Demographic Analysis and Student Housing Report for Chico Unified School District

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Glossary of Terms

Attendance Boundary
An attendance boundary is defined by a physical boundary which is specific to an elementary, junior high, or high school. Students with a physical address which is located within that boundary are residents of that "attendance boundary".

Board of Education (BOE)
The BOE is the governing board of the Chico Unified School District.

California Basic Educational Data System (CBEDS)
An annual data collection administered in October to collect information on student and staff demographics.

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

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

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

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

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

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

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

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

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

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

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

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

Local Agency Formation Commission (LAFCO)
It is a regulatory agency with county-wide jurisdiction to discourage urban sprawl and to encourage orderly and efficient provision of services, such as water, sewer, fire protection, etc. Butte County LAFCO is responsible for reviewing and approving proposed jurisdictional boundary changes, including annexations and detachments of territory to and/or from cities and special districts, incorporations of new cities, formations of new special districts, and consolidations, mergers, and dissolutions of existing districts. In addition, LAFCO must review and approve contractual service agreements, determine spheres of influence for each city and district, and may initiate proposals involving district consolidation, dissolution, establishment of subsidiary districts, mergers, and reorganizations (combinations of these jurisdictional changes).

Office of Public School Construction (OPSC)
The Office of Public School Construction, as staff to the State Allocation Board (SAB), implements and administers the School Facility Program and other programs of the SAB. The OPSC is also charged with the responsibility of verifying that all applicant school districts meet specific criteria based on the type of funding which is being requested. The OPSC also prepares recommendations for the SAB's review and approval.
It is also incumbent on the OPSC staff to prepare regulations, policies and procedures which carry out the mandates of the SAB, and to work with school districts to assist them throughout the application process. The OPSC is responsible for ensuring that funds are disbursed properly and in accordance with the decisions made by the SAB.
The OPSC prepares agendas for the SAB meetings. These agendas keep the Board Members, school districts, staff and other interested parties apprised of all actions taken by the SAB. The agenda serves as the underlying source document used by the State Controller's Office for the appropriate release of funds. The agenda further

provides a “historical record” of all SAB decisions, and is used by school districts, facilities planners, architects, consultants and others wishing to track the progress of specific projects and/or availability of funds.

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

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

PROLOGUE

The 2012-13 Demographic Analysis & Student Housing Report (DASHR) for the Chico Unified School District (CUSD) provides not only a historical perspective on the CUSD, including historical demographic information on the communities served by the district as well as the district's residents and enrollments, but also provides an analysis of current and projected residents and enrollments and an overview of planned facility projects by site, including a summary of potential State School Facility Program funding.

Student enrollments and residents are projected to grow through the 2022-23 school year due to the emergence of a new charter high school, a rise in the birth to kindergarten ratio, and new residential development resulting in increasing in-migration of new families to the community. The majority of this growth will occur in the north area of the District, where a significant amount of new residential development is planned for construction. Facility capacity will need to be expanded to accommodate this growth to ensure the District will have equitable facilities to house all CUSD students through the projection period.

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

EXECUTIVE SUMMARY

The purpose of the 2012-13 Demographic Analysis & Student Housing Report is to provide detailed demographic information about the Chico Unified School District's (CUSD) community, and the effects of those demographics on Chico Unified School District's enrollment and the impact on long range planning for facilities in order to assure that appropriate and equitable facilities are provided for the students of the District. It is imperative that the District remain proactive in planning as the construction and modernization of school facilities cannot be accomplished in a short time period.

This study provides information based on 2012-13 District enrollments, District facilities, District policies, City planning policies, residential development, and population and student demographics. As these factors change and timelines are adjusted, the Demographic Analysis & Student Housing Report will be revised to reflect the most current information.

JM King & Associates updated the DASHR in 2012-13 in order to provide enrollment projections, resident projections and compare current and updated facility capacities to current and future enrollments.

Demographic Analysis

Enrollment increased every year in CUSD since 2010, largely due to the movement of families to the area in order to benefit from the high quality of education offered by the Chico Unified School District. The incoming kindergarten class size increased from 822 in October 2010 to 903 in October 2012, while total enrollments increased from 12,177 students in October 2010 to 12,426 students in October 2012.

During the preparation of the 2012-13 DASHR, JM King & Associates compiled Census 2010 general population data and projections in order to analyze community demographics. The general population within CUSD is projected to continue to increase (+4.1%) by 2017. Analyses of population projections by age group demonstrate the Under 5 population and the relevant school age population (5-19) are expected to increase through 2017.

Student Generation Factors and Land Use Planning/Residential Development

Accurate student generation factors are important in planning for future facilities. Student generation factors were calculated on houses constructed within District boundaries between the years of January 2008 and July 2012. This database of homes was cross-referenced with the 2012-13 CUSD student list to determine the number of students generated per housing unit by grade level, by year of construction, and by housing type. A total of 1,671 units were surveyed within the District.

- Single-Family Detached Homes in CUSD will generate .321 TK-12th grade students per household.
- Multi-Family homes in CUSD will generate .141 students per household.
- Affordable homes in CUSD will generate 1.005 students per household.

The effects of residential and commercial development and land use planning affect the Chico Unified School District. There are currently over 4,000 residential units planned for construction within the District boundaries. Applying the TK-12 student generation factors, these homes will yield (at build-out) 1,236 additional students for the District to house.

The District will need to remain proactive in working with the cities and developers to mitigate any impact on its facilities.

Enrollment Projection

Overall TK-12 enrollments are projected to increase to 13,371 through 2022-23. The most influencing factors contributing to projected enrollment increases are rapidly increasing residential development, an increase of the birth to kindergarten ratio, the emergence of the transitional kindergarten program, and positive migration gains from 8th to 9th grade due to the opening of Inspire High school. From 2010 to 2012, the birth to kindergarten ratio increased from .71 to .81. From 2009 to 2012, the District experienced increasingly positive migration, from +1.27% to 2.84%. It is critical the District continue to monitor local births, pre-kindergarten registration, the implementation of transitional kindergarten, residential development, and actual kindergarten enrollments in order to update these projections annually and remain proactive in planning for facilities.

Spatial Analysis

The consultant mapped seven years (2006-07 to 2012-13) of student information databases by a process called geocoding. The address of each individual CUSD student was matched in the CUSD GIS. This resulted in a point on the map for each student. Once the students were mapped, they were analyzed by grade level.

- Overall, the highest numbers of students reside in the Emma Wilson school boundaries. Overall, the fewest numbers of students reside in the Parkview school boundaries.
- At the elementary school levels (TK-6th grades), the highest number of students reside in the McManus and Emma Wilson school boundaries, while the fewest number of students reside in the Parkview and Neal Dow school boundaries.
- At the junior high school level (7th-8th grades), the highest number of students reside in the Bidwell school boundary, while the fewest number of students reside in the Marsh school boundary.
- At the high school level (9th-12th grades), the highest number of students reside in the Chico Senior High school boundary, while the fewest number of students reside in the Pleasant Valley High school boundary.

Resident Projections

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

Overall, TK-12 residents are projected to increase to 12,651 through 2017-18.

- TK-6th grade student residents are projected to increase, from 5,992 in 2012-13 to 6,437 in 2017-18.
- 7th-8th grade student residents are projected to climb from 1,830 to 1,847 by 2017-18.
- 9th-12th grade student residents are projected to increase from 4,288 to 4,367 by 2017-18.

Facility Funding Analysis

In addition to utilizing bond monies CUSD is proactive in applying for all available State School Facility Program funding to accommodate increased enrollments and programmatic needs. The following tables outline the monies received from the State School Facility Program to modernize and construct school facilities.

School Site	OPSC Modernization Funding	District Project Match	Year
Chico Junior HS	$1,146,119	$307,569	2001
Bidwell Junior HS	$2,768,314	$1,926,896	2004
Chico Senior HS	$5,075,820	$1,292,102	2005
Total	**$8,990,253**	**$3,526,567**	

School Site	OPSC New Construction Funding	District Project Match	Year
Chico Senior HS	$6,319,269	$6,319,269	2011

The following projects have been submitted to OPSC, and are waiting funding from the State Allocation Board. Depending on the availability of funds and the current bonding authority at the State, these funds may be forthcoming in the next months. The timeline is currently unknown but they are approved by the State. Two projects will be funded as new construction (24 new classrooms at PVHS and a Fitness Lab at CHS) and one project is a modernization project (Lincoln Hall at CHS).

School Site	OPSC Funding	District Project Match	Year
Pleasant Valley HS	$7,480,285	$7,480,285	Pending
Chico Senior HS	$680,725	$680,725	Pending
Chico Senior HS	$3,439,355	$2,292,903	Pending

The District also applied for and received State funding for multiple Career Technical Education programs.

School Site	OPSC Funding	District Project Match	Year
Pleasant Valley HS	$9,425	$9,425	2010
Pleasant Valley HS	$242,435	$242,435	2010
Chico Senior HS	$831,871	$831,871	2010
Chico Senior HS	$963,223	$963,223	2011
Pleasant Valley HS	$3,000,000	$3,000,000	2012
	$5,046,594	**$5,046,594**	

Recommendations

The Chico Unified School District has undertaken this DASHR in order to assist in proactive planning for current and future facility needs for its student population.

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

- Review this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.
- Consider options to mitigate student resident imbalances, including boundary realignment, the movement of programs, or the construction of new facilities.
- Continue to pursue State school funding for modernization and/or new construction.
- Explore Joint Use programs at the State School Facility Program as well as through State and Federal Programs.
- Continue to work with the City of Chico and other agencies throughout the planning process to secure full school facility mitigation for the construction of schools and/or acquisition of land.
- Consider a community awareness program so that constituents are aware of the facilities needs in the District.

SECTION B: INTRODUCTION

The Chico Unified School District is located in Butte County. The District serves the City of Chico, as well as unincorporated areas of the County. The Chico Unified School District serves grades TK-12 and has a total enrollment of 12,288 students (October 2012, CALPADS). The Chico Unified School District currently operates:

- 5 TK-6 Elementary Schools
- 4 K-6 Elementary Schools
- 1 K-6 Magnet School for Two Way Spanish Immersion Program
- 1 TK-6 Open Structured Classroom School
- 1 K-6 Academics Plus School
- 3 7-8 Junior High Schools
- 2 9-12 Comprehensive High Schools
- 1 9-12 Charter High School
- 1 9-12 Continuation High School
- 1 7-12 Community Day School
- 1 K-12 Independent Study School
- 1 PK-12 Special Services School

Table 1 provides all District schools, the grades they serve, and their 2012-13 enrollments. A District map is provided in Figure 1.

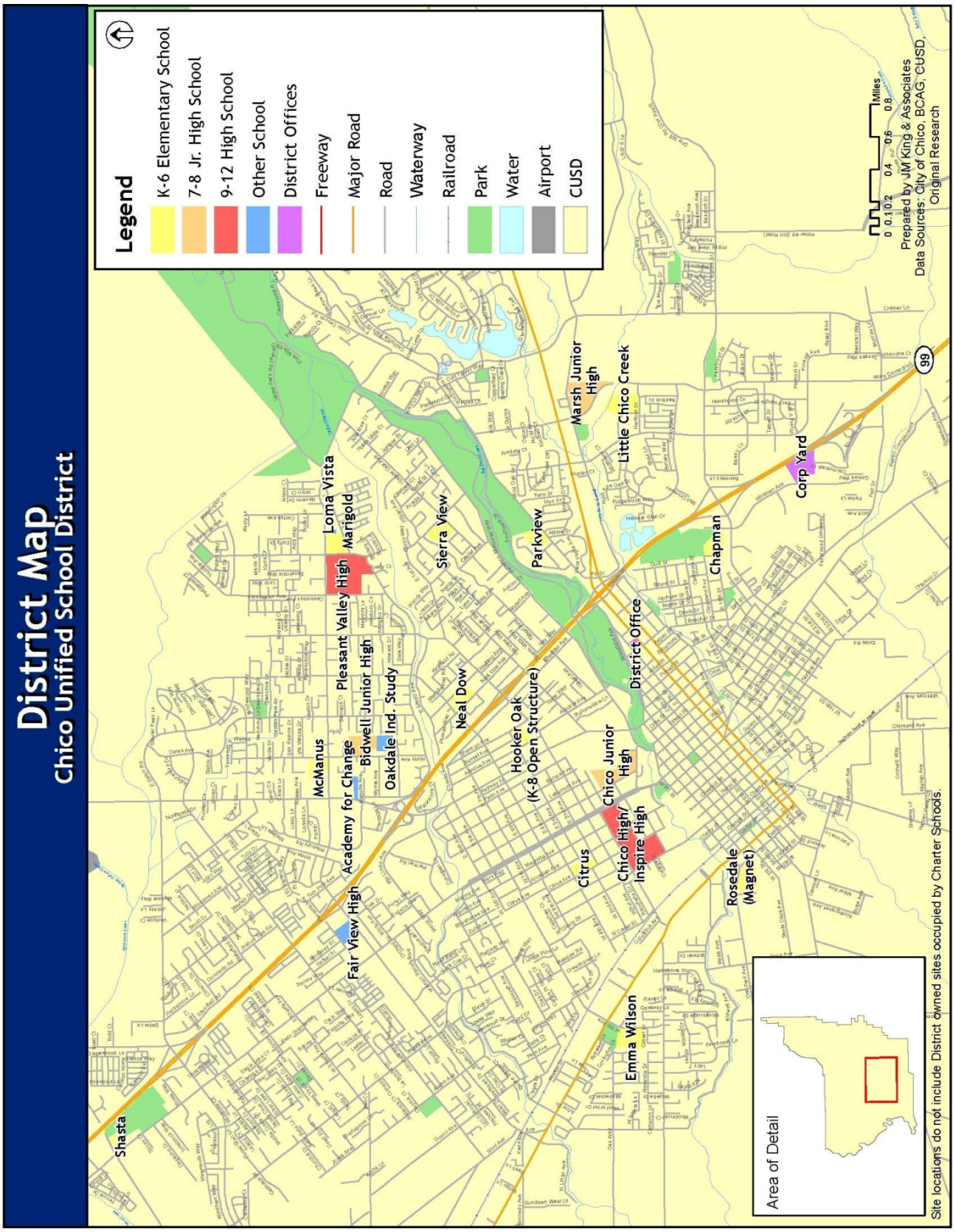
Table 1. School Sites and 2012-13 Enrollments

Elementary Schools	Grade Levels	2012-13 Enrollment
Chapman	TK-6	367
Citrus	TK-6	339
Emma Wilson	TK-6	648
Hooker Oak (Open Structured Classroom School)	TK-6	368
Little Chico Creek	K-6	610
Marigold	K-6	541
McManus	TK-6	525
Neal Dow	K-6	434
Parkview	TK-6	361
Rosedale (Magnet School for Two Way Spanish Immersion Program)	K-6	561
Shasta	K-6	674
Sierra View (Academics Plus School)	K-6	640
Junior High Schools		
Bidwell Jr. High	7-8	672
Chico Jr. High	7-8	582
Marsh Jr. High	7-8	561
High Schools		
Chico Sr. High	9-12	1,785
Pleasant Valley High	9-12	1,924
Inspire Charter High	9-12	427
Alternative Schools		
Academy for Change	7-12	78
Fair View High	9-12	229
Loma Vista (Special Services School)*	PK-12	10
Independent Study	K-12	90
Total Enrollment		**12,426**

Source: California Department of Education, 2012-13 CALPADS.

**There are currently 159 preschool students enrolled at Loma Vista. However, these students are not included in the overall analysis. They are included for purposes of determining capacity at Loma Vista for the preschool program.*

Figure 1. Chico Unified School District



Chico Unified School District 2012-2013 Demographic Analysis & Student Housing Report

The Chico Unified School District and JM King & Associates developed a Demographic Analysis & Student Housing Report in 2006 in order to assure that appropriate facilities were provided for the students of the District. The plan has been updated annually to assure that District facilities decisions continue to be based on current data. The District has since closed sites, moved programs and adjusted boundaries.

The District requested the 2012-13 update in order to continue to proactively plan for the provision of appropriate facilities for all District students.

The following variables were analyzed and are provided in this study:

- A review of historical and projected District and community demographics;
- A review of the various Land Use and Planning policies governing residential development in the District;
- A Spatial Analysis of the 2012-13 student population;
- Enrollment Projections based on standard cohort methodology and utilizing historical enrollments, District-specific birth data, and student migration to determine the level of enrollment increases/decreases the District can expect;
- A School Facility Analysis which summarizes existing facility capacity data for analysis in the development of recommendations relating to current facility improvements undertaken by the District and future facility needs for the foreseeable future;
- A Funding Analysis to identify mechanisms for funding the cost of facilities through the foreseeable future;
- Recommendations for housing students through the projection period.

SECTION C: DISTRICT MISSION AND GOALS

CUSD Goals for 2012-13

The CUSD Board of Education held a special Board meeting on April 9, 2011, to discuss goals for the upcoming school year. After much discussion and input, the Board adopted CUSD Goals for 2012-2013. School sites and departments will discuss specific objectives for each school site and department as well as how to measure success in the achievement of each of the goals, or in short, the development of "Smart Goals" for each of the four District Goals.

CHICO UNIFIED SCHOOL DISTRICT BOARD ADOPTED GOALS FOR 2011-2012

1. To provide every student with the opportunity to attain increasing levels of individual achievement that prepares them for success in the 21st Century.
2. To provide a safe, healthy, and engaging environment for learning to take place.
3. To build effective partnerships with our constituents.
4. To monitor and adjust our district budget to ensure solvency and local control of our schools.

SECTION D: HISTORIC DEMOGRAPHICS

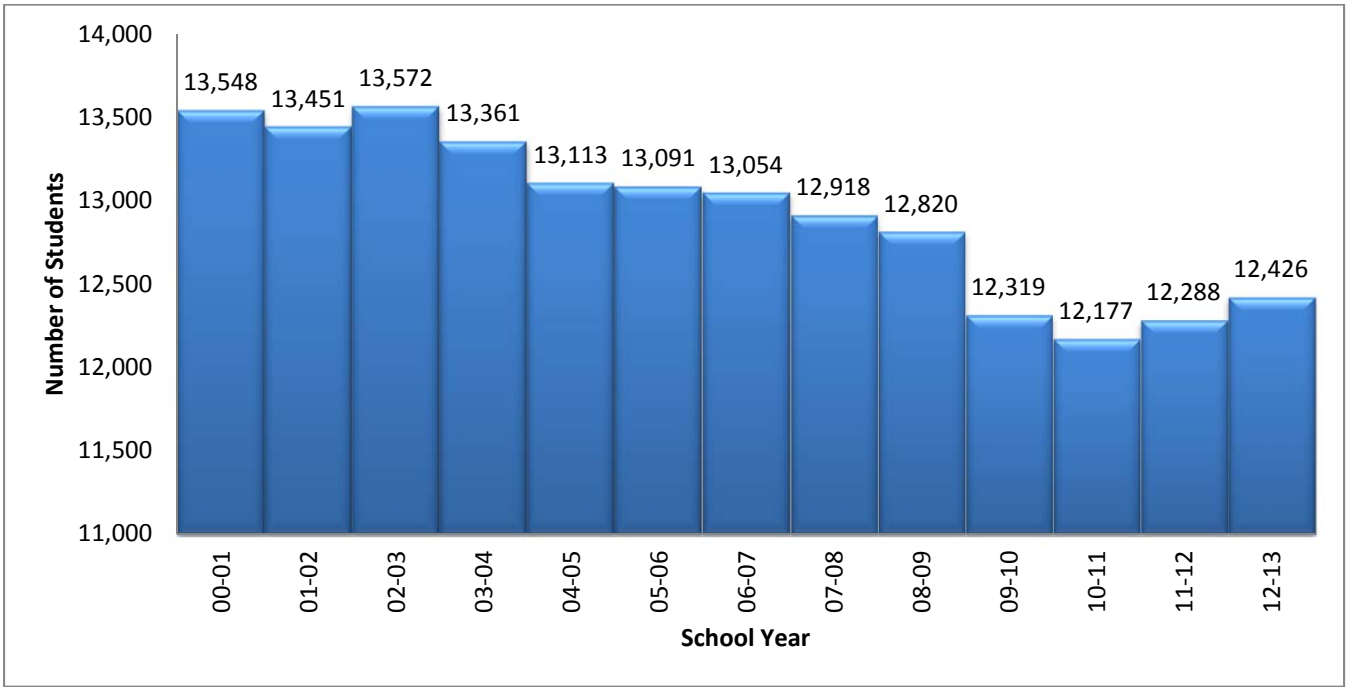
Enrollment Trends

Historical Enrollments

Like many school districts in California, the Chico Unified School District experienced declining enrollments from 2000 to 2010. Enrollments declined from 13,548 students in October 2000 to 12,177 students in October 2010, representing an overall loss of 10.73%. However, enrollments increased in 2011 and again in 2012. The various demographic factors affecting the District's enrollment fluctuations will be discussed in Section E. Figure 2 illustrates the District's enrollment pattern since 2000-01.

