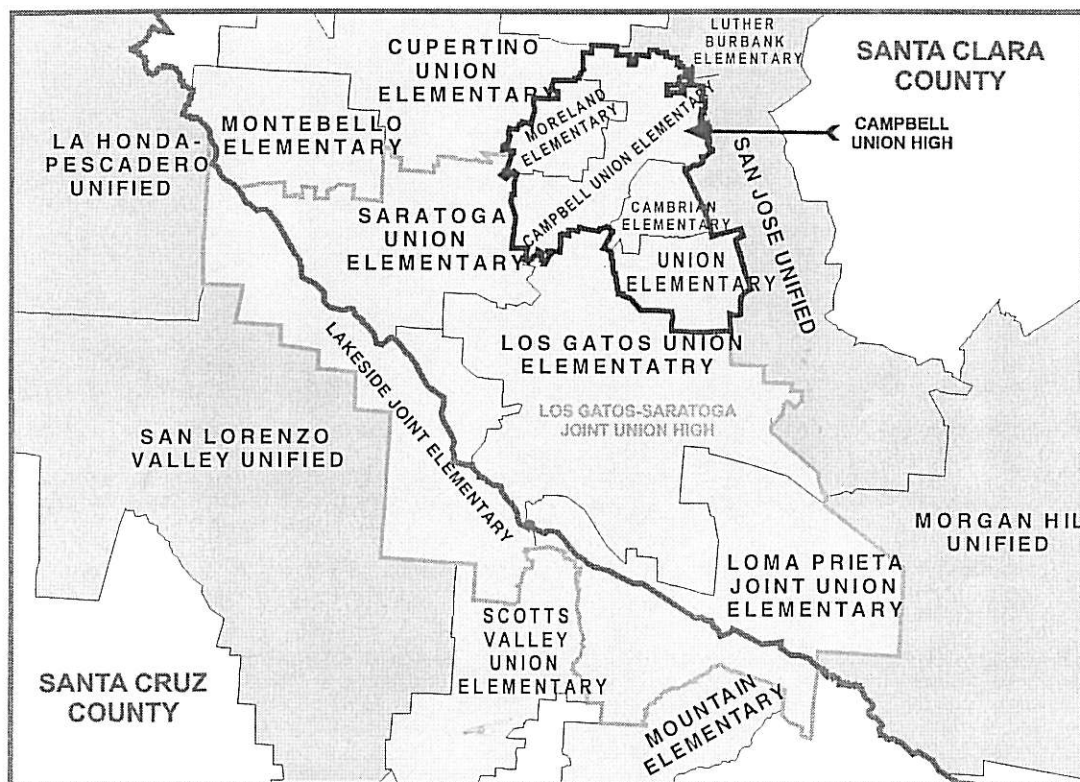


**Report on the Study of
Feasibility of Reorganization
for the
Santa Clara County Westside School
Districts
December, 1997**



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Chapter I

Introduction

Purpose of Feasibility Study

This study analyzes the feasibility of four scenarios for reorganization of portions of thirteen west side Santa Clara County school districts. This study was commissioned by the Santa Clara County Board of Education acting on behalf of the Santa Clara County Committee on School District Organization as a response to numerous petitions for transfers of territory and to a petition to unify the territory of the Moreland School District. This study examined the facts relating to the nine criteria for school district reorganization as listed in the Education Code Section 35753 and the California Code of Regulations, Title 5, Subchapter 4, Section 18573. A map showing the location and territory of the subject school districts is included on the cover of this study and contained as a separate page of this study.

The roles and responsibilities of the school districts studying reorganization, the County Committee on School District Organization, and the State Board of Education as well as legal citations are all presented in the *School District Organization Handbook*. This document is available from the California Department of Education. It provides an outline of the roles and responsibilities of the governmental bodies that are part of the process of school district organization. This Study includes an analysis and findings of nine criteria of school district reorganization that are identified in the California Education Code, Section 35753. These criteria are:

1. The new district will be adequate in terms of number of pupils enrolled.
2. The district will each be organized on the basis of a substantial community identity.
3. The proposal will result in an equitable division of property and facilities of the original district or districts.
4. The reorganization of the district will not promote racial or ethnic discrimination or segregation.
5. The proposed reorganization will not result in any substantial increase in costs to the state.
6. The proposed reorganization will not significantly disrupt the educational programs in the proposed district and districts affected by the proposed reorganization and will continue to promote sound educational performance in those districts.
7. The proposed reorganization will not result in a significant increase in school housing costs.
8. The proposed reorganization is not primarily designed to result in a significant increase in property values causing financial advantage to property owners because territory was transferred from one school district to an adjoining district.

9. The proposed reorganization will not cause a substantial negative effect on the fiscal management or fiscal status of the proposed district or any existing district affected by the proposed reorganization.
10. Any other criteria as the board may, by regulation, prescribe.

This Study addresses each of the nine criteria in separate chapters. Review and analysis of data are given for each factor for districts involved and/or affected.

Scope of the Study

The Study is a compilation of information and statistical data about factors affecting reorganization of thirteen school districts. It is organized into four scenarios to provide a basis for analyzing problems that may occur with each of the nine criteria. Appendix Table I – 1 displays the actions studied and the scenarios to which they apply. The financial information contained in this study is based on data collected from the 1995-96 school year. Data collected from other years is so noted.

Data and Methodology

Data used in the Study consists of archival data from the California Department of Education, California Department of Finance, the U.S. Census Bureau, U.S. Department of Education, County of Santa Clara and the districts that were the subjects of this study. Interviews were conducted and input was received from the superintendents and governing board members or selected staff. Data were analyzed in a variety of methods. Financial, pupil enrollment, and staffing data were analyzed to determine if pre-established criteria were met or to determine the level of increase or decrease in variables studied. Other archival data, and interview data were interpreted by the researchers according to guidelines established in the California Education Code, and other published research in the area of school district organization.

Each of the nine criteria as set forth above was analyzed according to the California Code of Regulations, Title 5, Subchapter 4, Procedures Relating to Hearings on Proposals and Petitions for the Reorganization of School Districts and Education Code Sections 18570 et. seq. School district and community data were compared with criteria set forth in California Code of Regulations, Title 5, Section 18573. The results of the analysis of these data are contained in subsequent chapters. For ease of reading all full-page tables that display background data are in the Appendix and are so labeled.

CHAPTER II

Adequate Enrollment

Introduction

Section 35753 of the California Education Code sets forth as a criterion for consideration of reorganization by the State Board of Education the factor of the number of pupils enrolled: "The new district will be adequate in terms of the number of pupils enrolled." Adequacy in terms of the number of pupils enrolled is further defined by the State Board of Education policy, California Code of Regulations, Title 5, Section 18573 (a)(1) which states,

(1) It is the intent of the State Board (of Education) that direct service districts not be created which will become more dependent upon county offices of education and state support unless unusual circumstances exist. Therefore each district affected must be adequate in terms of number of pupils, in that:

(A) Each such district should have the following projected enrollment on the date that the proposal becomes effective or any new district becomes effective for all purposes:

Elementary District	901
High School District	301
Unified District	1,501

(B) The analysis shall state whether the projected enrollment of each affected district will increase or decline and the extent thereof.

Historical Enrollment

Appendix Tables II – 1 through 13 show the historical CBEDS enrollment from 1981 through 1995 for the districts that are subjects of this Study. The thirteen school districts have experienced continuous total enrollment growth from 1989 through 1995. Appendix Tables II - 14 through II - 25 show the weighted cohort-survival enrollment projections made by the State Allocation Board 411 method for each of the thirteen school districts except for the Fremont Union High School District for which data were not available. It is estimated that its student population will continue to grow within its territory. The Luther Burbank, Lakeside Joint and Loma Prieta Joint Union School Districts are established school districts authorized to serve the elementary school population within their territories. They have fewer than the required 901 elementary school students to form a new school district and are called "901 districts". These districts and will remained unchanged by actions proposed in this study. Data indicate that the student enrollment in the territories studied, other than the "901 districts" meet the minimum enrollment as set forth in California Code of Regulations, Title 5, Section 18573 (a)(1)(A) since before 1981.

Findings

Table II – 26 shows the summary findings that have been derived from data in Appendix Tables II - 1 through 25.

Table II - 26
Enrollment Analysis

School District	1995-96 Enrollment	Five Year Trend	Enrollment Status
Cambrian	2,802	Increase	Adequate
Campbell Union	7,738	Increase	Adequate
Luther Burbank	436	Increase	Below 901
Moreland School Union	4,559 5,063	Increase Increase	Adequate Adequate
Campbell Union High	6,758	Increase	Adequate
Lakeside Joint	165	Increase	Below 901
Loma Prieta Joint Union	721	Increase	Below 901
Los Gatos Union	2,605	Increase	Adequate
Saratoga Union	2,158	Increase	Adequate
Los Gatos - Saratoga Joint Union High	2,501	Increase	Adequate
Cupertino Union	14,865	Increase	Adequate
Fremont Union High	8,380	Increase	Adequate

This criterion is substantially met.

CHAPTER III

Community Identity

Analysis of Community Identity Factors

One of the major factors to be considered before a proposal for reorganization is placed before the electorate is the extent to which a proposed school district will be "organized on the basis of substantial community identity" (California Education Code, Section 35753). The California Code of Regulations, Title 5, Section 18573 states that:

- (2) To determine whether the new district is organized on the basis of substantial community identity, the following criteria should be considered:
 - (A) Isolation
 - (B) Geography
 - (C) Distance between social centers
 - (D) Distance between school centers
 - (E) Topography
 - (F) Weather
 - (G) Community, school, and social ties and other circumstances peculiar to the area.

The subject area is located in western Santa Clara County. Maps show the regional and community locations within the Santa Clara County area for the thirteen west side Santa Clara County districts that are the subject of this study and the respective community or population centers that they serve. The analysis of community identity specific to the seven factors specified above for the subject territory is as follows:

A. Isolation

Geographic isolation for purposes of this study occurs when children are required to travel past a school in another district to reach their school of attendance in their district. In addition, geographic isolation could occur in remote areas where children may have to travel long distances over narrow roads to reach their school. Scenario 1 was specifically designed to resolve issues of geographic isolation. These issues will be addressed on a case-by-case basis as they are discovered. Scenarios 2, 3 and 4 incorporate scenario 1 into each of their potential reorganizations.

B. Geography

All of the western Santa Clara Valley is in the same geographic area.

C. Distance between social centers

The Cities of Los Gatos, Monte Sereno, and Saratoga are closely knit communities that are relatively small in population. These contrast with the Cities of Campbell, Cupertino, and San Jose that are larger and more urban. Persons living in the thirteen school district area use shopping centers, restaurants, and churches within each of the cities.

The primary issues concerning community identity arise from the splitting of neighborhoods by school district and other agency boundaries. For example, some neighborhoods have separate service areas for elementary school districts, sports leagues and city boundaries. Children living within several houses of each other, who play together and whose parents have social relationships often attend school in separate school districts, play in different soccer leagues and/or be part of separate city functions. These divisions can have a disruptive effect on social, recreational, and educational relationships in neighborhoods.

Residents in the territory within the municipalities of Los Gatos and Saratoga, but not within the Los Gatos - Saratoga Joint Union High School District use familiarity with and accessibility to civic, social, recreational, cultural, and athletic activities rather than actual distance as arguments to support the "distance from social centers" criterion's contribution to their community identity with those municipalities. They claim that they participate in activities located in those municipalities and, therefore, are familiar with them and find them easily accessible, while the location and activities of the Campbell and Cupertino social centers are unfamiliar. However, it is usually the case in urban/suburban areas, where school district and city boundaries often overlap, that community identity is forged through a variety of other ways, including: schools functioning as social/community centers; businesses patronized by residents throughout an area, irrespective of city of residence; and churches, student and youth groups drawn from expanded geographical areas.

D. Distance between school centers

Schools within the west Santa Clara Valley are dispersed among the neighborhoods they serve.

E. Topography

Land in the north and eastern portions of the eleven-district area is relatively flat and near sea level. Land to the west and south rises to above one thousand feet in several places to form the coastal foothills.

F. Weather

The west Santa Clara Valley communities have a similar climate.

G. Community, school, and social ties and other circumstances peculiar to the area.

School district boundaries were formed in the mid 1800's, before urbanization of the area. As neighborhoods were developed, school district boundaries were not adjusted. Before Proposition 13, school districts could accommodate all students who chose to attend their schools by financing school construction with local and state tax funds. Proposition 13 severely restricted the ability of school districts to construct additional schools with local tax revenues and state school construction funds became extinct. With declining enrollments from the mid 1970's through the early 1990's, accommodation of interdistrict transfer students posed little or no problems for most districts as these districts sought to fill empty seats with revenue-generating students.

When enrollments began to increase, school capacity issues became more prevalent. The Class Size Reduction Program has further exacerbated the capacity problem for elementary school districts. School centers that once were able to accommodate all children who chose to attend have been forced to restrict enrollment to defined territories. This has caused parents of children who have not been able to enroll their child in the school they desire to become discontent and seek other remedies.

Although there is no legal requirement that city boundaries correspond to school district boundaries, shared membership in a municipality or other geopolitical community can contribute to a substantial sense of community identity. Residents of the City of Saratoga, regardless of school district, share two important local governmental associations. First, since they are in the same city, they elect Saratoga officials and receive City of Saratoga services. Second, the County Supervisorial District 5 boundary follows the eastern City of Saratoga boundary. Therefore, all City of Saratoga residents are represented by the same County Supervisor. Similar arguments for community identity can be made regarding all Town of Los Gatos residents. All of Los Gatos is in County Supervisorial District 1. The portion of Campbell UHSD not in Los Gatos or Saratoga is in County Supervisorial District 4.

Findings

It is the finding of this study that the proposed reorganizations of portions of the territories of the thirteen west side Santa Clara County school districts will shift community identity problems rather than resolve them. As portions of communities are adjusted, residents who were within the center of school districts will be closer to the district boundaries, and they too, may want change. Additionally, changes in boundaries will cause disruption to existing communities of identity, specifically those around existing schools. This issue exists for the Alta Vista School in the Union SD, Marshall Lane School in the Campbell USD, and Blue Hills and McAuliffe Schools in the Cupertino USD. Territory transfers (which include the school) out of those districts will disrupt those schools existing communities of identity. Current boundaries, with minor adjustments may be optimal unless global changes that are politically viable surface and are supported.

CHAPTER IV

Property and Facility Division

Introduction

The State Legislature and the State Board of Education have established certain criteria to be followed for any reorganization. One criterion requires that the proposal results in an equitable division of property and obligations. To provide for this equitable distribution, the California Code of Regulations, Title 5, Section 18573 states:

- (3) To determine whether an equitable division of property and facilities will occur, the Department will determine which of the criteria authorized in Education Code Section 35736 shall be applied. It shall also ascertain that the affected districts and the County Office of Education are prepared to appoint the committee described in Education Code Section 35565 to settle disputes arising from such division of property.

Education Code Section 35565 states:

If a dispute arises between the governing boards of the districts concerning the division of funds, property, or obligations, a board of arbitrators shall be appointed which shall resolve the dispute. The board shall consist of one person selected by each district from which territory is withdrawn pursuant to a reorganization action under this chapter, one person selected by each district of which territory has become a part pursuant to that reorganization action, and either one or two persons, such that the board of arbitrators contains an odd number of persons, appointed by the county superintendent of schools of the county in which the districts are located. The districts involved may mutually agree that a person appointed as arbitrator by the county superintendent of schools may act as sole arbitrator of the matters to be submitted to arbitration. The necessary expenses and compensation of the arbitrators shall be divided equally between the districts, and the payment of the portion of the expenses is a legal charge against the funds of the school districts. The arbitrator or arbitrators shall make a written finding on the matter submitted to arbitration. The written finding and determination of a majority of the board of arbitrators is final and binding upon the school districts submitting the question to the board of arbitration.

The key issues in determining how the assets and liabilities of reorganized school districts are to be divided are answered by two Education Code sections, one for real and personal property and one for bonded indebtedness. These two main areas are treated separately in this chapter.

Division of Assets

Education Code Section 35560 states:

When a school district is reorganized and when the allocation of funds, property, and obligations is not fixed by terms, conditions, or recommendations as provided by law,

the funds, property, and obligations of a former district, except for bonded indebtedness, shall be allocated as follows:

- (a) The real property and personal property and fixtures normally situated thereat shall be the property of the district in which the real property is located.
- (b) All other property, funds, and obligations, except bonded indebtedness, shall be divided pro rata among the districts in which the territory of the former district is included. The basis for the division and allocation shall be the assessed valuation of the part of the former district, which is included within each of the districts.

The California Department of Education and the State Board of Education have recently concluded that in California's post Proposition 13 environment, assessed valuation may not be the most equitable manner in which to divide assets. Recent school district reorganizations reviewed by the California Department of Education and approved by the State Board of Education have based asset division on average daily attendance (ADA) on the theory that assets should be divided on the basis of students to be served. Application of each of these two methods on the assets of the districts involved in this reorganization will have different results and outcomes for the proposed reorganizations.

It is important to recognize that the ADA and assessed valuation for each of the ten elementary school districts and three high school districts involved will be affected by the formulas used for division of assets and liabilities. This is because the transfers of territories proposed by scenarios 2 and 4 will combine territories of different revenue limits. None of the proposed transfers will create a new school district for which the transferring territory will comprise more than 25 percent of the ADA, and no calculations were made for increases in revenue limit due to salaries and benefits. For the proposed unifications outlined in scenarios 3 and 4, revenue limit computations may be subject to salary and benefit increases because the amount of territory used to form the new district(s) may contribute more than 25 percent of the ADA.

Table IV – 1 shows the P2- ADA, revenue from revenue limit sources, percent of total revenue for revenue limit funds, and revenue limit revenue per pupil. These specific terms are used because two of the districts are basic aid districts and receive most of their revenue from local property taxes.

**Table IV - 1
ADA and Revenue Limit**

Elementary School District	1995-96 P2 ADA	Revenue from REVENUE LIMIT		Percent of Total Revenue	REVENUE LIMIT
		Sources	Revenue		Revenue per pupil
Cambrian	2,786	\$	8,622,119	77.40%	\$ 3,094.80
Campbell Union	7,537	\$	23,830,078	74.00%	\$ 3,161.75
Cupertino Union	14,564	\$	46,311,521	78.17%	\$ 3,179.86
Lakeside Joint	158	\$	547,316	64.35%	\$ 3,464.03
Loma Prieta Jt. Union	727	\$	2,066,612	67.13%	\$ 2,842.66
Los Gatos Union	2,559	\$	8,378,219	65.94%	\$ 3,274.02
Luther Burbank	395	\$	1,240,096	59.19%	\$ 3,139.48
Moreland	4,486	\$	14,388,758	71.53%	\$ 3,207.48
Saratoga	2,061	\$	7,100,489	82.14%	\$ 3,445.17
Union	4,832	\$	15,658,505	80.54%	\$ 3,240.58

High School District	1995-96 P2 ADA	Revenue from REVENUE LIMIT		Percent of Total Revenue	REVENUE LIMIT
		Sources	Revenue		Revenue per pupil
Campbell	6,199	\$	24,109,553	78.64%	\$ 3,889.26
Fremont	8,140	\$	34,793,932	77.87%	\$ 4,274.44
Los Gatos-Saratoga	2,408	\$	11,223,085	76.41%	\$ 4,660.75

When examining assessed valuation for the same territory, a different percentage split from the ADA split in Table IV - 1 is obtained. Tables IV - 2 shows the 1995-96 assessed valuation reported by the Santa Clara County Office of Education for the respective districts. For Scenarios 2 and 4, transfers of territory will result in losses of ADA and assessed valuation by elementary and secondary school districts within the Campbell and Fremont Union High School Districts and gains of ADA and assessed valuation by elementary and secondary districts within the Los Gatos – Saratoga Joint Union High School District. The loses and/or gains could be both beneficial and detrimental to each of the respective districts. This study will focus primarily on the major problems heretofore identified.

