved to host a dedicated District-sponsored NPS. The remaining facilities at Dunbar will be made available on a competitive basis to Woodland Star Charter School and Sonoma Charter School.
8. The District consolidate all 0-K programs at the El Verano and Flowery sites.

There will be additional supporting documentation for this proposal, but if you can please confirm that the item is properly placed before the trustees via this email (*as it is sent twelve calendar days in advance*) I would appreciate it.

Second, regarding athletic trainers at the high school, I proposed that the stipend be offered to all sports teams that are interested in conducting off-season training for their sport. The issue arose particularly in the context of football, where four such positions would be created for the spring and for the summer, before the start of the football season. Similar stipends would be made available to all varsity sports, on a one-per-one basis for all coaching positions provided for those sports. Again, if you can please confirm that the item is properly placed before the trustees via this email (*as it is sent twelve calendar days in advance*) I would appreciate it.

Sincerely,

John

---  
John Kelly  
Trustee, Area 3  
Sonoma Valley Unified School District  
[jkelly.trustee@sonomaschools.org](mailto:jkelly.trustee@sonomaschools.org)  
(707) 934-6100

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  - b. Sonoma Charter School.
3. The dual immersion program formerly hosted at Adele Harrison and Flowery will be moved to the former Altimira Middle School/Woodland Star Charter School site. The site will become a K-8 dual immersion program utilizing the Altimira/Woodland Star facilities. The naming committee will be referred the site for renaming.
4. SVUSD will open a community school at the former Flowery campus, along the lines of the El Verano Elementary community school model. The naming committee will be referred the site for renaming.
5. The Sonoma Charter, Sassarini, and Prestwood sites will be devoted to teacher, staff, and affordable housing.
6. For 2023-24, El Verano Elementary and the school to be operated at the Flowery site will be K-5 schools. SVUSD will study in 2023-24 the possibility of converting to a K-2/3-5 model using the Flowery and El Verano sites.
7. The Dunbar site (*which will retain the Dunbar name*) will have space reserved to host a dedicated District-sponsored NPS. The remaining facilities at Dunbar will be made available on a competitive basis to Woodland Star Charter School and Sonoma Charter School.
8. The District consolidate all 0-K programs at the El Verano and Flowery sites.

There will be additional supporting documentation for this proposal, but if you can please confirm that the item is properly placed before the trustees via this email (*as it is sent twelve calendar days in advance*) I would appreciate it.

Second, regarding athletic trainers at the high school, I proposed that the stipend be offered to all sports teams that are interested in conducting off-season training for their sport. The issue arose particularly in the context of football, where four such positions would be created for the spring and for the summer, before the start of the football season. Similar stipends would be made available to all varsity sports, on a one-per-one basis for all coaching positions provided for those sports. Again, if you can please confirm that the item is properly placed before the trustees via this email (*as it is sent twelve calendar days in advance*) I would appreciate it.

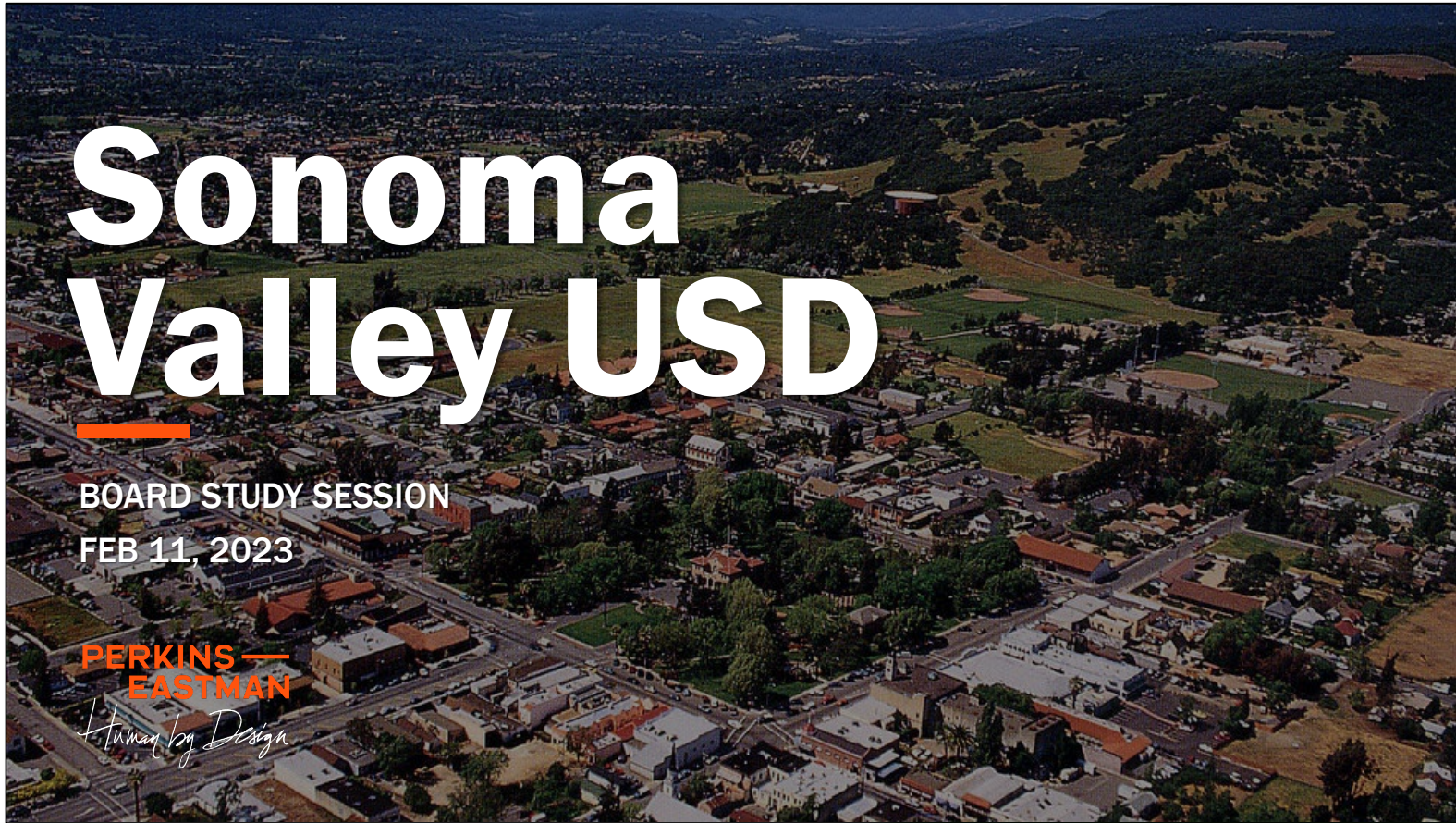
Sincerely,

John

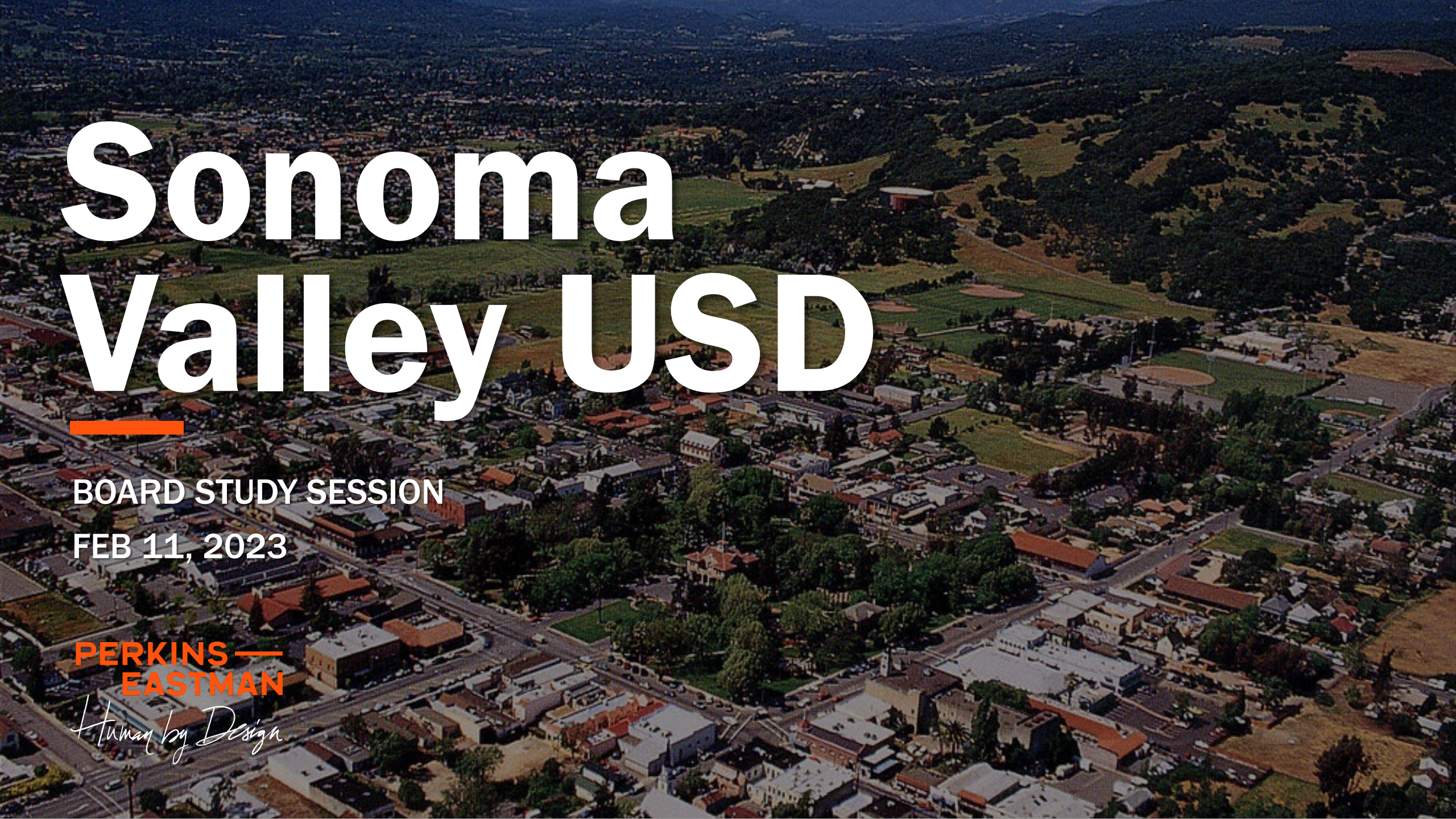
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John Kelly  
Trustee, Area 3  
Sonoma Valley Unified School District  
[jkelly.trustee@sonomaschools.org](mailto:jkelly.trustee@sonomaschools.org)  
(707) 935-6100

► Perkins Eastman Report



Appendix B



# Sonoma Valley USD

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BOARD STUDY SESSION

FEB 11, 2023

**PERKINS —  
EASTMAN**

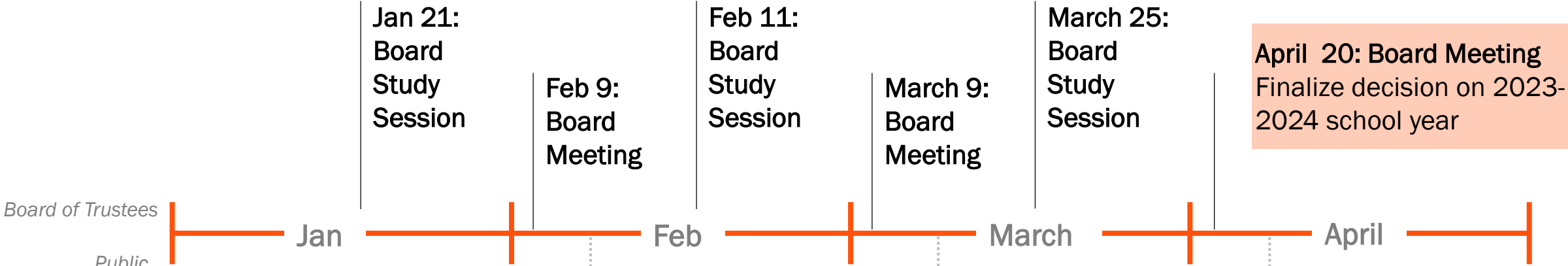
*Human by Design*

# Agenda

1. Recap + Updates + Handout
2. Site Analyses: Key Findings
3. Portfolio Strategy Analysis
4. Board Work Session

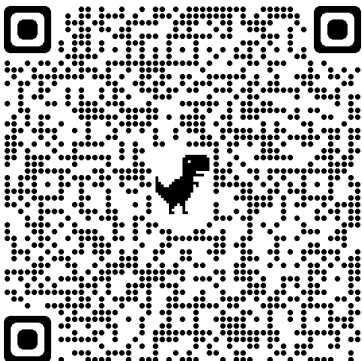


# Spring 2023 Process



**Website:**

[sonomavalleyfacilitiesmasterplan.org](http://sonomavalleyfacilitiesmasterplan.org)



- Feb 6: PTO Prestwood ES
- Feb 9: PTO & ELAC Altimira MS
- Feb 9: PTO Dunbar ES
- Feb 13: PTO Adele Harrison MS
- Feb 16: CCC Sonoma Charter School
- Feb 16: PTO Flowery ES
- Feb 21: PTO El Verano ES
- Feb 21: PTO Sassarini ES

Woodland Star Charter School - TBD

- March 6: PTO Prestwood ES
- March 9: PTO & ELAC Altimira MS
- March 9: PTO Dunbar ES
- March 16: CCC Sonoma CS
- March 20: PTO Adele Harrison MS
- March 21: PTO El Verano ES,
- March 28: PTO Sassarini ES

**March 6-10: Parent Conference Week (TK-8)**  
 Staff available for parent questions and concerns

- April 3: PTO Prestwood ES
- April 6: PTO & ELAC Altimira MS
- April 6: PTO Flowery ES
- April 6: PTO Dunbar ES
- April 11: PTO Sassarini ES
- April 17: PTO Adele Harrison MS
- April 18: PTO El Verano ES
- April 20: CCC Sonoma CS

# Key Findings

- Altimira Structural Issues
- Adele Harrison Site Access
- Flowery Site Constraints
- Sassarini, Prestwood, and El Verano Security
- Dunbar Isolation
- Capacity



# Altimira Middle School

- 7 buildings on AB 300 Seismic Safety Inventory
- Structural engineers conducted a visual inspection and blueprint analysis (Dec 2022)
- “... potential deficiencies are noted to be centered around the lack of connection of heavy precast concrete walls to the light frame roof diaphragms. This is not uncommon for buildings of this vintage. These deficiencies can cause significant life safety concerns during a seismic event.”

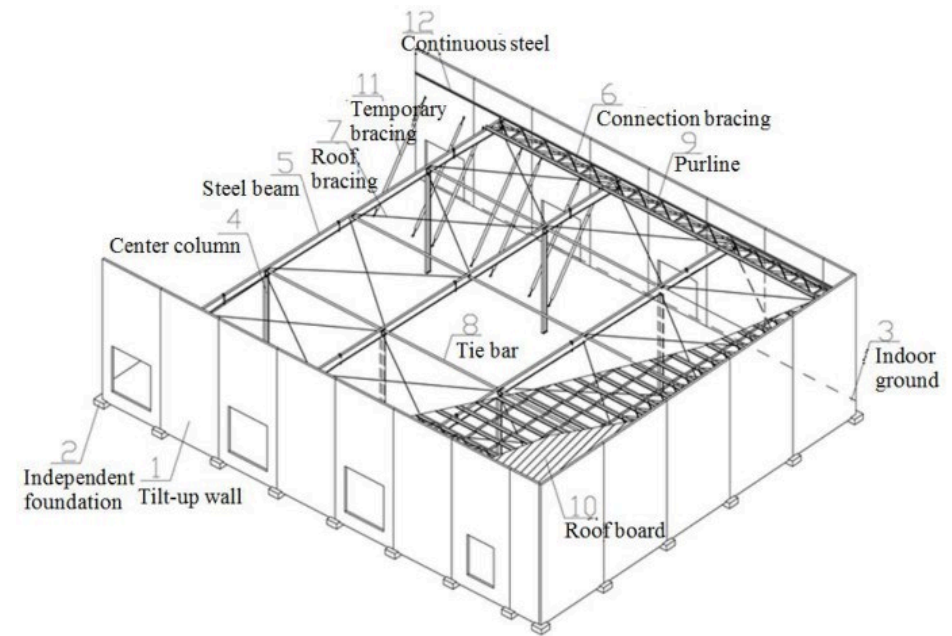


Fig. 1. Tilt-up building system.



# Adele Harrison Middle School

- Growth constrained by access; shared circulation with High School presents challenges
- Potential for alternate site access and new entry experience.

**LEGEND:**



- ① Adele Harrison Entrance
- ② Secondary entrance shared with SVHS Entrance



# Flowery Elementary School

- Constrained site, limited opportunity for expansion or construction
- Access from Sonoma Hwy presents challenges

**LEGEND:**

-  Flowery Elementary Entrance
-  Larson Park

 Parcel Boundary



# Sassarini, Prestwood, El Verano

POROUS SITE BOUNDARY



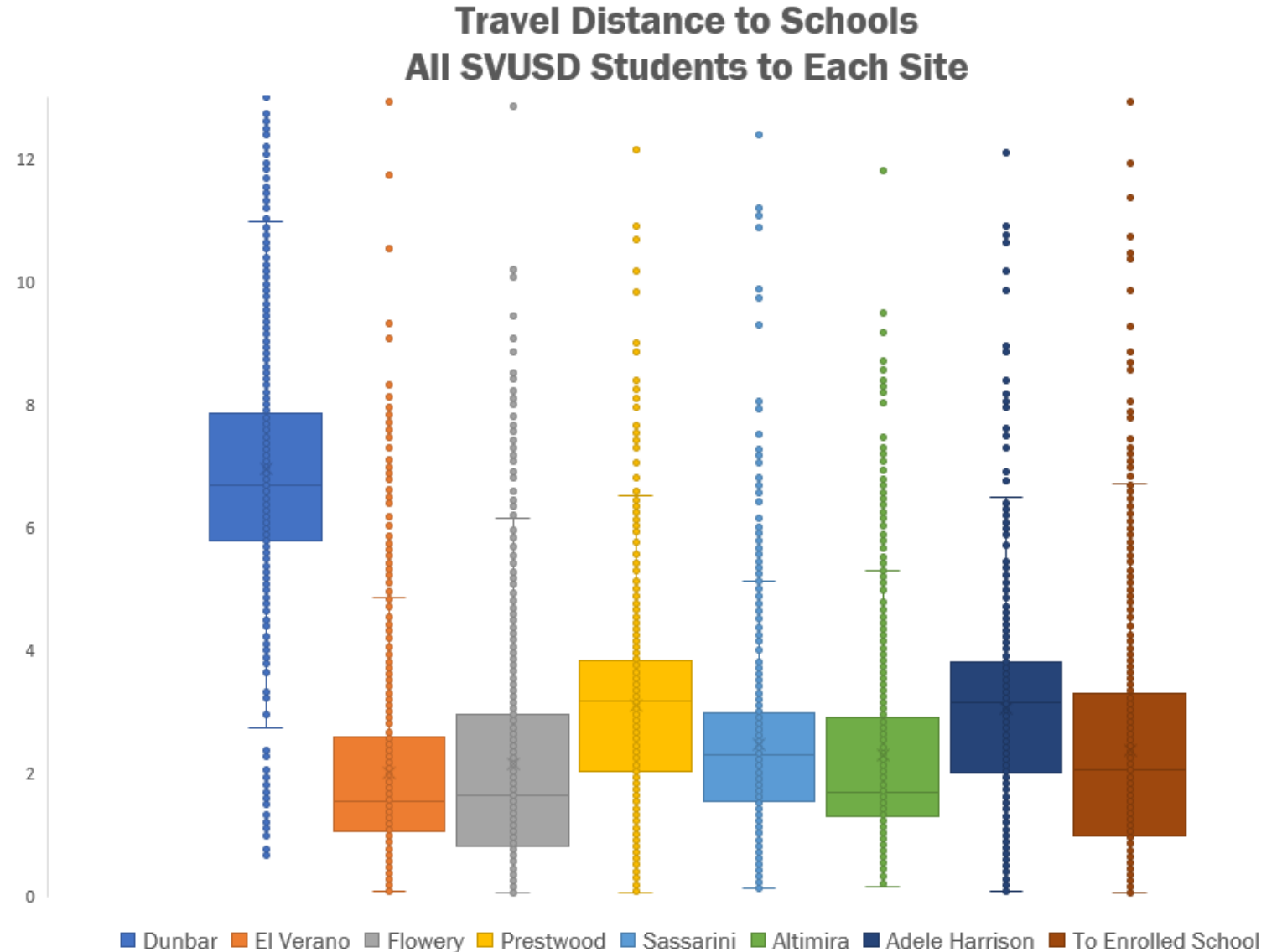
# Sassarini, Prestwood, El Verano

POROUS SITE BOUNDARIES



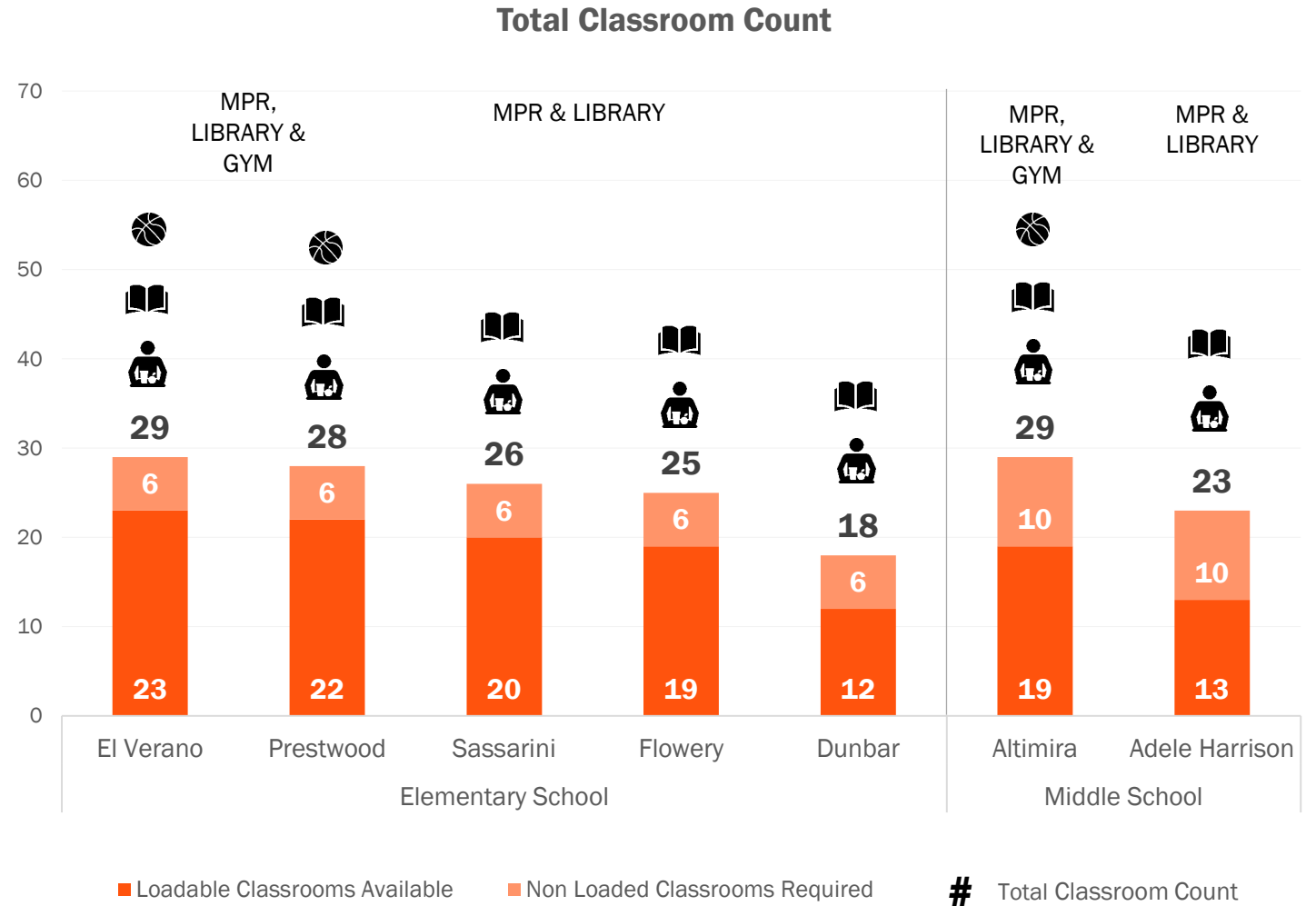
# Dunbar Isolation

- Campus is significantly farther from population centers than other sites
- Site utilizes well and septic systems



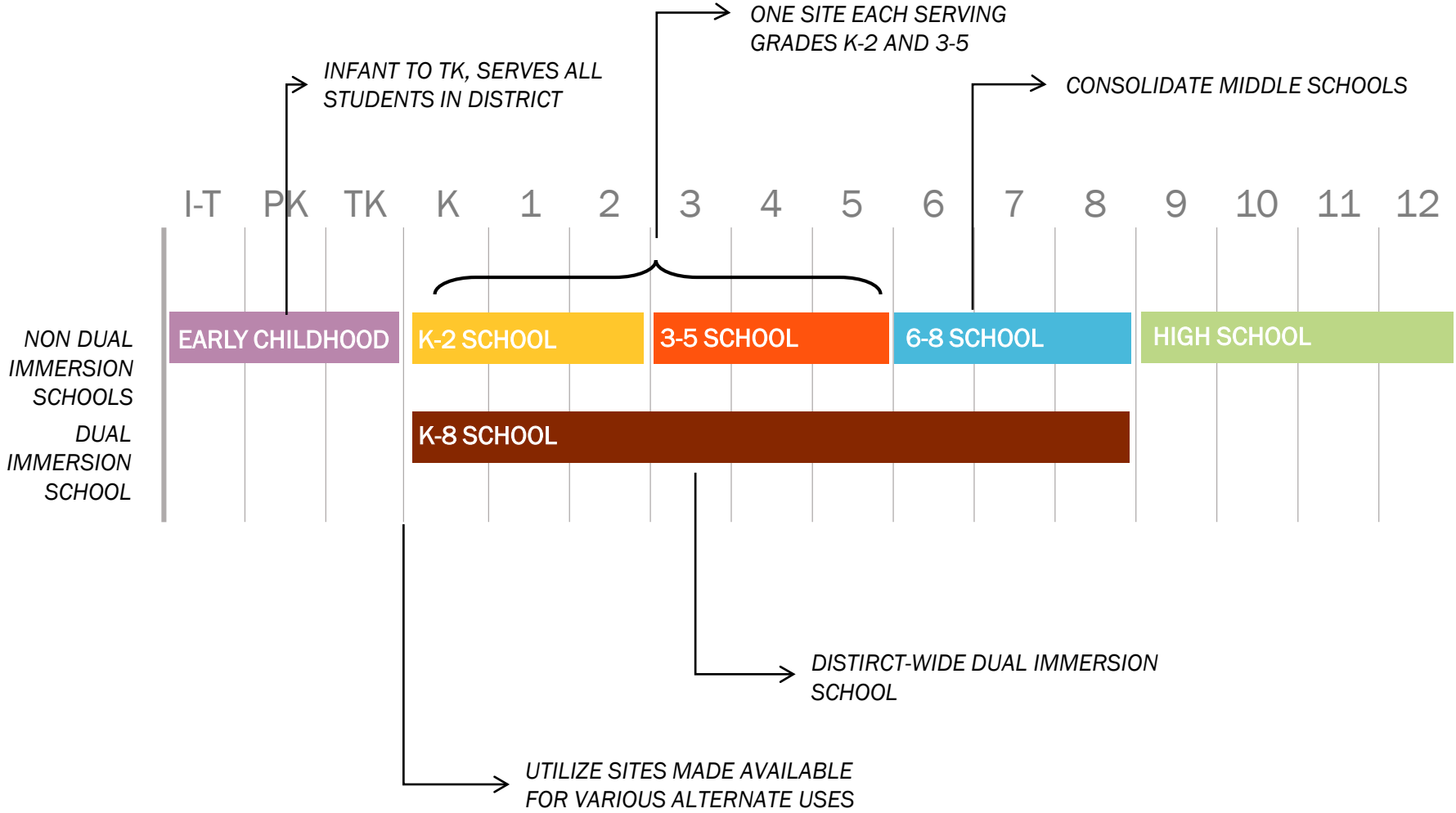
# Capacity Analysis

- 6 Non Loaded Rooms required for Elementary Schools
- 10 Non Loaded Rooms required for Middle School
- *At each elementary school, 35-40% of classrooms are portables*
- *At each middle school, 25% of classrooms are portables*