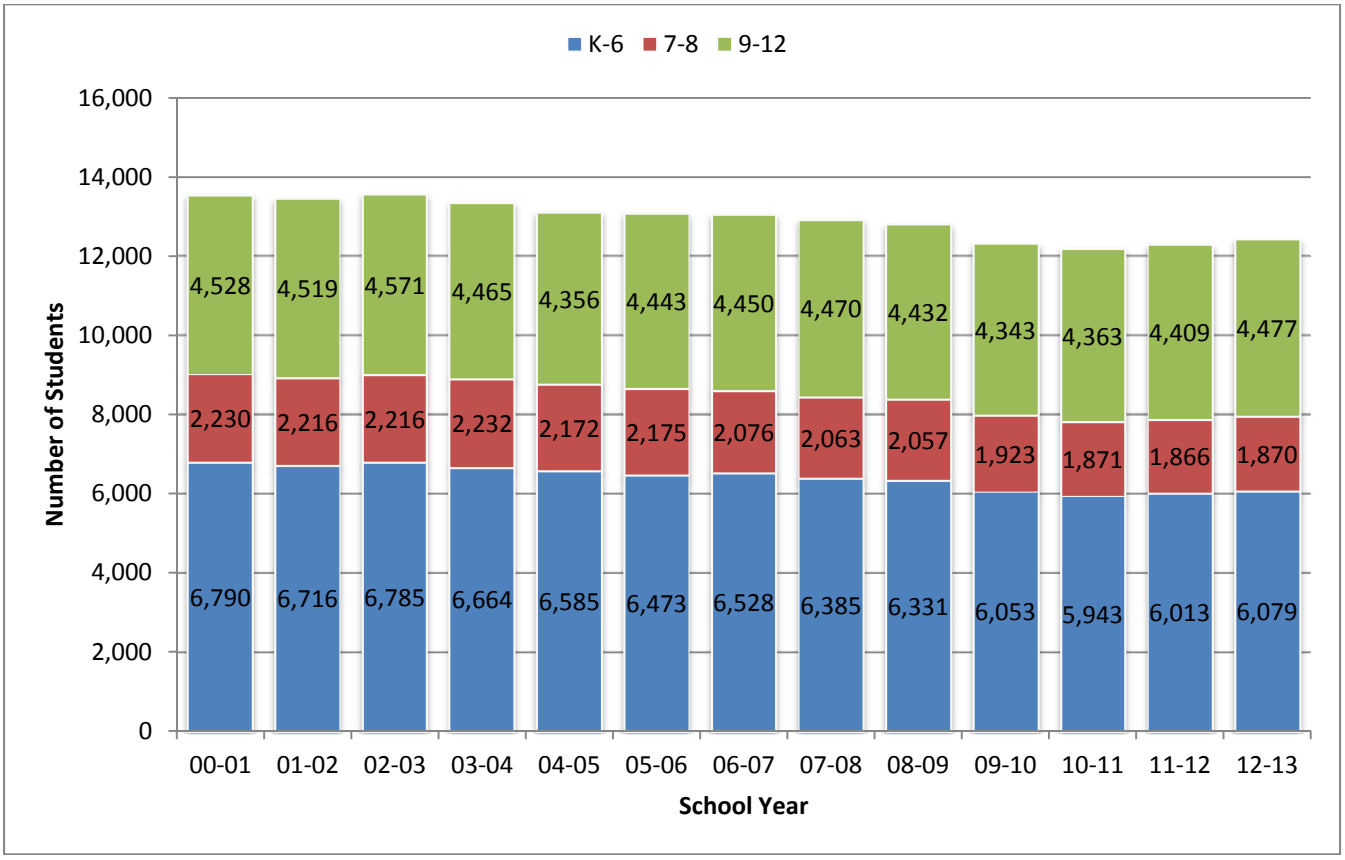
A closer examination of historical enrollments by grade level demonstrates that recent increases in enrollment have occurred at the elementary and high school levels (Figure 3). Since 2000, kindergarten cohort size has fluctuated. Kindergarten cohort size has an impact on future enrollments, as larger or smaller incoming kindergarten cohorts result in larger or smaller overall enrollments as these cohorts matriculate through the system (Figure 4). The average kindergarten cohort size has decreased from an average of 915 in the first half of the decade to an average of 894 since 2006.

Figure 2. Historical Enrollments



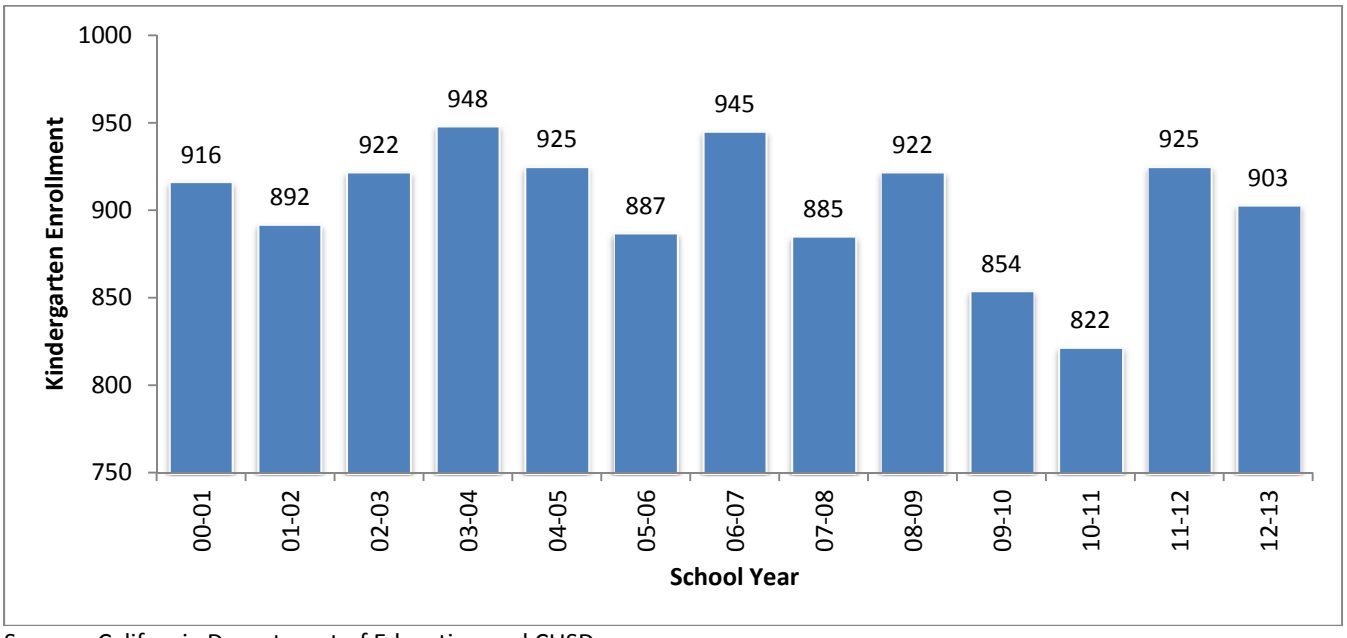
Source: California Department of Education and CUSD.

Figure 3. Historical Enrollments by Grade Level



Source: California Department of Education and CUSD.

Figure 4. Kindergarten Enrollment



Source: California Department of Education and CUSD.

Transitional Kindergarten

In 2012-13 the District implemented transitional kindergarten, a program created by a new California law called the Kindergarten Readiness Act. The Kindergarten Readiness Act of 2010 is recent legislation that changes the kindergarten entry date from December 2 to September 1 so children begin kindergarten at age 5. The rollback will be implemented over a 3-year period, rolling back one month per year beginning in 2012-2013.

- 2012-13: Child must be 5 by November 1
- 2013-14: Child must be 5 by October 1
- 2014 -15: Child must be 5 by September 1

The Kindergarten Readiness Act of 2010 also creates a Transitional Kindergarten (TK) program for those students who miss the cutoff and who will be five years old between:

- November 1 - December 2 in 2012-13
- October 1 - December 2 in 2013-14
- September 1 - December 2 in 2014 -15

Enrollment in transitional kindergarten will likely be comprised of two groups of students; those who would have enrolled in kindergarten had the eligibility date not changed and those who would have waited to enroll in kindergarten until the following year. How this new program is expected to influence future enrollments will be discussed in Section F.

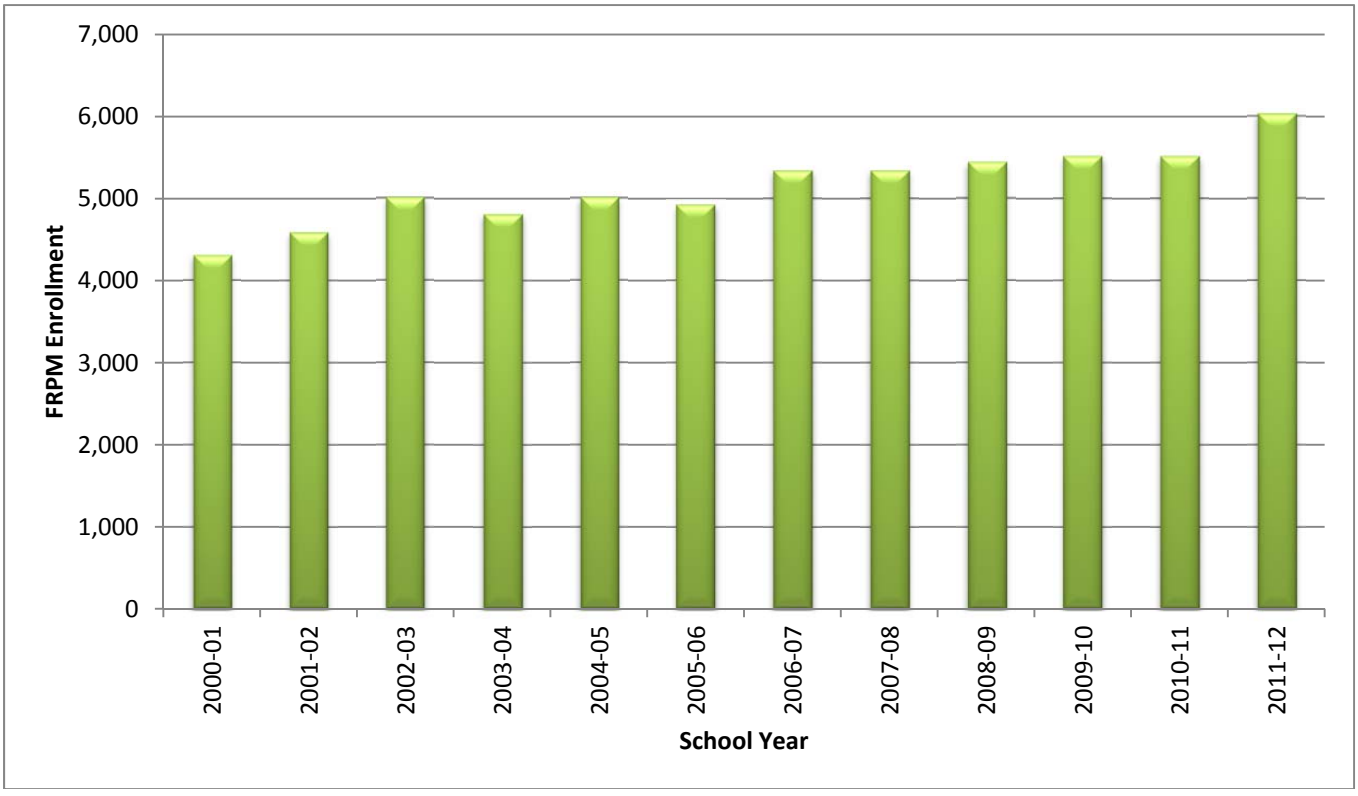
Historical Enrollment by Socioeconomic Status

In order to analyze the District's socioeconomic profile, the consultant utilized participation in Free or Reduced Price Meals (FRPM) program as a socioeconomic indicator. Table 2 provides the number of CUSD students participating in the FRPM program from 2000-01 to 2010-11 (data is not yet available for 2011-12). Since 2000, participation in the program increased by 1,211 students, and participation as a percentage of total enrollments increased from 31.4% to 45.1%. Figure 5 graphically demonstrates the change by year.

Table 2. Historical Students Enrolled in Free or Reduced Price Meals

School Year	Students Enrolled in Free or Reduced Price Meals	Percent FRPM
2000-01	4,313	31.4%
2001-02	4,595	33.1%
2002-03	5,017	36.0%
2003-04	4,817	35.0%
2004-05	5,016	37.1%
2005-06	4,931	37.3%
2006-07	5,349	40.6%
2007-08	5,349	40.9%
2008-09	5,448	42.1%
2009-10	5,524	43.8%
2010-11	5,524	45.1%
2011-12	6,039	45.3%

Figure 5. Historical Students Enrolled in Free or Reduced Price Meals



Historical Enrollment by Ethnicity

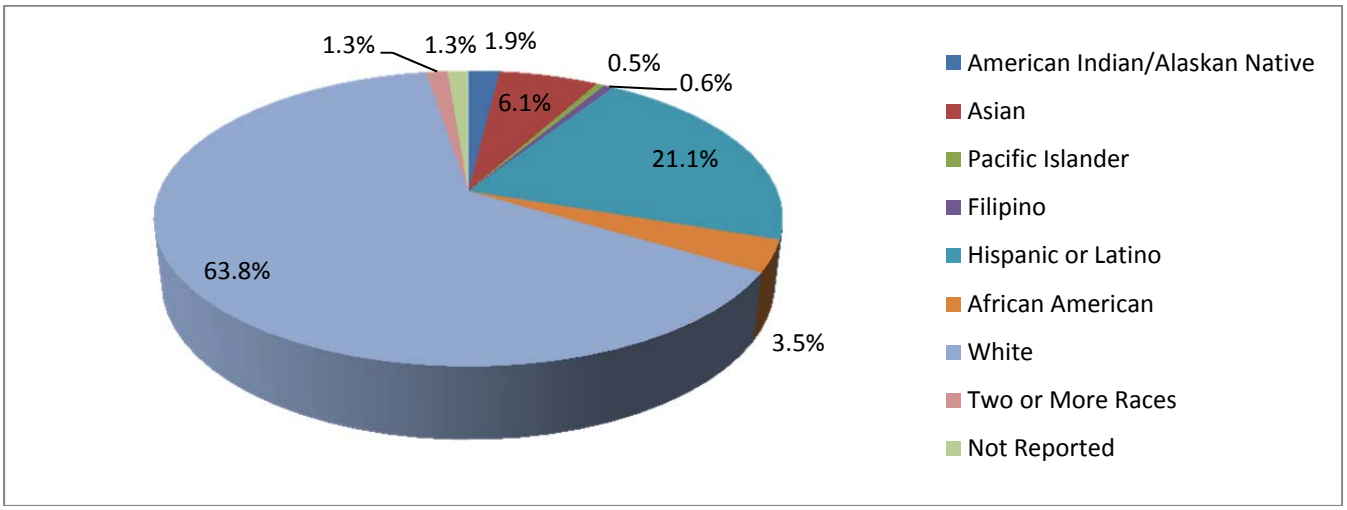
To analyze the District's race/ethnic profile, the 2000-2010 California Basic Educational Data Survey (CBEDS) reports were used. State data is not yet available for 2011-12. Table 3 indicates the District is comprised predominantly of White students (64.5%). The second largest ethnic group is Hispanic students (20.1%) with Asian students being the third largest ethnic group (6.5%). These percentages indicate a decline in the White student population and an increase in all other ethnic/race group populations in CUSD since 2000, which is reflective of statewide demographic shifts and is expected to continue.

Table 3. Historical Enrollment by Race/Ethnicity

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
American Indian/Alaskan	1.5%	1.4%	1.4%	1.5%	1.4%	1.8%	1.7%	2.0%	1.9%	2.0%	2.0%	1.9%
Asian	6.1%	6.5%	6.5%	6.7%	6.6%	6.7%	6.7%	6.6%	6.1%	6.3%	6.4%	6.1%
Pacific Islander	0.3%	0.3%	0.4%	0.3%	0.4%	0.4%	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%
Filipino	0.3%	0.3%	0.2%	0.3%	0.3%	0.6%	0.5%	0.5%	0.6%	0.7%	0.6%	0.6%
Hispanic or Latino	14.0%	14.6%	15.0%	16.1%	17.1%	17.1%	17.9%	18.3%	18.6%	19.2%	20.1%	21.1%
African American	3.3%	3.2%	3.4%	3.5%	3.6%	3.8%	3.7%	3.7%	4.0%	3.9%	3.8%	3.5%
White	74.5%	73.5%	72.2%	70.8%	69.9%	68.6%	67.7%	66.4%	65.6%	65.2%	64.5%	63.8%
Two or More Races	0.0%	0.1%	0.8%	0.8%	0.8%	1.0%	1.5%	2.1%	2.6%	0.3%	0.5%	1.3%
Not Reported	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	1.5%	1.3%

Figure 6 below demonstrates the race/ethnic breakdown of the District for the 2011-12 school year.

Figure 6. 2010-11 Enrollment by Race/Ethnicity

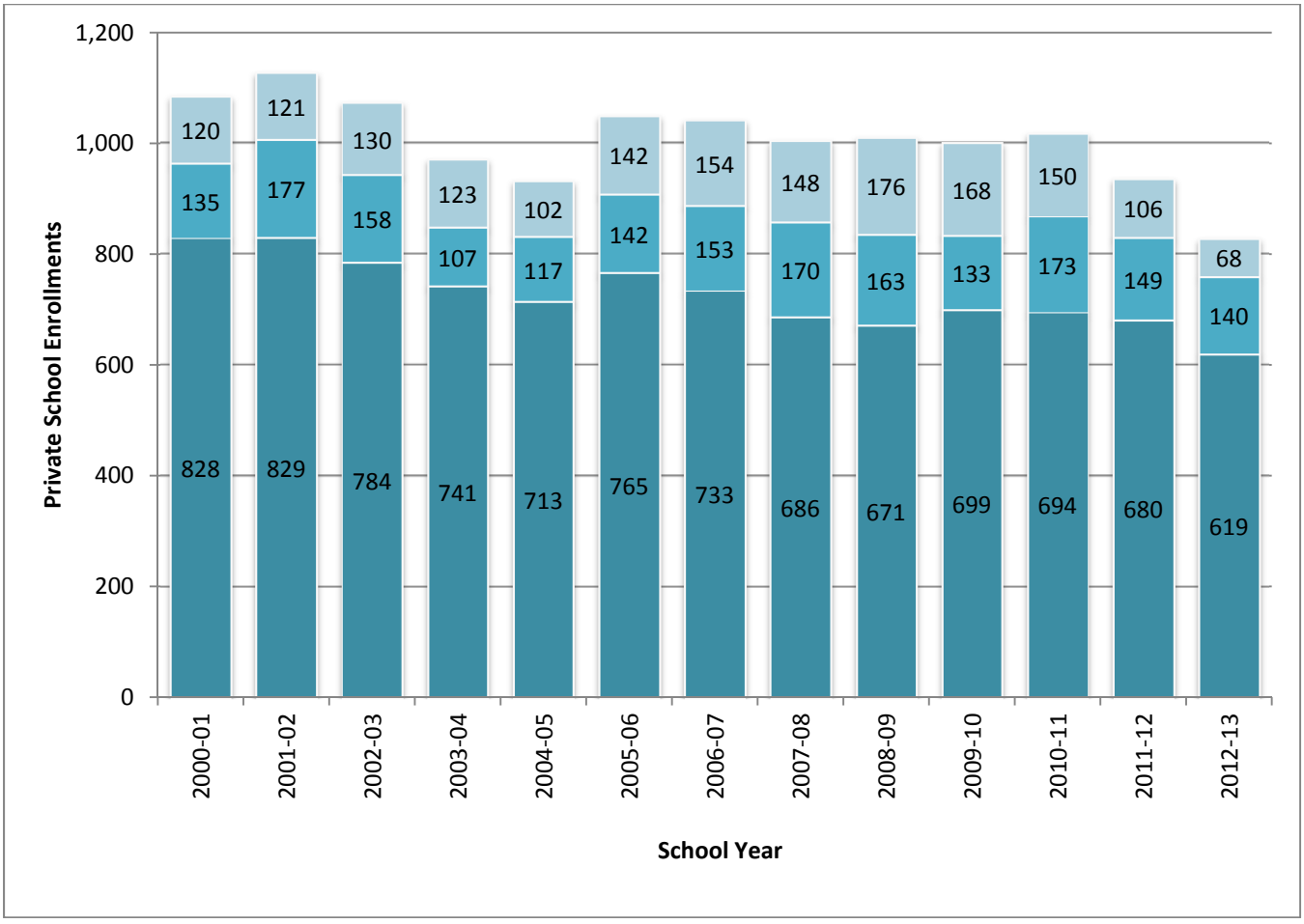


Private School Trends

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

Private school enrollments for private schools located within the District were collected from the California Department of Education for years 1999-2012. Since 2010, private school enrollments for private schools located within CUSD have declined by 190 students (Figure 7). These data indicate a concurrent loss of private school enrollment to CUSD public school enrollment.

Figure 7. Private School Enrollments



Source: California Department of Education, CBEDS.

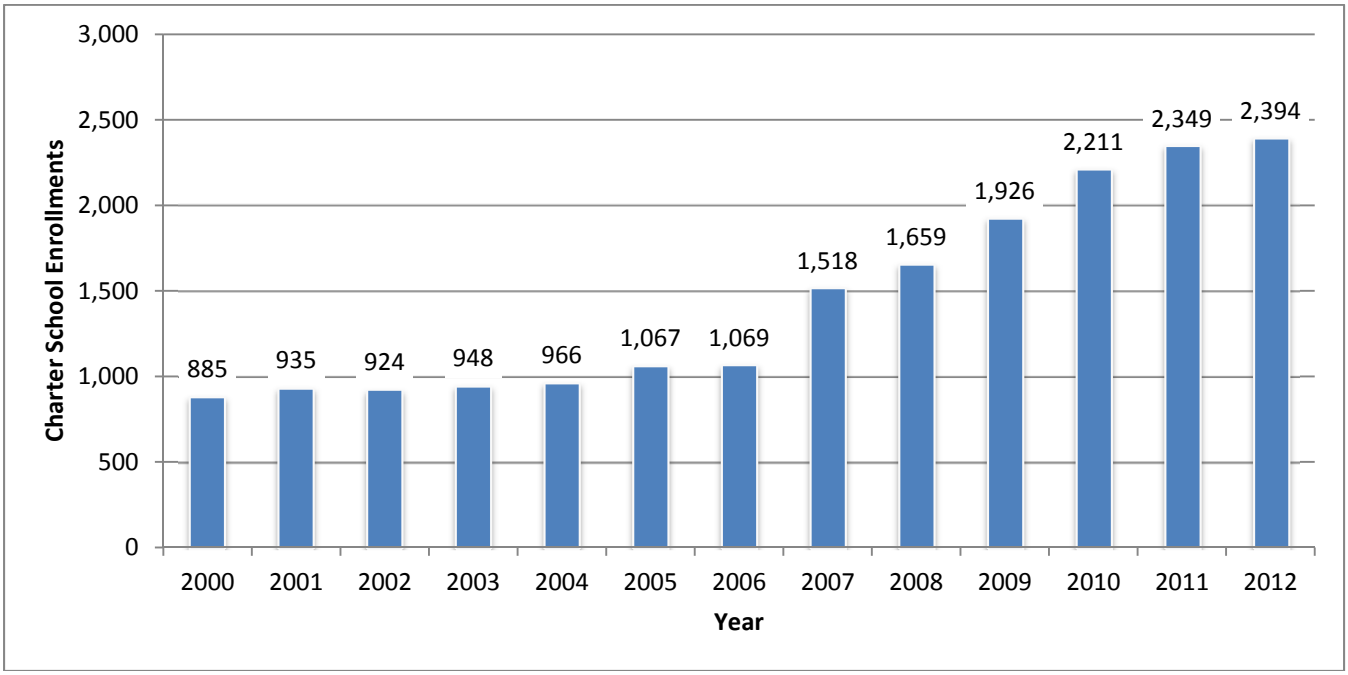
Charter School Trends

Chico Unified School District enrollments are affected by District and County Authorized Charter Schools. Historical enrollments for these schools are provided in Table 4 and Figure 8. These data indicate a concurrent increase of charter school enrollment and a decrease of CUSD public school enrollment.

