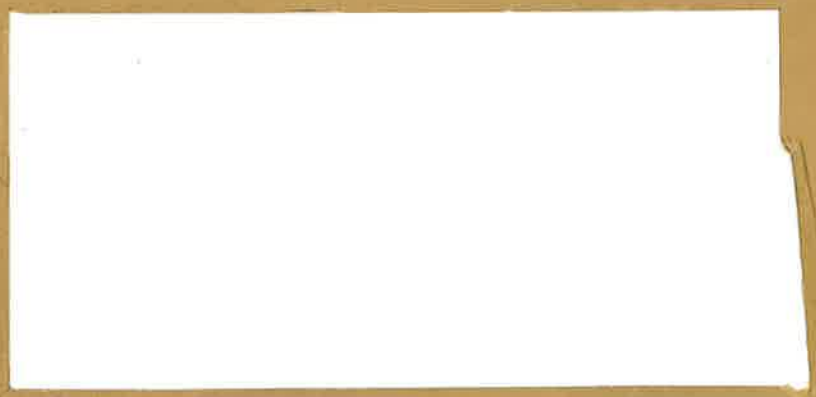

ECUMENE ASSOCIATES
environmental research

FINAL ENVIRONMENTAL IMPACT CONCERNING THE MASTER PLAN FOR KATHARINE BRANSON SCHOOL/MOUNT TAMALPAIS SCHOOL IN ROSS, CALIFORNIA

Prepared for the Town of Ross

by

ECUMENE ASSOCIATES
Environmental Research
Hayward, California

July, 1977

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SECTION I

INTRODUCTION

This Final Environmental Impact Report has been prepared for the Town of Ross in accordance with its guidelines for the preparation of such reports and in accordance with the California Environmental Quality Act of 1970 as amended. This volume, in conjunction with the Draft Report distributed in March, 1977, comprises the Final Report. The Final Report will be used as an information base in Town Council decisions regarding use permits for proposed improvements at The Katharine Branson School/Mount Tamalpais School (KBS/MTS).

This volume is divided into several parts, for the most part arranged by topic. Section II presents the minutes of two public hearings held on the Draft EIR on April 28, and May 5, 1977. Complete tapes of the hearings are on file in the office of the Town Clerk. Sections III, IV, and V summarize reviews of the Draft EIR by attorneys and an urban planner retained by some Ross citizens. Each of the above sections also includes this environmental consultant's replies to questions or criticisms. Section VI lists the names of persons who responded by mail to the EIR, to the hearings or to other information they received about the proposed project. The letters are not reproduced or summarized here due to their quantity, but all are available for examination at the office of the Town Clerk. Items of content in the letters are responded to in the aforementioned sections or in the supplemental studies. Responses to the Draft EIR by public agencies and this consultant's responses to them are also included in Section VI.

Sections VII, VIII, and IX are supplemental studies done at the request of Town Council or as authorized by the KBS/MTS administration. The supplemental studies specifically answer most of the questions raised at the hearings and in the review

documents, even though many of these questions are considerably beyond the scope of the requirements for Environmental Reports as stated in the California Administrative Code.

SECTION II

MINUTES OF PUBLIC HEARINGS

A. *MINUTES OF THE PUBLIC HEARING ON THE DRAFT ENVIRONMENTAL IMPACT REPORT ON THE MASTER PLAN OF THE KATHARINE BRANSON/MT. TAMALPAIS SCHOOL, HELD ON APRIL 28, 1977**

1. Roll Call

Mayor Allen opened the meeting at 8:00 P.M. with a call for the roll:

Present: Mayor Allen, Councilmen Jones, Chase, Osterloh, Maginis and Attorney Rosenberg.

2. Purpose of the Meeting

Mayor Allen announced a tentative agenda:

1. Presentation report to the Council and the audience by the Town Engineer and Ecumene Associates.
2. Reading of letters and other communications.
3. Comments by Project Sponsor.
4. Comments by Project Neighbors.
5. Comments by the Public.
6. Response to comments by Town Engineer and/or Ecumene Associates.
7. Rebuttal by Project Sponsor and Project Neighbors.
8. Final Response by Town Engineer and/or Ecumene Associates

He asked that anyone who had written a letter but wished to be heard, should raise his hand and the letter would not be read. He set a tentative adjournment time of between 11:30 and 12:00 and said if the agenda had not been completed, the meeting would be continued until May 5 at 8:00 P.M.

Mr. Chase announced that he would abstain and stepped down.

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*This portion of the Final EIR is taken directly verbatim from the minutes of the meeting as prepared by the Town Clerk.

3. Town Engineer Hoffman

Mr. Hoffman outlined what the environmental process consists of for those in the audience who were not familiar with it. The Katharine Branson/Mt. Tamalpais Schools prepared a master plan which envisions certain changes to be made on the campus, which consist of building rehabilitation, upgrading and remodeling, modification and additions to athletic facilities, as well as changes to the present parking area. Considering the scope of the changes proposed and in order to make an evaluation of the proposal, the Council directed that an EIR be prepared. This decision had the full cooperation and concurrence of the School. The draft EIR is before us for public consideration. After all input has been noted and responded to, the final impact report will be prepared. When the Council considers that this document has accounted for all relative considerations, the report will be certified by the Council as being complete. Then, and using the Final EIR as guide, the Council will consider the master plan proposal and enter its decision on the plan.

4. Ecumene Associates

Dr. Donald G. Holtgrieve, project director, explained that Ecumene Associates were commissioned by the Council to review the master plan submitted by the School. They undertook to identify the environmental impacts that would be created as a result of implementation of the plan. The environmental impacts are summarized in the first part of the document. The environmental impact is required, by State law, to have several components. The first is a description of the project, then a list of the impacts, both positive and negative, that the project would create on the environment, third, the state guidelines require suggested mitigations for minimizing or mitigating the negative impacts that would be created, and discussion of alternatives to the project, and finally, consideration of the growth inducing impact of the project and a project summary.

Dr. Holtgrieve displayed a map showing the present buildings and one showing the proposed project. Major modifications shown included demolition of two buildings, construction of a classroom building, construction of a replacement parking lot, relocation and remodeling of several buildings, expansion of the playing field, creation of a new practice field, and replacement of the swimming pool and tennis courts.

Positive impacts.

A. Tax revenues paid to the public school district and not directly used to educate KBS/MTS students constitute a slight gain to the school district.

B. Construction of new buildings and remodeling of old structures will produce net savings in energy usage.

C. Internal pedestrian and vehicular circulation pattern within the school will be improved through the elimination of the lower parking lot.

D. Upgrading of physical facilities will improve general learning and working conditions.

Significant adverse impacts.

A. Construction of the practice field will create severe aesthetic and noise impacts on properties near Circle Drive.

B. Expansion of the playing field to regulation size will encourage disruptive traffic and noise during times of school special activities.

C. Implementation of the plan, particularly construction of the parking lot, will prolong some community opposition to the school and its activities.

Minor adverse impacts.

A. A short-term potential for construction noise and wind blown dust accumulation exists during the construction phase of the project.

B. More frequent utilization of the school facility for sports and other special activities will create more traffic and parking demand during non-school hours.

C. Some ornamental and native trees will be removed. The wooded area near Fernhill will be replaced by a parking lot.

D. Neighborhood complaints regarding school-generated traffic and noise may be anticipated.

E. School property will continue to be nontaxable.

F. Present zoning at the site does not conform to zoning recommended in the Ross General Plan.

Suggested mitigations. Measures suggested to mitigate the impacts of the proposed project are detailed at the end of each part in Section III of the report. Alternatives are suggested in Section IV.

Dr. Holtgrieve said that the project description, as proposed, states that there will be no increase over the present enrollment.

Mayor Allen stated that the parking lot on Fernhill Ave. is not being discussed at this time because it has been covered by an approved use permit.

Dr. Holtgrieve explained that he tried to include everything, even the parking lot that has been approved, so that readers would get a comprehensive view of what is proposed.

He then briefly reviewed Section III of the report, entitled ENVIRONMENTAL SETTING, ENVIRONMENTAL IMPACTS, AND SUGGESTED MITIGATIONS.

Mr. Jones requested that access by way of Southwood Ave. and Hillgirt Ave. be discussed in further depth in the final report.

5. *Reading of Letters*

Mayor Allen read letters which have been received in regard to the proposed projects from the following residents:

Judy Dawson
Dirk Van Meurs
Andrew Noble
Katherine Kirk
Floppy White
Dorothy Garner
Charles Thissell
Marilyn Noble
William Stapp
Roy Claxton
Douglas Moore
George Jewett
Doris Hambly
Veronica Morris

Lavina Calvin
Louise Little
John Willcutt
Robert Elliott
F. E. Ford
Lillian Roddy
Ross Property Owners
Charles Diehl
Edward Vikart
J. Philip Broyles
N. H. Hong
John Tozzi
Mary Brown
Evelyn Federline
William MacKay
C. Wray Humphrey
Christopher Lewis
Edna Cole
Richard Salladin
Tom Terry
Jack Sheehy
Meredity McKendry
Lucy Salz
Stephen Holmes
Bruce Potter
Rhoda Boyd
John Benedict
Harold Lerner
Emanuel Mula
Ethel B. Ingham
Dick Treadwell
Katherine McLaughlin
Sanford Paganucci
Jim Dawson
Thelma MacCabe
Sol Abrams
Alfred Spalding
Robert D. Ford
Emmet Commins
Melville Baruh
Ken Siebel
Leona Coombs
David Camp
E. A. Ostaggi
Charles Doyle
W. Luyties
Winston Jones
Bennet Skewes Cox
Donald Jennings
Margaret Spencer
Frances Miller
Mrs. Claude Hart
Jack Gazzola
Gay Jessup
Thomas W. Weisel
Milton Gabbs
Marshall Martin
Juanita Gilbert
Boatner Chamberlain
The Katharine Branson School

6. Comments by Representatives of Project Sponsor

Attorney Lee Jordan, representing The Katharine Branson/Mt. Tamalpais School, asked to say a few words about the stance that KBS takes in this present controversy. The School has been a good neighbor in Ross for fifty years. It has tried to maintain a degree of decorum and has tried to approach this problem rationally. The School believes firmly that what is proposed is not only good for the school but also for the community. The purpose of this meeting is to determine whether the EIR, which analyzes the master plan, has thoroughly and objectively identified the effects on the environment. Most of the people who wrote were concerned and opposed to further expansion and enlargement of the school, which does not intend to increase

over the present 320 students. The School will agree to any binding legal document which will limit enrollment to that figure.

The master plan is for use of the present site for the present enrollment.

Mr. Jordan reviewed the project and stated that it will be revised to eliminate the practice field. He explained that expansion of the playing field will merely take an existing soccer field and allow it to be used in regulation fashion. A normal spectator crowd is usually 60 to 70 people. He objected to item C concerning the implementation of the plan, particularly construction of the parking lot, prolonging some community opposition to the school and its activities, stating that this would not be an adverse impact.

Mr. Jordan urged the Council and community to come to grips with the problem as it really is. The school's expenses on the delays have exceeded $80,000 and are costing $5,000 per month because of increased construction costs.

7. Comments by Representatives of Project Neighbors

Dr. W. James Dawson stated that the growth of the school to this point has far surpassed the negative impacts as far as living harmoniously with its neighbors. None of the neighbors have objected to any use permit the school has asked for up until the school exceeded 264 students. He read excerpts from several letters written by Headmaster Richardson starting with 1968, which continually mentioned a larger enrollment needed by the School. Dr. Dawson also expressed concern about the soccer field, swimming pool, tennis courts and auditorium.

Sanford Paganucci said that in 1974 the one thing that was questioned was uncontrolled growth of the school and that the real issue is still one of growth. No master plan was available for all to see until his group started asking questions about it in 1974.

He quoted from a letter written by Kenneth F. Siebel, Jr., an investment banker whose home adjoins the school campus,

in which he expressed concern that the rapidly accelerating costs of private education might force the school to increase its enrollment to between 450-500 to maintain a cost/student of under $5,000.

Mr. Paganucci listed a number of residents who are also concerned with the growth of the school, among them Bennet Skewes-Cox, George Hart, Lester Bricca, "Doc" Cook and R. Berndt.

It was decided by the Council and the attorneys for both sides that Mr. Sydney Williams of the firm of Williams, Platzek & Mocine, who is prepared to discuss the EIR, will be scheduled for the continued meeting on May 5th to allow comments by the public.

8. Comments by the Public

1. Brad Artson, San Francisco, speaking as president of the senior class of the school.
2. Ashford Wood, Shady Lane.
3. Hans Baldauf, San Francisco, president of the MTS student body.
4. Jack Paynter, Upper Road.
5. Bill Mackay, Hillgirt Avenue.
6. Martha Jennings, Fernhill Avenue.
7. Barry Landfield, 24 Chestnut.
8. Joseph Matan, Fernhill Avenue.
9. Tom Guerin, Ames Avenue.
10. Pricilla Bradford, 10 Fernhill Avenue.
11. Genny Wilson, Upper Road.

9. Adjournment

At 12:00 P.M., the meeting was adjourned to 8:00 P.M. on May 5, 1977 at the Ross Grammar School in the Multi Purpose Room.

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MAYOR

A T T E S T

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Town Clerk

B. *MINUTES OF THE PUBLIC HEARING ON THE DRAFT ENVIRONMENTAL IMPACT REPORT OF THE MASTER PLAN OF THE KATHARINE BRANSON/MT. TAMALPAIS SCHOOL, HELD ON MAY 5, 1977*

1. *Roll Call*

Mayor Allen opened the meeting at 8:05 P.M. with a call for the roll:

Present: Mayor Allen, Councilmen Jones, Chase, Osterloh, Maginis and Attorney Rosenberg.

3. *Purpose of the Meeting*

Mayor Allen announced that the public hearing on the draft environmental impact report of the master plan of KBS/MTS was continued from April 28.

Mr. Chase stepped down from the Council table.

4. *Review of the Environmental Impact of KBS/MTS by Williams, Platzck & Mocine*

Mr. Sydney Williams read from his review, covering the following subjects:

A. Pertinent Planning Principles

B. Institutional Locational Criteria

C. Analysis of Tangible and Intangible Impacts

D. Mitigation - How to solve the environmental impact problems of KBS

He recommended that the Town revise and strengthen its zoning ordinance and general plan and also that the draft EIR consider in greater depth site selection criteria for a private school, traffic and parking impacts, noise impacts, and the possibility of increased enrollment.

Dr. Lampham discussed revenues and expenditures of the School and showed slides of parking problems on Fernhill Ave. on a normal school day and on Friday, April 22, 1977 when a fashion show fund raising event took place.

5. Response by Ecumene Associates

Dr. Donald G. Holtgrieve, project director, responded that his report did not contain a section on the economic viability because that question is beyond the scope of an EIR. He said the School had assured him that the enrollment would be stabilized at 320 students.

He offered comments keyed to the Williams, Platzck & Mocine memo dated March 25, 1977:

C. Mitigations proposed and quoted in items A & B are not part of the project description.

D.1 Additional students would not pose a burden on public school facilities.

.2 Upgrading of physical facilities does not assume any enrollment increases.

.3 The 12 trips per day for single family residences is based on estimates by Cal. State Dept. of Transportation.

E. Breaking point has been met at 320 students.

F. Suggested construction noise mitigations should be considered.

G. Actually it is 3.9% of that part of the 1976-77 general fund gained from property taxes.

H. Answered all questions, 1 through 7.

6. Rebuttal by Project Sponsor

Headmaster Richardson explained various letters he had written over the years:

1. In 1968 when residents were slightly more than day students, enrollment was projected at 180.

2. In 1971 when it was contemplated adding boys to the school, enrollment was projected at 240, with a maximum suggested to a factor of about 10%.

3. At present, enrollment is 320 which is the maximum the school can accommodate.

Mr. Bob Brown, president of the Board of Trustees, explained that twenty-four members of the Board volunteer their

services to guarantee that the School can continue to provide excellent education to qualified students within a balanced budget. He warned that if the School is kept from updating the buildings it is doomed. A restricted budget will cause demise of the School and moving to another site would cost from ten to fifteen million dollars. He urged the Council to move ahead and allow the School to complete its proposed projects.

School Attorney Lee Jordan responded to the review by Mr. Williams:

1. He disagreed with the non-conforming use definition.

2. Regarding size, enrollment will not be increased beyond 320 students.

3. Disagreed with statement that school violates site selection criteria.

4. Praised the General Plan and Zoning Ordinance of the Town.

5. Stated that R. L. Stevenson School has enrollment of 375 (not 400) and has larger campus.

6. Stated there are no plans to light athletic facilities.

7. Felt tearing down old caretaker's cottage and open carport was not intangible impact.

8. Stated that all loading and unloading of students is presently at entrance to School on Fernhill Avenue.

9. Interscholastic events include archery, fencing, crew and golf.

10. Fashion show is the second largest function held at the School. The largest is graduation.

7. Rebuttal by Project Neighbors

Dr. W. James Dawson stated that all neighbors of the School, with two exceptions, are opposed to any possibility of growth, additional traffic to the School, and events which might bring outsiders to the School who would use the opportunity to case homes with the thought of vandalizing them. He

said the growth of the School during the past years has caused a definite impact on the neighborhood. He asked that the Council not separate the fact that the school is a neighbor the same as a single family is a neighbor.

8. Final Response by Town Engineer

Mr. Roy Hoffman, Town Engineer, stated that the purpose of the environmental impact report process is to provide the Town Council with sufficient information to properly evaluate the Master Plan. He felt that there were three major concerns for the Council:

1. Special events relating to increased traffic and noise and how to control this problem.

2. Effect on the neighborhood of concentrating traffic into one parking lot.

3. When the auditorium is increased in size, will this create additional traffic that the neighborhood does not have now?

He asked that these three concerns be further spoken to by Ecumene. He said that the verbal testimony will be summarized and incorporated into the final report. After hearing the additional evidence presented, as well as further deliberation, the Council will have received sufficient information to fully and completely evaluate the proposed Master Plan.

Dr. Holtgrieve observed that in the several communities he has worked with on EIR's, this probably represents the best representation of the spirit of the environmental quality act and that is that the impact report is a process, not necessarily a document. Response here and last week provided a great deal of valuable information which will be incorporated into the final impact report. It is reassuring to have it work this way. He said he would investigate to the satisfaction of the Town Engineer and the Council the question of traffic during special events, the concentration of parking and the question of the impact of the auditorium. Also, last week there were questions about the amount of traffic on Southwood and Hillgirt

and who uses the local streets on Sundays. The bulk of material received, both written and verbal, will be summarized. Transcripts of the hearing are available in the Town Hall. It is in the guidelines of the environmental quality act that reference can be made to documents rather than have everything put into the report.

In regard to some of the alternatives such as

1. Should the School close?
2. Should the School move?
3. Should the School reduce its enrollment?
4. Should the School acquire additional land and/or increase enrollment?

he feels are outside the project description of the Master Plan. If any of these alternatives are considered, then a new environmental assessment could be compiled and added to the present one.

He said he and Mr. Hoffman were waiting for direction from the council.

Mayor Allen announced that about twenty letters have been received which were written by people who attended the April 28th meeting, which have not yet been read by other members of the Council. These, too, will be available in the Town Hall. He then asked for comments from the audience.

The following residents spoke:

Bob Rorick, Ames Avenue
Jerry Wilson, Upper Road
Malcolm Manson, Upper Road West
Mark McLaughlin, 11 Makin Grade

9. Closing of Public Hearing

At 11:40 P.M. Mayor Allen declared the public hearing closed.

10. Council Discussion

Mayor Allen said, that in his opinion, Dr. Holtgrieve's offer to include an additional chapter on economic impacts does not deal with the environment nor do comparing the School budgets with Town budgets. He explained that as soon as

engineering studies are certified as to traffic on Fernhill, Norwood and Glenwood, radar may be used and the Town will be able to determine who is speeding on these streets.

Councilman Jones stated that Mr. Dickman wrote a memo which was part of a packet received by him shortly before noon. He felt most of the members of the Council had not had time to read the documents presented. He requested staff and Dr. Holtgrieve investigate the memo regarding the draft EIR notes that he wrote because there are a number of points raised that should be assessed to determine if they are reasonable to be incorporated as items of the report. He said he would be upset to find that the Council had done something that was improper and had not considered all the factors, regardless of what the source of the facts was.

Mr. Jones further mentioned that Mrs. Wilson stated that a large fund raising, called Durby Day, is no longer being held at the KBS site, but for the second year will be held at the Bagrielson property. He felt this would be a reasonable point of investigation for the EIR as to why it was moved and what effect, if any, it has had on the School by reason of the move and what effect, beneficial or adverse, it has had by the new location at Glenwood and Lagunitas Road.

Councilman Maginis asked the time frame in which the work would be accomplished, should the Master Plan be approved. Mr. Ricahrdson replied that the work would be done over a period of years, depending on how rapidly money is raised and how the Board of Trustees makes allocations. The School has money to relocate the academic building, for which a use permit was applied last June, and has money for the parking lot and tennis court relocation. $200,000 is available for which matching funds are currently being sought, to develop the auditorium and residence. These are the only projects which are at all imminent. Mr. Maginis asked if bleachers are planned for the soccer field. Mr. Richardson replied that they are not. Mr. Maginis asked if a public address system is planned. Mr.

Richardson replied that none has been suggested. Mr. Maginis asked that these facts be included in the final EIR.

Mrs. Osterloh echoed Mr. Jones' concern. She said the Council constantly receives memos and letters objecting to procedures and that these are legal questions and technicalities. She asked Mr. Rosenberg and everyone else concerned to be diligent so that the hearing will not have to be repeated because of some minor legal objection. She said rehearings would be to the detriment of the entire community.

Mayor Allen informed Dr. Holtgrieve that all the information in Town files will be available to him to aid in preparing the final report. He said it has been suggested that the report be expanded on the no-project alternative, explanation of why the proposed project is believed by the project sponsor to be justified at this time rather than reserving an option for future alternatives, perhaps obtaining economic data and more study relative to parking.

Dr. Holtgrieve asked for and received assurance from Mr. Dickman that a copy of his special packet will be sent to him. Dr. Holtgrieve said he would meet with Mr. Hoffman and together they will work out what additional material should be included. He could give no exact time for the completed final report.

11. Adjournment

The meeting was adjourned at 11:40 P.M.

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MAYOR

A T T E S T

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Town Clerk

SECTION III

SUMMARY OF "THE REVIEW OF THE ENVIRONMENTAL IMPACT OF THE KATHARINE BRANSON SCHOOL ENLARGEMENT ON THE TOWN OF ROSS, CALIFORNIA"

Introductory Note: The full report from which this summary was taken is on file at the office of the Town Clerk in Ross, California. The abstract presented here is made up of items specifically asking questions about the Draft EIR or criticizing it. Responses by the EIR consultant follow each comment from the Williams report. The reader is referred to the full Williams report for its content on planning theory and other supplemental data.