Table IV - 2
Division of Assets Based on 1995-96 Assessed

Districts	Assessed Valuation	Percent of Total
Cambrian Elementary	\$ 2,655,846	14.28%
Campbell Union Elementary	\$ 8,285,061	44.56%
Luther Burbank Elementary	\$ 188,033	1.01%
Moreland Elementary	\$ 3,580,998	19.26%
Union Elementary	\$ 3,884,524	20.89%
Total Elementary	\$ 18,594,462	100.00%
Campbell Union High School District	\$ 18,594,462	

Districts	Assessed Valuation	Percent of Total
Lakeside Joint Elementary	166,201.87	2.82%
Loma Prieta Joint Union Elementary	416,720.63	7.08%
Los Gatos Union Elementary	2,724,736.48	46.29%
Saratoga Union Elementary	2,579,191.02	43.81%
Total Elementary	\$ 5,886,850.00	100.00%
Los Gatos - Saratoga Joint Union High	\$ 5,886,850.00	

Districts	Assessed Valuation	Percent of Total
Cupertino Elementary	\$ 10,275,887,969	57.83%
Fremont Union High	\$ 17,768,180,983	100.00%

Real Property and Personal Property Normally Situated in Each District

There are approximately 80 schools within the thirteen school districts studied that are impacted by the proposed actions. Thirteen of the sites are closed schools that may be leased or rented and producing income for their respective districts. These sites will be considered as district-wide assets and not school sites. Of the open schools, 49 are elementary schools, seven are high schools, and 10 serve as junior high or middle schools. The 67 open schools should be divided according to EC§ 35560(a) when subject of reorganization(s). The remaining thirteen closed sites should be divided according to EC§ 35560(b).

Funds and Other Obligations

Among the initial tasks of the reorganized districts will be to determine the equitable division of assets and liabilities pursuant to EC§ 35560 (b). Examination of annual audit reports (1994-95) for each of the school districts affected indicates that the fund balances of the districts prior to reorganization are as shown in Appendix Table IV - 3. Also, the columns labeled Source Page in this table indicates the page within the annual audit report of the appropriate district from which the data were taken. Funds related directly to the number of

students or ADA are listed in Appendix Table IV - 4. Funds related to property or other fixed assets are listed in Appendix Table IV - 5.

It is recommended that the ADA based funds be divided based on ADA. Without future state participation to fund the construction of additional land and school facilities, local revenue measures will be needed. Local revenue measures, such as General Obligation Bonds are usually based on assessed valuation. It is, therefore, recommended that funds for property and other fixed assets be divided on an assessed valuation basis.

The division of student body funds balances should be based on the proportionate share of contributions that students have made to these funds. Student Body funds and other trust funds are shown in Appendix Table IV – 6.

Division of Personal Property

The personal property of the respective districts that is subject to division is the personal property used for District-wide purposes and not located at an open and operating school and designated for use by that school only. For example, school busses and District Office personal property are used District-wide and are subject to the division of property regulations, but desks and science lab equipment at a specific school are not used District-wide and will not be subject to the division of property regulations. In addition, schools that have been closed and leased are to be considered district-wide property and subject to division as stated above.

Designees of the future new school district(s) and or existing districts for which territory adjustments become effective will need to meet after the reorganization(s) have been approved by the voters to agree on a division of appropriate personal property. It is recommended that an appraiser be retained to assess the value of each item subject to partition. Since personal property will either directly or indirectly serve students (that is busses directly serve students but lawnmowers serve district-wide schools that serve students), the division of personal property should be based on ADA in a similar manner to the ADA formulas used to divide fund balances. The parties could agree to substitute cash balances or future revenue for portions of the personal property. It is recommended that the Santa Clara County Office of Education or its designee act as arbitrator to the resolution of disputes of the division of personal property should they arise in accordance with Education Code Section 35565.

Division of Liabilities

As with the division of assets, the division of liabilities applies to the liabilities of the respective districts whose territory will be the only territory partitioned. Examination of the liabilities of each of the districts prior to reorganization, including bonded indebtedness, is listed in Appendix Table IV – 7.

It is important to separate the debt in Appendix Table IV - 7 into debt that relates to ADA and debt that relates to assessed valuation by the same method that was used for division of assets. Appendix Tables IV - 8 and 9 show the appropriate ADA and assessed valuation separations.

Division of Bonded Indebtedness

Education Code Section 35576. States:

- (a) When territory is taken from one district and annexed to, or included in, another district or a new district by any procedure and the area transferred contains public school buildings or property, the district to which the territory is annexed shall take possession of the building and equipment on the day when the annexation becomes effective for all purposes. The territory transferred shall cease to be liable for the bonded indebtedness of the district of which it was formerly a part and shall automatically assume its proportionate share of the outstanding bonded indebtedness of any district of which it becomes a part.
- (b) The acquiring district shall pay the original district the greatest of the amounts determined under provisions of paragraphs (1) or (2) or the amount determined pursuant to a method prescribed under Section 35738.
 - (1) The proportionate share of the outstanding bonded indebtedness of the original district, which proportionate share shall be in the ratio which the total assessed valuation of the transferring territory bears to the total assessed valuation of the original district in the year immediately preceding the date on which the annexation is effective for all purposes. This ratio shall be used each year until the bonded indebtedness for which the acquiring district is liable has been repaid.
 - (2) That portion of the outstanding bonded indebtedness of the original district which was incurred for the acquisition or improvement of school lots or buildings, or fixtures located therein, and situated in the territory transferred.
- (c) The county board of supervisors shall compute for the reorganized district an annual tax rate for bond interest and redemption which will include the bond interest and redemption on the outstanding bonded indebtedness specified in paragraph (1) or (2) of subdivision (b) or the amount determined pursuant to a method prescribed under Section 35738. The county board of supervisors shall also compute tax rates for the annual charge and use charge prescribed by former Sections 1822.2 and 1825 as they read on July 1, 1970 when such charges were established prior to November 23, 1970. All such tax rates shall be levied in excess of any other ad valorem property tax authorized or required by law and shall not be included in the computation of the limitation specified in subdivision (a) of Section 1 of Article XIII A of the California Constitution.

Many of the thirteen west side Santa Clara County school districts have bonded indebtedness that have resulted from either long term existing or recently approved general obligation bonds. For existing bonds funds that have been spent on school facilities that are transferred by reorganization, the greater of the percentage assessed valuation transferred or bonded indebtedness associated with the school facility transferred will be assumed by the acquiring district.

Assessed Valuation for Proposed Territory Transfers in Scenarios 2 and 4

Table IV – 10 shows the proposed territory transfers for scenarios 2 and 4, the number of parcels and dwelling units, the 1997-98 assessed valuation obtained from MetroScan and the Santa Clara County Assessor, and the ratios of assessed valuation to parcels and dwelling units. Of importance is the fact that the ratios of the assessed valuations to either parcels or dwelling units have a wide range of values with the highest (B-5) being more than three times the lowest (B-1). Parcels that transfer from the Campbell Union School District and the Campbell Union High School District to the Los Gatos Union School District and the Los Gatos – Saratoga Joint Union High School District have more than three times the average assessed value than do parcels that transfer from the Cambrian School District and the Campbell Union High School District to the Los Gatos Union School District and the Los Gatos – Saratoga Joint Union High School District. Because the Campbell Union School District has recently passed general obligation bonds for which repayment is dependent on property taxes based on assessed valuation and the Cambrian School District currently has no bonded indebtedness, the impact to the Campbell Union School District will be substantially greater than to the Cambrian School District.

Table IV - 10
Territory Transfer Data

Territory Transfer	Number of Parcels	Number of Dwelling Units	1997-98 Assessed Valuation	Assessed Valuation per Parcel	Assessed Valuation per Dwelling Unit
B-1	23	14	\$3,100,000	\$ 134,783	\$ 221,429
B-2	1,756	2010	\$488,885,969	\$ 278,409	\$ 243,227
B-3	3	2	\$898,549	\$ 299,516	\$ 449,275
B-4	2,075	1,953	\$542,306,549	\$ 261,353	\$ 277,679
B-5	71	63	\$42,116,128	\$ 593,185	\$ 668,510
B-6	190	173	\$93,673,114	\$ 493,016	\$ 541,463
B-7	1,465	1,382	\$400,528,383	\$ 273,398	\$ 289,818
B-8	1,994	1,872	\$667,774,749	\$ 334,892	\$ 356,717
B-9	1,222	1,180	\$357,467,415	\$ 292,527	\$ 302,938

The inequities of the assessed valuation ratios for the proposed territory transfers are but a few of the complex issues that have resulted from the small groups of territory transfers, such as Twain Court and Sobey Oaks, that have occurred. These territory transfers originating by petition from small groups of property owners that border the perceived “more desirable” school districts may impact the entire school district from which they are transferred by shifting significant amounts of assessed valuation per parcel without shifting tax-related debt. These transfers of assessed valuation shrink the tax base of the districts that give up the territory.

Unless substantial amounts of tax-related debt are transferred with assessed valuation, as would be transferred only with the transfer of school facilities, property taxes within the losing district will increase. The net result is that groups of owners of properties with

substantially high values may shed their school tax debt at the expense of owners of property with lower values. Lower-valued property owners may be substantially impacted by the resulting tax increases. When the territory of election is restricted to the petitioning area, owners of property within the non-petitioning area may incur substantial increases in their property taxes for which they have no opportunity to vote. This practice appears to the lay person to violate the spirit of Proposition 13.

Impacts of substantial tax increases are often obfuscated by petitioner's claims of community identity. The impacts have been further exacerbated by the refusal of the State Board of Education to recognize the impact of the territory transfer on the taxpayers of the losing district. The State Board of Education has restricted the territory of election to the proposed territories to be transferred thereby depriving owners of property the right to vote on tax increases for their property.

Findings and Recommendations

Examination of financial data relating to division of property reveal that the criteria may be substantially met except for the following:

1. The Campbell Union High School District may experience a significant depletion of the capital accounts to achieve equity. If the Campbell Union High School District is partitioned by territory transfers and/or unification, the capital funds of the district will also be partitioned proportionally. Through the partitioning process, a substantial portion of the capital fund balances may be divided, leaving the remaining Campbell Union High School District without sufficient funds to continue its current programs with the remaining population. Because interest earned from the capital fund account is used to supplement the annual budget, depletion of this account may cause a shortfall of operating revenues.
2. The Los Gatos Union School District may receive inadequate share of capital funds and/or facilities to accommodate students transferred if more students are acquired that are schools to accommodate them, because one operating school would be transferred to serve 840 students that are transferred. The two closed schools within the Union School District that are producing revenue would be divided on a district-wide basis, leaving most of the assets with the Union School District. If Los Gatos Union School District chooses to acquire one or both of these sites, it may be forced to raise additional revenue to effect the acquisition.
3. Los Gatos - Saratoga Joint Union High School District also may receive inadequate share of capital funds and/or facilities to accommodate students transferred because 888 students would be transferred to the district and no school facilities would be transferred. Prospect High School would likely remain with the Campbell Union High School District or the proposed Moreland Unified School District for the following reasons:
 1. Prospect High School currently serves students from the Campbell Union High School District. Few, if any, students from the Saratoga Elementary School District territory attend this school today.
 2. The Prospect High School site provides main access through public right-of-ways that are in or face the City of San Jose and/or the Campbell Union High School District. Access from the City of Saratoga is limited to either side streets and/or rear entrances.

3. In a prior State Board of Education action, the formation of the San Gabriel Unified School District from territory of the San Gabriel Elementary School District and The Alhambra Union High School District, the action to acquire San Gabriel High School by the petitioners was abandoned. San Gabriel High School bordered the proposed new unified school district and approximately 150 feet of the front of the site and facility was within the territory of the proposed new unified school district. It was the understanding that because San Gabriel High School was used by students from the entire Alhambra Union High School District, acquisition of the school would require a total Alhambra Union High School District area of election. The State Board of Education limited the area of election after the petitioners agreed to leave San Gabriel High School with the Alhambra Union High School District. A trial court reversed the decision of the State Board of Education. An appellate court overturned the trial court's decision and reinstated the State Board of Education's decision. Reference: Alhambra City and High School Districts v. California State Board of Education, CAN# BS023586

In addition to the 888 students transferred, bonded indebtedness transferred from the Campbell Union School District may raise property taxes to a level that could discourage the passage of additional general obligation bonds to finance necessary facilities for the 888 students.

CHAPTER V

Racial and Ethnic Distribution

Introduction

Among the criteria considered by the California State Board of Education in evaluating proposals for school district reorganization is assurance that "reorganization of the districts will not promote racial or ethnic discrimination or segregation" (Education Code Section 35753).

Analysis

To determine the effects of reorganization on racial and ethnic composition of the respective districts, two combinations of analyses tables were created for the period for which data were collected by California Basic Educational Data System (CBEDS). These analyses tables considered the effects that reorganization would have had on the respective school districts had reorganization occurred over the period 1985 through 1994. Conclusions were drawn on actual prior data rather than on projections of future possible racial and ethnic mixes.

Appendix Table V - 1 shows the racial and ethnic student profiles, as they actually occurred, of the thirteen subject school districts for the period of 1985 through 1995. The state was unable to provide data for the 1986 school year. These data indicate the number of minority and white students within each school district.

Appendix Table V - 2 shows the percentages for each of the data shown in Table V - 1. A trend may be seen in each of these school district student populations. That trend is that the proportions of minority students are increasing and proportions of white students are decreasing. These percentages allow the analysis and comparison of data as to whether the proposed reorganization will promote racial and ethnic discrimination or segregation. California Code of Regulations, Title 5, Section 18573 states:

- (4) To determine whether the new districts will promote racial or ethnic discrimination or segregation, the effects of the following factors will be considered:
 - (A) The current number and percentage of pupils in each racial and ethnic group in the affected districts and the schools in the affected districts compared with the number and percentage of pupils in each racial and ethnic group in the affected districts and the schools in the affected districts if the proposal or petition were approved.
 - (B) The trends and rates of present and possible future growth or change in the total population in the districts affected, in each racial and ethnic group within the total district, and in each school, of the affected districts.
 - (C) The school board policies regarding methods of preventing racial and ethnic segregation in the affected districts and the effect of the proposal or petition on any desegregation plan or program of the affected districts, whether voluntary or

court ordered, designed to prevent or to alleviate racial or ethnic discrimination or segregation.

- (D) The effect of factors such as distance between schools and attendance centers, terrain, and geographic features that may involve safety hazards to pupils, capacity of schools, and related conditions or circumstances that may have an affect on the feasibility of integration of the affected schools.
- (E) The effect of the proposal on the duty of the governing board of each of the districts affected to take steps, insofar as reasonably feasible, to alleviate segregation of minority pupils in schools regardless of its cause..

Appendix Tables V- 1 and 2 show:

(A) The variance of the number and percentage of pupils in each racial and ethnic group in the affected districts is not significant.

(B) The trends of prior changes in the ethnicity and racial composition of the student population in the districts affected trends towards an increase in number and percentage of minority pupils with balancing between minority and non-minority students.

(C) Examination of the school board policies of the thirteen districts regarding methods of preventing racial and ethnic segregation in the affected districts and the effect of the proposal or petition on any desegregation plan or program of the affected districts, whether voluntary or court ordered, designed to prevent or to alleviate racial or ethnic discrimination or segregation have revealed that:

1. there are no Voluntary or court ordered desegregation plans,
2. the policies do not promote racial or ethnic segregation and promote, where possible, desegregation, and
3. the school board policies specifically prohibit discrimination.

(D) The effect of factors such as distance between schools and attendance centers, terrain, and geographic features that may involve safety hazards to pupils, capacity of schools, and related conditions or circumstances that may have an affect on the feasibility of integration of the affected schools do not apply to these districts.

(E) There will be no effect of the proposal on the duty of either of the governing boards of each of the districts affected to take steps, insofar as reasonably feasible, to alleviate segregation of minority pupils in schools regardless of its cause.

Findings

The above tests for not promoting racial or ethnic discrimination or segregation were applied to the proposed territory transfers in scenarios 2, and 4 and the proposed unifications in scenarios 2, 3, and 4. Future impacts on numbers and percentages of ethnic and racial student populations were forecast by extrapolation. Each test for not promoting racial or ethnic discrimination or segregation as defined by Education Code, Section 35753, California Code of Regulations, Title 5, Section 18573 Section 18573 (a)(4) failed. Because these tests for promoting racial or ethnic discrimination or segregation failed to indicate that racial or ethnic discrimination or segregation was promoted, this study finds that the proposed

reorganizations will not promote racial or ethnic discrimination or segregation. Therefore, this criterion is substantially met.

CHAPTER VI

State Costs

Introduction

The State Board of Education is concerned that the proposal does not increase costs to the state for the affected territory by more than 10%. The factors that should be considered in evaluating the criterion are:

1. Other state special or categorical programs and the increased state costs if students transferring would qualify in the gaining district and not in the losing district.
2. The additional costs to the state if special or categorical program costs per student are higher in the gaining district.
3. The effect on the districts' home-to-school and special education transportation costs and state reimbursements.
4. Additional state costs for school facilities.

Revenue Limit and Salary Comparisons

The Education Code Section 35735.1 confines the revenue limit increase for a reorganization to 10 percent above the blended revenue limit. Table VI - 1 shows the general fund revenue (revenue limit funds) and expenditures for each of the thirteen school districts. Table VI - 1 also shows P2 ADA and the revenue and expenditures per P2 ADA for each of the thirteen districts.

Table VI - 1
AVERAGE GENERAL FUND EXPENDITURES AND REVENUE PER ADA
FISCAL YEAR 1995-96

DISTRICT	TOTAL	TOTAL	1995-96 P2 ADA	AVERAGE	AVERAGE
	GEN. FUND EXPS.	GEN. FUND REVS. NET		GEN. FUND EXP. PER ADA	GEN. FUND REV. PER ADA
ELEMENTARY					
Cambrian	11,656,004	11,558,076	2,763	4,219	4,183
Campbell Union	32,163,907	32,323,986	7,537	4,267	4,289
Cupertino Union	59,738,128	59,475,661	14,538	4,109	4,091
Lakeside Joint *	798,656	850,505	159	5,023	5,349
Loma Prieta Joint Union *	3,272,415	3,078,398	726	4,507	4,240
Los Gatos Union	13,056,550	12,990,500	2,547	5,126	5,100
Luther Burbank *	2,080,736	2,144,978	393	5,294	5,458
Moreland	19,448,885	20,207,061	4,461	4,360	4,530
Saratoga Union	9,015,021	8,817,482	2,054	4,389	4,293
Union	20,921,962	21,442,634	4,814	4,346	4,454
HIGH SCHOOL					
Campbell Union	30,436,192	30,660,544	6,183	4,923	4,959
Fremont Union	45,899,321	46,212,816	7,840	5,855	5,894
Los Gatos-Saratoga Jt. Union	14,496,229	14,687,885	2,405	6,028	6,107

* Necessary or Small Schools - Under 901 ADA

For the proposed territory transfers in scenarios 2 and 4, the estimated portions of the territory transferred as compared to the new district (acquiring district plus additional territory) would be less than 25 percent except for the Saratoga Union School District acquiring territory within the City of Saratoga (transfers B – 3, 6, 7, 8, 9). For Saratoga Union School District the territory transfers would collectively be 34 percent but none alone would be over 25 percent. Therefore, the calculations for increases in revenue limit for salaries and benefits were not performed.

Revenue Limit calculations may be adjusted for salary and benefits for the unifications proposed in scenarios 2, 3 and 4. In each case, the computation of districts that contribute more than 25 percent may be close and should be determined on a case-by-case basis if these unifications are brought to recommendation for vote.

It is important to recognize that the Campbell Union High School District has high salaries and benefits as compared with the elementary school districts within its territory. If unifications occur and adjustments to revenue limit calculations for salary and benefit are not permitted, additional revenue will need to be found if salaries and benefits are to be retained at or near their current levels.

Special Categorical Program Revenue

Examination of the financial documents of the thirteen west side Santa Clara County school districts indicate that they will be able to maintain the categorical programs currently in place and operational during the 1995-96 school year for the students in grades kindergarten through eight within the proposed reorganized districts. These programs may be continued because funding for them is currently in place and additional new funding may not be required to maintain them, because categorical funds generally follow the eligible student.

Categorical programs for students in grades 9 through 12 are distributed throughout the Campbell Union and Los Gatos - Saratoga Joint Union High School Districts. Some specialized programs are costly to operate and/or have low enrollments. These specialized programs are only offered at selected sites. It is estimated that the some of the proposed unified districts may not have sufficient students eligible for categorical funds to implement all of these specialized programs. Therefore, some students who need or choose to attend these specialized programs may need to transfer to one of the schools in the remaining districts or to a newly formed unified district.

Transportation Costs

The state has limited school district reimbursements for pupil transportation each year in its school budget appropriations. Therefore, additional costs for pupil transportation will impact the reorganizing districts and not the state.

Basic Aid and State Costs

Both the Fremont Union and the Los Gatos - Saratoga Joint Union High School District are basic aid districts. If territory transfers from or to these districts alter either district's basic aid status, the costs to the state could increase. Under Proposition 98 funding, this state cost

increase would be absorbed by the remaining 993 California school districts through deficit funding.