Table 4. District and County Authorized Charter School Historical Enrollments

District and County Authorized Charter Schools	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Blue Oak		18	33	55	71	94	132	155	175	281	349	400	384
Chico Country Day	244	272	314	283	257	306	359	427	479	543	515	551	554
Chico Green											55		
Forest Ranch	69	71	71	68	72	65	43	45	54	78	94	110	117
Nord Country Day	54	68	54	50	54	71	81	96	111	125	142	153	135
Sherwood Montessori											97	118	138
Wildflower												51	105
Pivot											2		
Core								351	377	425	510	535	579
Learning Community Charter (includes Hearthstone and Four Winds Schools)	518	506	452	492	512	531	454	444	463	474	447	431	382
Total	**885**	**935**	**924**	**948**	**966**	**1,067**	**1,069**	**1,518**	**1,659**	**1,926**	**2,211**	**2,349**	**2,394**

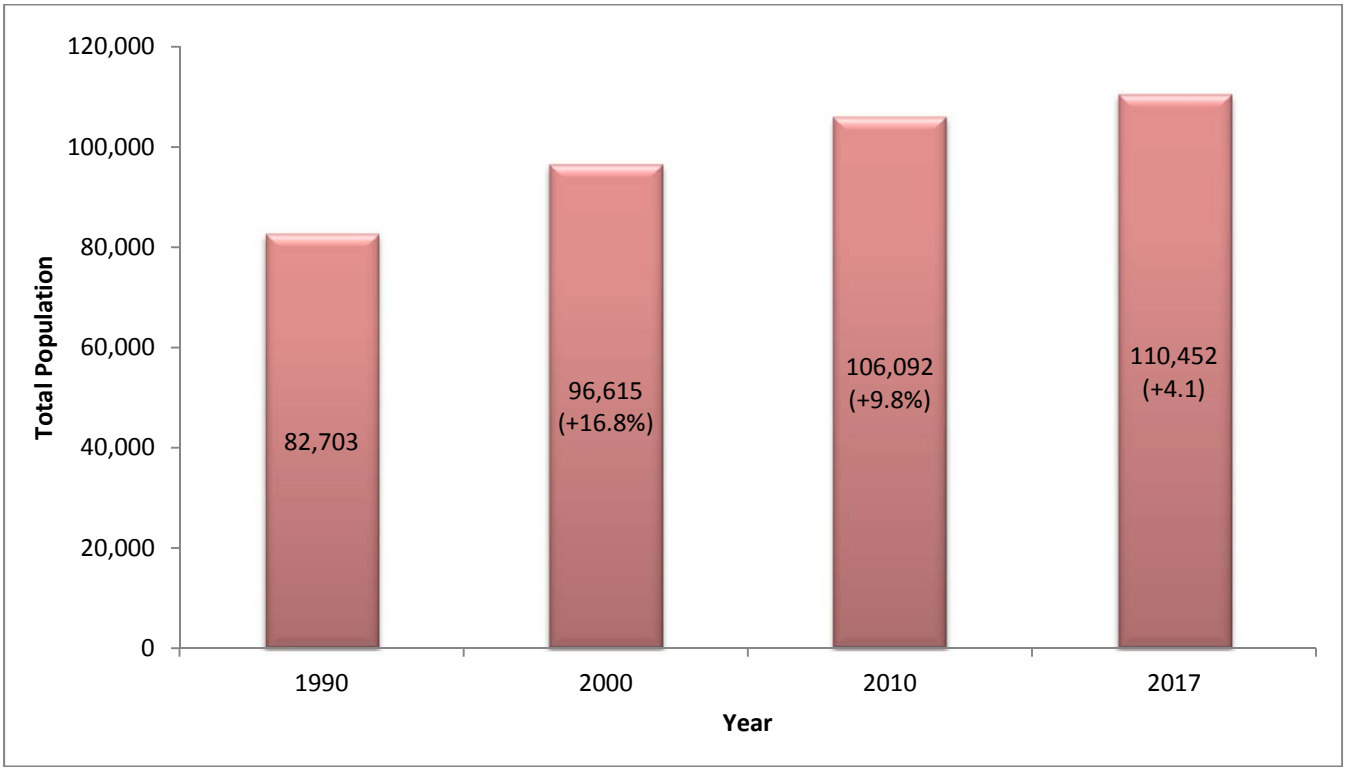
Figure 8. District and County Authorized Charter School Historical Enrollments



CUSD Population Trends

The population of CUSD increased from 96,615 in 2000 to 106,092 in 2010 (+9.8%). The population is projected to increase again by 4.1% to 110,452 in 2017 (Figure 9).

Figure 9. CUSD Historical and Projected Population by Area



Source: ESRI Business Analyst Online, by Custom Region

The age distribution of the population has significant effects on schools, social services, the available workforce, and the economy. An aging population normally requires fewer schools. A younger, rapidly growing population generally requires more schools.

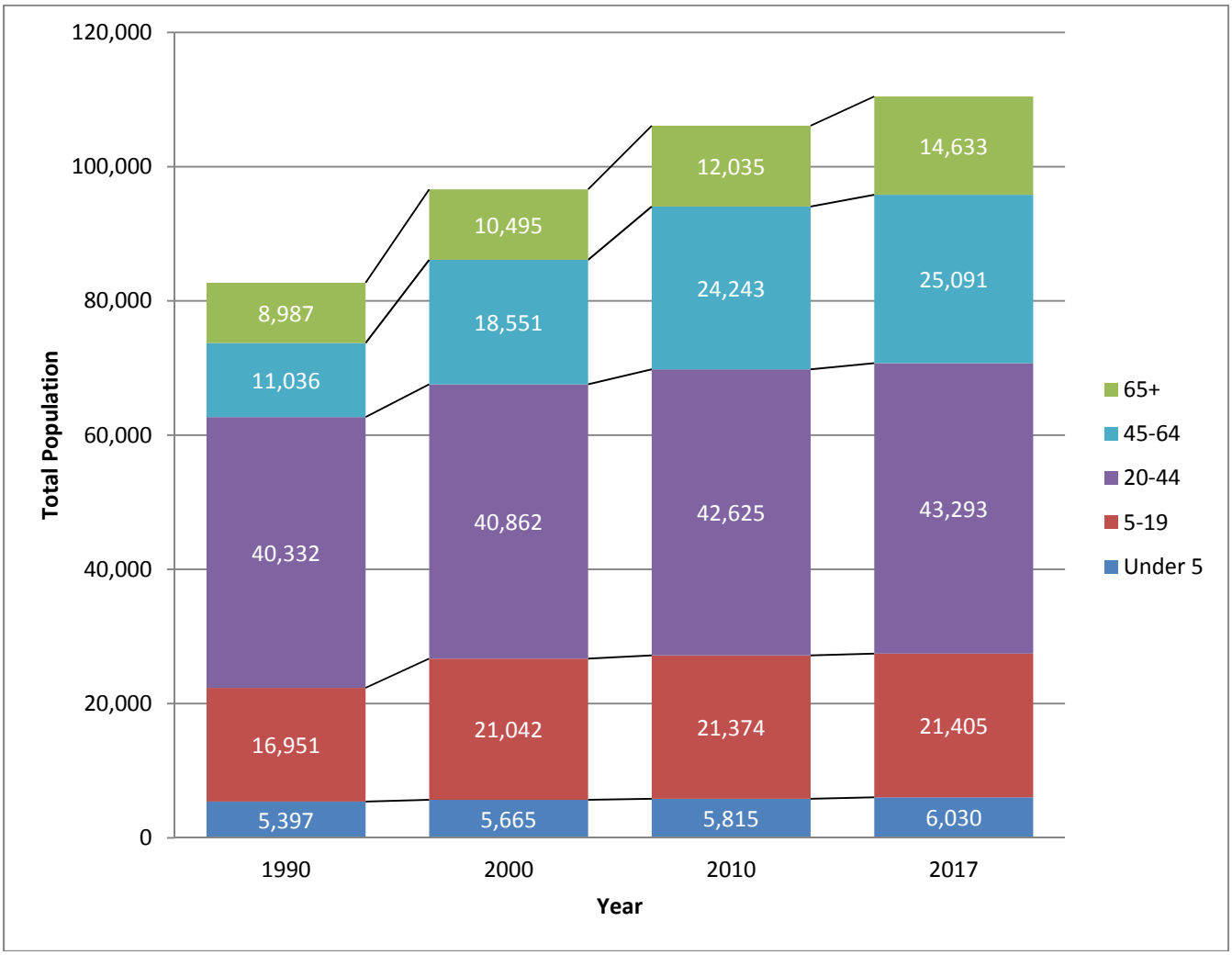
Population by Age

Figure 10 provides the historical and projected population by age grouping for the District. The population in this area has aged since 1990 when the median age was 28.2 years. The median age increased from 29.6 years in 2000 to 31 years in 2010 and is projected to increase again to 32 by 2016.

- The number of children Under 5 increased from 5,397 in 1990 to 5,665 in 2000, and again to 5,815 in 2010. This population is projected to increase to 6,030 by 2017.
- The 5-19 age group numbered 21,042 in 2000, and increased to 21,374 in 2010. This age group is projected to continue to increase slightly to 21,405 by 2017.

- The 20-44 age group numbered 40,332 in 1990, increased to 40,862 in 2000 and then increased to 42,625 in 2010. This age group is projected to increase again to 43,293 by 2017.
- The age groups 45-64 and 65+ have experienced the highest percentage gains since 2000; 32.6% and 16.5%, respectively. This is reflective of the aging baby boomer population.

Figure 10. Historical and Projected Population by Age



Source: ESRI Business Analyst Online, by Custom Region

Student Generation Factors

Accurate student generation factors are important in planning for future facilities. The number of students generated by each new residential unit, including single-family, multi-family, and affordable housing units, assists the District in projecting enrollments.

The consultant accessed a database of developer fee records for single family detached houses constructed in CUSD between 2008 and 2012. In addition, the consultant researched multi-family complexes and affordable housing units with city agencies in order to survey those typologies. These databases were cross-referenced with the 2012-13 CUSD student list to determine the number of students generated per housing unit (SGR) by grade level, by year of construction (for Single Family Units), and by housing type.

A total of 482 Single Family Detached units were surveyed within the District; a total of 823 Multi-Family units were surveyed within the District, and a total of 366 affordable housing units were surveyed within the District. The TK-12 District-wide student generation factors by typology are outlined in Table 5 and the student generation factors by year for single-family homes are outlined in Table 6.

Table 5. Student Generation Factors

Grade	Single-Family Detached SGR	Multi-Family SGR	Affordable SGR
TK-6	0.187	0.090	0.598
7-8	0.039	0.015	0.153
9-12	0.095	0.036	0.254
Total TK-12	**0.321**	**0.141**	**1.005**

Table 6. Student Generation Factors by Year of Construction of Housing Units

Student Generation Factors: Totals By Year						
Year Built	**Students**	**Units**	**TK-6**	**7-8**	**9-12**	**Total SGR**
2008	36	106	0.208	0.009	0.123	0.340
2009	35	122	0.172	0.041	0.074	0.287
2010	17	62	0.161	0.016	0.097	0.274
2011	54	109	0.284	0.073	0.138	0.495
2012	13	83	0.072	0.048	0.036	0.157

SECTION E: LAND USE & PLANNING

School districts are inextricably linked to their community(s). The land use and planning policies of the City and County agencies affect where and how schools will be constructed as well as the fate of older schools within the District. In order to understand the connection between the schools of Chico Unified School District, an overview of policies and planning is included in this section of the study. By understanding the fabric of the community, the policies and goals of the city of Chico and the goals of the Chico Unified School District, planning for the future will be made easier.

The City of Chico and the County of Butte were contacted to provide information and documents in regards to land use and planning, development and other pertinent information for the Chico Unified School District. A brief summary of that information is provided in this section.

Butte County

Chico Unified School District serves the City of Chico and various unincorporated areas in Butte County. Butte County is located in northern California and encompasses approximately 1,617 square miles. The County was contacted to provide information on planning decisions which could affect the areas served by the Chico Unified School District.

Butte County General Plan 2030

The County of Butte, on October 26, 2010, adopted the Butte County General Plan 2030. However, it is important to note that the Butte County Local Agency Formation Commission oversees the unincorporated areas for all cities in Butte County and the development of those areas. Therefore, the LAFCO areas were reviewed as part of this updated study.

Local Agency Formation Commission (LAFCO)

LAFCOs were created in 1963 by the California Legislature to regulate the formation and development of cities and special districts in all 58 counties (with the exception of San Francisco). The intent was to curb urban sprawl and protect the State's agricultural and open-space resources. Since that time, the Legislature has enacted several significant changes to further define and empower LAFCOs in managing growth in California. This includes enacting the Cortese-Knox-Hertzberg Local Government Reorganization Act of 2000. This legislation was intended to make LAFCO's more

proactive by requiring them to prepare municipal services reviews to evaluate the availability and adequacy of governmental services in conjunction with updating the spheres of influence for local agencies every five years.

These agencies, which exist throughout California, determine the physical boundaries for the sphere of influence (SOI) over which a city has jurisdiction. As part of the SOI review the commission is required to consider several factors: 1) the present and planned land uses in the area, 2) the present and probable need for public facilities and services in the area, 3) the present capacity of public facilities and adequacy of public services that the agency provides, and 4) the existence of any social or economic communities of interest in the area if the commission determines that they are relevant to the local agency. Spheres of Influence serve to manage local government boundary lines. Only territory located within its Sphere can be annexed to the affected agency.

The Butte County LAFCO oversees the SOI's within the five incorporated municipalities in Butte County. Each city is allowed and encouraged to establish future land use designations with their SOI in order to make a public statement about what land uses it considers appropriate in the area surrounding the city or town limits. Two specific plan areas have been adopted by the City of Chico for their Sphere of Influence (SOI): 1) The Chapman/Mulberry Neighborhood Plan and, 2) the North Chico Specific Plan. The purpose of the North Chico Specific Plan (3,590 acres) is to comprehensively respond to development proposals and incorporate them into a concept for land use for the area.

The City of Chico

Chico 2030 General Plan

The Chico 2030 General Plan, adopted in 2011, outlines goals for future land use within the city and its SOI. These goals are consistent with the city's desire to maintain the "small town" feel of Chico, with an active, vibrant downtown, while allowing for managed growth. "Goals, policies, and implementation programs . . . .focus on preserving and enhancing Chico's special community identity by managing future growth, maintaining the qualities of its neighborhoods, and providing for maintenance of surrounding open space."

Chico was one of the first communities to act to protect its agricultural, small town heritage by the establishment of the RUL. As a result of Chico's maintenance of the RUL and other strategies, growth in Chico has been more rapid in the North and South areas of Chico.

The overall vision for Chico is a "livable, healthy, and sustainable community that offers a high quality of life with a strong sense of community and place….." [1]

Neighborhood Plans

The City of Chico has also adopted three neighborhood plans that provide more fine-grained planning direction for the following areas: The Avenues Neighborhood Improvement Plan, the Southwest Chico Neighborhood Improvement plan and the Chapman/Mulberry Neighborhood Plan. Since vacant land in these areas is minimal, they focus on maintain and improving the character of these specific areas of the City. These plans assist the neighborhood associations in working with the City on visioning for planning while maintaining the character of the area.

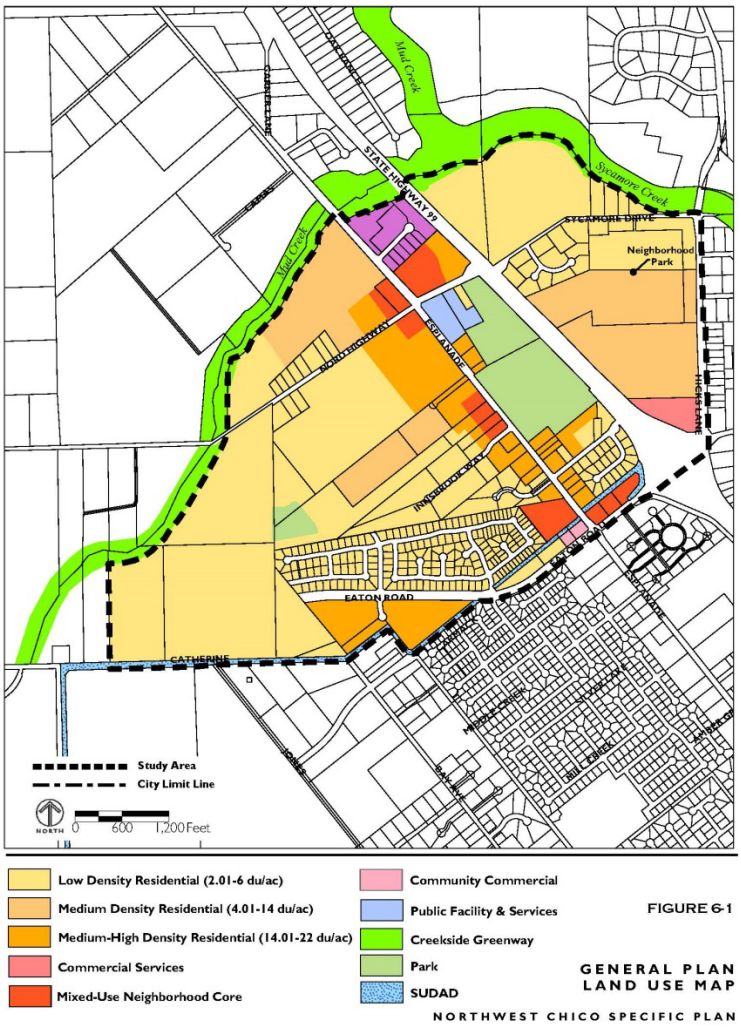
- The Avenues Neighborhood Plan: This plan was adopted in 2008 and guides the City's decisions regarding enhancing neighborhood character, preserving historic sites and structures, careful consideration of plans for development and growth, improving traffic flow and calming, improving insfrastructure and ongoing communication between all members of the community, city and neighboring institutions.
- The Southwest Chico Neighborhood Improvement Plan: This plan was adopted in 2008 in order to provide a long-term vision and provide tools for future growth, development, and investment in Southwest Chico and to articulate a clear vision and policy direction, guidance for future public improvements and capital projects in the plan area, and to serve as a point of focus for neighborhood involvement.
- Chapman/Mulberry Neighborhood Plan: This plan, adopted in 2004, reflects a desire to improve the neighborhood in ways that celebrate its diversity, heritage, and unique sense of place within Chico. The plan represents a vision for the future of the neighborhood.

[1] *Chico 2030 General Plan, Introduction.*

Northwest Chico Specific Plan

The Northwest Chico Specific Plan "defines parameters for the future development of Northwest Chico. Implementation of the plan will create new residential neighborhoods and ensure that new infrastructure required to serve the area is attractively integrated with the new development it serves." Various land uses have been identified within this area to promote a mix of residential development while providing parks, retail stores, and commercial businesses. A total of 614 acres are within this plan area, and 506 acres are designated for residential development. The CUSD will need to be proactive in its participation as this area develops. The District may need to construct another elementary school within this area to serve the growing resident population. Figure 11 outlines the Northwest Area boundaries.

Figure 11. Northwest Chico Specific Plan

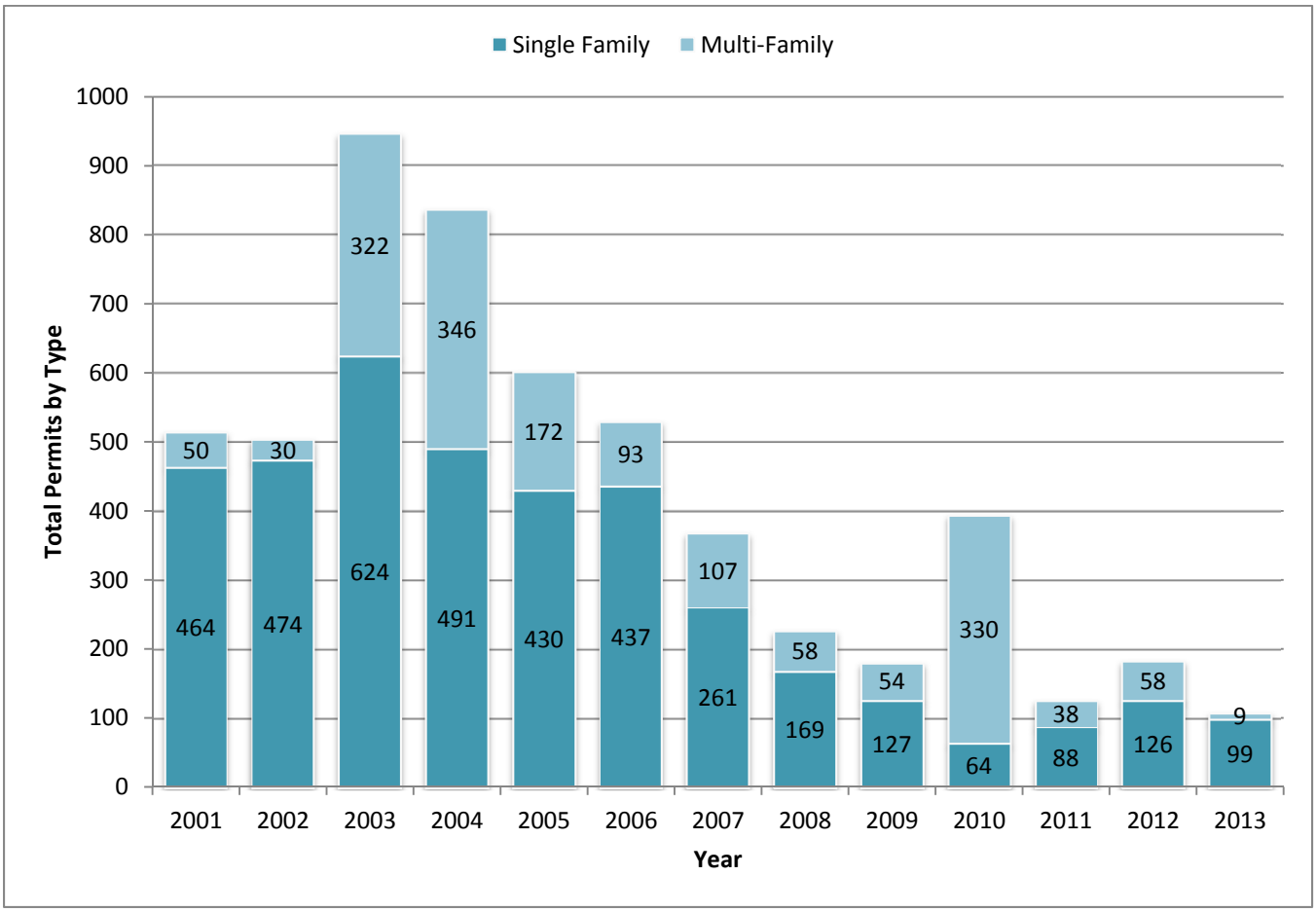


Source: City of Chico

Residential Development

The City of Chico remained steady in the number of single family residential units constructed per year between 2001 and 2006. Between 2001 and 2006 the City realized the construction of 2,800 single family detached residences, in addition to multi-family and single family attached units. The construction of residential units has declined significantly since 2006 as the economic downturn has affected the economy. However, recent activity indicates increased confidence that development will continue, particularly in the Northwest Area.