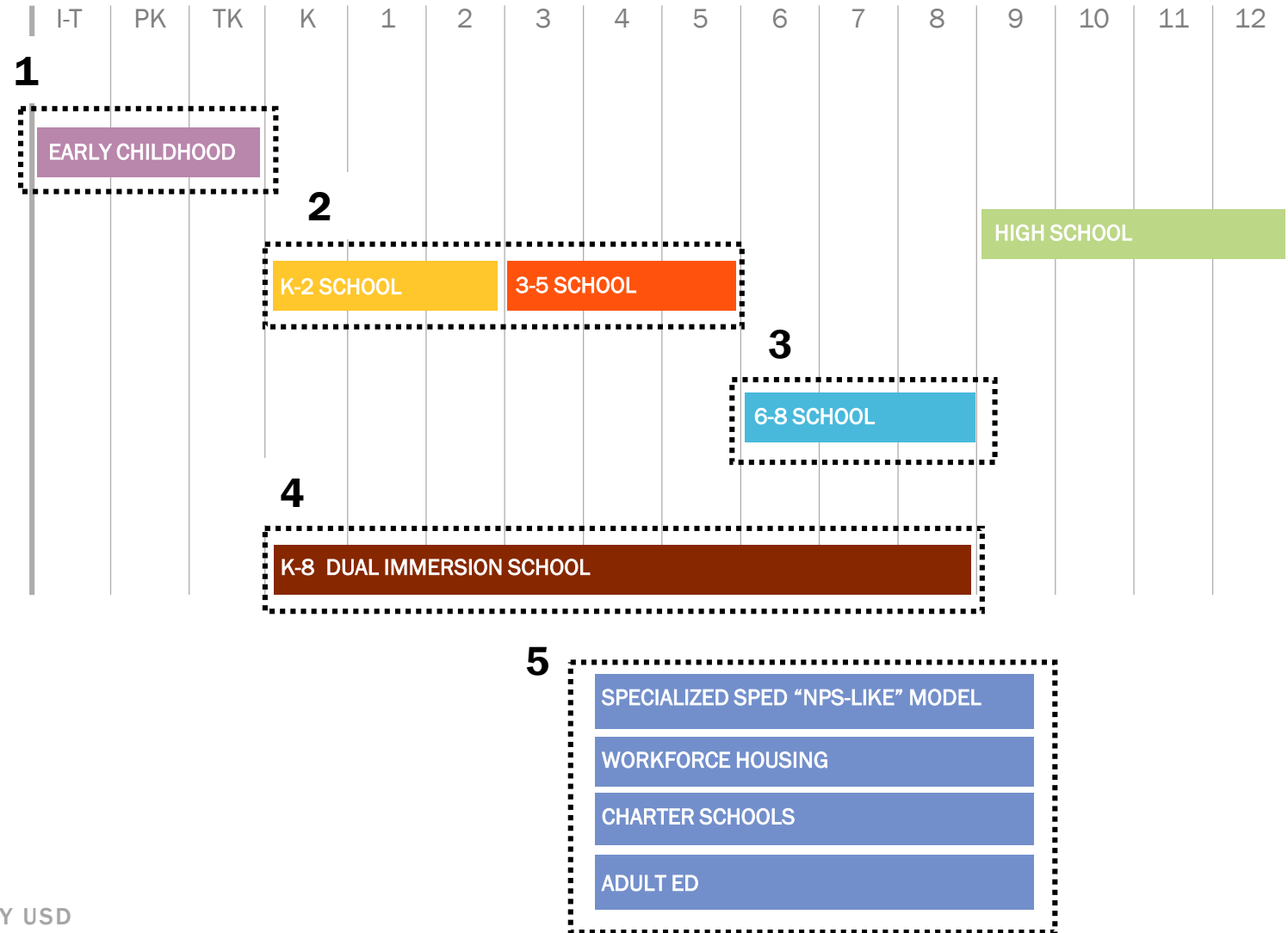
# Jan 21<sup>st</sup> Board Study Session Concept

- Look into serving all students at a particular grade level at a single site (“One Big School”)
- Strong interest in Early Childhood Hub
- Investigate options for Workforce Housing to attract and retain educators
- Consider a range of alternate uses



# Process

- Evaluate strategies independently
- Determine program requirements
- Identify suitable sites
- Explore alternatives



# Guiding Principles

Facilities Master Plan Vision: When planning and designing our schools, we must consider equity and community at the forefront of our decisions to envision a future that is forward thinking and sustainable using the following guiding principles:



**A Unified District**



**Wellness of the Whole Child and the Community**



**An Inclusive Student Focused Approach**



**Forward Thinking Learning Environments**



**Valued Community Assets**



**Fiscal Responsibility**



# 1. Early Childhood Hub



Barton Elementary School: Early Childhood Center

## Optimize a Single Site for Early Childhood Programs

Impacts:

- Larger rooms
- Integrated restrooms
- Dedicated play structures and outdoor space
- Space for family programs
- Secure boundary
- Centrally located
- Space for Drop-off

Grade Level	Low Enrollment Scenario (Classrooms)	Projected SY 23-24 Enrollment (Classrooms)	High Enrollment Scenario (Classrooms)
Infant Program	30 (2)	-	260 (14)
Pre-K	30 (2)	-	260 (14)
Tk	50 (3)	54	260 (14)
<b>Total</b>	<b>110 (7)</b>	<b>54 (3)</b>	<b>780 (42)</b>

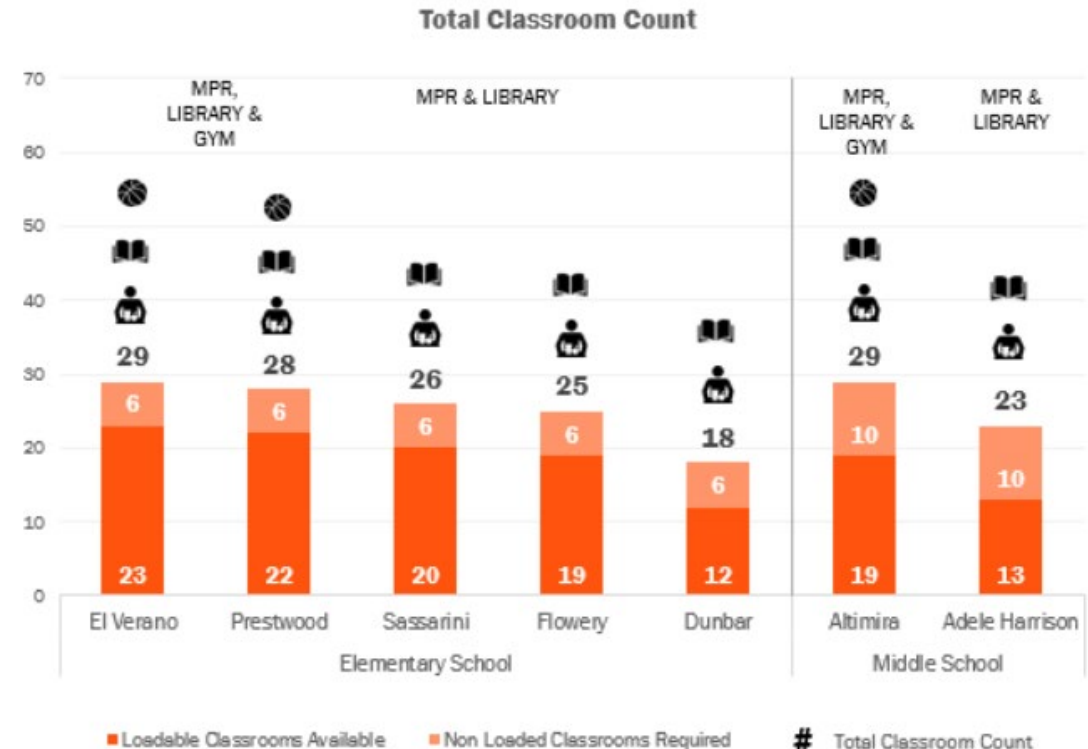
- Classroom numbers based on District loading standards
- Low enrollment scenario = 90% of Projected SY 23-24 enrollment
- High enrollment scenario = District wide projected SY 23-24 Kinder enrollment (incl. Charter Schools)

# 1. Early Childhood Hub

- Hypothetical model based on estimated demand
- Requires central location and access
- Any site selected for this function would require substantial investment
- SCTransit Bus Access:

School	Route 30	Route 34
El Verano	.4 mi	.2 mi
Prestwood	.4 mi	.4 mi
Sassarini	Adjacent stop	Adjacent stop
Flowery	.1 mi	.1 mi
Dunbar	1 mi	1 mi

Grade Level	HYPOTHETICAL SY 23-24 Enrollment (Classrooms)
Infant Program	30 (5)
Pre-K	75 (5)
Tk	100 (6)
<b>Total</b>	<b>205 (16+6=22)</b>



## 2. Districtwide K-2 & 3-5 School



Elementary School Classroom, Berryessa Unified School District

### Optimize a Single Site for a K-2 School / 3-5 School

Impacts:

- Larger rooms for Kinder
- Integrated restrooms for Kinder
- Dedicated play structures for Kinder
- District school, not a neighborhood school
- Students from same family attend multiple schools
- Additional school transitions may impact student test scores

Grade Level	Low Enrollment Scenario (Classrooms)	Projected SY 23-24 Enrollment (Classrooms)	High Enrollment Scenario (Classrooms)
K	120 (6)	203 (9)	260 (12)
1	80 (4)	155 (7)	200 (9)
2	130 (6)	214 (10)	270 (12)
<b>Total</b>	<b>330 (16)</b>	<b>572 (26)</b>	<b>730 (33)</b>

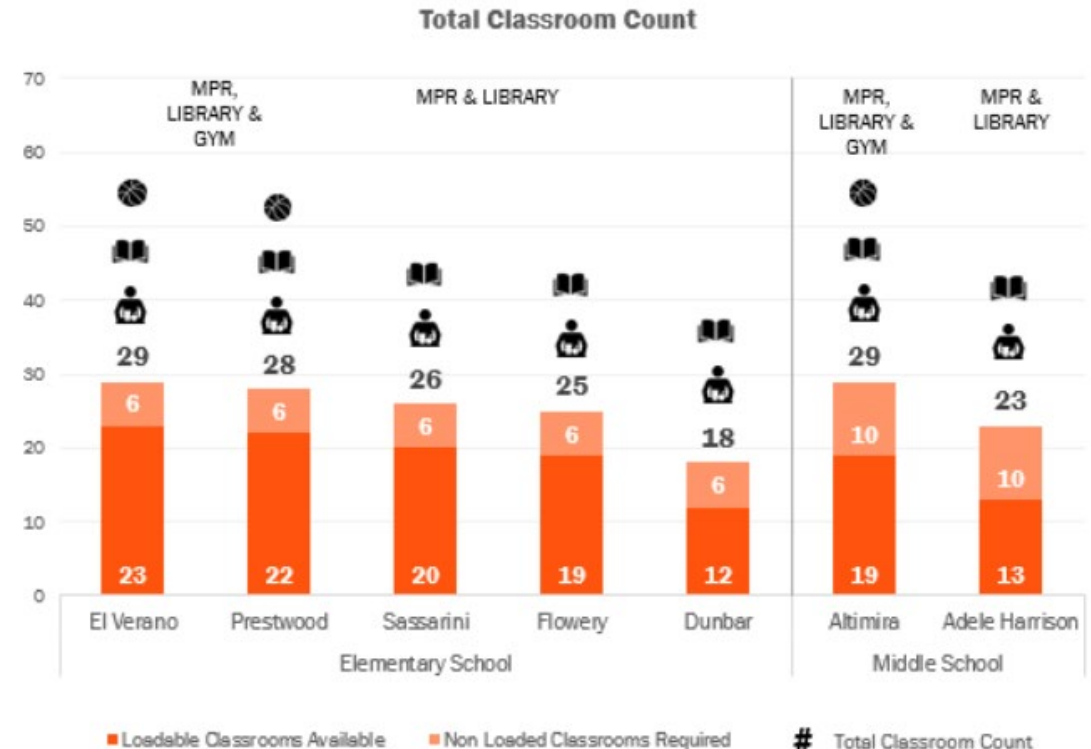
Grade Level	Low Enrollment Scenario (Classrooms)	Projected SY 23-24 Enrollment (Classrooms)	High Enrollment Scenario (Classrooms)
3	130 (6)	206 (9)	250 (11)
4	130 (5)	191 (7)	250 (9)
5	130 (5)	208 (8)	250 (10)
<b>Total</b>	<b>390(16)</b>	<b>605 (24)</b>	<b>750 (30)</b>

- Classroom numbers based on District loading standards
- Low enrollment scenario = 90% of Projected SY 23-24 enrollment not in Dual Immersion Program
- High enrollment scenario = District wide projected SY 23-24 enrollment (incl. Charter Schools)

## 2. Districtwide K-2 School

- Using a single site for K-2 would be difficult given current enrollment
- Would not permit any growth/regrowth of program
- K-2 site would require substantial number of K-level rooms with integrated restroom and age-appropriate play structures
- *Incorporating K into the ECE Hub might make this viable...*

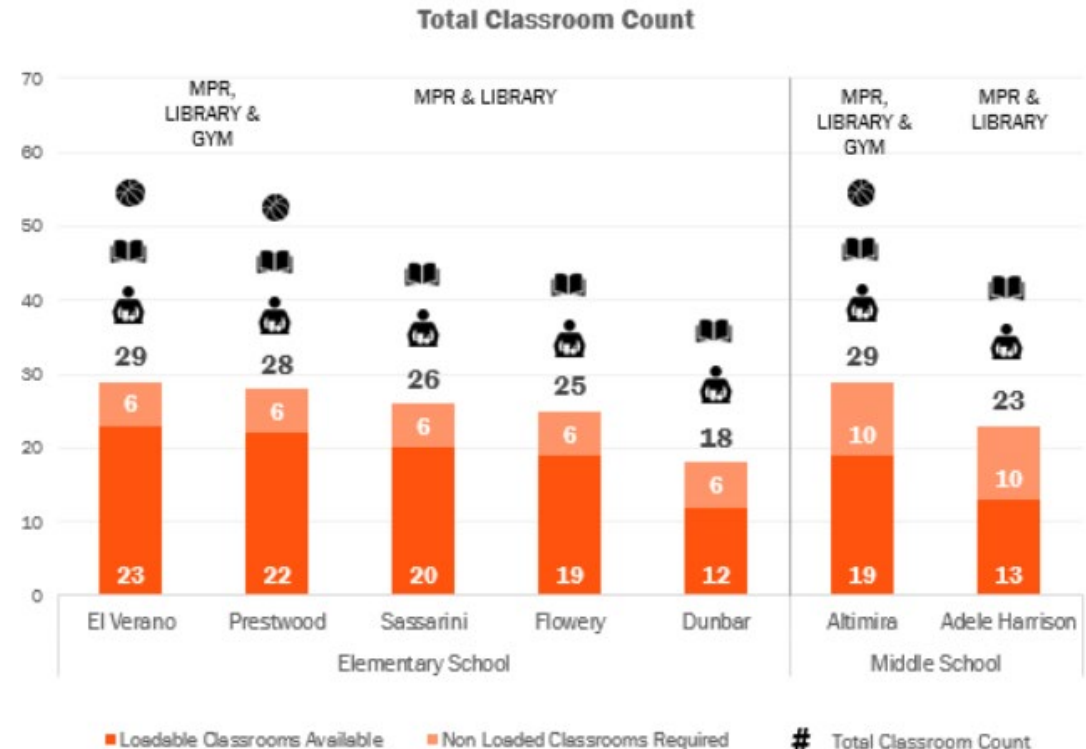
Grade Level	Low Enrollment Scenario (Classrooms)	Projected SY 23-24 Enrollment (Classrooms)	High Enrollment Scenario (Classrooms)
K	120 (6)	203 (9)	260 (12)
1	80 (4)	155 (7)	200 (9)
2	130 (6)	214 (10)	270 (12)
Total	330 (16+6=22)	572 (26+6=32)	730 (33+6=39)



## 2. Districtwide 3-5 School

- Using a single site for 3-5 is theoretically viable with addition of spaces at several sites
- Would not permit any growth/regrowth of program

Grade Level	Low Enrollment Scenario (Classrooms)	Projected SY 23-24 Enrollment (Classrooms)	High Enrollment Scenario (Classrooms)
3	130 (6)	206 (9)	250 (11)
4	130 (5)	191 (7)	250 (9)
5	130 (5)	208 (8)	250 (10)
Total	390(16+6=22)	605 (24+6=30)	750 (30+6=36)



## 2. Districtwide K-2 & 3-5 School

### Impacts:

- Disruptive to educators
- Eliminates neighborhood schools
- Longer travel to school
- Families may need to send children to multiple schools
- Potential to promote equity
- *Not a broadly adopted model*

*What makes Sonoma Valley USD a unique and special place for kids to learn and grow?*

A word cloud of terms related to Sonoma Valley USD's unique characteristics. The words are in various shades of blue and green, with 'students' and 'teachers' being the largest. Other prominent words include 'school', 'small town', 'community', 'sense of community', 'close community', 'supportive community', 'diverse community', 'unique place', 'charter schools', 'high school', 'community schools', 'small community', 'community and small', 'community of people', 'teachers and staff', 'community support', 'school districts', and 'town community'.

community and small    community of people  
sense of community  
community schools    Small community    high school    teachers and staff  
Sonoma Valley    **students**    school    close community  
charter schools    **teachers**    community support  
unique place    small town    school districts  
diverse community    supportive community    town community

# 3. Consolidate to a Single 6-8 School



Media Control Room, Eliot Hine Middle School

## Single Site for 6-8 School

Impacts:

- Dedicated gymnasium
- Dedicated library
- Dedicated multipurpose room
- Centrally located
- Sports program/facilities
- Specialty classrooms

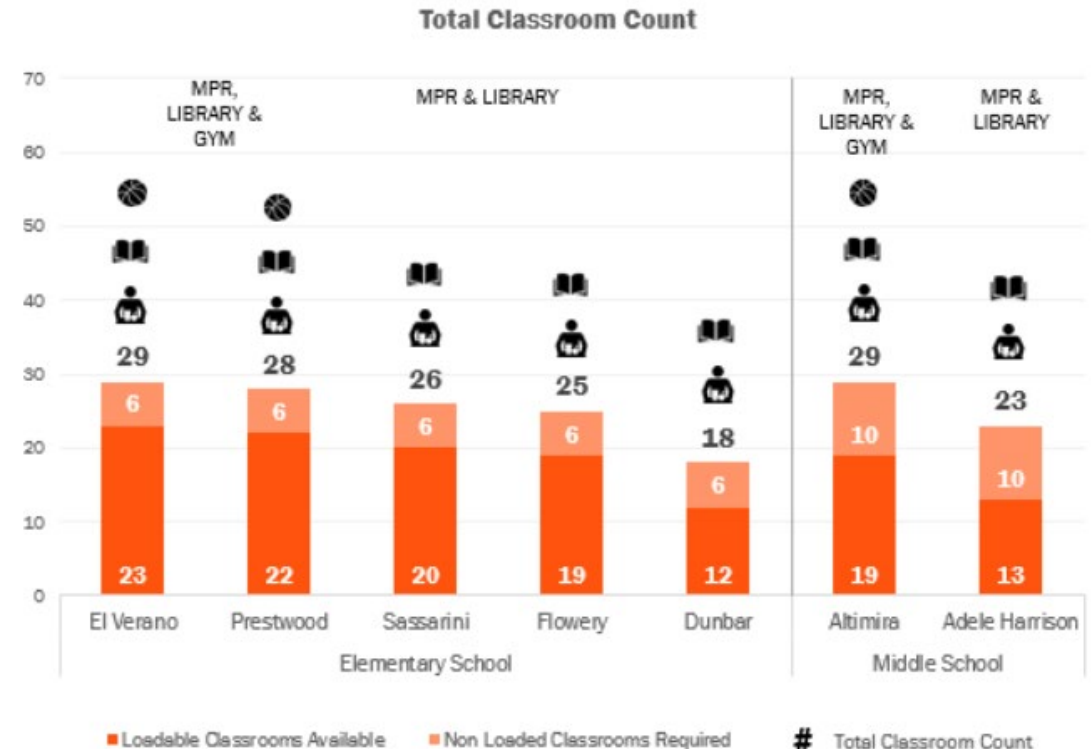
Grade Level	Low Enrollment Scenario (Classrooms)	Projected SY 23-24 Enrollment (Classrooms)	High Enrollment Scenario (Classrooms)
6	130 (5)	216 (8)	260 (10)
7	170 (6)	251 (9)	290 (11)
8	180 (7)	262 (10)	300 (11)
<b>Total</b>	<b>480 (18+10=28)</b>	<b>729 (27+10=37)</b>	<b>850 (32+10=42)</b>

- Classroom numbers based on District loading standards
- Low enrollment scenario = 90% of Projected SY 23-24 enrollment not in Dual Immersion Program
- High enrollment scenario = District wide projected SY 23-24 enrollment (incl. Charter Schools)

### 3. Consolidate to a Single 6-8 School

- Consolidation of 6-8 would require additional space at any campus
- Altimira's existing enrichment spaces align with project needs
  - Relocation of Woodland Star and use of 13 portable classrooms would enable all 6-8 students to fit at Altimira
- Adele Harrison's adjacency to High School enables use of High School spaces

Grade Level	Low Enrollment Scenario (Classrooms)	Projected SY 23-24 Enrollment (Classrooms)	High Enrollment Scenario (Classrooms)
6	130 (5)	216 (8)	260 (10)
7	170 (6)	251 (9)	290 (11)
8	180 (7)	262 (10)	300 (11)
<b>Total</b>	<b>480 (18+10=28)</b>	<b>729 (27+10=37)</b>	<b>850 (32+10=42)</b>



# 4. K-8 Dual Immersion School



## One K-8 Dual Immersion School

- Dedicated facilities for Kinder
- Dedicated facilities for 6-8 students (gym, labs, etc...)
- Larger library
- Larger multipurpose room
- Centrally located
- Expanded sports program/facilities
- Increased transportation needs

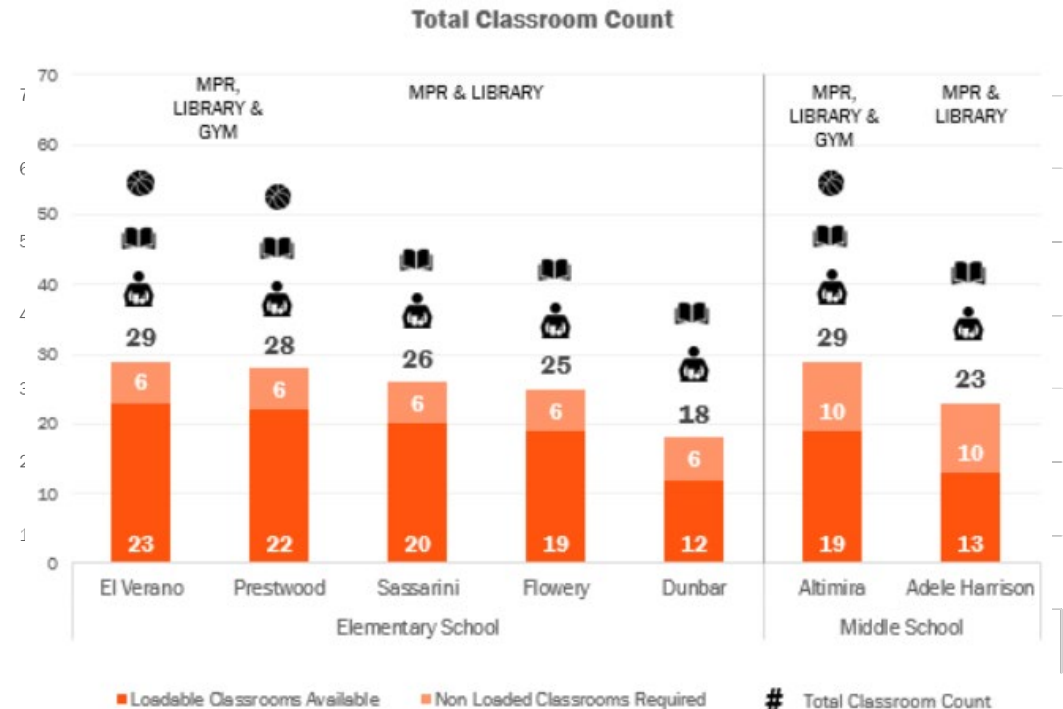
Grade	Low Enrollment Scenario (Classrooms)	Projected SY 23-24 Enrollment (Classrooms)	High Enrollment Scenario (Classrooms)
K	60 (3)	68 (3)	80 (4)
1	60 (3)	63 (3)	80 (4)
2	60 (3)	65 (3)	80 (4)
3	60 (3)	62 (3)	80 (4)
4	60 (3)	51 (2)	80 (4)
5	60 (3)	58 (3)	80 (4)
6	60 (3)	62 (3)	80 (4)
7	60 (3)	62 (3)	80 (4)
8	60 (3)	62 (3)	80 (4)
<b>Total</b>	<b>540 (27)</b>	<b>553 (26)</b>	<b>720 (36)</b>

- Classroom numbers based on District loading standards
- Projected enrollment for Grades 6-8 = average of projected enrollment from Grade K-5
- Low enrollment scenario = 60 students/grade)
- High enrollment scenario = 80 students/grade)

# 4. K-8 Dual Immersion School

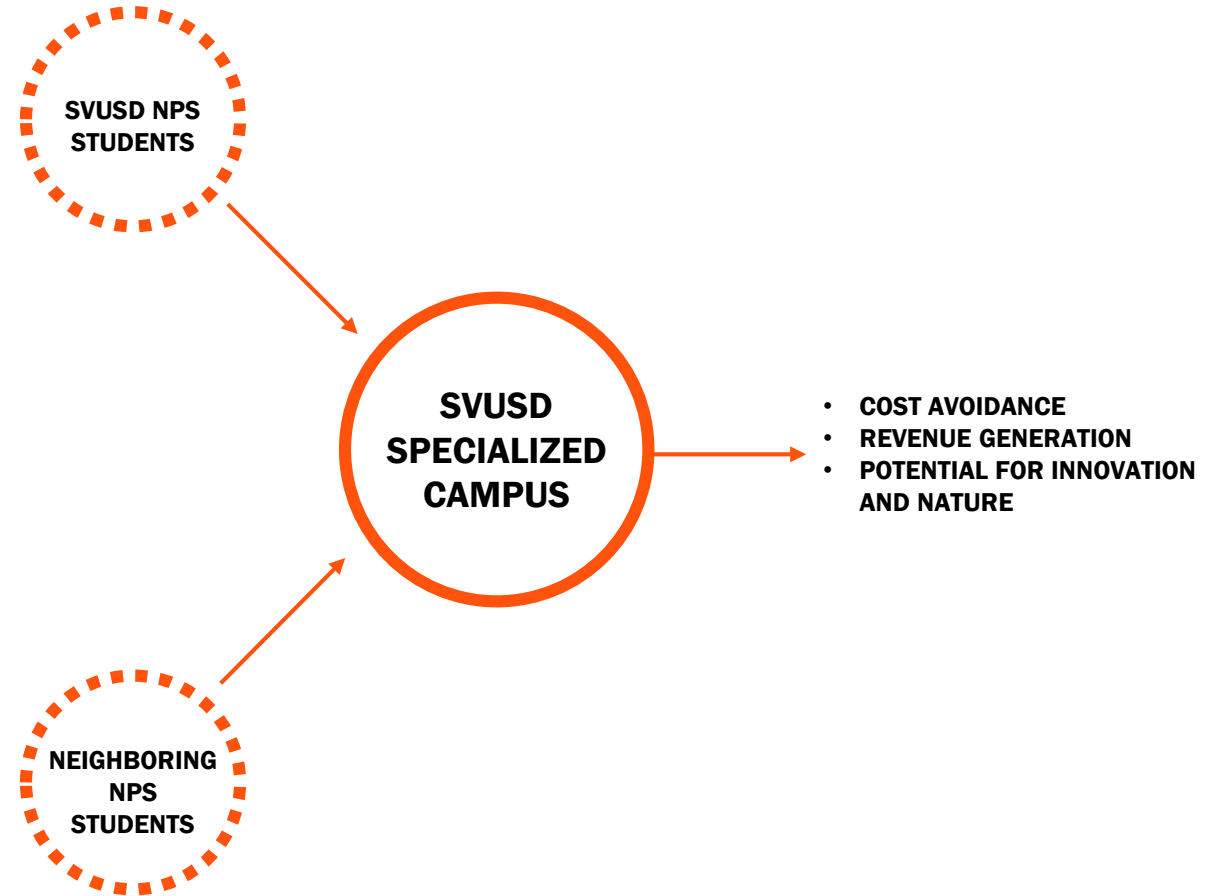
- “Low Enrollment” scenario assumes 3 rooms per grade level
- Addition of 6-8 grades increases # of enrichment rooms needed
- Difficult to fit K-8 program at any existing K-5 sites