Findings

Based on the above analyses, this study finds that there will be no substantial increase in costs to the state as a result of the proposed reorganizations in scenarios 1 and 3. For scenarios 2 and 4 for which territory transfers are proposed, significant increases in state costs are not forecast with the possible exception of the basic aid status for either the Fremont Union and/or Los Gatos - Saratoga Joint Union High School District. These districts may find that the formulas for qualifying for basic aid status would fail because either assessed valuation would be transferred to other districts and/or increases in student population would occur. If either of these districts fail to achieve basic aid status, the non-local revenue portion of funding to reach revenue limit would be an increased cost to the state. However, under Proposition 98 funding, this state cost increase would be absorbed by the remaining 993 California school districts through deficit funding. Therefore, this criterion is substantially met.

CHAPTER VII

Educational Program

Introduction

Another critical factor in the consideration of the reorganization of a school district is its effect on existing educational programs. The criterion established by the California Legislature (Education Code Section 35753) is that "The proposed reorganization will not significantly disrupt the educational programs in the proposed districts and districts affected by the proposed reorganization and will continue to promote sound education performance in those districts." The California Code of Regulations, Title 5, Section 18573 states:

(5) The proposal or petition shall not significantly adversely affect the educational programs of districts affected by the proposal or petition. In analyzing the proposal or petition, the California Department of Education shall describe the districtwide programs, and the school site programs, in schools not a part of the proposal that will be adversely affected by the proposal.

It is estimated that for the four scenarios, educational program would follow the students with minor exceptions. For the purposes of this analysis, fiscal status and the ability to provide sufficient funding to continue current high quality programs for students is the focus of this section.

Impacts to educational program for scenario 1 are anticipated to be minimal. For scenario 3, the ability to continue current educational programs will need to be studied with current data at the time the unification is set for election. If the formation of new districts from portions of the Campbell Union High School District fail to provide for increases in revenue limit for Campbell Union High School District's current salary and benefit levels, insufficient funds will be available to fund secondary teachers at their current levels and provide the current high quality educational programs that the Campbell Union High School District offers its students.

Moreover, at the high school level, unified districts with one or two high schools (in contrast to the four operating in Campbell Union High School District) may not have the number of students to continue the same depth and breadth of program as currently exists in the Campbell Union High School District. This may have an impact on the ability of students to attain college entrance credits, enroll in specialized programs like vocational training, and participate in extra-curricular activities. One or two high schools also limits a district's flexibility in teacher assignment, and resultant lower enrollments might force teachers to teach out of their majors and minors.

The impacts to educational program as a result of scenarios 2 and 4 are estimated to be moderate to severe, depending on the levels of funding available as a result of the territory transfers and/or unifications. The Cupertino Union School District is expected to become more overcrowded as a result of the transfer to Saratoga Union School District of two operating schools and less than two schools of students. The Fremont Union High School

District is expected to suffer a loss of funds and may have its level of basic aid status reduced, thereby reducing funding for educational programs.

The significant impacts accrue to the Saratoga Union School District if it acquires students at lower revenue limits through territory transfers without eligibility for revenue limit adjustments for salary and benefits. Additional problems arise when territory transfers and/or unification increases the number of high school students beyond the capacity of either the Los Gatos - Saratoga Joint Union High School District or the proposed Saratoga Unified School District without adding additional high school capacity. Table VII – 1 details the problems that could occur that would impact education programs. These impacts are estimated to cause a substantial disruption in educational programs.

Table VII - 1

School District	Estimated Impact to Educational Program
Cupertino USD	May cause overcrowding of 280 students with already overcrowded conditions.
Fremont UHSD	Decrease in assessed valuation may cause a significant reduction in local operational revenue, thereby decreasing funds available for educational programs.
Los Gatos USD	Impact to elementary schools due to substantial overcrowding and reduction in revenue limit funds by an excess of \$100,000 annually.
LG-S JUHSD	Impact to schools due to substantial overcrowding.
Saratoga USD	Impact due to estimated 3 percent reduction in revenue limit funds.
Los Gatos USD	Enrollment increase of 888 students may have significant impact to Educational Program due to potential overcrowding and need to shift student populations.
Saratoga USD	Enrollment increase of 1,125 students may have significant impact to Educational Program due to potential overcrowding and need to shift student populations.

Findings

The above analysis indicates that there will be impacts on education programs to the districts within the Campbell Union High School District that are ineligible to receive an increase in revenue limits for salaries and benefits. This analysis also reveals that substantial disruptions in educational programs could occur to the Cupertino Union, Fremont Union High, Los Gatos Union, Saratoga Union and/or Los Gatos - Saratoga Joint Union High School Districts as the result of the reorganizations proposed in scenarios 2 and 4.

CHAPTER VIII

School Housing Costs

Introduction

Education Code Section 35753(7) states, "The proposed reorganization will not result in a significant increase in school housing costs." This criterion was designed to prevent school districts from reorganizing for the purpose of creating a need for school facilities. For example, if a school district or several school districts were able to accommodate all of their students in existing facilities, Education Code Section 35753(7) would prevent them from reorganizing a portion of their territory for the sole purpose of needing another school.

The California Department of Education, School Business Advisory Division, recommends that the following issues be examined when evaluating this criteria for a reorganization:

- local bonding capacity;
- developer fee income;
- surplus property and asset management;
- eligibility for State School Building Aid;
- deferred maintenance, modernization and reconstruction needs; and
- the portion of costs for additional housing to be assumed by state and local programs.

These issues are important to this study, because of the potential large number of unhoused students within the territory of some of the acquiring or existing districts.

Analysis

The impact of school housing costs varies across each of the four scenarios. There is relatively little impact on capacity and enrollment for scenarios 1 and 3. Substantial impacts may occur to the Los Gatos Union, Saratoga Union and Los Gatos - Saratoga Joint Union High School District as a result of the proposed transfers in scenarios 2 and 4. Table VIII – 1 shows the capacity of each of the thirteen districts as of the 1995-96 school year. It is important to recognize that only the Cupertino Union and Luther Burbank School Districts are overcrowded. The Los Gatos Union and Los Gatos - Saratoga Joint Union High School District are near capacity and with anticipated growth will soon be at capacity. The balance of the school districts have classroom space available to absorb anticipated growth within their current boundaries.

**Table VIII - 1
Current Capacity and Enrollment Proposed Transfers**

School District	Capacity			Enrollment			Capacity- Enrollment
	K-5/6	6/7-8	9-12	K-5/6	6/7-8	9-12	
Cambrian SD	2,400	800		2,273	529		398
Campbell USD	5,637	3,103		4,900	2,661		1,179
Cupertino USD	10,280	3,450		11,511	3,354		(1,135)
Lakeside Joint SD	300			165			135
Loma Prieta Joint SD	700	300		587	134		279
Los Gatos USD	1,732	955		2,004	593		90
Luther Burbank SD	372	60		372	64		(4)
Moreland SD	3,552	1,800		3,661	898		793
Saratoga USD	1,552	952		1,682	476		346
Union SD	7,800	1,800		4,025	1,038		4,537
Campbell UHSD			10,760			6,718	4,042
Los Gatos Saratoga JUHSD			2,685			2,501	184
Fremont UHSD			10,000			8,380	1,620

The general definition of capacity used in this report is based upon current educational program, without expenditures for facility modifications, without making teachers move, and without weakening current educational program. All school districts used this definition when determining capacities of their schools.

Capacity at any school will change over time because of a number of factors. For example, the capacities at both Saratoga and Los Gatos High Schools (in the Los Gatos-Saratoga Joint Union High School District) have changed considerably over the years. These changes have been the result of:

1. A developing shortage of science lab space. In 1975, 50% of the students at these schools were enrolled in science courses. In 1997, 91% of students are enrolled in science classes. Science labs are more space intensive.
2. In 1990, the District received funds to implement 20:1 class size for freshmen English classes - thus increasing demand for classroom space.
3. Increased graduation requirements have necessitated students taking more classes. In 1975, students took an average 5.6 classes - in 1997, that average is 6.05.
4. Over the past 10 years, a variety of classrooms were converted to computer labs.
5. Temporary facilities were used years ago to house students. Many of those facilities do not meet State and Federal safety standards and can no longer house students.

Table VII – 2 shows the estimated capacity and enrollment after the proposed transfers in scenarios 2 and 4. The proposed transfers are estimated to cause the Cupertino Union School District to become more overcrowded and both the Los Gatos Union and Los Gatos - Saratoga Joint Union High School Districts to become overcrowded. These facts, coupled with the assumption of bonded indebtedness as a result of the territory transfers could have impacts on the school housing costs of the Los Gatos Union and Los Gatos - Saratoga Joint Union High School Districts.

**Table VIII - 2
Capacity and Enrollment After Proposed Transfers**

School District	Capacity			Enrollment			Capacity- Enrollment
	K-5/6	6/7-8	9-12	K-5/6	6/7-8	9-12	
Cambrian SD	2,400	800		2,273	529		398
Campbell USD	5,123	3,103		4,590	2,436		1,200
Cupertino USD	9,310	3,450		10,974	3,201		(1,415)
Lakeside Joint SD	300			165			135
Loma Prieta Joint SD	700	300		587	134		279
Los Gatos USD	2,332	955		2,600	837		(150)
Luther Burbank SD	372	60		372	64		(4)
Moreland SD	3,552	1,800		3,494	870		988
Saratoga USD	3,036	952		2,538	745		705
Union SD	6,000	1,800		3,587	931		3,282
Campbell UHSD			10,760			6,107	4,653
Los Gatos Saratoga JUHSD			2,685			3,389	(704)
Fremont UHSD			10,000			8,380	1,620

Developer fee income, state school building funds and additional taxes for school bonds are not available to offset costs for new school facilities caused by reorganization.

Table VIII – 3 details the districts that will incur a significant increase in school housing costs as a result of the territory transfers proposed in scenarios 2 and 4. The costs described in Table VIII – 3 are costs that have little or no identified revenue resulting from the transfer that could provide mitigation.

Table VIII - 3

School District	Estimated Impact to School Housing Costs
Campbell USD	Impact of costs to reopen Dover School and shift attendance boundaries.
Cupertino USD	Increase of school housing costs for 280 displaced students and decimation of tax base.
Los Gatos USD	District may need to raise \$8,000,000 for new elementary school to accommodate transferred students.
Los Gatos - Saratoga Joint UHSD	District may need to raise \$25,000,000 for partial new high school to accommodate transferred students.
Saratoga USD	Causes need to house 250 high school students at approximately \$6,500,000.(for Unification only)

Findings

This study finds that for scenarios 2 and 4, significant increases in school housing costs will accrue to the Campbell Union, Cupertino Union, Los Gatos Union, Saratoga Union, and Los Gatos - Saratoga Joint Union High School District as described in Table VIII – 3.

CHAPTER IX

Property Values

Introduction

The guidelines for Education Code Section 35753(8) suggest an analysis of the rationale offered in the petition for the territory transfer. If the proposed reorganization creates a significant change in local property values, the Santa Clara County Committee on School District Organization must consider whether possible increases in local property values are the primary motivation for the reorganization proposal.

Analysis and Findings

Several informal studies of property values have been commissioned by one or more of the educational agencies serving the greater territory of the current West Side Santa Clara County School Districts. These studies have revealed that property values in the Los Gatos - Saratoga Joint Union High School District are significantly higher than those in the Campbell Union High School District and that territory transfers of property from Campbell to Saratoga and/or Los Gatos could produce property value increases of more than ten to twenty percent. No conclusive evidence is available to suggest that the increases in property values are "the primary motivation for (prior) reorganization proposal(s)." Since this study originated from the Santa Clara County Committee on School District Organization, property values, as the primary motivation, are not an issue.

CHAPTER X

Fiscal Status

Introduction

Education Code Section 35753(9) ‘The proposed reorganization will not cause a substantial negative effect on the fiscal management or fiscal status of the proposed district or any existing district affected by the proposed reorganization.’ Criteria and standards pursuant to Education Code Section 33127 are recommended for evaluation of the financial condition of school districts affected by the proposed reorganization. This section of the report will address fiscal status and management by analyzing the criteria and standards review of the general fund budgets of the affected school districts and by reviewing the districts’ annual financial audit reports. California Code of Regulations, Title 5, Section 18573 (2)states:

Each district affected will be adequate in terms of financial ability if:

- (A) The revenue limit per unit of average daily attendance of the proposed district does not vary from the revenue limit per unit of average daily attendance in all of the affected districts by more than 15%, or
- (B) The proposal does not increase costs to the State for the affected territory by more than 10%.

This study examined the revenue limit and expenditures for each of the districts affected by the proposed reorganization to determine if the fiscal status of the proposed reorganization would have a negative impact.

General Fund Revenue and Expenditures

Chapter VI of this report detailed changes in expenditures, revenue and revenue limit for the proposed reorganization. The resulting revenue limits that result from scenarios 2, 3, and 4 may be found in the Appendix Tables showing the impacts for each school district and for the four scenarios. It is likely that territory transfers from the Campbell Union High School District and its feeder districts to the Los Gatos Union, Saratoga Union, Los Gatos - Saratoga Joint Union High School Districts, or the proposed Saratoga Unified School District will only provide for blended revenue limit and will not permit increases to revenue limit for salary and benefits and often will cause decreases in revenue limit. It will be important to recognize that the amount of funds available for educational programs, salaries, benefits, and school housing costs is severely limited. The lack of sufficient funds from revenue limit sources is forecast to negatively impact the fiscal status of the district the Los Gatos Union, Saratoga Union, Los Gatos - Saratoga Joint Union High School Districts, or the proposed Saratoga Unified School District.

An additional point of fiscal concern is the impact that may occur when the teaching staff at schools within the Campbell Union High School District exercise their options under Education Code Section 35555 for scenarios 2, 3 and 4. This Education Code Section states:

35555. The reorganization of any school district or districts shall not affect the classification of certificated employees already employed by any school district affected. Such employees shall have the same status with respect to their classification by the district, including time served as probationary employees of the district, after the reorganization as they had prior to it. If such reorganization results in the school or other place in which any such employee is employed being maintained by another district, any such employee, if a permanent employee of the district which formerly maintained such school or other place of employment, shall be employed as a permanent employee of the district which thereafter maintains the school or other place of employment, unless such employee elects prior to February 1 of the year in which the action will become effective for all purposes to continue in the employ of the first district.

If such employee is a probationary employee of the district which formerly maintained such school or other place of employment, he or she shall be employed by the district which thereafter maintains the school or other place of employment, unless such probationary employee is terminated by such district pursuant to Section 44948, 44949, or 44955, and, if not so terminated, his or her status with respect to classification by such district shall be the same as it would have been had the school or other place of employment continued to be maintained by the district which formerly maintained it. As used in this paragraph, "the school or other place in which any such employee is employed" and all references thereto, includes, but is not limited to, the school services or school program which, as a result of any reorganization of a school district, will be provided by another district, regardless of whether any particular building or buildings in which such schoolwork or school program was conducted is physically located in the new district and regardless of whether any new district resulting from such reorganization elects to provide for the education of its pupils by contracting with another school district until such time as the new district constructs its own facilities.

This Education Code Section permits teachers with tenure and seniority status to choose to remain with the high school district rather than to move to a new unified district. Many of these teachers may be at or near the highest salary point on the district's salary schedule. The net impact is that the remaining Campbell Union High School District will be forced to retain its highest paid teachers while releasing to the proposed new unified district(s) is more affordable teachers. To exacerbate the retention of highest paid staff is the fact that ADA and revenue limit funds will be reduced as the territory within the new unified school district is lapsed. Some of the options available to the Campbell Union High School District for teachers that choose to remain with the District and not transfer to the acquiring school district(s) are:

1. place some of these teachers in positions created to accommodate enrollment growth,
2. assign some of these teachers to Branham High School when it opens,
3. assign these teachers to vacant positions created through attrition, and/or
4. permit appropriate staff reductions through a planned reduction in force.

Estimates of future Campbell Union High School District enrollment indicate that options one through three above are likely to occur. Option four is unlikely to occur because of the need

to accommodate future students as a result of predicted enrollment increases. (The reader is encouraged to turn to Chapter II of this study for details.)

Other Factors Impacting Fiscal Status

Table X – 1 summarizes probable events or financial requirements that will result from implementation of the territory transfers proposed in scenarios 2, and 4. These impacts to fiscal status may cause the Santa Clara County Office of Education, Business Advisory Services Department to place a cautionary watch on one or more of these districts for several years, should the proposed reorganizations occur.

Table X - 1

School District	Potential Impacts to Fiscal Status
Campbell USD	Impact on costs to reopen Dover School.
Campbell UHSD	Impact on capital fund balances if transferred to achieve equity.
Cupertino USD	Impact to capital funds and depletion of tax base.
Fremont UHSD	Impact to capital funds and depletion of local tax revenue by an estimated \$1,502,493 with an estimated savings offset of only \$778,400 in per pupil savings.
Los Gatos USD	Impact to capital funds for new school construction and assumption of approximately 21 percent of Union SD State School Building Aid Override Taxes set to expire in 2003.
Los Gatos – Saratoga Joint UHSD	Impact to capital funds for new school construction and significant loss (approximately \$400.00 or 8.25 percent) of per-pupil revenue limit funds.
Saratoga USD	Three percent loss of revenue limit funds and potential impact on ability to raise additional local funds to offset revenue limit decreases due to bonded indebtedness absorption of approximately \$6,700,000 from Cupertino USD, and \$2,295,000 from Campbell USD.

Other financial factors were also identified in the analysis. In the “Summary of Impacts Table for Scenarios 2, and 4” in the Appendix, they are listed as Criterion 10. For purposes of this report, they are financial in nature and will impact property owners in Campbell, Los Gatos and Saratoga Union School Districts. Table X – 2 lists these impacts to be considered.

Table X - 2

School District	Potential Impacts to Property Owners
Campbell USD	Significant impact on Assessed valuation and property taxes for remaining territory.

Los Gatos USD	Potentially higher annual property taxes from Override Tax absorption.
Saratoga USD	Potentially higher annual property taxes from bonded debt absorption.

Findings

It is likely that scenario 1 will have no impact on fiscal status. The impacts from scenario 3 are dependent upon the eligibility of the proposed new unified school district(s) to qualify for increases in revenue limit for salary and benefits of the Campbell Union High School District. The impacts from territory transfers proposed in scenarios 2 and 4 may be substantial and could have a lasting negative impact on the affected school districts to continue appropriate staffing levels, salaries and benefits and/or educational programs.

CHAPTER XI

Summary

The impacts as a result of the four reorganization scenarios studied mostly occur in scenarios 2 and 4. Appendix Table XI – 1 shows the impacts from territory transfers proposed in scenarios 2 and 4, and serves as a summary of the findings of this study.