Figure 12. City of Chico Building Permit Activity



In order to provide projections for future development (and therefore future enrollments) the City of Chico was contacted to provide an overview of current active residential development projects. As stated previously, the majority of the development is occurring in the North area of the CUSD and will need to be monitored in order to plan for adequate housing of students generated by these units. The City of Chico maintains a database of all approved projects. The current projects are outlined in Table 7 and include the map ID, type of development, name of development, units remaining to be constructed, current project status, and the school boundary in which the development is located.

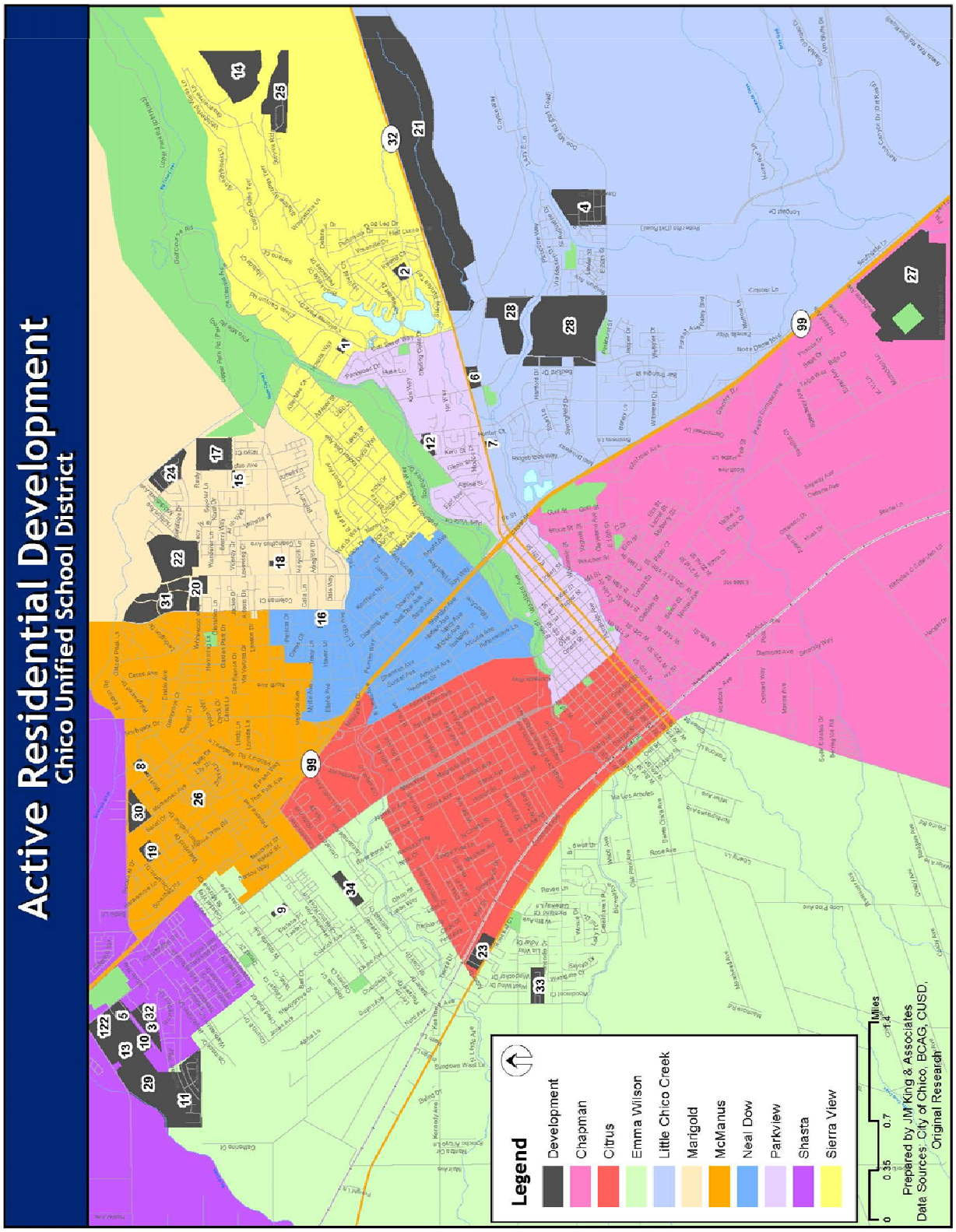
Table 7. City of Chico Active Residential Projects

Map ID	Type	Name	Units Remaining	Status	Elementary School Boundary	Junior High School Boundary	High School Boundary
1	Single-Family	Lee Estates	7	Final	Sierra View	Marsh JHS	Pleasant Valley
2	Single-Family	Sierra Garden Townhouses	72	Tentative Map	Sierra View	Marsh JHS	Pleasant Valley
3	Single-Family	S 12-01	29	Final	Shasta	Bidwell JHS	Pleasant Valley
4	Single-Family	Belvedere Heights	165	Final	Little Chico Creek	Marsh JHS	Chico Senior
5	Townhomes	DeGarmo Terrace	41	Tentative Map	Shasta	Bidwell JHS	Pleasant Valley
6	Single-Family	Misson Vista Ranch 2	18	Final	Little Chico Creek	Marsh JHS	Chico Senior
7	Single-Family	Humboldt Subdivision	18	Tentative Map	Little Chico Creek	Marsh JHS	Chico Senior
8	Single-Family	Lassen Village	23	Tentative Map	McManus	Bidwell JHS	Pleasant Valley
9	Single-Family	Lassen Subdivision	14	Tentative Map	Emma Wilson	Chico JHS	Chico Senior
10	Single-Family	Montecito Place	103	Tentative Map	Shasta	Bidwell JHS	Pleasant Valley
11	Single-Family	The Orchard	43	Final	Emma Wilson	Chico JHS	Chico Senior
12	Single-Family	Park Forest Neighborhood	30	Final	Parkview	Marsh JHS	Chico Senior
13	Single-Family	Schill Subdivision	150	Final	Shasta	Bidwell JHS	Pleasant Valley
14	Single-Family	Twin Creeks	12	Tentative Map	Sierra View	Marsh JHS	Pleasant Valley

Table 7 (cont.) City of Chico Active Residential Projects

Map ID	Type	Name	Units Remaining	Status	Elementary School Boundary	Junior High School Boundary	High School Boundary
15	Single-Family	Harmony Park Circle	17	Final	Marigold	Bidwell JHS	Pleasant Valley
16	Single-Family	Tennelli Subdivision	11	Tentative Map	Neal Dow	Bidwell JHS	Pleasant Valley
17	Single-Family	Wildwood Estates	175	Tentative Map	Marigold	Bidwell JHS	Pleasant Valley
18	Single-Family	Zamora Subdivision	481	Tentative Map	Marigold	Bidwell JHS	Pleasant Valley
19	Single-Family	Godman Ranch	13	Final	McManus	Bidwell JHS	Pleasant Valley
20	Single-Family	Woodbrook	12	Final	Marigold	Bidwell JHS	Pleasant Valley
21	Single-Family	Oak Valley	126	Tentative Map	Little Chico Creek	Marsh JHS	Chico Senior
22	Single-Family	Sycamore Glen	178	Tentative Map	Marigold	Bidwell JHS	Pleasant Valley
23	Single-Family	Westside Place	106	Final	Citrus	Chico JHS	Chico Senior
24	Single-Family	Foothill Park East 7	84	Final	Marigold	Bidwell JHS	Pleasant Valley
25	Single-Family	Siena @ Canyon Oaks	26	Final	Sierra View	Marsh JHS	Pleasant Valley
26	Single-Family	Las Palomas	14	Tentative Map	McManus	Bidwell JHS	Pleasant Valley
27	Single-Family	Gateway @ Butte Creek	600	Proposed	Chapman	Chico JHS	Chico Senior
28	Multi-Family	Meriam Park	699	Tentative Map	Little Chico Creek	Marsh JHS	Chico Senior
29	Single-Family	Creekside Landing	289	Final	Shasta	Bidwell JHS	Pleasant Valley
30	Single-Family	Tuscan Village	155	Final	McManus	Bidwell JHS	Pleasant Valley
31	Single-Family	Mountain Vista	14	Tentative Map	Marigold	Bidwell JHS	Pleasant Valley
32	Single-Family	Innsbrook Subdivision	57	Tentative Map	Shasta	Bidwell JHS	Pleasant Valley
33	Single-Family	Shastan @ Glenwood	64	Final	Emma Wilson	Chico JHS	Chico Senior
34	Affordable	North Pointe Apartments	50	Final	Shasta	Bidwell JHS	Pleasant Valley
35	MF Affordable	Harvest Park	90		Emma Wilson	Chico JHS	Chico Senior

Figure 13. City of Chico Active Residential Projects



Residential Development and Land Use Impact on CUSD

The City of Chico currently has over 4,000 units with tentative or final approval to be constructed. The CUSD will need to remain proactive in its awareness of construction within the district and its impact on its facilities. Coordination, both with the City of Chico and LAFCO is essential in the following three areas: long-range land use and facilities planning, review of individual residential development projects, and review of any proposed reconfiguration of the schools.

SECTION F: ENROLLMENT PROJECTIONS

To effectively plan for facilities, boundary changes, or policy changes for student enrollments, school district administrators need a 10-year enrollment projection. This projection is dual-purpose: 1) for 1-2 year short-term budgeting and staffing, and 2) for 5-7 year facility planning.

The consultant utilized the industry standard cohort "survival" methodology to prepare the 10-year enrollment projection for the Chico Unified School District. While based on historical enrollments, the consultant adjusts the calculation for:

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

Historical and Projected Birth Data

Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the Chico Unified School District by the California Department of Health Services using Zip Codes[2] and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly. The decline in births in 2009 and 2010 were the second and third largest decline since 1990 (Figure 14). In 2010, the State realized fewer births than at any time since 1990. This is significant, and could mean declines in K-12 enrollments statewide beginning in 2013. In Butte County, births have also been declining. Since 2006, births in the County declined from 2,633 to 2,392 (Figure 15).

[2] The consultant utilized Zip Codes 95926, 95928, and 95973. Zip Codes 95927, 95929, and 95976 are unique P.O. Zip Codes and were not utilized in the birth calculation.

Figure 14. California Births: 1990-2011

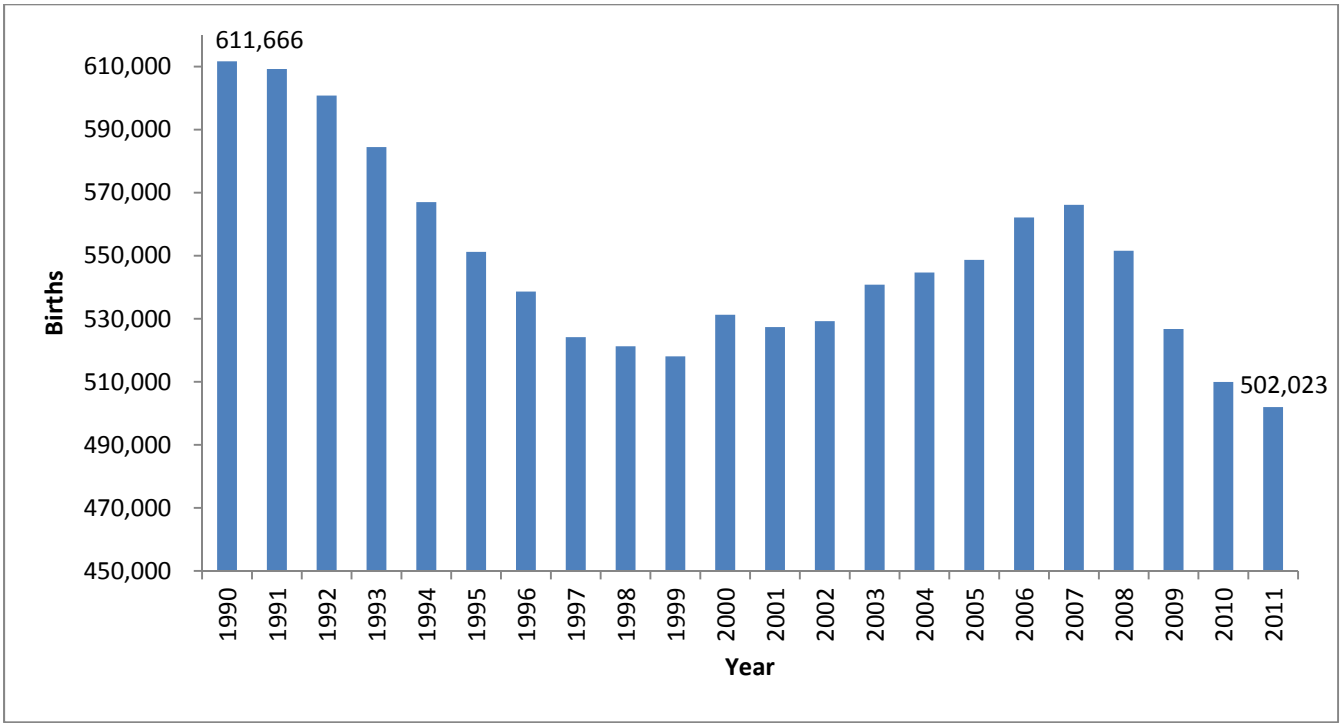
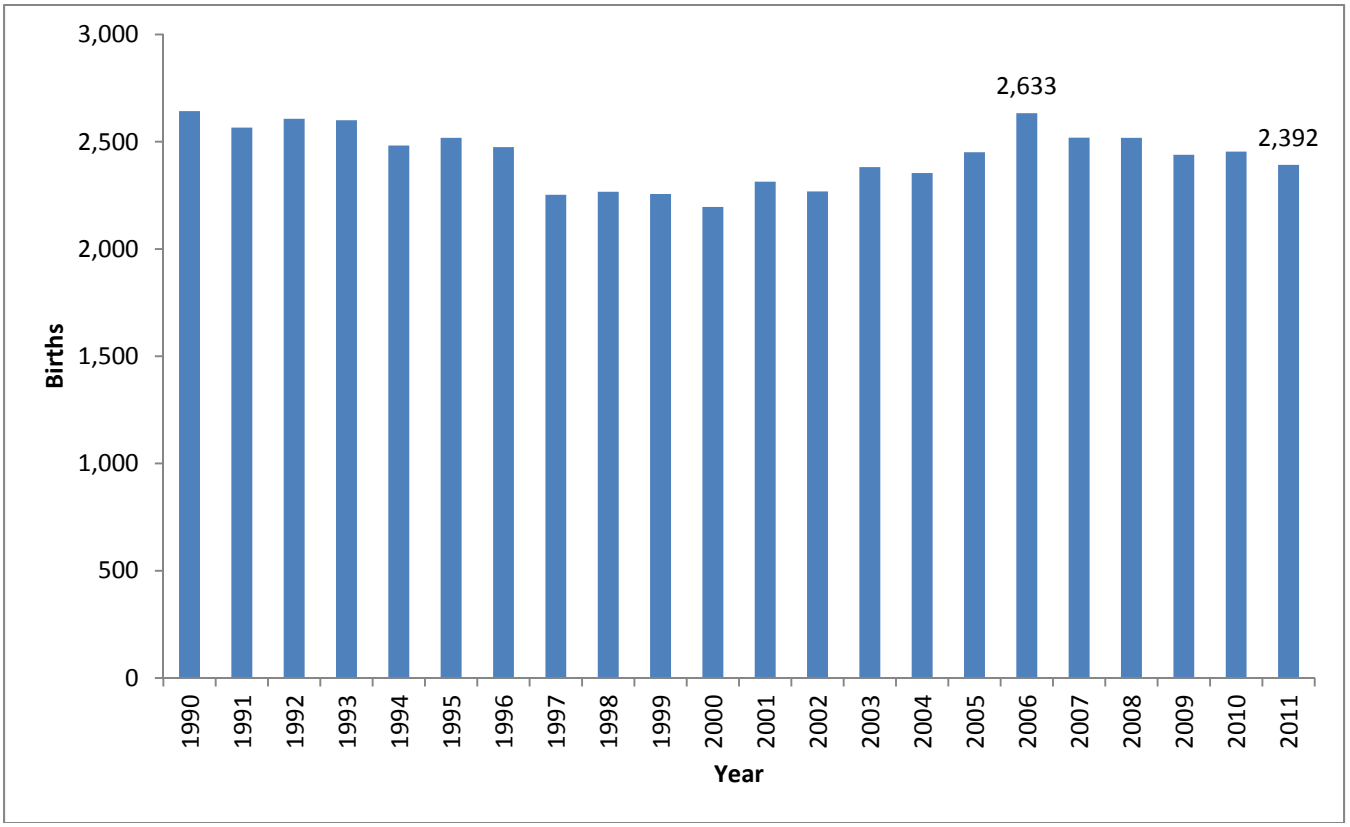


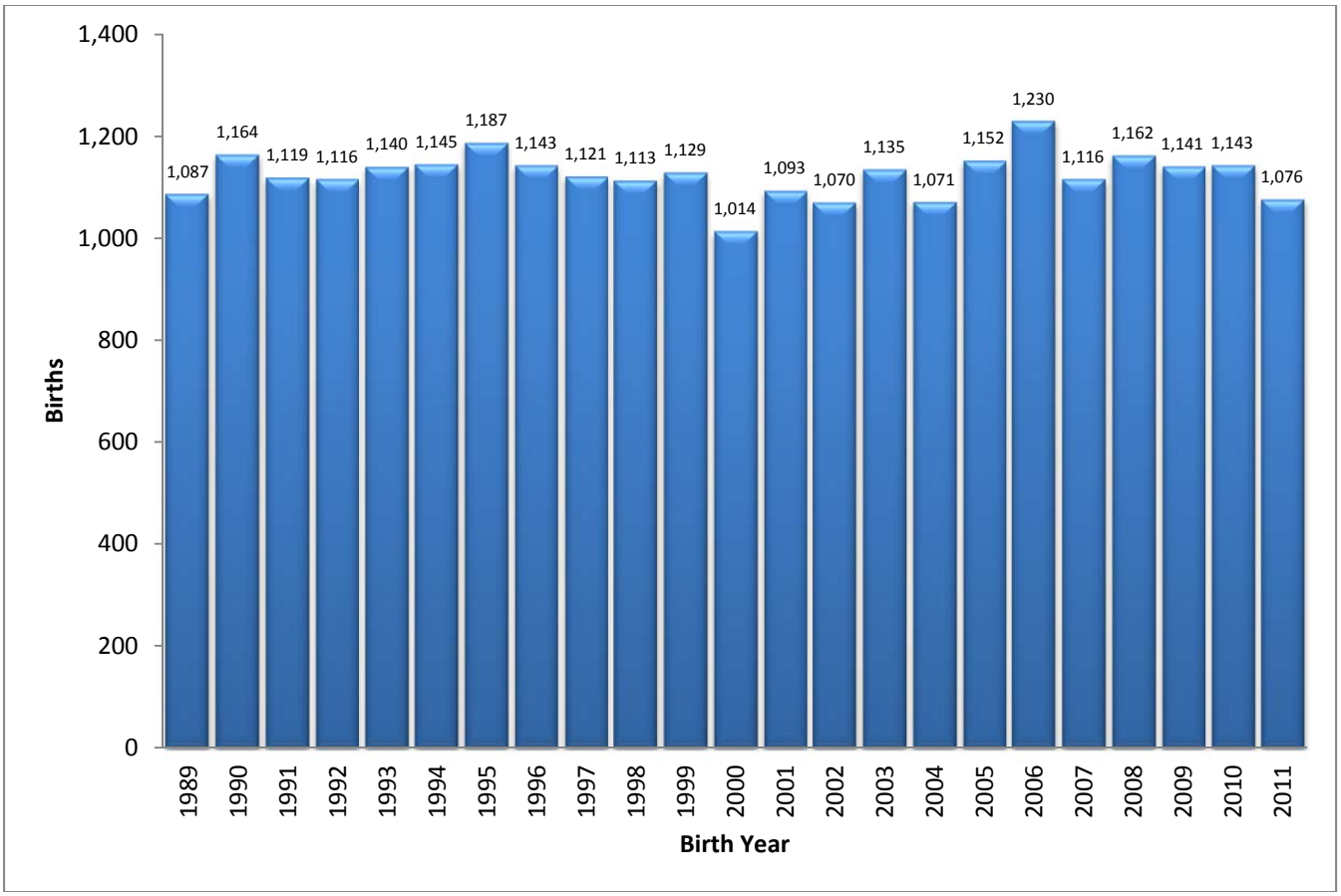
Figure 15. Butte County Births: 1990-2011



Source: California Department of Public Health

The Chico Unified School District has mirrored State and County trends. Births increased from 1,014 in 2000 to 1,230 in 2006, and then declined by 12.5% to 1,076 in 2011. Figure 16 demonstrates the total number of births between 1989 and 2011 in Chico Unified School District.

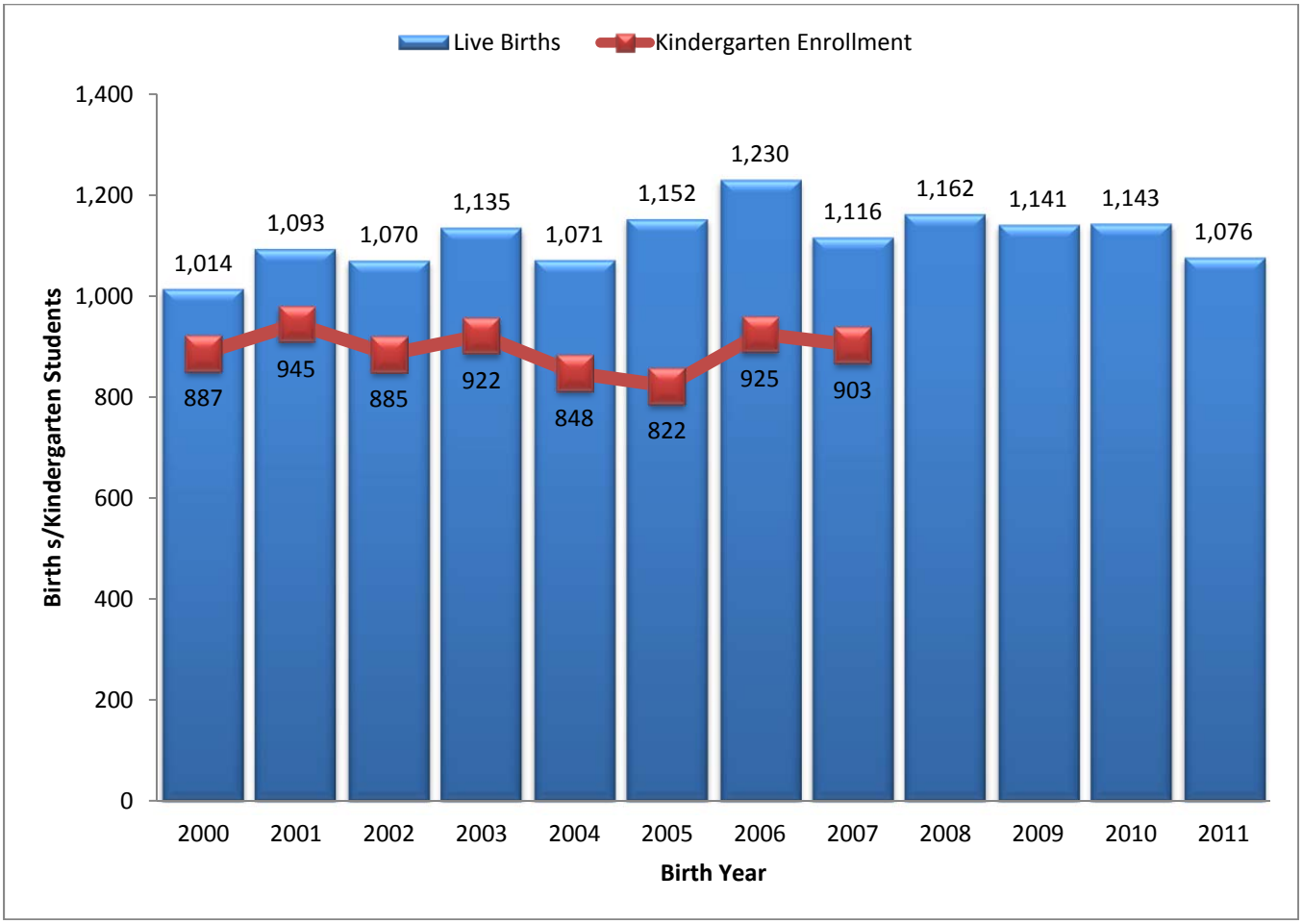
Figure 16. Births in CUSD: 1990-2011



Source: California Department of Public Health

The number of children born to parents who live in CUSD is significantly correlated with the size of the kindergarten class five years later. Therefore, we use recent birth data as the most important factor when projecting future kindergarten students for CUSD to house. Figure 17 demonstrates this relationship.