Grade	Low Enrollment Scenario (Classrooms)	Projected SY 23-24 Enrollment (Classrooms)	High Enrollment Scenario (Classrooms)
K	60 (3)	68 (3)	80 (4)
1	60 (3)	63 (3)	80 (4)
2	60 (3)	65 (3)	80 (4)
3	60 (3)	62 (3)	80 (4)
4	60 (3)	51 (2)	80 (4)
5	60 (3)	58 (3)	80 (4)
6	60 (3)	62 (3)	80 (4)
7	60 (3)	62 (3)	80 (4)
8	60 (3)	62 (3)	80 (4)
<b>Total</b>	<b>540 (27+10=37)</b>	<b>553 (26+10=36)</b>	<b>720 (36+10=46)</b>



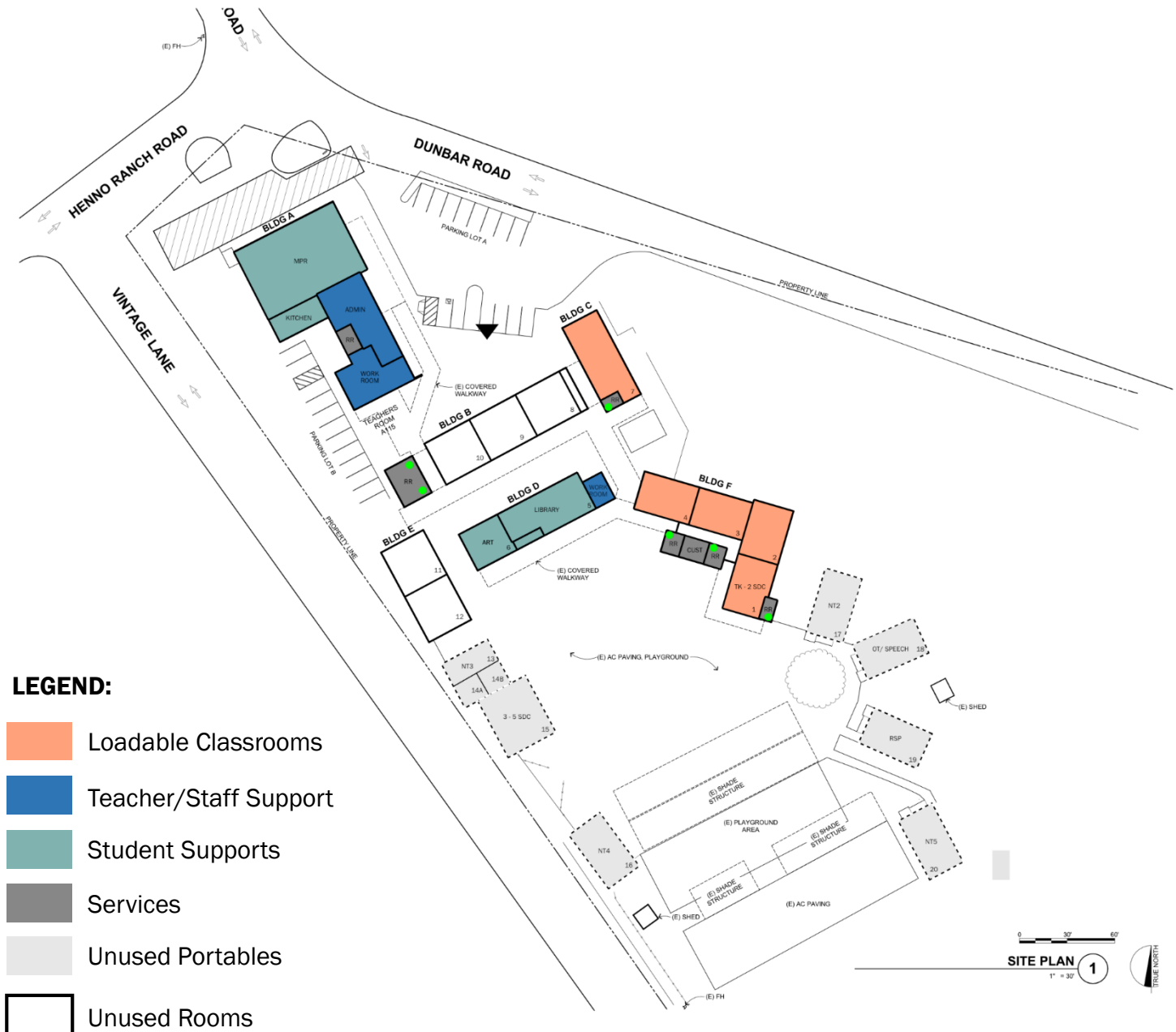
# Host NPS SPED Programming

- 35 students in 2021-22 school year
- Sonoma Valley families would have ability to keep students in a local school
- Potential to attract students from other districts
- Potential for site with access to nature + outdoors



# Host NPS SPED Programming

- Ample space to host a range of programs to serve students with diverse needs
- Assuming 7 students/classroom, there are “extra” rooms – portables could be removed and/or other programs hosted at the site



# Charter Schools

## Woodland Star:

- 13 Classrooms
- K-8
- Intervention Rooms desired

## Sonoma Charter:

- 10 Classrooms
- K-8

## Dunbar Elementary:

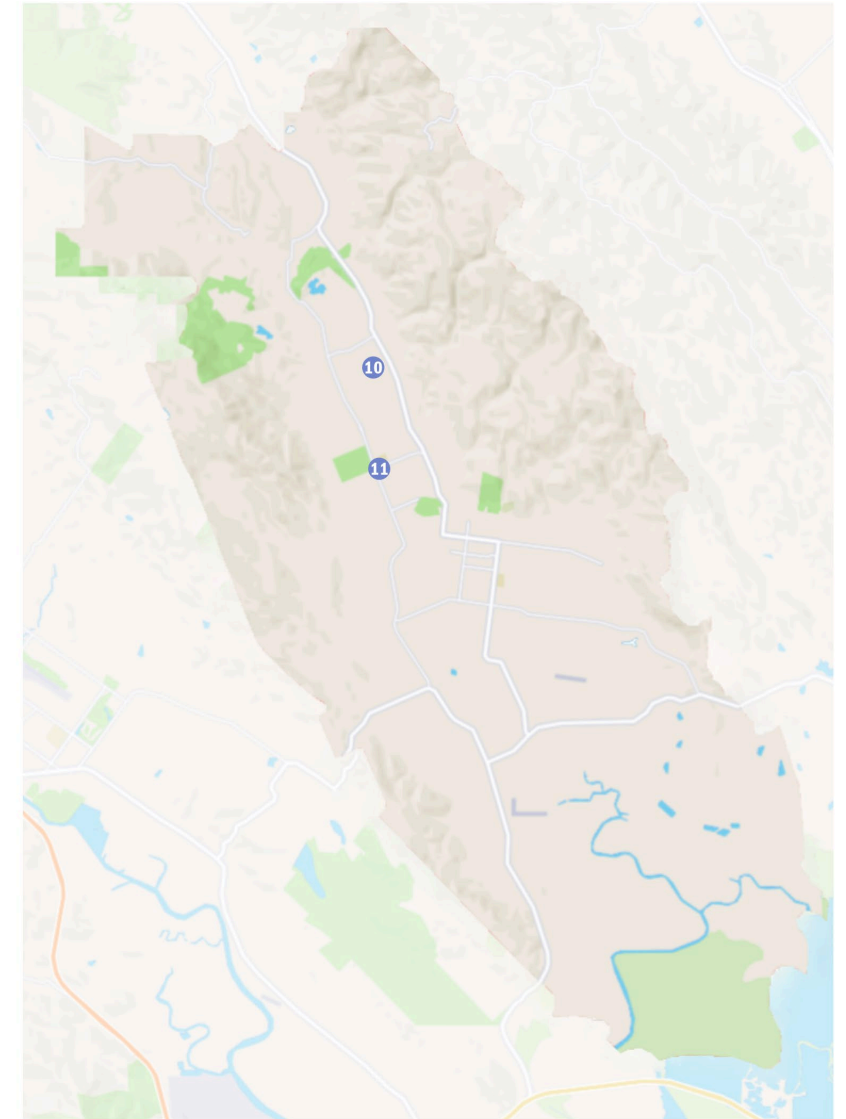
- 18 Rooms
- 1 MPR
- 1 Library



10. SONOMA CHARTER SCHOOL

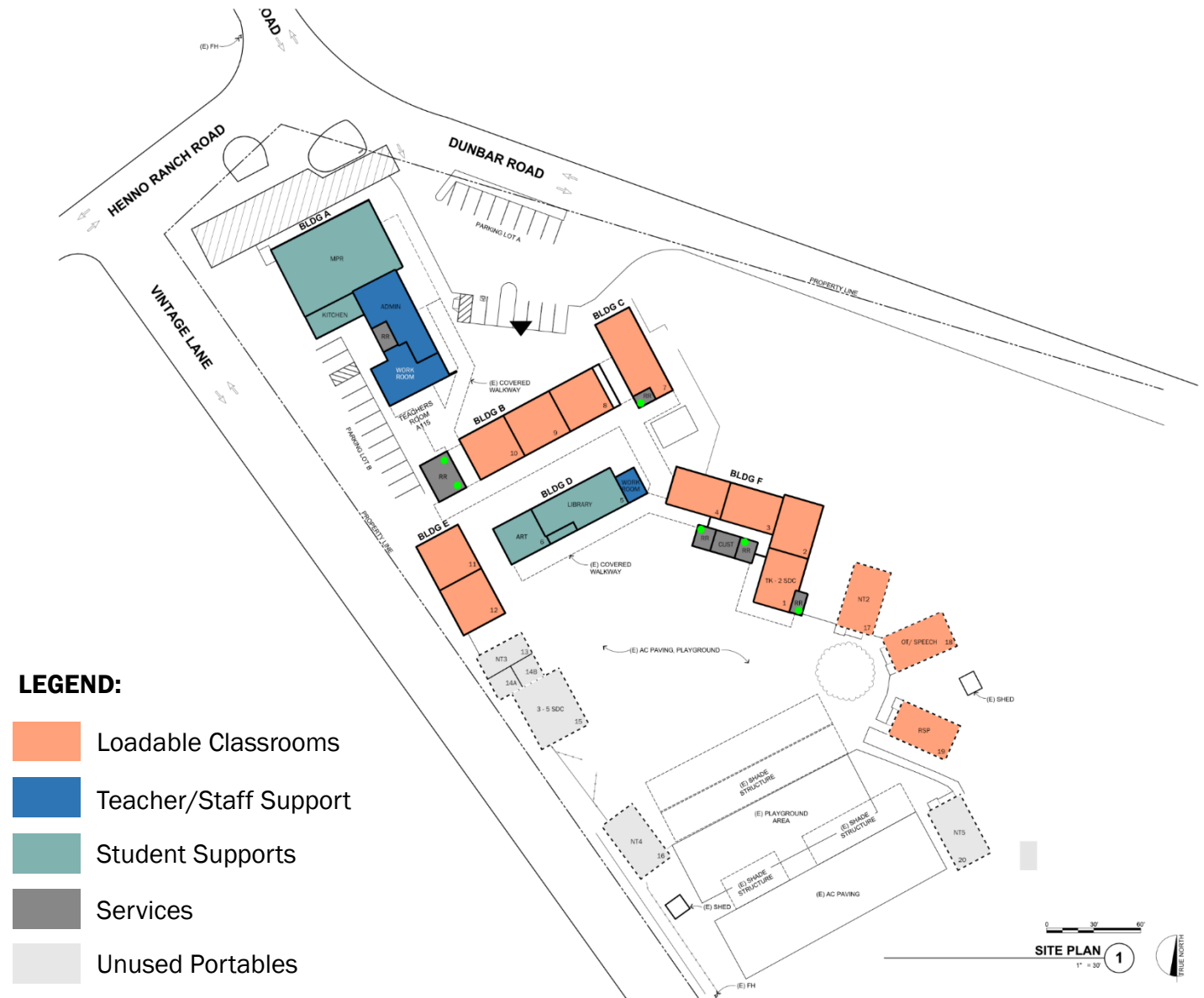


11. WOODLAND STAR CHARTER SCHOOL



# Charter Schools

- Either charter program fits at Dunbar site, potentially with 3~6 extra rooms
- Provides room for growth or space for other programs hosted at the site



# Workforce Housing

## LOCAL DENSITY PRECEDENTS



**Sonoma Creek Village (1 story single family)**  
**12.9 Dwelling Units per Acre**




**Firehouse Village (townhouses)**  
**20 Dwelling Units per Acre**




**Celestina Garden Apartments**  
**22.9 Dwelling Units per Acre**

# Workforce Housing

 SITE FOR POTENTIAL WORKFORCE HOUSING



# Host Adult Education

 EAST SIDE UNION ADULT EDUCATION CENTER BUILDING FOOTPRINT



East Side Union Adult Education Center

# Reactions

---

## Part 1:

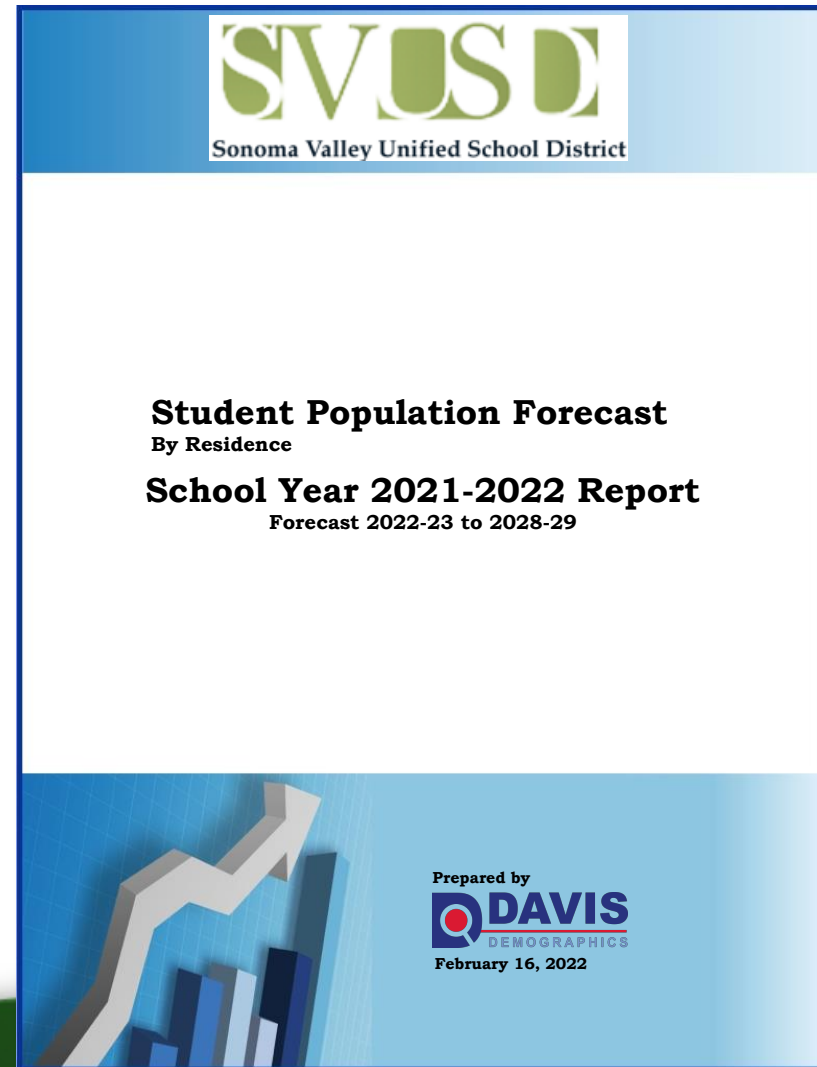
- Each Board Member reacts to what they saw. Don't try and combine strategies

## Part 2:

- Open brainstorm on how to combine strategies and what needs to happen next year

Human by Design

► Davis Demographics Study





**Student Population Forecast**  
**By Residence**

**School Year 2021-2022 Report**  
**Forecast 2022-23 to 2028-29**

Prepared by



February 16, 2022

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## ***INTRODUCTION***

The Sonoma Valley Unified School District has contracted with Davis Demographics & Planning, Inc. (DDP) to update and analyze demographic data relevant to the district's facility planning efforts. The scope of contracted work includes mapping the district, address matching the current student file, developing and researching pertinent demographic data, identifying future residential development plans and developing a Ten-year student population projection. DDP will then assist the district in developing solutions for housing future student population. Additionally, this study was prepared to assist the district's efforts in evaluating future site requirements and attendance area changes.

The purpose of this report is to identify and inform the district of the trends occurring in the community; how these trends may affect future student population; and to assist in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts. The district can then use this information to better plan for the need, location and timing of facility or boundary adjustments.

The **Sources of Data** section details where the two sources of data, geographic and non-geographic, are collected and how each data item is used in the Ten-year student population projection model.

The **Ten-Year Projection Methodology** section discusses in detail how the factors used in the study were calculated and why they were used. These factors include: the calculation of incoming kindergarten classes, additional students from new housing (referred to as student yield), the effects of student mobility, and a detailed review of planned residential development within the district.

The **District Student Resident Projection Summary** sections review the Fall 2021/22 student resident projection results. Included in these sections are a district wide student population projection summary and a projected resident student population summary for each existing attendance area and study area.

While reading this report, it is important to remember that this is a snapshot of current and potential student population based upon data gathered in Fall 2021/22. Population demographics change, development plans change, funding opportunities can change, District priorities can change, and therefore, new projections and adjustments to the overall Master Plan will continue to be necessary in the future.

## ***EXECUTIVE SUMMARY***

The Sonoma Valley USD has experienced declining enrollment since the 2004/05 school year. In 2004/05 the district had enrollment of around 5,000 K-12 students. By the 2010/11 school year overall K-12 enrollment had declined to approximately 4,200 students. This continued decline was exacerbated by the pandemic through the 2021/22 school year with over all TK-12 enrollment at 3,334. There are many factors known and unknown as to why this may be happening. The following details four observations of the Sonoma Valley USD student population and overall population that may shed a little bit of light on the decline.

### Aging Population (pages 33-34)

The Median Age of the general population residing in S.V.U.S.D. has increased from 45.8 at the 2010 census to 48.2 according to 2021 ESRI estimate. The forecasted Median Age in 2026 is 48.6. The percentage of school age population (ages 5-17) has declined between 2010 and 2021 from 17.1% to 15.3% with a further decline to 14.5% by 2026. These two metrics indicate an aging population that tends not to produce an abundance of new students. This can be seen in the next factor, Area Births

### Area Births (pages 5-6)

Births in the zip codes that overlap with the S.V.U.S.D.(95431, 95442, 95452 and 95476) have been declining since 2009. In 2009 there were 440 births in the valley, by 2016 that number was down to 326. Children born in 2016 showed up as kindergarteners in 2021. Births continue to decline through 2020 with 259 births. If the 2016 births to 2019 K students ratio continues there is a possibility of less than 200 K students by the 2025/26 school year.

Smaller K enrollment leads to natural decline as larger 12<sup>th</sup> grade classes graduate out. For example, in the 2019/20 school year 315 resident 12<sup>th</sup> graders graduated and were replaced by 219 resident kindergarteners in 2020/21. That is a natural decline of 96 students. Over the past three years this natural decline has averaged about 77 students per year.

### Mobility and Housing (page 7-8)

Mobility measures the gain/loss of students as they progress through the grades. This is driven by turnover in housing stock and families moving in and out of the district. High housing costs can impact the ability of families with school age students to move into the district. The mobility in the S.V.U.S.D. indicates that this is the case. Only 4 of the 12 grade transitions are above 100%, indicating growth. The other 8 transitions are either showing no growth or a loss. This can be mitigated by building new housing stock, however there is only a few new housing units approved by the city at this time.

### Forecast (page 13)

The model utilized by Davis Demographics to forecast future student enrollment considers all the above factors. The forecast indicates that the decline in student enrollment will continue at the same pace as the last few years. All grade ranges are forecast to decline annually for the forecast timeframe. The 2021/22 enrollment is forecast to be 3,317 TK-12 students with continued declines annually.

## ***SOURCES OF DATA***

### **Geographic Map Data**

Four geographic data layers were updated for use in the ten-year student population projections:

1. Street Centerline Database
2. Study Areas
3. Schools
4. Students – Historical and Current

#### **1) Street Centerline Data**

DDP has licensed a digital street centerline map of the School District from the Sonoma County GIS Department. The street database has associated attributes that contain, but are not limited to, the following fields: full street name, address range and street classification

The main function of the streets is in the geo-coding process of the student data. Each student is address matched to the streets by their given address. The geo-coding process places a point on the map for every student in the exact location of student residence. This enables DDP to analyze the student data in a geographic manner.

Another vital utilization of the digital street database is in the construction of study areas. Freeways, major streets and neighborhood streets are used as boundaries for the study areas.

#### **2) Study Areas**

Study areas are small geographic areas and the building blocks of a school district; they are like neighborhoods. Study areas are geographically defined following logical boundaries of the neighborhood, such as freeways, streets, railroad tracks, rivers, etc. Each study area is then coded with the elementary, middle and high school that the area is assigned to attend. By gathering information at the study area level, a school district can closely monitor growth and demographic trends in particular regions and spot potential need for boundary changes or new facilities.

#### **3) Schools**

The district provided school facility location information to DDP for the purpose of mapping the district facilities.

#### **4) Student Data**

**a. Historical Student Data** - Historical enrollment is used to compare past student population growth and trends as well as the effects of mobility (move-in, move-out from existing housing) throughout the district. DDP utilized the 3 previous years' (2016/17, 2017/18 and 2018/19) address matched students as historical data.

**b. Current Student Data** - A student data file geocoded approximately October 6, 2021, summarized by grade level and by study area is used as a base for enrollment projections. Existing students were categorized by study area through the address matching process that locates each student within a particular area based upon their given address. The projections run each of the next ten years from fall 2022/23 through fall 2031/32.

The Student Accounting Summary (Table 1) indicates the total student enrollment as of October 6, 2021, and the number of students used in the ten-year student population projections. The projection model is based upon student residence and excludes students residing outside of the district’s boundaries, students unable to be address matched

<b>Student Accounting Summary</b>	
<b>School Year 2021/22 Enrollment (10/06/21)</b>	
<b>Students Received from District</b>	<b>3,370</b>
<b>Summary - Students in Charts and Tables</b>	
<b>Students in Forecast</b>	
<i>Resident Students (students residing within district boundaries)</i>	
General Education Students	3,273
<b>Total Students in Forecast</b>	<b>3,273</b>
<b>Students Not in Forecast</b>	
<i>Non-Resident Students (students residing outside of district boundaries)</i>	
General Education Students	59
<i>Students Unable to be Address Matched</i>	
General Education Students	2
<b>Total Students Not in Forecast</b>	<b>61</b>
<b>Total Students in District Summary</b>	
Students in Forecast	3,273
Non-Resident/Unamatched Students*	61
<b>S.V.U.S.D. 2021/22 TK-12 Enrollment</b>	<b>3,334</b>
*Non-Resident and unmatched students are not forecasted but have been added to the district forecast summary on a straightline basis.	
** 36 Non-Public school students are excluded from all tables and charts	

## **Non-Geographic Data**

Two basic sets of non-geographic data were compiled and reviewed for use in the ten-year student population projections by residence:

1. Births by Zip Code
2. Mobility Factors

***1) Births by Zip Code Data*** - Birth data by postal zip code was obtained from the California State Department of Health for the years 1994-2017 and roughly correlated to the Sonoma Valley Unified School District. Past changes in historical birthrates are used to estimate incoming kindergarten student population from existing housing.

***2) Mobility Factors*** - Mobility refers to the increase/decrease in the migration of students within the district boundaries (move-in/move-out of students from existing housing). Mobility, similar to a cohort, is applied as a percentage of increase/decrease among each grade for every year of the projections

## ***TEN YEAR PROJECTION METHODOLOGY***

The projection methodology used in this study combines historical student population figures, past and present demographic characteristics, and planned residential development to forecast future student population at the study area level. District-wide projections are summarized from the individual study area projections. **These projections are based on where the students reside and their school of residence. DDP utilizes, the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate estimate of where future school facilities should be located.** The best way to plan for future student population shifts is to know where the next group of students will reside. The following details the methodology used in preparing the student population projections by residence.

### ***Ten-Year Projections***

Projections are calculated out ten years from the date of projection for several reasons. The planning horizon for any type of facility is typically no less than five years, often longer. Ten years are sufficient to adequately plan for a student population shift and facility restructuring. It is a short to midterm solution for planning needs. Projections beyond Ten years are based on speculation due to the lack of reliable information on birthrates, new home construction, economic conditions etc.

### ***Why Projections are Calculated by Residence***

Typically, school district projections are based on enrollment by school. However, this method is inadequate when used to locate future school facility requirements, because the location of the students is not taken into consideration. A school's enrollment can fluctuate due to variables in the curriculum, program changes, school administration and open enrollment policies. These variables can skew the apparent need for new or additional facilities in an area.

The method used by DDP is unique because it modifies a standard cohort projection with demographic factors and actual student location. **DDP bases its projections on the belief that school facility planning is more accurate when facilities are located where the greatest number of students reside.**

The following details the methodology used in preparing the student population projections.

***1) Progression*** - Each year of the projections, 12<sup>th</sup> grade students graduate and continuing students' progress through to the next grade level and kindergarten students start school. This normal progression of students is modified by the following factors:

***2) Incoming Kindergarten*** – Live birth data, reported to the California State Department of Health, by the resident postal zip code of the mother is used to project the base incoming kindergarten class. Additional kindergarten students may be added from future development. DDP uses birth data by zip code so, if necessary, a different birth factor can be applied to various areas of the district.

Incoming kindergarten classes, for existing homes, are estimated by comparing changes in past births and birthrates. Table 2 shows the total births for each zip code in the Sonoma Valley Unified School District from 2003 to 2020. Future kindergarten classes (2022/23-2031/32) are estimated by multiplying the existing kindergarten class (2021/22) by the ratio of the projected year’s births to the 2016 births. If the fall 2021/22 kindergarten class was born in 2016, DDP compared the total births in 2016 to the total births in 2017 to determine a factor for next year's kindergarten class (fall 2022/23). Similarly, 2016 was compared to 2018 (fall 2023/24 K class), 2016 to 2019 (fall 2024/25 K class) and 2016 to 2020 (Fall 2025/26 K class).