APPENDICES

Chapter I Tables

**SANTA CLARA COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION
WEST-SIDE SCHOOL DISTRICT ORGANIZATION STUDY**

	Action	Existing Structure			Proposed Structure			Scenarios in which Action Occurs
		School District	City / County	School District	City / County	School District	City / County	
A	Minor Adjustments	Lakeside	Loma Prieta	Santa Cruz Co.	Lakeside	Loma Prieta	Santa Clara Co.	All
B-1	Transfer	Cambrian SD	Los Gatos		Los Gatos SD	Los Gatos		2 and 4
B-2	Transfer	Campbell USD	Los Gatos		Los Gatos SD	Los Gatos		2 and 4
B-3	Transfer	Saratoga USD	Los Gatos		Los Gatos SD	Los Gatos		2 and 4
B-4	Transfer	Union	Los Gatos		Los Gatos SD	Los Gatos		2 and 4
B-5	Transfer	Campbell USD	Monte Sereno		Los Gatos SD	Los Gatos		2 and 4
B-6	Transfer	Saratoga USD	Monte Sereno		Los Gatos SD	Los Gatos		2 and 4
B-7	Transfer	Campbell USD	Saratoga		Saratoga USD	Saratoga		2 and 4
B-8	Transfer	Cupertino USD	Saratoga		Saratoga USD	Saratoga		2 and 4
B-9	Transfer	Moreland SD	Saratoga		Saratoga USD	Saratoga		2 and 4
C-1	Unify with No Transfers	Cambrian SD, Union and Campbell UHSD	San Jose Campbell		New Unified No. 1	San Jose Campbell		3 only
C-2	Unify with No Transfers	Campbell USD, L. Burbank and Campbell UHSD	San Jose Campbell		New Unified No. 2	San Jose Campbell		3 only
C-3	Unify with No Transfers	Moreland SD and Campbell UHSD	San Jose Campbell		Moreland Unified SD	San Jose Campbell		3 only
C-1	Unify with Transfers	Cambrian SD, Union and Campbell UHSD	San Jose Campbell		New Unified No. 1	San Jose Campbell		4 only
C-2	Unify with Transfers	Campbell USD, L. Burbank and Campbell UHSD	San Jose Campbell		New Unified No. 2	San Jose Campbell		4 only
C-3	Unify with Transfers	Moreland SD and Campbell UHSD	San Jose Campbell		Moreland Unified SD	San Jose Campbell		4 only
D-1	Unify with Transfers	Saratoga and Los Gatos-Saratoga JUHSD	Saratoga and Unic. Santa Clara Co.		Saratoga Unified	Saratoga		4 only
D-2	Transfers / Thompson Bill Unification	Los Gatos SD, Lakeside SD, Loma Prieta SD and Remainder Los Gatos-Saratoga JUHSD	Los Gatos, Unic. Santa Clara Co. and Santa Cruz Co.		Los Gatos SD, Lakeside SD, Loma Prieta SD and Remainder Los Gatos-Saratoga JUHSD	Los Gatos, Unic. Santa Clara Co. and Santa Cruz Co.		4 only

Chapter II Tables

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
CAMBRIAN SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT**

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	218	264	206	223	282	292	331	346	347	362	318	328	325	341	366	317
Grade 1	243	237	272	243	245	324	315	335	311	329	349	334	316	324	359	374
Grade 2	208	231	217	240	221	234	287	292	306	297	307	342	313	309	327	347
Grade 3	224	189	223	192	235	223	241	261	263	312	298	312	327	316	295	317
Grade 4	224	237	215	211	188	240	226	243	244	263	312	297	290	302	306	285
Grade 5	249	231	212	211	200	173	236	228	239	246	263	316	287	288	301	301
Grade 6	284	242	231	214	202	192	184	229	227	222	228	247	290	262	278	306
Grade 7	268	302	242	225	228	210	210	184	213	235	214	245	246	260	269	259
Grade 8	263	261	275	247	213	216	208	207	184	215	215	221	235	232	242	270
Sp. Elem.	16	25	14	20	19	21	30	31	26	26	35	35	28	12	30	26
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	2,197	2,219	2,107	2,026	2,033	2,125	2,268	2,356	2,360	2,507	2,539	2,677	2,657	2,646	2,773	2,802

SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
CAMPBELL UNION SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	657	645	691	667	720	739	840	828	794	837	860	857	929	944	1,024	934
Grade 1	611	649	665	660	653	732	762	795	804	800	871	877	872	919	940	1,008
Grade 2	563	588	558	587	634	611	688	737	744	776	771	880	880	825	930	962
Grade 3	516	566	556	544	581	611	637	679	746	746	771	796	851	875	808	935
Grade 4	653	533	513	519	521	572	611	612	724	705	732	772	802	796	880	797
Grade 5	623	570	525	529	537	532	599	613	619	691	692	714	720	768	794	851
Grade 6	753	610	557	542	522	534	559	583	620	636	700	723	681	697	775	781
Grade 7	750	747	631	561	543	537	575	542	605	648	633	695	736	702	728	758
Grade 8	704	725	726	620	571	504	540	542	543	576	614	607	689	720	716	677
Sp. Elem.	59	124	102	126	112	121	138	131	-	13	5	4	10	33	25	35
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	5,889	5,757	5,524	5,355	5,394	5,493	5,949	6,062	6,199	6,428	6,649	6,925	7,170	7,279	7,620	7,738

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
CUPERTINO UNION SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT**

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	989	1,034	1,031	1,080	1,137	1,213	1,233	1,301	1,297	1,325	1,347	1,460	1,461	1,443	1,532	1,526
Grade 1	1,023	1,009	992	951	1,043	1,099	1,262	1,297	1,376	1,418	1,468	1,494	1,533	1,591	1,606	1,693
Grade 2	1,072	1,032	1,003	991	992	1,137	1,170	1,298	1,307	1,408	1,421	1,571	1,533	1,556	1,644	1,635
Grade 3	1,141	1,064	1,030	1,041	1,005	1,082	1,193	1,214	1,339	1,332	1,465	1,515	1,603	1,582	1,625	1,698
Grade 4	1,275	1,180	1,082	1,075	1,059	1,081	1,126	1,252	1,277	1,351	1,417	1,517	1,500	1,647	1,586	1,674
Grade 5	1,444	1,278	1,201	1,129	1,125	1,091	1,148	1,185	1,271	1,266	1,393	1,483	1,543	1,515	1,665	1,595
Grade 6	1,593	1,455	1,303	1,197	1,141	1,190	1,144	1,195	1,247	1,311	1,340	1,458	1,520	1,649	1,536	1,674
Grade 7	1,810	1,657	1,510	1,375	1,284	1,221	1,227	1,206	1,262	1,332	1,388	1,433	1,547	1,582	1,678	1,629
Grade 8	1,757	1,784	1,635	1,540	1,375	1,322	1,253	1,234	1,234	1,316	1,360	1,451	1,413	1,538	1,600	1,725
Sp. Elem.	106	107	150	139	127	60	45	144	188	168	42	-	-	-	-	16
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	12,210	11,600	10,937	10,518	10,288	10,496	10,801	11,326	11,798	12,227	12,641	13,382	13,653	14,103	14,472	14,865

SANTA CLARA COUNTY OFFICE OF EDUCATION
 WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
 LUTHER BURBANK SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	39	46	51	60	57	45	56	46	47	53	62	69	59	76	86	76
Grade 1	38	43	55	51	53	73	56	62	55	41	39	66	58	61	62	74
Grade 2	26	41	39	41	41	44	43	37	36	45	38	29	50	55	61	50
Grade 3	38	28	36	35	35	43	45	42	38	29	45	40	26	40	42	68
Grade 4	23	32	28	30	27	25	32	38	36	33	29	36	34	29	39	41
Grade 5	26	27	30	23	32	25	27	33	32	29	30	36	36	35	27	35
Grade 6	18	38	22	22	20	34	19	24	25	34	28	28	33	31	34	28
Grade 7	21	25	29	21	13	22	36	16	13	23	28	23	28	23	25	36
Grade 8	21	20	21	32	17	13	20	28	24	17	29	24	26	30	27	28
Sp. Elem.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	7	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	250	300	311	315	295	324	334	326	306	304	328	351	357	380	403	436

SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
MORELAND SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	344	352	329	330	343	391	427	460	464	482	471	458	521	495	580	519
Grade 1	368	365	380	334	351	339	421	474	451	444	485	475	458	561	538	602
Grade 2	339	339	336	363	329	349	337	441	431	453	444	472	485	445	565	541
Grade 3	359	342	342	339	351	310	353	363	441	430	450	443	449	493	436	546
Grade 4	403	371	346	359	350	361	330	354	351	434	416	446	447	429	456	449
Grade 5	463	402	370	325	342	354	354	343	357	353	452	438	474	454	463	466
Grade 6	477	459	387	400	315	321	352	363	354	354	366	432	420	448	429	467
Grade 7	507	482	445	380	377	316	329	356	341	365	389	367	412	413	472	442
Grade 8	507	511	478	456	370	379	317	335	346	360	366	395	378	393	422	456
Sp. Elem.	30	59	62	45	71	37	56	66	96	60	62	82	75	77	85	71
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	10	19	-	15	-	5	-	-	-	-	-	-	-	-	-	-
TOTAL	3,807	3,701	3,475	3,346	3,199	3,162	3,276	3,555	3,632	3,735	3,901	4,008	4,119	4,208	4,446	4,559

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
UNION SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT**

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	500	451	428	435	547	513	563	614	559	543	577	533	581	526	595	558
Grade 1	457	455	466	465	478	564	511	539	572	558	529	572	533	600	543	615
Grade 2	457	431	447	448	449	454	526	506	483	531	550	515	560	499	588	557
Grade 3	438	433	399	422	426	419	464	528	470	480	517	550	516	542	505	613
Grade 4	443	411	429	401	446	440	434	472	477	456	484	513	560	512	533	535
Grade 5	601	442	405	415	430	429	444	459	455	457	460	473	486	576	512	542
Grade 6	621	581	424	401	421	437	433	444	456	434	475	434	432	490	539	496
Grade 7	635	618	576	447	418	424	463	420	449	448	456	475	426	419	486	550
Grade 8	616	618	627	556	447	430	416	443	413	436	431	423	448	426	419	488
Sp. Elem.	145	152	87	113	49	117	103	72	141	156	154	149	101	134	119	109
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	4,913	4,592	4,288	4,103	4,111	4,227	4,357	4,497	4,475	4,499	4,633	4,637	4,643	4,724	4,839	5,063

SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
CAMPBELL UNION HIGH SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	1,758	1,758	1,705	1,715	1,949	1,980	2,217	2,294	2,211	2,277	2,288	2,245	2,415	2,382	2,651	2,404
Grade 1	1,717	1,749	1,838	1,753	1,780	2,032	2,065	2,205	2,193	2,172	2,273	2,324	2,237	2,465	2,442	2,673
Grade 2	1,593	1,630	1,597	1,679	1,674	1,692	1,881	2,013	2,000	2,102	2,110	2,238	2,288	2,133	2,471	2,457
Grade 3	1,575	1,558	1,556	1,532	1,628	1,606	1,740	1,873	1,958	1,997	2,081	2,141	2,169	2,266	2,086	2,479
Grade 4	1,746	1,584	1,531	1,520	1,532	1,638	1,633	1,719	1,832	1,891	1,973	2,064	2,133	2,068	2,214	2,107
Grade 5	1,962	1,672	1,542	1,503	1,541	1,513	1,660	1,676	1,702	1,776	1,897	1,977	2,003	2,121	2,097	2,195
Grade 6	2,153	1,930	1,621	1,579	1,480	1,518	1,547	1,643	1,682	1,680	1,797	1,864	1,856	1,928	2,055	2,078
Grade 7	2,181	2,174	1,923	1,634	1,579	1,509	1,613	1,518	1,621	1,719	1,720	1,805	1,848	1,817	1,980	2,045
Grade 8	2,111	2,135	2,127	1,911	1,618	1,542	1,501	1,555	1,510	1,604	1,655	1,670	1,776	1,801	1,826	1,919
Sp. Elem.	250	360	265	304	251	296	327	300	263	255	256	270	221	256	259	241
Grade 9	2,423	2,254	2,278	2,225	2,184	1,899	1,698	1,552	1,562	1,541	1,543	1,626	1,655	1,703	1,816	1,831
Grade 10	2,748	2,396	2,201	2,249	2,045	2,016	1,786	1,606	1,566	1,535	1,572	1,556	1,632	1,682	1,716	1,869
Grade 11	2,591	2,441	2,317	2,197	2,249	2,111	2,016	1,693	1,680	1,551	1,576	1,663	1,678	1,624	1,675	1,660
Grade 12	2,572	2,353	2,209	2,006	1,831	1,817	1,730	1,593	1,331	1,304	1,399	1,395	1,339	1,259	1,270	1,398
Sp. Sec.	18	-	-	-	-	-	-	221	55	-	26	-	-	-	-	-
TOTAL	10,352	9,444	9,005	8,677	8,309	7,843	7,230	6,665	6,194	5,931	6,116	6,240	6,304	6,268	6,477	6,758

SANTA CLARA COUNTY OFFICE OF EDUCATION
 WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
 LAKESIDE JOINT SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	-	-	-	9	16	16	19	27	16	23	25	21	23	23	28	16
Grade 1	13	16	11	13	21	21	23	21	25	12	20	29	22	17	21	27
Grade 2	15	12	18	7	10	20	19	22	17	25	12	23	30	23	20	23
Grade 3	13	16	12	17	7	9	18	24	19	14	19	14	18	25	24	21
Grade 4	16	13	18	9	17	9	9	17	22	19	17	25	17	22	27	25
Grade 5	17	21	13	18	8	13	9	10	23	18	18	16	24	16	24	28
Grade 6	24	21	20	9	15	11	7	8	12	19	20	17	18	21	15	25
Grade 7	29	26	23	16	6	10	10	-	-	-	-	-	-	-	-	-
Grade 8	21	27	26	17	14	5	5	-	-	-	-	-	-	-	-	-
Sp. Elem.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	148	152	141	115	114	114	119	129	134	130	131	145	152	147	159	165

SANTA CLARA COUNTY OFFICE OF EDUCATION
 WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
 LOMA PRIETA JOINT UNION SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	53	43	52	57	58	57	84	63	69	61	58	64	67	86	100	83
Grade 1	54	52	41	57	49	62	54	96	64	72	73	58	70	72	98	85
Grade 2	52	54	52	48	65	55	68	62	87	52	69	80	67	63	76	107
Grade 3	41	58	58	52	48	66	64	79	53	72	59	66	75	70	65	83
Grade 4	55	43	50	62	52	56	67	69	64	52	81	61	66	79	72	66
Grade 5	76	61	43	58	55	52	63	73	67	54	53	92	55	67	90	77
Grade 6	66	82	47	43	54	55	54	64	60	60	60	63	88	61	61	86
Grade 7	66	66	72	56	45	52	63	59	65	55	54	63	57	89	64	74
Grade 8	74	73	64	70	52	44	52	62	62	59	60	63	66	60	93	60
Sp. Elem.	9	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	546	538	479	503	478	499	569	627	591	537	567	610	611	647	719	721

SANTA CLARA COUNTY OFFICE OF EDUCATION
 WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
 LOS GATOS UNION SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	161	165	172	194	190	201	206	199	243	229	246	233	267	282	254	278
Grade 1	173	161	188	171	199	197	214	212	210	247	241	268	250	273	308	268
Grade 2	179	162	157	188	187	206	206	210	213	213	253	247	274	247	272	310
Grade 3	181	184	162	167	193	185	211	205	218	213	216	257	255	278	252	287
Grade 4	222	200	178	170	175	207	195	224	207	233	225	223	271	256	289	254
Grade 5	265	224	206	174	167	184	205	204	235	214	230	236	239	285	270	302
Grade 6	307	261	229	209	196	174	194	210	231	258	247	257	264	270	290	299
Grade 7	371	326	288	276	249	226	207	241	234	246	285	283	303	291	294	294
Grade 8	385	377	339	307	278	243	241	228	240	231	255	303	295	282	298	294
Sp. Elem.	35	45	52	31	22	18	27	28	31	26	26	23	34	25	20	19
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	2,279	2,105	1,971	1,887	1,856	1,841	1,906	1,961	2,062	2,110	2,224	2,330	2,452	2,489	2,547	2,605

SANTA CLARA COUNTY OFFICE OF EDUCATION
 WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
 SARATOGA UNION SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	98	105	113	134	145	133	160	165	143	141	154	167	165	175	193	195
Grade 1	112	103	105	124	153	140	140	164	179	152	166	175	183	213	214	221
Grade 2	133	125	119	117	120	141	158	150	153	190	154	174	193	195	235	228
Grade 3	147	146	131	128	122	133	161	186	159	159	195	174	188	224	214	267
Grade 4	174	151	156	142	125	135	152	181	195	180	173	202	188	216	245	226
Grade 5	212	193	161	169	166	142	157	174	198	213	177	179	225	216	227	275
Grade 6	286	217	210	175	177	178	159	187	182	221	227	201	214	235	267	257
Grade 7	316	322	236	237	196	211	193	171	191	192	216	238	211	247	217	242
Grade 8	290	330	331	248	239	200	207	220	176	198	201	234	229	197	230	224
Sp. Elem.	79	36	41	22	24	18	24	-	8	-	35	28	22	21	21	23
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sp. Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	1,847	1,728	1,603	1,496	1,467	1,431	1,511	1,598	1,584	1,646	1,698	1,772	1,818	1,939	2,063	2,158

SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
LOS GATOS-SARATOGA JOINT UNION HIGH SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	312	313	337	394	409	407	469	454	471	454	483	485	522	566	575	572
Grade 1	352	332	345	365	422	420	431	493	478	483	500	530	525	575	641	601
Grade 2	379	353	346	360	382	422	451	444	470	480	488	524	564	528	603	668
Grade 3	382	404	363	364	370	393	454	494	449	458	489	511	536	597	555	658
Grade 4	467	407	402	383	369	407	423	491	488	484	496	511	542	573	633	571
Grade 5	570	499	423	419	396	391	434	461	523	499	478	523	543	584	611	682
Grade 6	683	581	506	436	442	418	414	469	485	558	554	538	584	587	633	667
Grade 7	782	740	619	585	496	499	473	471	490	493	555	584	571	627	575	610
Grade 8	770	807	760	642	583	492	505	510	478	488	516	600	590	539	621	578
Sp. Elem.	123	87	93	53	46	36	51	28	39	26	61	51	56	46	41	42
Grade 9				724	674	674	565	613	595	584	581	594	652	661	602	672
Grade 10				872	734	734	695	582	615	601	595	595	593	635	629	596
Grade 11				921	878	878	727	711	607	592	605	577	569	576	625	627
Grade 12				849	872	872	868	728	687	597	611	614	554	567	570	596
Sp. Sec.				53	54	54	54	51	8	10	13	14	13	17	14	10
TOTAL	4,820	4,523	4,194	4,001	3,419	3,212	2,909	2,685	2,512	2,384	2,405	2,394	2,381	2,456	2,440	2,501

SANTA CLARA COUNTY OFFICE OF EDUCATION
 WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
 FREMONT UNION HIGH SCHOOL DISTRICT HISTORICAL CBEDS ENROLLMENT

YEAR	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Kindergarten	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sp. Elem.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 9	2511	2420	2516	2252	2168	1863	1863	1772	1770	1794	1828	1869	1935	1919	2195	2239
Grade 10	2659	2548	2449	2462	2252	2142	1881	1830	1756	1819	1864	1836	1892	1938	1929	2070
Grade 11	2796	2557	2433	2334	2481	2547	2590	2183	2124	2049	2048	2017	1976	1988	2095	2167
Grade 12	2862	2617	2461	2140	1956	1790	1625	1611	1478	1498	1658	1655	1807	1750	1821	1725
Sp. Sec.	839	649	602	762	304	870	694	757	678	595	434	249	159	146	159	179
TOTAL	10,352	9,444	9,005	8,677	8,309	7,843	7,230	6,665	6,194	5,931	6,116	6,240	6,304	6,268	6,477	6,758

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
CAMPBELL UNION SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996 CHNG	1997	1998	1999	2000	2001	
K	929	944	1,024	934	(16)	918	902	886	870	854
1	872	919	940	1,008	(11)	923	907	891	875	859
2	880	825	930	962	7	1,015	930	914	898	882
3	851	875	808	935	(4)	958	1,011	926	910	894
4	802	796	880	797	(13)	922	945	998	913	897
5	720	768	794	851	(21)	776	901	924	977	892
6	681	697	775	781	(8)	843	768	893	916	969
7	736	702	728	758	5	786	848	773	898	921
8	689	720	716	677	(24)	734	762	824	749	874
9	0	0	0	0	(713)	(36)	21	49	111	36
10	0	0	0	0	0	0	(36)	21	49	111
11	0	0	0	0	0	0	0	(36)	21	49
12	0	0	0	0	0	0	0	0	(36)	21
State 411 Calculation Categories										
ENR K	929	944	1,024	934		918	902	886	870	854
ENR 1-3	2,603	2,619	2,678	2,905		2,896	2,848	2,731	2,683	2,635
ENR 4-6	2,203	2,261	2,449	2,429		2,541	2,614	2,815	2,806	2,758
ENR 7-8	1,425	1,422	1,444	1,435		1,520	1,610	1,597	1,647	1,795
ENR 9-12	0	0	0	0		(36)	(15)	34	145	217
ANNUAL CHNG		86	349	108		136	120	104	88	108
ADA K	901	916	993	906		890	875	859	844	828
ADA 1-3	2,525	2,540	2,598	2,818		2,809	2,763	2,649	2,603	2,556
ADA 4-6	2,137	2,193	2,376	2,356		2,465	2,536	2,731	2,722	2,675
ADA 7-8	1,382	1,379	1,401	1,392		1,474	1,562	1,549	1,598	1,741
ADA 9-12	0	0	0	0		(35)	(15)	33	141	210
Grade Configuration Analysis										
ENR K-5	5,054	5,127	5,376	5,487		5,512	5,596	5,539	5,443	5,278
ENR K-6	5,735	5,824	6,151	6,268		6,355	6,364	6,432	6,359	6,247
ENR 6-8	2,106	2,119	2,219	2,216		2,363	2,378	2,490	2,563	2,764
ENR 7-9	1,425	1,422	1,444	1,435		1,484	1,631	1,646	1,758	1,831
ENR K-8	7,160	7,246	7,595	7,703		7,875	7,974	8,029	8,006	8,042
ENR 10-12	0	0	0	0		0	(36)	(15)	34	181
ENR 7-12	1,425	1,422	1,444	1,435		1,484	1,595	1,631	1,792	2,012
ENR K-12	7,160	7,246	7,595	7,703		7,839	7,959	8,063	8,151	8,259
CHANGE K-6		89	327	117		87	9	68	(73)	(112)
CHANGE 7-12		(3)	22	(9)		49	111	36	161	220
ADA K-5						5,347	5,428	5,373	5,280	5,120
ADA K-6						6,164	6,173	6,239	6,168	6,060
ADA 6-8						2,292	2,307	2,415	2,486	2,681
ADA 7-9						1,439	1,582	1,597	1,705	1,776
ADA 10-12						0	(35)	(15)	33	176
ADA 7-12						1,439	1,547	1,582	1,738	1,952
ADA K-12						7,604	7,720	7,821	7,906	8,011