Figure 17. Births Compared to Kindergarten Enrollments (Lagged 5 Years)

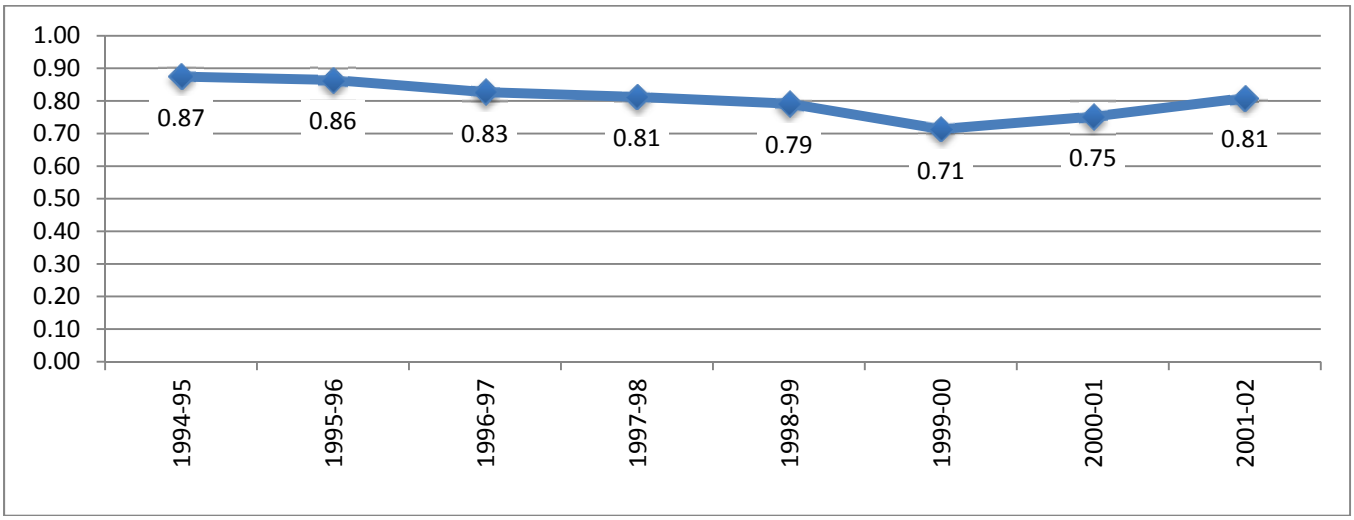


There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 8 and Figure 18 demonstrate the CUSD kindergarten-birth ratio. It provides the percentage of births that result in kindergarten enrollments in the District five years later. It is a net rate, because children move both into and out of the District. The ratio of CUSD births to CUSD kindergarten enrollments declined each year, from .87 in 2005 to .71 in 2010. In 2011, the ratio increased to .75. In 2012, the ratio increased again to .81, meaning that for every 100 births in 2007, 81 children enrolled in CUSD kindergarten classes five years later (in 2012). The kindergarten to birth ratios are analyzed and statistical calculations are applied to estimate future kindergarten to birth ratios.

Table 8. Kindergarten Enrollment to Live Birth Ratio

Birth Year	Live Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Live Births as Students in Kindergarten Enrollment
1989	1,087		1994-95	1,089	1.00
1990	1,164	7.1%	1995-96	1,086	0.93
1991	1,119	-3.9%	1996-97	1,059	0.95
1992	1,116	-0.3%	1997-98	1,017	0.91
1993	1,140	2.2%	1998-99	966	0.85
1994	1,145	0.4%	1999-00	923	0.81
1995	1,187	3.7%	2000-01	916	0.77
1996	1,143	-3.7%	2001-02	892	0.78
1997	1,121	-1.9%	2002-03	922	0.82
1998	1,113	-0.7%	2003-04	948	0.85
1999	1,129	1.4%	2004-05	925	0.82
2000	1,014	-10.2%	2005-06	887	0.87
2001	1,093	7.8%	2006-07	945	0.86
2002	1,070	-2.1%	2007-08	885	0.83
2003	1,135	6.1%	2008-09	922	0.81
2004	1,071	-5.6%	2009-10	848	0.79
2005	1,152	7.6%	2010-11	822	0.71
2006	1,230	6.8%	2011-12	925	0.75
2007	1,116	-9.3%	2012-13	903	0.81
2008	1,162	4.1%			
2009	1,141	-1.8%			
2010	1,143	0.2%			
2011	1,076	-5.9%			

Figure 18. Kindergarten Enrollment to Live Birth Ratio



The projected kindergarten to birth ratios are multiplied by the number of births each year to project kindergarten resident enrollments. Currently, there is birth data available through 2011. In order to project kindergarten classes beyond 2016, county birth projections from the California Department of Finance (DOF) are utilized.

The emergence of transitional kindergarten, a decline in private school enrollments due to the economic downturn, and an increase in residential development has resulted in an increased kindergarten to birth ratio. As demonstrated in the following section, migration at all other grade levels is fairly stable, in other words, once students enroll in CUSD they tend to remain enrolled through graduation. Furthermore, full implementation of the transitional kindergarten program could have a significant positive impact on District enrollments, depending on the popularity of the program.

Given the lack of adequate baseline trend transitional kindergarten data, we strongly recommend the District update their transitional kindergarten and kindergarten projections annually as new data becomes available, as future enrollments are driven, primarily, by the size of these incoming cohorts.

Student Migration Rates

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

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year[3].
  - Positive migration could be indicative of numerous influences, including the in-migration of families with small children to the District, private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.
- Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 75 2nd grade students the following year. In this case, 25 new students who were present the prior year are not enrolled in the current year.
  - These losses could be indicative of numerous influences including the closure of schools, District policy changes toward interdistrict transfer students, losses to private schools or other Districts, out-migration of families due to economic decline, etc.

As an example, in 2010-11 the District's class of Kindergarten students was 822. A year later, this class became a first grade class of 833. Using this example, the rate of migration is calculated in the following way:

(833-822)/822 = +1.3%

[3] This is a net measurement.

The +1.3% increase is a measure of the likelihood our kindergarten class will become larger or smaller as the class passes into the first grade the following year. Migration rates are calculated for all grade levels by year and then analyzed by the current grade level configuration.

As Figures 19-22 demonstrate, overall the District experienced positive migration from 2000 to 2008. From 2008 to 2009 the District experienced negative migration, most significantly at the elementary grade levels (-4.16%). The decline can be attributed to multiple factors, including the abandonment of the Class Size Reduction program, the emergence and expansion of charter schools, recent school closures, the relocation of programs, and recession-related out-migration of families with children. From 2009 to 2012, the District experienced increasingly positive migration.

Figure 19. Migration Grades K-11 > Grades 1-12

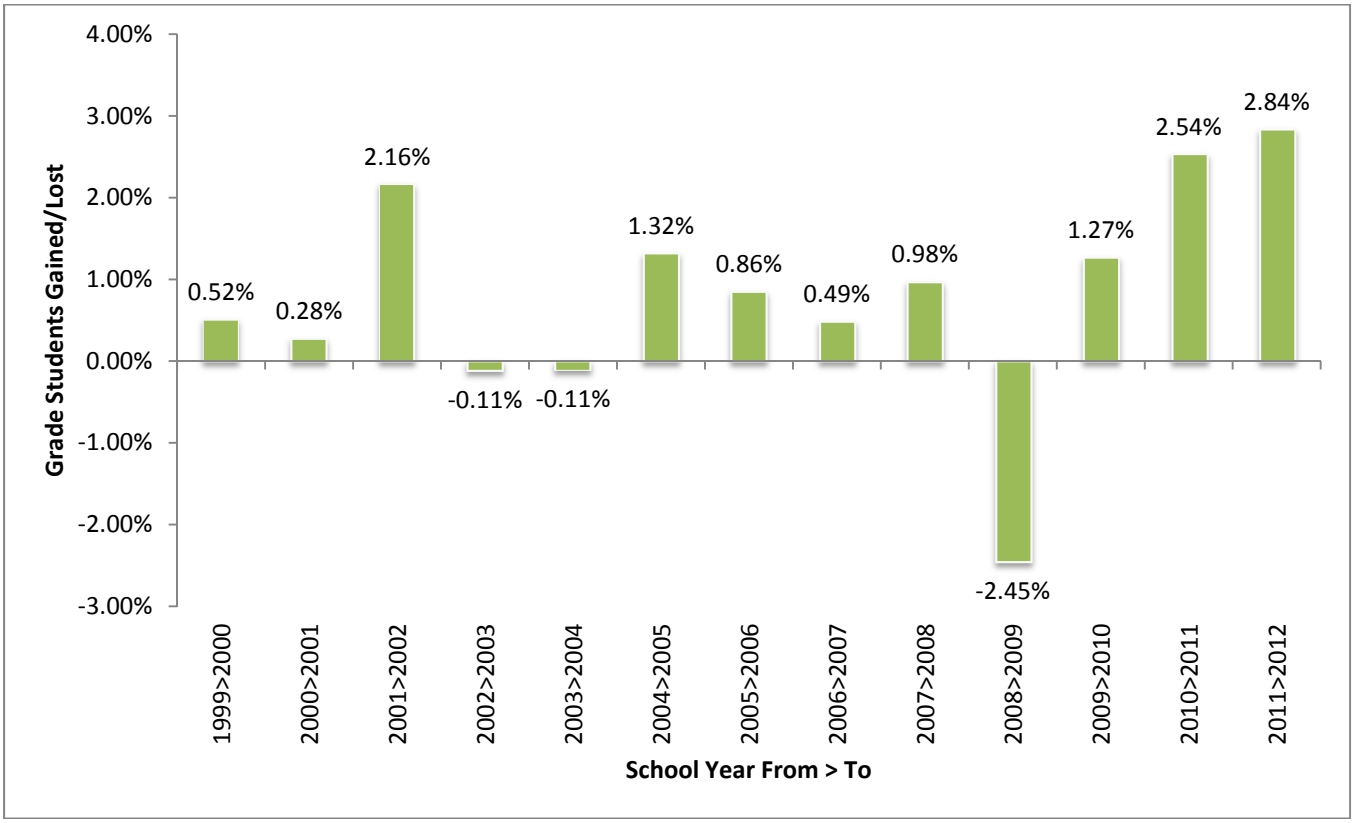


Figure 20. Migration Grades K-5 > Grades 1-6

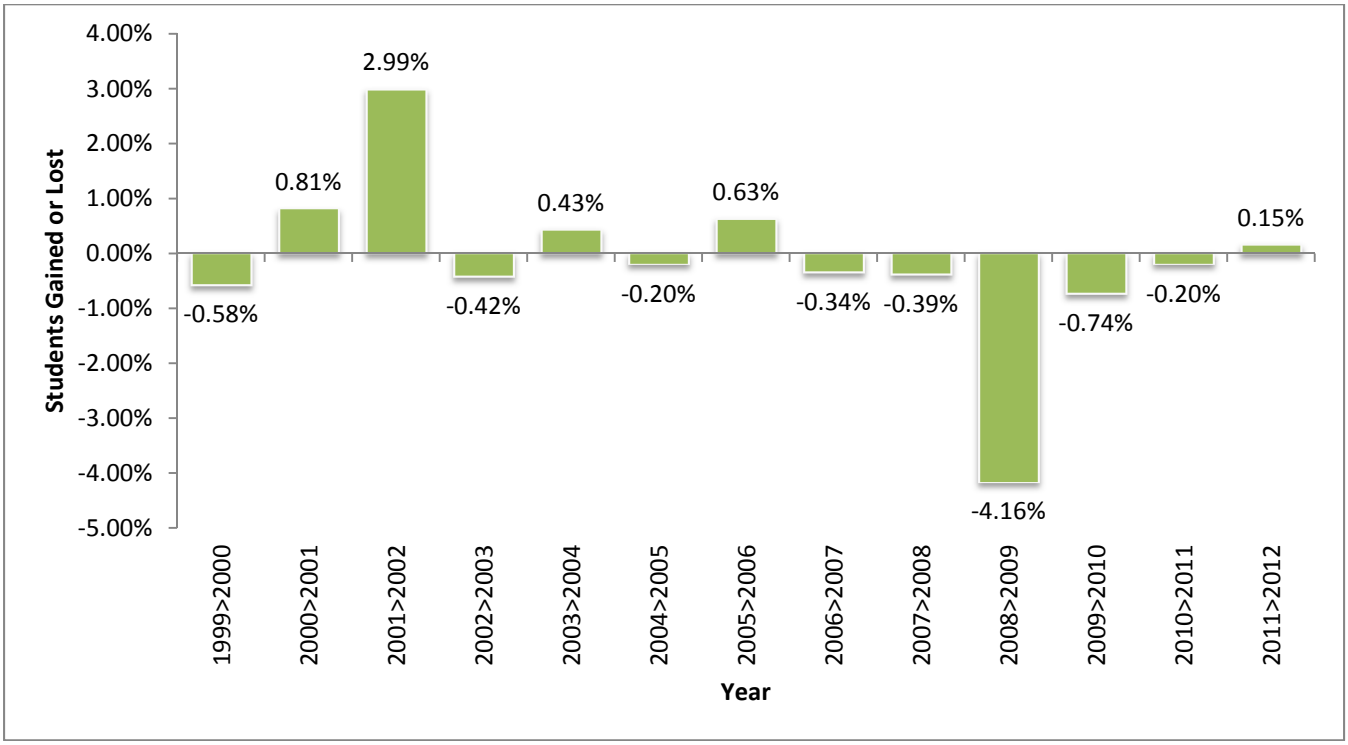


Figure 21. Migration Grades 6-7 > 7-8

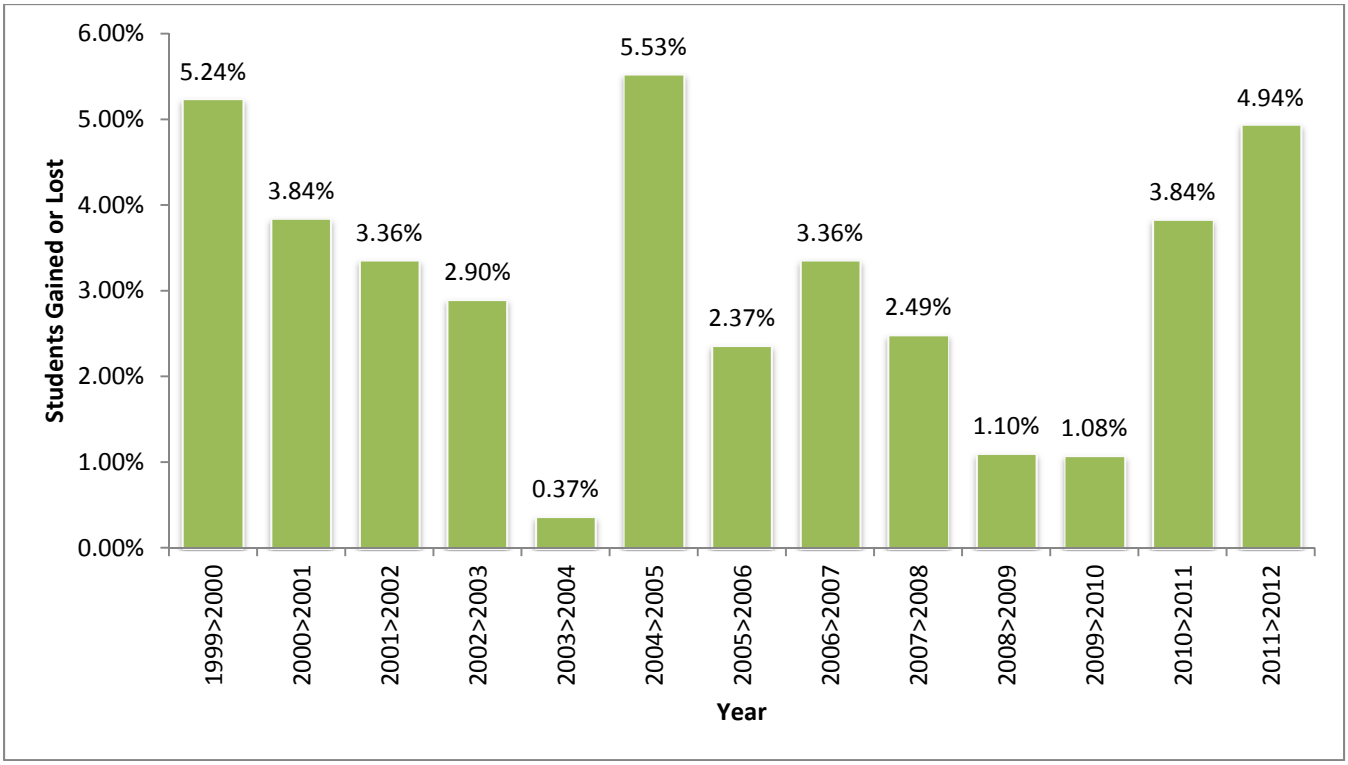
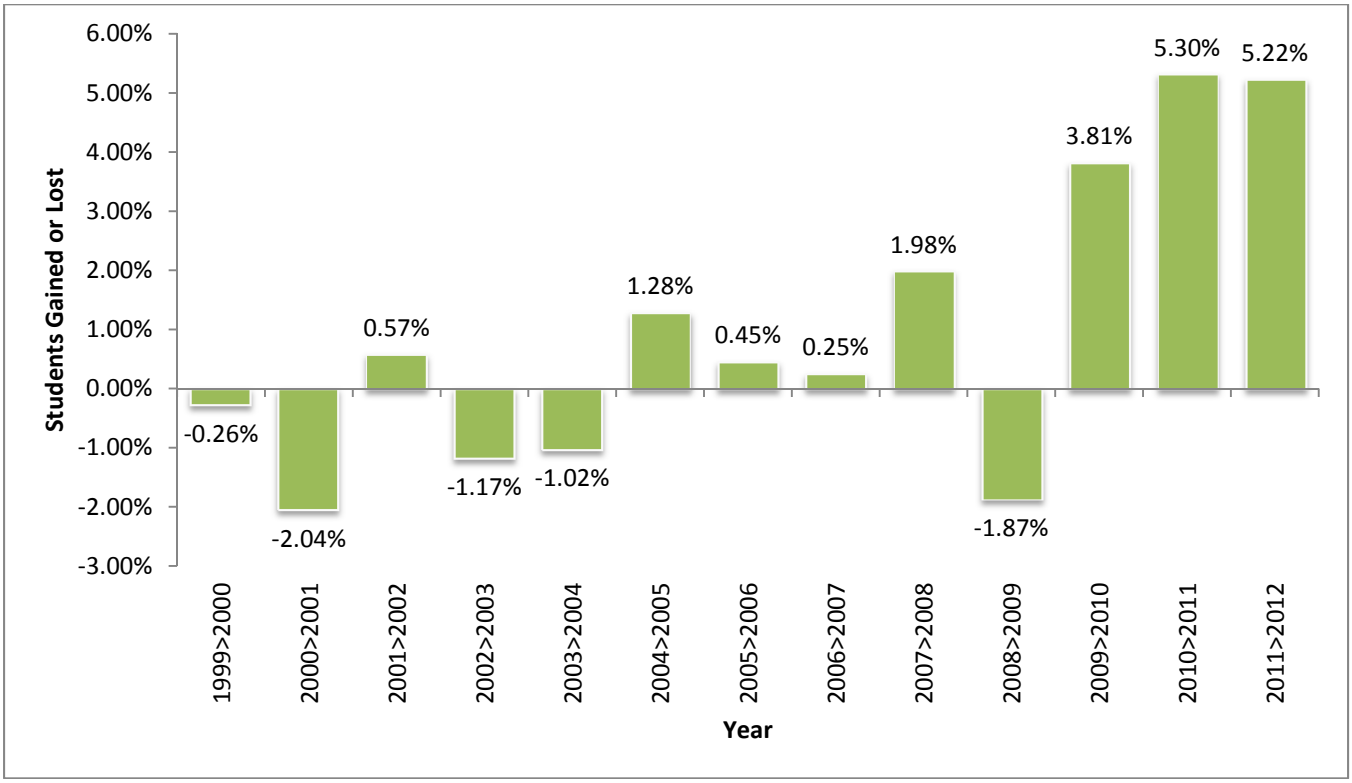
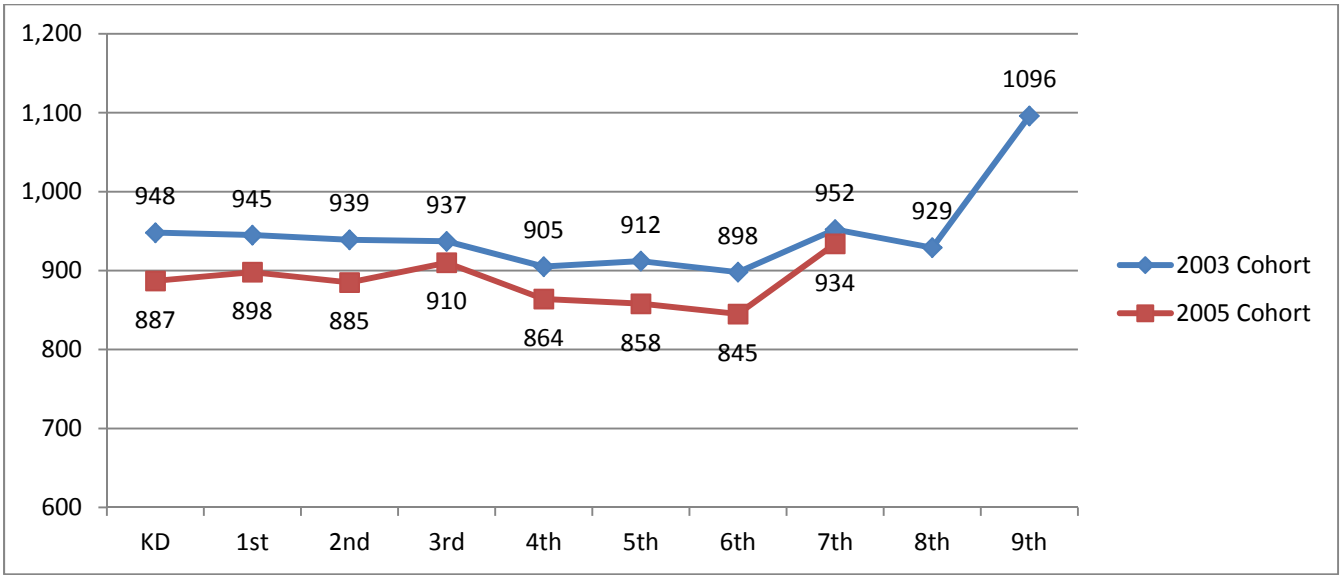


Figure 22. Migration Grades 8-11 > 9-12



As the tables and figures demonstrate, CUSD experienced positive migration in recent years (with the exception of 2008>2009), while overall enrollments declined. This is largely due to the exiting of larger cohorts combined with smaller incoming cohorts. The larger cohorts currently moving through the District's middle and high schools will be replaced with smaller cohorts who have entered the District in recent years. For example, the cohort that began in 2003 as a kindergarten class of 948 is the District's current 9th grade class of 1,096 students. Alternatively, the cohort that began in 2005 as a kindergarten class of 887 students is currently the District's 7th grade class of 934 students (Figure 23). Kindergarten cohort size increased in 2011 and 2012.

