



Demographic Analysis
&
Student Housing Report

May 17, 2019

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EXECUTIVE SUMMARY

The 2018-19 Demographic Analysis & Student Housing Report considers new CUSD enrollment data, new data on local births, and updated information regarding residential development in the City of Chico. This new information results in a projection of sustained enrollment increase over the next decade for the Chico Unified School District. The projection prepared in this year's study is slightly higher than the projection prepared last year, largely due to the influence of newly approved residential development. It is also important to note that CUSD absorbed new students after the Camp Fire¹; however, given the uncertainty of the long-term impact of this event on CUSD enrollments, King prepared separate analyses of the impact of these additional students. Unless noted, all analysis and projections in this study are based on the District's State-certified enrollment from October. However, the District must consider the augmented projections that include the enrollment gains from the Camp Fire when planning for facilities, given the current circumstances and the long period of rebuilding that is forthcoming in the Town of Paradise.

1. CUSD's birth-to-kindergarten ratio (the number of kindergarten students compared to births from five years before) decreased for the second consecutive year but remains significantly higher than it was from 2010-2015.
 - a. A fourth consecutive year of higher birth-to-kindergarten ratios continues to confirm that this is a sustained trend.
 - b. Projecting forward with these higher ratios, combined with a higher number of births in recent years, will lead to increasingly larger kindergarten cohorts in the coming years.
 - c. As larger kindergarten cohorts enter the District each year, they replace smaller graduating cohorts, in turn leading to net gains in total enrollment each year.
2. Grade-to-grade migration (how a cohort of students changes in size as it advances from grade to grade) of Chico USD's student population was less positive than in 2016 or 2017. However,

¹ The Camp Fire, which began on November 8, 2018, became the most destructive wildfire in California history. Most of the Town of Paradise burned in the fire, and multiple schools were destroyed. Former residents of Paradise relocated throughout Butte County and the wider region, and Chico's proximity to the affected areas resulted in a large number of displaced victims settling there at least temporarily. The full effects of the Camp Fire are complex and will not be fully known until Paradise can begin to rebuild.

2018 student migration is still the third most highly positive value recorded since 2006 (i.e. Chico USD classes tend to increase in size as they advance from one grade to another).

- a. Migration from 5th grade to 6th grade remains much more positive since the District shifted configurations and placed 6th graders at its middle schools. Since this shift was made, CUSD 5th grade cohorts average 4% growth going into 6th grade, while they averaged a 1% decline when 6th grade was housed in elementary schools.
3. The relatively smaller cohorts already enrolled in the District are projected to grow more quickly than did the cohorts before them, further contributing to net enrollment gain from year to year.
4. The Most Likely enrollment projection for the Chico Unified School District shows total enrollment increasing from 12,271 students in 2018-19 to 13,975 in 2028-29.

King Consulting's analysis of the District's student list as of December 20, 2018 indicates 229 students were enrolled in CUSD who were not enrolled on CBEDS reporting day in October. Section G contains a detailed spatial analysis of where these students reside and which schools they attend. King prepared an additional enrollment projection, located in Section H, that assumes each of these students remains enrolled in CUSD through 12th grade. This projection shows higher projected enrollments over the next decade compared to the Most Likely projection, but the difference lessens over time from 206 additional students in 2019-20 to 38 additional students in 2028-29, due to many of these students graduating during that time. King recommends revisiting these students during the Spring of 2019, however, to ascertain how many are still enrolled in CUSD now that more time has elapsed since the fire.

Conclusions and Recommendations

As was the case last year, King Consulting continues to project sustained enrollment growth for Chico USD. 2018-19 enrollment increased a little less than what was anticipated by last year's Most Likely projection, but newly approved residential development and the addition of students in the aftermath of the Camp Fire both contribute to a higher overall enrollment projection in this year's study.

This enrollment growth already has resulted in some schools enrolling more students than their target capacity (Chapman, Emma Wilson, Rosedale, Shasta, and Sierra View). Additional schools are projected to experience enrollments higher than their Master Plan capacity during the 10-year

projection period (Citrus, Little Chico Creek, Bidwell Jr. High, Marsh Jr. High, and Pleasant Valley High). As the District continues to grow, additional facilities and/or boundary adjustments will likely be needed.

The increase in development demand and overall population growth for the Chico area are driven in part by Chico's desirability as a place to live and raise families, as well as the ongoing Bay Area housing crisis that continues to push families out of the Bay Area and into other parts of the State to seek more affordable housing. On top of this natural growth, the District is absorbing additional new residents following the Camp Fire. Many former residents of Paradise are living in Chico, and it remains uncertain if or when they will be able to move back.

The Chico Unified School District has undertaken this study 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. However, it is important to note that these recommendations may be constrained by broader fiscal and policy issues.

1. It is recommended that the District update this study in the Fall to monitor the District's birth-to-kindergarten and grade-to-grade migration trends.
2. It is recommended that the District monitor the enrollment of students who came to Chico after the Camp Fire to determine their long-term impact to CUSD enrollments.
3. If elementary enrollment continues to increase, the District should consider adding additional capacity, potentially by constructing a new elementary school.
4. Continue to closely monitor residential development throughout the District, as increased enrollments in these areas will impact existing elementary facilities.
5. The District should consider, develop, and adopt educational specifications for all school sites.
6. While the passage of Measure K will address the need to replace a portion of the District's 20+ year old portables, the District should continue to plan for replacing all 20+ year old portable buildings with permanent structures when fiscally possible.
7. Incorporate these findings into the District's 2025 Facilities Master Plan.
8. Continue to 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 and costs may be required.