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
CUPERTINO UNION SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996	CHNG	1997	1998	1999	2000	2001
K	1,461	1,443	1,532	1,526	24	1,550	1,574	1,598	1,622	1,646
1	1,533	1,591	1,606	1,693	157	1,683	1,707	1,731	1,755	1,779
2	1,533	1,556	1,644	1,635	36	1,729	1,719	1,743	1,767	1,791
3	1,603	1,582	1,625	1,698	58	1,693	1,787	1,777	1,801	1,825
4	1,500	1,647	1,586	1,674	33	1,731	1,726	1,820	1,810	1,834
5	1,543	1,515	1,665	1,595	13	1,687	1,744	1,739	1,833	1,823
6	1,520	1,649	1,536	1,674	29	1,624	1,716	1,773	1,768	1,862
7	1,547	1,582	1,678	1,629	67	1,741	1,691	1,783	1,840	1,835
8	1,413	1,538	1,600	1,725	28	1,657	1,769	1,719	1,811	1,868
9	0	0	0	0	(1,548)	177	109	221	171	263
10	0	0	0	0	0	0	177	109	221	171
11	0	0	0	0	0	0	0	177	109	221
12	0	0	0	0	0	0	0	0	177	109
State 411 Calculation Categories										
ENR K	1,461	1,443	1,532	1,526		1,550	1,574	1,598	1,622	1,646
ENR 1-3	4,669	4,729	4,875	5,026		5,105	5,213	5,251	5,323	5,395
ENR 4-6	4,563	4,811	4,787	4,943		5,042	5,186	5,332	5,411	5,519
ENR 7-8	2,960	3,120	3,278	3,354		3,398	3,460	3,502	3,651	3,703
ENR 9-12	0	0	0	0		177	286	507	678	764
ANNUAL CHNG		450	369	377		423	447	471	495	342
ADA K	1,417	1,400	1,486	1,480		1,504	1,527	1,550	1,573	1,597
ADA 1-3	4,529	4,587	4,729	4,875		4,952	5,057	5,093	5,163	5,233
ADA 4-6	4,426	4,667	4,643	4,795		4,891	5,030	5,172	5,249	5,353
ADA 7-8	2,871	3,026	3,180	3,253		3,296	3,356	3,397	3,541	3,592
ADA 9-12	0	0	0	0		172	277	492	658	741
Grade Configuration Analysis										
ENR K-5	9,173	9,334	9,658	9,821		10,073	10,257	10,408	10,588	10,698
ENR K-6	10,693	10,983	11,194	11,495		11,697	11,973	12,181	12,356	12,560
ENR 6-8	4,480	4,769	4,814	5,028		5,022	5,176	5,275	5,419	5,565
ENR 7-9	2,960	3,120	3,278	3,354		3,575	3,569	3,723	3,822	3,966
ENR K-8	13,653	14,103	14,472	14,849		15,095	15,433	15,683	16,007	16,263
ENR 10-12	0	0	0	0		0	177	286	507	501
ENR 7-12	2,960	3,120	3,278	3,354		3,575	3,746	4,009	4,329	4,467
ENR K-12	13,653	14,103	14,472	14,849		15,272	15,719	16,190	16,685	17,027
CHANGE K-6		290	211	301		202	276	208	175	204
CHANGE 7-12		160	158	76		221	171	263	320	138
ADA K-5						9,771	9,949	10,096	10,270	10,377
ADA K-6						11,346	11,614	11,816	11,985	12,183
ADA 6-8						4,871	5,021	5,117	5,256	5,398
ADA 7-9						3,468	3,462	3,611	3,707	3,847
ADA 10-12						0	172	277	492	486
ADA 7-12						3,468	3,634	3,889	4,199	4,333
ADA K-12						14,814	15,247	15,704	16,184	16,516

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
LUTHER BURBANK SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996 CHNG	1997	1998	1999	2000	2001
K	59	76	86	76	77	78	79	80	81
1	58	61	62	74	(10)	66	67	68	69
2	50	55	61	50	(7)	67	59	60	61
3	26	40	42	68	(3)	47	64	56	57
4	34	29	39	41	(0)	68	47	64	56
5	36	35	27	35	(3)	38	65	44	61
6	33	31	34	28	(1)	34	37	64	43
7	28	23	25	36	(3)	25	31	34	61
8	26	30	27	28	3	39	28	34	37
9	0	0	0	0	(28)	0	11	0	6
10	0	0	0	0	0	0	0	11	0
11	0	0	0	0	0	0	0	0	11
12	0	0	0	0	0	0	0	0	11
State 411 Calculation Categories									
ENR K	59	76	86	76	77	78	79	80	81
ENR 1-3	134	156	165	192	180	190	184	187	190
ENR 4-6	103	95	100	104	140	149	172	160	170
ENR 7-8	54	53	52	64	64	59	68	98	104
ENR 9-12	0	0	0	0	0	11	11	17	26
ANNUAL CHNG		30	23	33	25	26	27	28	29
ADA K	57	74	83	74	75	76	77	78	79
ADA 1-3	130	151	160	186	175	184	178	181	184
ADA 4-6	100	92	97	101	136	145	167	155	165
ADA 7-8	52	51	50	62	62	57	66	95	101
ADA 9-12	0	0	0	0	0	11	11	16	25
Grade Configuration Analysis									
ENR K-5	263	296	317	344	363	380	371	384	381
ENR K-6	296	327	351	372	397	417	435	427	441
ENR 6-8	87	84	86	92	98	96	132	141	164
ENR 7-9	54	53	52	64	64	70	68	104	113
ENR K-8	350	380	403	436	461	476	503	525	545
ENR 10-12	0	0	0	0	0	0	11	11	17
ENR 7-12	54	53	52	64	64	70	79	115	130
ENR K-12	350	380	403	436	461	487	514	542	571
CHANGE K-6		31	24	21	25	20	18	(8)	14
CHANGE 7-12		(1)	(1)	12	0	6	9	36	15
ADA K-5					352	369	360	372	370
ADA K-6					385	404	422	414	428
ADA 6-8					95	93	128	137	159
ADA 7-9					62	68	66	101	110
ADA 10-12					0	0	11	11	16
ADA 7-12					62	68	77	112	126
ADA K-12					447	472	499	526	554

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
MORELAND SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996 CHNG	1997	1998	1999	2000	2001	
K	521	495	580	519	(7)	512	505	498	491	484
1	458	561	538	602	32	551	544	537	530	523
2	485	445	565	541	1	603	552	545	538	531
3	449	493	436	546	(11)	530	592	541	534	527
4	447	429	456	449	(9)	537	521	583	532	525
5	474	454	463	466	18	467	555	539	601	550
6	420	448	429	467	(11)	455	456	544	528	590
7	412	413	472	442	13	480	468	469	557	541
8	378	393	422	456	(8)	434	472	460	461	549
9	0	0	0	0	(405)	51	29	67	55	56
10	0	0	0	0	0	0	51	29	67	55
11	0	0	0	0	0	0	0	51	29	67
12	0	0	0	0	0	0	0	0	51	29
State 411 Calculation Categories										
ENR K	521	495	580	519		512	505	498	491	484
ENR 1-3	1,392	1,499	1,539	1,689		1,684	1,688	1,623	1,602	1,581
ENR 4-6	1,341	1,331	1,348	1,382		1,459	1,532	1,666	1,661	1,665
ENR 7-8	790	806	894	898		914	940	929	1,018	1,090
ENR 9-12	0	0	0	0		51	80	147	202	207
ANNUAL CHNG		87	230	127		132	125	118	111	53
ADA K	505	480	563	503		497	490	483	476	469
ADA 1-3	1,350	1,454	1,493	1,638		1,633	1,637	1,574	1,554	1,534
ADA 4-6	1,301	1,291	1,308	1,341		1,415	1,486	1,616	1,611	1,615
ADA 7-8	766	782	867	871		887	912	901	987	1,057
ADA 9-12	0	0	0	0		49	78	143	196	201
Grade Configuration Analysis										
ENR K-5	2,834	2,877	3,038	3,123		3,200	3,269	3,243	3,226	3,140
ENR K-6	3,254	3,325	3,467	3,590		3,655	3,725	3,787	3,754	3,730
ENR 6-8	1,210	1,254	1,323	1,365		1,369	1,396	1,473	1,546	1,680
ENR 7-9	790	806	894	898		965	969	996	1,073	1,146
ENR K-8	4,044	4,131	4,361	4,488		4,569	4,665	4,716	4,772	4,820
ENR 10-12	0	0	0	0		0	51	80	147	151
ENR 7-12	790	806	894	898		965	1,020	1,076	1,220	1,297
ENR K-12	4,044	4,131	4,361	4,488		4,620	4,745	4,863	4,974	5,027
CHANGE K-6		71	142	123		65	70	62	(33)	(24)
CHANGE 7-12		16	88	4		67	55	56	144	77
ADA K-5						3,104	3,171	3,146	3,129	3,046
ADA K-6						3,545	3,613	3,673	3,641	3,618
ADA 6-8						1,328	1,354	1,429	1,500	1,630
ADA 7-9						936	940	966	1,041	1,112
ADA 10-12						0	49	78	143	146
ADA 7-12						936	989	1,044	1,183	1,258
ADA K-12						4,481	4,603	4,717	4,825	4,876

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

APPENDIX TABLE II - 18

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
UNION SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996 CHNG	1997	1998	1999	2000	2001	
K	581	526	595	558	(5)	553	548	543	538	533
1	533	600	543	615	19	577	572	567	562	557
2	560	499	588	557	(3)	612	574	569	564	559
3	516	542	505	613	12	569	624	586	581	576
4	560	512	533	535	11	624	580	635	597	592
5	486	576	512	542	7	542	631	587	642	604
6	432	490	539	496	(20)	522	522	611	567	622
7	426	419	486	550	2	498	524	524	613	569
8	448	426	419	488	1	551	499	525	525	614
9	0	0	0	0	(426)	62	125	73	99	99
10	0	0	0	0	0	0	62	125	73	99
11	0	0	0	0	0	0	62	125	73	99
12	0	0	0	0	0	0	0	62	125	73
State 411 Calculation Categories										
ENR K	581	526	595	558		553	548	543	538	533
ENR 1-3	1,609	1,641	1,636	1,785		1,758	1,770	1,722	1,707	1,692
ENR 4-6	1,478	1,578	1,584	1,573		1,688	1,733	1,833	1,806	1,818
ENR 7-8	874	845	905	1,038		1,049	1,023	1,049	1,138	1,183
ENR 9-12	0	0	0	0		62	187	260	359	396
ANNUAL CHNG		48	130	234		156	151	146	141	74
ADA K	564	510	577	541		536	532	527	522	517
ADA 1-3	1,561	1,592	1,587	1,731		1,705	1,717	1,670	1,656	1,641
ADA 4-6	1,434	1,531	1,536	1,526		1,637	1,681	1,778	1,752	1,763
ADA 7-8	848	820	878	1,007		1,018	992	1,018	1,104	1,148
ADA 9-12	0	0	0	0		60	181	252	348	384
Grade Configuration Analysis										
ENR K-5	3,236	3,255	3,276	3,420		3,477	3,529	3,487	3,484	3,421
ENR K-6	3,668	3,745	3,815	3,916		3,999	4,051	4,098	4,051	4,043
ENR 6-8	1,306	1,335	1,444	1,534		1,571	1,545	1,660	1,705	1,805
ENR 7-9	874	845	905	1,038		1,111	1,148	1,122	1,237	1,282
ENR K-8	4,542	4,590	4,720	4,954		5,048	5,074	5,147	5,189	5,226
ENR 10-12	0	0	0	0		0	62	187	260	297
ENR 7-12	874	845	905	1,038		1,111	1,210	1,309	1,497	1,579
ENR K-12	4,542	4,590	4,720	4,954		5,110	5,261	5,407	5,548	5,622
CHANGE K-6		77	70	101		83	52	47	(47)	(8)
CHANGE 7-12		(29)	60	133		73	99	99	188	82
ADA K-5						3,373	3,423	3,382	3,379	3,318
ADA K-6						3,879	3,929	3,975	3,929	3,922
ADA 6-8						1,524	1,499	1,610	1,654	1,751
ADA 7-9						1,078	1,114	1,088	1,200	1,244
ADA 10-12						0	60	181	252	288
ADA 7-12						1,078	1,174	1,270	1,452	1,532
ADA K-12						4,957	5,103	5,245	5,382	5,453

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
CAMPBELL UNION HIGH SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996 CHNG	1997	1998	1999	2000	2001	
K	2,415	2,382	2,651	2,404	(39)	2,365	2,326	2,287	2,248	2,209
1	2,237	2,465	2,442	2,673	39	2,443	2,404	2,365	2,326	2,287
2	2,288	2,133	2,471	2,457	(8)	2,665	2,435	2,396	2,357	2,318
3	2,169	2,266	2,086	2,479	(15)	2,442	2,650	2,420	2,381	2,342
4	2,133	2,068	2,214	2,107	(24)	2,455	2,418	2,626	2,396	2,357
5	2,003	2,121	2,097	2,195	(2)	2,105	2,453	2,416	2,624	2,394
6	1,856	1,928	2,055	2,078	(44)	2,151	2,061	2,409	2,372	2,580
7	1,848	1,817	1,980	2,045	6	2,084	2,157	2,067	2,415	2,378
8	1,776	1,801	1,826	1,919	(35)	2,010	2,049	2,122	2,032	2,380
9	1,655	1,703	1,816	1,831	(5)	1,914	2,005	2,044	2,117	2,027
10	1,632	1,682	1,716	1,869	35	1,866	1,949	2,040	2,079	2,152
11	1,678	1,624	1,675	1,660	(32)	1,837	1,834	1,917	2,008	2,047
12	1,339	1,259	1,270	1,398	(326)	1,334	1,511	1,508	1,591	1,682
State 411 Calculation Categories										
ENR K	2,415	2,382	2,651	2,404		2,365	2,326	2,287	2,248	2,209
ENR 1-3	6,694	6,864	6,999	7,609		7,550	7,489	7,181	7,064	6,947
ENR 4-6	5,992	6,117	6,366	6,380		6,711	6,932	7,451	7,392	7,331
ENR 7-8	3,624	3,618	3,806	3,964		4,094	4,206	4,189	4,447	4,758
ENR 9-12	6,304	6,268	6,477	6,758		6,951	7,299	7,509	7,795	7,908
ANNUAL CHNG		220	1,050	816		556	581	365	329	207
ADA K	2,343	2,311	2,571	2,332		2,294	2,256	2,218	2,181	2,143
ADA 1-3	6,493	6,658	6,789	7,381		7,324	7,264	6,966	6,852	6,739
ADA 4-6	5,812	5,933	6,175	6,189		6,510	6,724	7,227	7,170	7,111
ADA 7-8	3,515	3,509	3,692	3,845		3,971	4,080	4,063	4,314	4,615
ADA 9-12	6,115	6,080	6,283	6,555		6,742	7,080	7,284	7,561	7,671
Grade Configuration Analysis										
ENR K-5	13,245	13,435	13,961	14,315		14,475	14,686	14,510	14,332	13,907
ENR K-6	15,101	15,363	16,016	16,393		16,626	16,747	16,919	16,704	16,487
ENR 6-8	5,480	5,546	5,861	6,042		6,245	6,267	6,598	6,819	7,338
ENR 7-9	5,279	5,321	5,622	5,795		6,008	6,211	6,233	6,564	6,785
ENR K-8	18,725	18,981	19,822	20,357		20,720	20,953	21,108	21,151	21,245
ENR 10-12	4,649	4,565	4,661	4,927		5,037	5,294	5,465	5,678	5,881
ENR 7-12	9,928	9,886	10,283	10,722		11,045	11,505	11,698	12,242	12,666
ENR K-12	25,029	25,249	26,299	27,115		27,671	28,252	28,617	28,946	29,153
CHANGE K-6		262	653	377		233	121	172	(215)	(217)
CHANGE 7-12		(42)	397	439		323	460	193	544	424
ADA K-5						14,041	14,245	14,075	13,902	13,490
ADA K-6						16,127	16,245	16,411	16,203	15,992
ADA 6-8						6,058	6,079	6,400	6,614	7,118
ADA 7-9						5,828	6,025	6,046	6,367	6,581
ADA 10-12						4,886	5,135	5,301	5,508	5,705
ADA 7-12						10,714	11,160	11,347	11,875	12,286
ADA K-12						26,841	27,404	27,758	28,078	28,278

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

APPENDIX TABLE II - 20

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
LAKESIDE JOINT SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996	CHNG	1997	1998	1999	2000	2001
K	23	23	28	16		12	8	4	0	
1	22	17	21	27	(4)	14	10	6	2	(4)
2	30	23	20	23	(2)	29	16	12	8	(2)
3	18	25	24	21	0	23	29	16	12	4
4	17	22	27	25	2	23	25	31	18	8
5	24	16	24	28	1	26	24	26	32	14
6	18	21	15	25	(0)	28	26	24	26	19
7	0	0	0	0	(18)	7	10	8	6	32
8	0	0	0	0	0	0	7	10	8	8
9	0	0	0	0	0	0	0	7	10	6
10	0	0	0	0	0	0	0	7	10	8
11	0	0	0	0	0	0	0	0	7	10
12	0	0	0	0	0	0	0	0	0	7
										0
State 411 Calculation Categories										
ENR K	23	23	28	16		12	8	4	0	
ENR 1-3	70	65	65	71		66	55	34	22	(4)
ENR 4-6	59	59	66	78		77	75	81	76	10
ENR 7-8	0	0	0	0		7	17	18	14	65
ENR 9-12	0	0	0	0		0	0	7	17	14
ANNUAL CHNG		(5)	12	6		(3)	(7)	(11)	(15)	25
ADA K	22	22	27	16		12	8	4	0	(19)
ADA 1-3	68	63	63	69		64	53	33	21	(4)
ADA 4-6	57	57	64	76		75	73	79	74	10
ADA 7-8	0	0	0	0		7	16	17	14	63
ADA 9-12	0	0	0	0		0	0	7	16	14
										24
Grade Configuration Analysis										
ENR K-5	134	126	144	140		127	112	95	72	39
ENR K-6	152	147	159	165		155	138	119	98	71
ENR 6-8	18	21	15	25		35	43	42	40	46
ENR 7-9	0	0	0	0		7	17	25	24	22
ENR K-8	152	147	159	165		162	155	137	112	85
ENR 10-12	0	0	0	0		0	0	0	7	17
ENR 7-12	0	0	0	0		7	17	25	31	39
ENR K-12	152	147	159	165		162	155	144	129	110
CHANGE K-6		(5)	12	6		(10)	(17)	(19)	(21)	(27)
CHANGE 7-12		0	0	0		7	10	8	6	8
ADA K-5						123	109	92	70	38
ADA K-6						150	134	115	95	69
ADA 6-8						34	42	41	39	45
ADA 7-9						7	16	24	23	21
ADA 10-12						0	0	0	7	16
ADA 7-12						7	16	24	30	38
ADA K-12						157	150	140	125	107