A. PERTINENT PLANNING PRINCIPLES

Comment: "The construction need to accommodate a larger enrollment naturally raises other issues, since this construction would take place in the school's confined valley up among the wooded hills of Ross, and all building materials and equipment must be hauled up winding roads fronted by single family houses to the site. It is not known whether the construction will be concentrated over a short time period or stretched out into the long term future."

Response: It is suggested that construction contractors be advised to bring in materials in non-peak traffic hours wherever possible. Phasing of the master plan implementation is detailed in the economic study portion of this document. Upon granting of permits, construction of the upper parking lot and tennis courts and moving and renovation of the academic building would take place first. The auditorium phase of the plan would then be begun. The remainder of the plan would then be implemented gradually over at least a ten-year period. As

noted in the hearings, the demolition of New House has been dropped from the master plan. It will be brought up to building code standards and used probably as the Headmaster's residence. The present Headmaster's residence and other properties on Circle Drive will probably be sold. Any construction that may cause inconvenience to students or neighbors will probably take place in summer and should be accomplished in as short a period as possible.

B. INSTITUTIONAL LOCATIONAL CRITERIA

Comment: "What assurance can there ever be that it [the school] may not need still further expansion in its enrollment and its physical plant in the near future?"

Response: As noted in the EIR, Ecumene's architect has determined that past enrollment increases were accommodated by bringing the plant up to its full utilization capacity. Further study of the plant's present and future utilization is offered in Section VIII of this document. The potential for larger enrollments as a result of economic necessity is discussed in Section IX.

Comment: "It is noteworthy that the location of the Katharine Branson School apparently violates all of the criteria by which such a school would normally be sited in Ross in terms of accepted planning principles."

Response: It is also well known among planning practitioners that planning must consider the historical circumstances for location decisions and be able to compare them with present day criteria but not combine the two; i.e., it is irrelevant that a new school would or would not be permitted at its present location at the present time. It is also well known in location analysis theory and practice that institutions with a long history can be very successful in spite of environmental changes around them and, in fact, may end up in circumstances very different than experienced by their founding fathers (i.e. University of Southern California near Watts,

or Stanford in urbanized Palo Alto). In most cases it is impossible to separate the causes or effects of the institution's location in relation to its surrounding social environment. In discussions with two professional location analysts*, the above concepts were confirmed, and it was further noted that the "human preference" for or against a place can weigh as much as 30% in relation to other location decision criteria. This "location inertia," the location of an activity or institution over time, is used in almost all formulas and criteria for location analysis and theory.

With respect to the location criteria mentioned by the Williams report, a comparative survey was made of thirteen other private secondary preparatory schools. The results are shown on Table I.

Comment: "A private school such as KBS would be given a site on a major thoroughfare adequate to handle faculty and student traffic together with public invited for special events and trucking in of supplies, construction, etc."

Response: Although it is probably not a welcome statement to residents near the school, the Town general plan notes Shady Lane as a collector street. Consultation with Mr. Russell Pearson, consulting traffic engineer in Sunnyvale, California, confirms our previous statement that the engineering capacity of Fernhill Ave. and Shady Lane is about 900 vehicles per hour and Norwood, due to the narrow bridge, is about 500 vph. We have earlier stated that an A level of service could be maintained at 230 vph. This is adequate for present enrollment and neighborhood traffic generation conditions. For consideration of special events, please see Section VII of this report.

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*Ecumene's location analyst, Mr. Carl Burns, M.A., has done over sixty location studies, and Dr. Richard Thoman, Ph.D., former consultant to the United Nations, Iran, and Canada, has written several professional articles and textbooks on the topic.

TABLE I

COMPARISON OF CALIFORNIA PRIVATE SECONDARY SCHOOLS

School	Enrollment		Faculty-Staff	Class-rooms	Acreage	Parking Spaces	Munic. Transit	1977-78 Tuition	
	Day	Boarding						Day	Board
Athenian	40	121	35	15	120	30	No (1)	2650	$4950
Castilleja	260	50	50	25	6	175	Yes	3000	$6200
College Prep.	160	0	25	12	0.25	0	Yes	2350	--
Drew	185	0	17	24	0.5	0	Yes	1850	--
Head Royce (2)	200	0	20	15	8.3	50	Yes	2450	--
Lick-Wilmerding	275	--	23	16	7	0	Yes	900	--
Marin Academy	230	--	23	30	9.5	100	Yes	2950	--
Menlo School	240	29	29	20	30	125	No	2400	$4400
R.L. Stevenson	190	175	38	28	28	81	No (1)	2500	$5000
Urban School	140	--	25	12	0.25	6	Yes	2850	--
Mean	192	94	29	20	20	57		2390	$5138
KBS-MTS	300	20	52	26	14.5	107	Yes (1)	3225	$5650

(1) Have school bus.

(2) High school portion only.

Comment: "Site Area Adequate for Facilities"

Response: The average site area for the schools surveyed was 20 acres. The acreage per student is 0.11. KBS-MTS utilizes 0.04 acre per student.

Comment: "Adjacent to Other Institutions"

Response: Please see Section VII, which references a school calendar of activities for the 1977-78 school year. Nearby institutions seem to be used, although it is recognized that few are within walking distance.

Comment: "Site Area Adequate for any Likely Enrollment"

Response: According to statements made in the public hearings, there will be no further enrollment increases. For optimum area per student see Section VIII.

Comment: "Optimum Physical Configuration for Site"

Response: With the elimination of the proposed practice field from the master plan, the only potential significant noise intrusion onto neighboring residences from normal school activities will be at the former Smith property, recently sold to Mr. and Mrs. George L. Briggs, III, and it is assumed that the new owner was aware of school generated noises with the present school enrollment of 320 students before he purchased the property. Other items dealing with the physical configuration of the campus are in Section VII.

Comment: "Transit Availability"

Response: Seventy percent of the schools surveyed on Table I had public transit access. KBS/MTS has public transit service within walking distance as well as its own busses.

Comment: "The Ross Zoning Ordinance has a weak and ambiguous non-conforming use section."

Response: Should the Town Council choose to change the zoning ordinance, the environmental setting of the proposed project will have been changed, and it would be discussed in subsequent environmental analyses, if any.

C. ANALYSES OF TANGIBLE AND INTANGIBLE IMPACTS

Comment: "... each of the above tangible impacts can and should be evaluated for several enrollment ranges: 100-200, 200-300, 300-400."

Response: What seems to be requested is three separate impact reports, two of which have no valid project description. It has been our understanding that the proposed project was to be implemented, if approved, with 320 students. This number has been the basis for the EIR. We doubt that a master plan for 100-200 students would be the same one as proposed here; however, as suggested, the following table may be helpful to decision-makers:

TABLE II

School Population	Trip Ends at School per Day	Peak Hour Traffic Generation[1]	Critical Noise Levels[2]
200	266	122	58 dBA
250	328	150	58 "
300	394	180	59 "
320[3]	420	191	59 "
350	459	208	59 "

[1]At Fernhill east of school entrance (main gate).

[2]At the main gate during busiest periods (L_{10} level) an enrollment of 100 would reduce noise level to 55 dBA and an enrollment of 450 would raise it to 61 dBA.

[3]Project as proposed.

Unfortunately, the suggested aesthetics and public services are not quantifiable at a level to be specific enough for these differences in population; however, it may be assumed in general that a lower population would be inversely related to demand for public services and aesthetics but not at constant proportions; i.e., 1/2 the present population would not necessarily require 1/2 the demand for electricity, etc.

Various enrollments as related to parking and economic impacts are discussed in Sections VII and IX, respectively. There would be almost no noticeable differences in biological, drainage, energy usage, air pollution, and water usage impacts if the physical plant were the same but holding different enrollments ranging from 100 to 400 students. This is due to the fact that the above impacts (air pollution excepted) are mostly due to physical plant utilization rather than individual student activities.

Air pollution, a function of vehicle miles traveled, would not exceed state standards even if peak hour traffic were to double on local streets. The traffic emissions on Sir Francis Drake Blvd. so dominate the Ross air basin that KBS neighborhood traffic would produce less than 0.01% of the pollutant concentrations under the worst meteorological conditions.

With regard to public safety, it would be safe to say that increased traffic would probably cause a proportionate increase in traffic accidents as the design capacity of the street is approached. At present there is no "base line" traffic accident data that could be used for comparison.

As noted in the Williams report, it is possible that the trash trucks would be able to service the school with one rather than two or three stops per week if enrollments were reduced.

With regard to piped water, each student and staff member uses 4.19 gallons of the school's 1559 gallons per day (swimming pool excluded).

Elimination of the non-Marin County students as suggested on page 14 of the Williams report would save 423.1 gallons per day.

As an additional note, if the on-site well were to go dry this summer, most of the established shrubs and trees could survive without irrigation. The lawns and younger shrubs would probably die.

TABLE III

Student Population	Estimated Total School Population	Gallons of Piped Water per Day	% of 1977 Use
100	116	420	26.9
200	232	974	62.5
250	290	1218	78.1
300	348	1461	93.7
320	372	1559	100
350	406	1705	109.3

Question: "Will the enlarged school result in a change in the neighborhood character and declining of property values?"

Response: See p. 102 of the Draft EIR. It is also noted that a residence next to the campus with asking price of $185,000 was just sold, and a home across the street from the campus is advertised for $325,000. A third home next to the campus is advertised as "Katharine Branson's Neighbor" and is listed for $112,000.

Question: "Are the enlarged athletic facilities out of place in this location on a site of this size?"

Response: Not when compared with State or Federal guidelines. See Section V of the Draft EIR and Section VIII of this report.

Question: "Should the school phase down facilities on this site and relocate these elsewhere?"

Response: This is a policy question without an environmental answer unless it is known just what facilities are proposed to be relocated. Section VIII of this report addresses the proposal to relocate athletic facilities.

Question: "Are any of the athletics to be lighted for night use?"

Response: No.

Question: "Are there any other intangible impacts resulting from Katharine Branson's expansion--a reduction in secluded, historic, wooded character of the present site, for example, as older buildings are torn down, in some cases to be replaced by tennis courts?"

Response: The number of conceivable intangible effects is open to the interpretation of decision makers. We feel that we have identified all of importance. It was our opinion in the Draft EIR that the replacement of the classroom building (Stairways) and the demolition of the carport and cottage would not constitute a negative impact on the aesthetic environment of the school. We have recommended intensive landscaping around new construction to preserve the wooded character of the area.

Comment: Section titled <u>The Contribution of the Ross General Plan to the Katharine Branson Decision</u>.

Response: The inadequacies of the Ross general plan in general are not considered part of this EIR. Revision of the plan is a separate question. No school development is proposed on the steep western slopes within the town limits (the Water District lands). The expanded parking lot near Fernhill Ave. would, indeed, affect the now cut over wooded area west of the present parking lot.

Comment: "<u>Effects of Size of School on Impacts</u>"

a. "<u>Traffic and Parking impacts</u>."

Response: See Section VII.

b. "Solid Waste Disposal"

Response: It is agreed that a reduction in students and/or meals served would reduce solid waste generation. The difference in air pollution, longevity of the landfill, and noise impact, however, would be microscopic (0.001% of project air pollutants, less than one-half day over the 20-year life-span of the landfill and less than 0.5 dB increase in L_{10} noise levels averaged over a day).

c. "Noise Impacts"

Response: We have already cited in the Draft EIR that perception and awareness of environmental noise has a great many variables, only one of which is the actual loudness of the source. It is true that trucks are at least 15 dBA louder than single cars. The truck and bus mix is considered in estimating predicted noise levels in the Draft EIR.

Comment: "The levels of noise above the neighborhood norm could most likely be reduced by at least 25% [with a reduction in sports activities]."

Response: This is not necessarily true. Noise is measured by its loudness and its time average. Loud peak incursions but less frequent would result in lower L_{10} levels. Likewise, longer but quieter sounds may raise L_{10} levels. Traffic noises are noted for various school populations on Table II. Table IV shows typical construction equipment noises, much of which can be mitigated by conditions on permits for hours of operation and for mufflers on equipment where possible (Table V).

d. "Public Safety"

Response: It is agreed that increases in traffic increase the probability of accidents. Letters from neighbors have indicated that the intersections of Southwood and Norwood at Shady Lane have low visibility; however, as indicated in the Draft EIR, no substantial regular increases in traffic are anticipated in that no student enrollment increases are proposed.

TABLE IV

NOISE LEVELS OF CONSTRUCTION EQUIPMENT

Construction Equipment	Level at 50 ft. (dBA)
Earthmoving	
Front loader	79
Backhoes	85
Dozers	80
Tractors	80
Scrapers	88
Graders	85
Truck	91
Paver	89
Materials Handling	
Concrete mixer	85
Concrete pump	82
Crane	83
Derrick	88
Stationary	
Pumps	76
Generators	78
Compressors	81
Impact	
Pile drivers	101
Jack hammers	88
Rock drills	98
Pneumatic tools	86
Other	
Saws	78
Vibrator	76

Source: Bolt, Beranek & Newman, Noise from Construction Equipment and Operations, Building Equipment, and Home Appliances, EPA, 1971.

TABLE V

IMMEDIATE ABATEMENT POTENTIAL
OF CONSTRUCTION EQUIPMENT

Equipment	Noise Level in dBA at 50 ft.			
	Present	With Feasible Noise Control[1]	Important Noise Sources[2]	Usage[3]
Earthmoving				
front loader	79	75	E C F I H	0.4
backhoes	85	75	E C F I H	0.16
dozers	80	75	E C F I H	0.4
tractors	80	75	E C F I W	0.4
scrapers	88	80	E C F I W	0.4
graders	85	75	E C F I W	0.08
truck	91	75	E C F I T	0.4
paver	89	80	E D F I	0.1
Materials Handling				
concrete mixer	85	75	E C F W T	0.4
concrete pump	82	75	E C H	0.4
crane	83	75	E C F I T	0.16
derrick	88	75	E C F I T	0.16
Stationary				
pumps	76	75	E C	1.0
generators	78	75	E C	1.0
compressors	81	75	E C H I	1.0
Impact				
pile drivers	101	95	W P E	0.04
jack hammers	88	75	P W E C	0.1
rock drills	98	80	W E P	0.04
pneumatic tools	86	80	P W E C	0.16
Other				
saws	78	75	W	0.04
vibrator	76	75	W E C	0.4

[1]Estimated levels obtainable by selecting quieter procedures or machines and implementing noise control features requiring no major redesign or extreme cost.

[2]In order of importance:
T = Power transmission system, gearing
C = Engine casing
E = Engine Exhaust
P = Pneumatic exhaust
F = Cooling fan
W = Tool-work interaction
H = Hydraulics
I = Engine intake

[3]Percentage of time equipment is operating at noisiest mode in most used phase on site.

We have recommended in Section VII of this report that stop signs be considered by the Town engineer for the school entrance. We have also recommended that for special school activities the police department continue to be notified and that they be asked to assist with traffic control (on public streets) if needed.

Also with reference to public safety in the school area, it is pertinent to note that the Police Department in conjunction with the Town engineer's office has conducted a study on average speeds of vehicles and recommended speeds for issuance of citations. The study is summarized in the minutes of the Town Council for June 7, as follows:

> Speed Surveys.
> Mr. Hoffman reported that in accordance with State legislation with respect to unjustified speed limits on streets and highways, engineering and traffic surveys were made on Bolinas, Glenwood, Fernhill, and Norwood Avenues to determine actual driving speeds. He presented those, together with an analysis to determine safe driving speeds, as follows:

Street	Average Speed	Unsafe Speed
Bolinas Avenue	28.2 m.p.h.	33 m.p.h.
Glenwood Avenue	19.2 "	25 "
Fernhill Avenue	23.6 "	28 "
Norwood Avenue	20.9 "	25 "

If details on the study are desired by interested citizens, it is recommended that they contact the Police Department or the Town Engineer.

e. "Drainage and Vegetation"

Response: The Williams report concurs with the Draft EIR.

f. "Water Consumption"

Response: See Table II.

Comment:"Analysis of the Specific Positive Impacts Listed in the Draft EIR."

a and b. "Positive Effect on Local Schools."

Response: The service area for Redwood High School includes the communities of Ross, Larkspur, Corte Madera, Kentfield, Tiburon, Belvedere, and Port of San Anselmo. A total of 126 students who now attend KBS/MTS show addresses in these communities in the KBS/MTS school directory and might otherwise attend Redwood High School if KBS/MTS were not available; however, discussion with Mr. Donald Kreps (Redwood High School principal) in April, 1977, confirms the observation that additional students would not pose a burden on public school facilities. It seems that since our original contact with Mr. Greenly, head counselor, a long-range population study was done by Mr. Torrey, Assistant Superintendent. This study showed a present enrollment of 2,556 and a five-year projection at 2,200. The addition of new students to Redwood would be welcomed as a benefit in light of these new observations. It is also agreed that decreases in public school enrollments decreases state ADA funds. Likewise, fewer students demand fewer teachers and services, resulting in both positive and negative effects on the public school system.

c. "Energy"

Response: It is not necessarily true that 200 students would use less energy than the current 320 students unless entire buildings were closed and their utility lines shut off. An enrollment of 200 students versus 320 would not necessarily result in a saving of at least 30% in energy expenditures from reduction in motor vehicles. That would depend upon whether or not boarding, bussing, or car pooling students were eliminated as part of the 120 reduction.

Comment: "The improvement of the internal site vehicular and pedestrian circulation as noted in the Draft EIR does not constitute a significant impact on the neighborhood or on the Town of Ross; as is the case with (E), improvement of learning and working conditions for students and staff at the school."

Response: The school campus is part of the environmental setting of the proposed project and its EIR.

Comment: "D. Mitigation - How to Solve the Environmental Impact Problems of the Katharine Branson School."

1. Determine Optimum School Size

Response: See Section VIII.

2. Relocate School to an Optimum Site

Response: Agree with this paragraph on p. 16 of the Williams report.

3. Relocate Athletics, Auditorium, etc.

Response: See Section VIII. Splitting the campus would increase traffic, especially of busses, considerably. Noise reduced by relocating sports activities would be replaced by greater noises and annoyances from busses.

4. Revise and Strengthen Zoning Ordinance and General Plan.

Response: Review of the Town zoning ordinance and general plan is certainly a worthwhile suggestion, but beyond the scope of the project as proposed or its EIR.

5. Strengthen Draft EIR ... comparing impacts of several enrollment ranges.

Response: The document at hand attempts to compare alternative enrollments wherever possible; i.e., no one suggested an enrollment of over 320 or less than 264. This range is addressed in assessing the physical and financial capacity of the school.

The sections entitled Appendix A and Appendix B in the Williams report are responded to in Sections VIII and IX of this report.

A Note on Format: It is unfortunate that many items addressed in the Williams report are responded to in separate portions of this report. Economy of space is our intention in cross referring items that appear in more than one of the several responses to the circulation of the Draft EIR.

SECTION IV

SUMMARY AND RESPONSES TO A MEMORANDUM ENTITLED "LEGAL DEFICIENCIES OF THE DRAFT EIR"

by Mullins, Wise, and Dickman,
Attorneys at Law

I. "THE DRAFT FAILS TO COMPARE THE IMPACT OF THE ENVIRONMENTAL SETTINGS BEFORE AND AFTER THE IMPLEMENTATION OF THE MASTER PLAN"

Comment: "It is not possible intelligently to study the impact of the physical changes called for by the Master Plan without studying the impact of the other things which were and are and will go hand in hand with such changes, namely the creation for the first time of a boys' school, the elimination of the boarding features of The Katharine Branson School, and the explosive growth in the student bodies."

Response: Section 15,142 is complied with in the Draft EIR. The environmental setting of the school is given under today's conditions because those are the conditions from which the Town Council must make its decision. As an added informational portion of the Draft EIR, a history of the school and its growth is given. We think that it was helpful that pre-1977 conditions were described in the hearings and that long-term changes have been noted in the volumes of correspondence and legal documents dealing with the school, but the EIR remains an analysis of present conditions compared to proposed future conditions. It is noted that none of the Town Council members asked questions about the history of the situation but, rather, confined their inquiry to present and predicted conditions. We presume they know what has happened in the area in recent years and can frame their decisions in that context if they so desire.

Comment: "The only proper definition of the project includes its three 'hand-maidens' -- establishment of the boys' school, elimination of the boarding features, and doubling of the student body -- and requires an examination of the broader environmental picture."

Response: The three "hand-maidens" referred to are historical events that have affected the school and the community of Ross, but they are not part of the project description. The disposition of New House is addressed in Section VIII of this report. It is now under consideration as a future Headmaster's residence.

II. "THE OBJECTIVES SOUGHT BY THE PROPOSED PROJECT ARE NOT SPELLED OUT"

Response: The objectives of the proposed master plan as presented by the school and as described in Section II of the Draft EIR are as follows:

1. To remodel an existing wing of the Administration Building for use in school assemblies and for special occasions, and eventually, in the remainder of the building, to develop fine arts facilities to replace those now located in New House.

2. To expand the gymnasium to regulation basketball court size, to provide facilities for gymnastics and dance now imposed on other space, and to replace and relocate locker facilities.

3. To relocate internal parking to a larger lot off Fernhill Avenue to allow space for relocation of the Academic Building.

4. To relocate the Academic Building, allowing for more efficient use of same and to bring the structure up to code.

5. To replace present classroom buildings (Oaks and Stairways) with a new classroom building. Teaching efficiency is the primary objective of this phase.

6. To extend the playing field to regulation size.

7. To replace tennis courts necessitated by extension of the playing field.

8. To replace and upgrade the swimming facility.

Other objectives are to improve the aesthetic quality of the school, particularly around the present upper parking lot and shed; to maximize efficiency and flexibility

in instructional and extra-curricular programs; and to comply with the request of the Town Council in making the school's long-term goals and plans more readily available to the public for review.

The overall objective of the master plan is to provide for the renovation and upgrading of facilities for 320 students over a planned and phased long term program rather than to apply for building permits on a piecemeal basis.

III. "THE MASTER PLAN MAP DOES NOT DESCRIBE ALL OF THE CHANGES"

Response: The attached map shows both present and proposed conditions (see page 35 following). The interior plans of buildings are available from the project architect upon request.