9. Consider exploring joint use projects with community groups and organizations, city government agencies, and other resources in order to accommodate and improve these programs which meet the needs of a diverse student population.
10. Maintain relationships with the City of Chico and Butte County in order to continue to plan for the most effective use of its facilities in addition to the potential for new facilities.
11. Continue to apply for State funding in order to ensure that the District is maximizing opportunities from federal, state, and local sources to assist in modernization or the construction of new facilities for housing current and future students.
12. Consider the preparation and adoption of a Level II Developer Fee Study.
13. Consider working with developers to mitigate the impact of their projects to school facilities.
14. Consider reviewing current construction schedules to correspond to new growth projections.
15. These recommendations will be reviewed annually as part of the 2025 Facilities Master Plan.

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SECTION A: INTRODUCTION

The Chico Unified School District is located in Butte County, California. 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 an official, State-certified total 2018-19 enrollment of 12,271 students as provided by the District. CUSD absorbed many new students in the aftermath of the Camp Fire, so its enrollment in December of 2018 was higher than its certified enrollment from October. Table 1 shows totals for both enrollment counts by school site. The Chico Unified School District currently operates 12 elementary school sites, 3 junior high school sites, 2 high school sites, and 5 alternative programs.

Table 1. School Sites and 2018-19 Enrollments

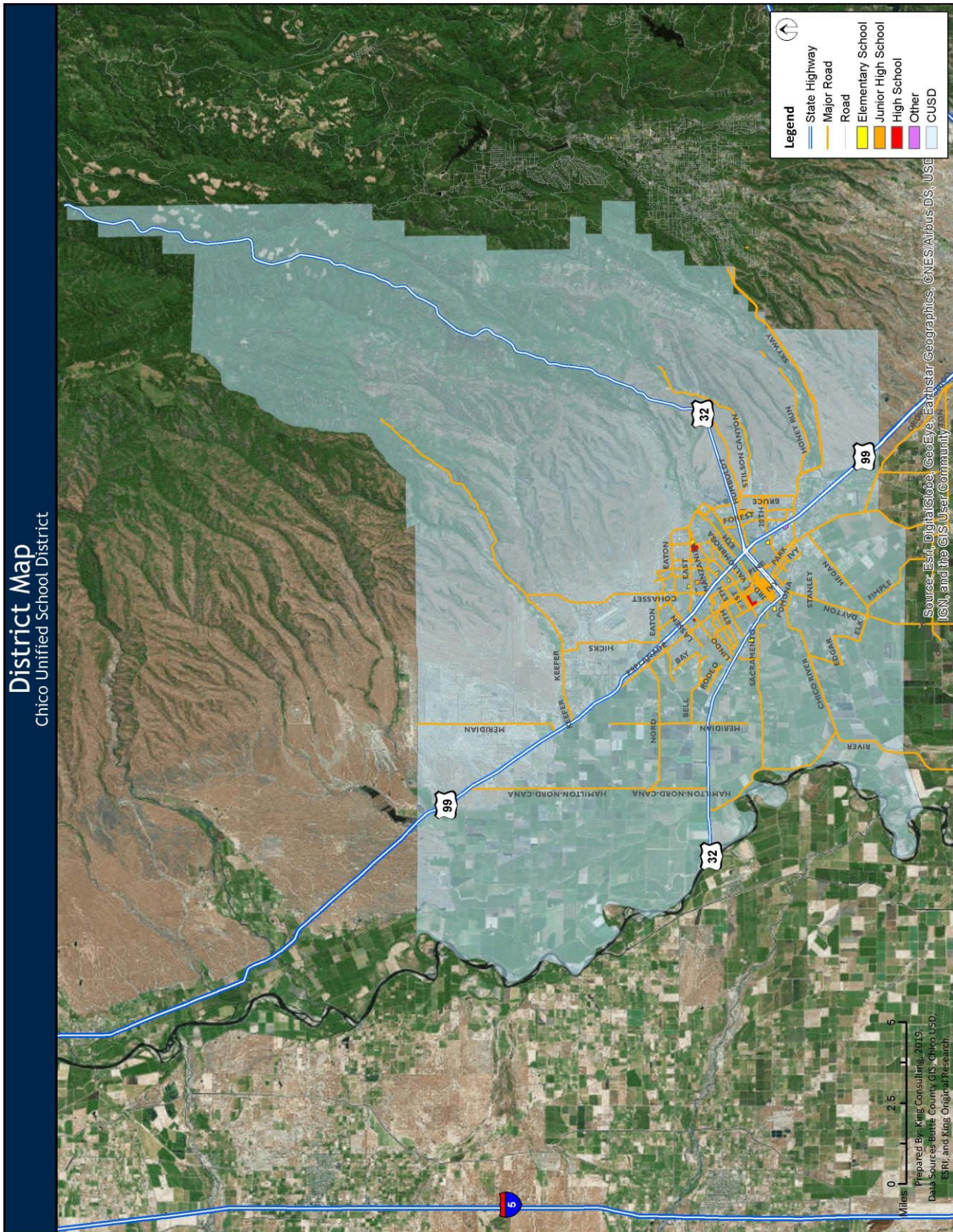
Elementary Schools	Grade Levels	2018-19 Enrollment (October, State Certified)	2018-19 Enrollment (December, after Fire)
Chapman	TK-5	330	328
Citrus	TK-5	314	321
Emma Wilson	TK-5	630	653
Hooker Oak (Open Structured Classroom School)	K-5	369	378
Little Chico Creek	K-5	449	471
Marigold	K-5	448	476
McManus	TK-5	426	439
Neal Dow	K-5	332	351
Parkview	TK-5	381	407
Rosedale (Magnet School for Two Way Spanish Immersion Program)	K-5	542	543
Shasta	K-5	629	645
Sierra View (Academics Plus School)	K-5	563	586
Junior High Schools	Grade Levels	2018-19 Enrollment (October, State Certified)	2018-19 Enrollment (December, after Fire)
Bidwell	6-8	978	987
Chico	6-8	878	877
Marsh	6-8	874	885
High Schools	Grade Levels	2018-19 Enrollment (October, State Certified)	2018-19 Enrollment (December, after Fire)
Chico	9-12	1,740	1,750
Pleasant Valley	9-12	1,971	2,001
Alternative Schools	Grade Levels	2018-19 Enrollment (October, State Certified)	2018-19 Enrollment (December, after Fire)
Academy for Change/Center for Alternative Learning	7-12	50	61
Fair View Continuation High	9-12	165	154
Loma Vista (Special Services School)*	TK	21	21
Oak Bridge Academy	6-12	31	31
Oakdale Independent Study	K-12	150	129
Total Enrollment		12,271	12,494