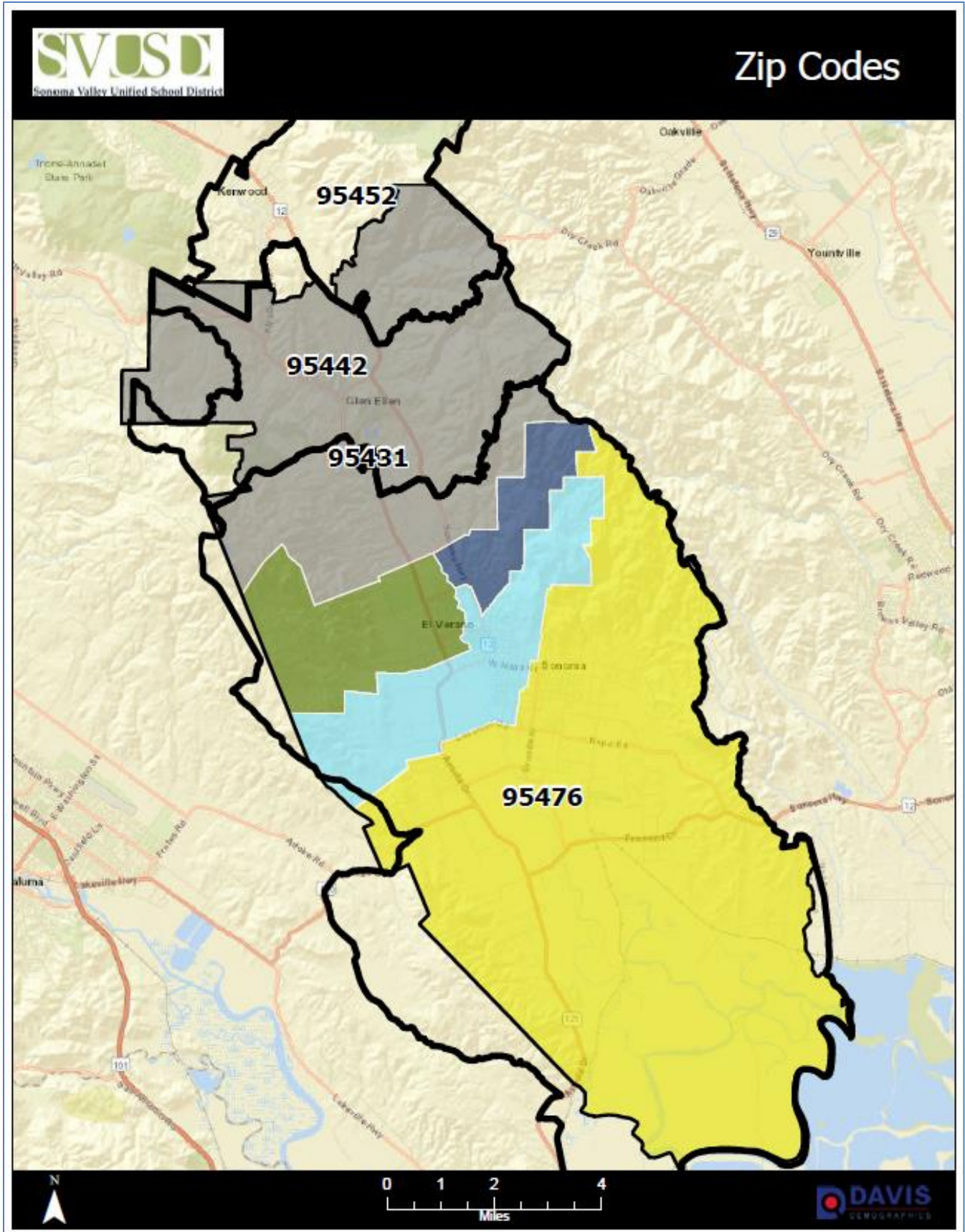
For the 2022/23 through 2025/26 school year a modified rate of incoming kindergarten students was used. This was done in anticipation of a slight rebound in kindergarten enrollment post-pandemic. The incoming kindergarten rate of .90 or 90% was used for school years 2023/24 through 2031/32 due to some expectation of an increase in future births in California (California Department of Health). Furthermore, to continue the average annual decline in births of -5.4% over the last five years is unrealistic.

Births by Zip Code						Birth Rate			
Birth Year	Kinder Year	95442	95452	95476	Total	% Change*	Birthrate Used in Forecast	School Year	
2004	2009	26	0	406	432	132.5%		2009/10	
2005	2010	30	9	363	402	123.3%		2010/11	
2006	2011	31	6	382	419	128.5%		2011/12	
2007	2012	30	9	317	356	109.2%		2012/13	
2008	2013	27	11	334	372	114.1%		2013/14	
2009	2014	32	12	396	440	135.0%		2014/15	
2010	2015	24	8	318	350	107.4%		2015/16	
2011	2016	21	7	357	385	118.1%		2016/17	
2012	2017	23	5	294	322	98.8%		2017/18	
2013	2018	26	0	294	320	98.2%		2018/19	
2014	2019	42	8	313	363	111.3%		2019/20	
2015	2020	29	0	318	347	106.4%		2020/21	
2016	2021	30	0	296	326	Base Year		2021/22	
2017	2022	24	6	269	299	91.7%		0.950	2022/23
2018	2023	21	0	273	294	90.2%		0.925	2023/24
2019	2024	20	5	242	267	81.9%	0.900	2024/25	
2020	2025	22	5	232	259	79.4%	0.875	2025/26	
2021	2026	Birth Data was not available at the time of study.				0.0%	0.900	2023/24	
2022	2027					0.0%	0.900	2024/25	
2023	2028					0.0%	0.900	2025/26	
2024	2029					0.0%	0.900	2026/27	
2025	2030					0.0%	0.900	2027/28	
2026	2031					0.0%	0.900	2028/29	

\* % Change refers to the change in total births for each year compared to the base year.

Source: California Department of Health Statistics

Table 2– Birth Data



**3) Student Mobility Factors** - Student mobility factors further refine the ten-year student population projections. Mobility refers to the increase/decrease in the migration of students within the district boundary (move-in/move-out of students from existing housing). Mobility, similar to a cohort, is applied as a percentage to each grade for every year of the projections. A net increase or decrease of zero students over time is represented by a factor of 100%. A net student loss is represented by a factor less than 100% (1.00) and a net gain by a factor greater than 100% (1.00) (see example).

Example:

$$\begin{array}{r}
 18 \quad \text{K grade students in fall 2021/22} \\
 \times \quad 103\% \text{ (1st Grade mobility Dunbar E.S.)} \\
 \hline
 = \quad \mathbf{18.5 \text{ 2nd Grade students in fall 2022/23}}
 \end{array}$$

Attendance Area Dunbar ES		Projection Date 10/3/2021				
ACTUAL		PROJECTED RESIDENT STUDENTS				
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
TK	1	1	1.1	1.1	1.1	1.1
K	<b>18</b>	17.1	16.6	16.2	15.8	16.2
1	18	<b>18.5</b>	17.6	17.1	16.7	16.2
2	22	18.7	<b>19.3</b>	18.3	17.8	17.4
3	28	22.2	18.9	<b>19.5</b>	18.5	18.0
4	22	27.2	21.6	18.3	<b>18.9</b>	17.9
5	18	22.0	27.2	21.6	18.3	<b>18.9</b>
		<b>103%</b>	<b>104%</b>	<b>101%</b>	<b>97%</b>	<b>100%</b>

Dunabar E.S.	K --> G1	G1 --> G2	G2 --> G3	G3 --> G4	G4 --> G5
	<b>103%</b>	<b>104%</b>	<b>101%</b>	<b>97%</b>	<b>100%</b>

Having historical student data categorized by study area is extremely helpful in calculating accurate Student Mobility Factors. The sampling used was taken over a four-year period (student data from 2018/19 through 2021/22) and three yearly groupings were calculated. For example, a comparison was made for the fall 2018/19 K student population to the fall 2019/20 1st grade students. This comparison was also conducted for the fall 2019/20 & fall 2020/ 21, and the fall 2020/21 & fall 2021/22 students.

Attendance Area	K to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
Dunbar ES	1.03	1.04	1.01	0.97	1.00	0.95	0.97	0.98	1.10	1.03	0.99	0.93
El Verano ES	0.97	0.92	0.96	0.92	0.99	0.92	1.04	0.96	1.04	1.01	0.95	0.93
Flowery ES	0.95	0.95	0.94	0.97	0.95	0.97	0.98	0.99	1.08	0.96	0.94	0.89
Prestwood ES	0.99	0.92	0.99	0.95	1.03	1.01	0.92	1.01	1.01	0.96	0.88	0.89
Sassarini ES	1.03	0.93	0.96	0.95	0.98	1.04	1.01	0.97	1.12	1.04	0.94	0.93

Table 3– Mobility

**4) Planned Residential Development** –Planned residential development data is collected to determine the number of new residential units that will be built over the ten-year time frame of the student population projections. The projected units within the next ten years will have the appropriate Student Yield Factor, Table 3, applied to them to determine the number of new students planned residential development will yield.

This data was obtained through discussions with the major developers within the district boundaries, the planning department of the City of Sonoma, the planning department of Sonoma County and District officials. A database map of the planned residential development was created, including, when available, project name, location, housing type, total number of units and estimated move-in dates (phasing schedule). Projected phasing is based upon occupancy of the unit and is used to help time the arrival of students from these new developments.

In the student population projection by residence DDP includes all approved and tentative tract maps in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates is a snapshot of the district at the time of this study. All of the information may change and should be updated annually (see Table 5).

Project Name	Study Area	Type	Total Units	Developer	City Approval	Status	Included in Forecast
1st Street East Townhomes	48B	MFA	50	1st Street East Townhomes	No	Planning	No
Hummingbird Cottages	75	MFA	15	Hummingbird Cottages	No	Planning	No
Montalso Apartments	77	APT	55	Montalso Apartments	No	Planning	No
Sonoma Development Center	1B	Mix	??	Sonoma Development Center	No	Planning	No

*Table 5– Planned Residential Development*

Note: The development list includes projects that occupancy will begin in the ten-year period of the enrollment projections. Some future projects may not be included if they do not fall in this time frame. Total Units reflect the number of approved units for the project not the remaining units to be built

**5) Student Yield Factors – 10 Year Projections** - Closely related to the planned residential development units are Student Yield Factors. The Student Yield Factors, when applied to planned residential development units, determine the number of additional students will be generated from new construction within the district.

Student Yield Factors* - District Wide			
Type	K-6 Yield	7-8 Yield	9-12 Yield
SFD	0.4	0.1	0.2
APT/AFD	0.2	0.05	0.1

\* Enrollment Certification/Projection School Facility Program SAB 50-01

California State Allocation Board Office of Public School Construction

*Table 6–Student Yield Factors*

## ***APPLYING THE VARIABLES TO CALCULATE THE PROJECTIONS***

The following paragraphs summarize how DDP uses the factors to calculate the student population projections. Remember that these projections are based on residence.

The Sonoma Valley Unified School District has been split into 198 study areas and each study area is coded for the elementary, middle high and high school attendance area in which it falls. The residential forecasts are calculated at the study area level. This means that DDP conducts 198 individual forecasts that are based upon the number of students residing in each study area.

The first step in running these projections involve listing the number of students that live in a particular study area by each individual grade (kindergarten through 12<sup>th</sup> grade). The current student base (Fall 2021/22) is then passed onto the next year's grade (2021/22's K become 2022/23's 1<sup>st</sup> graders, 2021/22's 1<sup>st</sup> graders become 2022/23's 2<sup>nd</sup> graders, and so on). After the natural progression of students through the grades is applied, then Birth Factors are multiplied by the current kindergarten class to generate a base for the following year's kindergarten class. Discussion on Transitional Kindergarten methodology is on page 4.

Next, a Mobility Factor is applied to all grades. Again, these factors consider the natural in/out migration of students throughout the district.

The last essential layer applied to the projections deals with additional students from planned residential development. This is a simple calculation, again conducted at the study area level, where the estimated number of new housing units for a particular year is multiplied by the appropriate Student Yield Factors. For example, if 100 single family detached (SFD) units are to be built in a specific study area each year, then you would multiply this number (100) by the SFD K-6 student yield factor (0.4) and the resulting number of students (40) is divided evenly among the ten grades.

To finish generating the projections by residence, the same process is conducted for each of the 86 study areas. Once the projections have been run at the study area level, then it is simple addition to determine projections for each of the district's attendance areas or for a district-wide summary. For example, the student population projections for Sonoma Valley High School are simply the summary of all the study areas that make up this specific attendance area.

The District Summary for the projections (Section 3) is a total summary of all 198 study areas, which excludes all the students that attend a District school but live completely outside of the district's boundaries, are unmatched due to incorrect address information and independent study students. These out-of-district, unmatched and independent study students are factored back into the projections by simply adding the existing totals in at the bottom of the projections (please see the Attendance Matrices in Section 2 for a breakdown of the out-of-district, unmatched and independent study students by school). DDP adds the current total out-of-district, unmatched students and independent study students to each year of the projections because there is no way to accurately forecast these students in the future.

## ***ATTENDANCE MATRICES***

Three attendance matrices have been included to provide a better understanding of where students reside and where they attend school. **Remember, DDP projections are based upon where the students reside, not where they attend school. DDP uses the actual location of where the students reside, as opposed to their school of enrollment, to provide the most accurate prediction of future facilities adjustments.** Therefore, since the projections are based upon where the students reside, the figures used as a base for each school's resident projection may differ from the actual reported enrollment for each school.

These attendance matrices function as a check and balance for student accounting. They show where the students reside (in what School of Residence) based upon our address matching capabilities and what school they attend (School of Attendance) based upon data in the student file supplied by the district. The inclusion of these matrices is essential to showing how the students used in the projections match up to the district's records of enrollment for each school. The best way to plan for future facilities changes is to know where the next group of students will be residing, not necessarily which school they are currently attending.

### READING THE MATRIX

Looking at the TK-5 Elementary School Attendance Matrix below, let us begin with Dunbar as an example. Following down the first column with the Dunbar heading, there are 64 K-5 grade students who attend Dunbar *and* reside in the Dunbar attendance area. Continuing downward, 5 students attend Dunbar that resides in the El Verano attendance area. Next the matrix shows that 65 students attend Dunbar and reside in the Flowery's attendance area, and so on.

The row Out of District refers to students who live completely outside of the Sonoma Valley Unified School District but attend one of the district's schools. There are 5 Out of District students attending Dunbar. Total Attendance shows the total number of students attending a school regardless of where they reside and reflects the district's enrollment counts for each school. There is a total of 150 students attending Dunbar.

The next step is to read across the matrix, beginning with the Dunbar attendance area row. We understand that the 64 represents the total number of TK-5 grade students that reside in the Dunbar attendance area and attend Dunbar. The next column, El Verano, refers to the number of TK-5 grade students that reside in the Dunbar attendance area, but attend El Verano. There are currently 17 students that reside in the Dunbar attendance area and attend El Verano.

The Total Residence column is the total number of students living in each attendance area. There are 127 TK-5 students residing in the Dunbar attendance area. The Total Attendance row is the actual number of students used as the base or actual number for each attendance area in the Fall 2021/22 projections.

Elementary School Attendance Matrix			School of Enrollment				
School of Residence	Attendance Area	Count of Students Living in Attendance Area	Dunbar ES	El Verano ES	Flowery ES	Prestwood ES	Sassarini ES
	Dunbar ES	127	64	17	38	3	5
	El Verano ES	277	5	169	45	24	34
	Flowery ES	330	65	43	189	7	26
	Prestwood ES	257	1	9	23	212	12
	Sassarini ES	326	10	35	53	50	178
	Resident Students	1,317	145	273	348	296	255
	Out of District Students	25	5	7	9	2	2
	<b>Total Enrollment</b>	<b>1,342</b>	<b>150</b>	<b>280</b>	<b>357</b>	<b>298</b>	<b>257</b>

Middle School Attendance Matrix			School of Enrollment	
School of Residence	Attendance Area	Count of Students Living in Attendance Area	Altamira MS	Harrison MS
	Altamira MS	325	231	94
	Harrison MS	424	119	305
	Resident Students	749	350	399
	Out of District Students	21	16	5
	Unmatched Students	1	1	0
	<b>Total Enrollment</b>	<b>771</b>	<b>367</b>	<b>404</b>

High School Attendance Matrix			School of Enrollment	
School of Residence	Attendance Area	Count of Students Living in Attendance Area	Sonoma Valley HS	Creekside HS
	Sonoma Valley HS	1,207	1,153	54
	Resident Students	1,207	1,153	54
	Out of District Students	13	12	1
	Unmatched Students	1	0	1
	<b>Total Enrollment</b>	<b>1,221</b>	<b>1,165</b>	<b>56</b>

**Matrix Summary Table**

Attendance Area	Campus Capacity	Resident Students	Enrolled Students	Utilization*		Resident Student Transfers		Non-Resident and Unmatched Students In	Net Total Transfers In
				Resident Students	Enrolled Students	Students In	Students Out		
Dunbar ES	250	127	150	50.8%	60.0%	81	63	5	23
El Verano ES	456	277	280	60.7%	61.4%	104	108	7	3
Flowery ES	709	330	357	46.5%	50.4%	159	141	9	27
Prestwood ES	456	257	298	56.4%	65.4%	84	45	2	41
Sassarini ES	633	326	257	51.5%	40.6%	77	148	2	-69
Altamira MS	660	325	367	49.2%	55.6%	119	94	17	42
Harrison MS	810	424	404	52.3%	49.9%	94	119	5	-20
Sonoma Valley HS	2,100	1,207	1,165	57.5%	55.5%	0	54	12	-42
Creekside HS	NA	NA	56	NA	NA	56	NA	2	2
<b>Total Enrollment</b>	6,074	3,273	3,334	53.9%	54.9%	NA	NA	61	61

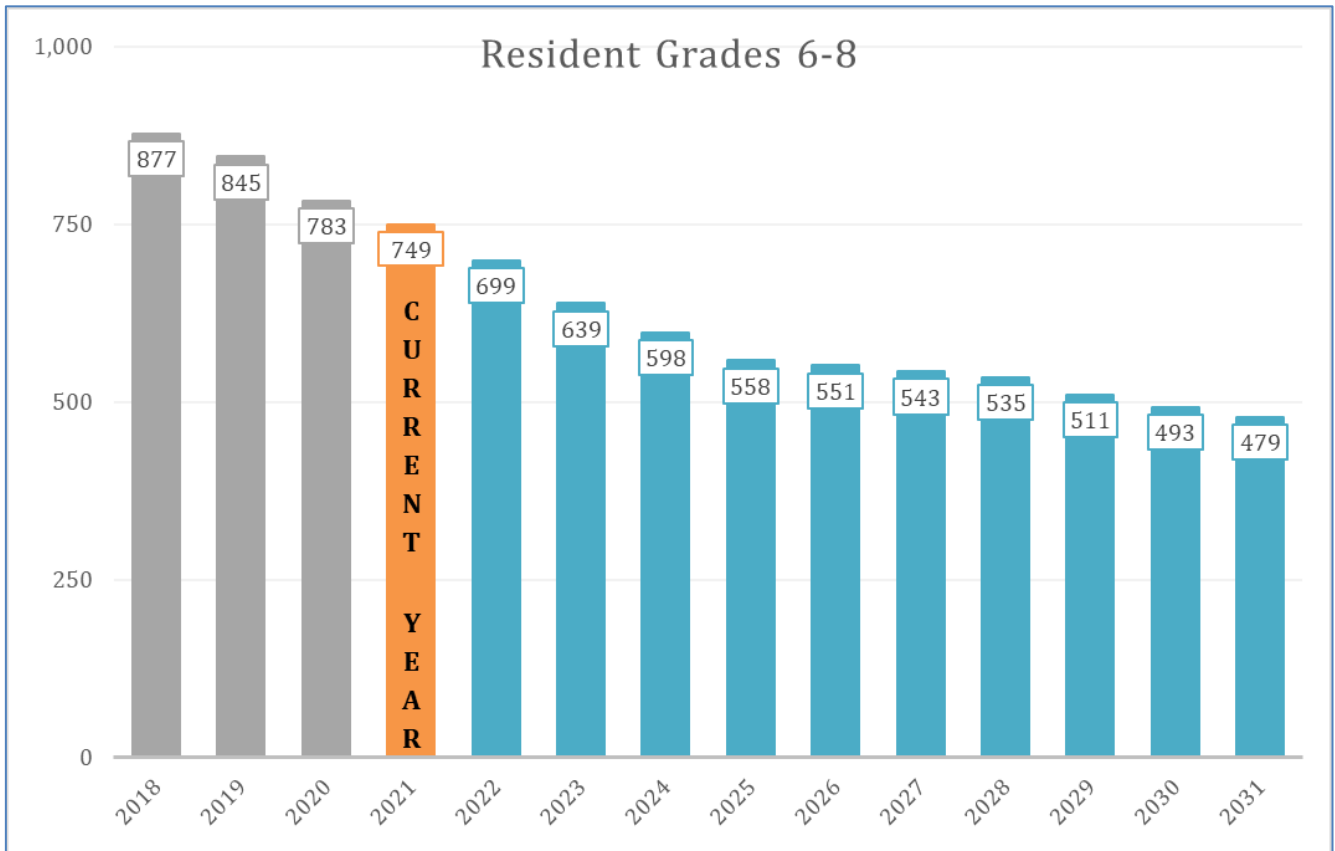
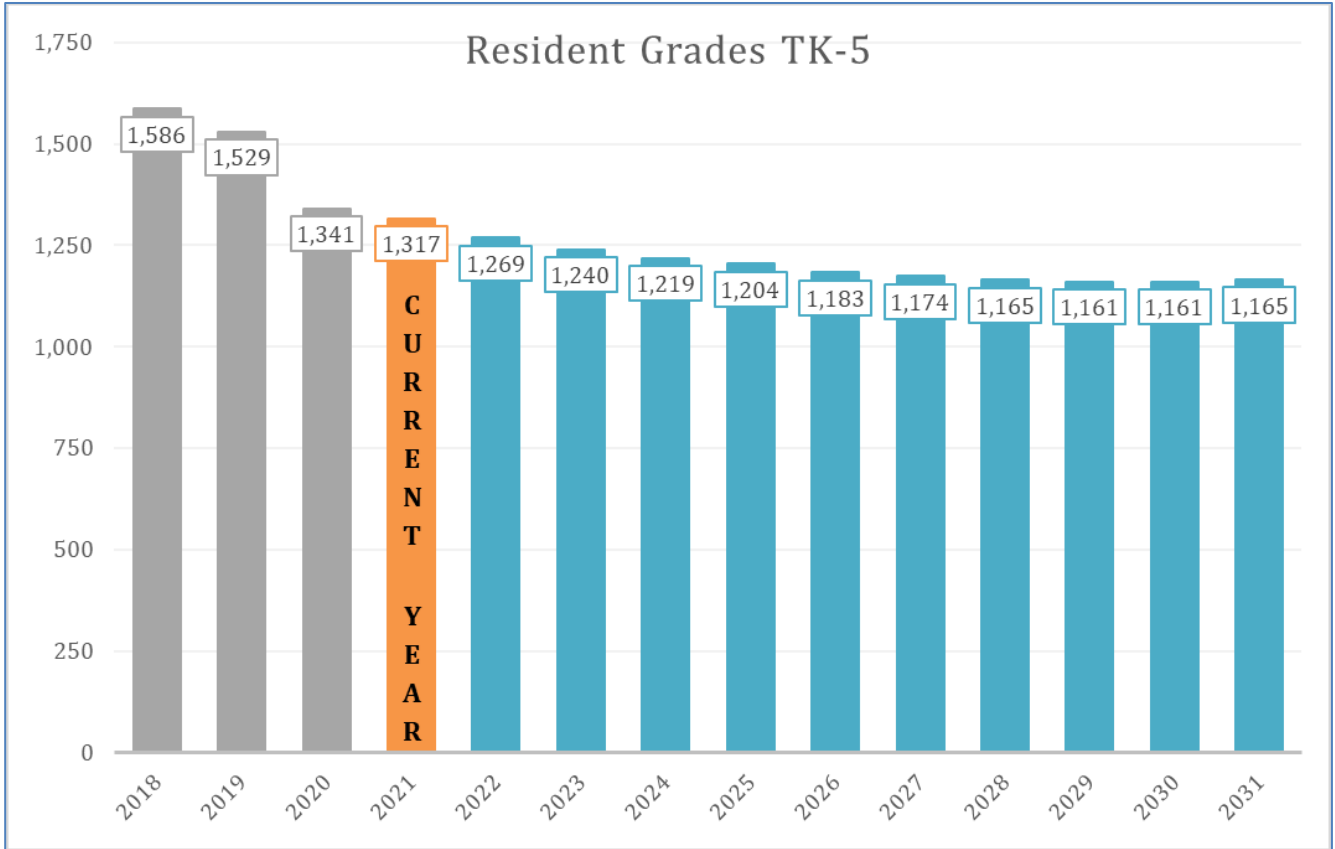
\* Utilization is the number of students divided by capacity. The resident student column shows what utilization would be all resident students attended their assigned school. The enrolled students column shows the current utilization based on actual students attending.