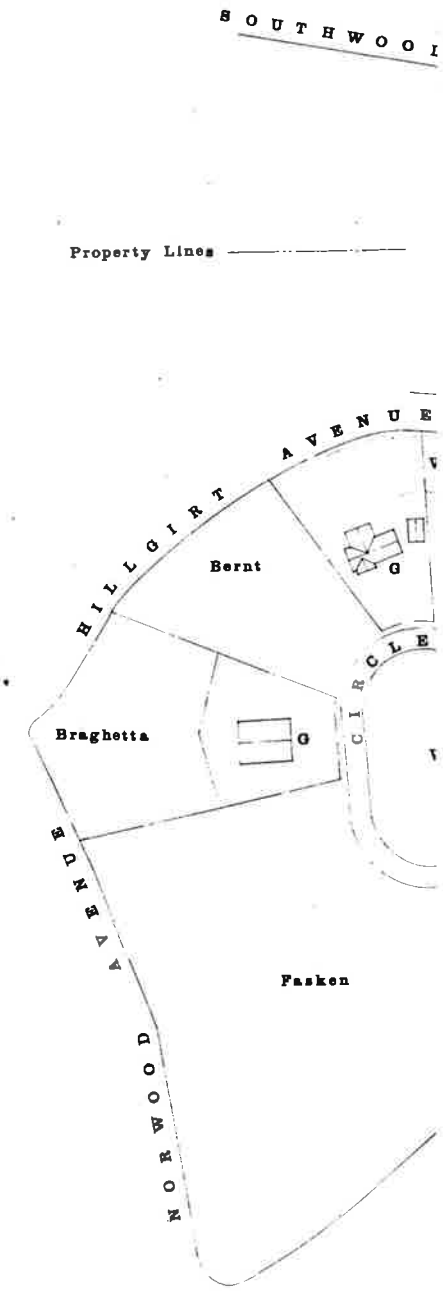
IV. "THERE IS ATTACHED TO THIS MEMORANDUM A PHOTOCOPY OF ADMINISTRATIVE CODE SECTION 15143 AND ITS SUB-DIVISIONS. 15143 REQUIRES A SEPARATE DISCUSSION OF A SERIES OF VERY SIGNIFICANT ENVIRONMENTAL ASPECTS IN ANY EIR. THE WRITER HAS BEEN UNABLE TO FIND COMPLIANCE WITH THE MANDATORY PROVISIONS OF 15143 IN THE DRAFT EIR AS PRESENTED"

Response: All impacts in the Draft EIR are labelled as such. There are eighteen (18) topic headings in the Draft EIR entitled "Environmental Impact."

V. "THE PROJECT'S LONG-TERM EFFECTS MUST BE DISCUSSED IN LIGHT OF THE REASONABLE ALTERNATIVES WHICH MIGHT ATTAIN THE SAME OBJECTIVES"

Response: As noted in Section IV of the Draft EIR, there are a number of possible alternatives to the proposed project. Some of the most realistic are these:

1. No Project -- school continues as is
2. No Project -- school closes
3. No Project -- on selected components of the master plan
4. Alternate site design
5. Alternate location of school to another existing facility
6. Alternate location of school to new site and build


SOUTHWOOD
Property Lines
HILLGIRT AVENUE
Bernt
G
CIRCLE
Braghetta
G
AVENUE
Fasken
NORWOOD

N

Each alternative is discussed with attention to possible choices that might be made by the two most significant decision-making bodies: the Ross Town Council and the KBS/MTS Board of Trustees.

a. No Project -- School continues as is.

If the Town Council were to reject the master plan by denying any further applications for building or use permits, the upper parking lot, tennis courts, and garages could conceivably still be built, in that a permit has already been granted. The remainder of the proposed project would remain "as is." In such a case, the safety of students may become a problem as buildings continue to age. For example, electrical work and an emergency door had to be installed recently in the Academic building to comply with the fire code. Dry rot and termites are found in the New House and Stairways buildings as well as the Academic building. There is also potential for such damage in other buildings, particularly the Administration building and Oaks. Essentially, prohibition of remodeling buildings will limit the life expectancy of the school. If remodeling were to be permitted to bring buildings up to code but not to modify their use as proposed in the master plan, the Board of Trustees would have to consider the advantages and disadvantages of continuing its program as it is presently structured.

b. No Project -- School closes.

If the school were to cease operation at its present site by relocation or discontinuance, it may be expected that single-family homes occupy the site or that the facility be sold to another institution.

If the site were to be occupied by another organization, it would be expected that traffic conditions similar to the present would occur, depending, of course, upon the kind of institution and its size. Subsequent occupance by another institution would also raise the question of conditional use permits and proper zoning for the site by the Town Council.

If the site were to be developed into one-acre, single-family home sites, road and homesite grading would be considerable. Such grading would produce short-term noise and dust impacts as well as increased traffic on local streets by contractor's vehicles. Without specific site plans, the environmental impacts of such a project can not be completely detailed, but the following general impacts could be anticipated:

1. Almost complete removal of shrub vegetation, but preservation of major trees, would take place.
2. Flood control channelization of Ross Creek would occur.
3. Utility lines and new streets would be installed.
4. Some increase in Town services would be expected.
5. Tax base impacts as shown in Table VI are estimated.
6. Other impacts as shown on Table VII are estimated.
7. Air pollution from traffic would be reduced from present conditions.
8. Surface water runoff would be increased over present conditions by 25% due to grading, pavement surfaces, and other impermeable surfaces.
9. Noise impacts from traffic would be reduced slightly. Noise from resident small children would probably be less than from the present student population.
10. Energy consumption may be increased over present conditions depending upon the design of new structures.
11. Land use would conform to Town zoning ordinance.

c. No Project on selected elements of the plan

If the No Project action were to be incorporated on portions of the master plan, certain effects may be anticipated. For example, if the Academic building were not to be relocated but upgraded in its present position, the lower parking lot would remain. Other effects would be increased remodeling costs, loss of potential space in the proposed lower level, and sacrifice of space in the Academic quadrangle. The exterior of the building would remain essentially the same.

TABLE VI

ESTIMATED REVENUES AND COSTS
FOR TOWN SERVICES IF THE SCHOOL SITE
WERE TO BE DEVELOPED INTO
FIFTEEN SINGLE FAMILY HOMES

General Fund Expenditures[a]	1 Single Family Dwelling	15 Single Family Units	814 Single Family Units[b]	829 Single Family Units
Fire Department	$ 87.81	$1317.15	$ 71,481	$ 72,798
Police Department	148.42	2226.30	120,814	123,040
Street Department	158.77	2381.55	129,240	131,622
General Government	96.16	1442.40	78,274	79,716
Capital Expenditures Reserve	22.36	335.40	18,200	18,535
Total	$513.52	$7702.78	$418,009	$425,712

[a]General Fund Revenues from all sources:

1 single family dwelling	521.72
15 single family units	7,826
814 single family units	424,678
829 single family units	432,504

[b]As per 1976-77 Town Budget.

TABLE VII

COMPARISON OF SCHOOL VS. HOUSING IMPACTS
AT THE KBS/MTS SITE

Impact	With 15 Single Family Homes	School Under Present Conditions	School With Proposed Master Plan
Resident Population	57	20	30
Day Population	23	370 (1)	370 (1)
Traffic Generation	180 veh./day	420 veh./day	420 veh./day
Water Use (2)	6,000 gal./day	1,559 gal./day	1,559 gal./day
Sewage	5,130 (3)	11,160 (4)	11,160 (4)

(1) Includes faculty and staff.

(2) Not including wells.

(3) At 90 gallons per person per day.

(4) At 90 gallons per person per day.

A No Project decision on the proposed athletic facilities would essentially continue the physical education and athletic program in its present form. As such, use of the undersized pool, gymnasium, and playing field would continue and some competitive events would be off campus. In the past, rental of a neighboring basketball court and swimming pool has been incorporated, but there is no assurance that the rental arrangement will continue indefinitely.

Transportation of students off campus for P.E. and inter-school events would result in increased vehicle mileage (and number of trips per day) and expenditure of time that might otherwise be put to use in other endeavors. It is also noted that removal of the sports and physical education experience may harm the overall development of school morale and certain individual student educational and developmental processes.

The most expendable of the P.E. facilities is probably the swimming pool. In comparison to other items, it would be easier to negotiate rental of a pool off campus* and the pool is the single largest noise source on campus when it is in use. If the pool were to be removed, the space could be used for parking or for tennis courts. Placement of the tennis courts on the pool site would allow expansion of the playing field. Placement of parking in the pool area would allow removal of the lot next to the Academic building without consequence to the upper lot; however, since swimming is sometimes a life-or-death determining skill, it is stressed that no matter what the location of the pool, all students should have opportunity to use it to their maximum benefit.

d. Alternate Site Designs

Some of the various site designs considered in the school master plan since 1963 have been a regulation 440 m. track, a playing field where the swimming pool now is (discarded because it would require a 340-foot long retaining wall plus grading), and two differently designed parking lots where the present upper lot is now located. One parking lot was considered that incorporated two levels but was rejected due to cost, elimination of trees, and the requirement of significantly more grading than other single-level plans. The other parking lot was designed for 48 spaces in a diagonal design. The major disadvantage of the lot location and design was lack of provision for tennis courts. Its major advantage was a minimal view from Fernhill Ave. and preservation of the former wooded glade at the westerly end of the campus adjacent to the Briggs property.

Other parking lot design configurations not originated by the school but offered for consideration by the environmental consultant are in Section VII of this report.

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*For example at College of Marin, though no feasibility exploration has been made.

THE KATHARINE BRANSON SCHOOL / MOUNT TAMALPAIS SCHOOL

Ross, California

EXISTING FACILITIES

1 Entrance Gates
2 Administration Building
3 Dining Hall
4 Classrooms
5 New House
6 Cottage
7 Circle Cottage
8 Hillside
9 Brookside
10 Assistant Headmaster's Home
11 Championship House
12 Prep Day Field
13 Gymnasium
14 Academic Building
15 Oaks
16 Staff apts.
17 Arts and Science Building
18 Library and Study Hall

PROPOSED NEW FACILITIES

Phase 1

A Fine Arts Library Center
B Portable

ALTERNATE PARKING LOT DESIGN

e. Alternate location of school to another facility

From 1967 to 1971, over a dozen alternate locations for Mount Tamalpais School were considered. The basic locational criteria were that it be close to The Katharine Branson School to permit common use of personnel and certain facilities conveniently within the school schedule, and that it be within commuting distance of San Francisco as well as Marin residents. Some of the more active proposals were as follows: (a) The estate at Lagunitas and Glenwood avenues. A use permit was denied in 1959. (b) San Francisco Theological Seminary. Acquisition was discussed but offer to sell or lease was withdrawn. (c) Dominican Novitiate in Kentfield. A use permit was denied by the County Planning Commission. (d) Five hundred acres in San Anselmo on Old Bolinas Road. Determined to be too costly. (e) St. Vincent School Near Novato. Offer to sell never materialized. (f) Marist Order site in San Rafael, site of Mt. Tamalpais School for Boys closed in 1950's. Rejected due to cost. (g) Marin Town and Country Club in San Anselmo. Rejected due to cost. (h) San Rafael Military Academy site then owned by Episcopal Church. Land sold to Marin Academy.

In each of the above cases the sites considered were for the Mount Tamalpais School only. Relocation of the entire KBS/MTS program has not been considered by the Board of Trustees or the Headmaster.

It is beyond the scope of the environmental consultant to institute a search for alternative site locations for the school. Such a location study should be undertaken only at the direction of the Board of Trustees with explicit guidelines; however, it is recommended that the Board not rule out such an alternative at least until the Town Council makes its recommendations concerning the proposed school master plan.

f. Alternate Vacant Site-- build new facility

The advantages of this option are that a school for any number of students can be planned and the widest choice of potential sites is possible. The major disadvantage is

the cost of new construction and land acquisition. It is our opinion that acquisition and construction of a completely new school in Marin County is impossible at this time without very large financial donations or gifts. A somewhat lesser objection might be the loss of the feeling of tradition now expressed at the present campus. Again, if a new site were found by school decision-makers, an entirely new environmental assessment would no doubt be required by the local governmental body before construction could begin.

Comment: "Absolutely nothing in the EIR deals with these kinds of fundamental questions which go to the question of the necessity for the project."

Response: The Draft EIR does not undertake to "explain whether the project [in terms of the establishment of the boys' school, the doubling of the student body, and the elimination of residential students] is truly necessary," because none of those items is part of the proposed project plan. The presence of boys, the number of students, and the recent decline of resident students are facts, not project plans.

The question of necessity of the project is a short-term vs. long-term situation. The project is certainly not necessary on a short-term basis, i.e. five to ten years. In projecting longer range needs for the continued quality of education at the school, the buildings will surely need replacement or renovation.

There is no absolute necessity for upgrading the physical education facilities other than the fact that doing so would make KBS/MTS P.E. programs of a quality comparable to other private high schools (an exception is the absolute necessity for improving locker room facilities). The necessity for the expanded parking lot is based on the eventual necessity to upgrade the Academic building as efficiently as possible. Obviously, if the Academic building were to be planned so that it were not moved, then the lower parking

lot could remain. Likewise, relocation of the tennis courts is related to the proposed extension of the playing field. The declared necessity for extension of the playing field is to allow for competition soccer games with other schools and to allow team practice and P.E. instruction on a regulation field.

Although tangent to the question of necessity for a regulation field, it is noted here that soccer has become increasingly popular in California and in Marin County.* The increased popularity of the sport will eventually increase the demand for suitable fields by school teams and, perhaps, other teams in the area, if they were permitted to use the KBS/MTS field; however, it is noted that "outside" use of school facilities is now discouraged due to insurance regulations, and there is no provision in the master plan for spectator seating or field lighting.

In summary, the necessity for each component of the master plan is related to the other components. To change one may change several others. The following list is a ranking of the project components from most to least necessary in the opinion of the school administration: (1) Academic building relocation, quadrangle enlargement, and new parking lot. The need is based on the requirements for upgrading the Academic building and the teachers' and students' request to have the administrative offices closer to the academic areas. (2) Auditorium construction. Need is based on the inconvenience now felt by students and staff in having assemblies outdoors (also a noise source) and having plays in the gymnasium thereby interfering with the P.E. program. (3) Enlargement of playing field and construction of new tennis courts. This component is actually part of the construction program

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*Marin Independent Journal, June 1, 1977, and San Francisco Examiner, June 22, 1977. The first article notes that over 3,000 youngsters are now playing soccer in Marin and the number is growing. The second article foresees a continued national and regional interest in the sport.

associated with item (1) above due to cost savings in having it all done together. Need is based on the desire of staff to upgrade P.E. facilities to regulation dimensions. (4) Gymnasium improvements in three phases to include replacement of locker rooms, the gym floor and faculty offices in the first phase. The second phase would include development of a gymnastics area, and the third phase might include squash courts. Need for the above is based on the age and inadequate size of present gym facilities. (5) Lower platform tennis courts. Need based on the popularity of the sport with students and demand for more facilities. (6) Swimming facility. Need is based, again, on the size of the present facility and demand for more utilization, especially in competitive events where pool length is important. (7) Other items, including potential new uses for Crossways, New House, and Oaks; construction of the classroom building; and relocation of Circle Drive are long-range projects based on available funding and the structural durability of buildings. Need is less critical but seen as existent some time within ten to fifteen years.

Comment: "In this connection, what are the 'basic objectives' of the project, anyway. We are not told."

Response: Again, the basic objectives of the master plan are to offer to the Town Council and other interested parties a plan for upgrading physical facilities for programs now at the school. To our knowledge there are no new programs or activities planned for the proposed physical improvements.

Comment: "Section (e) of the same California Administrative Code requires, 'In addition, the reasons why the proposed project is believed by the sponsor to be justified now, rather than reserving an option for further alternatives, should be explained.' It is not."

Response: The project proponent feels that since the funds for implementation of the first phase of the plan are

available, the project ought to begin. It is felt that delays would result in additional expense in that construction costs are continually rising. It is also believed by the project sponsor that reserving too many "options for further alternatives" is inconsistent with formulation and presentation of a specific long-range master plan and EIR as requested by the Town Council.

It is agreed that approval of the first phase of the master plan implies an approval of the whole master plan and with it approval by the Council for the school to continue operation at its present site, under whatever conditions the Council imposes, into the long-term future.

Comment: "Administrative Code §15142(g) requires that an EIR

> Discuss the ways in which the proposed project could foster economic or population growth, either directly or indirectly, in the surrounding environment.... Also discuss the characteristic of some projects which may encourage and facilitate other activities that could significantly affect the environment, either individually or cumulatively. It must not be assumed that growth in any area is necessarily beneficial, detrimental, or of little significance to the environment.

...

Apart from generalizations, the draft does not concern itself with the anticipated increase in traffic, noise, litter, etc. associated with the development on the campus site of interscholastic athletic facilities and an enormous auditorium."

Response: The project, as proposed, will not foster population or economic growth in Ross. The number of resident students and number of school employees is not expected to change.

Portions of the project that may encourage or facilitate other activities that could, in turn, affect the environment are development of the P.E. facilities and construction

of the auditorium. With attention to this possibility a complete listing of all school activities has been prepared for the 1976-77 school year. The list is a day-by-day compilation of all activities including the numbers of students involved, the time of the event, the mode of transportation to or from the event, and the kind of activity as broken into the following categories: Regular school program, Athletic, Extra-curricular, Educational, Alumnae, Parent, Trustees, Community, Special, and Dances. Copies of the complete study are available from the KBS/MTS administrative offices.

The traffic and parking implications of the study are addressed in Section VII of this report, while actual facility usage is described here. In that the 1977-78 and future programs are not yet prepared, predictions as they relate to the master plan are based on the 1976-77 calendar.

SCHOOL SPECIAL EVENTS AND FACILITY USAGE

A. The Summer Program

In the months of June-August, 1976, as a community activity 112 persons were transported to the MCDS pool daily Monday through Thursday. Each day's activity required 6 bus trips. Also as a community activity, a soccer camp was held on a daily basis with 35 students participating. The regular school summer session involved 33 students on a daily basis and finally, a group of 27 college students (Westminster Choir) resided in the campus dorm and commuted to and from their classes on a daily basis. Of the above activities, the two community functions, the swim sessions and the soccer camp, would be affected by the master plan if implemented. Use of an on-campus pool would decrease traffic and use of a regulation soccer field (also noting the increased popularity of soccer as observed in local newspapers) would increase traffic. The critical factor here would be an enrollment limitation on the number of students participating in the camp or clinic. Continuation of the 35 student limit would

not pose a significant impact on the facility or the surrounding neighborhood.

B. Regular Term Assemblies and Other Potential Uses of an Auditorium

The opening day assembly is one of the largest events in the fall term, drawing 393 students, staff, parents, alumnae, and board members. It is usually held outdoors. The program and number of attendees would have to be modified if it were held in a 350-seat auditorium.

A daily use of the auditorium would be for assemblies totaling 350 faculty and students. They are now held outdoors or in the gym.

Other events that might utilize the auditorium are Parents Day (Saturday) with 440 participants, Open House (a total of three Sundays, one each in November, December, and January) with 150 participants, and two plays (evenings) with a range of 235 to 275 in attendance.

Activities in the spring term will probably be similar but may also include College Night with 100 participants, Irish Day with 350, Fashion Show with 350, Peace Corps Day with 111, and two plays averaging 300 in attendance.

It appears that the auditorium will be effectively used and that the 350-seat capacity is appropriate for a total school daytime population of 320 students plus faculty. If student enrollments were to be reduced to 260 or less the auditorium interior size would probably not be reduced since attendance at the aforementioned functions would not change significantly.

C. Use of the School Playing Field

The playing field is used throughout the day for P.E. classes and from approximately 3:00 to 5:15 p.m. for inter-scholastic teams.*

In the fall term (until November), the field is used by the KBS field hockey team for practice and for games.

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*This information is from the KBS/MTS athletic departments, January, 1977.

Games occur once per week, with practice sessions scheduled for the other days. Games usually involve 25 participants and 25 spectators.

The MTS Varsity, J.V., and 3rd soccer teams practice two days per week on campus during the fall term. On all other days, for practice and for games, the activity presently occurs off campus. There are one or two games per week during the season, one-half of which would be off campus if a new field were to be constructed on campus. Each of the average of 12 home games (all teams) would be expected to involve 68 persons participating and observing.

The field is generally dormant from mid-November until January 1.

The MTS lacrosse team uses the field daily for practice in January and three days per week thereafter. Lacrosse games, now off campus, average 60 people in attendance.

The KBS soccer team practices on the field daily and has home games once per week during the season. A maximum of 50 persons participate in or view the eight home games.

Other uses of the field are by "outside" groups, such as Ross Little League.

It may be expected that enlargement of the playing field will allow 16-20 home games per year that would otherwise be played elsewhere. Traffic impacts of these additional games is discussed in Section VII.

The major potential impact of the playing field enlargement is the possibility of renting or otherwise letting "outside" teams use the field. As noted elsewhere, with soccer increasing in popularity, demands for available playing space continue to increase. It is suggested as a mitigation of potential impacts that the school limit the number of uses of the field by outside organizations as a condition of permit approval, the specific number to be agreed upon by the school administration and the Town Council.

D. Uses of the Gymnasium, Tennis Courts and Swimming Pool

As with the athletic field, the gymnasium is primarily used for P.E. classes. Other uses of the gym include interscholastic volleyball, badminton and basketball games; gymnastics meets, assemblies, plays and dances. There are 14 basketball games scheduled that include KBS and MTS Varsity and J.V. teams. Two badminton, three gymnastic, and six volleyball games are also scheduled. The maximum attendance at any of the above events is 60-70 persons including participants.

In that the seating capacity of the gym is not expected to increase significantly with implementation of the master plan, no significant impacts are predicted as a result of gymnasium alterations. As a mitigation for possible impacts on special occasions, it is suggested that scheduling and planning of activities consider the capacity of the building in setting attendance limits.

Use of the tennis courts is not expected to change as a result of the master plan. Only their location and condition will be changed. It is suggested that unauthorized use of the courts be prevented with gate locks and posted signs.

At present the school uses an off campus pool for sports events and the campus pool for recreation and some P.E. classes. Installation of a new pool would enable on campus swim meets (about 4 per year), with 45 participants and spectators in attendance.

There will be some noise impacts from increased swimming activities (approximately 70 dB at the source), and care should be taken to advise nearby neighbors when the events are planned to take place; however, this is not considered a significant impact due to the low intensity and duration of the anticipated noise.

E. Other Special Events

Derby Day is a fund-raising activity usually held off campus. Last year 400 persons attended at the private

residence on Glenwood at Lagunitas Avenue. According to one of the event planners, the activity was quite successful with minimum noise and traffic problems.* The other significant event held off campus is the Junior-Senior Dance.

In the fall term major on-campus special events include the School Picnic with 225 attending, an alumnae reception (146 persons), Fall Festival (400), Fall Athletic Banquet (360), Posada (250), Parents Day (434), and the Christmas Carols and Cantata (450). Spring term special events of note are Open House (150), Blue/Tam Party (250), College Night (100), Fashion Show (350), Sports Banquet (240) and Graduation (Prize Day) with 1,000 in attendance. The above events are held in the dining hall, outdoors or at a combination of places. None are seen to have major impacts other than traffic and parking, and are therefore discussed in that section of this report.