Source: CUSD

*There are preschool students enrolled at Loma Vista, however, these students are not included in the overall analysis. They should be considered when determining capacity at Loma Vista for the preschool program.

Ungraded secondary students and Non-Public School (NPS) students are not included in this study.

Figure 1. Chico Unified School District



Chico Unified School District Demographic Analysis & Student Housing Report 2018-19

This report is divided into twelve major components:

- A. Introduction
- B. District Mission and Goals
- C. Choice in the Public School System
- D. District and Community Demographics
- E. Student Generation Rates
- F. Land Use and Planning
- G. Spatial Analysis
- H. Enrollment Projections
- I. Resident Projections
- J. Facility Analysis
- K. Funding Analysis
- L. Conclusion and Recommendations

Enrollment data presented in this report was compiled from Chico Unified School District core data and through historical figures maintained by the California Department of Education. Data utilized in this report was also sourced from:

- 2000 decennial Census compiled by the U.S. Census Bureau;
- 2010 decennial Census compiled by the U.S. Census Bureau;
- 2017 U.S. Census American Community Survey;
- California State Department of Public Health;
- Butte County Association of Governments;
- Butte County LAFCO;
- Butte County Planning Department;
- City of Chico Planning Department;
- Environmental Systems Research Institute, Inc. (ESRI);
- ESRI Business Analyst Online (BAO);
- National Center for Education Statistics.

SECTION B: DISTRICT GOALS AND MISSION

Local Control Accountability Plan (LCAP) and Board Adopted Goals:

Goal #1:

Quality Teachers, Materials, and Facilities: All CUSD students will have highly qualified teachers; current, standards-aligned instructional materials; current technology, and facilities in good repair.

Goal #2:

Fully Align Curriculum and Assessment with State Standards: Provide professional development and teacher support to ensure that all CUSD students receive instruction in all subject areas fully aligned to the California State Standard and assessment that align with the new state standardized assessments.

Goal #3:

Support High Levels of Student Achievement in a Broad Range of Courses: Provide all CUSD students the support and guidance to succeed in a broad range of challenging courses preparing them to successfully enter higher education and a viable career.

Goal #4:

Provide Opportunities for Meaningful Parent Involvement and Input: CUSD will increase parental involvement so parents may help their student to be successful academically, socially, and emotionally.

Goal #5:

Improve School Climate: CUSD will implement strategies to improve school climate so that all students inclusive of all subgroups, will feel safe, supported, engaged and meaningfully challenged.

2017-2018 Board Area of Focus:

CUSD will develop and refine a Transitional Kindergarten (TK) through 12th grade sequence of common assessments aligned to State Standards, with an emphasis on grade 9.

Mission

The mission of the Chico Unified School District, a partnership of students, staff, families and community, is to ensure all students achieve high levels of academic and personal success, contribute to their community and confidently compete in a changing global society by engaging in quality educational programs that address diverse student needs and promote learning throughout life.

SECTION C: CHOICE IN THE PUBLIC SCHOOL SYSTEM

School “Choice”²

School choice within the public education system refers to the various ways a parent can “choose” a school for their child’s education. Historically, parents made this choice based on where they chose to reside (attendance area based decision making); however, many other options have become available within the public school system. In addition, school districts have adopted policies which have provided “choice” for parents, including intra-district transfers, inter-district transfers, bussing, magnet schools, charter schools, and a variety of other options for parents. These options have provided parents an opportunity to select from educational alternatives provided by schools and programs within the public school district where they reside.

Within the past ten years, public school districts have seen an increase in charter and magnet schools within the public education system throughout the United States. The increase in the number and size of these types of schools has affected school districts as they strive to not only retain students within their districts, but also attract students into their system. Rising rates of student mobility are to be expected as the number of these schools increase, with parental choice and diversification seen as desirable for providing better student/school matches. Many school districts are promoting this type of diversification due to the realization that parents not only want, but increasingly demand choices for their children. In addition to magnet and charter schools, some California school districts are now able to declare themselves as a District of Choice, meaning that seats are made officially available for students residing in other school districts to come in via inter-district transfer.