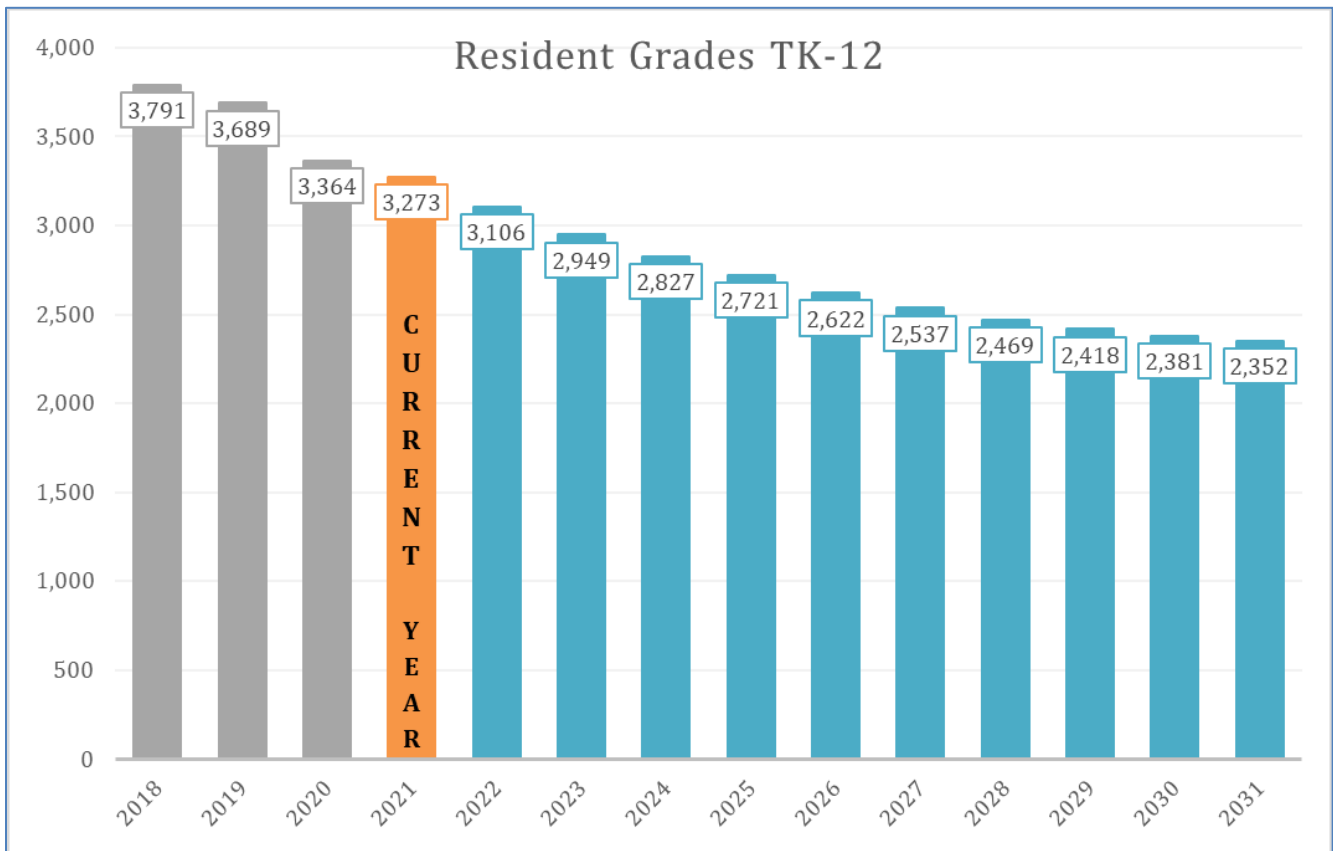
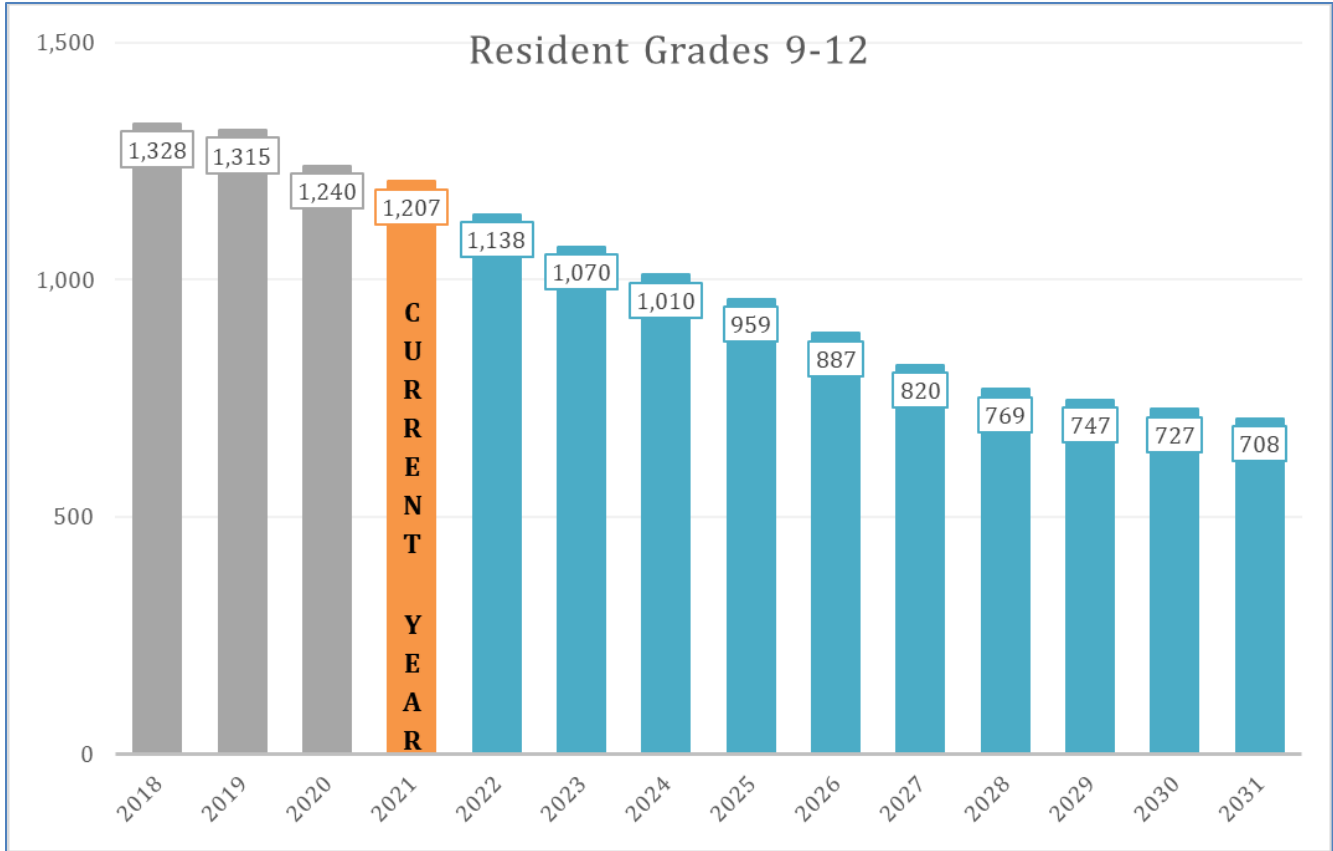
### ***TEN YEAR PROJECTION SUMMARIES***

Finally, the student population is projected out ten years for each of the study areas and for the entire Sonoma Valley Unified School District. The District Wide projection summaries enable the district to see a broad overview of future student population and what impact this population will have on existing facilities. The study area listings enable the district to monitor student population growth or decline in smaller geographic areas within the district.

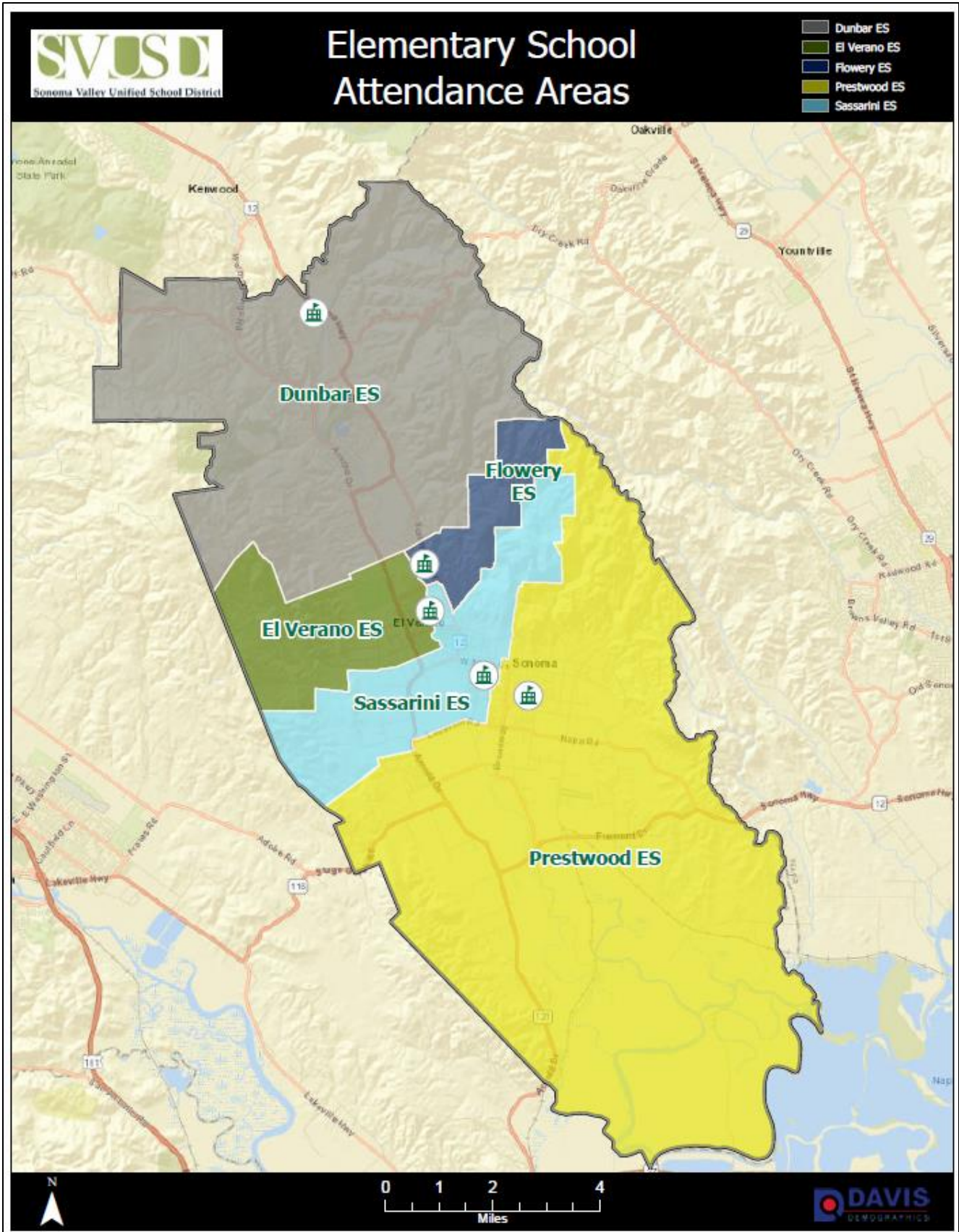
At any point in time, study areas and their projected resident students can be shifted between schools to assist in balancing enrollment changes. Together, these projection summaries present the means to identify the timing of student arrivals and overall facility requirements, as well as location to accommodate the district's expected population shift

Historic Resident Counts				Current	Forecasted Resident Counts									
Grade	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030	SY 2031
TK	73	64	35	36	37.8	45.0	54.0	63.0	72.0	81.0	81.0	81.0	81.0	81.0
K	234	223	227	219	208.0	202.6	197.1	191.6	197.1	197.1	197.1	197.1	197.1	197.1
1	236	234	207	229	215.8	205.0	199.6	194.2	188.8	194.2	194.2	194.2	194.2	194.2
2	241	229	210	200	215.2	203.1	192.9	187.9	182.8	177.7	182.8	182.8	182.8	182.8
3	262	241	213	205	193.4	207.7	196.0	186.2	181.3	176.4	171.5	176.4	176.4	176.4
4	271	256	218	206	195.2	183.8	197.6	186.6	177.3	172.6	168.0	163.3	168.0	168.0
5	269	282	231	222	203.3	192.6	181.5	194.9	184.1	174.9	170.3	165.7	161.1	165.7
6	263	275	261	232	218.4	198.9	189.3	178.8	192.1	180.8	171.8	167.3	162.7	158.2
7	302	268	263	257	228.2	215.7	197.1	186.3	176.3	189.1	177.5	168.6	164.2	159.7
8	312	302	259	260	252.3	224.1	211.6	193.0	182.9	173.0	185.7	174.6	165.8	161.5
9	339	329	316	280	278.9	270.1	239.6	226.8	206.4	196.2	185.5	198.9	186.4	177.1
10	345	345	325	304	279.6	279.2	268.9	239.8	226.4	206.8	196.1	185.9	198.6	185.3
11	353	326	306	324	284.0	261.6	262.6	251.9	224.4	211.9	194.1	184.0	174.2	185.7
12	291	315	293	299	295.4	259.1	239.0	240.3	229.7	205.3	193.6	177.9	168.2	159.4
Resident Student Totals by Grade Configuration														
TK-5	1,586	1,529	1,341	1,317	1,268.7	1,239.8	1,218.7	1,204.4	1,183.4	1,173.9	1,164.9	1,160.5	1,160.6	1,165.2
6-8	877	845	783	749	698.9	638.7	598.0	558.1	551.3	542.9	535.0	510.5	492.7	479.4
9-12	1,328	1,315	1,240	1,207	1,137.9	1,070.0	1,010.1	958.8	886.9	820.2	769.3	746.7	727.4	707.5
TK-12	3,791	3,689	3,364	3,273	3,105.5	2,948.5	2,826.8	2,721.3	2,621.6	2,537.0	2,469.2	2,417.7	2,380.7	2,352.1
Out-of-District /Unmatched Students														
TK-5	19	29	23	25	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0
6-8	10	9	18	22	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
9-12	14	16	21	14	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0
TK-12	43	54	62	61	61.0	61.0	61.0	61.0	61.0	61.0	61.0	61.0	61.0	61.0
Total Students*														
TK-5	1,605	1,558	1,364	1,342	1,293.7	1,264.8	1,243.7	1,229.4	1,208.4	1,198.9	1,189.9	1,185.5	1,185.6	1,190.2
6-8	887	854	801	771	720.9	660.7	620.0	580.1	573.3	564.9	557.0	532.5	514.7	501.4
9-12	1,342	1,331	1,261	1,221	1,151.9	1,084.0	1,024.1	972.8	900.9	834.2	783.3	760.7	741.4	721.5
TK-12	3,834	3,743	3,426	3,334	3,166.5	3,009.5	2,887.8	2,782.3	2,682.6	2,598.0	2,530.2	2,478.7	2,441.7	2,413.1
Annual Change														
TK-5 Difference	-47	-194	-22	-48.3	-28.9	-21.1	-14.3	-21.0	-9.5	-9.0	-4.4	0.1	4.6	
6-8 Difference	-33	-53	-30	-50.1	-60.2	-40.7	-39.9	-6.8	-8.4	-7.9	-24.5	-17.8	-13.3	
9-12 Difference	-11	-70	-40	-69.1	-67.9	-59.9	-51.3	-71.9	-66.7	-50.9	-22.6	-19.3	-19.9	
TK-12 Difference	-91	-317	-92	-167.5	-157.0	-121.7	-105.5	-99.7	-84.6	-67.8	-51.5	-37.0	-28.6	
Notes														
Forecast based on student data as of 10/6/2021														
*Total forecast numbers are based upon Unmatched and Out of District students remaining stable														
**Excludes 36 Non-Public School Students														





***ELEMENTARY SCHOOL FORECAST BY RESIDENCE***



***ELEMENTARY SCHOOL FORECAST BY RESIDENCE***

<b>Dunbar ES</b>														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030	SY 2031
TK	10	6	5	1	1.0	1.2	1.5	1.8	2.0	2.2	2.2	2.2	2.2	2.2
K	26	21	16	18	17.1	16.6	16.2	15.8	16.2	16.2	16.2	16.2	16.2	16.2
1	23	27	20	18	18.5	17.6	17.1	16.7	16.2	16.7	16.7	16.7	16.7	16.7
2	18	22	29	22	18.7	19.3	18.3	17.8	17.4	16.9	17.4	17.4	17.4	17.4
3	32	19	23	28	22.2	18.9	19.5	18.5	18.0	17.5	17.0	17.5	17.5	17.5
4	26	33	17	22	27.2	21.6	18.3	18.9	17.9	17.5	17.0	16.5	17.0	17.0
5	41	27	31	18	22.0	27.2	21.6	18.3	18.9	17.9	17.5	17.0	16.5	17.0
<b>Actual Resident Students</b>					<b>Forecasted Resident Students</b>									
<b>Total TK-5</b>	176	155	141	127	126.7	122.4	112.5	107.8	106.6	104.9	104.0	103.5	103.5	104.0

Annual Change	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031
	-21.0	-14.0	-14.0	-0.3	-4.3	-9.9	-4.7	-1.2	-1.7	-0.9	-0.5	-3.1	0.5
	-11.9%	-9.0%	-9.9%	-0.2%	-3.4%	-8.1%	-4.2%	-1.1%	-1.6%	-0.9%	-0.5%	-2.9%	0.5%

<b>El Verano ES</b>														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030	SY 2031
TK	21	17	9	9	9.5	11.2	13.5	15.8	18.0	20.2	20.2	20.2	20.2	20.2
K	48	52	42	43	40.8	39.8	38.7	37.6	38.7	38.7	38.7	38.7	38.7	38.7
1	64	49	45	44	41.7	39.6	38.6	37.5	36.5	37.5	37.5	37.5	37.5	37.5
2	50	69	36	41	40.5	38.4	36.5	35.5	34.5	33.6	34.5	34.5	34.5	34.5
3	56	50	61	38	39.4	38.9	36.8	35.0	34.1	33.2	32.2	33.2	33.2	33.2
4	55	56	41	56	35.0	36.2	35.8	33.9	32.2	31.3	30.5	29.7	30.5	30.5
5	58	58	46	46	55.4	34.6	35.8	35.4	33.6	31.9	31.0	30.2	29.4	30.2
<b>Actual Resident Students</b>					<b>Forecasted Resident Students</b>									
<b>Total TK-5</b>	352	351	280	277	262.3	238.7	235.7	230.7	227.6	226.4	224.6	224.0	224.0	224.8

Annual Change	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031
	-1.0	-71.0	-3.0	-14.7	-23.6	-3.0	-5.0	-3.1	-1.2	-1.8	-0.6	-3.6	0.8
	-0.3%	-20.2%	-1.1%	-5.3%	-9.0%	-1.3%	-2.1%	-1.3%	-0.5%	-0.8%	-0.3%	-1.6%	0.4%

Does not include students residing outside of S.V.U.S.D. boundaries

***ELEMENTARY SCHOOL FORECAST BY RESIDENCE***

Flowery ES														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030	SY 2031
TK	18	16	4	11	11.5	13.8	16.5	19.2	22.0	24.8	24.8	24.8	24.8	24.8
K	55	53	60	66	62.7	61.0	59.4	57.8	59.4	59.4	59.4	59.4	59.4	59.4
1	49	55	45	59	62.7	59.6	58.0	56.4	54.9	56.4	56.4	56.4	56.4	56.4
2	70	47	51	43	56.0	59.6	56.6	55.1	53.6	52.1	53.6	53.6	53.6	53.6
3	52	65	43	50	40.4	52.7	56.0	53.2	51.8	50.4	49.0	50.4	50.4	50.4
4	82	53	59	43	48.5	39.2	51.1	54.3	51.6	50.2	48.9	47.5	48.9	48.9
5	64	83	44	58	40.8	46.1	37.2	48.6	51.6	49.0	47.7	46.4	45.1	46.4
Actual Resident Students					Forecasted Resident Students									
Total TK-5	390	372	306	330	322.6	332.0	334.8	344.6	344.9	342.3	339.8	338.5	338.6	339.9

Annual Change	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031
	-18.0	-66.0	24.0	-7.4	9.4	2.8	9.8	0.3	-2.6	-2.5	-1.3	-6.3	1.3
	-4.6%	-17.7%	7.8%	-2.2%	2.9%	0.8%	2.9%	0.1%	-0.8%	-0.7%	-0.4%	-1.8%	0.4%

Prestwood ES														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030	SY 2031
TK	10	11	10	8	8.4	10.0	12.0	14.0	16.0	18.0	18.0	18.0	18.0	18.0
K	47	41	51	48	45.6	44.4	43.2	42.0	43.2	43.2	43.2	43.2	43.2	43.2
1	39	52	40	47	47.5	45.1	44.0	42.8	41.6	42.8	42.8	42.8	42.8	42.8
2	41	39	43	38	43.2	43.7	41.5	40.4	39.3	38.3	39.3	39.3	39.3	39.3
3	62	43	36	39	37.6	42.8	43.3	41.1	40.0	39.0	37.9	39.0	39.0	39.0
4	47	59	40	35	37.1	35.7	40.7	41.1	39.1	38.0	37.0	36.0	37.0	37.0
5	43	52	53	42	36.0	38.2	36.8	41.9	42.4	40.2	39.2	38.1	37.1	38.1
Actual Resident Students					Forecasted Resident Students									
Total TK-5	289	297	273	257	255.4	259.9	261.5	263.3	261.6	259.5	257.4	256.4	256.4	257.4

Annual Change	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031
	8.0	-24.0	-16.0	-1.6	4.5	1.6	1.8	-1.7	-2.1	-2.1	-1.0	-5.2	1.0
	2.8%	-8.1%	-5.9%	-0.6%	1.8%	0.6%	0.7%	-0.6%	-0.8%	-0.8%	-0.4%	-2.0%	0.4%

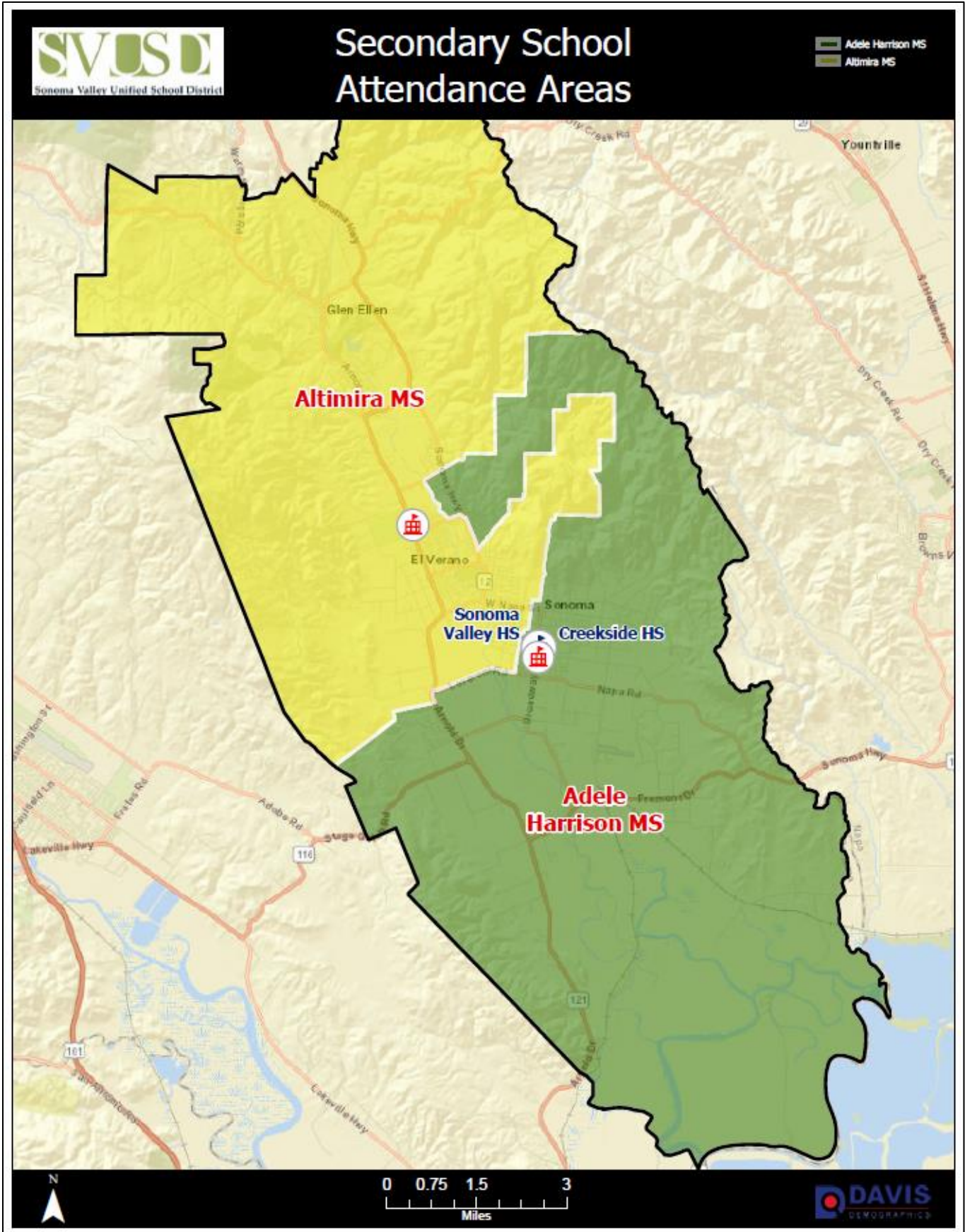
Does not include students residing outside of S.V.U.S.D. boundaries

***ELEMENTARY SCHOOL FORECAST BY RESIDENCE***

Sassarini ES														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030	SY 2031
TK	14	14	7	7	7.4	8.8	10.5	12.2	14.0	15.8	15.8	15.8	15.8	15.8
K	58	56	58	44	41.8	40.7	39.6	38.5	39.6	39.6	39.6	39.6	39.6	39.6
1	61	51	57	61	45.3	43.1	41.9	40.8	39.7	40.8	40.8	40.8	40.8	40.8
2	62	52	51	56	56.7	42.1	40.0	39.0	37.9	36.9	37.9	37.9	37.9	37.9
3	60	64	50	50	53.8	54.5	40.5	38.4	37.4	36.4	35.4	36.4	36.4	36.4
4	61	55	61	50	47.5	51.1	51.7	38.4	36.5	35.6	34.6	33.6	34.6	34.6
5	63	62	57	58	49.0	46.5	50.1	50.7	37.7	35.8	34.8	33.9	33.0	33.9
Actual Resident Students					Forecasted Resident Students									
<b>Total TK-5</b>	379	354	341	326	301.5	286.8	274.3	258.0	242.8	240.9	238.9	238.0	238.1	239.0

Annual Change	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031
		-25.0	-13.0	-15.0	-24.5	-14.7	-12.5	-16.3	-15.2	-1.9	-2.0	-0.9	-4.7
	-6.6%	-3.7%	-4.4%	-7.5%	-4.9%	-4.4%	-5.9%	-5.9%	-0.8%	-0.8%	-0.4%	-1.9%	0.4%

Does not include students residing outside of S.V.U.S.D. boundaries



**SECONDARY SCHOOL FORECAST BY RESIDENCE**

Altimara MS														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030	SY 2031
TK	28	27	14	19	19.9	23.8	28.5	33.2	38.0	42.8	42.8	42.8	42.8	42.8
K	102	94	111	114	108.3	105.5	102.6	99.8	102.6	102.6	102.6	102.6	102.6	102.6
1	88	107	85	106	110.2	104.7	102.0	99.2	96.4	99.2	99.2	99.2	99.2	99.2
2	111	86	94	81	99.3	103.3	98.1	95.5	93.0	90.4	93.0	93.0	93.0	93.0
3	114	108	79	89	78.0	95.5	99.3	94.3	91.8	89.3	86.9	89.3	89.3	89.3
4	129	112	99	78	85.5	74.9	91.8	95.4	90.7	88.3	85.9	83.5	85.9	85.9
5	107	135	97	100	76.9	84.2	74.1	90.4	93.9	89.2	86.9	84.6	82.2	84.6
6	121	111	127	99	98.7	76.0	83.2	73.3	89.4	92.8	88.2	85.9	83.5	81.2
7	144	118	102	122	93.7	94.2	72.3	79.3	69.6	85.1	88.4	84.0	81.8	79.6
8	154	150	110	104	121.7	93.8	94.0	72.3	79.2	69.6	85.0	88.3	83.9	81.7
Actual Resident Students				Forecasted Resident Students										
Total TK-5	679	669	579	587	578.1	591.9	596.4	607.8	606.4	601.8	597.3	595.0	595.0	597.4
Total 6-8	419	379	339	325	314.1	264.0	249.5	224.9	238.2	247.5	261.6	258.2	249.2	242.5

Annual Change	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031
	-40.0	-40.0	-14.0	-10.9	-50.1	-14.5	-24.6	13.3	9.3	14.1	-3.4	-9.0	-5.0
	-9.5%	-10.6%	-4.1%	-3.4%	-16.0%	-5.5%	-9.9%	5.9%	3.9%	5.7%	-1.3%	-3.5%	-2.0%

Harrison MS														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030	SY 2031
TK	45	37	21	17	17.8	21.2	25.5	29.8	34.0	38.2	38.2	38.2	38.2	38.2
K	132	129	116	105	99.7	97.1	94.5	91.9	94.5	94.5	94.5	94.5	94.5	94.5
1	148	127	122	123	105.6	100.3	97.7	95.0	92.4	95.0	95.0	95.0	95.0	95.0
2	130	143	116	119	115.9	99.8	94.8	92.3	89.8	87.3	89.8	89.8	89.8	89.8
3	148	133	134	116	115.3	112.2	96.8	91.9	89.5	87.1	84.7	87.1	87.1	87.1
4	142	144	119	128	109.6	108.8	105.8	91.2	86.7	84.4	82.1	79.8	82.1	82.1
5	162	147	134	122	126.4	108.3	107.5	104.4	90.1	85.6	83.4	81.1	78.8	81.1
6	142	164	134	133	119.7	122.9	106.1	105.5	102.7	88.0	83.6	81.4	79.2	77.0
7	158	150	161	135	134.5	121.5	124.8	107.0	106.7	104.0	89.1	84.6	82.4	80.2
8	158	152	149	156	130.7	130.3	117.6	120.7	103.7	103.4	100.7	86.3	81.9	79.8
Actual Resident Students				Forecasted Resident Students										
Total TK-5	907	860	762	730	690.3	647.7	622.6	596.5	577.0	572.1	567.7	565.5	565.5	567.8
Total 6-8	458	466	444	424	384.9	374.7	348.5	333.2	313.1	295.4	273.4	252.3	243.5	237.0

Annual Change	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031
	8.0	-22.0	-20.0	-39.1	-10.2	-26.2	-15.3	-20.1	-17.7	-22.0	-21.1	-8.8	-58.4
	1.7%	-4.7%	-4.5%	-9.2%	-2.7%	-7.0%	-4.4%	-6.0%	-5.7%	-7.4%	-7.7%	-3.5%	-19.8%

Does not include students residing outside of S.V.U.S.D. boundaries

**SECONDARY SCHOOL FORECAST BY RESIDENCE**

Sonoma Valley HS														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030	SY 2031
TK	73	64	35	36	37.8	45.0	54.0	63.0	72.0	81.0	81.0	81.0	81.0	81.0
K	234	223	227	219	208.0	202.6	197.1	191.6	197.1	197.1	197.1	197.1	197.1	197.1
1	236	234	207	229	215.8	205.0	199.6	194.2	188.8	194.2	194.2	194.2	194.2	194.2
2	241	229	210	200	215.2	203.1	192.9	187.9	182.8	177.7	182.8	182.8	182.8	182.8
3	262	241	213	205	193.4	207.7	196.0	186.2	181.3	176.4	171.5	176.4	176.4	176.4
4	271	256	218	206	195.2	183.8	197.6	186.6	177.3	172.6	168.0	163.3	168.0	168.0
5	269	282	231	222	203.3	192.6	181.5	194.9	184.1	174.9	170.3	165.7	161.1	165.7
6	263	275	261	232	218.4	198.9	189.3	178.8	192.1	180.8	171.8	167.3	162.7	158.2
7	302	268	263	257	228.2	215.7	197.1	186.3	176.3	189.1	177.5	168.6	164.2	159.7
8	312	302	259	260	252.3	224.1	211.6	193.0	182.9	173.0	185.7	174.6	165.8	161.5
9	339	329	316	280	278.9	270.1	239.6	226.8	206.4	196.2	185.5	198.9	186.4	177.1
10	345	345	325	304	279.6	279.2	268.9	239.8	226.4	206.8	196.1	185.9	198.6	185.3
11	353	326	306	324	284.0	261.6	262.6	251.9	224.4	211.9	194.1	184.0	174.2	185.7
12	291	315	293	299	295.4	259.1	239.0	240.3	229.7	205.3	193.6	177.9	168.2	159.4
Actual Resident Students				Forecasted Resident Students										
<b>Total TK-5</b>	1,586	1,529	1,341	1,317	1,268.7	1,239.8	1,218.7	1,204.4	1,183.4	1,173.9	1,164.9	1,160.5	1,160.6	1,165.2
<b>Total 6-8</b>	877	845	783	749	698.9	638.7	598.0	558.1	551.3	542.9	535.0	510.5	492.7	479.4
<b>Total 9-12</b>	1,328	1,315	1,240	1,207	1,137.9	1,070.0	1,010.1	958.8	886.9	820.2	769.3	746.7	727.4	707.5

Annual Change	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031
	-13.0	-75.0	-33.0	-69.1	-67.9	-59.9	-51.3	-71.9	-66.7	-50.9	-22.6	-19.3	-112.7
	-1.0%	-5.7%	-2.7%	-5.7%	-6.0%	-5.6%	-5.1%	-7.5%	-7.5%	-6.2%	-2.9%	-2.6%	-13.7%

Does not include students residing outside of S.V.U.S.D. boundaries

***STUDENT CAPTURE RATE ANALYSIS***

Estimated student capture rates are used to give the district a rough estimate of the school age population of each attendance area compared to the number of SVUSD students residing there. School age population is derived from overlaying SVUSD attendance areas onto ESRI's estimated population by census block data.