F. The KBS/MTS Physical Education Program

As stated in other portions of this section, the gymnasium, pool, tennis courts, and playing field are primarily used for physical education classes in the regular instructional program.

Most fall term activities are held inside due to rain and cold temperatures. In January, girls lacrosse is held on the field with 10-15 students during one class period.

The remainder of the activities, along with numbers of students, are summarized in Table VIII.

Assuming no change in enrollments, this program is assumed to be essentially the same in the future. Improved facilities will probably allow more flexibility in scheduling but will not necessarily result in larger classes. In fact, class size will probably be reduced as more P.E. teaching stations are made available.

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*Mr. Gerald D. Wilson, phone interview, May 6, 1977.

TABLE VIII

KBS/MTS PHYSICAL EDUCATION PROGRAM

Activity	Class Period	Days	Number of Students
Fall Term			
Hockey	1	MWF	30
Swimming/Lacrosse	2	MWF	35
Golf-Archery	3	MWF	25
Soccer	4	MWF	15
Speedball/Golf	5	MWF	15
Outdoor Education	5,8	TTh	7
Swimming/Tennis/Lacrosse	7	MTTh	40
Swimming/Tennis/Archery	8	MWF	30
Spring Term			
Tennis/Soccer	1	MWF	30
Flag Football/Soccer/Tennis	2	MWF	35
Golf/Archery/Swimming	3	MWF	30
Golf/Archery/Swimming	4	WThF	40
Speedball/Softball	5	MWF	15
Swimming/Golf/Softball/Soccer	7	MTTh	30
Outdoor Education	7	TF	5
Outdoor Education	8	MTWThF	5

Source: KBS/MTS P.E. Departments, January, 1977.

VI. "ECONOMIC FORECAST STUDY IS REQUIRED

Comment: "Article 9 of Title 14 of the California Administrative Code is entitled 'Contents of Environmental Impact Reports.' Its first provision, section 15140, bears the title 'General.' Subsection (g) thereof provides:

> Drafting an EIR necessarily involves some degree of forecasting. While foreseeing the unforeseeable is not possible, an agency must use its best efforts to find out and disclose all that it reasonably can.

"In light of the explosive and very recent enrollment growth at the Katharine Branson School, it is only reasonable for the Council to attempt, in some fashion, 'to find out and disclose all that it reasonably can' about possible future enrollment pressures on the Schools should their Master Plan be approved."

Response: Analysis of Enrollment Trends. A review of the professional literature in the last five years dealing with private secondary school enrollment trends leads to the following conclusions.

1. There is no evidence to indicate that the demand for private preparatory high schools is decreasing even with ever increasing tuition rates.

2. Likewise there is no evidence to suggest that there will be a long term 'boom' in private high school applications.

3. It is anticipated that nationally and regionally there will continue to be a segment of the population willing to pay for a sound college preparatory secondary education. This market will continue to be in excess of the 320 student spaces available at KBS/MTS.

In past years (until 1969) the number of students in private high schools throughout the country has declined:*

> The number of students in private high schools has declined in the recent past. Between 1965 and 1969 enrollment in private high schools declined by 21%, a

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*Johnson, Charles E. Jr. and Larry E. Suter. "Private Schools: Enrollment Trends and Student Characteristics," Education, Vol. 91, Fall 1971, pp. 237-242. Data used are from U.S. Census.

total of 304,000 students, while at the same time the number of public high school students increased by 12%, an increase of nearly 2 million students. Examination of the change in private school enrollment by residence between 1967 (the earliest year for which comparable residence data are available) and 1969 shows that the decline in private high school enrollment was less in the central cities than in the suburban areas.

In 1973, the U.S. Office of Education projected that 91 out of every 100 students will be attending public schools by 1980, a 2% difference from the 1970 rate.* Nonpublic schools are closing at the rate of about one per day, most of which are Catholic institutions. To afford perspective it is also noted that at no time in this century have private institutions enrolled as many as 15% of the nation's elementary and secondary pupils.**

According to a more recent (1976) study, "A striking resurgence is under way among the nation's independent schools--the prep schools--after several years of decline when they were being called rigid and anti-democratic."***

The National Association of Independent Schools (NAIS) reported enrollment in its member schools at an all-time high in spite of a drop off, now reversed, in boarding school enrollment between 1969 and 1973.

Reported also "unmistakable is the trend toward coeducational schools, whose share of the total membership has gone up from 38.3 percent in 1964 to 70.1 percent at present."

The report concludes that "prep schools seem likely to keep on fluorishing in the foreseeable future as an alternative to public education in spite of high cost."

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*Overlan, S. Francis, "Our Public School Monopoly," The New Republic, September 15, 1973, pp. 14-18.

**Ibid.

***U.S. News and World Report, May 31, 1976, pp. 51-52.

The latest (February, 1977) enrollment trends in NAIS member schools is summarized below:*

TABLE IX

INCREASES AND DECREASES IN NAIS SCHOOL ENROLLMENTS[a]

Schools	1971 -72	1972 -73	1973 -74	1974 -75	1975 -76	1976 -77
Girls' day	-0.9	1.1	-0.6	2.1	-0.1	2.4
Girls' boarding	-7.3	-1.7	-1.2	1.4	1.3	3.3
Boys' day	2.3	0.9	2.1	1.3	1.6	1.5
Boys' boarding	-0.9	-0.1	-0.1	3.4	1.1	2.4
Coed day	3.0	3.8	1.1	3.1	1.3	1.0
Coed day elem.	2.4	1.6	2.8	0.7	0.1	-0.2
Coed boarding	-2.0	1.7	2.6	0.4	1.8	3.5
All schools	1.1	2.1	1.2	2.2	1.0	1.4

[a]The figures given under each school year are the percent increases or decreases in enrollment from the previous year for each of the seven categories of schools in the NAIS membership. The overall gain in enrollment of 1.4 percent this year continues the pattern of steady annual growth that has prevailed during the past decade.

A review of KBS/MTS admissions statistics provides some indication of local trends in enrollment demand. Table X shows that since the 1973-74 school year the percentage of applicants accepted for admission has declined. In view of school overall enrollment increases until 1976, it is concluded that the number of applicants (demand) has increased while entrance standards have remained the same or become more stringent.

The local situation seems to parallel a national trend as reported in the Wall Street Journal:

> At private schools that have been accredited by state or regional associations, the sharp rise in enrollment hasn't yet brought a surge in construction

*National Association of Independent Schools, Statistics, February 1977, p. 15.

TABLE X

ADMISSIONS STATISTICS
NEW STUDENTS FOR ALL GRADES

		Final Applications		Candidates	
		Received	% of Total	Accepted	% of Applicants
1977-78 to 5/18/77	KBS Day	116	53.4	63	54.3
	Res	21	9.7	12	57.1
	Total	137	63.1	75	54.8
	MTS	80	36.9	58	72.5
	TOTAL	217	100.0	133	61.3
1976-77	KBS Day	93	44.7	60	64.5
	Res	19	9.1	8	42.1
	Total	112	53.8	68	60.7
	MTS	96	46.2	72	75.0
	TOTAL	208	100.0	140	67.3
1975-76	KBS Day	121	52.2	80	86.1
	Res	16	6.9	12	75.0
	Total	137	59.1	92	67.2
	MTS	95	40.9	76	80.0
	TOTAL	232	100.0	168	72.4
1974-75	KBS Day	74	38.0	57	77.0
	Res	27	13.8	14	51.9
	Total	101	51.8	71	70.3
	MTS	94	48.2	70	74.5
	TOTAL	195	100.0	141	72.3
1973-74	KBS Day	76	36.2	50	65.8
	Res	53	25.2	19	35.8
	Total	129	61.4	68	53.5
	MTS	81	38.6	68	84.0
	TOTAL	210	100.0	137	85.2
1972-73	KBS Day	54	27.1	38	70.4
	Res	65	32.7	44	67.7
	Total	119	59.8	82	68.9
	MTS	80	40.2	74	92.5
	TOTAL	199	100.0	156	78.4
1971-72	KBS Day	39	42.4	26	66.7
	Res	53	57.6	34	64.2
	TOTAL	92	100.0	60	65.2

TABLE X (continued)

		Final Applications		Candidates	
		Received	% of Total	Accepted	% of Applicants
1970-71	KBS Day	38	38.8	27	71.1
	Res	60	61.2	43	71.7
	TOTAL	98	100.0	70	71.4
1969-70	KBS Day	35	31.3	27	77.1
	Res	77	68.7	55	71.4
	TOTAL	112	100.0	82	73.2
1968-69	KBS Day	48	38.7	25	52.1
	Res	76	61.3	39	51.3
	TOTAL	124	100.0	64	51.6
1967-68	KBS Day	46	33.1	31	67.4
	Res	93	66.9	44	47.3
	TOTAL	139	100.0	75	54.0
10 year Average 1967-77	KBS Day	62.4	53.7	42.1	67.5
	Res	53.9	46.3	31.2	57.9
	TOTAL	116.3	100.0	73.3	63.0
5 year Average 1972-77	KBS Day	83.6	40.0	57.0	68.2
	Res	36.0	17.3	19.4	53.9
	Total	119.6	57.3	76.4	63.9
	MTS	89.2	42.7	72.0	80.7
	TOTAL	208.8	100.0	148.4	71.1

> of additional facilities or rapid expansion in teaching staff. 'Rather than expanding, schools have turned more students down,' says Mr. Thomas E. Wilcox of the [NAIS] independent school group. 'They are becoming more selective. It's not in the independent school's interest to expand too much and then have more students but a lower-quality educational experience. They would be defeating their purpose.*

The net effect seems to be the observation that "those [non-public schools] that are apparently surviving the financial pinch at the moment are forced to increase their tuition rates."**

In regard to the questions of whether or not the applications and enrollments will be lessened by increasing school costs, the previously cited U.S. News and World Report article stated "an average annual charge of $2,393 for the twelfth grade of coeducational day schools in the mid-Atlantic area, and of $4,350 at coed boarding schools in New England. Ten years ago, the comparable figures were $1,100 and $2,175. This year alone (1976), cost of attending NAIS schools rose, on the average, by more than 9 percent."

It continues:

> The general financial situation of the prep schools is characterized by a recent NAIS study that shows just over half of the schools operating in the black and just under half in the red--with half of the latter group reporting expenses exceeding income by less than 5 per cent. Increased private gifts, a sharing of facilities by different schools, and elimination of some frills have, in many cases, helped schools make ends meet.

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*Gottschalk, Earl C. Jr., "Paying for the 3 R's: Private Schools Boom Despite Their High Tuition," Wall Street Journal, April 13, 1977.

**Brickman, William W., "Financial Relief for Parents of Children in Non-Public Schools," based on testimony before the Committee on Ways and Means, U.S. House of Representatives, Washington D.C., August 16, 1972, in Intellect, Vol. 101, November 1972, pp. 82-83. See also Diserens, H.B., "Tuition Fees: A Realistic Approach," Independent School Bulletin, Vol. 35, December 1975, pp. 57-60.

> Still, rising costs constitute a major headache and are causing more and more private-school administrators to explore possibilities of acceptable forms of public support. To most of them, this does not mean direct public subsidies, which they fear would undercut the school's independence, but tax relief or vouchers to parents who select private over public schools for their children.

In the New Republic article cited previously, the author quotes three social scientists, sympathetic to the plight of nonpublic schools, reporting to the President's Commission on School Finance that "so far as we are aware, not one of the recent analyses of relationships between enrollment and tuition levels has produced evidence that parents are leaving nonpublic schools primarily because of increasing costs." They concluded, "one must be naive, uninformed, or dishonest to depict the current [1972] enrollment decline in nonpublic schools as fundamentally a consequence of cost increases."

A similar body of literature dealing with private colleges also concludes that, contrary to widespread belief, independent institutions are holding their own in competition with their public counterparts in spite of serious financial difficulties.*

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*See, for example, Fiske, Edward B., "Private Colleges are Holding Their Own," S.F. Sunday Examiner, June 19, 1977; Editorial, "The Stanford Fund Success," The San Francisco Chronicle, May 5, 1977. Related references not cited in the above review are: Kraushaar, Otto F., America's Non Public School, The Johns Hopkins University Press, Baltimore, 1972. Note particularly the chapters entitled "Making Ends Meet: The Crisis in School Finance" and "The School of the Future." Also Gilbert, Steven W., "The Crunch," The Education Digest, February 1977, pp. 46-49.

SECTION V

RESPONSES TO MEMORANDUM ENTITLED "REGARDING DRAFT ENVIRONMENTAL IMPACT REPORT" by Mr. Richard Wise

The critique of the Draft EIR by the firm of Mullins, Wise and Dickman is divided into six sections: (1) Parking, (2) Deletion of "Positive Impacts" from Executive Summary, (3) Classrooms, (4) Student Body, (5) Auditorium, (6) Traffic Projections. Most of the questions dealing with parking, traffic, classrooms, and the auditorium are addressed in other portions of the report at hand. Questions dealing with "positive impacts" and student body are covered in more depth in this section.

Comment: "Item B to say the least requires further study. This Item recites that tax revenues paid to the public school district and not directly used to educate KBS/MTS students constitute a 'slight gain to the school district.'

Response: If, as Mr. Richardson stated in 1969, 50% of those applicants who were accepted at KBS but elected to go elsewhere, chose to attend other private schools, the property tax revenues paid by their parents to local school districts is still a slight gain to the school district.

Comment: "Item C under 'Positive Impacts' seems to involve a relatively minor point. Could not improved use of insulation be used in remodeling to produce a comparable net savings in energy usage?"

Response: Yes

Comment: "Items D and E involve potential benefits to the Schools--not to the community at large."

Response: They are nevertheless positive impacts.

Comment: "In fact, the relocation of parking facilities cited in Item D will have a substantial adverse impact on the neighborhood since it will push the automobile problems to the fringes of the School property and foist these problems on the neighbors."

Response: It has been noted several times in the Draft EIR that the major negative impact of the parking lot will be on aesthetics and public opinion toward the School. There are no other "automobile problems to be pushed to the fringes of the school property." In fact, congestion at the School main entrance on Fernhill will be lessened by provision of parking lot entrances on Fernhill or elsewhere if it is so decided.

Comment: "In summary, there are no positive impacts on the community as a result of implementation of the Master Plan."

Response: Several Ross citizens in hearing testimony and by letter stated that they thought the School (presuming its continued operation) was an asset to the community. Opinion remains divided on whether or not the Master Plan, seen as an overall project, will be a net positive or negative impact on its neighbors.

Comment: "Using Mr. Brown's figures in connection with the present classroom structure on campus, the potential physical capacity is as follows:

3 labs	(16 X 3) =	48 students
24 classrooms	(24 X 18) =	432 students
		480 students"

Response: The detailed capacity analysis of the School plant is in Section VIII of this report. It is merely noted here that it is virtually impossible to fill every seat in every teaching station every period of the school day.

Therefore the 480 student capacity suggested is unrealistic.*

Comment: "A basic premise of the DEIR is that the student body will not increase over 320. There is no legal requirement that the student body not increase beyond the 320 mark."

Response: The Draft and Final EIR's throughout have suggested that a legal and binding limit for the maximum enrollment of the School be set at no more than 320 students. The financial study included in another portion of this Final EIR concluded that the school can economically survive at 320 students into the long term future. Mr. Lampham's statement that there are only two ways to finance a school, by tuition or by increasing enrollments, should be supplemented by adding a third alternative: by increasing endowments.

With regard to the suggestion that increases of tuition fees may force potential students out of applying to KBS/MTS, the following Table and Figures are offered. Table XI compares actual tuition rates from 1950 to the present with adjusted rates based on a constant dollar equivalent. Figures 1 and 2, using the information on Table XI, graphically show the comparison of actual and equivalent tuition in constant (1967) dollars.

Figure 3 compares changes in KBS/MTS tuition rates and changes in per capita personal income in California. It may be seen that the actual cost per household for KBS/MTS school tuition has not increased any more rapidly than personal income or cost of living rates.

The economic and architectural limitations to enrollment mentioned throughout the Draft and Final EIR's may also be supplemented with some mention of the social and pedagogic

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*As a supplementary note, the EIR project director was an assistant principal for a public high school of 2,500 students in a facility built for 1500 and still could not fill every classroom every class period.

TABLE XI

TUITION STUDY

1950-78

	Actual Tuition		Dollar Equivalent		Equivalent Tuition	
	Day (excluding lunch)	Resident	San Francisco-Oakland Annual Average (1967=$1.00)		(Actual x 1976 dollar equivalent) Day	Resident
1950-51	$ 600	$2,000	1950	$1.48	$ 740	$2,960
1951-52	700	2,300	1951	1.37	959	3,151
1952-53	700	2,300	1952	1.32	924	3,036
1953-54	700	2,300	1953	1.30	910	2,990
1954-55	700	2,300	1954	1.30	910	2,990
1955-56	700	2,300	1955	1.31	917	3,013
1956-57	750	2,300	1956	1.28	960	2,944
1957-58	750	2,300	1957	1.23	923	2,829
1958-59	850	2,500	1958	1.18	1,003	2,950
1959-60	850	2,500	1959	1.16	986	2,900
1960-61	850	2,500	1960	1.14	969	2,850
1961-62	950	2,700	1961	1.13	1,074	3,051
1962-63	1,050	2,700	1962	1.11	1,166	2,997
1963-64	1,050	2,700	1963	1.09	1,145	2,943
1964-65	1,050	2,700	1964	1.08	1,134	2,916
1965-66	1,200	3,000	1965	1.06	1,272	3,180
1966-67	1,200	3,000	1966	1.03	1,236	3,090
1967-68	1,425	3,300	1967	1.00	1,425	3,300
1968-69	1,425	3,300	1968	.96	1,368	3,168
1969-70	1,825	3,700	1969	.91	1,661	3,367
1970-71	1,825	3,700	1970	.86	1,570	3,182
1971-72	2,125	4,000	1971	.83	1,764	3,320
1972-73	2,125	4,000	1972	.80	1,700	3,200
1973-74	2,125	4,000	1973	.76	1,615	3,040
1974-75	2,355	4,400	1974	.69	1,625	3,036
1975-76	2,625	4,850	1975	.63	1,654	3,056
1976-77	2,975	5,400	1976	.60	1,785	3,240
1977-78	3,225	5,650	1977	.55*	1,897	3,107

* = estimated

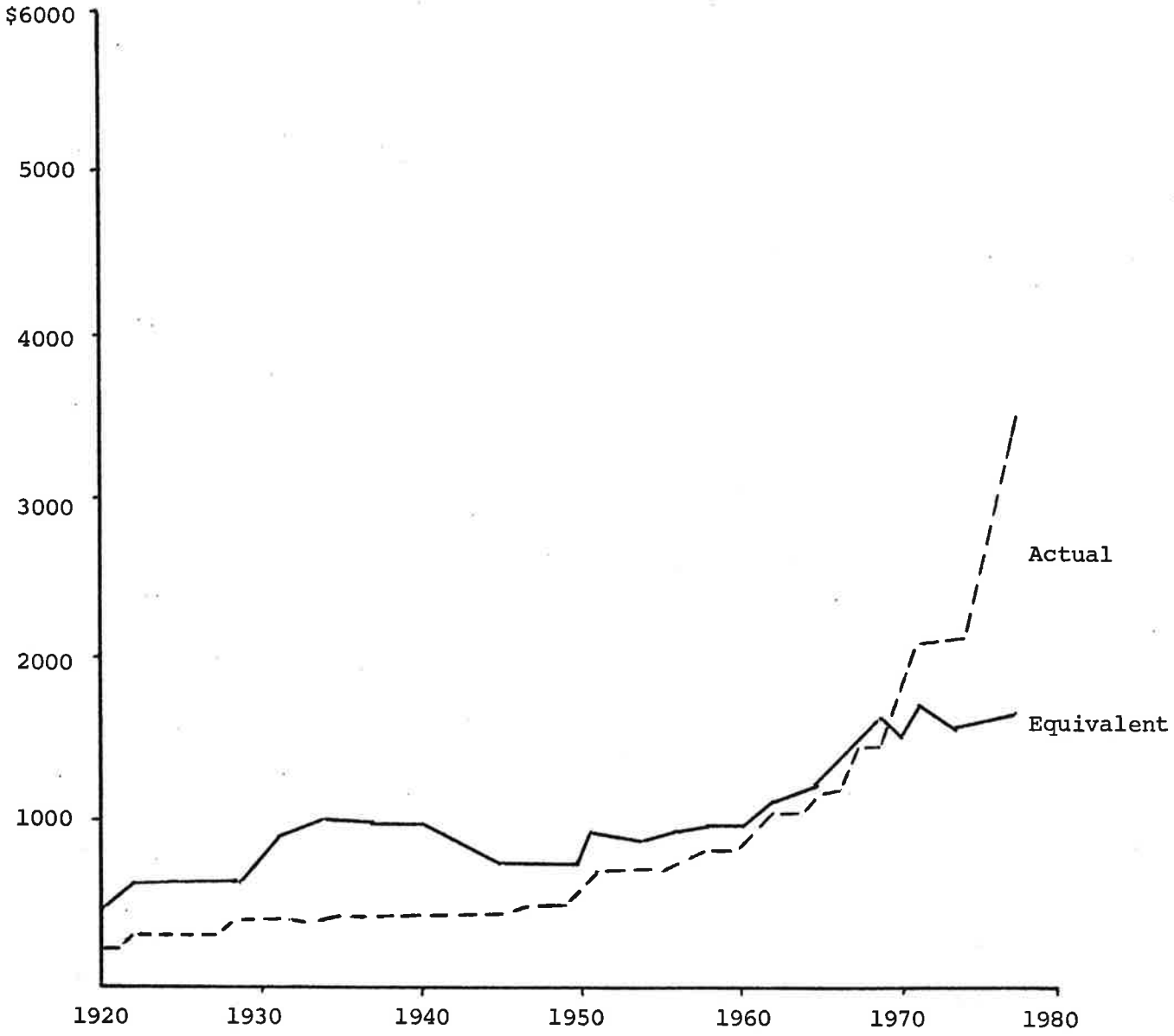

Figure 1. Comparison of Actual Tuition and Equivalent Tuition in Constant (1967) Dollars; Day Students (excluding lunch) 1920-75 (1967 = 100)

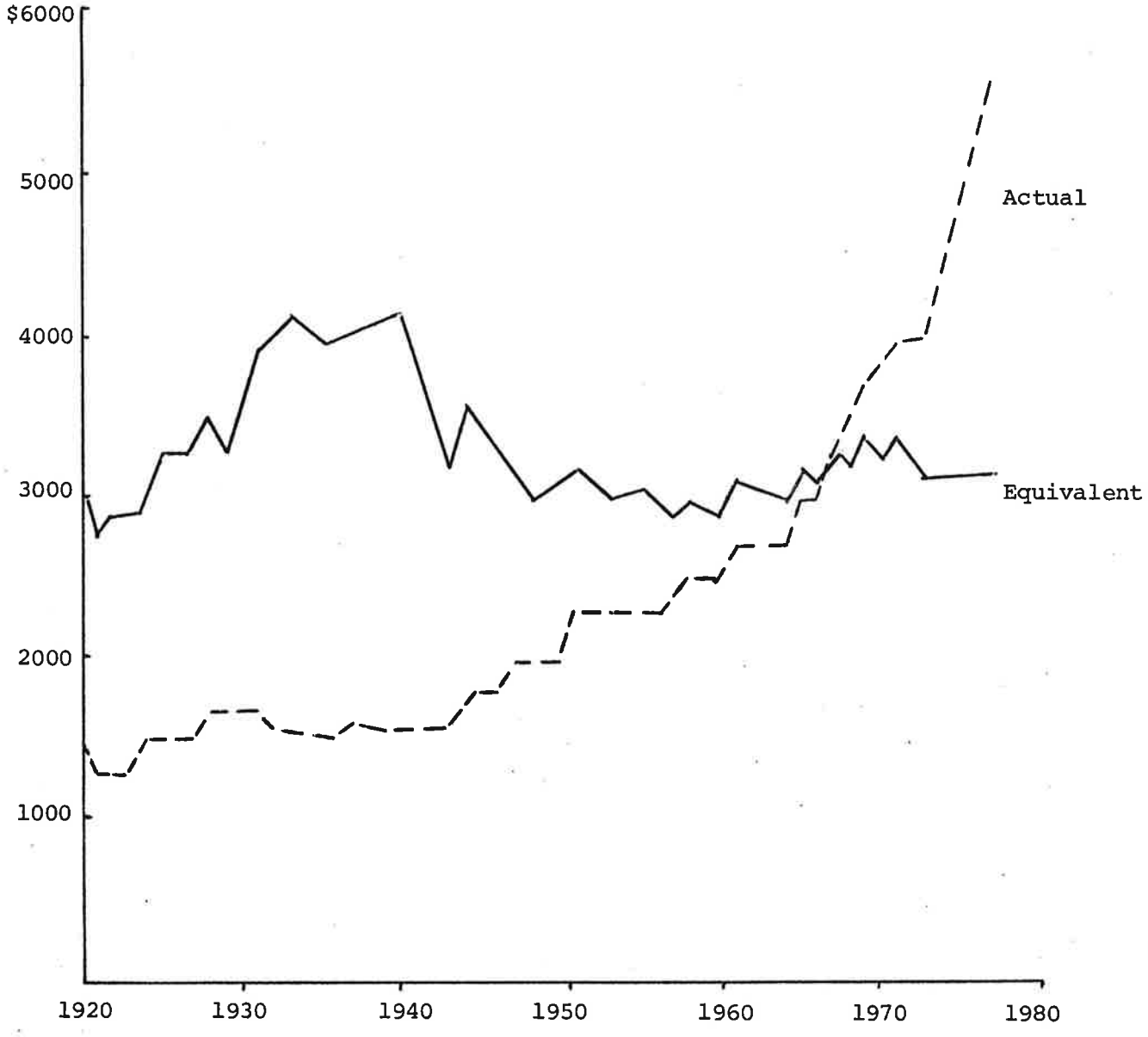

Figure 2. Comparison of Actual Tuition and Equivalent Tuition in Constant (1967) Dollars. Resident Students, 1920-75 (1967 = 100). (Based on consumer price index for San Francisco-Oakland.)