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
LOMA PRIETA JOINT UNION SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996	CHNG	1997	1998	1999	2000	2001
K	67	86	100	83	(1)	82	81	80	79	78
1	70	72	98	85	(3)	80	79	78	77	76
2	67	63	76	107	5	90	85	84	83	82
3	75	70	65	83	5	112	95	90	89	88
4	66	79	72	66	2	85	114	97	92	91
5	55	67	90	77	6	72	91	120	103	98
6	88	61	61	86	(3)	74	69	88	117	100
7	57	89	64	74	8	94	82	77	96	125
8	66	60	93	60	(0)	74	94	82	77	96
9	0	0	0	0	(78)	(18)	(4)	16	4	(1)
10	0	0	0	0	0	0	(18)	(4)	16	4
11	0	0	0	0	0	0	0	(18)	(4)	16
12	0	0	0	0	0	0	0	0	(18)	(4)
State 411 Calculation Categories										
ENR K	67	86	100	83		82	81	80	79	78
ENR 1-3	212	205	239	275		282	259	252	249	246
ENR 4-6	209	207	223	229		231	274	305	312	289
ENR 7-8	123	149	157	134		168	176	159	173	221
ENR 9-12	0	0	0	0		(18)	(22)	(6)	(2)	15
ANNUAL CHNG		36	72	2		24	23	22	21	38
ADA K	65	83	97	81		80	79	78	77	76
ADA 1-3	206	199	232	267		274	251	244	242	239
ADA 4-6	203	201	216	222		224	266	296	303	280
ADA 7-8	119	145	152	130		163	171	154	168	214
ADA 9-12	0	0	0	0		(17)	(21)	(6)	(2)	15
Grade Configuration Analysis										
ENR K-5	400	437	501	501		521	545	549	523	513
ENR K-6	488	498	562	587		595	614	637	640	613
ENR 6-8	211	210	218	220		242	245	247	290	321
ENR 7-9	123	149	157	134		150	172	175	177	220
ENR K-8	611	647	719	721		763	790	796	813	834
ENR 10-12	0	0	0	0		0	(18)	(22)	(6)	16
ENR 7-12	123	149	157	134		150	154	153	171	236
ENR K-12	611	647	719	721		745	768	790	811	849
CHANGE K-6		10	64	25		8	19	23	3	(27)
CHANGE 7-12		26	8	(23)		16	4	(1)	18	65
ADA K-5						505	529	533	507	498
ADA K-6						577	596	618	621	595
ADA 6-8						235	238	240	281	311
ADA 7-9						146	167	170	172	213
ADA 10-12						0	(17)	(21)	(6)	16
ADA 7-12						146	149	148	166	229
ADA K-12						723	745	766	787	824

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

APPENDIX TABLE II - 22

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
LOS GATOS UNION SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996 CHNG	1997	1998	1999	2000	2001	
K	267	282	254	278	5	283	288	293	298	303
1	250	273	308	268	17	295	300	305	310	315
2	274	247	272	310	0	268	295	300	305	310
3	255	278	252	287	10	320	278	305	310	315
4	271	256	289	254	5	292	325	283	310	315
5	239	285	270	302	14	268	306	339	297	324
6	264	270	290	299	21	323	289	327	360	318
7	303	291	294	294	15	314	338	304	342	375
8	295	282	298	294	(1)	293	313	337	303	341
9	0	0	0	0	(292)	2	1	21	45	11
10	0	0	0	0	0	0	2	1	21	45
11	0	0	0	0	0	0	0	2	1	21
12	0	0	0	0	0	0	0	0	2	1
State 411 Calculation Categories										
ENR K	267	282	254	278		283	288	293	298	303
ENR 1-3	779	798	832	865		883	873	910	925	940
ENR 4-6	774	811	849	855		883	920	949	967	957
ENR 7-8	598	573	592	588		607	651	641	645	716
ENR 9-12	0	0	0	0		2	3	24	69	78
ANNUAL CHNG		46	63	59		72	77	82	87	90
ADA K	259	274	246	270		275	279	284	289	294
ADA 1-3	756	774	807	839		857	847	883	897	912
ADA 4-6	751	787	824	829		857	892	921	938	928
ADA 7-8	580	556	574	570		589	631	622	626	695
ADA 9-12	0	0	0	0		2	3	23	67	76
Grade Configuration Analysis										
ENR K-5	1,556	1,621	1,645	1,699		1,726	1,792	1,825	1,830	1,882
ENR K-6	1,820	1,891	1,935	1,998		2,049	2,081	2,152	2,190	2,200
ENR 6-8	862	843	882	887		930	940	968	1,005	1,034
ENR 7-9	598	573	592	588		609	652	662	690	727
ENR K-8	2,418	2,464	2,527	2,586		2,656	2,732	2,793	2,835	2,916
ENR 10-12	0	0	0	0		0	2	3	24	67
ENR 7-12	598	573	592	588		609	654	665	714	794
ENR K-12	2,418	2,464	2,527	2,586		2,658	2,735	2,817	2,904	2,994
CHANGE K-6		71	44	63		51	32	71	38	10
CHANGE 7-12		(25)	19	(4)		21	45	11	49	80
ADA K-5						1,674	1,738	1,770	1,775	1,826
ADA K-6						1,988	2,019	2,087	2,124	2,134
ADA 6-8						902	912	939	975	1,003
ADA 7-9						591	632	642	669	705
ADA 10-12						0	2	3	23	65
ADA 7-12						591	634	645	693	770
ADA K-12						2,578	2,653	2,732	2,817	2,904

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT ORGANIZATION STUDY
LOS GATOS-SARATOGA JOINT UNION HIGH SCHOOL DISTRICT**

WEIGHTED COHORT-SURVIVAL ENROLLMENT PROJECTION

(USED BY STATE ALLOCATION BOARD TO DETERMINE ELIGIBILITY FOR STATE SCHOOL BUILDING PROGRAM FUNDS)

GRADE	1993	1994	1995	1996 CHNG	1997	1998	1999	2000	2001	
K	522	566	575	572	9	581	590	599	608	617
1	525	575	641	601	47	619	628	637	646	655
2	564	528	603	668	23	624	642	651	660	669
3	536	597	555	658	42	710	666	684	693	702
4	542	573	633	571	26	684	736	692	710	719
5	543	584	611	682	44	615	728	780	736	754
6	584	587	633	667	52	734	667	780	832	788
7	571	627	575	610	(8)	659	726	659	772	824
8	590	539	621	578	(6)	604	653	720	653	766
9	652	661	602	672	58	636	662	711	778	711
10	593	635	629	596	(17)	655	619	645	694	761
11	569	576	625	627	(7)	589	648	612	638	687
12	554	567	570	596	(17)	610	572	631	595	621
State 411 Calculation Categories										
ENR K	522	566	575	572		581	590	599	608	617
ENR 1-3	1,625	1,700	1,799	1,927		1,953	1,936	1,972	1,999	2,026
ENR 4-6	1,669	1,744	1,877	1,920		2,033	2,131	2,252	2,278	2,261
ENR 7-8	1,161	1,166	1,196	1,188		1,263	1,379	1,379	1,425	1,590
ENR 9-12	2,368	2,439	2,426	2,491		2,490	2,501	2,599	2,705	2,780
ANNUAL CHNG		270	258	225		222	217	264	214	259
ADA K	506	549	558	555		564	572	581	590	598
ADA 1-3	1,576	1,649	1,745	1,869		1,894	1,878	1,913	1,939	1,965
ADA 4-6	1,619	1,692	1,821	1,862		1,972	2,067	2,184	2,210	2,193
ADA 7-8	1,126	1,131	1,160	1,152		1,225	1,338	1,338	1,382	1,542
ADA 9-12	2,297	2,366	2,353	2,416		2,415	2,426	2,521	2,624	2,697
Grade Configuration Analysis										
ENR K-5	3,232	3,423	3,618	3,752		3,833	3,990	4,043	4,053	4,116
ENR K-6	3,816	4,010	4,251	4,419		4,567	4,657	4,823	4,885	4,904
ENR 6-8	1,745	1,753	1,829	1,855		1,997	2,046	2,159	2,257	2,378
ENR 7-9	1,813	1,827	1,798	1,860		1,899	2,041	2,090	2,203	2,301
ENR K-8	4,977	5,176	5,447	5,607		5,830	6,036	6,202	6,310	6,494
ENR 10-12	1,716	1,778	1,824	1,819		1,854	1,839	1,888	1,927	2,069
ENR 7-12	3,529	3,605	3,622	3,679		3,753	3,880	3,978	4,130	4,370
ENR K-12	7,345	7,615	7,873	8,098		8,320	8,537	8,801	9,015	9,274
CHANGE K-6		194	241	168		148	90	166	62	19
CHANGE 7-12		76	17	57		74	127	98	152	240
ADA K-5						3,718	3,870	3,922	3,931	3,993
ADA K-6						4,430	4,517	4,678	4,738	4,757
ADA 6-8						1,937	1,985	2,094	2,189	2,307
ADA 7-9						1,842	1,980	2,027	2,137	2,232
ADA 10-12						1,798	1,784	1,831	1,869	2,007
ADA 7-12						3,640	3,764	3,859	4,006	4,239
ADA K-12						8,070	8,281	8,537	8,745	8,996

SOURCES: CALIFORNIA DEPARTMENT OF EDUCATION, CBEDS AND OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Chapter IV Tables

**SANTA CLARA COUNTY OFFICE OF EDUCATION
CENTER FOR EDUCATIONAL PLANNING
ANALYSIS OF SCHOOL DISTRICTS ASSETS**

Summary of Assets

Fund	Campbell		Source		Cambrian		Luther		Moreland		Total		Source Page	Page	Source Page	Page	
	Union ESD	Page	ESD	Page	Burbank ESD	Source Page	ESD	Page	ESD	Page	Elementary	CUHSD					
Adult Education																	
Building	\$ 28,068,065	II.4	\$ 7,004,511														36
Cafeteria	\$ 381,139	II.2	\$ 77,293	31	\$ 3,665				\$ 9,238,663	II.5	\$ 1,187,989						41
Capital Facilities	\$ 574,681	II.4	\$ 154,999	31					\$ 96,982	II.2	\$ 93,182						35
Deferred Maintenance	\$ 3,367	II.2	\$ 441,587	28	\$ 83,788				\$ 88,160	II.6	\$ 804,908						40
Foundation Trust										II.2	\$ 5,773,090						34
General	\$ 1,957,863	I.4	\$ 1,366,935	10	\$ 162,428				\$ 3,368,820	I.4	\$ 1,821,305						6
GO Bond Debt Service	\$ 703,073	I.4			\$ 27,965				\$ 72,490	II.3	\$ 275						8
Self Insurance																	11
Special Reserve	\$ 688,095	II.2			\$ 170,034				\$ 86,951	II.6							
Special Reserve (Building)											\$ 8,568,567						
Special Reserve #67											\$ 46,262						
Special Reserve #64																	
Special Reserve #64																	
Special Revenue (General)	\$ 1,072,601	I.4	\$ 648,728	10	\$ 269,527				\$ 96,982	I.4							7
State School Building																	
Student Body	\$ 60,625	II.5	\$ 69,786	33													
Expendable Trust																	
Child Development																	
Earthquake					\$ 12,040				24								43
Total	\$ 33,509,509		\$ 10,533,149		\$ 729,447				\$ 13,049,048		\$ 18,295,578						\$ 21,953,526

Fund	Lakeside		Source		Loma Prieta		Los Gatos		Saratoga		Total		Source Page	Page
	JESD	Page	JUESD	Page	UESD	Page	UESD	Page	UESD	Page	LGSJHS	Page		
Adult Education														
Building														
Cafeteria			\$ 1,966	II.4					\$ 34,102	II.4	\$ 38,467			25
Capital Facilities/Projects	\$ 47,415		\$ 136,585	II.3	\$ 82,006				\$ 66,348	II.1	\$ 45,801			26
Deferred Maintenance			\$ 27,965	II.1	\$ 692,625				\$ 437,412	II.4				
Foundation Trust					\$ 3,762				\$ 88,128	II.2	\$ 364,208			
General	\$ 307,535		\$ 309,925	I.4	\$ 886,842				\$ 452,405	I.4	\$ 3,229,656			5
GO Bond Debt Service					\$ 8,438				\$ 5,572	I.4				
Self Insurance														
Special Reserve					\$ 4,209,695				\$ 1,916,089	II.2	\$ 2,537,083			25
Special Reserve (Cafeteria)														
Special Reserve (Building)														
Special Reserve #67														
Special Reserve #64														
Special Revenue (General)	\$ 20,706		\$ 42,081	I.4	\$ 85,768				\$ 2,070,565	I.4	\$ 2,985,559			5
State School Building														
Student Body														
Expendable Trust			\$ 14,594	II.6	\$ 493,527				\$ 22,395	II.5	\$ 774,000			29
Child Development											\$ 266,610			6
Earthquake														
Total	\$ 375,656		\$ 547,232		\$ 6,462,663				\$ 5,093,016		\$ 10,241,384			

**SANTA CLARA COUNTY OFFICE OF EDUCATION
CENTER FOR EDUCATIONAL PLANNING
ANALYSIS OF SCHOOL DISTRICTS ASSETS**

Summary of Assets Based on Average Daily Attendance (ADA)

Fund	Campbell Union ESD		Source Cambrian		Luther Burbank		Moreland		Union ESD		Source Total		
	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	Elementary	CUHSD	
Cafeteria	\$ 381,139	II.2	\$ 77,293		27	3,665	24	\$ 96,982	II.2	\$ 93,182	II.2	\$ 652,261	\$ 193,291
General	\$ 1,957,863	I.4	\$ 1,386,935		10	\$ 162,428	5	\$ 3,368,820	I.4	\$ 1,821,305	I.4	\$ 8,697,351	\$ 2,732,838
Special Reserve (Cafeteria)	\$ 688,095	II.2								\$ 8,568,567	II.2	\$ 9,256,662	
Child Development						\$ 12,040	24					\$ 12,040	
Total	\$ 3,027,097		\$ 1,464,228			\$ 178,133		\$ 3,465,802		\$ 10,483,054		\$ 18,618,314	\$ 2,926,129

Fund	Lakeside JESD		Source Loma Prieta		Los Gatos		Saratoga		LGSJHS		Source	
	JESD	Page	JUESD	Page	ESD	Page	JUESD	Page	JUESD	Page	Page	Page
Cafeteria					\$ 82,006		31	\$ 66,348	II.1			
General	\$ 307,535	6	\$ 309,925	I.4	\$ 886,842		4	\$ 452,405	I.4		\$ 45,801	26
Special Reserve (Cafeteria)											\$ 3,229,656	5
Child Development								\$ 1,916,089	II.2			
Total	\$ 307,535		\$ 309,925		\$ 968,848			\$ 2,434,842			\$ 3,275,457	

**SANTA CLARA COUNTY OFFICE OF EDUCATION
CENTER FOR EDUCATIONAL PLANNING
ANALYSIS OF SCHOOL DISTRICTS ASSETS**

Summary of Assets Based on Assessed Valuation (AV)

Fund	Union ESD	Page	ESD	Source Page	Burbank	Source Page	ESD	Source Page	Union ESD	Page	Elementary	CUHSD	Source Page
Building	\$ 28,068,065	II.4	\$ 7,004,511	31			\$ 9,238,663	II.5	\$ 1,187,989	II.6	\$ 45,499,228	\$ 16,446,870	41
Capital Facilities	\$ 574,681	II.4	\$ 154,999	31			\$ 88,160	II.6	\$ 804,908	II.6	\$ 1,622,748	\$ 600,277	40
Deferred Maintenance	\$ 3,367	II.2	\$ 441,587	28	\$ 83,788	24		II.2	\$ 5,773,090	I.2	\$ 6,301,832	\$ 130,503	34
GO Bond Debt Service	\$ 703,073	I.4			\$ 27,965	5	\$ 72,490	II.3	\$ 275	I.4	\$ 803,803	\$ 262,969	8
Self Insurance												\$ 830,049	11
Special Reserve					\$ 170,034	24	\$ 86,951	II.6			\$ 256,985		
Special Reserve (Building)			\$ 410,841	31					\$ 46,262	II.6	\$ 457,103		
Special Reserve #67			\$ 98,703	28							\$ 98,703		
Special Reserve #64			\$ 108,438	28							\$ 108,438		
Special Revenue (General)	\$ 1,072,601	I.4	\$ 648,728	10	\$ 269,527	5	\$ 96,982	I.4	\$ 14,434,839	I.4	\$ 16,522,677	\$ 323,794	7
State School Building													
Earthquake													
Total	\$ 30,421,787		\$ 8,867,807		\$ 551,314		\$ 9,583,246		\$ 22,247,363		\$ 71,671,517	\$ 18,594,462	

Fund	Lakeside JESD	Source Page	Loma Prieta JUESD	Source Page	Los Gatos ESD	Source Page	Saratoga UESD	Source Page	LGSJHS	Source Page
Building										
Capital Facilities/Projects	\$ 47,415	7	\$ 1,966	II.4	\$ 692,625	36	\$ 34,102	II.4		
Deferred Maintenance			\$ 136,585	II.3	\$ 3,762	32	\$ 437,412	II.4		
GO Bond Debt Service			\$ 27,965	II.1	\$ 8,438	5	\$ 88,128	II.2	\$ 364,208	26
Self Insurance							\$ 5,572	I.4		
Special Reserve					\$ 4,209,695	37			\$ 2,537,083	25
Special Reserve (Building)										

SANTA CLARA COUNTY OFFICE OF EDUCATION
 CENTER FOR EDUCATIONAL PLANNING
 ANALYSIS OF SCHOOL DISTRICTS ASSETS

Trust Fund Balances

Fund	Campbell Union ESD		Source Cambrian ESD		Luther Burbank ESD		Moreland ESD		Source Total	
	ESD	Page	ESD	Page	ESD	Page	ESD	Page	Elementary	CUHSD
Foundation Trust										
Student Body	\$ 60,625	11.5	\$ 69,786	33					\$ 130,411	\$ 432,935
Expendable Trust	\$ 60,625		\$ 131,328	11					\$ 131,328	
Total			\$ 201,114		\$ -		\$ -		\$ 261,739	\$ 432,935

Fund	Lakeside JESD		Source Loma Prieta JUESD		Los Gatos ESD		Saratoga UESD		Source	
	ESD	Page	ESD	Page	ESD	Page	UESD	Page	Page	Page
Foundation Trust										
Student Body			\$ 14,594	11.6	\$ 493,527	39	\$ 22,395	11.5	\$ 774,000	29
Expendable Trust			\$ 14,594		\$ 493,527		\$ 22,395		\$ 266,610	6
Total			\$ -		\$ 493,527		\$ 22,395		\$ 1,040,610	

Division to be determined

**SANTA CLARA COUNTY OFFICE OF EDUCATION
CENTER FOR EDUCATIONAL PLANNING
ANALYSIS OF SCHOOL DISTRICTS LIABILITIES**

Summary of Long Term Debt

Debt Category	Campbell		Luther		Cambrian		Burbank		Moreland		Union		CUHSD		Source	
	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page
Accrued Vacation	\$ 46,695	I.12	\$ 12,830	18	\$ 16,102	18	\$ 32,845	16	\$ 62,987	I.12	\$ 149,166	I.11	\$ 124,725	22		
Capital Leases	\$ 49,898	I.12	\$ 32,845	16					\$ 26,386	I.12			\$ 1,362,433	22		
Claims and Judgements																
Early Retirement																
Operating Leases									\$ 96,000	I.12						
Post Employment Benefits	\$ 468,573	I.12		18												
General Obligation Bonds	\$ 27,164,904	I.12		18					\$ 723,000	I.12	\$ 820,700	I.11				
Certificates of Participation									\$ 6,000,000	I.12						
JPA Assessments	\$ 70,585	I.12		18					\$ 49,718	I.12						
State School Building Loan			\$ 46,917	16							\$ 7,466,113	I.11				
Total	\$ 27,800,655		\$ 832,950		\$ 632,950		\$ 92,592		\$ 6,958,091		\$ 8,435,979		\$ 1,487,158			

Debt Category	Lakeside		Loma Prieta		Los Gatos		Saratoga		LGSJHS		Source	
	JESD	Page	JUESD	Page	UESD	Page	UESD	Page	UESD	Page	UESD	Page
Accrued Vacation												
Capital Leases			\$ 18,535	I.12	\$ 47,368	15	\$ 15,992	I.11	\$ 359,567	14		
Claims and Judgements			\$ 176,813	I.12								
Early Retirement												
Operating Leases												
Post Employment Benefits					\$ 785,378	15	\$ 87,207	I.11	\$ 50,828	14		
General Obligation Bonds												
Certificates of Participation												
JPA Assessments			\$ 9,887	I.12					\$ 31,143	14		
State School Building Loan			\$ 205,235		\$ 832,746		\$ 126,441		\$ 441,538			
Total												

**SANTA CLARA COUNTY OFFICE OF EDUCATION
CENTER FOR EDUCATIONAL PLANNING
ANALYSIS OF SCHOOL DISTRICTS LIABILITIES**

Liabilities Based on Average Daily Attendance (ADA)