<b>2021/22 TK- 12 Student Capture Rate by Elementary School Attendance Area</b>				
<b>Attendance Area</b>	<b>ESRI 2021 Estimated Grade TK-12 (Age 4-17) Population<sup>1</sup></b>	<b>2021/212 TK-12 Students Enrolled in SVUSD<sup>2</sup></b>	<b>% Population</b>	<b>Potential Students</b>
<b>Dunbar ES</b>	717	323	45%	<b>394</b>
<b>El Verano ES</b>	1,201	681	57%	<b>520</b>
<b>Flowery ES</b>	1,202	804	67%	<b>398</b>
<b>Prestwood ES</b>	1,175	637	54%	<b>538</b>
<b>Sassarini ES</b>	1,445	828	57%	<b>617</b>
<b>Sonoma Valley U.S.D.</b>	<b>5,740</b>	<b>3,273</b>	<b>57%</b>	<b>2,467</b>

1. ESRI Estimate  
2. TK-12 Students residing in SVUSD and enrolled in a SVUSD school.  
3. Does not include Non-Public School students and SVUSD students residing out of the district boundaries

**TWO-YEAR FORECAST BY ENROLLMENT**

**Dunbar Elementary School**

Grade	Historical Residence			Residence			Transfer Pattern		Historical Enrollment			Enrollment		
	18/19 Historical Residence	19/20 Historical Residence	20/21 Historical Residence	21/22 Current Residence	22/23 Forecasted Residence	23/24 Forecasted Residence	Estimated In	Estimated Out	18/19 Historical Enrollment	19/20 Historical Enrollment	20/21 Historical Enrollment	21/22 Current Enrollment	22/23 Forecasted Enrollment	23/24 Forecasted Enrollment
TK	10	6	5	1	1	1	8	-1	17	15	7	9	8	20
K	26	21	16	18	17	17	12	-10	23	24	19	24	19	19
1	23	27	20	18	19	18	13	-7	25	24	20	21	25	24
2	18	22	29	22	19	19	10	-6	31	29	23	21	23	23
3	32	19	23	28	22	19	11	-13	38	26	29	23	20	17
4	26	33	17	22	27	22	10	-16	26	39	21	29	21	16
5	41	27	31	18	22	27	19	-12	36	28	33	23	29	34
<b>Total TK-5</b>	176	155	141	127	127	123	83	-65	196	185	152	150	145	153

**El Verano Elementary School**

Grade	Historical Residence			Residence			Transfer Pattern		Historical Enrollment			Enrollment		
	18/19 Historical Residence	19/20 Historical Residence	20/21 Historical Residence	21/22 Current Residence	22/23 Forecasted Residence	23/24 Forecasted Residence	Estimated In	Estimated Out	18/19 Historical Enrollment	19/20 Historical Enrollment	20/21 Historical Enrollment	21/22 Current Enrollment	22/23 Forecasted Enrollment	23/24 Forecasted Enrollment
TK	21	17	9	9	10	11	6	-2	25	20	12	13	13	25
K	48	52	42	43	41	40	13	-18	44	41	38	42	36	35
1	64	49	45	44	42	40	10	-9	48	45	43	43	43	41
2	50	69	36	41	41	38	13	-12	51	47	45	42	41	39
3	56	50	61	38	39	39	17	-15	60	51	44	44	41	41
4	55	56	41	56	35	36	22	-14	77	59	50	43	43	44
5	58	58	46	46	55	35	19	-33	67	76	56	53	41	21
<b>Total TK-5</b>	352	351	280	277	262	239	100	-103	372	339	288	280	258	246

**Flowers Elementary School**

Grade	Historical Residence			Residence			Transfer Pattern		Historical Enrollment			Enrollment		
	18/19 Historical Residence	19/20 Historical Residence	20/21 Historical Residence	21/22 Current Residence	22/23 Forecasted Residence	23/24 Forecasted Residence	Estimated In	Estimated Out	18/19 Historical Enrollment	19/20 Historical Enrollment	20/21 Historical Enrollment	21/22 Current Enrollment	22/23 Forecasted Enrollment	23/24 Forecasted Enrollment
K	55	53	60	66	63	61	31	-21	69	69	68	69	73	71
1	49	55	45	59	63	60	22	-18	64	68	65	69	67	64
2	70	47	51	43	56	60	27	-19	58	62	60	60	64	68
3	52	65	43	50	40	53	35	-18	41	54	58	59	57	70
4	82	53	59	43	49	39	25	-19	55	39	50	53	54	45
5	64	83	44	58	41	46	30	-21	52	52	38	47	50	55
<b>Total K-5</b>	372	356	302	319	311	318	170	-116	339	344	339	357	365	373

**Prestwood Elementary School**

Grade	Historical Residence			Residence			Transfer Pattern		Historical Enrollment			Enrollment		
	18/19 Historical Residence	19/20 Historical Residence	20/21 Historical Residence	21/22 Current Residence	22/23 Forecasted Residence	23/24 Forecasted Residence	Estimated In	Estimated Out	18/19 Historical Enrollment	19/20 Historical Enrollment	20/21 Historical Enrollment	21/22 Current Enrollment	22/23 Forecasted Enrollment	23/24 Forecasted Enrollment
TK	10	11	10	8	8	10	4	-2	8	14	11	15	10	20
K	47	41	51	48	46	44	10	-6	52	51	53	48	50	48
1	39	52	40	47	48	45	7	-8	57	60	46	45	47	44
2	41	39	43	38	43	44	6	-10	59	54	48	43	39	40
3	62	43	36	39	38	43	14	-10	72	58	50	43	42	47
4	47	59	40	35	37	36	12	-7	63	71	54	49	42	41
5	43	52	53	42	36	38	21	-9	68	68	61	55	48	50
<b>Total TK-5</b>	289	297	273	257	255	260	74	-52	379	376	323	298	278	290

**TWO-YEAR FORECAST BY ENROLLMENT**

Sassarini Elementary School														
Grade	Historical Residence			Residence			Transfer Pattern		Historical Enrollment			Enrollment		
	18/19 Historical Residence	19/20 Historical Residence	20/21 Historical Residence	21/22 Current Residence	22/23 Forecasted Residence	23/24 Forecasted Residence	Estimated In	Estimated Out	18/19 Historical Enrollment	19/20 Historical Enrollment	20/21 Historical Enrollment	21/22 Current Enrollment	22/23 Forecasted Enrollment	23/24 Forecasted Enrollment
TK	14	14	7	8	7	9	5	-4	24	15	6	1	8	20
K	58	56	58	43	42	41	15	-21	49	45	56	40	36	35
1	61	51	57	61	45	43	7	-12	48	40	43	53	40	38
2	62	52	51	56	57	42	13	-21	48	44	40	39	49	34
3	60	64	50	50	54	55	12	-29	52	53	42	37	37	37
4	61	55	61	50	48	51	9	-21	56	48	50	41	36	39
5	63	62	57	58	49	47	20	-29	50	59	52	46	40	38
<b>Total TK-5</b>	379	354	341	326	302	287	81	-137	327	304	289	257	246	241

Adele Harrison MS														
Grade	Historical Residence			Residence			Transfer Pattern		Historical Enrollment			Enrollment		
	18/19 Historical Residence	19/20 Historical Residence	20/21 Historical Residence	21/22 Current Residence	22/23 Forecasted Residence	23/24 Forecasted Residence	Estimated In	Estimated Out	18/19 Historical Enrollment	19/20 Historical Enrollment	20/21 Historical Enrollment	21/22 Current Enrollment	22/23 Forecasted Enrollment	23/24 Forecasted Enrollment
6	121	111	127	99	99	76	41	-34	125	123	124	111	106	83
7	144	118	102	122	94	94	38	-23	138	123	128	119	109	109
8	154	150	110	104	122	94	36	-39	157	139	123	125	119	91
<b>Total 6-8</b>	419	379	339	325	314	264	115	-96	420	385	375	355	334	283

Altimira MS														
Grade	Historical Residence			Residence			Transfer Pattern		Historical Enrollment			Enrollment		
	18/19 Historical Residence	19/20 Historical Residence	20/21 Historical Residence	21/22 Current Residence	22/23 Forecasted Residence	23/24 Forecasted Residence	Estimated In	Estimated Out	18/19 Historical Enrollment	19/20 Historical Enrollment	20/21 Historical Enrollment	21/22 Current Enrollment	22/23 Forecasted Enrollment	23/24 Forecasted Enrollment
6	142	164	134	133	120	123	39	-40	140	153	147	129	119	122
7	158	150	161	135	135	122	30	-38	170	140	145	145	126	114
8	158	152	149	156	131	130	45	-34	158	166	142	142	142	141
<b>Total 6-8</b>	458	466	444	424	385	375	114	-112	468	459	434	416	387	377

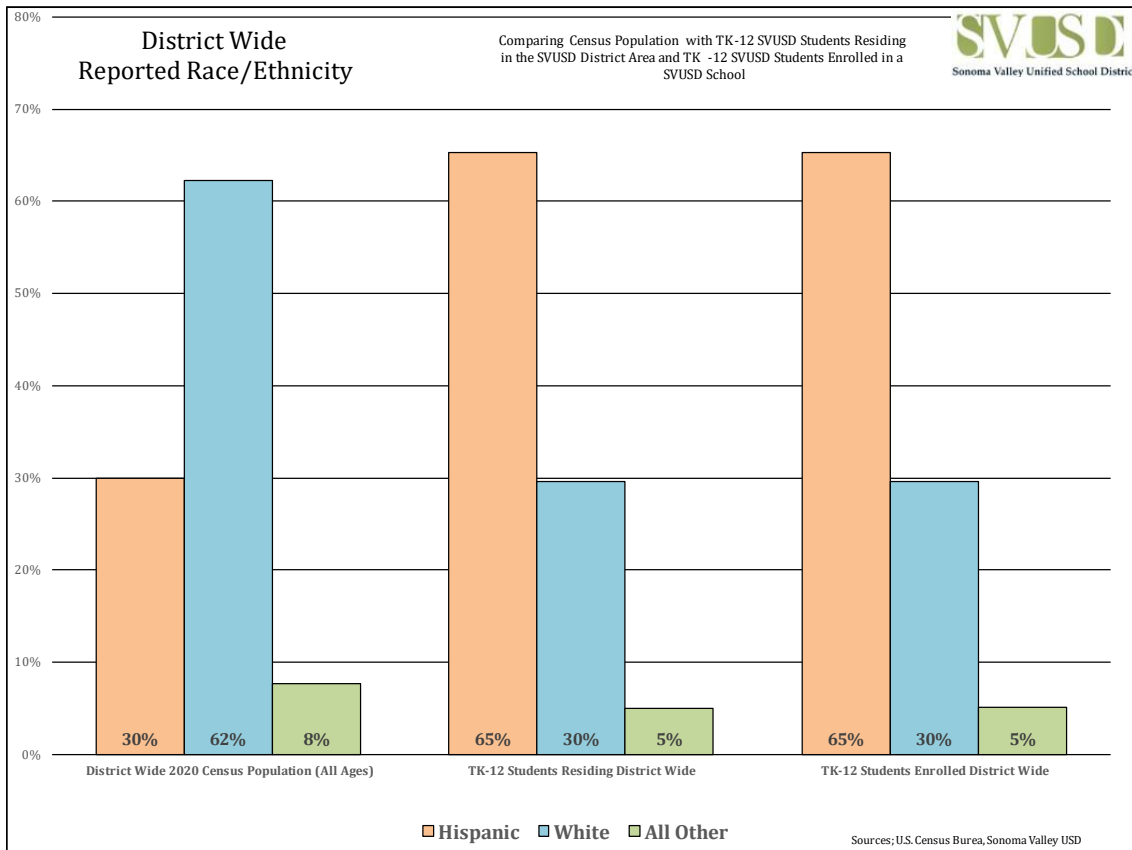
Sonoma Valley High School														
Grade	Historical Residence			Residence			Transfer Pattern		Historical Enrollment			Enrollment		
	18/19 Historical Residence	19/20 Historical Residence	20/21 Historical Residence	21/22 Current Residence	22/23 Forecasted Residence	23/24 Forecasted Residence	Estimated In	Estimated Out	18/19 Historical Enrollment	19/20 Historical Enrollment	20/21 Historical Enrollment	21/22 Current Enrollment	22/23 Forecasted Enrollment	23/24 Forecasted Enrollment
9	339	329	316	280	279	270	3	0	343	328	320	283	282	273
10	345	345	325	304	280	279	4	0	342	331	312	307	284	283
11	353	326	306	324	284	262	3	0	331	302	295	307	287	265
12	291	315	293	299	295	259	1	-20	277	294	275	268	276	240
<b>Total 9-12</b>	1,328	1,315	1,240	1,207	1,138	1,070	11	-20	1,293	1,255	1,202	1,165	1,129	1,061

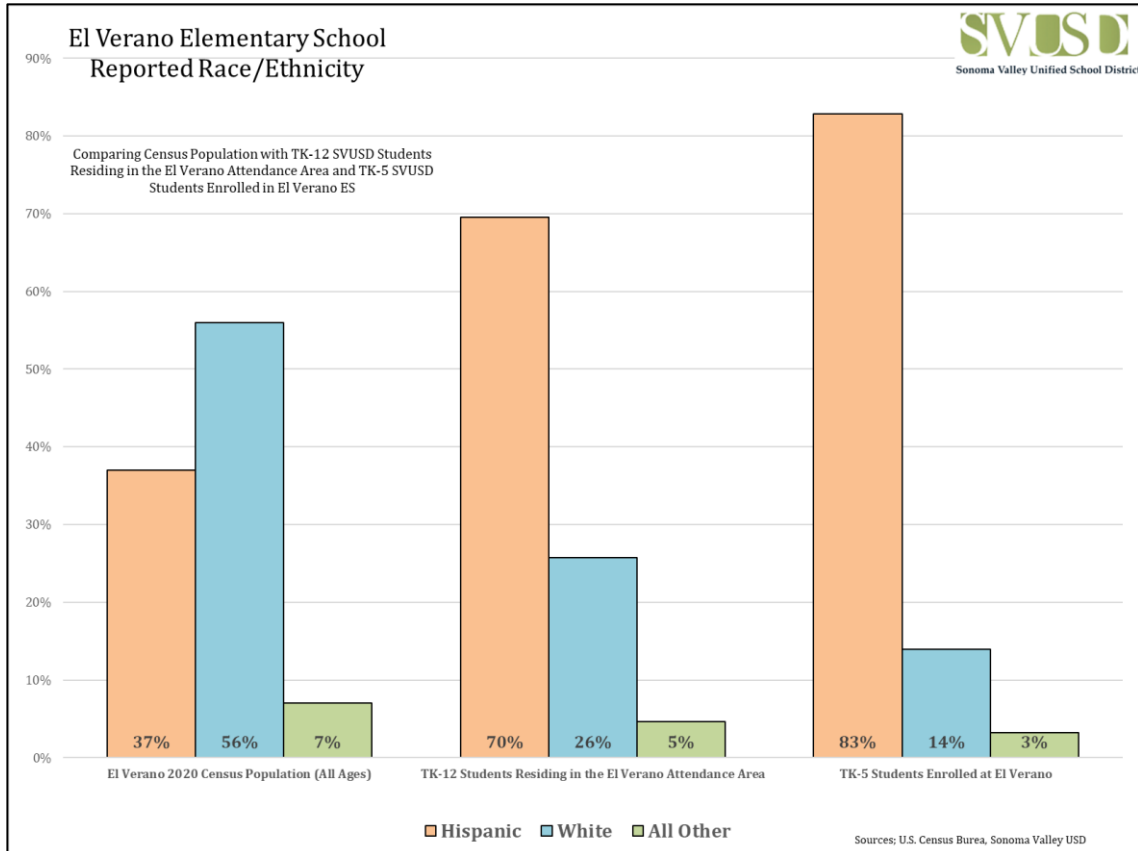
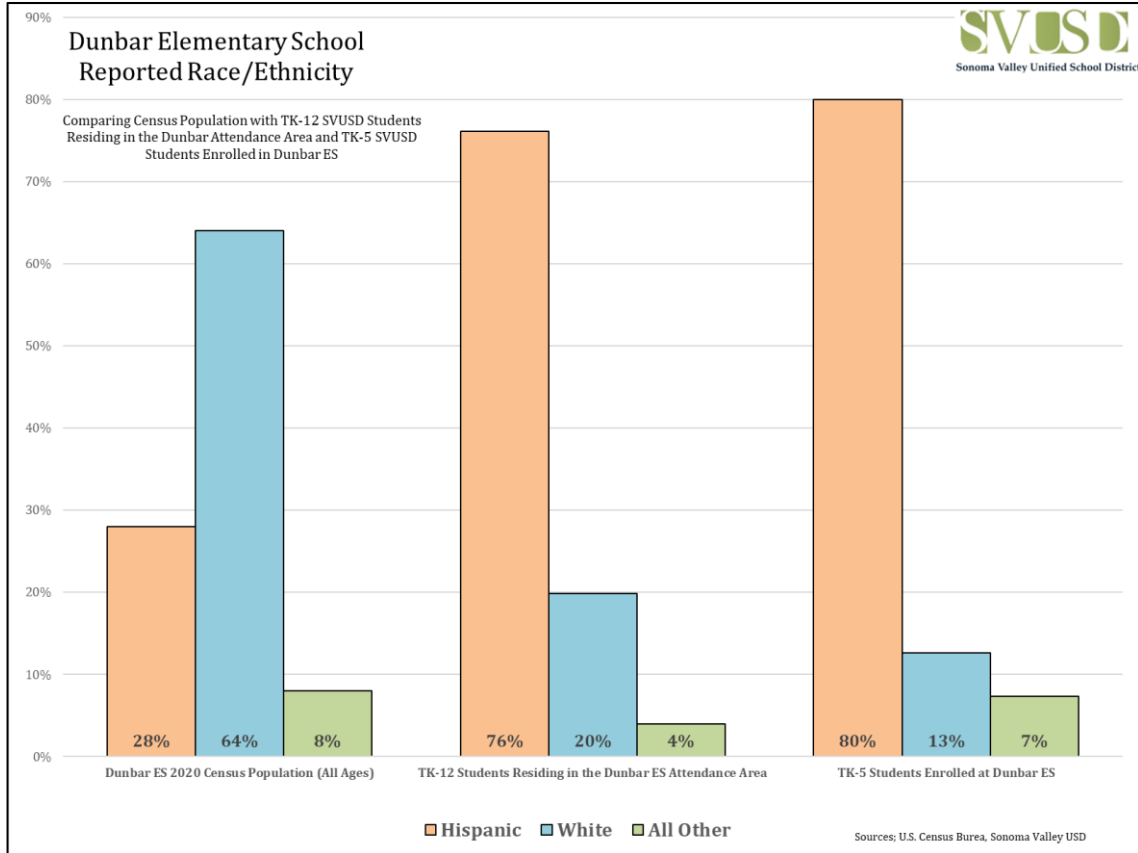
**DEMOGRAPHIC INFORMATION**

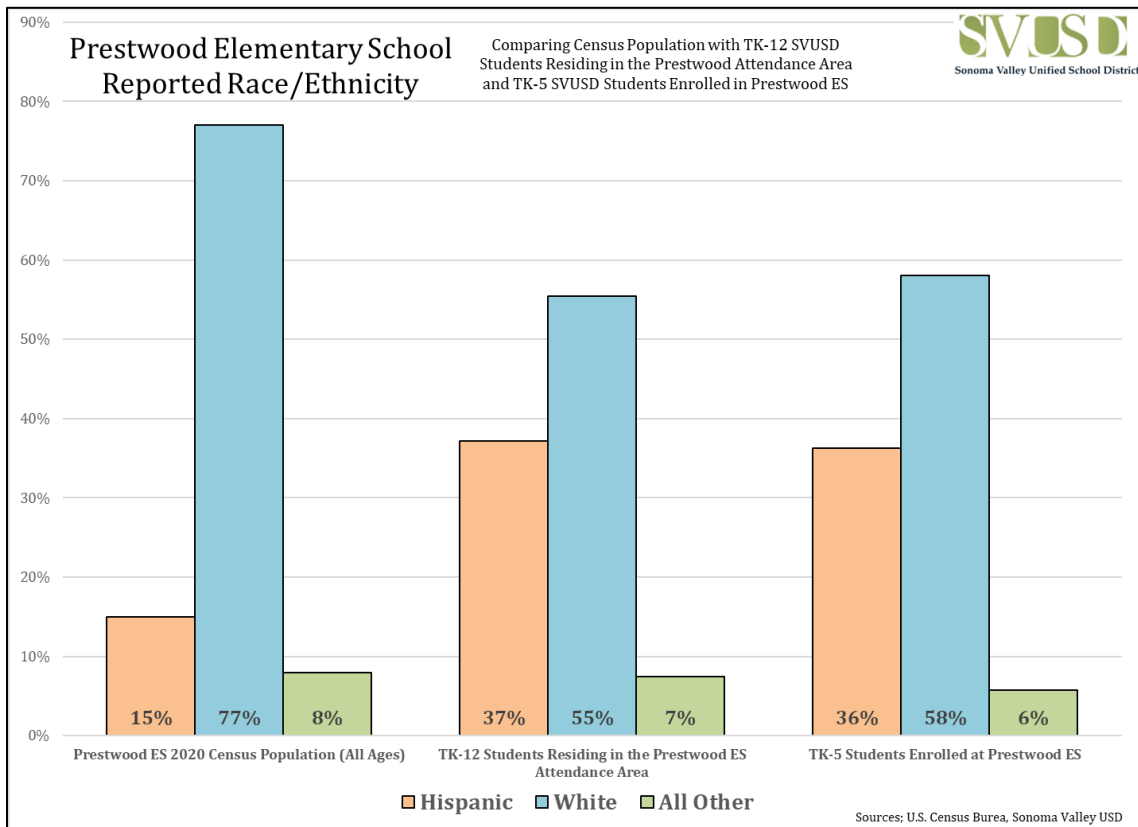
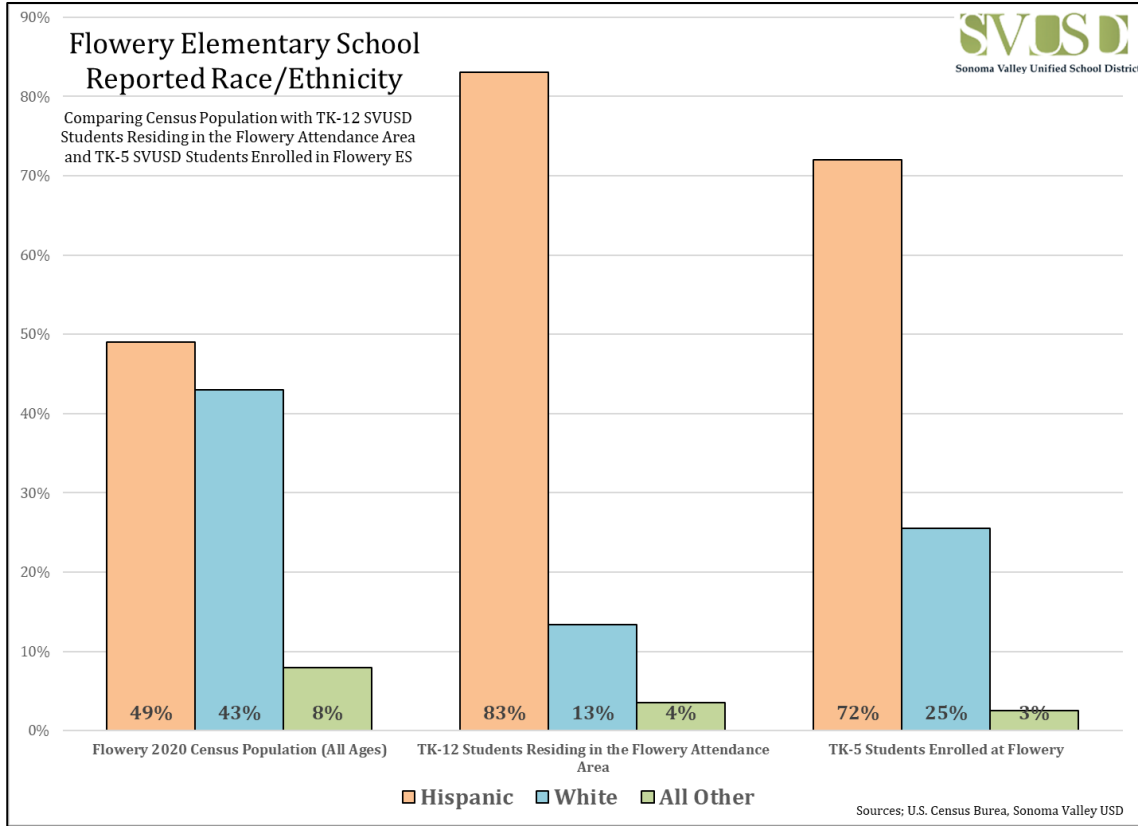
**2020 CENSUS POPULATION/ATTENDANCE AREA DEMOGRAPHICS/SCHOOL ATTENDANCE**