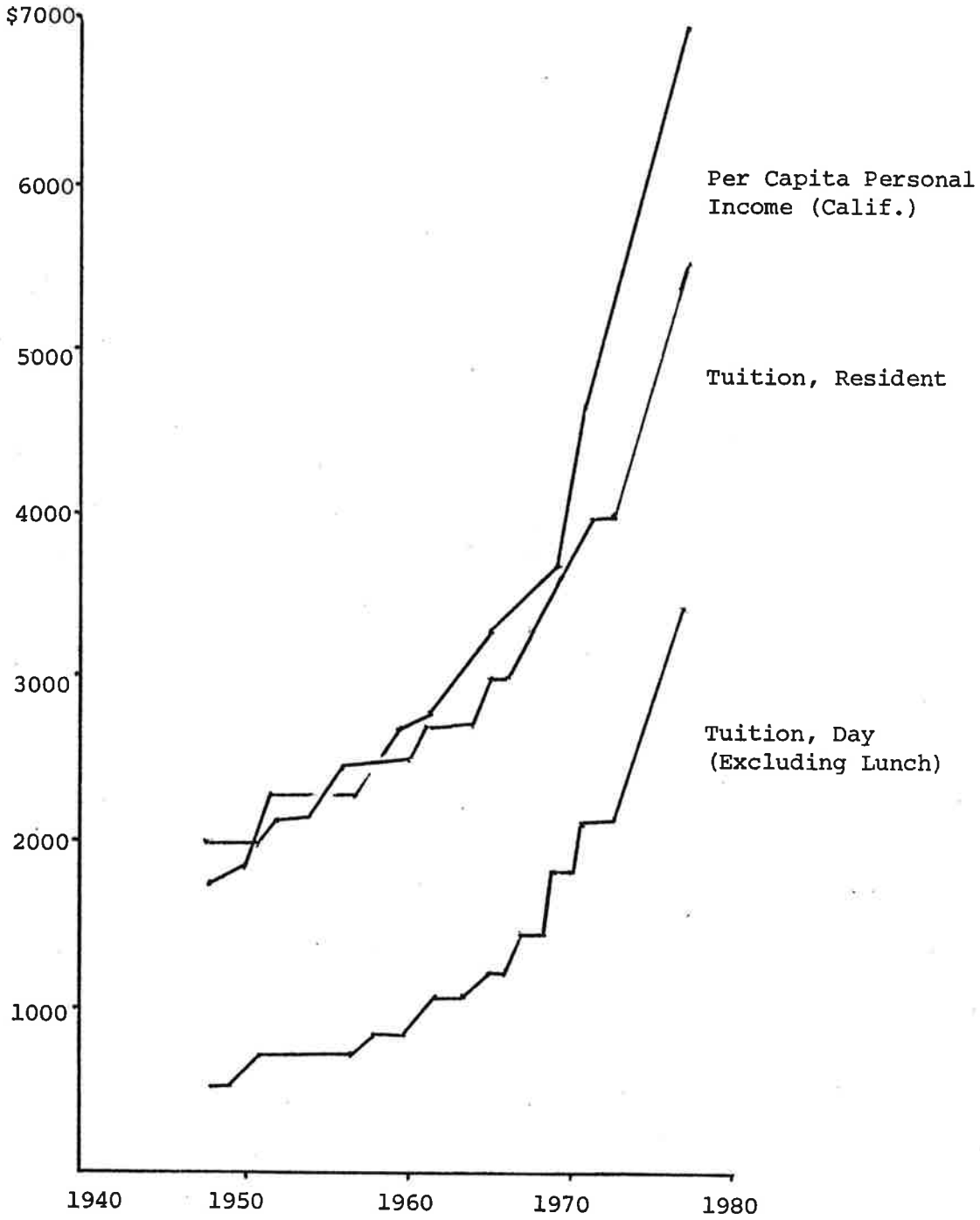

Figure 3. Comparison of Tuition and Per Capita Personal Income (California), 1948-75. (Amount for 1977 has been projected.)

values of large vs. small school enrollments.

Douglas H. Heath, in a comprehensive review of educational literature on school size concludes that smaller schools (defined as less than 400 students) provide more opportunities per student for enrichment, responsibility, and extracurricular activities.* He continues, "while it is true that the large school provides more facilities, more varied and enriched courses, and more guidance and other specialized personnel, there is no compelling evidence that the presence of such advantages actually improves the quality of a child's education."

Since a small school has some advantages and no disadvantages in comparison with a large school with regard to student personal growth, curricular program, extra-curricular and scholastic achievement; there is little reason for KBS/MTS to increase its enrollment over the present number.

Comment: "Our memorandum to the Ross Town Council dated June 10, 1976, should also be made part of the record since it gives a good recent history of the School. Several previous use permits have been applied for. If the Town Council continues to grant use permits to the Schools, the Schools could very easily acquire a vested right under which they could require the Town to give them the right to grow "naturally." This means that the Town could not refuse future requests for construction if the School chose to expand or was forced to do so by economic exigencies.

"Under an ordinance passed by the Ross Town Council on December 28, 1961, every nonconforming building or structure which was designed, arranged, or intended for a use not permitted in residential districts shall be completely removed or altered and converted to a conforming building

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*Heath, Douglas H. "Survival? A Bigger School?" The Independent School Bulletin, May 1972, pp. 9-15.

structure or use within a specific time depending upon the date of erection of such building. The maximum number of years is forty years, and most of the old buildings on the property are older than that; however, there is a suspension period of twenty years, and thus the abatement provision will not take effect until December, 1981. It is clearly conceivable that at that time KBS will become an illegal use and will require the issuance of a use permit for its very existence. If the Town Council continues to allow the School to expand, it will make it impossible to exercise any discretion regarding the existence of the School or the size of the School when 1981 comes. See Ross Municipal Code §18.52.010.

"It has also recently come to our attention that MTS was established as a separate and distinct corporate entity on April 14, 1970. MTS now leases the campus site from KBS. This use by a separate school of these facilities without a use permit is a clear violation of the Ross Municipal Code §18.16.030 which permits schools to operate in such an area only after issuance of a use permit. We would also repeat our argument (which was not rejected by the Appellate Court in its recent decision) that the increase of enrollment at the combined Schools in 1972 constituted the illegal expansion of a nonconforming use in violation of Ross Municipal Code §18.52.030. The DEIR fails to address itself to these illegalities or to the effect legally of continued piecemeal granting of permits to the School as making the School an established use which may not be subject to control in the future."

Response: Observation noted. The question of the use permits is far beyond the scope of the Environmental Impact Report. It is recommended that the Town Attorney render an opinion to the Town Council on this matter.

SECTION VI

RESPONDENTS BY LETTER TO THE DRAFT EIR

After the Draft EIR review period, three letters from public agencies were received by the Town Clerk. They are included here along with consultant responses to them.

Citizen response to the Draft EIR and subsequent hearings was expressed in over 100 letters to the Town Council and Town Clerk. Almost all of the letters from citizens expressed opinions, either pro or con, about the proposed project and not about specific items in the EIR. Where specific questions or suggestions were made, they are reproduced in this section and responded to in this or other appropriate sections of this report.

All citizen responses to the project master plan, the Draft EIR, or the hearings are available for examination at the Town Hall, Ross, California.

A. LIST OF CITIZENS WHO SUBMITTED LETTERS TO THE TOWN OF ROSS CONCERNING THE MASTER PLAN FOR THE KBS/MTS

Sol A. Abrams
Mary and Gunny Amonette
Bernyce and Melville Baruh
Barbara Barwood
H. Gordon Beesley
John and Shirlee Benedict
Abby Lynn Biegel
Rhoda Boyd
Priscilla Bradford
Emogene and Leonard Breslin
William C. Bricca
Levant Brown III
Mary Delanty Brown
Dr. and Mrs. Robert L. Brown
Suzanne Brown
J. Philip Broyles
Delores Burke
Lairva Calvin
Kate and David Camp
B. Chamberlan
Barbara Chase
Edva and Robert Cole
Emmet Corimis
Mr. and Mrs. Robert Conway
Leona and M.W. Coombs
Dr. James Dawson
Judy Dawson
William Dawson
Charles Evans Diehl
Robert and Gilda Elliott
Christopher Faraday
Evelyn Federline
Robert and Charlotte Flanagan
P.E. Ford
Robert and Barbara Ford
Milton Gabbs
Dorothy Garner
Jack and Maurine Gazzola

Juanita Gillrst
Sheriley and Jeff Graves
Alan and Carol Green
Mrs. Claude Hart
R.H. Hart
Doris Hambly
Gitte and Niels Hansen
Mr. and Mrs. Curtiss Hayden
Stephen Holmes
Nancy Wayne Holter
Ned Hong
Sherilyn Hulme
Mr. and Mrs. Lewis Humphrey
Lital B. Ingham
Mildred and Donald Jennings
Lowden Jessup
Mr. and Mrs. George Jewett
Winston Jones
Mr. and Mrs. Laytres
Harold Lerner
Louise Little
Willyam Luyties
Thelma MacCabe
William and Christina MacKay
Meridith McKendry
Mr. and Mrs. Marshall Martin
Martin Mellera
Frances Miller
Douglas M. Moore
Veronica Morris
Bill and Tia Müller
William and Ruth Niccolls
Andrew Noble
Marilyn Noble
Emanuel and Anna Nrula
E.A. Ostaggi
Mr. and Mrs. Sanford Paganucci
Dr. Catherine Pike
Peter Pike
Bruce Potter
Ione and Steve Reinertsen
Katharine Riect
Lillian E. Roddy
Sheridan Brown Rowe
Mr. and Mrs. James Russell
Richard Salladin
Lucy Salz
Al and Ann Seidel
John and Margaret Sheehy
Kenneth F. Siebel
Jo-Ann Simpson
Mary and Bennet Skewes-Cox
Alfred Spalding
Margaret Spencer
Bill Stapp
James M. Tasley
Susan Taylor
Mrs. Thomas Terry
Charles Thissell
John Tozzi
Mrs. Richard Treadwell
Dirk Van Meurs
Edward Vikart
Thomas Weisel
Mrs. Ian White
John and Marjorie Willcutt
Ashford D. Wood
Mr. and Mrs. Doyle C. Wray
Mr. and Mrs. Edward Zampa

B. LETTERS FROM PUBLIC AGENCIES, WITH RESPONSES

EDMUND G. BROWN JR.
GOVERNOR

State of California
GOVERNOR'S OFFICE
OFFICE OF PLANNING AND RESEARCH
1400 TENTH STREET
SACRAMENTO 95814
(916) 445-0613

April 4, 1977

Mr. Roy H. Hoffman
Town of Ross
35 Mitchell Blvd.
San Rafael, California 94957

SUBJECT: SCH 77032924 Master Plan, Katherine Branson/Mount Tamalpais School

Dear Mr. Hoffman,

The State Clearinghouse submitted the above listed environmental document to selected State agencies for review. The review is complete and none of the State agencies have comments.

This letter verifies your compliance with environmental review requirements of the California Environmental Quality Act.

Thank you for your cooperation.

Sincerely,

William G. Kirkham
Division Chief
State Clearinghouse

WGK/pca

PACIFIC GAS AND ELECTRIC COMPANY

PG&E — THIRD AND BROOKS STREETS • P. O. BOX 2669 • SAN RAFAEL, CALIFORNIA 94902 • (415) 456-7272

April 7, 1977

Town of Ross
Ross, California 94957

Attention: Virginia Stott, Town Clerk

Gentlemen:

We have reviewed the "Draft Environmental Impact Report" for the proposed master plan of Katherine Branson/Mt. Tamalpais School that you furnished us.

The gas and electric requirements for the proposed additions will be relatively minor. The new facilities can be served under provisions of Gas and Electric Rules on file with the California Public Utilities Commission.

Sincerely,

Harry E. Irwin

Harry E. Irwin
Commercial-Industrial Representative
Marin District Marketing

HEI:ds

MARIN MUNICIPAL WATER DISTRICT

220 Nellen Avenue
CORTE MADERA, CALIFORNIA 94925
Area Code 415
924-4600

April 20, 1977
File 090.3.8

Mr. Jorjen Lunding
Town of Ross
Civic Center
Ross, CA 94957

Re: Draft Environmental Impact Report - Master Plan for Katherine Branson School/Mount Tamalpais School - Town of Ross

Dear Mr. Lunding:

The information about water contained in the Draft EIR on the Katherine Branson School is basically correct. We recommend deleting paragraphs 3 and 4, page 75, which do not pertain to the project impact assessment. In the Executive Summary, swimming pool replacement is part of the project description. Under the rationing program, pools cannot be filled until the drought is relieved and an ordinance permitting filling is enacted by our Board. For additional information, we have attached a copy of our Fact Sheet. Net safe yield may be revised at the termination of the drought to reflect this, the driest period of record.

We appreciate the opportunity to respond to this report. If you need any additional information, please contact Jo Duthie, our Environmental Services Coordinator.

Sincerely,

J. Dietrich Stroeh
General Manager

JD:ho

Enclosure

April 27, 1977

To: Town Council
Town of Ross

Re: KBS/MTS
Use Permit and Environmental Impact Report

We do not feel that the statements made by the "Committee to Preserve Ross", exemplify the feelings of the rest of the community. This is particularly true of the blatant tactics used by the "Committee's" attorney at the last Town Council meeting.

The residents of Ross are very much aware that the Council has always been responsive and constructive in dealing with changes in traffic patterns and increases in traffic flow, where ever they might occur. We feel that the residents can rest assured that the Council will continue to provide equitable solutions.

We, on this Board, also are very interested in the traffic patterns in our community. In this particular case, we recommend that KBS/MTS continue to provide their own off-street parking for all student and faculty activities. We would like to see the school employ the use of pavement markings, specifically delineating: parking spaces, loading areas, reserved spaces, directional arrows, "speed bumps", red zones, green zones, and the like. Pavement marking installed by the Town on Circle Drive might also be included in this program. Re-scheduling and re-routing of vendor deliveries and the use of students to direct traffic might also be explored.

Both on campus and off campus traffic would be considerably improved and ingress and egress for the residents on Circle Drive would become more clearly defined. We also concur with the school's plan showing thorough screening of parking areas and the use of minimum number of access's to the Town's streets.

continued-

The thrust of our recommendation is that parking for student activities, whether they be school attendance, dances or soccer games, be kept on campus and that parking on the public streets be limited to the traditional parent oriented events such as Prize Day, fund raisers, etc.

We recommend that KBS/MTS be granted the Use Permit and that the Environmental Impact Report be approved with consideration to the above suggestions.

Respectfully submitted,

TOWN OF ROSS
PROPERTY OWNERS ASSOCIATION

Roy Claxton

By: Roy Claxton, President

Response to Letter from Marin Municipal Water District, 4/20/77

Paragraphs 3 and 4 on page 75 were included as background information for readers. The attempt was to relate water use at the school to the overall water supply problem in the County. The pool is now filled from the School's well and any future pool would also be filled from the campus well.

Response to letter from Ross Property Owners Association, 4/27/77

All of the suggestions for traffic management have been incorporated into an overall list of recommendations for traffic and parking (see Section VII). The consultant concurs that traffic and parking impacts from school activities and special events should be kept on campus. We have also demonstrated in Section VII of this report that the great majority of the parking due to parent oriented events can be kept on campus or otherwise mitigated.

C. SELECTED LETTERS AND RESPONSES FROM ROSS CITIZENS

Because they address the Draft EIR and contain specific suggestions or proposals regarding the proposed project, the following letters were selected from the several dozen received.

UPPER AMES AVENUE • ROSS • CALIFORNIA

RECEIVED
DATE 5-10-77
TOWN OF ROSS

8 May 1977

Ross Town Council
Ross, Calif.

Friends:

We have been asked by several parties to write to the Town Council our views on the controversy between The KBS/MTS School and its neighbors. Here they are, in the form of a compromise which we trust embraces the interests of both parties.

First, KBS has always impressed us as a valuable institution and an asset to Ross. The School's presentation of its financial problems is convincing to us, and its master plan, as modified, reasonable. We urge the Council to issue the necessary permits for the School's improvement and continuance.

But at the same time every effort must be made to recognise and appease the just complaints of the neighbors. The Council is elected to represent Ross citizens and its primary responsibility is to them. We suggest, therefor, that the following terms accompany the permit, to be formally accepted and documented by the Branson trustees:

a) Student enrollment shall not exceed 315 - the 1976 figure shown by Branson figures to be minimum viable. If this limit is clearly established, all parties will know that any future expansion must be made at a different site.

b) All athletics, tennis excepted, must be confined to lower area, away from residences, where natural barriers can contain sound. No bleachers on playing fields.

c) No nighttime noise-creating activities out of doors. In gym, yes; and surely Christmas carols excepted.

d) Parking facilities to be immediately screened.

e) Automobile traffic to be held to absolute minimum by school authorization, and diffused to streets other than Norwood and Southwood. By asking traffic to depart in another direction, for instance, the traffic impact on these two streets could be reduced by half.

f) Street parking on Fernhill to be limited to one side only (the School side), and two hours.

Firm acceptance by KBS/MTS of these limitations would seem to us not over-embarrassing to the School, yet go a long way toward mitigating the annoyance to neighbors.

We would like to do our bit toward making such a plan work by offering space in our nearby driveway for a qualified student to park and walk or bicycle to campus. I'm sure other friends of KBS would make similar offers to reduce impact upon troubled neighbors. We want to make some contribution, however small, toward a reconciliation between a meritorious school and the property rights of fellow Ross citizens.

It is not an easy problem for the Council to resolve, but you certainly have our gratitude for the personal pain and effort you give to the problems of our town.

We hope this may help.

Sincerely,

Li + Jim Russell

Mr. & Mrs. James Russell
Upper Ames Ave.

Response to Letter from Mr. and Mrs. James Russell (5/8/77)

As mentioned in regard to the letter from the property owners association, we have tried to incorporate the suggestions listed into our analysis. We have not recommended an exact student enrollment ceiling but concur that the range agreed upon should be between 310-320 students.

We particularly wish to acknowledge the Russells' offer to allow a student vehicle in their driveway.

81 Fernhill Avenue
P.O. Box 218
Ross, California 94957

April 25, 1977

Ross Town Council
Ross Town Hall
Ross, California 94957

As a neighbor of the Katherine Branson School, I am quite concerned about the school's plans for growth as outlined in the Environmental Impact Report on their plans. I believed Ross to be a very safe, quiet, rural type residential area and have been disappointed to find that it is not safe, having a very high rate of burglaries and an exceptionally high level of traffic on the streets affecting the safety of small children.

My home adjoins the Katherine Branson Campus and it is my experience that the traffic, noise, congestion and sheer force of numbers of people coming and going at the school are spoiling the rural residential character of our neighborhood, as well as that of the Town of Ross, at least on the West side of Sir Francis Drake Boulevard. Because of the economics of private schooling this will only accelerate in the future. I ask you to look ahead to what the environment will be like in 5 and 10 years.

I am especially upset at the proposed large parking lot to be located on Fernhill Avenue. The Environmental Impact Report indicates that already more than 40% of the automobile traffic in the street network serving Katherine Branson School is due to school traffic. My suggestion is that student and faculty driving be disallowed with the exception of a moderate number of emergency or desperate need cases to be decided on merit by the school board. This would

(1) Reduce a significant amount of traffic on our unsafe roads (Fernhill, Norwood, Bolinas and Glenwood)

(2) Reduce prospective auto accidents and uncertainties concerning the young resident children walking and biking to Ross School

(3) Remove the need for additional large parking lot, saving the school money which could be used for other purposes, and the residents of Ross from an eyesore project and probable additional traffic created by additional parking.