Figure 23. Comparison of Cohorts



To minimize the effects of an exceptional year, migration rates are calculated by averaging and weighting historical migration (Table 9). The anomalous year of change (2008-09 to 2009-10) was removed from the calculation entirely.

Table 9. Migration Rates

Year From > To	K>1	1>2	2>3	3>4	4>5	5>6	6>7	7>8	8>9	9>10	10>11	11>12
2006>2007	0.00%	-1.45%	-0.97%	-3.42%	0.79%	3.02%	4.26%	2.43%	2.94%	-1.53%	-1.32%	0.71%
2007>2008	0.11%	-3.07%	2.82%	-3.58%	0.77%	0.90%	5.45%	-0.19%	5.14%	-0.18%	1.19%	2.05%
2009>2010	0.35%	0.23%	-0.25%	-1.23%	-0.69%	-2.76%	6.01%	-3.57%	12.26%	1.08%	0.76%	1.96%
2010>2011	1.34%	-0.47%	-0.11%	0.49%	-0.79%	-1.52%	10.89%	-2.42%	18.61%	1.10%	1.34%	2.27%
2011>2012	-1.08%	0.00%	-1.06%	1.72%	1.22%	0.23%	10.53%	-0.11%	17.98%	0.18%	-2.18%	6.79%
5-Year Average	-0.20%	-0.37%	-0.53%	0.64%	0.51%	-0.23%	9.75%	-0.80%	16.29%	0.37%	-0.80%	4.66%

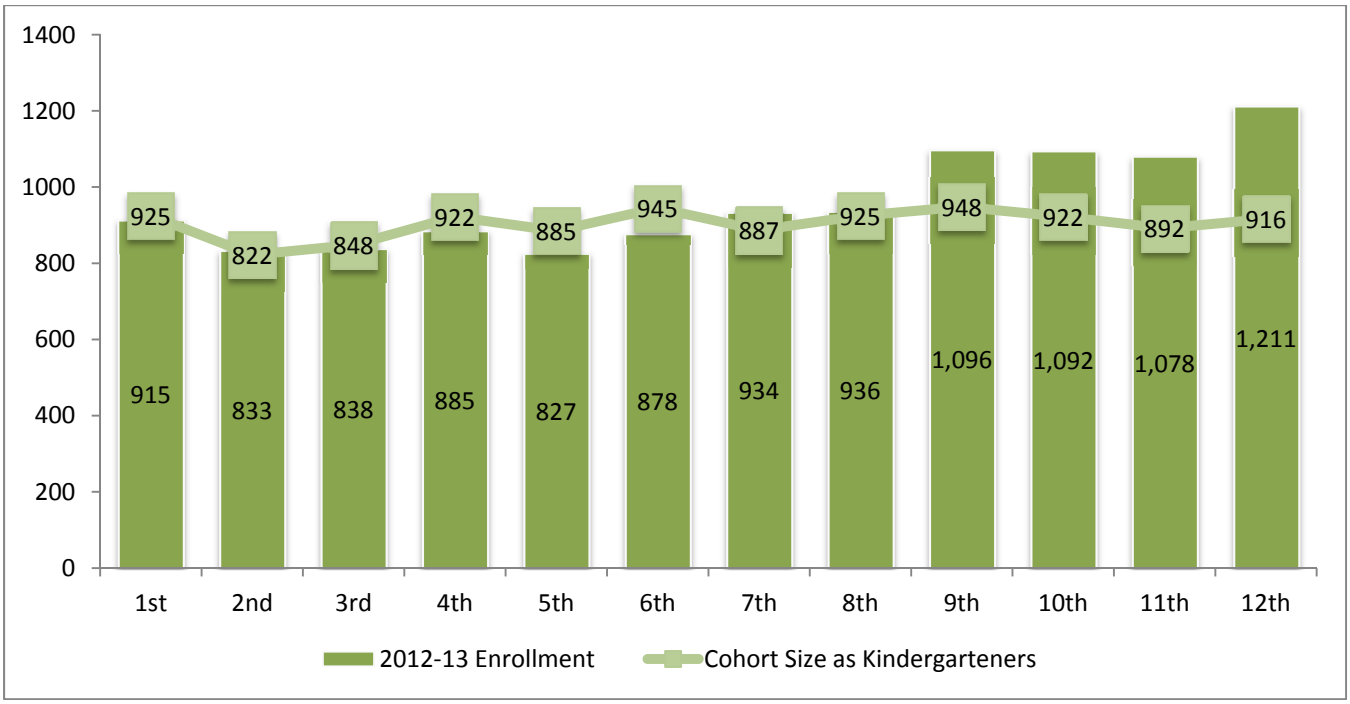
Enrollment Projection

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

The cohort survival method is the standard demographic technique for projecting enrollments. This method was utilized to project enrollments for CUSD. Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2010 first graders become year 2011 second graders, and the following year's third graders, and so on. As a cohort moves through the grades, its total population will, most likely, change.

In the Chico Unified School District, cohort size increases as it progresses through the upper grades. Figure 24 shows the 2012-13 K-12th grade class sizes as compared to their class sizes when they began as kindergarteners. For example, the CUSD 2012-13 9th grade cohort of 1,096 students began as a class of 948 kindergarteners in 2003-04.

Figure 24. Cohort Growth Since Kindergarten



Anticipated enrollments in the transitional kindergarten program have been factored into the projections. **Given the lack of adequate baseline trend transitional kindergarten data, we strongly recommend the District** continue to monitor all influencing variables included in this analysis, and update these projections each Fall and Spring as new data becomes available.

The enrollment projections through 2022-23 are provided in Tables 10 and 11. Based on the Most Likely projection, K-12th grade enrollments are projected to increase to 13,371 by 2022-23. An analysis of enrollment projections by school follows.

Table 10. Most Likely Enrollment Projection

Chico Unified School District

Most Likely Enrollment Projection

			School Year									
Grade	**Actual 12-13**		**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
TK	110		190	240	240	240	240	240	240	240	240	240
K	793		866	879	928	880	897	906	911	915	933	947
1	915		807	880	887	937	889	905	914	919	923	940
2	833		924	817	884	891	941	892	909	917	921	925
3	838		839	928	815	883	889	938	890	906	913	918
4	885		860	862	945	832	899	906	955	905	921	929
5	827		899	873	869	952	839	906	912	961	911	927
6	878		833	905	873	869	952	838	905	911	959	909
7	934		1,018	963	1,025	989	979	1,065	937	1,004	1,013	1,066
8	936		933	974	940	980	961	950	1,013	922	972	973
9	1,096		1,125	1,109	1,140	1,087	1,151	1,115	1,105	1,188	1,064	1,128
10	1,092		1,120	1,146	1,127	1,158	1,104	1,168	1,132	1,122	1,206	1,081
11	1,078		1,098	1,123	1,145	1,127	1,158	1,103	1,168	1,131	1,122	1,206
12	1,211		1,155	1,165	1,187	1,200	1,187	1,218	1,163	1,227	1,191	1,181
Total TK-5	**6,079**		6,219	6,384	6,442	6,483	6,547	6,532	6,636	6,673	6,721	6,736
Total 6-8	**1,870**		1,952	1,936	1,965	1,969	1,940	2,014	1,950	1,926	1,985	2,039
Total 9-12	**4,477**		4,497	4,542	4,599	4,571	4,600	4,604	4,568	4,669	4,582	4,596
Total	**12,426**		**12,668**	**12,863**	**13,007**	**13,023**	**13,087**	**13,150**	**13,153**	**13,267**	**13,288**	**13,371**

Table 11. Enrollment Projections by School

Chico Unified School District										
Enrollment Projections to 2022-23										
Elementary Schools	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
Chapman*	402	451	493	532	581	601	637	656	666	667
Citrus*	321	315	315	319	336	341	378	396	404	404
Emma Wilson*	686	722	753	761	805	825	847	854	860	858
Hooker Oak*	391	416	437	440	460	469	483	490	495	496
Little Chico Creek	623	615	619	622	613	587	576	569	570	571
Marigold	574	605	610	625	636	631	617	608	608	610
McManus*	503	506	512	516	523	558	592	610	620	621
Neal Dow	435	427	434	432	430	423	413	406	407	408
Parkview*	385	414	450	473	500	503	544	566	576	576
Rosedale	553	537	520	501	464	438	423	414	414	417
Shasta	681	707	676	657	608	585	567	554	552	555
Sierra View	652	655	612	593	579	559	546	537	538	540
Junior Highs	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
Bidwell Jr. High	683	675	676	686	670	697	682	661	687	709
Chico Jr. High	636	615	638	622	624	646	610	627	635	647
Marsh Jr. High	583	597	602	611	597	620	607	588	612	631
High Schools	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
Chico Sr. High	1,738	1,766	1,773	1,762	1,771	1,770	1,755	1,795	1,759	1,765
Pleasant Valley High	1,943	1,938	1,991	1,981	1,995	1,999	1,983	2,030	1,990	1,996
Inspire High	450	459	459	458	462	463	459	470	461	462
Alternative Schools	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
Academy for Change	88	92	97	91	91	92	92	91	92	93
Fair View High	240	249	240	240	240	241	240	241	240	241
Loma Vista**	10	10	10	10	10	10	10	10	10	10
Independent Study	89	90	91	91	91	92	90	92	91	92
Total Districtwide	**12,667**	**12,862**	**13,006**	**13,022**	**13,086**	**13,149**	**13,152**	**13,266**	**13,287**	**13,370**

**These projections assume the Transitional Kindergarten program will remain at Citrus, Chapman, Emma Wilson, Hooker Oak, Parkview, and McManus. As the program is implemented, and decisions are made regarding the location of the program, these projections will be revised.*

***The projection for Loma Vista does not include the preschool program. This program has increased from 64 students in 2006-07 to 159 students in 2012-13. The District should consider the preschool program when planning for future facility capacity.*

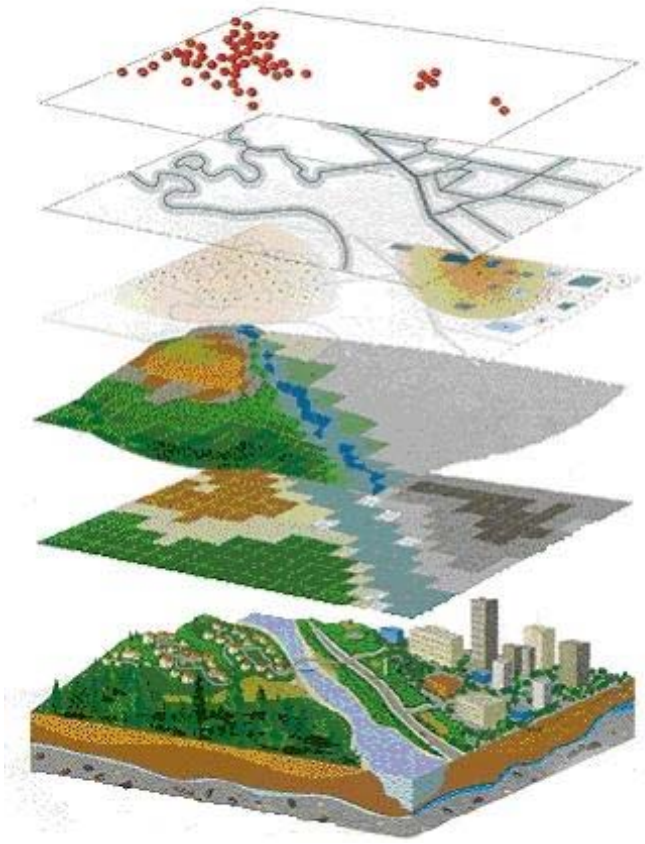
The District may explore numerous options in order to maximize efficiency of facilities while maintaining excellence in learning, including but not limited to:

- Construction of new facilities in areas of growth.
- Modernization of current facilities to effectively educate.
- Additions to current school sites to house increasing enrollments and/or special program needs.
- Consolidation of current school sites to remain fiscally responsible.
- Redistricting of boundaries to balance enrollments and promote ethnic and socioeconomic diversity.
- Relocation of special programs/charter schools.

SECTION G: SPATIAL ANALYSIS

The consultant utilized a computer mapping software, a Geographic Information System (GIS), to map and analyze the Chico Unified School District. A GIS is a collection of computer hardware, software, and geographic data that allows us to capture, store, update, analyze and display all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers in order to spatially analyze complex relationships. For example, within a GIS you can analyze where students live vs. where students attend school. Figure 25 provides a visualization of the layers developed for the CUSD specific GIS.

Figure 25. CUSD GIS Layers



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

CUSD Specific GIS Data

One of the most crucial pieces of GIS data that aids in the educational and facility planning process is District-specific GIS data. Facility Master Planning is a multi-criteria process, which may result in a District making decisions regarding the consolidation of schools, renovation of existing schools, reconfiguration of current schools, and/or site location analysis and construction of new schools. Combining District-specific GIS data (students, attendance areas, land use data, etc.) with basemap data (roads, rivers, school sites, etc.) significantly enhances the decision making process. Current District boundary maps are provided in Figures 26-28.

Figure 26. 2012-13 Elementary School Boundaries

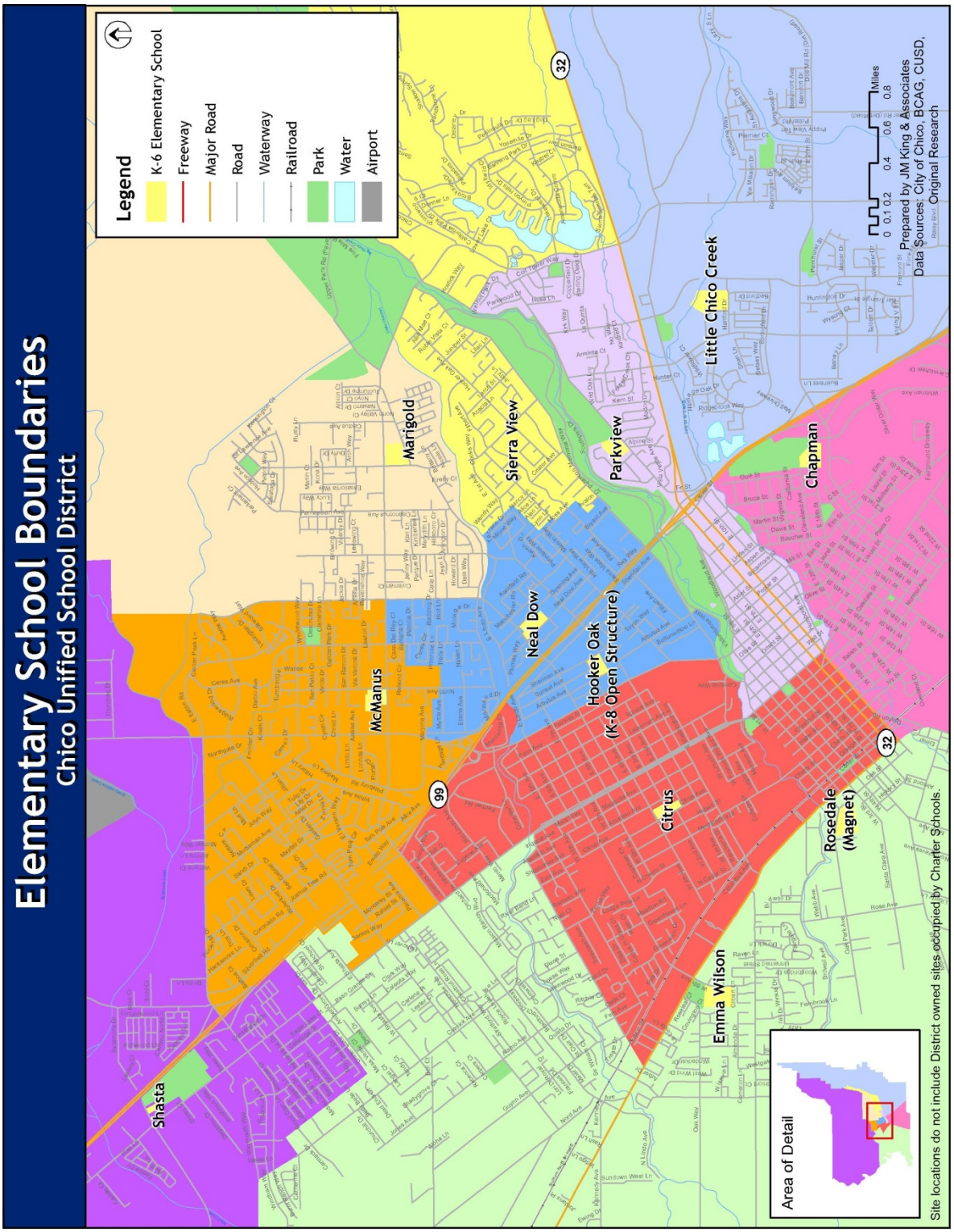


Figure 27. 2012-13 Junior High School Boundaries

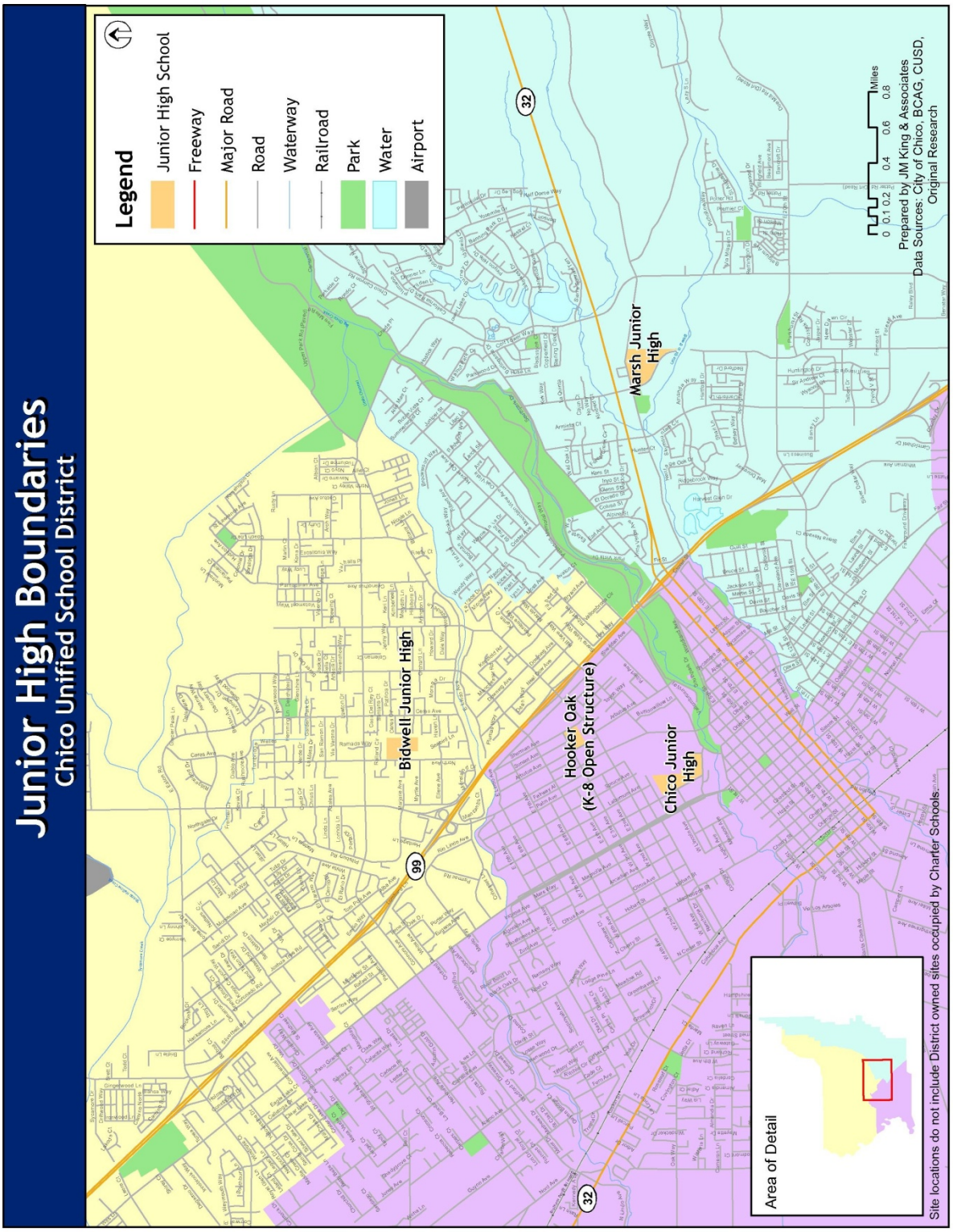
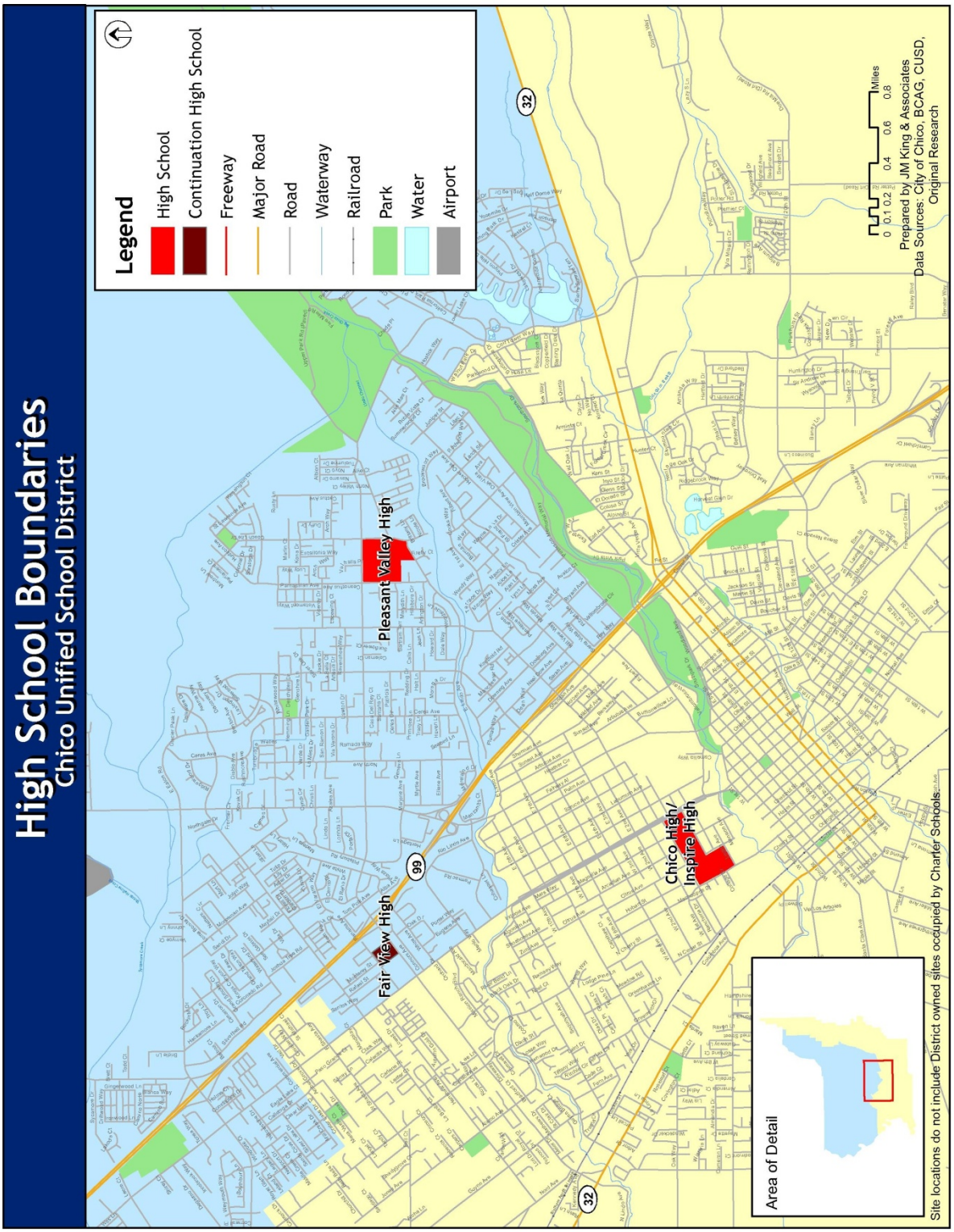