Proponents of charter and magnet schools argue that more affluent families have long enjoyed school choice, through both private schools and the ability to move to better schools by buying a house in the preferred school’s attendance area. Wider systemic school choice merely opens up similar opportunities to less affluent families, proponents contend. In addition, they maintain, school choice can better serve the disparate needs of heterogeneous students than can traditional “one-size-fits-all” schools administered by district officials. Finally, proponents argue that greater competition among

² This chapter applies to K-12 grade levels.

public—and perhaps private—schools for students will boost the quality of education through competitive pressures.³

Opponents of school choice in turn enumerate several problems. An expanded system of choice could leave some students behind, possibly in failing schools. They argue that choice, by allowing students to leave their local schools at will, could result in the re-segregation of the nation's schools along lines of race, ethnicity, and socioeconomic status.⁴ However, current research demonstrates that minority students are the most likely to leave their designated school and “choose” an alternative school. This of course can still contribute to increased segregation.

While the intent of charter and magnet schools is to draw students from the entire District, research demonstrates that these schools tend to draw the majority of their enrollment from within their own neighborhood and surrounding neighborhoods (within 1 to 2 adjacent school boundaries). And while some schools rely on parents to provide transportation to schools of choice, other districts have found that providing transportation encourages enrollment.

Forecasts of enrollments in magnet and charter schools are based on multiple factors including the chosen implementation of the new program, marketing of the program to district parents and outreach to community groups to inform the public. Other factors affecting enrollments may include whether the District provides transportation, whether the new program has an enrollment capacity, and how the District chooses to enroll students, either by the use of a lottery or an application system.

Charter Schools

Charter schools are the most rapidly expanding form of public school choice at the local level. Since the passage of the first charter school legislation in 1991, approximately three-fourths of U.S. states have passed charter school legislation. As of 2017, more than 7,000 charter schools enroll nearly 3.2 million children throughout the United States. This represents a six-fold increase in the last 15 years, and more charter schools open each year than are closed for any reason.

Although charter schools have been in existence since 1991, not everyone knows what they are and how they differ from traditional public schools. Charter schools are autonomous public schools that may

³ *Does School Choice Work?* Public Policy Institute of California, page v.

⁴ *Ibid*, page v.

be created by teachers, school administrators, business people, parents, community groups, or other interested parties, depending upon state statutory requirements. They are typically structured to facilitate greater parental involvement. The premise is that charter school operators will, through their charters, commit to greater accountability for enhanced student performance in exchange for greater autonomy.

Most charter schools are small, newly created schools with atypical grade configurations. Their student populations are demographically similar to those of all public schools, although in the aggregate, they tend to enroll a greater proportion of minority students than traditional public schools. While many are created to realize an alternative vision of schooling, insufficient fiscal resources continues to be the greatest challenge, especially at the outset.

They differ from traditional public schools in two major ways: (1) they operate on the basis of their charter, which frees them from many regulations that otherwise apply to public schools; and (2) in exchange, they are accountable for improving student performance and achieving goals set forth in the charter. The charter, which serves as a contract between the school and the chartering entity, stipulates how the charter school will operate and how it will be held accountable, including the consequences for failure to meet the terms of the charter.⁵

While educational outcomes continue to be the subject of research, a variety of national studies indicate charter school academic effects are mixed, varying by State, District, subject, grade level and individual school. However, the evidence does confirm that parents will continue to demand choice; therefore, school districts that provide options will most likely retain students.

Magnet Schools

Magnet schools are public schools with specialized courses or curricula. "Magnet" refers to how the schools draw students from across the normal boundaries defined by authorities (usually school boards) as school zones that feed into certain schools. Research demonstrates that the majority of students in magnet schools come from one or two adjacent attendance areas, which is seen in Chico USD's enrollment patterns.

Magnet schools first came into being in the late 1960s and early 1970s as a tool to further academic desegregation. Magnet schools have increased rapidly since the Federal Court's acceptance of Magnet

⁵ *Charter School and Equal Access*. University of North Texas.

programs as a method of desegregation in 1975-76. Between 1982 and 1991, the number of individual schools offering Magnet programs nearly doubled and students enrolled in these programs almost tripled. By the 2001-02 school year, more than 3,100 Magnet schools operated in America. Magnet schools have three distinguishing characteristics:

- Distinctive curriculum or instructional approach.
- Attract students from outside an assigned neighborhood attendance zone.
- Have diversity as an explicit purpose.

Magnet schools have a focused theme and aligned curriculum to themes like Science, Technology and Engineering (STEM), Fine and Performing Arts, International Baccalaureate, and International Studies, MicroSociety, Career Tech, World Languages (immersion and non-immersion) and many, others. Magnet Schools are typically more “hands on – minds on” and use an approach to learning that is inquiry or performance/project based. They use the state, district, or Common Core standards in all subject areas; however, they are taught within the overall theme of the school.

Most magnet schools do not have entrance criteria, but rather, embody the belief that all students have interests and talents that families and educators believe are better cultivated in a magnet school and therefore use a computer-based blind lottery system. There are also “Talented & Gifted” magnet schools that may utilize student assessment data and teacher or parent recommendations for admission.

Supporters of Magnet schools focus on the success Magnet schools have made drawing students out of their assigned school zones, about the level of academic achievement enjoyed by Magnet schools, about how Magnet schools provide families more choice within the public school system, and about the fact that many Magnet schools have successfully encouraged families to enroll their children in school zones outside of where they live, thereby helping desegregate public education.

Magnet schools also have specialized programs emphasizing a consistent theme or method of teaching, facilitating students' and teachers' commitment to the school. This helps students at Magnet schools surpass the achievement they would have made at their zoned schools.

Because one of the main goals of magnet schools is to draw students from varied ethnic and socioeconomic backgrounds, these schools tend to be more diverse than charter schools. A 2011 study by the National Coalition on School Diversity demonstrated that 40% of magnet school students

attended majority nonwhite school settings (compared to 23% non-white in charter schools) and found that magnet school students are more likely to enroll in racially and socioeconomically diverse environments.