Debt Category	Campbell Union ESD		Cambrian ESD		Luther Burbank ESD		Moreland ESD		Union ESD		CUHSD		Source Page
	Source Page		Source Page		Source Page		Source Page		Source Page		Source Page		
Accrued Vacation	46,695	1.12	16,102		18	12,830	16	62,987	1.12	149,166	1.11	124,725	22
Claims and Judgements													
Early Retirement													
Post Employment Benefits	468,573	1.12			18			96,000	1.12				
JPA Assessments	70,585	1.12	36,942		18			723,000	1.12	820,700	1.11		
Total	27,800,655		832,950			92,592		6,958,091		8,435,979		1,487,158	

Debt Category	Lakeside JESD		Loma Prieta JUESD		Los Gatos ESD		Saratoga UESD		LGSJHS		Source Page
	Source Page		Source Page		Source Page		Source Page		Source Page		
Accrued Vacation			18,535	1.12	47,368		15	15,992	1.11	369,567	14
Claims and Judgements											
Early Retirement											
Post Employment Benefits			9,887	1.12	785,378		15	87,207	1.11	50,828	14
JPA Assessments			205,235		832,746			22,914	1.11	31,143	14
Total			205,235		832,746		126,441		441,538		

SANTA CLARA COUNTY OFFICE OF EDUCATION
CENTER FOR EDUCATIONAL PLANNING
ANALYSIS OF SCHOOL DISTRICTS LIABILITIES

Division of Liabilities Based on 1995-96 Average
Daily Attendance (ADA) P-2

Districts	ADA	Percent of Total
Cambrian Elementary	\$ 205,748	13.84%
Campbell Union Elementary	\$ 561,347	37.75%
Luther Burbank Elementary	\$ 29,261	1.97%
Moreland Elementary	\$ 332,257	22.34%
Union Elementary	\$ 358,543	24.11%
Total Elementary	\$ 1,487,158	100.00%
Campbell Union High School District	\$ 1,487,158	

Districts	ADA	Percent of Total
Lakeside Joint Elementary	12,775	2.89%
Loma Prieta Joint Union Elementary	58,448	13.24%
Los Gatos Union Elementary	205,012	46.43%
Saratoga Union Elementary	165,303	37.44%
Total Elementary	441,538	100.00%
Los Gatos - Saratoga Joint Union High	\$ 441,538	

SANTA CLARA COUNTY OFFICE OF EDUCATION
 CENTER FOR EDUCATIONAL PLANNING
 ANALYSIS OF SCHOOL DISTRICTS LIABILITIES

Liabilities Based on Assessed Valuation (AV)

Debt Category	Campbell		Source		Cambrian		Source		Luther		Burbank		Source		Moreland		Union		ESD		CUHSD		Source Page				
	Union	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page		
Capital Leases	\$	49,898	1.12	\$	32,845		16	\$	26,386	1.12																	
Operating Leases						18																					
General Obligation Bonds	\$	27,164,904	1.12					\$	6,000,000	1.12																	
Certificates of Participation																											
State School Building Loan																											
Total	\$	27,214,802		\$	46,917		16	\$	6,026,386					\$	7,466,113	1.11										\$	1,362,433

Debt Category	Lakeside		Source		Loma Prieta		Source		Los Gatos		Source		Saratoga		Union		ESD		LGSJHS		Source Page						
	JESD	Page	JUESD	Page	JUESD	Page	ESD	Page	ESD	Page	UESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page	ESD	Page			
Capital Leases			\$	176,813	1.12																						
Operating Leases																											
General Obligation Bonds																											
Certificates of Participation																											
State School Building Loan																											
Total	\$	-		\$	176,813			\$	-				\$	328	1.11											\$	-

Chapter V Tables

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
ETHNIC DISTRIBUTION OF STUDENTS**

ETHNIC DISTRIBUTION OF STUDENTS

Campbell Union High School District

Year	American Pacific		Asian	Islander	Filipino	Hispanic	Black	White	Total
	Indian								
1985	78		781	6	57	695	117	6,575	8,309
1986	70		802	10	63	715	153	5,959	7,772
1987	61		823	14	68	734	188	5,342	7,230
1988	55		744	15	64	684	212	4,891	6,665
1989	43		750	14	66	685	223	4,413	6,194
1990	34		738	25	68	732	236	4,098	5,931
1991	59		739	46	67	905	260	4,040	6,116
1992	77		823	48	72	1,004	288	3,928	6,240
1993			850		85	1,070	288	3,902	6,304
1994	66		800	46	88	1,015	296	3,957	6,268
1995	56		808	47	88	1,113	329	4,036	6,477
1996	97		837	50	94	1,192	347	4,141	6,758

Cambrian Elementary School District

Year	American Pacific		Asian	Islander	Filipino	Hispanic	Black	White	Total
	Indian								
1985	13		164	5	7	261	59	1,524	2,033
1986	11		166	8	10	271	69	1,616	2,151
1987	9		168	10	13	281	79	1,708	2,268
1988	10		159	14	8	296	98	1,771	2,356
1989	7		164	14	7	302	90	1,776	2,360
1990	12		170	14	12	324	108	1,867	2,507
1991	26		169	19	10	328	120	1,867	2,539
1992	16		197	21	16	333	135	1,959	2,677
1993			216		15	341	134	1,917	2,657
1994	13		218	20	14	361	149	1,871	2,646
1995	29		228	10	30	379	161	1,936	2,773
1996	25		246	11	25	453	148	1,894	2,802

Campbell Union Elementary School District

Year	American Pacific		Asian	Islander	Filipino	Hispanic	Black	White	Total
	Indian								
1985	7		569	19	34	710	212	3,843	5,394
1986	6		561	25	39	775	251	4,016	5,673
1987	5		553	30	43	840	289	4,189	5,949
1988	24		552	38	40	927	316	4,165	6,062
1989	13		589	34	73	1,039	334	4,117	6,199
1990	9		633	42	64	1,156	364	4,160	6,428
1991	11		694	32	73	1,294	389	4,156	6,649
1992	29		692	42	81	1,490	412	4,179	6,925
1993			703		84	1,678	433	4,216	7,170
1994	16		729	48	90	1,803	472	4,121	7,279
1995	20		731	47	101	1,984	530	4,207	7,620
1996	27		779	52	102	2,096	520	4,162	7,738

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
ETHNIC DISTRIBUTION OF STUDENTS**

Lakeside Joint Elementary School District

Year	Pacific							Total
	American Indian	Asian	Islander	Filipino	Hispanic	Black	White	
1985	0	0	0	0	4	2	108	114
1986	0	0	0	0	7	1	107	115
1987	0	0	0	0	10	1	108	119
1988	0	1	0	0	6	2	120	129
1989	0	1	0	0	8	2	123	134
1990	0	2	0	0	8	2	118	130
1991	1	3	0	0	8	0	119	131
1992	0	0	0	0	12	0	133	145
1993		6		0	15	2	129	152
1994	0	5	0	0	21	0	121	147
1995	0	3	0	0	14	2	140	159
1996	0	3	0	0	21	2	139	165

Loma Prieta Joint Union Elementary School District

Year	Pacific							Total
	American Indian	Asian	Islander	Filipino	Hispanic	Black	White	
1985	0	6	0	0	9	0	463	478
1986	0	7	1	0	10	1	504	523
1987	0	8	2	0	12	2	545	569
1988	0	9	2	0	19	3	594	627
1989	0	6	1	0	12	2	570	591
1990	0	3	0	0	9	3	522	537
1991	2	7	0	0	14	0	544	567
1992	1	5	0	2	15	1	586	610
1993		9		2	16	1	583	611
1994	0	10	1	6	12	0	618	647
1995	5	15	0	0	17	1	681	719
1996	2	16	2	2	24	0	675	721

Los Gatos Union Elementary School District

Year	Pacific							Total
	American Indian	Asian	Islander	Filipino	Hispanic	Black	White	
1985	0	78	3	8	69	28	1,670	1,856
1986	1	82	3	7	60	21	1,708	1,882
1987	1	86	3	6	51	14	1,745	1,906
1988	4	124	3	5	63	18	1,744	1,961
1989	11	149	1	10	73	33	1,785	2,062
1990	6	153	1	10	64	21	1,855	2,110
1991	18	164	1	8	98	16	1,919	2,224
1992	16	195	1	11	119	16	1,972	2,330
1993		172		6	127	21	2,106	2,452
1994	15	165	1	8	113	22	2,165	2,489
1995	20	181	3	11	126	15	2,191	2,547
1996	18	223	6	16	125	19	2,198	2,605

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
ETHNIC DISTRIBUTION OF STUDENTS**

Los Gatos - Saratoga Joint Union High School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985									
1986									
1987	2	212	4	6	83	15	2,587	2,909	
1988	3	228	1	4	79	18	2,352	2,685	
1989	2	251	1	5	72	16	2,165	2,512	
1990	3	278	0	4	64	14	2,021	2,384	
1991	4	317	2	3	86	15	1,978	2,405	
1992	8	351	0	3	80	15	1,937	2,394	
1993		403		3	86	15	1,865	2,381	
1994	9	448	2	4	92	14	1,887	2,456	
1995	14	474	2	4	98	13	1,835	2,440	
1996	16	527	3	5	95	14	1,841	2,501	

Luther Burbank Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0	25	0	1	148	10	111	295	
1986	1	21	1	1	171	15	106	316	
1987	2	16	2	1	193	20	100	334	
1988	2	16	0	0	211	14	83	326	
1989	0	18	0	0	194	7	87	306	
1990	3	11	0	5	225	6	54	304	
1991	2	13	1	4	223	16	69	328	
1992	1	18	1	2	235	20	74	351	
1993		16		1	239	12	87	357	
1994	2	13	3	0	263	21	78	380	
1995	0	19	0	0	277	24	83	403	
1996	7	11	2	9	312	19	76	436	

Moreland Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	6	433	14	30	209	81	2426	3199	
1986	4	415	14	25	232	108	2,440	3,238	
1987	2	397	14	20	255	135	2,453	3,276	
1988	15	461	17	31	284	166	2,581	3,555	
1989	16	491	25	35	337	181	2,547	3,632	
1990	11	541	29	39	370	184	2,561	3,735	
1991	16	622	40	60	428	183	2,552	3,901	
1992	12	671	26	67	524	214	2,494	4,008	
1993		696		65	587	188	2,525	4,119	
1994	15	729	40	62	622	186	2,554	4,208	
1995	18	811	41	75	707	196	2,598	4,446	
1996	17	843	41	64	759	221	2,614	4,559	

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
ETHNIC DISTRIBUTION OF STUDENTS**

**ETHNIC DISTRIBUTION OF STUDENTS
Campbell Union High School District**

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	78	781	6	57	695	117	6,575	8,309	
1986	70	802	10	63	715	153	5,959	7,772	
1987	61	823	14	68	734	188	5,342	7,230	
1988	55	744	15	64	684	212	4,891	6,665	
1989	43	750	14	66	685	223	4,413	6,194	
1990	34	738	25	68	732	236	4,098	5,931	
1991	59	739	46	67	905	260	4,040	6,116	
1992	77	823	48	72	1,004	288	3,928	6,240	
1993		850		85	1,070	288	3,902	6,304	
1994	66	800	46	88	1,015	296	3,957	6,268	
1995	56	808	47	88	1,113	329	4,036	6,477	
1996	97	837	50	94	1,192	347	4,141	6,758	

Cambrian Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	13	164	5	7	261	59	1,524	2,033	
1986	11	166	8	10	271	69	1,616	2,151	
1987	9	168	10	13	281	79	1,708	2,268	
1988	10	159	14	8	296	98	1,771	2,356	
1989	7	164	14	7	302	90	1,776	2,360	
1990	12	170	14	12	324	108	1,867	2,507	
1991	26	169	19	10	328	120	1,867	2,539	
1992	16	197	21	16	333	135	1,959	2,677	
1993		216		15	341	134	1,917	2,657	
1994	13	218	20	14	361	149	1,871	2,646	
1995	29	228	10	30	379	161	1,936	2,773	
1996	25	246	11	25	453	148	1,894	2,802	

Campbell Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	7	569	19	34	710	212	3,843	5,394	
1986	6	561	25	39	775	251	4,016	5,673	
1987	5	553	30	43	840	289	4,189	5,949	
1988	24	552	38	40	927	316	4,165	6,062	
1989	13	589	34	73	1,039	334	4,117	6,199	
1990	9	633	42	64	1,156	364	4,160	6,428	
1991	11	694	32	73	1,294	389	4,156	6,649	
1992	29	692	42	81	1,490	412	4,179	6,925	
1993		703		84	1,678	433	4,216	7,170	
1994	16	729	48	90	1,803	472	4,121	7,279	
1995	20	731	47	101	1,984	530	4,207	7,620	
1996	27	779	52	102	2,096	520	4,162	7,738	

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
ETHNIC DISTRIBUTION OF STUDENTS**

Lakeside Joint Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0	0	0	0	0	4	2	108	114
1986	0	0	0	0	0	7	1	107	115
1987	0	0	0	0	0	10	1	108	119
1988	0	1	0	0	0	6	2	120	129
1989	0	1	0	0	0	8	2	123	134
1990	0	2	0	0	0	8	2	118	130
1991	1	3	0	0	0	8	0	119	131
1992	0	0	0	0	0	12	0	133	145
1993		6			0	15	2	129	152
1994	0	5	0	0	0	21	0	121	147
1995	0	3	0	0	0	14	2	140	159
1996	0	3	0	0	0	21	2	139	165

Loma Prieta Joint Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0	6	0	0	0	9	0	463	478
1986	0	7	1	0	0	10	1	504	523
1987	0	8	2	0	0	12	2	545	569
1988	0	9	2	0	0	19	3	594	627
1989	0	6	1	0	0	12	2	570	591
1990	0	3	0	0	0	9	3	522	537
1991	2	7	0	0	0	14	0	544	567
1992	1	5	0	2	0	15	1	586	610
1993		9			2	16	1	583	611
1994	0	10	1	6	0	12	0	618	647
1995	5	15	0	0	0	17	1	681	719
1996	2	16	2	2	0	24	0	675	721

Los Gatos Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0	78	3	8	0	69	28	1,670	1,856
1986	1	82	3	7	0	60	21	1,708	1,882
1987	1	86	3	6	0	51	14	1,745	1,906
1988	4	124	3	5	0	63	18	1,744	1,961
1989	11	149	1	10	0	73	33	1,785	2,062
1990	6	153	1	10	0	64	21	1,855	2,110
1991	18	164	1	8	0	98	16	1,919	2,224
1992	16	195	1	11	0	119	16	1,972	2,330
1993		172		6	0	127	21	2,106	2,452
1994	15	165	1	8	0	113	22	2,165	2,489
1995	20	181	3	11	0	126	15	2,191	2,547
1996	18	223	6	16	0	125	19	2,198	2,605

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
ETHNIC DISTRIBUTION OF STUDENTS**

Los Gatos - Saratoga Joint Union High School District

Year	American		Pacific			Black	White	Total
	Indian	Asian	Islander	Filipino	Hispanic			
1985								
1986								
1987	2	212	4	6	83	15	2,587	2,909
1988	3	228	1	4	79	18	2,352	2,685
1989	2	251	1	5	72	16	2,165	2,512
1990	3	278	0	4	64	14	2,021	2,384
1991	4	317	2	3	86	15	1,978	2,405
1992	8	351	0	3	80	15	1,937	2,394
1993		403		3	86	15	1,865	2,381
1994	9	448	2	4	92	14	1,887	2,456
1995	14	474	2	4	98	13	1,835	2,440
1996	16	527	3	5	95	14	1,841	2,501

Luther Burbank Elementary School District

Year	American		Pacific			Black	White	Total
	Indian	Asian	Islander	Filipino	Hispanic			
1985	0	25	0	1	148	10	111	295
1986	1	21	1	1	171	15	106	316
1987	2	16	2	1	193	20	100	334
1988	2	16	0	0	211	14	83	326
1989	0	18	0	0	194	7	87	306
1990	3	11	0	5	225	6	54	304
1991	2	13	1	4	223	16	69	328
1992	1	18	1	2	235	20	74	351
1993		16		1	239	12	87	357
1994	2	13	3	0	263	21	78	380
1995	0	19	0	0	277	24	83	403
1996	7	11	2	9	312	19	76	436

Moreland Elementary School District

Year	American		Pacific			Black	White	Total
	Indian	Asian	Islander	Filipino	Hispanic			
1985	6	433	14	30	209	81	2426	3199
1986	4	415	14	25	232	108	2,440	3,238
1987	2	397	14	20	255	135	2,453	3,276
1988	15	461	17	31	284	166	2,581	3,555
1989	16	491	25	35	337	181	2,547	3,632
1990	11	541	29	39	370	184	2,561	3,735
1991	16	622	40	60	428	183	2,552	3,901
1992	12	671	26	67	524	214	2,494	4,008
1993		696		65	587	188	2,525	4,119
1994	15	729	40	62	622	186	2,554	4,208
1995	18	811	41	75	707	196	2,598	4,446
1996	17	843	41	64	759	221	2,614	4,559

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
ETHNIC DISTRIBUTION OF STUDENTS**

Saratoga Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	1	133	0	12	14	8	1,299	1,467	
1986	1	179	1	9	24	11	1,266	1,491	
1987	1	225	1	6	33	13	1,232	1,511	
1988	4	319	1	4	23	12	1,235	1,598	
1989	4	386	1	4	29	11	1,149	1,584	
1990	0	473	5	2	22	10	1,134	1,646	
1991	6	550	3	5	38	6	1,090	1,698	
1992	7	575	4	3	38	13	1,132	1,772	
1993		623		2	46	12	1,127	1,818	
1994	6	693	4	2	47	14	1,173	1,939	
1995	7	721	4	3	63	8	1,257	2,063	
1996	11	838	2	3	63	9	1,232	2,158	

Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	18	185	8	24	314	90	3,472	4,111	
1986	10	229	10	21	327	94	3,545	4,234	
1987	2	273	11	17	339	98	3,617	4,357	
1988	48	250	12	29	407	97	3,654	4,497	
1989	33	254	19	33	342	102	3,692	4,475	
1990	18	286	13	36	407	120	3,619	4,499	
1991	22	290	18	38	386	90	3,789	4,633	
1992	25	261	28	35	433	99	3,756	4,637	
1993	0	298	0	27	440	112	3,717	4,643	
1994	24	281	38	34	464	121	3,762	4,724	
1995	39	348	37	44	501	142	3,728	4,839	
1996	38	354	31	51	542	159	3,888	5,063	

Cupertino Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	82	1961	19	50	478	137	7561	10288	
1986	44	2186	11	49	434	156	7667	10545	
1987	5	2410	2	47	390	175	7772	10801	
1988	10	2776	8	48	419	186	7879	11326	
1989	11	3156	8	39	460	203	7921	11798	
1990	171	3210	5	49	489	233	8070	12227	
1991	9	3893	10	76	565	221	7867	12641	
1992	11	4251	13	69	604	251	8183	13382	
1993	0	4535	0	73	601	243	8166	13653	
1994	11	4893	22	95	590	254	8238	14103	
1995	12	5317	30	85	572	243	8213	14472	
1996	13	5906	26	75	558	229	8058	14865	

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
ETHNIC DISTRIBUTION OF STUDENTS**

Year	Fremont Union High School District							Total
	American Indian	Asian	Pacific Islander	Filipino	Hispanic	Black	White	
1985	96	1412	49	214	749	169	6472	9161
1986	95	1522	61	215	789	184	6043	8907
1987	93	1631	72	216	829	198	5614	8653
1988	62	1785	64	245	826	202	4969	8153
1989	52	1806	40	273	851	221	4563	7806
1990	96	2018	41	269	861	235	4235	7755
1991	109	2162	35	287	900	240	4099	7832
1992	129	2270	36	288	859	228	3816	7626
1993	0	2342	0	292	933	254	3795	7769
1994	77	2446	42	325	966	238	3647	7741
1995	83	2671	41	327	1055	271	3751	8199
1996	70	2866	42	345	1068	257	3732	8380

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
PERCENT ETHNIC DISTRIBUTION OF STUDENTS**