Also, I question the advisability of the school developing more playing field areas. Especially worrisome is the development of a regulation soccer field geared to inter-scholastic competition. Such inter-school events would result in increased congestion, noise, litter and security problems which are already very bad in the vicinity of the school.

Another major point to be made is the lack of concern in the community of the rapidly accelerating costs of private education in determining what the budget for the Katherine Branson-Mount Tamalpais School might look like 5 and 10 years from now. We might all be awakened to the fact that a critical mass of 320 cannot possibly keep Katherine Branson-Mount Tamalpais School financially afloat. The only alternatives to the school might be to charge $6,000-$7,000 per student or increase enrollment to between 450-500 to maintain a cost/student of under $5,000. I would suggest a realistic budget taking into account an inflation rate of 6-7%/year. A Business Week article of four weeks ago commented that to educate a child approximately 12 years from now would cost $35,000 in a public institution and $85,000 in a private institution for four years of college.

I believe the Town Council should do everything it can to discourage the influx of strangers to the Ross area who might further increase the incidence of vandalism, trespass and loitering, which are already becoming a serious problem in the Katherine Branson School area. Therefore, I am positively opposed to anything that would promote further growth at Katherine Branson-Mount Tamalpais School in numbers of students (this should be looked at separately) and the number of cars being driven to school. The residents of Ross have had to make adjustments continually with the growing size and nature of the school. Why not let the students and faculty, if possible, make an adjustment to not driving and placing a burden on Ross which can only get worse.

I sincerely hope that as elected officials you will heed the voices of the Ross taxpayers in

(1) Looking at the economics of running a private school 5 and 10 years from now

(2) Denying any use permits that will result in new parking lot construction on Fernhill Avenue

(3) Providing legal limits on the size of the student body of the school

(4) Taking legal steps to control traffic, noise, loitering and litter in the vicinity of the school by reducing the number of Katherine Branson-Mount Tamalpais School drivers.

Dispersal parking is also a much better alternative to a large parking lot as one lot creates a meeting place for whatever goes on today in most schools.

Reply: These conditions should certainly be considered if the Town Engineer were to consider use of stop signs or other traffic control devices in the area. We have noted earlier that the bridge and lower visibility of Norwood Ave. reduces its carrying capacity.

Question: "What is the traffic on Southwood? What about Sunday traffic?" (Jones)

Answer: Maximum weekday traffic on Southwood is 380 vehicles per day and 25 during the peak traffic hour. A total of 153 vehicles passed through the intersection of Norwood and Fernhill between 1 and 5 p.m. on Sunday. Seventy-four traveled into or out of the intersection to the east, and 79 traveled into or out of the intersection on Fernhill to the west.

Comment: "We would like to see the School employ the use of pavement markings, specifically delineating parking spaces, loading areas, reserved spaces, directional arrows, "speed bumps," red zones, green zones, and the like. Pavement markings installed by the Town on Circle Drive might also be included in this program. Re-scheduling and re-routing of vendor deliveries and the use of students to direct traffic might also be explored." (Claxton et al.)

Response: We concur except for the use of speed bumps, which have been shown to be unsafe under certain conditions and sometimes damaging to vehicles. Posting of restricted parking areas has already been suggested. Vendor deliveries should be scheduled during non-peak traffic hours. The use of trained students to direct traffic for special events has been very successful at other schools.

Comment: "Because of the already heavy and dangerous automobile traffic on Shady Lane, I prefer that automobile traffic to and from KBS/MTS be reduced and limited to levels below present usage. I therefore oppose that portion of the proposal for construction of a replacement parking lot and

request that portion of the proposal be denied by the Town Council. To allow the continued use of substantial student automobiles for commute purposes to the Schools has a dramatic detrimental impact upon the essentially rural residential nature of that portion of the Town of Ross surrounded by KBS/MTS. KBS/MTS should require that commute students arrive by public or private bus systems, bicycle, or on foot." (Wood) (Siebel)

Reply: The proposed parking lot, if constructed, will not be a direct inducement to increase traffic because the total number of spaces at the school will remain essentially the same. Please note the above suggestions as well as others listed in Part C of this report.

Comment: "In recognition of the heavy traffic cited in the EIR, I request the Ross Town Council install stop signs on Shady Lane at its intersection with Fernhill, Norwood, and Ames, and at the corner of Norwood and Fernhill." (Wood)

Reply: Such a signing program would require study by the Town Engineer, because stop signs can sometimes have a negative effect. Noise from vehicle accelerations due to a stop sign is sometimes greater than a through traffic condition. Nevertheless, we agree that such signing be investigated.

Comment: "Excluding normal automotive traffic generated by the residents of the Drive and very occasional traffic by persons who do not realize the Drive is not a through street, the present automotive traffic is way out of proportion to what could be expected for a street of that size. We are not, at this point, certain whether the bulk of this excess traffic going through the end of the street consists of visitors to the faculty houses or consists of those who may be improperly using Hillgirt Drive as an access route onto the lower part of the campus." (MacKay)

Response: Our count of 54 vehicles per day for Hillgirt Drive at Norwood Ave. averages to six trip ends per residence per day. This is no higher than what would normally be expected of non-school traffic.

Comment: "A foreseeable result of construction and expansion of sport facilities on the lower level might very well result in access traffic to these facilities along Hillgirt Drive which we would not tolerate." (MacKay)

Response: We recommend that construction access be only through the main campus entrance and take place in the summer if possible. We also recommend that the school continue its policy of not allowing campus access through Hillgirt, at the very least until legal rights to use Hillgirt are clearly known.

Comment: "Last: the [Draft] report also discusses, as an alternative, the use of Hillgirt Drive as a normal access route through to the campus. It goes without saying that if this is a present or future intended possibility, legal resistance, if necessary, will be lodged." (MacKay)

Reply: It is recommended that Council for the Town, and others if they so desire, should determine the legality of access to the School over the private street. Alternate access plans or elimination of them could then be discussed by interested parties.

B. PARKING ANALYSIS

Inventory of parking spaces on KBS/MTS campus:

Location	Number of Spaces
Upper lot	31
Lower lot	23
In front of Admin. building	25
In front of New House	14
Near Gymnasium	10
Near tennis courts	4
Total	107

Other possible spaces:

Academic Quadrangle	36
In front of Crossways*	2
In front of New House*	6
On Campus Dr. overlapping onto lawn	13
Near swimming pool	2
Near Gymnasium*	3
On main playing field	85
Prize Day field	25
Total	172
Total of present and possible spaces	279

*Requires light construction.

Inventory of parking spaces with Master Plan:

Upper lot	48
In front of Admin. building	25
In front of New House	14
Near Gymnasium	10
Near Phys. Ed. building	4
Total	101

Other possible spaces:

On playing field	85
Prize Day field	25
In front of Crossways*	2
On Campus Drive	13
Garage and Shop area	12
Total	137
Total Master Plan possible spaces	238

Question: "With regard to parking what is the total number of employees at the school?" (Mullins et al.)

Answer: There are 70 employees, 10 of whom live on campus. There are 48 spaces permanently assigned to faculty and staff members, 28 spaces for students, and 31 spaces reserved for part-time faculty members and visitors.

Question: "Will the Schools need additional parking in the future as the result of the new interscholastic competition soccer field, gym and pool?" (Mullins et al.)

Answer: The sixty to seventy persons participating in soccer games are mostly students who are already on campus. Approximately 20 persons presently come to campus for the event only. The number of vehicles associated with these games could be accommodated if the events were held during non-school hours. However, it is recognized that soccer is becoming increasingly popular, and there is the chance that MTS could host championship games. In such cases, parking for 100 spectators could probably be provided on campus without overflow onto neighboring streets. If over 100 spectators were anticipated, movement off campus is recommended due to potential noise rather than due to parking problems.* On-campus parking could easily accommodate the number of vehicles generated by the gym or the pool at capacity, especially if the playing field were to be used for parking.

Question: "And what about the 350 seat auditorium?"

Answer: If an audience of 350 people using two persons per vehicle were to attend a non-school-hours event in the auditorium, parking would be required for 175 vehicles. Eighty-five could be put on the playing field (unless wet), 48 would fill the upper lot, 25 would be in front of the auditorium, and 41 would be distributed on the remainder of the campus for a total of 199 spaces (114 if the field were wet).

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*At present all championship games in soccer and lacrosse are played on college campuses.

It may be anticipated that without strictly controlled parking or without the use of the playing field there may be some overflow parking on public streets on these few occasions.

Question: "What is the impact of the nearly 6% decrease of parking capacity? (107 to 101 spaces)" (Mullins et al.)

Answer: It is negative on the school's parking flexibility and negative on the neighborhood in that the chance for overflow parking is slightly increased. It is also one of many limiting factors on total school enrollment. It does not change the school policy that school parking permits will be issued only to the extent that there are assigned spaces available.

Question: "How many parking spaces are ordinarily available for schools of this size?" (Mullins et al.)

Answer: Table I on page 20 compares parking spaces in several other schools. The range is from 0.04 to 0.56 spaces per student. Of the other schools that have parking lots, the mean is 0.31 spaces per student. KBS/MTS now has 0.33 regular spaces per student and plans for 0.32. The above estimates do not consider faculty and staff requirements.

Question: "What does the state mandate in this regard?" (Mullins et al.)

Answer: It doesn't, but most public school planners use 0.25 to 0.3 spaces per student.

Question: "What are the environmental characteristics of the parking alternatives, e.g. dispersal parking? Continuing the lower parking lot? Conversion of the Prize Day Field into a parking lot?" (Mullins et al.)

Reply: Option A. It was suggested in the Draft EIR that an ideal parking situation could come from the acquisition of the Briggs property and the construction of a two level lot where the house is now located. Such a plan would be invisible from the street and would be near the academic area.

Option B. Retention of the present upper and lower lots would, in effect, leave parking conditions much as they are now. Retention of the lower lot would prevent maximum potential use of the renovated Academic building. The upper lot could be upgraded and improved without major construction to hold, perhaps, ten more vehicles.

Option C. It is possible to construct an access drive from Circle Drive to Fernhill behind Crossways even without an easement from the Fasken property holders.* With or without such a drive, a driveway and row of diagonal parking could be placed in front of Crossways parallel to Fernhill. Such a lot would not be visible from Fernhill due to differences in elevation and could accommodate approximately 10-12 vehicles. Egress would be on a new driveway link across the present front lawn to the main entrance road.

Option D. The lawn and garden area in front of New House could be converted into a parking area but without much more efficiency than what can already be accommodated in the driveway and on part of the lawn (21 vehicles could now fit into the area. A new lot would probably not accommodate more than 25).

Option E. The surface area of Prize Day field will hold approximately 25 vehicles without destroying any trees. Perhaps 30 or 35 could be parked in the area if some trees were removed. The two major drawbacks in this alternative area, (1) the very old and valuable oak trees could not tolerate compaction of soils by vehicles or by paving, and (2) it is not completely clear whether or not the school has a legal access right to the field from Hillgirt. Thirdly, even if the above problems were solved, there is only room for one-way traffic onto the field. Traffic leaving would have to go up Campus Drive to the main entrance.

Option F. Removal of the entire swimming pool complex and construction of a lower parking lot would allow for all Master Plan improvements except, of course, the swimming pool.

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*However, this would require a variance from the Ross Building Code.

A smaller upper lot would also be possible. The pool area would accommodate about 25-30 vehicles if it were all paved.

Option G. Parking for most special events can be kept on campus with use of the playing field (85 to 90 vehicles) and the present academic quadrangle (20-22 vehicles). This would represent 170-200 persons and 40-50 persons respectively. After Master Plan implementation, the parking capacity of the field would be much the same and parking on the quadrangle would be eliminated. Access to and from the field would be easy if Hillgirt were to be used. Otherwise, strict traffic control on Campus Drive (one way) would be necessary. If the field is fairly well drained, there is little possibility for damage to it. The soccer stadium in San Jose is often used for parking, and the world-famous Rose Bowl parking lot is a golf course most of the year.

Question: "Will the continuing increase in day students as the result of the continuing decrease in resident students result in a continuing rise in the demand for parking capacity?" (Mullins et al.)

Answer: If all 20 resident students were to become commute students they would generate six more trip ends per day and perhaps a need for one more parking space.

Question: "Has there been a change over the recent years in the rate of parking spaces to site population and, if so, what has been its environmental impact?" (Mullins et al.)

Response: The number of spaces has been fairly constant, while the number of students has increased to the 1975 level; therefore the rate of population to available spaces has increased. The impact has been the increased monitoring of the situation by school officials and more frequent overflow parking situations at special events.

Comment: "Mr. Richardson states that parking capacity at the School (KBS) in 1970 was 76 off-street parking spaces. Although there have been no physical changes on the campus since that time, the School now represents that it has 107 assigned spaces."

Reply: The first comment was probably of parking lot spaces whereas the second comment included driveway, etc. parking.

Comment: "However, to be explicit, the average number of interscholastic events that The Katharine Branson School/Mount Tamalpais School are involved in exceeds 100 during the school year. Furthermore, it is estimated that at least 50% of these events are "Home Games" at Katharine Branson. Thus, at least fifty days a year could be anticipated to be overflow parking days (one to two days a week). However, this does not include non-athletic events which are scheduled for days during the school year." (Williams)

Reply: All athletic events held on campus after implementation of the Master Plan, assuming attendance to be the same, could be accommodated without overflow if they are held during non-school hours. With proper parking controls and using many of the suggestions for parking in Part C of this report, all but the following school activities could be accommodated within the campus.

Event	Possible Number of Overflow Vehicles	
Parents Day	30	
Fall Athletic Banquet	15	
Blue-Tam Party	20	(assumes field wet)
Afternoon Fashion Show	20	
Evening Fashion Show	30	
Prize Day	150	

Parking for special events in the Auditorium could be accommodated on campus if the field were used. Otherwise, an overflow of 50-60 vehicles could be expected.

C. SUGGESTIONS FOR MITIGATION OF PARKING IMPACTS

1. Use playing field and Academic Quadrangle for overflow parking.

2. Employ students or assigned adults to direct and control parking at special events.

3. Post Fernhill with limited parking signs.

4. Include suggestions for alternate parking, i.e. Ross Commons in all invitations to events.

5. Further restrict the number of student parking permits.

6. Employ shuttle busses from alternate parking areas, i.e. church parking lots, to the school.

7. Recommend entrance to special events by way of Bolinas and Fernhill and exit by way of Fernhill and Shady Lane.

8. Schedule special programs likely to produce overflow parking by Town Council permit only.

9. Require permits for all outside groups to use the campus. Insure that attendance at all outside group functions can be accommodated within the campus, i.e. no more than 100 attendance at a soccer game.

10. Inquire into use of parking lot at Bolinas and Sir Francis Drake.

11. Employ pavement parkings for traffic and parking control.

12. Thoroughly screen any new parking facilities with fast-growing vegetation.

13. Consider and discuss options B-G in Part B of this report.

CONCLUSION

Parking is clearly the topic of greatest environmental impact and the topic of most concern to many Ross citizens. It is also in this area that an agreement between interested parties and the Town Council would be most useful and productive

from an environmental standpoint. The Council is encouraged to consider any of the mitigations offered here or others as they are presented so that parking and traffic impacts on the community may be minimized. The mitigations might be made conditions of permit approval or might be employed in some other form of agreement.

SECTION VIII

SUPPLEMENTAL ARCHITECTURAL STUDY

by
David Wade Byrens, A.I.A.

ENVIRONMENTAL IMPACT SUPPLEMENTARY REPORT

School Planing Criteria and Space Utilization Data for the Katharine Branson School/Mount Tamalpais School Master Plan

SPECIFIC SUBJECTS INCLUDED IN THIS REPORT

A. Classroom student capacity existing and proposed in Master Plan

B. Some alternative uses of Crossways and the resulting impact

C. Some alternate uses of New House and the resulting impact

D. Relationship of the dining hall capacity to the total school population

E. Supplemental remarks to Draft EIR information regarding the movement of the Academic Building

F. Clarification of state parking criteria

G. Impact of off-site physical education program.

*BASIS OF DATA AND INFORMATION**

1. Complete Guide for Planning New Schools
Nickolaus L. Engelhardt, Parker Publishing Co., Inc. West Nyack, N.Y. 1970

2. School Site Analysis and Development
Bureau of School Planning, California State Department of Education, Sacramento, 1966

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*Much of the information in this report is based on California Public School Standards and design procedures. Unfortunately no comparable body of reference data exists for private college preparatory schools.

3. Architects' Master Plan Supplementary Statement, Hooper, Olmstead & Emmons, September 27, 1976

4. Uniform Building Code 1976 Edition. Library of Congress Catalog Card Number 76-13386

5. Handbook of School Planning. California State Allocation Board (Title 2, California Administration Code Relating to State School Building Aid)

6. Planning Guide, Oakland Public Schools, March 1974

7. Master Plan Drawing dated September 27, 1976

8. Visit to site. May 28 to review classrooms, New House, Crossways, and the Dining Hall

9. Floor plan review and discussion with Roger Hooper of Hooper, Olmstead & Emmons, A.I.A.

A. *CLASSROOM STUDENT CAPACITY EXISTING AND PROPOSED IN MASTER PLAN*

The following is a listing of existing and proposed Master Plan net classroom spaces for the school. The criteria for listing spaces that effect total student enrollment is that normally used for public school planning in the State of California.

Spaces included in the count are:

General classrooms
Science classrooms and labs
Art Studio (group instruction)
Shops (woodwork,etc.)
Music classrooms (group instruction)

Spaces not included in the count are:

Physical education areas
Music practice rooms
Small group or individual learning spaces
Language labs
Library
Administrative and other support spaces

The number of students assigned to each classroom in this listing is determined by the following criteria which is commonly used in California school planning. Both "minimum" and "optimum" area allocations are listed. The minimal area is functional and is used in large schools where a number of

specialized classrooms are provided. The optimum area allows for specialized items to be in a classroom that has to serve different groups of students with a broad range of skills (typical of a small school). Staff adaptation of the classroom, however, ultimately determines the efficiency of the space provided.

	Minimum Sq. Ft. Per Student	Optimum Sq. Ft. Per Student
General classrooms	30	30
Art Studio	40	50
Science Lab	40	50*
Shops	120	140
Music - Large Groups	30	30
Music (Instrument)	30	40

*Note: Built-in Lab Stations in existing facility establishes student capacity.

CLASSROOM LISTING - AREA AND STUDENT CAPACITY

Name of Space	Area (Sq. Ft.)	Maximum No. of Students	Optimum No. of Students
I. EXISTING SCHOOL FACILITY			
Administration Building			
1st Floor			
Ceramics & Photo.	614	15	12
Typing Room	225	8	8
Rm - 3	360	12	12
Rm - 5	360	12	12
2nd Floor			
Rm - 7	486	16	16
Rm - 8	486	16	16
(Basement not used by students)		79	76
New House			
1st Floor			
Rm - 1 Music DR	378	13	13
Rm - 4 Instrument	280	9	7
Rm - 5 CR	324	11	11
2nd Floor			
Rm - 6 CR	336	11	11
(Garage - maintenance only)		44	42

Name of Space	Area (Sq. Ft.)	Maximum No. of Students	Optimum No. of Students
Stairways			
1st Floor			
Rm - 1	285	10	10
Rm - 2 (Language lab)	462	15	15
2nd Floor			
Rm - 4	494	16	16
Rm - 5	480	16	16
		57	57
Oaks			
1st Floor			
Rm - 1	357	12	12
Rm - 3	330	11	11
2nd Floor			
Rm - 4	300	10	10
Rm - 5	340	11	11
		44	44
Academic Building			
1st Floor			
No "classroom"	0	--	--
2nd Floor			
Art Room	1,216	30	24
		30	24
Arts & Science			
1st Floor			
Rm - 1 CR	388	13	13
Rm - 2	388	13	13
Rm - 3	388	13	13
Rm - 4	776	26	26

Name of Space	Area (Sq. Ft.)	Maximum No. of Students	Optimum No. of Students
Arts & Science			
2nd Floor			
Rm - 6 Lab	918	16	16
Rm - 9 Lab	918	16	16
Rm - 10 Lab	918	16	16
		113	113
TOTAL EXISTING SCHOOL FACILITY (if every classroom used every period)		367	356

II. PROPOSED MASTER PLAN FACILITY

Administration Building			
1st Floor			
Visual Arts	614	15	12
Basement			
Ceramic Studio	520	13	10
Photo Studio	520	13	10
Shop	1,260	11	9
		52	41
New House	See Section B this report.		
Stairways	Demolish: termite damage nonconforming building		
Oaks	Demolish		
Academic Building			
1st Floor (new const.)			
Rm - 1	336	11	11
Rm - 2	336	11	11
Rm - 3	372	12	12
		34	34

Name of Space	Area (Sq. Ft.)	Maximum No. of Students	Optimum No. of Students
Arts & Science			
1st Floor			
Rm - 1 CR	388	13	13
Rm - 2 CR	388	13	13
Rm - 3 CR	388	13	13
Rm - 4 CR	776	26	26
2nd Floor			
Rm - 6 Lab	918	16	16
Rm - 9 Lab	918	16	16
Rm - 10 Lab	918	16	16
		113	113
New Classroom Building			
1st Floor			
Rm - 1	330	11	11
Rm - 2	330	11	11
Rm - 3	425	14	14
Rm - 4	425	14	14
2nd Floor			
Rm - 5	330	11	11
Rm - 6	330	11	11
Rm - 7	425	14	14
Rm - 8	425	14	14
		100	100
TOTAL MASTER PLAN FACILITY		299	288

Note: The Draft EIR includes the New House garage as an existing classroom shop. The garage is a maintenance shop and not a student classroom. The total number of existing classrooms accordingly is 26 rather than 27 as originally listed.

The Draft EIR includes two shops in its Master Plan listing. Only one is contemplated.

CONCLUSIONS AND MISCELLANEOUS COMMENTS REGARDING CLASSROOMS, STUDENT CAPACITY, AND TOTAL ENROLLMENT

Space allocation in the above study is based on classroom planning experience, observations of classroom use in other high school facilities and upon criteria described in the Oakland Public Schools Planning Guide. It is possible to have greater or less area allocated per student. Ultimately enrollment and utilization of space remains an administrative choice (or a mandated maximum).

Monte Vista High School (public) in San Ramon, holds classes with 28 students in rooms having 550 sq. feet. Preferably that number of students in a lecture situation need 750-850 square feet.

California State Guidelines for High School Size allocates 85 square feet per student gross (including administration, corridors, toilets, physical education, etc.) for a public high school of approximately 1500 students. A national guideline represented in Complete Guide for Planning New Schools allocates 185 square feet per student for a 1500 student public high school. There is a tremendous range of space allocation that can exist for the same number of students.