Districts of Choice

Under State Bill 680, effective as of January 1, 2010, every public school district in the State of California has the option to declare itself a District of Choice via board resolution. Specifically, this means that any student from outside of that district who wished to attend school there can enroll with the District of Choice without having to obtain any sort of release or permission from their home district. As long as these new transfers do not contribute to further racial segregation in the receiving district, they are allowed for as many students as the receiving district declares to have space for. If the number of applicants exceeds the space available, a random lottery is held to determine which students get in. Programmatic needs of individual pupils cannot be considered unless the receiving school district would need to create an entirely new program that it does not currently offer.

The motivation for becoming a District of Choice can vary from district to district, but a prolonged period of declining enrollment is a common factor among many districts that have taken this step. The influx of new students can have a dramatic effect on districts' ability to retain staff and keep funding closer to the levels that might have been planned for in budgets.

Conclusion

As the current research demonstrates, parents and students desire "options" for public education. The comprehensive study conducted at Stanford University was the first major national research study about charter schools and academic performance. We can expect that more research will be conducted on student performance and outcomes on not only charter schools, but magnet schools, dual immersion programs, and other unique programs which provide students and parents with "choices". Public school districts throughout the United States are increasing the level of choices for their students, thereby retaining students who historically may have left the district. Many public schools now have special programs that were previously only available at a charter school. As these increased alternatives proliferate, many parents will be more likely to keep their children enrolled in the public school system.

Chico Unified School District offers choice within their school system including:

- Elementary Magnet program at Rosedale (Two-Way Spanish Immersion)
- Hands-on Thematic Learning Community at Hooker Oak

- STEM program at Parkview
- Academics Plus program at Sierra View

These special programs attract and keep students within the CUSD. It is recommended the District continue to monitor their enrollments closely to determine the current and future impacts of these schools of choice.

SECTION D: DISTRICT AND COMMUNITY DEMOGRAPHICS

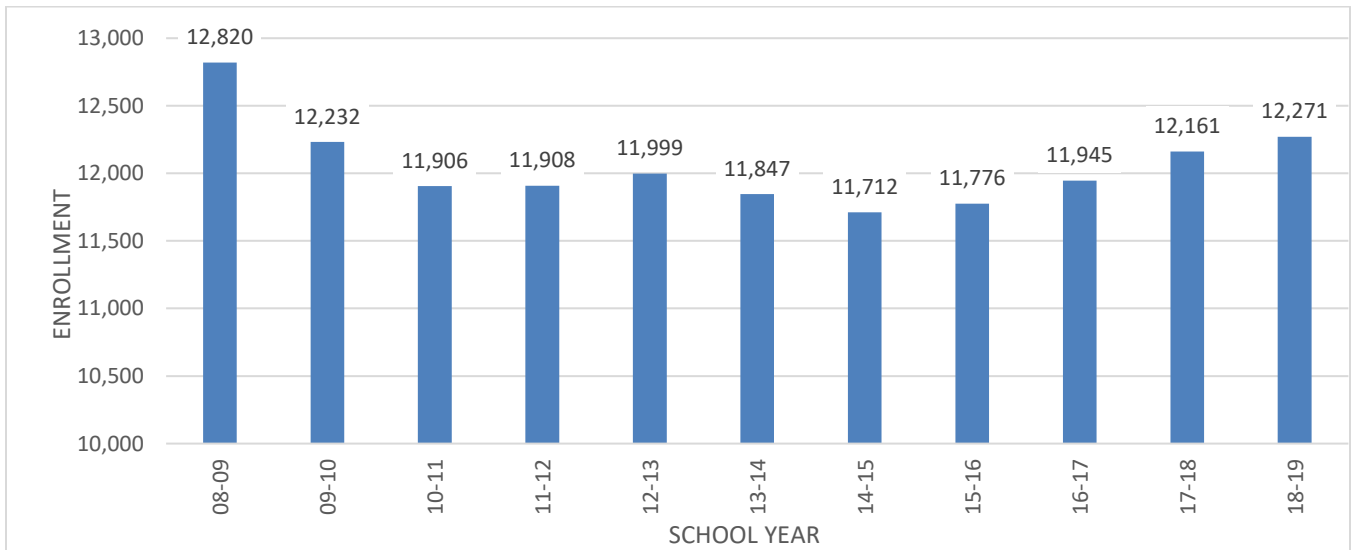
District Enrollment Trends

Historical Enrollments

Historical enrollment trends are based on certified State enrollment totals for each year. For 2018-19, these totals predate the Camp Fire and the additional students the District enrolled in its aftermath. The Chico Unified School District experienced a sharp decrease in enrollment in 2009-10, followed by a period of more gradual enrollment decline through 2014-15. Since 2014-15, however, enrollment is exhibiting growth, with total enrollment growth of 4.8% during that time. Overall, enrollments declined from 12,820 students in October 2008 to 12,271 students in October 2018, representing a total decline of 4.3% over that period. The enrollment declines from 2008 to 2009 were primarily due to the relocation of District programs and the elimination of the Rosedale elementary school boundary. The various demographic factors affecting the District’s historical enrollments will be discussed in greater detail in the following sections. Figure 2 illustrates the District's enrollment pattern since 2008-09. Figure 3 provides current year enrollments by school. Figure 4 illustrates annual growth/decline in student enrollment.