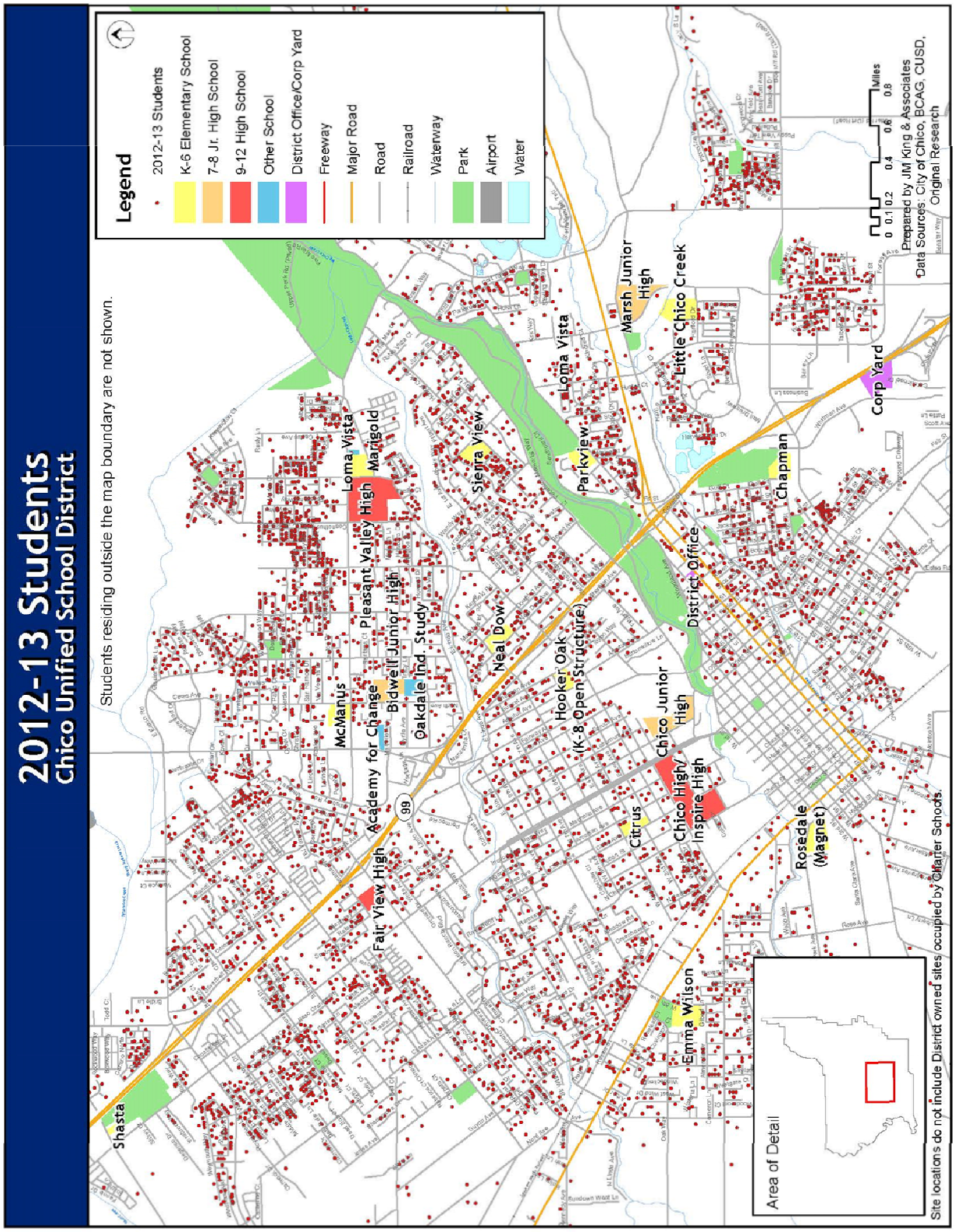
Figure 28. 2012-13 High School Boundaries



Student Data

The consultant mapped seven years (2006-07 to 2012-13) of student information databases by a process called geocoding. The address of each individual CUSD student was matched in the CUSD GIS. This resulted in a point on the map for each student (Figure 29). This map demonstrates the distribution of 2012-13 students (or lack thereof) in the various areas of the District.

Figure 29. 2012-13 Student Resident Distribution



Student Resident Totals

Once the students were mapped, they were analyzed and displayed by grade level (Figures 30 through 33). The numbers contained in each school boundary on the following maps represent the number of students, by grade level, **residing** within that boundary in the 2012-13 school year. These numbers do not represent school enrollments. These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity Districtwide.

Figure 30. 2012-13 TK-12th Grade Student Resident Totals

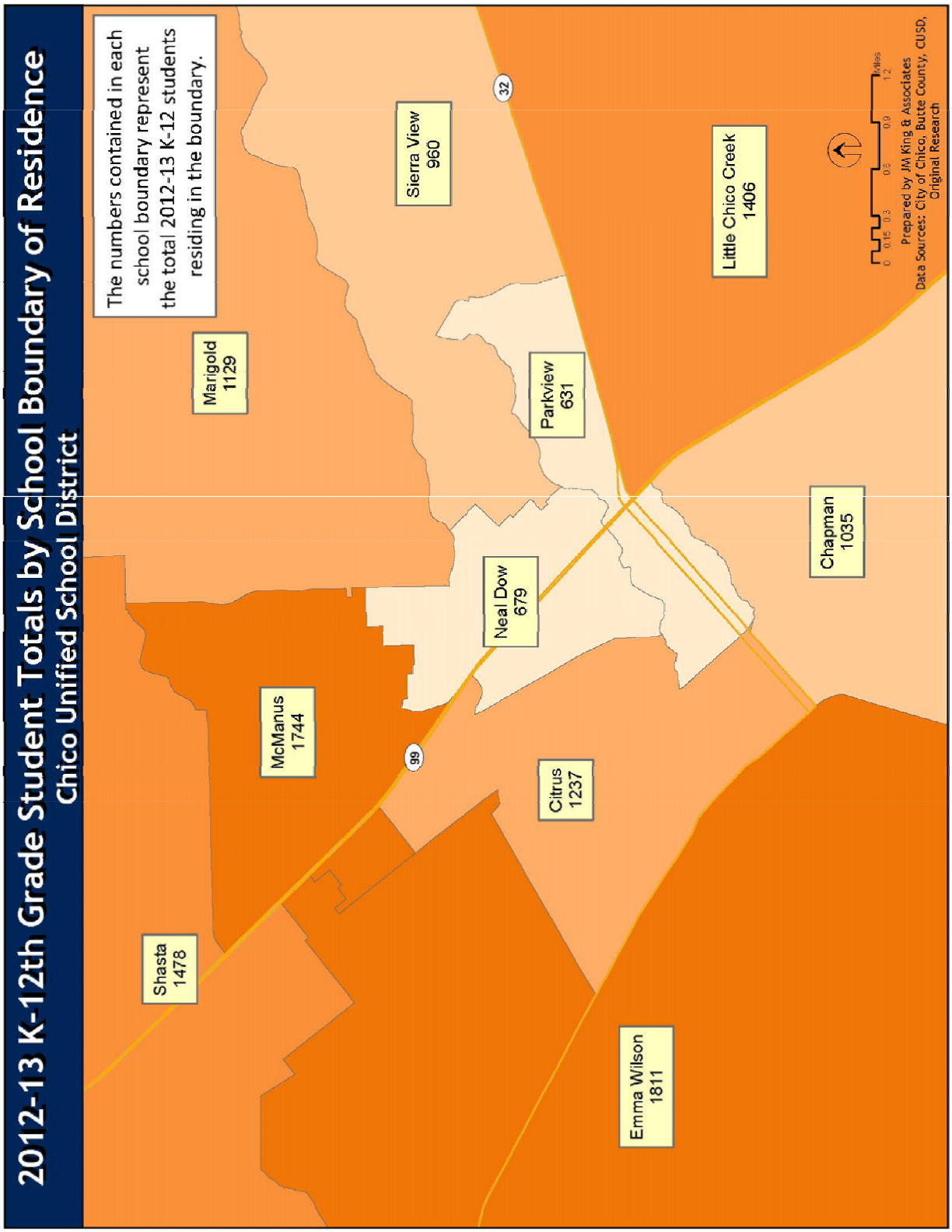


Figure 31. 2012-13 TK-6th Grade Student Resident Totals

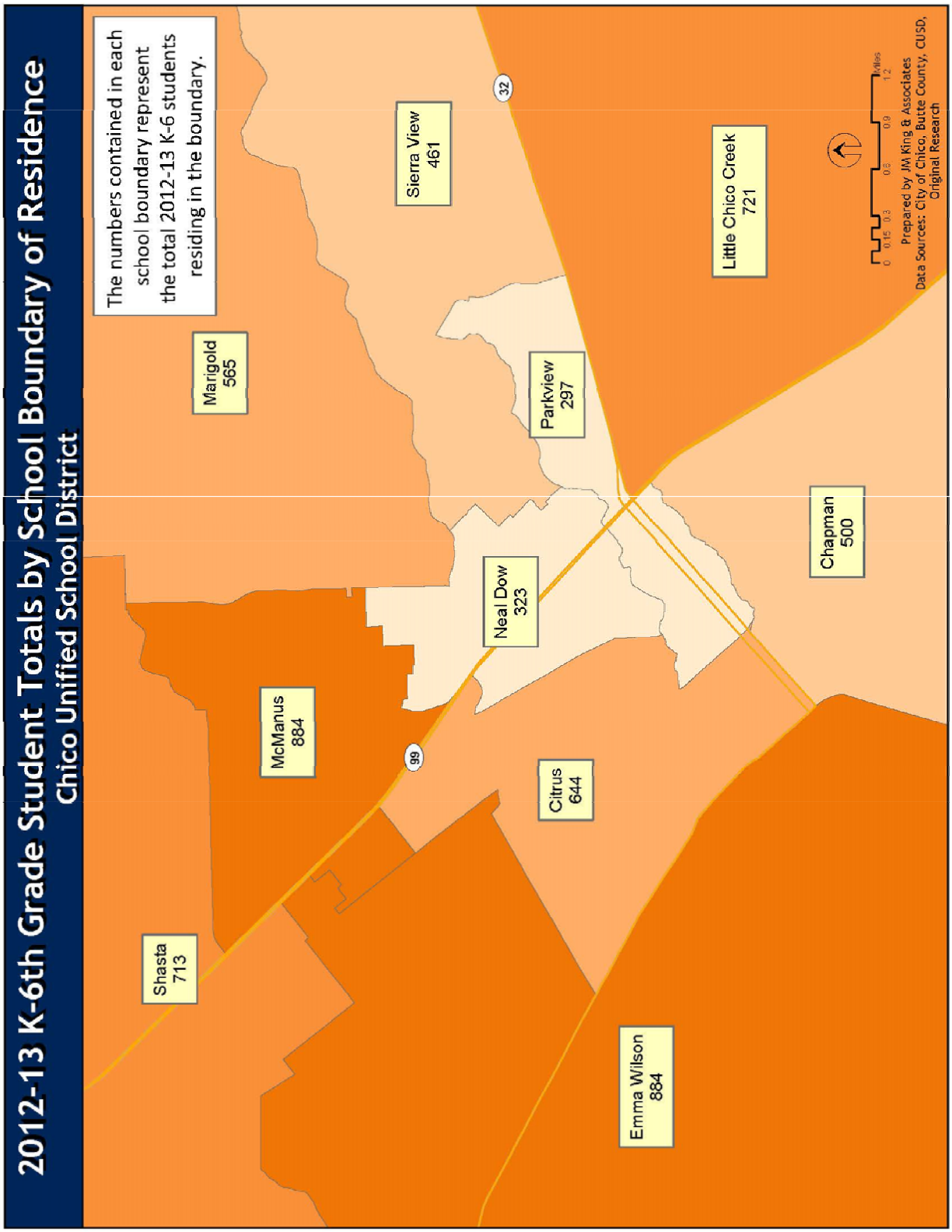


Figure 32. 2012-13 7th-8th Grade Student Resident Totals

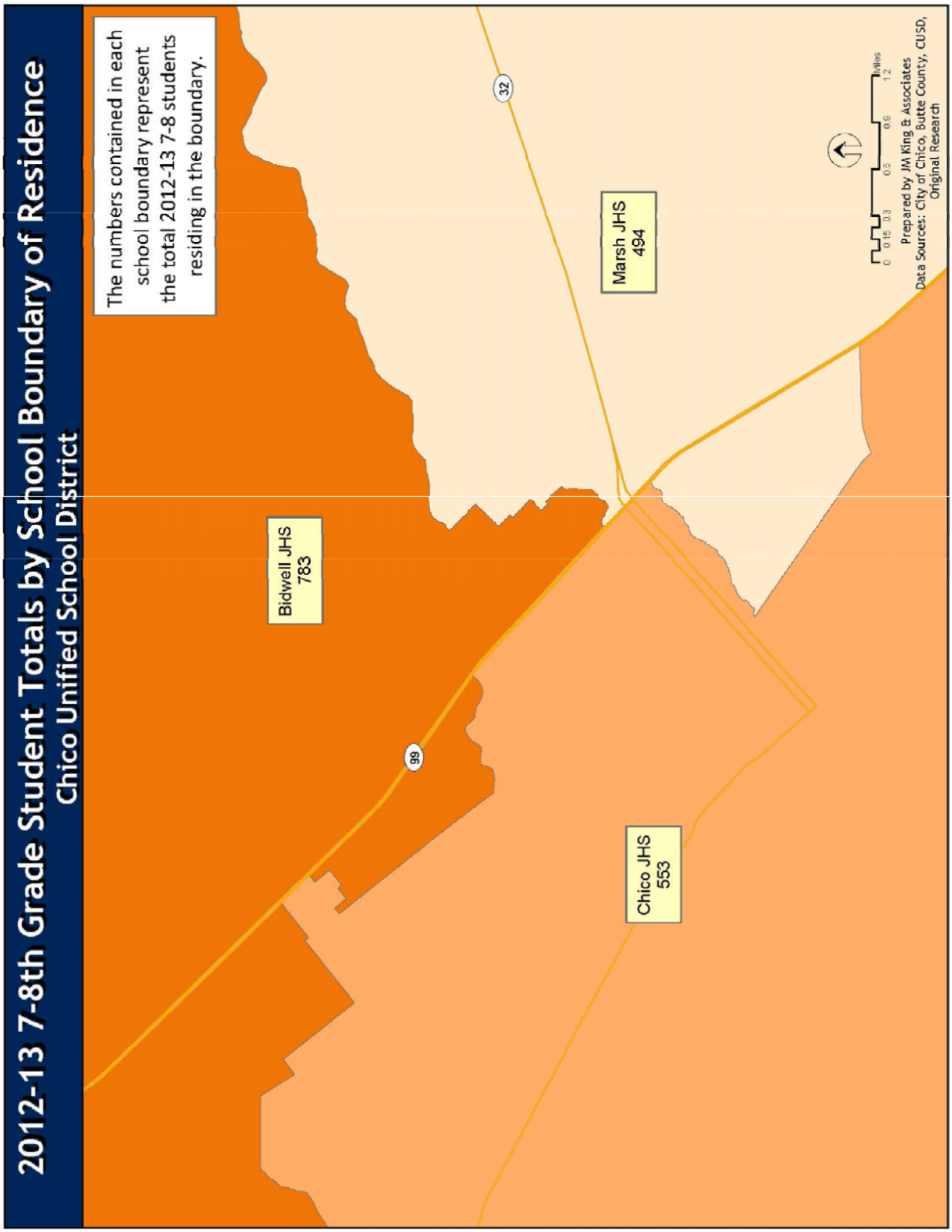
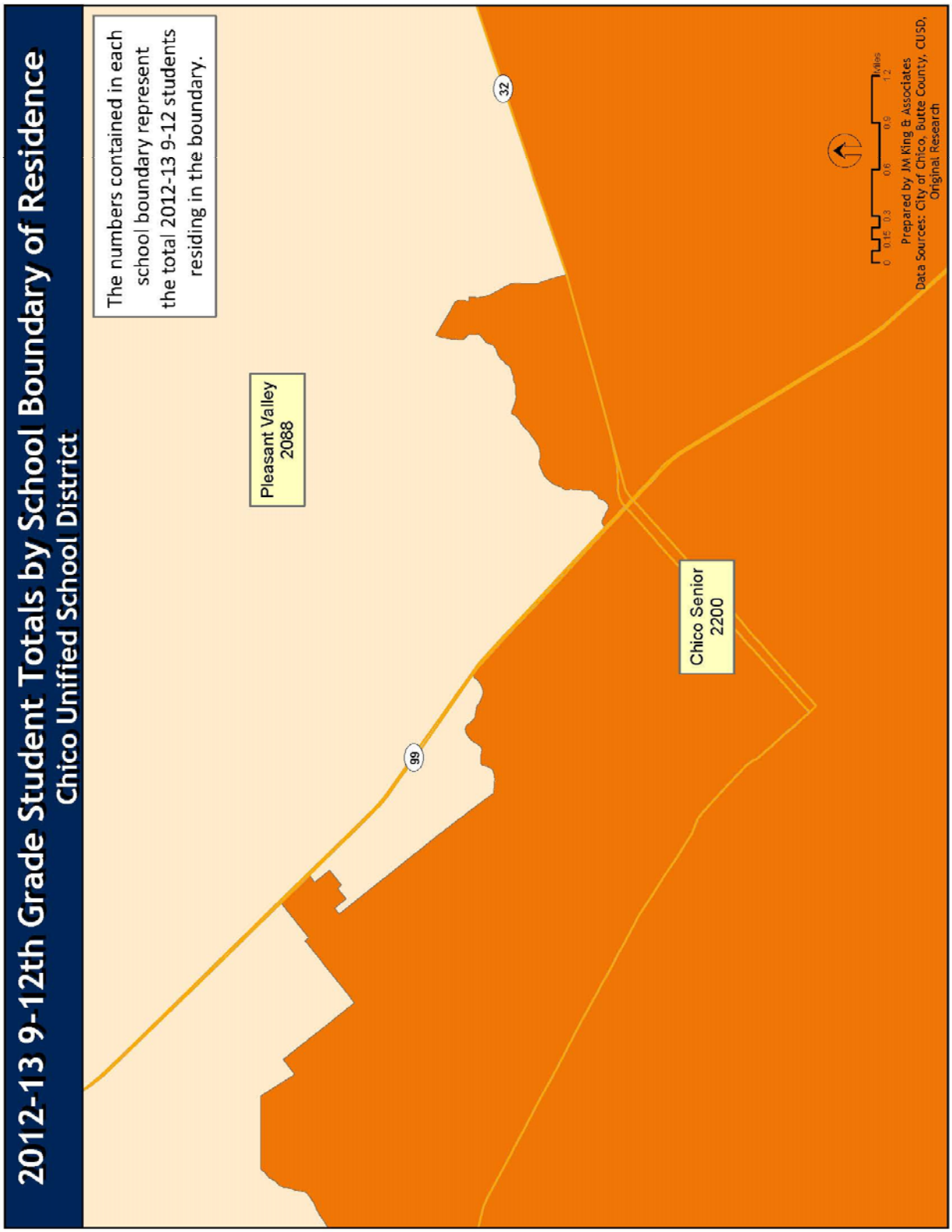


Figure 33. 2012-13 9th-12th Grade Student Resident Totals



Attendance Matrices

An important factor in analyzing the CUSD student population is determining how well each school is serving its neighborhood population. Attendance matrices have been included to provide a better understanding of where students reside versus where they attend school. The tables on the following page compare the 2012-13 CUSD students by their school of residence versus their school of attendance[4].