It is important that KBS/MTS students have a broad range of college preparatory subjects, many of which require expensive facilities and equipment. The physical advantage of larger schools is that these facilities and the specialized staff can be more readily afforded and available. However, if a school is willing to bear the cost, adequate facilities can be provided in any size school without consideration for full utilization, and often times smaller classes more than make up for a shortage of facilities or equipment. These are major factors that cause the area per student in a small school to be much greater than in large urban facilities.

California guidelines under State Aid construction for a public high school of 320 students gives 134.6 square

feet per student or a total of 43,080 square feet. If this is projected in the same proportion as the above example of 1500 students, this school of 320 students would be allocated 291.6 square feet per student,* or a total area of (291.6 X 320) 93,312 square feet. The existing total school facilities exclusive of residences and Crossways is 64,750 square feet. The Master Plan area exclusive of residences, Crossways and New House is 66,250 square feet.

What is significant in this study is that, given the same criteria, the Master Plan represents a decrease in classroom space capacity from the existing facility. (New House and Crossways are discussed under a separate section of this report.)

In reference to the footnote on page 3 of the Draft EIR critique report, the concluding figure of 4 X 88 = 352 students suffers from over simplification. Numbers of students in each class are seldom the same.

Page 17 of the critique report refers to the "enormous auditorium." A student body of 320 plus staff and an administrator or two will load the auditorium to its planned capacity of 350. The auditorium apparently is planned for the 320 student maximum enrollment.

Regarding the Porter Sargent Graph of Classroom vs. Enrollment: Note that schools built under State Aid in California are allocated a gross area of 75 square feet per student for students 12-14 and 85-140 square feet per student for high school students (ages 15-18). The Chart, which includes schools with students ages 13 and 14, could be misleading as criteria for a high school.

B. ALTERNATE USES OF CROSSWAYS AND THE RESULTING IMPACT

Crossways - Renovated for Full Classroom Use. Crossways, with a gross area of 10,000 square feet, has the

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*Using National Public School Guideline.

possible capacity of 6-8 classrooms with 144 students total. This would require extensive interior modification and alteration for compliance to code. The facility is constructed for dormitory use with every room occupies, although not at capacity.

The location of Crossways on the school site is functionally poor for academic use. As a classroom facility it would be in conflict with the Master Plan for grouping academic space in the library quadrangle. The close proximity of classroom spaces is needed for workable movement of educational equipment as well as reducing travel time for staff and students between academic classrooms.

The school administration has determined that the costs of remodeling into a classroom building are prohibitively expensive and make any such modification unforseeeable.

The impact of Crossways as a classroom would be negative both to the immediate neighbors and to the school itself. It would increase the potential number of total students by perhaps as many as 144 students and would bring increased student pedestrians to the entrance drive area approach to Circle Drive.

Crossways - Renovated for Administrative Use. If Crossways were phased out as a student residence and modified for administrative use ... the impact on the immediate neighbors could be expected to be positive. During the day, fewer students would be in the area and in the evening quiet hours the building would be essentially empty and quiet.

Note, however, that administrative use alone does not warrant the amount of space (10,000 square feet) that is provided by Crossways. Other uses in addition to administrative, such as the infirmary - which is now located at Crossways - would need to be identified so that the total use of Crossways could be evaluated.

Crossways - Retained as a Student Residence. If Crossways remains in use as a student residence, there would,

of course, be no environmental change from its present use. The specific orientation of Crossways on its immediate site faces most of its windows toward Fernhill, the school dining hall and New House. The location of the garage and the narrow east wing of the structure results in minimum exposure to Circle Drive.

Thus, the most positive uses for Crossways, both from the point of view of the immediate neighbors and the school students and faculty, are residential or administartive uses. A combination of these uses might be feasible.

C. ALTERNATE USES OF NEW HOUSE AND THE RESULTING IMPACT

New House - Renovated for Full Classroom Use. Through renovation it is possible to develop up to 6 classrooms in New House with three on the first floor (existing) and three on the second (two in addition to one now in use). Alteration would be necessary, however, to meet code standards including the construction of secondary fire exits from the second floor classrooms. The six classrooms would accommodate approximately 62 students. The total area of New House is 6,450 square feet.

Like Crossways, New House is poorly located for proper functional academic use. It is too far from the library quadrangle.

New House - Converted to Headmaster's House. The structure, originally constructed as a residence, could be returned to that function as a house for the Headmaster. In this usage, it would create a quiet buffer between the School and the residents of Circle Drive. This would also provide an improved facility and location for the Headmaster. This has positive impact for both the neighbors and the school.

D. RELATIONSHIP OF THE DINING HALL CAPACITY TO THE TOTAL SCHOOL POPULATION

The Dining Hall seating area, which has approximately 4,000 square feet, is capable of seating a maximum of 260

students in a single lunch period. The food preparation area could feasibly prepare 500 lunch meals a day in a two-lunch period program. Modification of the scullery space or partial use of disposable dishware would be necessary to accommodate dining hall clean-up if 500 are served.

The Dining Hall, then, is not a physical limiting factor to the proposed school maximum of 320 students.

E. SUPPLEMENTAL REMARKS TO DRAFT EIR INFORMATION REGARDING THE MOVEMENT OF THE ACADEMIC BUILDING

The functional and visual effect of moving the Academic Building 20 feet well within the property lines of the school site is positive to inhabitants of the school and of no significance to those not directly on school property. Major foundation work now required for this structure to comply with code makes the move to a new foundation location economically reasonable.

An impact related to this move is the displacement of faculty parking, which is now behind the academic building. The Draft Report states that it is highly desirable to remove this parking from its present location for two basic reasons:

1. The interior parking lot and its connecting driveway to the entrance gate contributes to the Entrance Gate and Circle Drive congestion.

2. The parking lot mixes auto and pedestrians in the school site ... a potential hazard.

Therefore the proposal to move the faculty parking lot to a peripheral position has positive impact for both School and Circle Drive residents. The actual movement of the Academic Building has positive impact for the School and no impact upon neighborhing residents.

F. CLARIFICATION OF STATE PARKING CRITERIA (Mullins et al.)

There are no State mandates for school parking. Specific parking requirements are local, usually city or

county regulated. The State does provide a site area guideline, however. For public schools up to 400 students, 2.1 acres are recommended for "parking and roads."

G. IMPACT OF OFF SITE PHYSICAL EDUCATION PROGRAM

Physical education is an integral part of a learning environment, and should be taught by trained personnel with close attention given to personal progress as in any other area of learning. The Draft EIR enumerates the State site recommendations for physical education facilities for a school "up to 400" students (this is the smallest category). These facilities are based on use throughout the school day.

There are two strong negative impacts that would result from removing a Physical Education program from the immediate site:

1. Most importantly, it runs the risk of losing the student who is marginal with regard to physical involvement, either because of fear and lack of self-confidence or because of ignorance of what is actually involved in the program. There is great motivational value in having students observe, under relaxed conditions, the activity of sports. By so doing they can find interest in it, project themselves into it and eventually participate with genuine interest. There is also positive shcool spirit and cohesiveness which develops from seeing classmates participate in physical education activity.

2. The second negative impact effects both School and neighbors. An ongoing off-site physical education program would create additional traffic departing and returning to the school, thus noise - and possible conjestion.

Off-site physical education would have severe negative impact to the students, staff and neighbors of The Katharine Branson/Mount Tamalpais School.

SECTION IX

SUPPLEMENTAL ECONOMIC STUDY

by
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INTRODUCTION

The purpose of this section is to determine by conventional financial reporting and planning techniques if The Katharine Branson School/Mount Tamalpais School capital expansion plan is well conceived and, thus, feasible. Thorough analysis is made of financial projections of income and expenses, sources and applications of funds, and assets, liabilities, and fund balances for 1976-77 (actual) through 1981-82 (projected). The analysis concludes and illustrates that the capital expenditure program currently being considered is for the most part financially feasible at an enrollment level of 320 students. Planning based on an enrollment of substantially less, 264 for example, would not be advisable due to the significant deficits that would result.

Sources utilized for this section are reports generated by KBS/MTS staff members and published statistical sources on the subject of educational finance. Conclusions and analysis of this data are made by an independent consultant having no vested interest in KBS/MTS.

Organization of this section is structured to discuss in turn (1) income and expenses, (2) sources and application of funds, and (3) assets, liabilities, and fund balances. In so soing, special effort is made to deal specifically with the following issues:

1. Can KBS/MTS continue to meet operating costs with tuition increases based on a maximum of 320 students?

2. Can planned expenditures be adequately financed?
3. Can any difficulties be seen in implementing the planned expenditure program and maintaining enrollment at 320 students?

PROJECTED INCOME AND EXPENSES, 1976-1982

This discussion centers around two income and expense projections--one for a 320 enrollment level and another for a 264 enrollment level. All projections are done on a five year planning horizon, which is long enough to allow for the expenditures under consideration by KBS/MTS, but short enough to maintain the credibility of the projection values. There are several important aspects to these income and expense projections, the most important being the stark differences in operating results when projections are made on the basis of 320 versus 264 total students.

In the case of 320 students, satisfactory operating surpluses are projected for each year. The levels of surpluses range between $57,580 (for 1977-78) and $95,870 (for 1978-79) as shown in Table XII. For 264 students, however, sizeable operating deficits eventually result as seen in Table XIII. Amounts of the deficits reach $127,730 in 1981-82. Essentially, these operating results of enrollment levels of 264 students occur because of the inability to reduce expenses in proportions equal to revenue losses, especially in the areas of instruction and student support services.

Other important considerations underlying the information in Tables XII and XIII relate to tuition growth. First, except for the increase of 1976-77 that has already occurred, later tuition increases are modest considering they will be less than expected inflation rates of 5-7%. Nonetheless, the instruction cost per student/tuition per student is maintained at or near 40% for the last year of the projection, 1981-82. Thus, the efficiency of scales <u>is</u> maintained without a concurrent enrollment increase beyond 320.

Second, little difficulty should be met by KBS/MTS in maintaining the tuition and enrollment levels used for projection purposes. This contention is based on statistical projections made by the U.S. Department of Health, Education, and Welfare, which project steady enrollments for grades 9-12 of non-public schools through 1984-85.* Steady enrollment projections are based in part on a population projection of the 14-17 year age group which is only slightly decreasing from 1975-85.** These statistics collectively support assumptions for projections of tuition and enrollment levels found in Tables XII and XIII.

In summary, financial projections of income and expenses show that KBS/MTS can continue to meet operating costs with tuition increases based on a maximum of 320 students, but not of 264 students.

PROJECTED SOURCES AND APPLICATIONS OF FUNDS, 1976-1982

This portion analyzes the expected flow of funds based on an enrollment of 320 students. It goes beyond the analysis of income and expenses, which by its nature is concerned only with the yearly operating results and does not treat longer term fund flows of financing and investment. The immediate analysis treats all fund flows over the years studied and thus is useful to evaluate long term decisions in combination with yearly operations projections. Tables XIV-A through XIV-D summarize the fund flows expected by KBS/MTS over the projected five-year period and are, therefore, of prime importance.

Table XIV-A, entitled Actual and Projected Financial Resources Derivation, schedules projected revenues for the

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*See Table B-4, "Projections of Education Statistics to 1984-85," by Kenneth Simon, U.S. Department of Health, Education, and Welfare.

**Ibid., Table B-2.

five year period. As shown, revenues are planned to begin in 1978-79 for capital extension and improvements. For the most part, expenditures will be financed from pledge payments and cash contributions. Specifically, it will be necessary to raise $507,586 in 1978-79 and $441,692 in 1979-80 by contributions, which represents the largest but not the only source of funds. Other significant sources up to and including years 1979-80 are operating income, increases on short term borrowing to repay past obligations, and sales of real property. The feasibility of raising the needed funds up to 1979-80 is discussed first.

Raising the nearly one million dollars in funds from contributions and pledges by KBS/MTS appears feasible. This judgment is made on the basis of supporting data of two types. One is the record of fund raising achieved by KBS/MTS in the past. Table XIV-C, entitled Sources and Applications of Funds, 1966-76, attests to past fund raising achievement by KBS/MTS. Contributions for that period exceeded two million dollars. This is strong support in favor of the School's reaching or exceeding contribution expectations for the period under consideration--1976-1980.

For further confirmation that fund raising expectations by KBS/MTS for this period are feasible, reference is made to the experience of schools similar to KBS/MTS. Table XV summarizes contribution support received by private secondary and elementary schools having 250-350 pupils and, therefore, that are similar to KBS/MTS in function and size. As can be noted from this table, it is not uncommon for a school of this nature and size to raise one-half million dollars in a given year. This chart negates the myth that schools only raise "large" amounts of money when forced to do so.

In summary, based on past experience of KBS/MTS and other schools similar to KBS/MTS with respect to size and function, raising funds by contributions of the amounts indicated in the projections for 1978-79 and 1979-80 appears feasible.

noted, however, that planning to raise these funds by contributions, as opposed to debt, is sound financial strategy. In doing so, this expenditure remains a contingency and not a financial burden as it might become if a significant portion of the funds were to be raised by borrowing. As a result, with or without this expenditure being made in 1981-82, KBS/MTS at an enrollment of 320 can expect to approach the 1980's with a solid financial foundation resulting from complete and careful planning.

PROJECTED ASSETS, LIABILITIES AND FUND BALANCES, 1976-1982

The last portion of this study is essentially an analysis of future financial conditions from the perspective of fund balances rather than flows. Analysis in this section focuses on the results of the expenditure decisions as they relate to the financial health of the organization. This is done by inspecting the School's growth, liquidity, and structure of financing.

Size of the organization, as a result of financial growth during the period studied, is important in assessing the likelihood of maintaining expenditure levels from sources available. A larger size requires larger annual income from operations, endowment, and annual giving. The expected size of fund balances and annual expenditures for KBS/MTS can be seen from inspecting Tables XVI and XII, respectively. Table XVI indicates the expected investment fund level to be approximately one million dollars in 1981-82, while Table XII indicates expenditures to approach 1.5 million dollars.

Some perspective for the relative magnitude of these amounts can be realized by again referring to Table XV, which summarizes annual expenditures, annual contributions, and investment fund size for schools similar to KBS/MTS. It can be observed that the projected investment fund balance of $1,037,808 in 1982 is a typical level as illustrated by Table XV. Similar comments may be made concerning the level of

Any or all of the above items may be examined at the KBS/MTS Schools or at the Office of the Town Clerk, Ross Town Hall.

TABLE XII

PROJECTED INCOME AND EXPENSES, 1976-82

	1976-77	1977-78[a]	1978-79[a]	1979-80[a]	1980-81[a]	1981-82[a]
EXPENSES						
INSTRUCTION						
Salaries	$373,605	$409,320	$400,420	$429,510	$455,000	$487,940
Other						
Supplies and expenses	8,932	9,470	10,040	10,670	11,310	11,930
Laundry	1,502	1,600	1,700	1,800	1,910	2,020
Physical education and athletics	9,544	12,010	12,730	13,530	14,340	15,130
Rental of off-campus facilities	5,580	7,210	4,780[b]	4,890[b]	5,000[b]	3,390[b]
Library	2,281	2,330	2,470	2,630	2,780	2,940
Classroom supplies and expenses	11,262	11,940	12,660	13,450	14,260	15,050
Staff recruitment	3,844	4,080	4,320	4,600	4,870	5,140
Training and conferences	829	880	930	990	1,050	1,110
Guest speakers	535	570	600	640	680	720
Total Other	44,309	50,090	50,230	53,200	56,200	57,430
TOTAL INSTRUCTION	417,914	459,410	450,650	482,710	511,200	545,370

a Generally assumes the following inflation rates: 6.0% 6.0% 6.3% 6.0% 5.5%
(interpolated to school year from the annual calendar consumer price index projections made by the Wharton School of Finance and Commerce, University of Pennsylvania)

b Assumes extension of KBS/MTS athletic field during summer of 1978, gymnasium, 1981, and pool, after 1982.

TABLE XII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
STUDENT SUPPORT SERVICES						
Residence and Health Services						
Salaries	$ 14,499	$ 17,090[c]	$ 16,990	$ 18,960	$ 20,110	$ 23,940
Other						
Supplies and expenses	967	310[c]	330	350	370	390
Laundry	910	970	1,260[d]	1,340[d]	1,430[d]	1,510[d]
Infirmary	176	190	200	210	230	240
Staff recruitment	202	220	230	250	260	280
Total Other	2,255	1,690	2,020	2,150	2,290	2,420
Total Residence and Health Services	16,754	18,780	19,010	21,110	22,400	26,360
Food Services						
Salaries	57,988	63,600	67,420	71,660	75,960	80,140
Other						
Supplies and expenses	5,990	6,350	6,730	7,160	7,580	8,000
Laundry	1,836	1,950	2,070	2,200	2,330	2,460
Staff recruitment	--	--	--	--	--	--
Food	52,832	56,000	60,800[d]	64,230[d]	68,510[d]	71,940[d]
Total Other	60,658	64,300	69,600	73,590	78,420	82,400
Total Food Services	118,646	127,900	137,020	145,250	154,380	162,540

c Reflects reallocation of telephone answering service, approximately $720, from supplies to salaries.

d Assumes 24 resident students.

TABLE XII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Student Guidance and Counseling						
Salaries	$ 40,560	$ 33,230	$ 42,710	$ 46,420	$ 48,420	$52,110
Other	1,185	1,260	1,340	1,420	1,500	1,590
Total Student Guidance/ Counseling	41,745	34,490	44,050	47,840	49,920	53,700
Student Store						
Salaries	1,436	1,530	1,620	1,720	1,830	1,930
Purchases	26,028	27,590	29,250	31,090	32,950	34,770
Total Student Store	27,464	29,120	30,870	32,810	34,780	36,700
Student Transportation						
Commute Bus	20,256	21,480	22,770	24,200	25,660	27,070
Field Trips	134	150	160	170	180	190
Athletics	2,144	2,280	2,420	2,570	2,720	2,870
Total Student Transportation	22,534	23,910	25,350	26,940	28,560	30,130
TOTAL STUDENT SUPPORT SERVICES	227,143	234,200	256,300	273,950	290,040	309,430
SUMMER PROGRAMS						
Summer School	3,710	3,940	4,180	4,440	4,710	4,960
Soccer Camp	5,176	--	--	--	--	--
Westminster Choir College	2,084	--	--	--	--	--
Tennis Courts and Pool	--	--	--	--	--	--
TOTAL SUMMER PROGRAMS	10,970	3,940	4,180	4,440	4,710	4,960

TABLE XII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
PLANT						
Salaries (including security)	$ 85,543	$ 92,600	$ 98,160	$104,340	$110,600	$116,680
Other						
Utilities	31,276	33,160	33,860[a]	33,250[a]	35,250[a]	36,180[a]
Supplies and expenses	11,053	11,720	12,420	13,210	14,000	14,770
Repairs	15,003	15,910	16,860	17,930	19,000	20,050
Staff recruitment	28	30	30	30	40	40
Vehicles	2,694	2,860	3,030	3,220	3,420	3,600
Taxes	25	30	30	30	40	40
Total Other	60,079	63,710	66,230	67,670	71,750	74,680
TOTAL PLANT	145,622	156,310	164,390	172,010	182,350	191,360
GENERAL ADMINISTRATION						
Salaries	118,662	133,710	140,540	163,390	172,370	184,010
Other						
Supplies and expenses	11,561	12,260	13,000	13,810	14,640	15,450
Admissions	1,805	1,920	2,040	2,160	2,290	2,420
Staff recruitment	1,334	1,420	1,510	1,600	1,700	1,790
Fundraising and alumni/ae	5,594[b]	3,800	4,030	4,280	4,540	4,790
Headmaster's conferences	5,506	5,840	6,190	6,580	6,980	7,360
Training and conferences	743	790	840	890	940	1,000
Bad debts	--	--	--	--	--	--
Total Other	26,543	26,030	27,610	29,320	31,090	32,810
TOTAL GENERAL ADMINISTRATION	145,205	159,740	168,150	192,710	203,460	216,820

a Assumes savings from insulating the Academic Building during the summer of 1978, the Administration Building, 1979, and the ymnasium, 1981.

b Includes $2,010 paid for J. Lancaster Associates (Trustee meeting of 6/16/76).

TABLE XII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
GENERAL INSTITUTIONAL						
Benefits and Payroll Taxes						
Social security	$ 39,089	$ 41,440	$ 48,350	$ 51,500	$ 55,830	$ 60,090
Pensions	14,820	15,710	16,650	17,700	18,760	19,800
Medical insurance	7,105	9,010	10,360[a]	11,990[a]	13,790[a]	15,690[a]
Disability insurance	5,957	6,330	6,710	7,130	7,560	7,980
Unemployment insurance	--	8,560[b]	18,150[b]	19,290[b]	20,450[b]	21,570[b]
Total Benefits & Payroll Taxes	66,971	81,050	100,220	107,610	116,390	125,130
Information and Communications						
Communications	19,401	20,570	21,800	23,180	24,570	25,920
Dues and subscriptions	4,134	4,390	4,650	4,950	5,240	5,530
Total information and Communications	23,535	24,960	26,450	28,130	29,810	31,450
Insurance, Professional Fees, Prize Day, and Interest						
Insurance	$ 25,136	$ 26,650	$ 29,850[c]	$ 33,610[c]	$ 37,640[c]	$ 41,780[c]
Accounting fees	2,500	3,500	3,710	3,940	4,180	4,410
Legal fees	75	80	80	90	100	110
Prize Day	1,500	1,590	1,690	1,790	1,900	2,000
Interest	29,730	29,730	29,330	27,210	24,960	22,550
Total Insurance, Fees, etc.	58,941	61,550	64,660	66,640	68,780	70,850
TOTAL GENERAL INSTITUTIONAL	149,447	167,560	191,330	202,380	214,980	227,430

a Assumes an inflation rate 2.5 times the general rate.
b The probable result of recent federal legislation.
c Assumes an inflation rate 2 times the general rate.