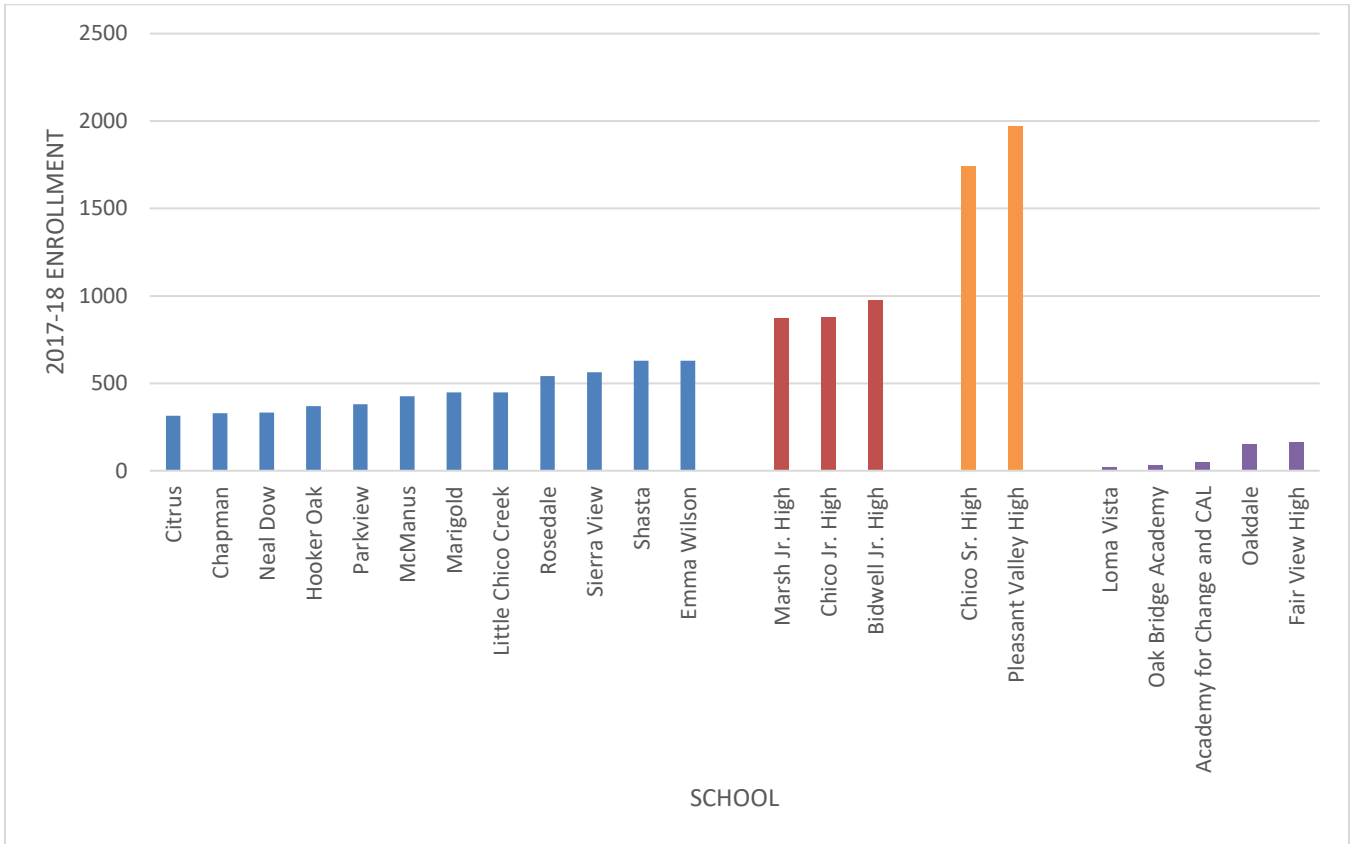
A closer examination of historical enrollments by grade level demonstrates that enrollment increases occurred across all grade level groupings each of the last three years (Figure 5). Table 2 provides historical enrollments by school since 2009-10.

Figure 2. Historical Enrollments



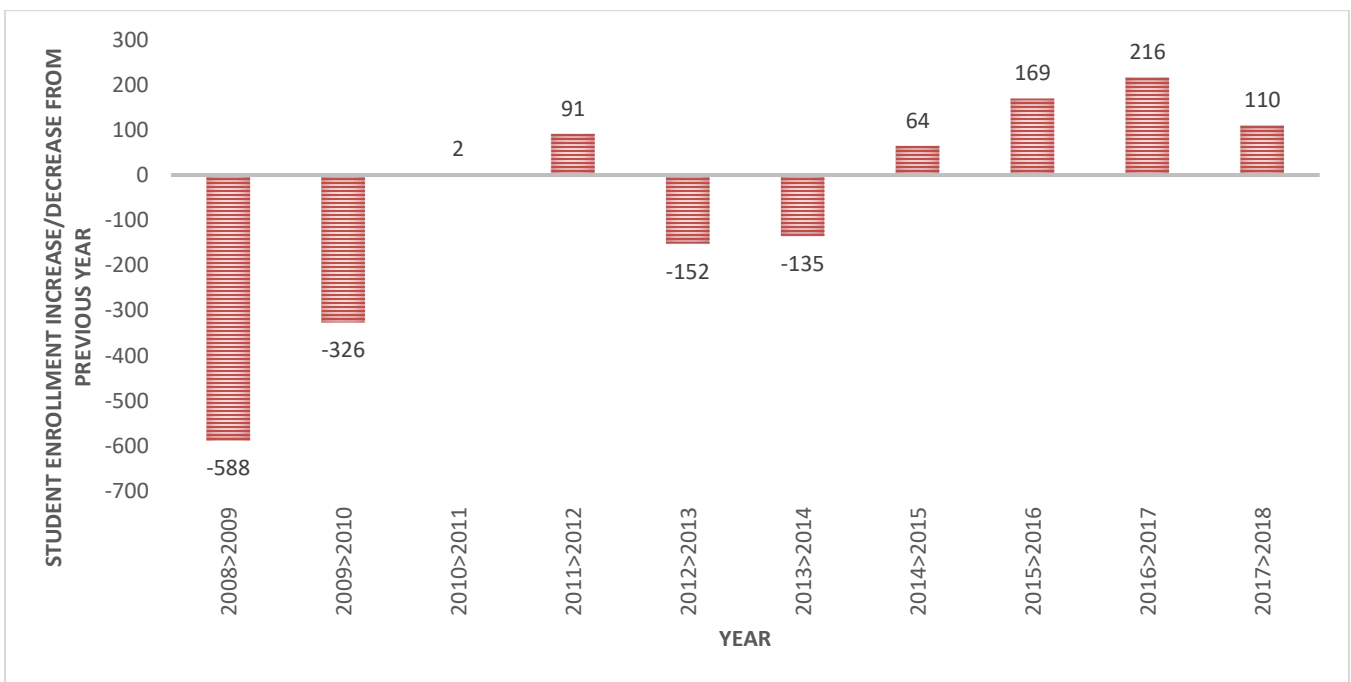
Source: California Department of Education and CUSD.