Tables 14-16 are meant to be read from top to bottom, then right to left. For example, Table 12 indicates that there are 15 TK-6th grade students residing in the Chapman Elementary School boundary, but attending Citrus Elementary School; alternatively, there 19 TK-6th grade students residing in the Citrus Elementary School boundary, but attending Chapman Elementary School.

This detailed analysis demonstrates the CUSD is experiencing high rates of in-migration and out-migration. In-migration refers to students attending a school but not residing in its zone. Out-migration refers to students leaving their school zone to attend a school in another zone.

Elementary School Matrix

Table 12 demonstrates the rates of elementary in-migration; from 16.5% at Little Chico Creek to 64.1% at Parkview (in other words, 64.1% of Parkview enrollment is comprised of elementary school students not residing within the Parkview boundary).

Likewise, the matrix also demonstrates the rates of elementary out-migration; from 23.3% at Shasta to 59.6% at Citrus (in other words, 59.6% of the elementary school students residing in the Citrus boundary attend a school other than Citrus).

[4] These student totals were derived from the geocoded 2012-13 student list and therefore may not match the 2012-13 CUSD enrollment data totals.

Table 12. 2012-13 Elementary Attendance Matrix

School of Attendance	School of Residence: Chapman	Citrus	Emma Wilson	Little Chico Creek	Marigold	McManus	Neal Dow	Parkview	Shasta	Sierra View	Other Districts	**Total Attending**
Chapman	**254**	19	22	14	6	17	2	15	8	7	3	**367**
Citrus	15	**260**	32	5	3	10	-	4	7	1	5	**342**
Emma Wilson	10	83	**478**	6	3	40	6	4	12	-	3	**645**
Hooker Oak (TK-6)	30	66	42	33	21	55	47	12	17	33	10	**366**
Little Chico Creek	17	14	15	**507**	6	13	7	10	7	9	2	**607**
Marigold	7	12	15	11	**398**	60	8	8	10	3	7	**539**
McManus	5	28	26	5	15	**410**	13	7	11	5	2	**527**
Neal Dow	10	39	33	16	16	72	**181**	8	38	8	11	**432**
Parkview	34	24	21	40	15	34	9	**129**	18	24	11	**359**
Rosedale	90	56	125	35	23	71	22	62	25	35	16	**560**
Shasta	3	12	43	6	10	44	-	2	**547**	4	2	**673**
Sierra View	22	30	32	43	47	55	27	35	13	**331**	4	**639**
Loma Vista (K-6)	1	-	-	-	1	1	1	-	-	-		**4**
Center for Alternative Learning	1	-	-	-	-	-	-	-	-	-		**1**
Chico Senior	1	-	-	-	-	-	-	-	-	-		**1**
Oakdale Elementary (K-6)	-	1	-	-	1	2	-	1	-	1		**6**
Total Residing	**500**	**644**	**884**	**721**	**565**	**884**	**323**	**297**	**713**	**461**	**76**	**6,068**
Outflow to other AA	246	384	406	214	167	474	142	168	166	130		
Inflow from other AA	110	77	164	98	134	115	240	219	124	304		
Inflow from Other Districts	3	5	3	2	7	2	11	11	2	4		
Total Geocoded Students Attending	367	342	645	607	539	527	432	359	673	639		
Total Residents Attending	254	260	478	507	398	410	181	129	547	331		
Total Non-Residents Attending	113	82	167	100	141	117	251	230	126	308		
% In-Migration	30.8%	24.0%	25.9%	16.5%	26.2%	22.2%	58.1%	64.1%	18.7%	48.2%		
% Out-Migration	49.2%	59.6%	45.9%	29.7%	29.6%	53.6%	44.0%	56.6%	23.3%	28.2%		

Junior High School Matrix

Table 13 demonstrates the rates of 7th-8th grade in-migration; from 17.9% at Bidwell Junior High school to 36.7% at Marsh Junior High school (in other words, 36.7% of Marsh Junior High school enrollment consists of junior high school students not residing in the Marsh Junior High school boundary).

Likewise, the matrix also demonstrates rates of 7th-8th grade out-migration; from 27.9% at Marsh Junior High school to 30.9% at Chico Junior High school (in other words, 30.9% of junior high school students residing in the Chico Junior High school boundary attend a school other than Chico Junior High school).

Table 13. 2012-13 Junior High School Attendance Matrix

School of Attendance	School of Residence: Bidwell Junior	Chico Junior	Marsh Junior	Other Districts	Total Attending
Bidwell Junior	**545**	78	32	9	**664**
Chico Junior	94	**382**	93	13	**582**
Marsh Junior	119	77	**356**	10	**562**
Academy for Change (7-8)	3	3	1		**7**
Loma Vista (7-8)	1	2	-		**3**
Oakdale (7-8)	5	-	4		**9**
Center for Alternative Learning	15	11	8		**34**
PV High	1	-	-		**1**
Total Residing	**783**	**553**	**494**	**32**	**1,862**
Outflow to other AA	238	171	138		
Inflow from other AA	110	187	196		
Inflow from Other Districts	9	13	10		
Total Geocoded Students Attending	664	582	562		
Total Residents Attending	545	382	356		
Total Non-Residents Attending	119	200	206		
% In-Migration	17.9%	34.4%	36.7%		
% Out-Migration	30.4%	30.9%	27.9%		

High School Matrix

Table 14 demonstrates the rates of 9-12 in-migration; from 27.6% at Chico Senior High school to 28.7% at Pleasant Valley High school (in other words, 28.7% of Pleasant Valley High school's enrollment consists of high school students not residing in the Pleasant Valley High school boundary).

Likewise, the matrix also demonstrates rates of 9-12 out-migration; from 34.5% at Pleasant Valley High school to 42% at Chico Senior High school (in other words, 42% of the high school students residing in the Chico Senior High school boundary attend a school other than Chico Senior High).

Table 14. 2012-13 High School Attendance Matrix

School of Attendance	School of Residence: Chico Senior	Pleasant Valley	Other Districts	**Total Attending**
Chico Senior	**1,276**	430	57	**1,763**
Pleasant Valley	513	**1,368**	38	**1,919**
Academy for Change	6	7	-	**13**
Fairview High	144	97	6	**247**
Loma Vista	2	2	-	**4**
Oakdale Secondary	48	32	3	**83**
Center for Alternative Learning	19	11	-	**30**
Inspire	192	141	95	**428**
Total Residing	**2,200**	**2,088**	**199**	**4,487**

Outflow to other AA	924	720
Inflow from other AA	430	513
Inflow from Other Districts	57	38
Total Geocoded Students Attending	1,763	1,919
Total Residents Attending	1,276	1,368
Total Non-Residents Attending	487	551
% In-Migration	27.6%	28.7%
% Out-Migration	42.0%	34.5%

Inter-district Transfers into CUSD

Inter-district transfers into CUSD were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. Currently, there are 307 inter-district students enrolled in CUSD representing just 2.47% of the District's 2012-13 TK-12th grade enrollments. Figure 34 provides the inter-district transfer students by grade. Figure 35 provides the historical counts of inter-district transfer students by grade level.

Figure 34. Current Inter-district Transfer Students into CUSD by Grade

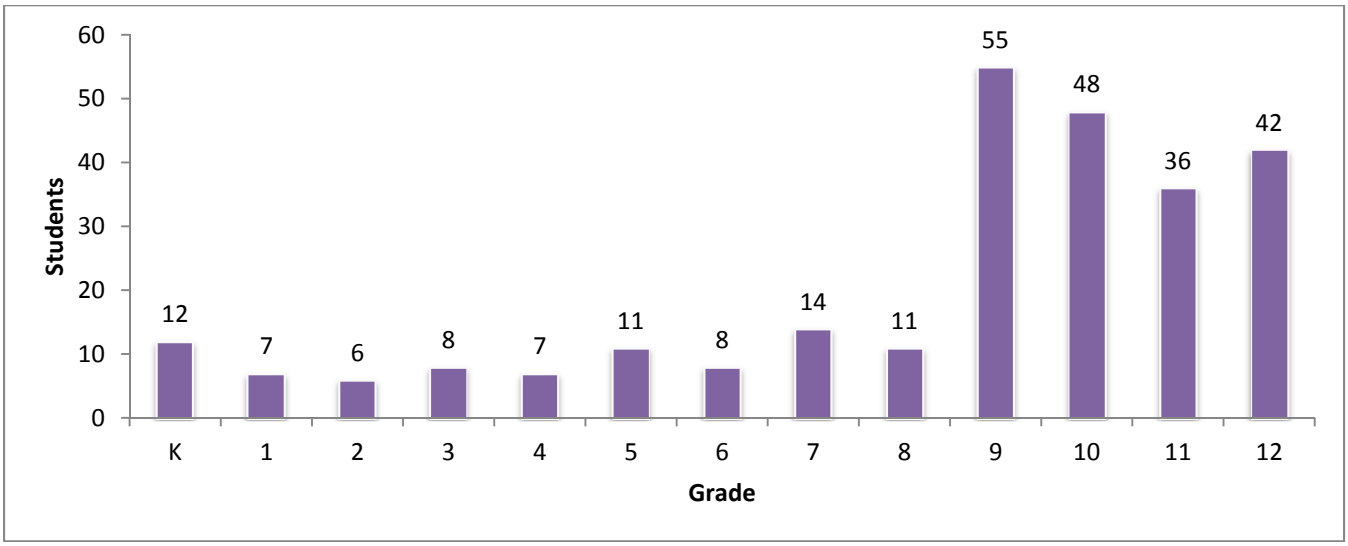
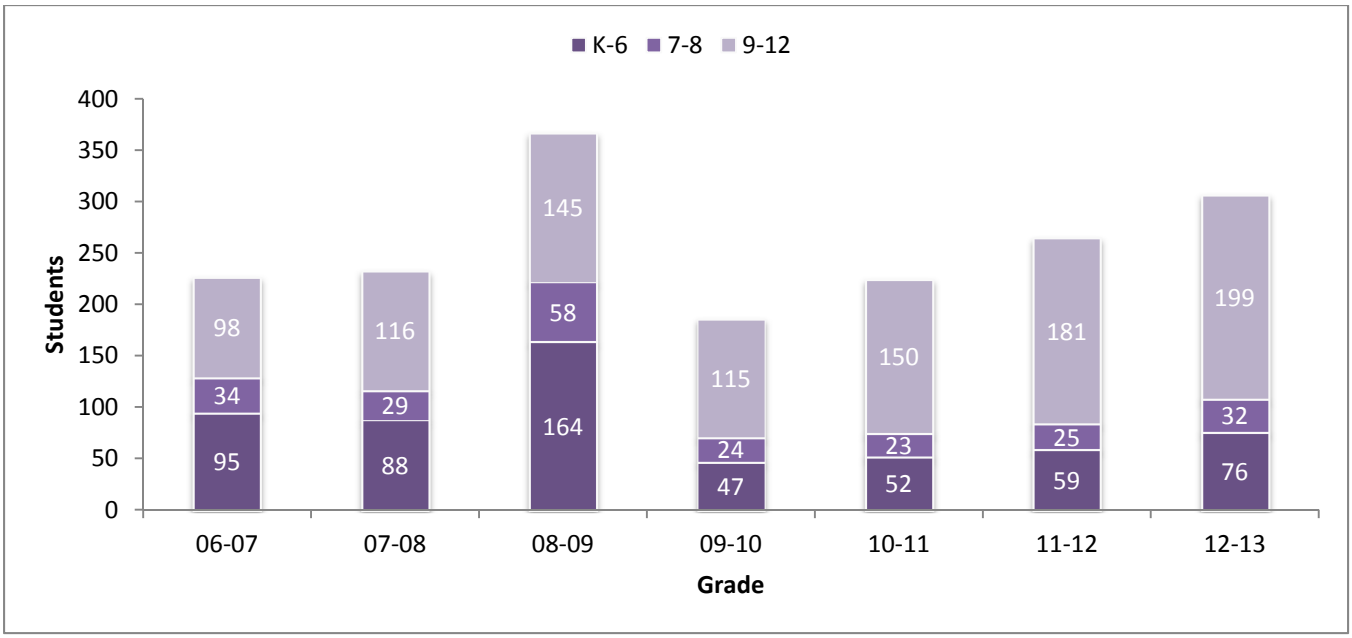


Figure 35. Current Inter-district Transfer Students out of CUSD by Grade



SECTION H: RESIDENT PROJECTIONS

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

Table 15 below provides the number of historical student residents within each school boundary, by grade and year. The number of student residents increased significantly from 2009-10 to 2012-13 at the elementary and high school grade levels.

Table 15. Historical Student Residents

School	Historical Student Resident Totals by School Year						
Elementary Schools	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
Chapman	646	598	571	512	475	494	500
Citrus	743	703	676	644	621	651	644
Emma Wilson	987	1009	933	914	864	884	884
Little Chico Creek	675	691	736	670	655	685	721
Marigold	479	517	542	558	552	547	565
McManus	928	925	893	875	894	907	884
Neal Dow	368	377	410	385	332	351	323
Parkview	374	322	309	289	262	293	297
Shasta	745	741	738	714	730	707	713
Sierra View	505	450	475	454	433	438	461
Junior Highs	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
Bidwell Jr. High	815	782	789	755	745	761	783
Chico Jr. High	646	631	631	562	554	544	553
Marsh Jr. High	580	614	574	574	547	542	494
High Schools	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
Chico Sr. High	2,270	2,227	2,121	2,115	2,033	2,142	2,200
Pleasant Valley High	2,021	2,024	2,028	2,071	1,965	2,063	2,088
TK-6 Total	6,450	6,333	6,283	6,015	5,818	5,957	5,992
7-8 Total	2,041	2,027	1,994	1,891	1,846	1,847	1,830
9-12 Total	4,291	4,251	4,149	4,186	3,998	4,205	4,288
Total Student Residents	**12,782**	**12,611**	**12,426**	**12,092**	**11,662**	**12,009**	**12,110**

Table 16 provides the number of students projected to be residing in each school boundary through the 2017-18 school year. The projections are grade level specific; in other words, the consultant projected elementary school students by elementary school boundary, junior high school students by junior high school boundary, and high school students by high school boundary.

Table 16. Student Resident Projections by School Boundary

CUSD: Projected Residents by School Boundary						
Elementary Schools	**Actual 2012-13**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
Chapman	500	515	533	555	567	587
Citrus	644	655	664	675	670	689
Emma Wilson	884	947	1005	1057	1074	1121
Little Chico Creek	721	727	721	718	722	719
Marigold	565	571	581	570	564	552
McManus	884	885	924	944	968	971
Neal Dow	323	312	296	282	270	262
Parkview	297	315	335	349	360	378
Shasta	713	719	745	728	719	701
Sierra View (Academics Plus School)	461	484	489	463	460	451
Elementary School Boundary Totals	**5,992**	**6,133**	**6,299**	**6,345**	**6,379**	**6,437**
Junior High Schools	**Actual 2012-13**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
Bidwell Jr. High	783	802	804	810	826	808
Chico Jr. High	553	567	567	574	583	570
Marsh Jr. High	494	506	507	512	521	510
Junior High School Boundary Totals	**1,830**	**1,862**	**1,849**	**1,859**	**1,888**	**1,847**
High Schools	**Actual 2012-13**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
Chico Sr. High	2,200	2,208	2,256	2,288	2,281	2,306
Pleasant Valley High	2,088	2,091	2,097	2,120	2,116	2,141
High School Boundary Totals	**4,288**	**4,300**	**4,346**	**4,376**	**4,341**	**4,367**

SECTION I: FUNDING ANALYSIS

The Chico Unified School District will need to continue to analyze demographic factors such as development and birth rates to monitor enrollments and gauge future facility needs. This section outlines the potential State funding sources available to the District and the District's participation in programs since 2000 as well as the Local funding sources available to and utilized by the District. In addition, the District has accessed Federal Grant monies to implement its Voluntary Integration Plan which will impact facility needs.

State School Building Program

The State of California has developed standards for school construction deemed to provide a safe, effective learning environment. The State allocates the following square feet to be constructed for various grade levels.

Grade	Sq. Ft./Student
K-6	59
7-8	80
9-12	92

These square feet per student include all ancillary and classroom facilities. The State of California requires 30 square feet per student for a standard classroom. Architectural designs vary in the state. Issues related to geographical region, climate, and seismic activity, fire marshal requirements and the American Disabilities Act must be addressed in the design of school construction. School Districts have the opportunity to design educationally functional, aesthetically pleasing schools within those architectural parameters.

Relocatable Classroom Facilities

Relocatable classrooms have provided the District with a housing solution at some sites. The CUSD may want to investigate the replacement of all portable classrooms with permanent structures as the classrooms become eligible under the State program. The timeline for replacement varies slightly with each classroom, but it is important to the overall District plan to be aware of future potential State funding eligibility in all programs.

Funding Mechanisms

State Funding Sources

Modernization Funding

The State School Facility Program modernization grant provides State funds on a 60/40 sharing basis for improvements to educationally-enhance school facilities and to extend the useful life of current facilities. Projects eligible under modernization include air conditioning, plumbing, lighting, electrical, and other infrastructure systems. Modernization funds cannot be used for maintenance. To be eligible, a permanent building must be at least 25-years old and a relocatable building must be at least 20-years old. Relocatable and permanent buildings can be replaced under "like for like" regulation (like for like square footage receives modernization apportionment). Modernization eligibility does not expire and is site specific.

If the District chooses to spend their own monies modernizing buildings and/or demolishing and reconstructing eligible classrooms, current policy provides for reimbursement with State modernization dollars[5]. The District has been proactive in applying for and receiving State funding.

Table 17 outlines the projects completed within the District and the State funding received for those projects.

[5] In order to capture the reimbursement for "like for like" modernization, the District must provide a demolition plan. Additionally, State policy may change, and the consultant strongly urges the District to check with all relevant State departments prior to moving forward with a modernization reimbursement project.

Table 17. Modernization Projects CUSD/State Funding[6]

School Site	OPSC Modernization Funding	District Project Match	Year
Chico Junior HS	$1,146,119	$307,569	2001
Bidwell Junior HS	$2,768,314	$1,926,896	2004
Chico Senior HS	$5,075,820	$1,292,102	2005
Total	**$8,990,253**	**$3,526,567**	

New Construction

The State School Facility Program new construction grant provides State funds on a 50/50 sharing basis for public school capital facility projects. To be eligible, a district must demonstrate that existing seating capacity is insufficient to house the pupils existing and anticipated in the district. Currently the funding is only provided for classrooms and cannot be utilized for ancillary facilities (with the exception of the MEF program outlined in the next section).

The District has established its new construction eligibility with the State School Facility Program. These funds may only be utilized for construction of new facilities after plans are approved through the State process and must be matched by the District on a dollar for dollar basis. The New Construction eligibility must be calculated on an annual basis and resubmitted to the State in order to maintain the potential for funding under this program.

The CUSD has been proactive in receiving State funding for constructing 18 new classrooms at Chico Senior High School.

[6] Note: The total amounts outlined in Tables 39-41 reflect District eligibility from State funding programs. Actual project costs were higher than the State and District matches combined.

Table 18. New Construction Funding CUSD/State Funding

School Site	OPSC New Construction Funding	District Project Match	Year
Chico Senior HS	$6,319,269	$6,319,269	2011

Projects Pending State Funding

The following projects have been submitted to OPSC, and are waiting funding from the State Allocation Board. Depending on the availability of funds and the current bonding authority at the State, these funds may be forthcoming in the next months. The timeline is currently unknown but they are approved by the State. Two projects will be funded as new construction (24 new classrooms at PVHS and a Fitness Lab at CHS) and one project is a modernization project (Lincoln Hall at CHS).

Table 19. Projects Pending State Funding

School Site	OPSC Funding	District Project Match	Year
Pleasant Valley HS	$7,480,285	$7,480,285	Pending
Chico Senior HS	$680,725	$680,725	Pending
Chico Senior HS	$3,439,355	$2,292,903	Pending

Minimum Essential Facilities

The Minimum Essential Facilities (MEF) program provides for funding of various ancillary facilities at all grade groups. Multi-Purpose Rooms (includes food service), Toilets, Gymnasiums, Library/Media Centers, and Administrative Areas are included in this program. However, the District can only request funding under new construction if the current building type is too small (according to a formula in the State regulations) or the site does not currently have a building of the type needed. For K-8 schools, Multi-Purpose Rooms/Cafeterias are considered one and the same as are Gymnasiums/Cafeterias. The District may want to explore this option for funding of ancillary facilities at various school sites.

Career Technical Education

The Career Technical Education Facilities Program (CTEFP) provides funding to qualifying school districts and joint powers authorities (JPA) for the construction of new facilities or reconfiguration of existing facilities to integrate Career Technical Education programs into comprehensive high schools.

CTE provides a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The California Department of Education (CDE) currently recognizes 15 industry sectors; each sector contains several pathways. Districts must submit grant applications (when the cycle is available) to the CDE who then reviews and scores the grants. If the District receives an adequate score, the District then has 12 months to submit DSA/CDE Final Plan Approvals, and a Detailed Cost Estimate to the OPSC for funding. The District has received funding for the projects outlined in Table 20.

Table 20. CTE Projects CUSD/State Funding

School Site	OPSC Funding	District Project Match	Year
Pleasant Valley HS	$9,425	$9,425	2010
Pleasant Valley HS	$242,435	$242,435	2010
Chico Senior HS	$831,871	$831,871	2010
Chico Senior HS	$963,223	$963,223	2011
Pleasant Valley HS	$3,000,000	$3,000,000	2012
	$5,046,594	**$5,046,594**	

Joint Use Funding

This program allows a school district to utilize funds from a joint-use partner to construct a joint-use project the district would not otherwise be able to construct due to lack of financial resources. The District could utilize this type of funding in conjunction with a governmental agency, higher education, or a nonprofit organization who would share in the cost of construction and the utilization of the buildings. The joint use partner's donation is 50% of the District's 50% of the State match, and is funded under the new construction grant formula.

Local Funding Sources

The Chico Unified School District has been proactive in maintaining and constructing facilities in order to serve the increasing student population in the past 15 years. With the community's support for bond elections, the District's facilities have been upgraded, modernized and new buildings constructed to house the students of CUSD.

Developer Mitigation/Developer Fees

The District has been collecting developer fees in order to assist in funding facility needs at its sites. Due to the housing slowdown, these monies have decline; however, the District should remain aware of residential construction, particularly affordable housing construction, which will generate students for the district.

SECTION J: RECOMMENDATIONS

The Chico Unified School District has undertaken this Facility Master Plan study in order to assist in proactive planning for current and future facility needs for its student population. Based on the analyses prepared for this study, the following steps are recommended for the Chico Unified School District to meet its future facility needs:

Recommendations

- Review and update this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs may be required.
- Continue to pursue adequate school funding to upgrade current facilities and construct new facilities as needed.
- Review these recommendations annually as part of the Demographic Analysis & Student Housing Report update.

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