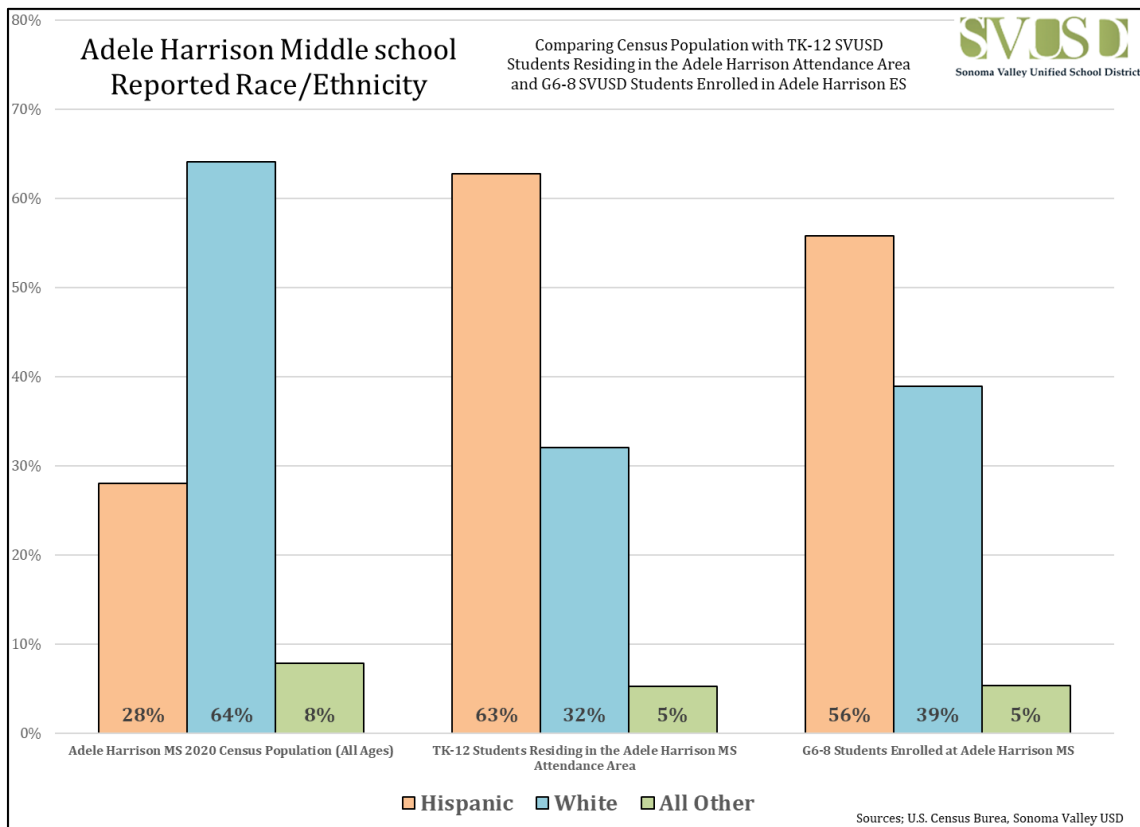
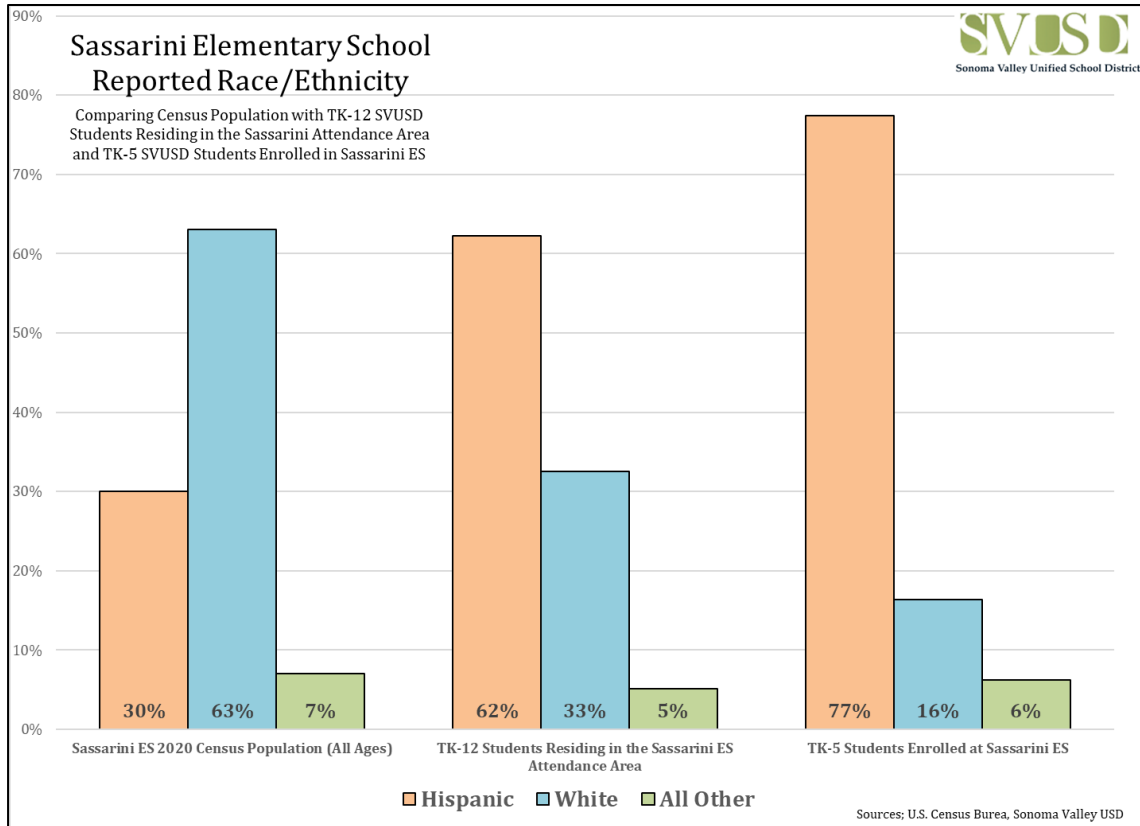
Demographic information on the reported racial/ethnic composition of the Sonoma Valley USD district as a whole and by each attendance area and school. The data consists of three components:

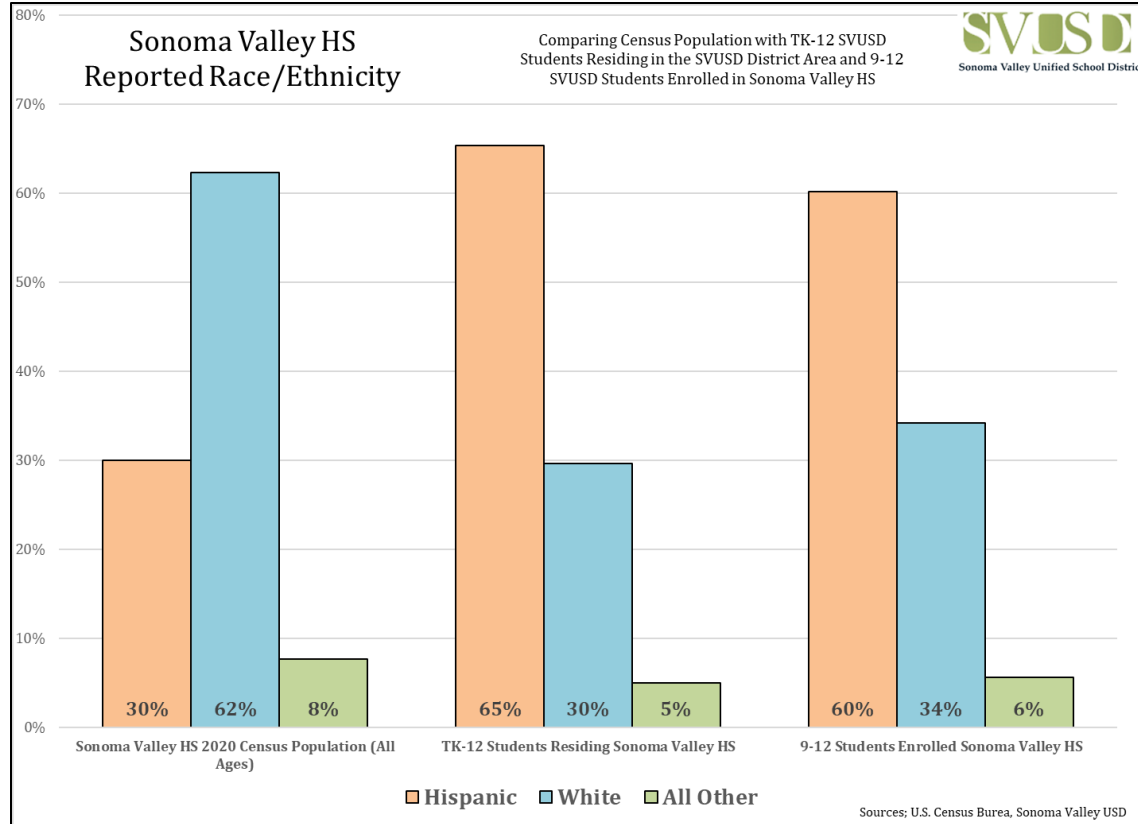
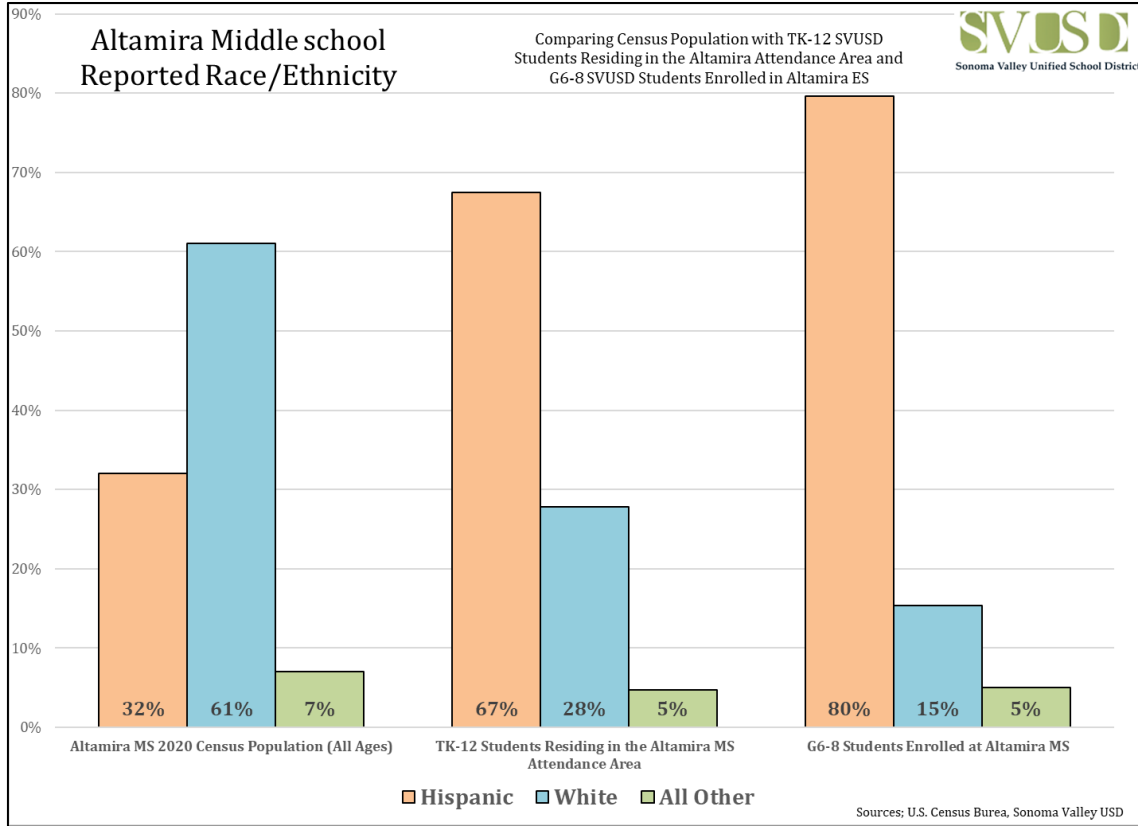
- 2020 US Census Population – Official census counts of reported race by census block. This data is being reported from all ages in each census block. Census blocks do not necessarily align with individual school boundaries so the exact count may be slightly off. However, every effort was made to align the boundaries as much as possible.
- School Year 2021/22 TK-12 Students by Attendance Area Residence – Each attendance area was overlaid onto the student data and the self-reported racial composition of all TK-12 Sonoma Valley USD students regardless of where they attend school was reported.
- School Year 2021/22 Students by School of Attendance – The self-reported racial composition of all Sonoma Valley USD students was reported by school of attendance regardless of residence.

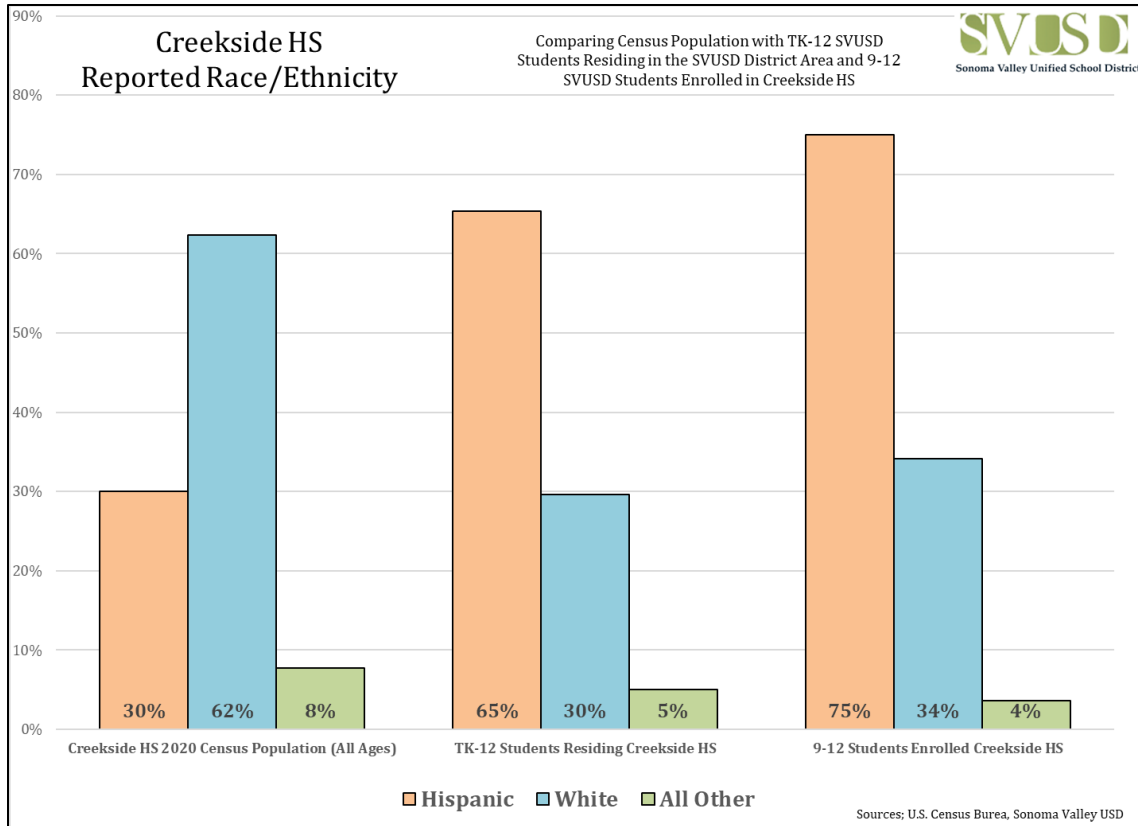














## Demographic and Income Profile

Sonoma Valley USD

Prepared using SchoolSite by DDP

Summary	Census 2010		2021		2026	
Population	39,274		40,156		40,268	
Households	16,191		16,397		16,387	
Families	9,694		9,803		9,804	
Average Household Size	2.36		2.38		2.39	
Owner Occupied Housing Units	10,026		10,780		10,885	
Renter Occupied Housing Units	6,165		5,617		5,503	
Median Age	45.8		48.2		48.6	
Trends: 2021-2026 Annual Rate	Area	State	National			
Population	0.06%	0.52%	0.71%			
Households	-0.01%	0.50%	0.71%			
Families	0.00%	0.49%	0.64%			
Owner HHs	0.19%	0.51%	0.91%			
Median Household Income	2.40%	2.52%	2.41%			
Households by Income	Census 2010		2021		2026	
	Number	Percent	Number	Percent	Number	Percent
<\$15,000	805	4.9%	653	4.0%	653	4.0%
\$15,000 - \$24,999	816	5.0%	636	3.9%	636	3.9%
\$25,000 - \$34,999	1,151	7.0%	948	5.8%	948	5.8%
\$35,000 - \$49,999	1,453	8.9%	1,319	8.0%	1,319	8.0%
\$50,000 - \$74,999	2,506	15.3%	2,351	14.3%	2,351	14.3%
\$75,000 - \$99,999	2,268	13.8%	2,216	13.5%	2,216	13.5%
\$100,000 - \$149,999	2,813	17.2%	2,936	17.9%	2,936	17.9%
\$150,000 - \$199,999	1,865	11.4%	2,189	13.4%	2,189	13.4%
\$200,000+	2,720	16.6%	3,141	19.2%	3,141	19.2%
Median Household Income	\$89,536		\$100,806		\$100,806	
Average Household Income	\$126,429		\$143,057		\$143,057	
Per Capita Income	\$52,100		\$58,697		\$58,697	
Population by Age	Census 2010		2021		2026	
	Number	Percent	Number	Percent	Number	Percent
0 - 4	2,031	5.2%	1,875	4.7%	1,892	4.7%
5 - 9	2,248	5.7%	1,945	4.8%	1,930	4.8%
10 - 14	2,260	5.8%	2,106	5.2%	1,955	4.9%
15 - 19	2,180	5.6%	2,117	5.3%	1,871	4.6%
20 - 24	1,774	4.5%	1,938	4.8%	1,889	4.7%
25 - 34	4,187	10.7%	4,257	10.6%	4,546	11.3%
35 - 44	4,533	11.5%	4,394	10.9%	4,403	10.9%
45 - 54	5,914	15.1%	4,745	11.8%	4,627	11.5%
55 - 64	6,554	16.7%	6,219	15.5%	5,526	13.7%
65 - 74	4,000	10.2%	6,098	15.2%	6,120	15.2%
75 - 84	2,327	5.9%	3,027	7.5%	3,976	9.9%
85+	1,264	3.2%	1,437	3.6%	1,533	3.8%
Race and Ethnicity	Census 2010		2021		2026	
	Number	Percent	Number	Percent	Number	Percent
White Alone	31,824	81.0%	31,548	78.6%	31,062	77.1%
Black Alone	234	0.6%	290	0.7%	310	0.8%
American Indian Alone	267	0.7%	265	0.7%	266	0.7%
Asian Alone	836	2.1%	1,027	2.6%	1,114	2.8%
Pacific Islander Alone	89	0.2%	97	0.2%	104	0.3%
Some Other Race Alone	4,789	12.2%	5,495	13.7%	5,904	14.7%
Two or More Races	1,235	3.1%	1,434	3.6%	1,507	3.7%
Hispanic Origin (Any Race)	10,464	26.6%	11,992	29.9%	12,903	32.0%

Data Note: Income is expressed in current dollars.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2021 and 2026.

February 16, 2022

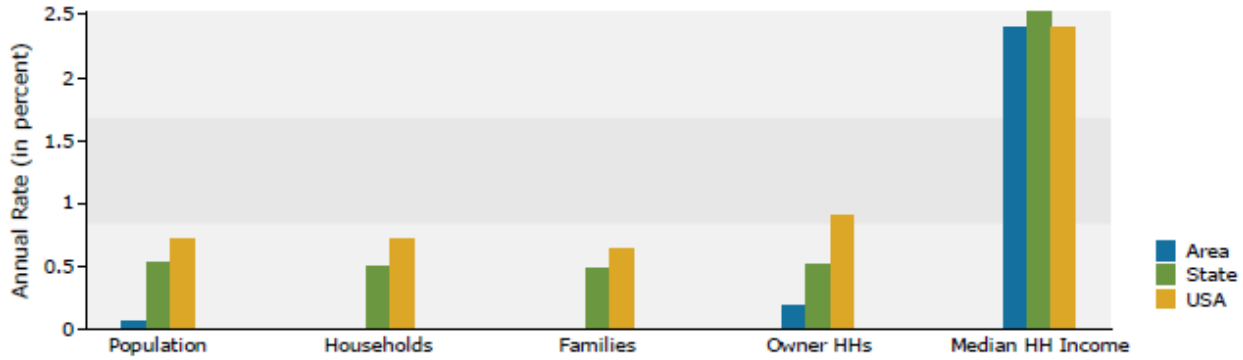


# Demographic and Income Profile

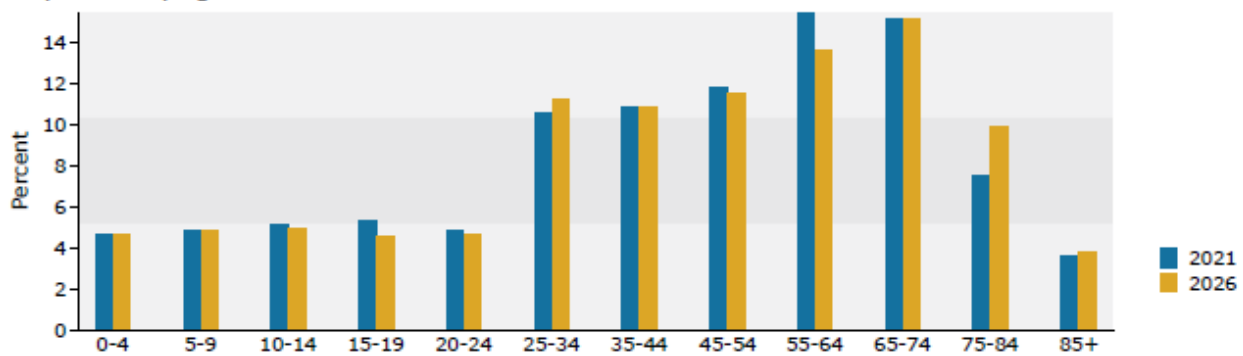
Sonoma Valley USD

Prepared using SchoolSite by DDP

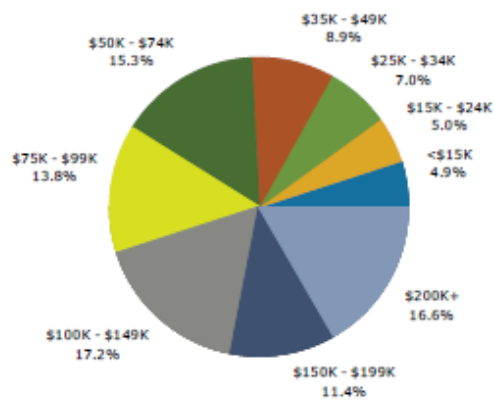
## Trends 2021-2026



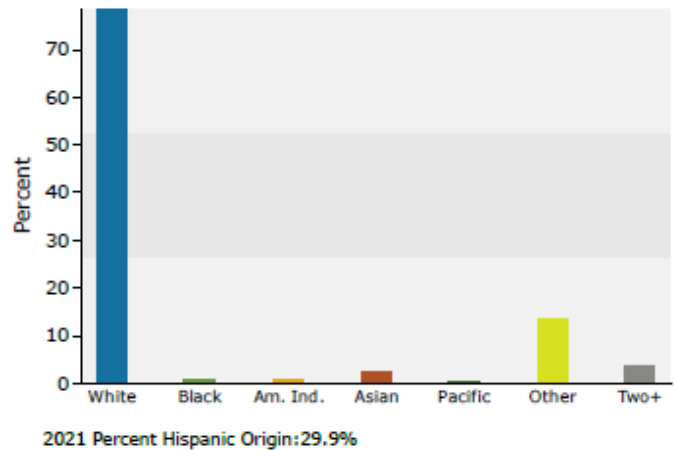
## Population by Age



## 2021 Household Income



## 2021 Population by Race



Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2021 and 2026.

## ► Open Letter to Community

JOHN KELLY

TRUSTEE, AREA 3 - SONOMA VALLEY UNIFIED SCHOOL DISTRICT  
JKELLY.TRUSTEE@SONOMASCHOOLS.ORG - (707) 935-6100

March 2, 2023

Dear Members of Our Sonoma Community,

Education is a process whereby we build and rebuild our community, one student and one teacher at a time. Preserving and protecting Sonoma's community has featured prominently in all of our trustee discussions of realignment -- making sure we keep what makes Sonoma special.

Our District has outstanding teachers and staff, and yet it consistently has turned in poor, and indeed sometimes terrible results. We have all long known that leadership from the board is necessary to ensure the dedicated professionals we have working for SVUSD are able to implement educational strategies to address the systemic inequities in Sonoma Valley.

We all, together, have to have the courage to be willing to make the changes necessary to preserve the community we all have worked so long and so hard to build. Sonoma's best days are ahead of it, but only if we all come together to ensure that the next generation enjoys the outstanding education we all know our teachers can and do deliver, and only if we make sure the District is administered and run with educational effectiveness and the elimination of waste as its twin objectives.

Using a process established more than 30 years ago, I have agendaized a realignment plan that ensures we use our educational dollars to maximize educational effectiveness. The board can only evaluate proposals and act when an item is so agendaized, and this agenda item gives trustees an opportunity to discuss proposals, and choose to act on all, some, or even none of those brought forward. But make no mistake, the board is following its long-established and well-understood process. Any claims otherwise are simply false.

By repurposing sites, Sonoma Valley Unified has the potential to become what is, I think, the first "net zero" employer in terms of its impact on local housing. As the largest employer in the Valley, that would both make a meaningful impact on our housing crisis, and serve as an example for other employers and government agencies. Further, increasing the supply of housing in the Valley is one of the best things we can do to help our working and middle-class families, as well as our own teachers and staff. All of this can be done without bond expenditures, and by retaining ownership of all our sites that are repurposed, this plan can

Page 1 of 2

JOHN KELLY

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yield long-term financial benefits.

As proposed, we will keep all the campuses in the Springs open, which is where most of our students reside. We can eliminate the District's current use of uncredentialed teachers, and reduce our need for scarce substitutes while protecting all of our employees' jobs. Middle and high school students will concentrate at the Broadway campus. This will ease the strain on our transportation department, as previous District studies have shown. Even better, our District's financial analysis indicates realigning in this fashion would allow a one-time increase in teacher and staff pay of nearly 9%, on top of all other scheduled increases. That is a real, concrete step in the right direction for those who deserve it most.

We need to move promptly to ensure families, teachers, staff, and our community are aware of the District's plans. Nothing is more disruptive than ineffective instruction. Our District has fiddled in a dilatory fashion for years on this issue, and given the waste our current alignment causes, we cannot let it continue. The sooner we let everyone know our plans, the better. That's why we need to act now.

Public education is the most radical method ever conceived to ensure that the hope of us all, that every student has a fair chance to make the most of themselves, is brought to fruition. Our schools have long been distracted by secondary objectives that do not serve the interests of our students, or indeed of our community. Our board must focus on eliminating waste and ensuring educational effectiveness, and must not let any other things get in the way. By repurposing sites, concentrating on educational effectiveness, and adhering closely to the well-established rules designed to govern this process, we can protect our community for generations to come.

It is not enough for the board to work on this alone -- we need to hear from our community. The District has established a web site that allows us to hear from everyone. Our District can only function effectively when our constituents and stakeholders will freely share what they know with the Board. It is:

<https://sonomavalleyfacilitiesmasterplan.org>

I hope that many of you that read this will take the opportunity to make a contribution. Further, I and the other trustees have office hours, and we want to hear from you - my next office hours are at 1:30 PM on March 9 at El Verano Elementary. I encourage you to seek out the trustees, ask questions, and above all, please, make democratic self-governance in our Valley a reality.