Figure 3. 2018-19 Enrollments by School



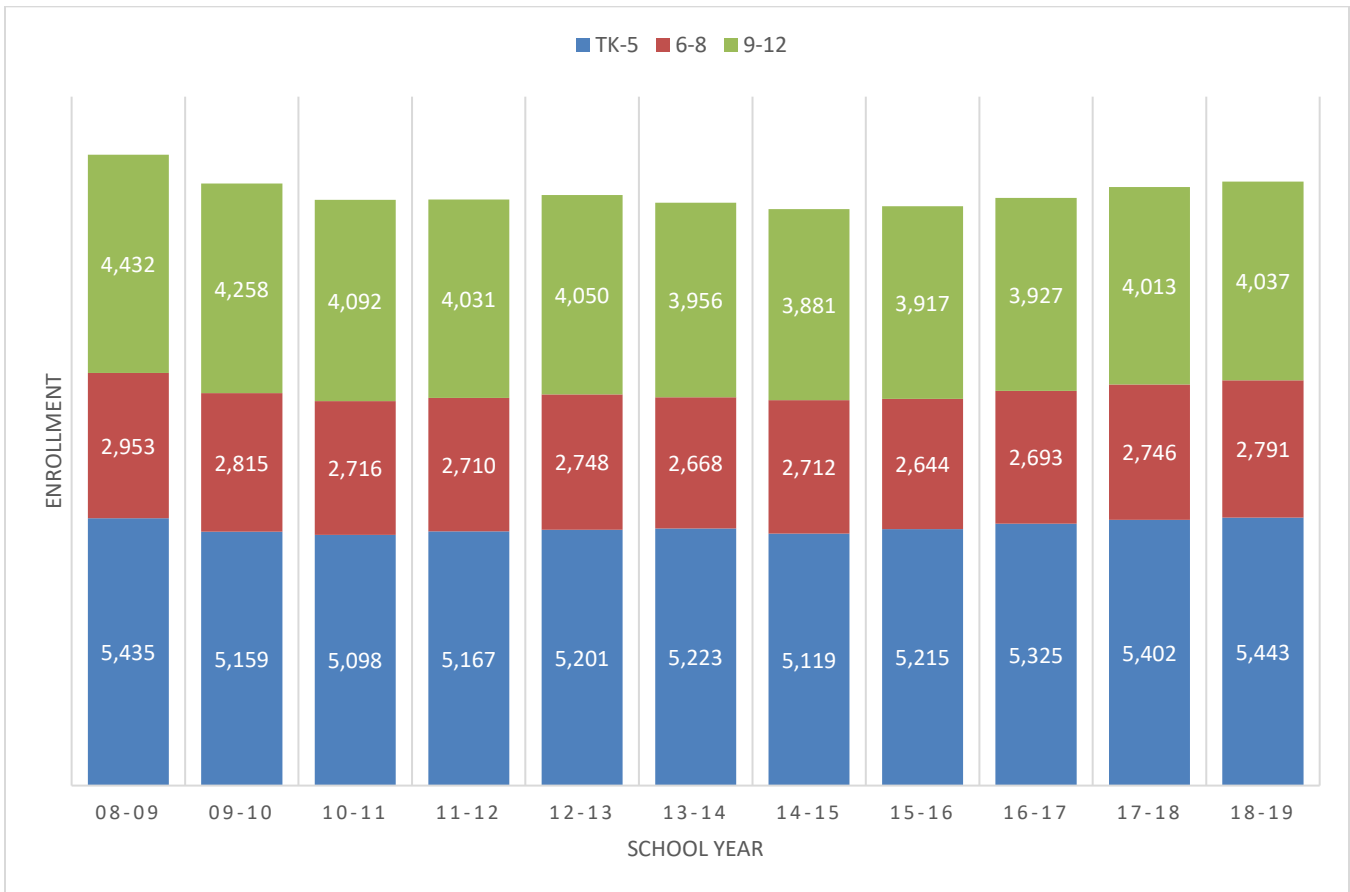
Source: California Department of Education and CUSD.