**PERCENT ETHNIC DISTRIBUTION OF STUDENTS
Campbell Union High School District**

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino	Hispanic				
1985	0.94%	9.40%	0.07%	0.69%	8.36%	1.41%	79.13%	100.00%	
1986	0.90%	10.32%	0.13%	0.81%	9.20%	1.97%	76.67%	100.00%	
1987	0.84%	11.38%	0.19%	0.94%	10.15%	2.60%	73.89%	100.00%	
1988	0.83%	11.16%	0.23%	0.96%	10.26%	3.18%	73.38%	100.00%	
1989	0.69%	12.11%	0.23%	1.07%	11.06%	3.60%	71.25%	100.00%	
1990	0.57%	12.44%	0.42%	1.15%	12.34%	3.98%	69.09%	100.00%	
1991	0.96%	12.08%	0.75%	1.10%	14.80%	4.25%	66.06%	100.00%	
1992	1.23%	13.19%	0.77%	1.15%	16.09%	4.62%	62.95%	100.00%	
1993	0.00%	13.48%	0.00%	1.35%	16.97%	4.57%	61.90%	100.00%	
1994	1.05%	12.76%	0.73%	1.40%	16.19%	4.72%	63.13%	100.00%	
1995	0.86%	12.47%	0.73%	1.36%	17.18%	5.08%	62.31%	100.00%	
1996	1.44%	12.39%	0.74%	1.39%	17.64%	5.13%	61.28%	100.00%	

Cambrian Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino	Hispanic				
1985	0.64%	8.07%	0.25%	0.34%	12.84%	2.90%	74.96%	100.00%	
1986	0.51%	7.72%	0.37%	0.46%	12.60%	3.21%	75.13%	100.00%	
1987	0.40%	7.41%	0.44%	0.57%	12.39%	3.48%	75.31%	100.00%	
1988	0.42%	6.75%	0.59%	0.34%	12.56%	4.16%	75.17%	100.00%	
1989	0.30%	6.95%	0.59%	0.30%	12.80%	3.81%	75.25%	100.00%	
1990	0.48%	6.78%	0.56%	0.48%	12.92%	4.31%	74.47%	100.00%	
1991	1.02%	6.66%	0.75%	0.39%	12.92%	4.73%	73.53%	100.00%	
1992	0.60%	7.36%	0.78%	0.60%	12.44%	5.04%	73.18%	100.00%	
1993	0.00%	8.13%	0.00%	0.56%	12.83%	5.04%	72.15%	100.00%	
1994	0.49%	8.24%	0.76%	0.53%	13.64%	5.63%	70.71%	100.00%	
1995	1.05%	8.22%	0.36%	1.08%	13.67%	5.81%	69.82%	100.00%	
1996	0.89%	8.78%	0.39%	0.89%	16.17%	5.28%	67.59%	100.00%	

Campbell Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino	Hispanic				
1985	0.13%	10.55%	0.35%	0.63%	13.16%	3.93%	71.25%	100.00%	
1986	0.11%	9.89%	0.44%	0.69%	13.66%	4.42%	70.79%	100.00%	
1987	0.08%	9.30%	0.50%	0.72%	14.12%	4.86%	70.42%	100.00%	
1988	0.40%	9.11%	0.63%	0.66%	15.29%	5.21%	68.71%	100.00%	
1989	0.21%	9.50%	0.55%	1.18%	16.76%	5.39%	66.41%	100.00%	
1990	0.14%	9.85%	0.65%	1.00%	17.98%	5.66%	64.72%	100.00%	
1991	0.17%	10.44%	0.48%	1.10%	19.46%	5.85%	62.51%	100.00%	
1992	0.42%	9.99%	0.61%	1.17%	21.52%	5.95%	60.35%	100.00%	
1993	0.00%	9.80%	0.00%	1.17%	23.40%	6.04%	58.80%	100.00%	
1994	0.22%	10.02%	0.66%	1.24%	24.77%	6.48%	56.61%	100.00%	
1995	0.26%	9.59%	0.62%	1.33%	26.04%	6.96%	55.21%	100.00%	
1996	0.35%	10.07%	0.67%	1.32%	27.09%	6.72%	53.79%	100.00%	

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
PERCENT ETHNIC DISTRIBUTION OF STUDENTS**

Lakeside Joint Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0.00%	0.00%	0.00%	0.00%	0.00%	3.51%	1.75%	94.74%	100.00%
1986	0.00%	0.00%	0.00%	0.00%	0.00%	6.09%	0.87%	93.04%	100.00%
1987	0.00%	0.00%	0.00%	0.00%	0.00%	8.40%	0.84%	90.76%	100.00%
1988	0.00%	0.78%	0.00%	0.00%	0.00%	4.65%	1.55%	93.02%	100.00%
1989	0.00%	0.75%	0.00%	0.00%	0.00%	5.97%	1.49%	91.79%	100.00%
1990	0.00%	1.54%	0.00%	0.00%	0.00%	6.15%	1.54%	90.77%	100.00%
1991	0.76%	2.29%	0.00%	0.00%	0.00%	6.11%	0.00%	90.84%	100.00%
1992	0.00%	0.00%	0.00%	0.00%	0.00%	8.28%	0.00%	91.72%	100.00%
1993	0.00%	3.95%	0.00%	0.00%	0.00%	9.87%	1.32%	84.87%	100.00%
1994	0.00%	3.40%	0.00%	0.00%	0.00%	14.29%	0.00%	82.31%	100.00%
1995	0.00%	1.89%	0.00%	0.00%	0.00%	8.81%	1.26%	88.05%	100.00%
1996	0.00%	1.82%	0.00%	0.00%	0.00%	12.73%	1.21%	84.24%	100.00%

Loma Prieta Joint Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0.00%	1.26%	0.00%	0.00%	1.88%	0.00%	96.86%	100.00%	
1986	0.00%	1.34%	0.19%	0.00%	1.91%	0.19%	96.37%	100.00%	
1987	0.00%	1.41%	0.35%	0.00%	2.11%	0.35%	95.78%	100.00%	
1988	0.00%	1.44%	0.32%	0.00%	3.03%	0.48%	94.74%	100.00%	
1989	0.00%	1.02%	0.17%	0.00%	2.03%	0.34%	96.45%	100.00%	
1990	0.00%	0.56%	0.00%	0.00%	1.68%	0.56%	97.21%	100.00%	
1991	0.35%	1.23%	0.00%	0.00%	2.47%	0.00%	95.94%	100.00%	
1992	0.16%	0.82%	0.00%	0.33%	2.46%	0.16%	96.07%	100.00%	
1993	0.00%	1.47%	0.00%	0.33%	2.62%	0.16%	95.42%	100.00%	
1994	0.00%	1.55%	0.15%	0.93%	1.85%	0.00%	95.52%	100.00%	
1995	0.70%	2.09%	0.00%	0.00%	2.36%	0.14%	94.71%	100.00%	
1996	0.28%	2.22%	0.28%	0.28%	3.33%	0.00%	93.62%	100.00%	

Los Gatos Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0.00%	4.20%	0.16%	0.43%	3.72%	1.51%	89.98%	100.00%	
1986	0.05%	4.36%	0.16%	0.37%	3.19%	1.12%	90.75%	100.00%	
1987	0.05%	4.51%	0.16%	0.31%	2.68%	0.73%	91.55%	100.00%	
1988	0.20%	6.32%	0.15%	0.25%	3.21%	0.92%	88.93%	100.00%	
1989	0.53%	7.23%	0.05%	0.48%	3.54%	1.60%	86.57%	100.00%	
1990	0.28%	7.25%	0.05%	0.47%	3.03%	1.00%	87.91%	100.00%	
1991	0.81%	7.37%	0.04%	0.36%	4.41%	0.72%	86.29%	100.00%	
1992	0.69%	8.37%	0.04%	0.47%	5.11%	0.69%	84.64%	100.00%	
1993	0.00%	7.01%	0.00%	0.24%	5.18%	0.86%	85.89%	100.00%	
1994	0.60%	6.63%	0.04%	0.32%	4.54%	0.88%	86.98%	100.00%	
1995	0.79%	7.11%	0.12%	0.43%	4.95%	0.59%	86.02%	100.00%	
1996	0.69%	8.56%	0.23%	0.61%	4.80%	0.73%	84.38%	100.00%	

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
PERCENT ETHNIC DISTRIBUTION OF STUDENTS**

Los Gatos - Saratoga Joint Union High School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985									
1986									
1987	0.07%	7.29%	0.14%	0.21%	2.85%	0.52%	88.93%	100.00%	
1988	0.11%	8.49%	0.04%	0.15%	2.94%	0.67%	87.60%	100.00%	
1989	0.08%	9.99%	0.04%	0.20%	2.87%	0.64%	86.19%	100.00%	
1990	0.13%	11.66%	0.00%	0.17%	2.68%	0.59%	84.77%	100.00%	
1991	0.17%	13.18%	0.08%	0.12%	3.58%	0.62%	82.25%	100.00%	
1992	0.33%	14.66%	0.00%	0.13%	3.34%	0.63%	80.91%	100.00%	
1993	0.00%	16.93%	0.00%	0.13%	3.61%	0.63%	78.33%	100.00%	
1994	0.37%	18.24%	0.08%	0.16%	3.75%	0.57%	76.83%	100.00%	
1995	0.57%	19.43%	0.08%	0.16%	4.02%	0.53%	75.20%	100.00%	
1996	0.64%	21.07%	0.12%	0.20%	3.80%	0.56%	73.61%	100.00%	

Luther Burbank Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0.00%	8.47%	0.00%	0.34%	50.17%	3.39%	37.63%	100.00%	
1986	0.32%	6.65%	0.32%	0.32%	54.11%	4.75%	33.54%	100.00%	
1987	0.60%	4.79%	0.60%	0.30%	57.78%	5.99%	29.94%	100.00%	
1988	0.61%	4.91%	0.00%	0.00%	64.72%	4.29%	25.46%	100.00%	
1989	0.00%	5.88%	0.00%	0.00%	63.40%	2.29%	28.43%	100.00%	
1990	0.99%	3.62%	0.00%	1.64%	74.01%	1.97%	17.76%	100.00%	
1991	0.61%	3.96%	0.30%	1.22%	67.99%	4.88%	21.04%	100.00%	
1992	0.28%	5.13%	0.28%	0.57%	66.95%	5.70%	21.08%	100.00%	
1993	0.00%	4.48%	0.00%	0.28%	66.95%	3.36%	24.37%	100.00%	
1994	0.53%	3.42%	0.79%	0.00%	69.21%	5.53%	20.53%	100.00%	
1995	0.00%	4.71%	0.00%	0.00%	68.73%	5.96%	20.60%	100.00%	
1996	1.61%	2.52%	0.46%	2.06%	71.56%	4.36%	17.43%	100.00%	

Moreland Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0.19%	13.54%	0.44%	0.94%	6.53%	2.53%	75.84%	100.00%	
1986	0.12%	12.82%	0.43%	0.77%	7.16%	3.34%	75.36%	100.00%	
1987	0.06%	12.12%	0.43%	0.61%	7.78%	4.12%	74.88%	100.00%	
1988	0.42%	12.97%	0.48%	0.87%	7.99%	4.67%	72.60%	100.00%	
1989	0.44%	13.52%	0.69%	0.96%	9.28%	4.98%	70.13%	100.00%	
1990	0.29%	14.48%	0.78%	1.04%	9.91%	4.93%	68.57%	100.00%	
1991	0.41%	15.94%	1.03%	1.54%	10.97%	4.69%	65.42%	100.00%	
1992	0.30%	16.74%	0.65%	1.67%	13.07%	5.34%	62.23%	100.00%	
1993	0.00%	16.90%	0.00%	1.58%	14.25%	4.56%	61.30%	100.00%	
1994	0.36%	17.32%	0.95%	1.47%	14.78%	4.42%	60.69%	100.00%	
1995	0.40%	18.24%	0.92%	1.69%	15.90%	4.41%	58.43%	100.00%	
1996	0.37%	18.49%	0.90%	1.40%	16.65%	4.85%	57.34%	100.00%	

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
PERCENT ETHNIC DISTRIBUTION OF STUDENTS**

Saratoga Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0.07%	9.07%	0.00%	0.82%	0.95%	0.55%	88.55%	100.00%	
1986	0.07%	12.01%	0.07%	0.60%	1.61%	0.74%	84.91%	100.00%	
1987	0.07%	14.89%	0.07%	0.40%	2.18%	0.86%	81.54%	100.00%	
1988	0.25%	19.96%	0.06%	0.25%	1.44%	0.75%	77.28%	100.00%	
1989	0.25%	24.37%	0.06%	0.25%	1.83%	0.69%	72.54%	100.00%	
1990	0.00%	28.74%	0.30%	0.12%	1.34%	0.61%	68.89%	100.00%	
1991	0.35%	32.39%	0.18%	0.29%	2.24%	0.35%	64.19%	100.00%	
1992	0.40%	32.45%	0.23%	0.17%	2.14%	0.73%	63.88%	100.00%	
1993	0.00%	34.27%	0.00%	0.11%	2.53%	0.66%	61.99%	100.00%	
1994	0.31%	35.74%	0.21%	0.10%	2.42%	0.72%	60.50%	100.00%	
1995	0.34%	34.95%	0.19%	0.15%	3.05%	0.39%	60.93%	100.00%	
1996	0.51%	38.83%	0.09%	0.14%	2.92%	0.42%	57.09%	100.00%	

Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0.44%	4.50%	0.19%	0.58%	7.64%	2.19%	84.46%	100.00%	
1986	0.24%	5.41%	0.22%	0.48%	7.71%	2.22%	83.72%	100.00%	
1987	0.05%	6.27%	0.25%	0.39%	7.78%	2.25%	83.02%	100.00%	
1988	1.07%	5.56%	0.27%	0.64%	9.05%	2.16%	81.25%	100.00%	
1989	0.74%	5.68%	0.42%	0.74%	7.64%	2.28%	82.50%	100.00%	
1990	0.40%	6.36%	0.29%	0.80%	9.05%	2.67%	80.44%	100.00%	
1991	0.47%	6.26%	0.39%	0.82%	8.33%	1.94%	81.78%	100.00%	
1992	0.54%	5.63%	0.60%	0.75%	9.34%	2.14%	81.00%	100.00%	
1993	0.00%	6.42%	0.00%	0.58%	9.48%	2.41%	80.06%	100.00%	
1994	0.51%	5.95%	0.80%	0.72%	9.82%	2.56%	79.64%	100.00%	
1995	0.81%	7.19%	0.76%	0.91%	10.35%	2.93%	77.04%	100.00%	
1996	0.75%	6.99%	0.61%	1.01%	10.71%	3.14%	76.79%	100.00%	

Cupertino Union Elementary School District

Year	American		Pacific			Hispanic	Black	White	Total
	Indian	Asian	Islander	Filipino					
1985	0.80%	19.06%	0.18%	0.49%	4.65%	1.33%	73.49%	100.00%	
1986	0.41%	20.73%	0.10%	0.46%	4.12%	1.48%	72.71%	100.00%	
1987	0.05%	22.31%	0.02%	0.44%	3.61%	1.62%	71.96%	100.00%	
1988	0.09%	24.51%	0.07%	0.42%	3.70%	1.64%	69.57%	100.00%	
1989	0.09%	26.75%	0.07%	0.33%	3.90%	1.72%	67.14%	100.00%	
1990	1.40%	26.25%	0.04%	0.40%	4.00%	1.91%	66.00%	100.00%	
1991	0.07%	30.80%	0.08%	0.60%	4.47%	1.75%	62.23%	100.00%	
1992	0.08%	31.77%	0.10%	0.52%	4.51%	1.88%	61.15%	100.00%	
1993	0.00%	33.22%	0.00%	0.53%	4.40%	1.78%	59.81%	100.00%	
1994	0.08%	34.69%	0.16%	0.67%	4.18%	1.80%	58.41%	100.00%	
1995	0.08%	36.74%	0.21%	0.59%	3.95%	1.68%	56.75%	100.00%	
1996	0.09%	39.73%	0.17%	0.50%	3.75%	1.54%	54.21%	100.00%	

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WESTSIDE SCHOOL DISTRICT STUDY ON REORGANIZATION
PERCENT ETHNIC DISTRIBUTION OF STUDENTS**

Fremont Union High School District								
Year	American		Pacific			Black	White	Total
	Indian	Asian	Islander	Filipino	Hispanic			
1985	1.05%	15.41%	0.53%	2.34%	8.18%	1.84%	70.65%	100.00%
1986	1.06%	17.08%	0.68%	2.41%	8.86%	2.06%	67.85%	100.00%
1987	1.07%	18.85%	0.83%	2.50%	9.58%	2.29%	64.88%	100.00%
1988	0.76%	21.89%	0.78%	3.01%	10.13%	2.48%	60.95%	100.00%
1989	0.67%	23.14%	0.51%	3.50%	10.90%	2.83%	58.46%	100.00%
1990	1.24%	26.02%	0.53%	3.47%	11.10%	3.03%	54.61%	100.00%
1991	1.39%	27.60%	0.45%	3.66%	11.49%	3.06%	52.34%	100.00%
1992	1.69%	29.77%	0.47%	3.78%	11.26%	2.99%	50.04%	100.00%
1993	0.00%	30.15%	0.00%	3.76%	12.01%	3.27%	48.85%	100.00%
1994	0.99%	31.60%	0.54%	4.20%	12.48%	3.07%	47.11%	100.00%
1995	1.01%	32.58%	0.50%	3.99%	12.87%	3.31%	45.75%	100.00%
1996	0.84%	34.20%	0.50%	4.12%	12.74%	3.07%	44.53%	100.00%

Chapter XI Tables

**SANTA CLARA COUNTY OFFICE OF EDUCATION
WEST-SIDE SCHOOL DISTRICT ORGANIZATION STUDY SUMMARY OF IMPACTS
FOR SCENARIOS 2 AND 4**

Criterion	Potential Problems	District(s) Impacted
Criterion 1. Adequacy of Enrollment	None Identified	
Criterion 2. Substantial Community Identity	None Identified	
Criterion 3. Equitable Division of Property	A significant depletion (greater than 5 percent) of the capital accounts may be necessary to achieve equity	Campbell UHSD
	May receive inadequate share of capital funds and/or facilities to accommodate students transferred.)	Los Gatos USD
	May receive inadequate share of capital funds and/or facilities to accommodate students transferred.	LG-S JUHSD
Criterion 4. Not Promote Discrimination / Segregation	None Identified	
Criterion 5. Not Increase State Costs	Impact on Basic Aid status	Fremont UHSD
Criterion 6. No Significant Disruption of Ed. Program	May cause overcrowding of 280 students with already overcrowded conditions.	Cupertino USD
	Impact to elementary schools due to substantial overcrowding and reduction in revenue limit funds by an excess of \$100,000 annually.	Los Gatos USD
	Impact to schools due to substantial overcrowding.	LG-S JUHSD
	Impact due to estimated 3 percent reduction in revenue limit funds.	Saratoga USD
	Enrollment increase of 840 students may have significant (greater than 5 percent) impact to Educational Program.	Los Gatos USD
	Enrollment increase of 1,125 students may have significant (greater than 5 percent) impact to Educational Program.	Saratoga USD
Criterion 7. No Significant Increase in School Housing Costs	Impact of costs to reopen Dover School and shift attendance boundaries.	Campbell USD
	Increase of school housing costs for 280 displaced students and decimation of tax base.	Cupertino USD
	District may need to raise \$8,000,000 for new elementary school to accommodate transferred students.	Los Gatos USD
	District may need to raise \$25,000,000 for partial new high school to accommodate transferred students.	LG-S JUHSD
	Causes need to house 250 high school students at approximately \$6,500,000.(for Unification only)	Saratoga USD
Criterion 8. Not Designed to Increase Property Values	None Identified	
Criterion 9. Not Have Negative Fiscal Impact	Impact on costs to reopen Dover School.	Campbell USD
	Impact on capital fund balances if transferred to achieve equity.	Campbell UHSD
	Impact to capital funds and depletion of tax base.	Cupertino USD
	Impact to capital funds and depletion of local tax revenue by an estimated \$1,502,493 with an estimated savings offset of only \$778,400 in per pupil savings.	Fremont UHSD
	Impact to capital funds for new school construction and assumption of approximately 21 percent of Union SD State School Building Aid Override Taxes set to expire in 2003.	Los Gatos USD
	Impact to capital funds for new school construction and significant loss (approximately \$400.00 or 8.25 percent) of per-pupil revenue limit funds.	LG-S JUHSD
	Three percent loss of revenue limit funds and potential impact on ability to raise additional local funds to offset revenue limit decreases due to bonded indebtedness absorption of approximately \$6,700,000 from Cupertino USD, and \$2,295,000 from Campbell USD.	Saratoga USD
Criterion 10. Other Factors to be Considered	Significant impact (greater than 5 percent increase) on Assessed valuation and property taxes for remaining territory.	Campbell USD
	Potentially higher annual property taxes from Override Tax absorption.	Los Gatos USD
	Potentially higher annual property taxes from bonded debt absorption.	Saratoga USD