Sincerely,



John Kelly

## ► Answers to Questions from Index-Tribune

**From:** John Kelly jkelly trustee@sonomaschools.org  
**Subject:** Re: URGENT: Study session about portfolio optimization S.0555  
**Date:** February 15, 2023 at 9:19 AM  
**To:** Daniel Johnson dan.johnson@SonomaNews.com  
**Cc:** Emily Charrier emily.charrier@sonomanews.com



Dan, I have answered your questions below.

1. What were the key developments, including decisions made, in the study session?

The study session was a review of the analysis of Perkins Eastman, who are the consultants retained to evaluate SVUSD's facilities. The most significant "new" piece of information provided to me as a trustee was the SB 300 status of Altimira's buildings, seven (7) of which used a type of construction called "tilt up." Tilt-Up construction features series of concrete panels tilted up into place to form a building's exterior wall. These panels are created at the work site using wood forms, rebar and concrete. The forms are shaped and rebar cut to match the final designs. Next, concrete is poured into the forms and finished. While the technique was popular in the middle of the 20th century due to the perceived lower cost associated with the method, in the longer term the price associated with maintaining adherence with seismic safety standards ultimately makes it no less, and perhaps more expensive than competing methods of construction. As a trustee, I think that the District will have to put together a long-term plan to address the use of tilt-up at Altimira Middle School, and my sense of my fellow trustees was that they thought so too.

Perkins Eastman also reported that they have put together a comprehensive web site allowing the public to explore all the materials associated with school portfolio optimization, and if the site is not yet live, it will be very shortly. The site will allow the public to explore different options, as the site allows a user to experiment with a variety of alignments of schools, and compare those strategies with the facilities available at the different sites. As a trustee, my hope is that the public will be able to use that tool to answer their questions and perform their own research. With many eyes on this, I think that we as a community can ensure that SVUSD does not waste resources and supports the most educationally effective portfolio strategy for Sonoma Valley.

2. Did the board decide what strategy to pursue for portfolio optimization?

No. The board made no decisions at the study session. The staff of the District have put together a detailed list of outreach meetings that they will conduct in the coming weeks. I heard several trustees stating that they wanted a survey conducted of the families of students, particularly with emphasis on ensuring that the transportation needs of all students are met. In previous sessions, the staff of the District have been clear that the strategy used by Windsor, St. Helena, and others, of concentrating grades at single sites, has proven the most educationally effective strategy, and is the most consistent with ensuring the highest possible compensation of our staff due to reduced redundancy. I heard several trustees indicate they needed to see information regarding the effectiveness of transportation given different strategies, and staff have subsequently provided to me (and I presume other trustees) data supporting that the educationally effective strategy is also closely aligned with the most effective transportation implementation. Further discussion of the trustees, I would expect, will concern the information in that transportation analysis and discussion of the impact of the same.

3. Will the board make all major decisions related to the portfolio optimization issues that have been discussed in April?

I do not know when the board will act. As a trustee, my sense is that the board needs to move promptly to ensure families, teachers, staff, and our community are aware of the District's plans as soon as is possible. I think the District has fiddled in a dilatory fashion for years on this issue, and given the waste our current alignment causes, we cannot let it continue.

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3. Will the board make all major decisions related to the portfolio optimization issues that have been discussed in April?

I do not know when the board will act. As a trustee, my sense is that the board needs to move promptly to ensure families, teachers, staff, and our community are aware of the District's plans as soon as is possible. I think the District has fiddled in a dilatory fashion for years on this issue, and given the waste our current alignment causes, we cannot let it continue.

My opinion as a trustee is that educational effectiveness is the single most important consideration we must remember when evaluating proposals. Our District has outstanding teachers and staff, and yet it consistently has turned in poor, and indeed sometimes terrible results. Our teachers and staff have long known that leadership from the board is necessary to ensure the dedicated professionals we have working for SVUSD are able to implement educational strategies to address the systemic inequities in Sonoma Valley. We cannot wait any longer.

Public education is the most radical method ever conceived to ensure that the hope of us all, that every student has a fair chance to make the most of themselves, is brought to fruition. Our schools have long been distracted by secondary objectives that do not serve the long term interests of our students, or indeed of our community. I think the board must focus on eliminating waste and ensuring educational effectiveness, and must not let any other things get in the way.

4. Would you like to say anything else?

A fully informed public is essential to the future of our community. For too long, a smokescreen has blocked efforts to reform our schools. Families are voting with their feet in Sonoma County, and the decline in the number of students in Sonoma Valley is mirrored in the County as a whole. Our families sense that things don't need to be quite this hard, that we can make it a little easier for our working parents and our students. We just have to have the courage to be willing to make the changes necessary to preserve the community we all have worked so long and so hard to build. Sonoma's best days are ahead of it, but only if we all work together to ensure that the next generation enjoys the outstanding education we all know our teachers can and do deliver, and only if we make sure the District is administered and run with elimination of waste and educational effectiveness as its twin objectives.

Sincerely,

John

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John Kelly  
Trustee, Area 3  
Sonoma Valley Unified School District  
jkelly.trustee@sonomaschools.org  
(707) 935-6100

On Feb 14, 2023, at 2:25 PM, Daniel Johnson <dan.johnson@SonomaNews.com> wrote:

Sure, John. I really appreciate your help with this. I ran into a deadline crunch.

--Dan

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**From:** John Kelly <jkelly.trustee@sonomaschools.org>  
**Sent:** Tuesday, February 14, 2023 2:23 PM  
**To:** Daniel Johnson <dan.johnson@sonomanews.com>  
**Subject:** Fwd: URGENT: Study session about portfolio optimization

Hi Dan,

I will do what I can to respond to the questions in as short time window as this as I can.

If you receive my comments by 6 PM, will that be soon enough?

Sincerely

Sincerely,

John

----- Forwarded message -----

**From:** Daniel Johnson <[dan.johnson@SonomaNews.com](mailto:dan.johnson@SonomaNews.com)>

**Date:** Feb 14, 2023 at 2:15 PM -0800

**To:** John Kelly <[jkelly.trustee@sonomaschools.org](mailto:jkelly.trustee@sonomaschools.org)>

**Subject:** URGENT: Study session about portfolio optimization

Hi John,

I hope you're doing well. Would you please answer the following questions? I'm writing a story now about the Feb. 9 board meeting, but I would like to include pertinent developments from the Feb. 11 study session. Please provide what you can by the end of the afternoon today, the earlier, the better. I apologize for the short notice. Our deadlines are now much tighter.

--Dan Johnson  
Sonoma Index-Tribune  
415-420-0635

1. What were the key developments, including decisions made, in the study session?
2. Did the board decide what strategy to pursue for portfolio optimization?
3. Will the board make all major decisions related to the portfolio optimization issues that have been discussed in April?
4. Would you like to say anything else?

## ► Further Answers to Questions from Index-Tribune

**From:** John Kelly jkelly trustee@sonomaschools.org  
**Subject:** Re: Items for March 9 Board Meeting, Per BP 9322. S.0555  
**Date:** March 3, 2023 at 9:20 AM  
**To:** Daniel Johnson dan.johnson@sonomanews.com  
**Cc:** Emily Charrier emily.charrier@sonomanews.com



Dan, per my past practice, I have answered your questions in turn.

1. *Did you work on this plan with anyone else from the board, district office or community?*

At our February 11, 2023 board study session, I articulated a slightly different version of this proposal. I got the opportunity to hear from all the trustees, staff, and our outside experts, Perkins Eastman, regarding the different elements in response. In the earlier version, SVUSD would move to single-site K-2 and 3-5 instruction in 2023-24, with the 3-5 instruction at Prestwood Elementary. This is based on the advice from our education experts that single-site instruction is the most efficacious model for our District, along the lines of St. Helena and Windsor. I heard from Trustee Knox that given the number of students and the sites in question, that move might tax the physical infrastructure, although in principle I heard Trustee Knox telling the group that he supported single-site instruction in principle. I also heard Trustee Landry express a series of questions regarding single-site instruction, and thus, as presented, this proposal implements a study of single-site in 23-24, rather than moving to implementation.

I also heard Trustee Winders express serious concerns regarding walkability to school for our most at-need families. The concentration of educational facilities in the City of Sonoma, rather than focusing on the Springs, where families may not have a car to drive to school, and where putting very young children on buses could tax the organizational resources of families that may be single-parent, where that parent may be working early in the morning. I heard Trustee Ching joining in on those concerns. While I believe the concentration of the educational program at the smallest number of sites is again consistent with educational best practice (*and having 3-5 at Prestwood would be consistent with that, as Prestwood adjoins the Broadway High School-Creekside-Adele Harrison campuses*), I think the better argument was made by Trustee Winders and this alignment balances the Springs and the City by having K-5 in the Springs, and 6-12 in the City, especially given the sensitivity of our students in the earliest years (*most of whom reside in the Springs*), where walking to school is of very significant importance.

Repurposing was discussed by all the trustees, and I heard trustees Knox, Winders, and Ching expressing strong support for the reuse of sites, if possible, for housing. There was also strong support for a 0-TK site that would bring together the District's disparate resources. The potential location of that Early Childhood Education ("ECE") hub was variously proposed for the Flowery site, or the Sonoma Charter site. However, because this proposal would implement a community school model for the Flowery site, it seems more sensible to have ECE at both those sites.

Sassarini and El Verano were both discussed as potential locations for repurposing as housing, as was Sonoma Charter's site. However, Prestwood presents unique benefits for repurposing, as it is immediately adjacent to our largest facility, the joint Broadway campus of SVHS, Creekside, and Adele Harrison. Further, it is a "desirable" neighborhood that is in close proximity to the square. Like Sassarini, it also has easy accessibility to supermarkets, Sonoma Valley Hospital, transportation, and other services. Indeed, in recruiting, teachers, particularly those most in need such as those for high school level science and math, being able to walk to work is an important consideration. Our experts indicate that we can construct up to 23 units per acre, which, between the Prestwood, Sassarini, and Sonoma Charter sites, would potentially amount to more than 500 units of teacher, staff, and affordable housing. All of this can be done without bond expenditures, and by retaining ownership of all our sites that are repurposed, this plan can yield long-term financial benefits.

There was some discussion of working with Woodland Star to relocate to the Dunbar campus, but I heard a discussion of a District sponsored NPS (*a non-public school designed to serve special needs students*) at that location, especially from Trustee Winders. The Dunbar site, given its distance from

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Repurposing was discussed by all the trustees, and I heard trustees Knox, Winders, and Ching expressing strong support for the reuse of sites, if possible, for housing. There was also strong support for a 0-TK site that would bring together the District's disparate resources. The potential location of that Early Childhood Education ("ECE") hub was variously proposed for the Flowery site, or the Sonoma Charter site. However, because this proposal would implement a community school model for the Flowery site, it seems more sensible to have ECE at both those sites.

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There was some discussion of working with Woodland Star to relocate to the Dunbar campus, but I heard a discussion of a District sponsored NPS (*a non-public school designed to serve special needs students*) at that location, especially from Trustee Winders. The Dunbar site, given its distance from

the roadway, reduces environmental stimuli (*such as traffic noise*) which makes it suited to students with certain specific needs. The remaining space at Dunbar can house a charter school, and on balance, it seemed most fair to the charter schools to give them both an opportunity to apply for that space, rather than earmarking it for Woodland Star.

Ultimately, the elimination of waste, and the ability to raise teacher and staff pay, seemed to be of importance for all the trustees. Windsor, which has implemented a model along these lines, is now moving rapidly up the table in terms of teacher and staff compensation, due to the efficiencies of this model. Making sure our teachers and staff are appropriately paid for the critical and important work they perform (*and at a very high level of competency, too*) is crucial if we are to retain our highly qualified teachers and staff. Our District's financial analysis indicates realigning in this fashion would allow a one-time increase in teacher and staff pay of nearly 9%, on top of all other scheduled increases. That is a real, concrete step in the right direction for those who deserve it most.

For any action to be taken after the study session, the matter had to be agendized. Using a process established more than 30 years ago, I have put forward a slightly modified version of that plan, that addresses the walkability concerns of the trustees and allows study of single-site over the next academic year. The board can only evaluate proposals and act when an item is so agendized, and this agenda item gives trustees an opportunity to discuss proposals, and choose to act on all, some, or even none of those brought forward. In doing so, we as a board are following our long- established and well-understood processes. As a practicing attorney, and the longest serving member of the board, I have a familiarity with the rules that allows me to surface these issues for the board to be able to discuss them and to act on them, which is one of the unique things I bring to our governance team, but this will be a matter for the whole board, our staff, and indeed our entire community to participate in, and I look forward to a robust and vigorous discussion on March 9, *which in my opinion should be followed by action.*

*2. Have any people from the board, district office or community told you what they think of the plan?*

We had community members at our February 11, 2023 board study session, and our administrative staff have been holding a series of outreach sessions, in conjunction with our experts from Perkins Eastman. We as a District have been soliciting opinions from the community, via our web site for this purpose, [sonomavalleyfacilitiesmasterplan.org](https://sonomavalleyfacilitiesmasterplan.org). Realignment has been known to be being discussed in the community, and as all the trustees must be familiar with at this point, it is a frequent item members of the community bring up with me. Having said that, consistent with the Brown Act, discussion of this and action thereon must occur at a properly noticed meeting, and SVUSD has further made clear that it will only be done at a regularly scheduled meeting of the board. However, I would note that the extensive work done both before and after our study session by the trustees considered a range of proposals, and this specific proposal is a narrowing based on that feedback.

*3. Do you view this as a preliminary draft, open to change?*

This is a specific proposal designed to be implemented. However, we as a board, as a District, and as a community, must have further feedback and contributions from our stakeholders in order to be sure we are addressing all issues. The proposal may very well be changed, and this agenda item gives trustees an opportunity to discuss other proposals, and choose to act on all, some, or even none of those brought forward.

*4. You have indicated that many of these changes would occur by the 2023-24 school year. This plan would require an extensive amount of reorganization, including equipping schools with additional resources. How can this all be done by the start of the 2023-24 school year?*

We have outstanding staff and teachers who are dedicated to maximizing educational effectiveness and eliminating waste. They are the twin objectives we must remain focused on as a District. As I have noted so many times before, if you wanted to get a complex and nuanced situation sorted out quickly, get a group of teachers involved. I know that our teachers and staff are aware that leadership from the

board is necessary to ensure we can implement educational strategies to address the systemic inequities in Sonoma Valley. Here, we have the potential to raise pay, provide housing, reduce transportation needs, improve the long-range financial position of the District through retaining ownership of reused sites, while maximizing educational effectiveness. I know that our teachers and staff share those goals with the Board, and I think our hope is that with the commitment of District resources to back this effort, we can achieve all these goals.

It will take a certain amount of physical infrastructure work (*construction*) to make this happen, of course. However, the costs can be borne by the District without the use of bond dollars. Further, we know as a District that our partners in the construction trades are interested and excited to work with us and to use apprentices from our Valley in implementing this plan. It is that ability to improve the buildings that provide continued returns to the community that can add that extra bit of motivation to move a project like this along.

*5. You haven't indicated when the changes you suggest in your proposal items 3, 4, 5, 6 and 7 will be made. When do you propose that those changes be made?*

Item 6, the opening of a community school at the Flowery site, is in fact specifically called out to take place in 23-24. In this question, you are referring to the opening of a K-8 dual immersion school at the Altimira site, I would think that would take place in 23-24 as well, given the use of the Flowery site for a community school.

Regarding the reuse of the Prestwood, Sassarini, and Sonoma Charter sites, those are considerations driven by factors other than the academic year, however, I would think we as a District would move as quickly as possible to implement those reuses. The housing crisis in the Valley is acute and the sooner we start construction, the sooner that housing is available for our community. Having said that, some portions of the Prestwood, Sassarini and Sonoma Charter sites will likely be retained, especially the multipurpose rooms, which will be of significant value going forward as they are colocated with teacher, staff and affordable housing. Further, given that the City of Sonoma has no Parks and Recreation department at this time (*something that needs sorely to be addressed, a point I made 15 years ago as chairman of the City of Sonoma's Community Services and Environment Commission*), the use of the Prestwood field by the community will likely need to continue for at least some time, although in the long-run I would think that the use of that field would probably shift to Maxwell, which is more centrally located, and has just seen very significant investment from the County on fields and supporting infrastructure.

*6. Such major proposed changes seem likely to raise concerns among some district families, including concerns about students needing to attend different schools that may be a greater distance from their homes, needing to adjust to unfamiliar school settings and being separated from current classmates. How do you reply to these concerns?*

We need to move promptly to ensure families, teachers, staff, and our community are aware of the District's plans. Nothing is more disruptive than ineffective instruction. Our District has fiddled in a dilatory fashion for years on this issue, and given the waste our current alignment causes, we cannot let it continue. The sooner we let everyone know our plans, the better. That's why we need to act now.

We all, together, have to have the courage to be willing to make the changes necessary to preserve the community we all have worked so long and so hard to build. As proposed, we will keep all the campuses in the Springs open, which is where most of our students reside. Further, bringing our middle and high school students together at the Broadway campus will allow middle school students to access accelerated coursework at the high school simply by walking from one campus to another. It will also eliminate transportation necessary for swim classes (*a requirement for California schools*). Additionally, this proposal will ease the strain on our transportation department, as previous District studies have shown. Most importantly, our experts have told us that educational effectiveness will be enhanced by taking these steps, and we will also be able to raise teacher and staff pay significantly. I know our families want to see our teachers and staff compensated appropriately, and to see our board take action to make that a reality.

*7. It seems to me that one of the biggest changes would be for the decommissioned campuses at Sonoma Charter School and Sassarini and Prestwood elementary schools to become affordable housing for teachers and school staff. What type of affordable housing do you have in mind? How soon could it be built and how many people could it accommodate?*

There are three types of housing contemplated by Perkins Eastman, 13, 20, or 33 units per acre. Were all three sites to be reused, SVUSD could potentially construct up to 715 units of housing, which would bring the District to "net zero" as an employer in terms of its impact on local housing (*we write approximately 600 checks a month to employees*). As the largest employer in the Valley, that would both make a meaningful impact on our housing crisis, and serve as an example for other employers and government agencies. Further, increasing the supply of housing in the Valley is one of the best things we can do to help our working and middle-class families, as well as our own teachers and staff.

In practice, the number of units will almost certainly be less than that, as a mix of housing types, incorporation of existing facilities such as multipurpose rooms and fields, and the contours of the specific sites are considered. There are a number of new state laws that will allow SVUSD to act promptly on these proposals should the board choose to proceed in this direction. However, again, after advice from staff and counsel, conferring with other local governments such as the City of Sonoma and Sonoma County, and after community input, the board will be fully informed about all matters they should consider regarding reuse, something that will take place at the March 9 meeting, and presumably at further meetings in the future

*8. Do you plan to purchase any more ads to make people aware of your plan? What other plans do you have to move it forward?*

I purchased a full page ad in the Sonoma Index Tribune for \$2,494.80 to publish a letter and make sure the community was fully informed about the upcoming meeting and the proposal. There were no reporters at our February 11, 2023 study session, and the community needs to be informed regarding the realignment of the District. The public needs to know that the District is following well-established processes and there are in fact no surprises here, and my duty as an elected official is to make sure my constituents and the whole community are fully informed and aware of their opportunity to contribute.

Public education is the most radical method ever conceived to ensure that the hope of us all, that every student has a fair chance to make the most of themselves, is brought to fruition. I and others who serve in elected office for our District, I think, agree with this principle, and want to see it furthered. As I wrote in my letter and as I have said numerous times, our schools have long been distracted by secondary objectives that do not serve the interests of our students, or indeed of our community. Our board must focus on eliminating waste and ensuring educational effectiveness, and must not let any other things get in the way. By repurposing sites, concentrating on educational effectiveness, and adhering closely to the well-established rules designed to govern this process, we can protect our community for generations to come.

*9. Would you like to say anything else?*

I would like to thank the reporters who are doing the hard work of informing our community regarding next steps. It is a difficult job and one for which they are frequently pilloried. It is essential to democracy, and our government cannot function effectively without a free and fair press.

As I noted in my letter, it is not enough for the board to work on this alone -- we need to hear from our community. The District has established a web site that allows us to hear from everyone. Our District can only function effectively when our constituents and stakeholders will freely share what they know with the Board. It is:

<https://sonomavalleyfacilitiesmasterplan.org>

I hope your readers will take the opportunity to make a contribution. Further, I encourage your readers to attend our board meeting on March 9, and to attend trustee office hours, because we want to hear from you. My next office hours are at 1:30 PM on March 9 at El Verano Elementary. I encourage your readers to seek out the trustees, ask questions, and above all, please, make democratic self-governance in our Valley a reality.

On Mar 2, 2023, at 4:34 PM, Daniel Johnson <dan.johnson@sonomanews.com> wrote:

Hi John,

I appreciate the emails. I have a few questions. I would appreciate it if you can respond to the questions by 9 a.m. tomorrow (Friday),

--Dan Johnson  
Sonoma Index-Tribune  
415-420-0635

1. Did you work on this plan with anyone else from the board, district office or community?
2. Have any people from the board, district office or community told you what they think of the plan?
3. Do you view this as a preliminary draft, open to change?
4. You have indicated that many of these changes would occur by the 2023-24 school year. This plan would require an extensive amount of reorganization, including equipping schools with additional resources. How can this all be done by the start of the 2023-24 school year?
5. You haven't indicated when the changes you suggest in your proposal items 3, 4, 5, 6 and 7 will be made. When do you propose that those changes be made?
6. Such major proposed changes seem likely to raise concerns among some district families, including concerns about students needing to attend different schools that may be a greater distance from their homes, needing to adjust to unfamiliar school settings and being separated from current classmates. How do you reply to these concerns?
7. It seems to me that one of the biggest changes would be for the decommissioned campuses at Sonoma Charter School and Sassarini and Prestwood elementary schools to become affordable housing for teachers and school staff. What type of affordable housing do you have in mind? How soon could it be built and how many people could it accommodate?
8. Do you plan to purchase any more ads to make people aware of your plan? What other plans do you have to move it forward?
9. Would you like to say anything else?

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**From:** John Kelly <jkelly.trustee@sonomaschools.org>

**Sent:** Wednesday, March 1, 2023 11:23 AM

**To:** Daniel Johnson <dan.johnson@sonomanews.com>; Charrier, Emily <emily.charrier@sonomanews.com>

**Subject:** Re: Items for March 9 Board Meeting, Per BP 9322.

Dear Dan & Emily,

► Financial Analysis by SVUSD of closure cost savings.

Site Level			
Classified FTE Released:	11.13	Value of Salaries/Benefits:	\$ 502,489.25
Certificated FTE Released:	2.00	Value of Salaries/Benefits:	\$ 247,426.81
<b>Total FTE Released:</b>	<b>16.00</b>	<b>Total Salary Released:</b>	<b>\$ 749,916.06</b>

District Wide			
Operations FTE Released:	1.00	Value of Salaries/Benefits:	\$ 66,550.00
Transportation FTE Released:	2.00	Value of Salaries/Benefits:	\$ 133,100.00
<b>Total FTE Released:</b>	<b>3.00</b>	<b>Total Salary Released:</b>	<b>\$ 199,650.00</b>

Operational Costs		
<b>Includes:</b>	<b>General Liability Insurance</b>	<b>\$ 79,887.00</b>
	<b>Natural Gas Service</b>	<b>\$ 17,946.00</b>
*Using a 1/10 factor per site	<b>Electricity Service</b>	<b>\$ 31,581.00</b>
	<b>Water Service</b>	<b>\$ 19,581.00</b>
	<b>Waste Disposal</b>	<b>\$ 15,016.00</b>
	<b>Sewage</b>	<b>\$ 12,728.00</b>
	<b>Total for Operations</b>	<b>\$ 176,739.00</b>

**Total Expenditure Reduction for 1 ES: \$ 1,126,305.06**

**Total FTE Reduction for 1 ES: 19.00**



**School Closures – 1 School (Elementary)**

<b>Site Level</b>			
<b>Classified FTE Released:</b>	<b>11.13</b>	<b>Value of Salaries/Benefits:</b>	<b>\$ 502,489.25</b>
<b>Certificated FTE Released:</b>	<b>2.00</b>	<b>Value of Salaries/Benefits:</b>	<b>\$ 247,426.81</b>
<b>Total FTE Released:</b>	<b>16.00</b>	<b>Total Salary Released:</b>	<b>\$ 749,916.06</b>

<b>District Wide</b>			
<b>Operations FTE Released:</b>	<b>1.00</b>	<b>Value of Salaries/Benefits:</b>	<b>\$ 66,550.00</b>
<b>Transportation FTE Released:</b>	<b>2.00</b>	<b>Value of Salaries/Benefits:</b>	<b>\$ 133,100.00</b>
<b>Total FTE Released:</b>	<b>3.00</b>	<b>Total Salary Released:</b>	<b>\$ 199,650.00</b>

<b>Operational Costs</b>			
<b>Includes:</b>	<b>General Liability Insurance</b>	<b>\$</b>	<b>79,887.00</b>
	<b>Natural Gas Service</b>	<b>\$</b>	<b>17,946.00</b>
	<b>Electricity Service</b>	<b>\$</b>	<b>31,581.00</b>
	<b>Water Service</b>	<b>\$</b>	<b>19,581.00</b>
	<b>Waste Disposal</b>	<b>\$</b>	<b>15,016.00</b>
	<b>Sewage</b>	<b>\$</b>	<b>12,728.00</b>
	<b>Total for Operations</b>	<b>\$</b>	<b>176,739.00</b>

\*Using a 1/10 factor per site

<b>Total Expenditure Reduction for 1 ES:</b>	<b>\$ 1,126,305.06</b>
<b>Total FTE Reduction for 1 ES:</b>	<b>19.00</b>



## School Closures – 1 School (Elementary)

Site Level			
Classified FTE Released:	19.83	Value of Salaries/Benefits:	\$ 1,252,514.03
Certificated FTE Released:	5.80	Value of Salaries/Benefits:	\$ 698,483.68
Total FTE Released:	25.63	Total Salary Released:	\$ 1,950,997.71

District Wide			
Operations FTE Released:	2.00	Value of Salaries/Benefits:	\$ 133,100.00
Transportation FTE Released:	4.00	Value of Salaries/Benefits:	\$ 266,200.00
Total FTE Released:	6.00	Total Salary Released:	\$ 399,300.00

Operational Costs			
Includes:	General Liability Insurance		\$ 159,774.00
	Natural Gas Service		\$ 35,892.00
	Electricity Service		\$ 63,162.00
	Water Service		\$ 39,162.00
	Waste Disposal		\$ 30,032.00
	Sewage		\$ 25,456.00
	Total for Operations		\$ 353,478.00

\*Using a 1/10 factor per site

**Total Expenditure Reduction 1 ES/1 MS: \$ 2,703,775.71**

**Total FTE Reduction for 1 ES/1 MS: 31.63**



## School Closure – 2 Schools (1 ES, 1 MS)

Site Level			
Classified FTE Released:	32.35	Value of Salaries/Benefits:	\$ 1,724,549.42
Certificated FTE Released:	8.80	Value of Salaries/Benefits:	\$ 867,815.34
Total FTE Released:	41.15	Total Salary Released:	\$ 2,592,364.76

District Wide			
Operations FTE Released:	3.00	Value of Salaries/Benefits:	\$ 165,000.00
Transportation FTE Released:	6.00	Value of Salaries/Benefits:	\$ 330,000.00
Total FTE Released:	9.00	Total Salary Released:	\$ 495,000.00

Operational Costs			
*Using a 1/10 factor per site	Includes:	General Liability Insurance	\$ 239,661.00
		Natural Gas Service	\$ 53,838.00
		Electricity Service	\$ 94,743.00
		Water Service	\$ 58,743.00
		Waste Disposal	\$ 45,048.00
		Sewage	\$ 38,184.00
		Total for Operations	\$ 530,217.00

**Total Expenditure Reduction 2 ES/ 1MS: \$ 3,617,581.76**

**Total FTE Reduction for 2 ES/1 MS: 50.15**



# School Closure – 3 Schools (2 ES, 1MS)<sup>10</sup>