TABLE XII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
STUDENT AID						
Tuition	$ 75,420	$ 81,300	$ 81,300	$ 81,300	$ 81,300	$ 81,300
Transportation	250	270	290	300	320	340
TOTAL STUDENT AID	75,670	81,570	81,590	81,600	81,620	81,640
TOTAL EXPENSES	1,171,971	1,262,730	1,316,590	1,409,800	1,488,360	1,577,010
INCOME						
STUDENT TUITION AND FEES						
Enrollment, KBS (DIR)	149D;19R	152D;18R	136D;24R	136D;24R	136D;24R	136D;24R
MTS	152D	150D	160D	160D	160D	160D
Tuition[a]	1,023,665	1,104,000	1,168,000	1,232,000	1,296,000	1,360,000
Forfeited registration fees	2,800	2,800	4,200[b]	4,200[b]	4,200[b]	4,200[b]
Fees from special lessons	2,736	5,730[c]	5,730[c]	5,730[c]	5,730[c]	5,730[c]
Application fees	5,425	5,400	7,560[d]	7,560[d]	7,560[d]	7,560[d]
Activity fees	16,860	16,860	16,860	16,860	16,860	16,860
TOTAL STUDENT TUITION/FEES	1,051,486	1,134,790	1,202,350	1,266,350	1,330,350	1,394,350
STUDENT SUPPORT						
Room & board, resident students	41,800	39,600	52,800	52,800	52,800	52,800
Store	27,000	28,620	30,340	32,250	34,180	36,060
Student transportation	20,291	21,510	22,770	24,200	25,660	27,070
TOTAL STUDENT SUPPORT	89,091	89,730	105,910	109,250	112,640	115,930
a Assumes the following tuition rates:						
Day students	3,200	3,450	3,650	3,850	4,050	4,250
Percentage increase	12.3%	7.8%	5.8%	5.5%	5.2%	4.9%
Resident students	5,400	5,650	5,850	6,050	6,250	6,450
Percentage increase	11.3%	4.6%	3.5%	3.4%	3.3%	3.1%

b Assumes registration fees increased from $200 to $300.
c Includes $3,000 in fees from new reading program.
d Assumes application fees increased from $25 to $35.

TABLE XII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
SUMMER PROGRAMS						
Summer School	$ 6,215	$ 6,580	$ 6,970	$ 7,410	$ 7,860	$ 8,290
Soccer Camp	8,066	--[e]	2,500[e]	2,660[e]	2,820[e]	2,970[e]
Westminster Choir College	5,010	--	--	--	--	--
Tennis courts and pool	1,425	1,530	1,620	1,720	1,830	1,930
TOTAL SUMMER PROGRAMS	20,716	8,110	11,090	11,790	12,510	13,190
ANNUAL GIVING	60,938	57,320[f]	57,320[f]	57,320[f]	57,320[f]	57,320[f]
ENDOWMENT INCOME	16,863	17,500[g]	23,230[g]	23,920[g]	24,640[g]	50,380[g]
OTHER SOURCES						
Interest	5,228	5,220	12,420[h]	12,870[h]	13,330[h]	13,780[h]
Other	147	140	140	140	140	140
TOTAL OTHER SOURCES	5,375	5,360	12,560	13,010	13,470	13,920
STUDENT AID	11,925	7,500[g]	--	--	--	--
TOTAL INCOME	1,256,394	1,320,310	1,412,460	1,481,640	1,550,930	1,645,090

e Assumes expansion of field will not permit soccer camps at KBS/MTS for summer, 1977, and that program in the future will be operated by a Marin Youth Soccer League organization.

f Annual average, 1966-67--1975-76, excluding major foundation gifts:

1966-67,	$ 32,395	1969-70,	$112,385	1972-73,	$ 44,596	1975-76,	$ 69,508
1967-68,	32,766	1970-71,	67,160	1973-74,	75,187		
1968-69,	38,699	1971-72,	63,426	1974-75,	37,104		

g Reflects decision to combine scholarship endowment with general endowment, to disburse only 5%, and to reinvest all additional earnings. Also assumes an additional $500,000 to be raised for endowment in 1981-82.

h Assumes all tuition is collected by the end of August, each year.

TABLE XII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	$ 84,423	$ 57,580	$ 95,870	$ 71,840	$ 62,570	$ 68,080
TRANSFERS						
To Plant Fund for debt reduction	(24,570)	(25,600)	(26,580)	(28,490)	(30,530)	(32,720)
To Plant Fund for asset addition	(22,000)	(22,000)	(18,000)	(19,130)	(20,280)	(21,400)
TOTAL TRANSFERS	(46,570)	(47,600)	(44,580)	(47,620)	(50,810)	(54,120)
EXCESS OF REVENUES (EXPENDITURES)	37,853	9,980	51,290	24,220	11,760	13,960

TABLE XIII

PROJECTED INCOME AND EXPENSES, 1976-82

IF ENROLLMENT IS CUT TO 264

	1976-77	1977-78[a]	1978-79[a]	1979-80[a]	1980-81[a]	1981-82[a]
EXPENSES						
INSTRUCTION						
Salaries	$373,605	$409,320	$382,480	$391,010	$393,840	$400,520
Other						
Supplies and expenses	8,932	9,470	9,600	9,740	9,830	9,840
Laundry	1,502	1,600	1,620	1,640	1,650	1,670
Physical education and athletics	9,544	12,010	12,730	13,530	14,340	15,130
Rental of off-campus facilities	5,580	7,210	4,780[b]	4,890[b]	5,000[b]	3,390[b]
Library	2,281	2,330	2,470	2,630	2,780	2,940
Classroom supplies and expenses	11,262	11,940	12,660	13,450	14,260	15,050
Staff recruitment	3,844	4,080	4,320	4,600	4,870	5,140
Training and conferences	829	880	930	990	1,050	1,110
Guest speakers	535	570	600	640	680	720
Total Other	44,309	50,090	49,710	52,110	54,460	54,990
TOTAL INSTRUCTION	417,914	459,410	432,190	443,120	448,300	455,510

a Generally assumes the following inflation rates: 6.0% 6.0% 6.3% 6.0% 5.5%
(interpolated to school year from the annual calendar year consumer price index projections made by the Wharton School of Finance and Commerce, University of Pennsylvania).

b Assumes extension of KBS/MTS athletic field during summer of 1978, gymnasium, 1981, and pool, after 1982.

TABLE XIII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
STUDENT SUPPORT SERVICES						
Residence and Health Services						
Salaries	$ 14,499	$ 17,090[c]	$ 16,990	$ 18,960	$ 20,110	$ 23,940
Other						
Supplies and expenses	967	310[c]	330	350	370	390
Laundry	910	970	1,260[d]	1,340[d]	1,430[d]	1,510[d]
Infirmary	176	190	200	210	230	240
Staff recruitment	202	220	230	250	260	280
Total Other	2,255	1,690	2,020	2,150	2,290	2,420
Total Residence and Health Services	16,754	18,780	19,010	21,110	22,400	26,360
Food Services						
Salaries	57,988	63,600	67,420[d]	71,660[d]	75,960[d]	80,140[d]
Other						
Supplies and expenses	5,990	6,350	6,730	7,160	7,580	8,000
Laundry	1,836	1,950	2,070	2,200	2,330	2,460
Staff recruitment	--	--	--	--	--	--
Food	52,832	56,000	59,200[d]	60,460[d]	62,280[d]	63,080[d]
Total Other	60,658	64,300	68,000	69,820	72,190	73,540
Total Food Services	118,646	127,900	135,420	141,480	148,150	153,680

c Reflects reallocation of telephone answering service charges (approximately $720) from supplies to salaries.

d Assumes 24 resident students.

TABLE XIII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Student Guidance/Counseling						
Salaries	$ 40,560	$ 33,230	$ 42,710	$ 46,420	$ 48,420	$ 52,110
Other	1,185	1,260	1,340	1,420	1,500	1,590
Total Student Guidance/Counseling	41,745	34,490	44,050	47,840	49,920	53,700
Student Store						
Salaries	1,436	1,530	1,620	1,720	1,830	1,930
Purchases	26,028	27,590	27,970	28,370	28,650	28,690
Total Student Store	27,464	29,120	29,590	30,090	30,480	30,620
Student Transportation						
Commute Bus	20,256	21,480	22,770	24,200	25,660	27,070
Field trips	134	150	160	170	180	190
Athletics	2,144	2,280	2,420	2,570	2,720	2,870
Total Student Transportation	22,534	23,910	25,350	26,940	28,560	30,130
TOTAL STUDENT SUPPORT SERVICES	227,143	234,200	253,420	267,460	279,510	294,490
SUMMER PROGRAMS						
Summer School	3,710	3,940	4,180	4,440	4,710	4,960
Soccer Camp	5,176	--	--	--	--	--
Westminster Choir College	2,084	--	--	--	--	--
Tennis Courts and Pool	--	--	--	--	--	--
TOTAL SUMMER PROGRAMS	10,970	3,940	4,180	4,440	4,710	4,960

TABLE XIII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
PLANT						
Salaries (including security)	$ 85,543	$ 92,600	$ 98,160	$104,340	$110,600	$116,680
Other						
Utilities	31,276	33,160	33,860[a]	33,250[a]	35,250[a]	36,180[a]
Supplies and expenses	11,053	11,720	12,420	13,210	14,000	14,770
Repairs	15,003	15,910	16,860	17,930	19,000	20,050
Staff recruitment	28	30	30	30	40	40
Vehicles	2,694	2,860	3,030	3,220	3,420	3,600
Taxes	25	30	30	30	40	40
Total Other	60,079	63,710	66,230	67,670	71,750	74,680
TOTAL PLANT	145,622	156,310	164,390	172,010	182,350	191,360
GENERAL ADMINISTRATION						
Salaries	118,662	133,710	140,540	163,390	172,370	184,010
Other						
Supplies and expenses	11,561	12,260	13,000	13,810	14,640	15,450
Admissions	1,805	1,920	2,040	2,160	2,290	2,420
Staff recruitment	1,334	1,420	1,510	1,600	1,700	1,790
Fundraising and alumni/ae	5,594[b]	3,800	4,030	4,280	4,540	4,790
Headmaster's conferences	5,506	5,840	6,190	6,580	6,980	7,360
Training and conferences	743	790	840	890	940	1,000
Bad debts	--	--	--	--	--	--
Total Other	26,543	26,030	27,610	29,320	31,090	32,810
TOTAL GENERAL ADMINISTRATION	145,205	159,740	168,150	192,710	203,460	216,820

a Assumes savings from insulating the Academic Building during the summer of 1978, the Administration Building, 1979, and the gymnasium, 1981.

b Includes $2,010 paid for J. Lancaster Associates (Trustee meeting of 6/16/76).

TABLE XIII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
GENERAL INSTITUTIONAL						
Benefits and payroll taxes						
Social security	$ 39,089	$ 41,440	$ 47,260	$ 49,170	$ 52,050	$ 54,580
Pensions	14,820	15,710	16,650	17,700	18,760	19,800
Medical insurance	7,105	9,010	10,360[a]	11,990[a]	13,790[a]	15,690[a]
Disability insurance	5,957	6,330	6,530	6,750	6,960	7,130
Unemployment insurance	--	8,560[b]	17,490[b]	17,900[b]	18,250[b]	18,420[b]
Total Benefits & Payroll Taxes	66,971	81,050	98,290	103,510	109,810	115,620
Information and Communications						
Communications	19,401	20,570	21,800	23,180	24,570	25,920
Dues and subscriptions	4,134	4,390	4,650	4,950	5,240	5,530
Total Information and Communications	23,535	24,960	26,450	28,130	29,810	31,450
Insurance, Professional Fees, Prize Day, and Interest						
Insurance	25,136	26,650	29,850[c]	33,610[c]	37,640[c]	41,780[c]
Accounting fees	2,500	3,500	3,710	3,940	4,180	4,410
Legal fees	75	80	80	90	100	110
Prize Day	1,500	1,590	1,690	1,790	1,900	2,000
Interest	29,730	29,730	29,330	27,210	24,960	22,550
Total Insurance, Fees, etc.	58,941	61,550	64,660	66,640	68,780	70,850
TOTAL GENERAL INSTITUTIONAL	149,447	167,560	189,400	198,280	208,400	217,920

a Assumes an inflation rate 2.5 times the general rate.
b The probable result of recent federal legislation.
c Assumes an inflation rate 2.0 times the general rate.

TABLE XIII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
STUDENT AID						
Tuition	$ 75,420	$ 81,300	$ 81,300	$ 81,300	$ 81,300	$ 81,300
Transportation	250	270	290	300	320	340
TOTAL STUDENT AID	75,670	81,570	81,590	81,600	81,620	81,640
TOTAL EXPENSES	1,171,971	1,262,730	1,293,320	1,359,620	1,408,350	1,462,700
INCOME						
STUDENT TUITION AND FEES						
Enrollment, KBS (D/R)	149D;19R	152D;18R	129D;24R	122D;24R	115D;24R	108D;24R
MTS	152D	150D	153D	146D	139D	132D
Tuition[a]	1,023,665	1,104,000	1,116,900	1,124,200	1,125,900	1,122,000
Forfeited registration fees	2,800	2,800	4,200[b]	4,200[b]	4,200[b]	4,200[b]
Fees from special lessons	2,736	5,730[c]	5,480[c]	5,230[c]	4,980[c]	4,730[c]
Application fees	5,425	5,400	7,560[d]	7,560[d]	7,560[d]	7,560[d]
Activity fees	16,860	16,860	16,120	15,390	14,650	13,910
TOTAL STUDENT TUITION/FEES	1,051,486	1,134,790	1,150,260	1,156,580	1,157,290	1,152,400
a Assumes the following tuition rates:						
Day students	3,200	3,450	3,650	3,850	4,050	4,250
Percentage increase	12.3%	7.8%	5.8%	5.5%	5.2%	4.9%
Resident students	5,400	5,650	5,850	6,050	6,250	6,450
Percentage increase	11.3%	4.6%	3.5%	3.4%	3.3%	3.1%

b Assumes registration fees increased from $200 to $300.

c Includes $3,000 in fees from new reading program.

d Assumes application fees increased from $25 to $35.

TABLE XIII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
STUDENT SUPPORT						
Room/board, resident students	$ 41,800	$ 39,600	$ 52,800	$ 52,800	$ 52,800	$ 52,800
Store	27,000	28,620	29,010	29,430	29,690	29,750
Student Transportation	20,291	21,510	21,770	22,080	22,290	22,330
TOTAL STUDENT SUPPORT	89,091	89,730	103,580	104,310	104,780	104,880
SUMMER PROGRAMS						
Summer School	6,215	6,580	6,970	7,410	7,860	8,290
Soccer Camp	8,066	--[e]	2,500[e]	2,660[e]	2,820[e]	2,970[e]
Westminster Choir College	5,010	--	--	--	--	--
Tennis courts and pool	1,425	1,530	1,620	1,720	1,830	1,930
TOTAL SUMMER PROGRAMS	20,716	8,110	11,090	11,790	12,510	13,190
ANNUAL GIVING	60,938	57,320[f]	57,320[f]	57,320[f]	57,320[f]	57,320[f]
ENDOWMENT INCOME	16,863	17,500[g]	23,230[g]	23,920[g]	24,640[g]	50,380[g]

e Assumes expansion of field will not permit soccer at KBS/MTS for summer, 1977, and that program in the future will be operated by a Marin Youth Soccer League organization.

f Annual average, 1966-67 -- 1975-76, excluding major foundation gifts:

1966-67	$32,395	1970-71	$67,160	1973-74	$75,187
1967-68	$32,766	1971-72	$63,426	1974-75	$37,104
1969-70	$38,699	1972-73	$44,596	1975-76	$69,508
1970-71	$112,385				

g Reflects decision to combine scholarship endowment with general endowment, to disburse only 5%, and to reinvest all additional earnings. Also assumes an additional $500,000 to be raised for endowment in 1981-82.

TABLE XIII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
OTHER SOURCES						
Interest	$ 5,228	$ 5,220	$ 12,420[h]	$ 12,870[h]	$ 13,330[h]	$ 13,780[h]
Other	147	140	140	140	140	140
TOTAL OTHER SOURCES	5,375	5,360	12,560	13,010	13,470	13,920
STUDENT AID	11,925	7,500[g]	--	--	--	--
TOTAL INCOME	1,256,394	1,320,310	1,358,040	1,366,930	1,370,010	1,392,090
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	84,423	57,580	64,720	7,310	(38,340)	(70,610)
TRANSFERS						
To Plant Fund for debt reduction	(24,570)	(25,600)	(26,580)	(28,490)	(30,530)	(32,720)
To Plant Fund for asset addition	(22,000)	(22,000)	(18,000)	(19,130)	(20,280)	(21,400)
TOTAL TRANSFERS	(46,570)	(47,600)	(44,580)	(47,620)	(50,810)	(54,120)

g Reflects decision to combine scholarship endowment with general endowment, to disburse only 5%, and to reinvest all additional earnings. Also assumes an additional $500,000 to be raised for endowment in 1981-82.

h Assumes all tuition is collected each year by the end of August.

TABLE XIII (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
EXCESS OF REVENUES (EXPENDITURES)	$ 37,853	$ 9,980	$ 20,140[i]	$(40,310)[i]	$(89,150)[i]	$(124,730)[i]
i Additional endowment income required to offset reduced enrollment:			$ 31,590	$ 65,460	$102,390	$140,780
Additional endowment required above that currently projected to offset reduced enrollment:			631,800	1,309,200	2,047,800	2,815,600
Endowment level currently projected:			478,777	492,797	507,581	1,037,808

TABLE XIV-A

ACTUAL AND PROJECTED FINANCIAL RESOURCES DERIVATION, 1976-1982

(Construction Inflation Factor Estimates @ 1%/month)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	Total
ACTUAL AND PROJECTED FINANCIAL RESOURCES DERIVATION							
From pledge payments and cash contributions, excluding annual giving	$	$	$	$	$	$	$
For parking lot, tennis courts, garage, library and Academic Building Pledge payments			66,452[ab]				66,452[b]
For additions--tennis courts ($15,492), landscaping ($31,525), library equipment ($30,101), alternative designs ($46,262), and inflation between beginning of Future Imperative Campaign (3/71) and lawsuit (7/74) ($27,442)			150,822[ac]				150,822[c]

TABLE XIV-A (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	Total
For inflation for parking lot ($52,112) and Academic Building ($175,749) between lawsuit (7/74) and estimated project completion (9/78)			$227,861[ad]				$227,861[d]
Total			445,135[a]				445,135
For athletic field extension							
Pledge payments			10,850[b]				10,850[b]
For remainder of original cost ($47,738) (6/76)			36,888[c]				36,888[c]
Sub-total			47,738				47,738
For inflation between EIR request (7/76) and estimated project completion (9/78)			14,713[d]				14,713[d]
Total			62,451				62,451
For Auditorium							
Pledge payments				200,000[b]			200,000[b]
For remainder of original cost ($311,797) (9/76)				111,797[c]			111,797[c]
Sub-total				311,797			311,797

TABLE XIV-A (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	Total
For inflation between EIR request (7/76) and estimated project completion (9/76)				$129,895[d]			$129,895[d]
Total				441,692			441,692
For Gymnasium							
Estimated cost (6/77)						$797,272[c]	797,272[c]
For inflation between present (6/77) and estimated project completion (9/81)						333,947[d]	333,947[d]
Total						1,131,219	1,131,219
For Endowment						500,000	500,000
Grand Total --Pledge payments and contributions			507,586	441,692		1,631,219	2,580,497
From operating income	84,423	57,580	95,870	71,840	62,570	68,080	440,363
From undistributed endowment income		13,529	13,936	14,353	14,784	30,227	86,829
From decrease in cash	50,021	2,270	953[a]				53,244
From sale of real property[e]	92,000						92,000

TABLE XIV-A (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	Total
From increase in short-term loan to repay past interfund obligations	$ 10,950	$	$188,807[a]	$	$	$	$ 199,757
Total	237,394	73,379	807,152	527,885	77,354	1,729,526	3,452,690
a Applicable to parking lot, tennis courts, garage, library, and Academic Building			634,895				
b Pledge payments:			77,302	200,000			277,302
c Contributions needed for school programs			187,710	111,797		1,297,272	1,596,779
d Contributions needed for inflation resulting from delays caused by lawsuit and EIR request:			242,574	129,895		333,947	706,416
Total--Pledge payments and contributions			507,586	441,692		1,631,219	2,580,497

e Excluding properties on Circle Drive

TABLE XIV-B

ACTUAL AND PROJECTED FINANCIAL RESOURCES APPLICABLE, 1976-82

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	Total
ACTUAL AND PROJECTED RESOURCES APPLICATION							
To increase plant							
Parking lot, tennis courts, and garage							
Original plans ($40,000), plus additions ($15,492) and inflation between beginning of Future Imperative Campaign (3/71) and lawsuit (7/74) ($27,442)			82,934				82,934
Inflation between lawsuit (7/74) and estimated project completion (8/78)			52,112[a]				52,112
Sub-total			135,046				135,046
Library/Academic Building							
Original plan ($300,000), plus revisions ($23,883)			323,883				323,883
Inflation between lawsuit (7/74) and estimated project completion (9/78)			175,749[a]				175,749
Sub-total			499,632				499,632
Total--Parking Lot and Library/Academic Building			634,678				634,678
a Inflation resulting from delays caused by lawsuit and EIR request:			242,574	129,895		333,947	706,416

TABLE XIV-B (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	Total
Athletic Field expansion	$	$	$	$	$	$	$
Original plans (6/76)			47,738				47,738
Inflation between EIR request (7/76) and estimated project completion (9/78)			14,713[a]				14,713
Total			62,451				62,451
Auditorium							
Original plans (9/76)				311,797			311,797
Inflation between EIR request (7/76) and estimated project completion (9/79)				129,895[a]			129,895
Total				441,692			441,692
Gymnasium							
Estimated cost (6/77)						797,272	797,272
Inflation between present (6/77) and estimated project completion (9/81)						333,947[a]	333,947
Total						1,131,219	1,131,219
Other Asset Additions	22,000	22,000	18,000	19,130	20,280	21,400	122,810
Total--Plant	22,000	22,000	715,129	460,822	20,280	1,152,619	2,392,850

TABLE XIV-B (Continued)

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	Total
To increase endowment	$150,979	$ 13,529	$ 13,936	$ 14,353	$ 14,784	$530,227	$737,808
To increase financial aid loans, net of repayments	12,845	12,250	10,900	10,400	8,830	8,930	64,155
To decrease short-term loans	25,000	--	40,607	13,820	2,930	5,030	87,387
To decrease long-term debt	24,570	25,600	26,580	28,490	30,538	32,720	168,490
To reflect loss on sale of real property	2,000	--	--	--	--	--	2,000
Total	237,394	73,379	807,152	527,885	77,354	1,729,526	3,452,690

TABLE XIV-C

SOURCES AND APPLICATIONS OF FUNDS
1966-76

Sources			
Contributions			
Capital (for land, buildings and equipment)	$	$858,004	$
Endowment		357,208	
MTS		105,529	
Trustee Gift Fund		4,990	
Operations			
Scholarships	270,851		
Annual Giving	500,875	771,726	2,097,457
Pledges Paid			37,440
Bank Borrowing			342,525
Working Capital (current assets less current liabilities)			44,812
Non-operating revenues, disbursements, and auditor's adjustments			35,584
TOTAL SOURCES			2,557,818
Applications			
Land, buildings, and equipment			785,094
Fund Raising Expenses			88,213
Investments			292,125
Provisions for doubtful pledges			63,611
MTS startup expenses (excluding interfund obligation of $247,782)			46,645