Figure 4. Annual Growth in Student Enrollment



Source: California Department of Education and CUSD.

Figure 5. Historical Enrollments by Grade Level



Source: California Department of Education and CUSD.

Kindergarten enrollment in the years from 2015 through 2018 is higher than the three previous years (Figure 6). This will be discussed further in Section H. Kindergarten enrollment has an impact on overall enrollments, as larger or smaller incoming kindergarten class sizes result in larger or smaller overall enrollments as these cohorts matriculate through the system.

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 changed the kindergarten entry date from December 2 to September 1 so children begin kindergarten at age 5. The rollback was implemented over a 3-year period, rolling back one month per year beginning in 2012-2013.

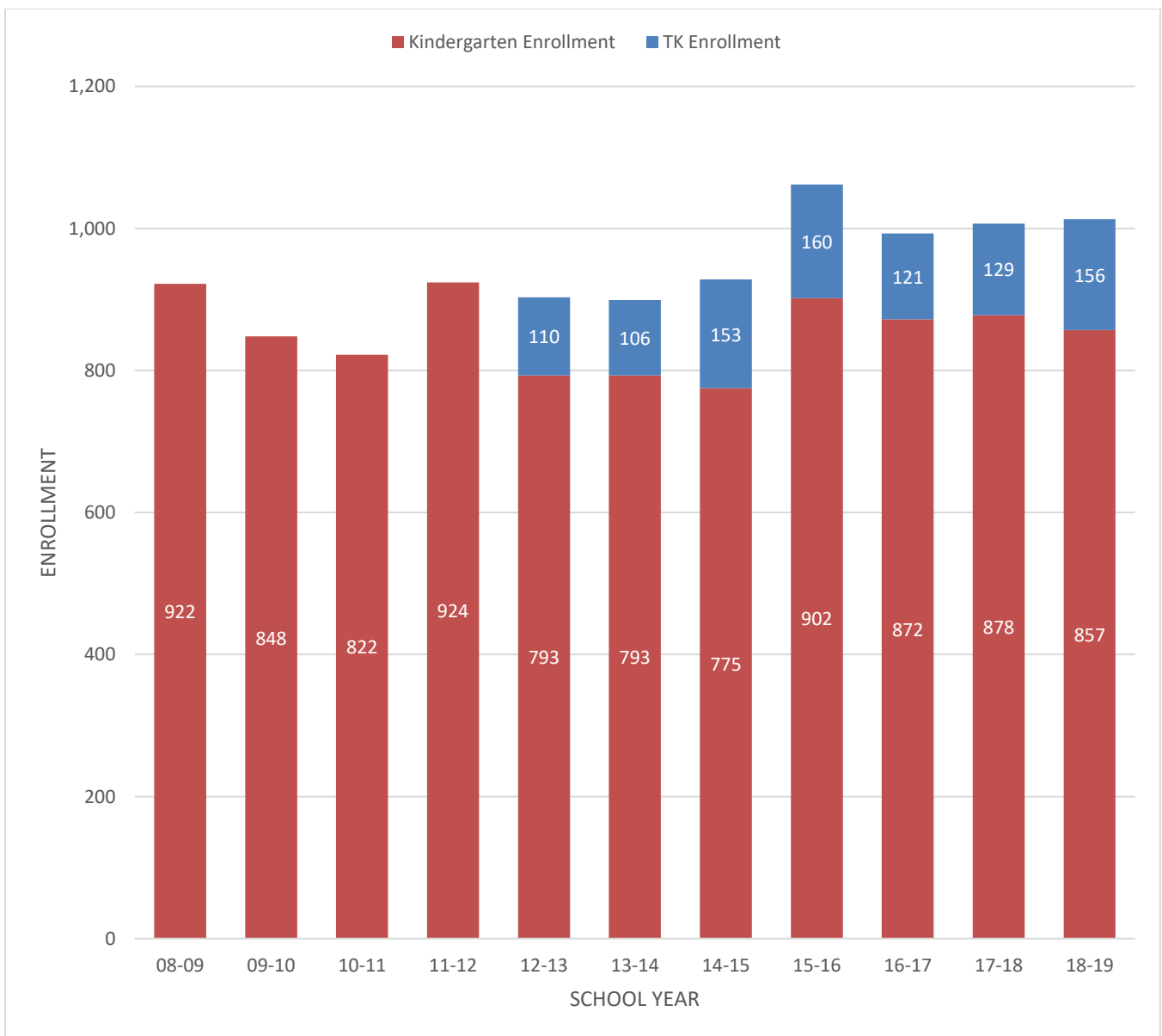
- 2012-13: Child must be 5 by November 1
- 2013-14: Child must be 5 by October 1
- 2014 -15 and beyond: Child must be 5 by September 1

The Kindergarten Readiness Act of 2010 also created 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 and beyond

Enrollment in transitional kindergarten is most likely to 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.

Figure 6. Kindergarten Enrollment



Source: California Department of Education and CUSD.

Table 2. Historical Enrollments by School

Elementary Schools	Grade Levels*	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Chapman	TK-5	349	324	311	367	369	351	356	310	292	330
Citrus	TK-5	422	397	394	339	337	328	316	300	295	314
Emma Wilson	TK-5	684	663	641	648	625	609	611	554	620	630
Hooker Oak	TK-5	402	351	328	368	372	366	364	318	330	369
Little Chico Creek	K-5	574	559	583	610	567	541	508	474	469	449
Marigold	K-5	565	558	535	541	577	556	559	484	486	448
McManus	TK-5	645	612	559	525	481	521	520	414	427	426
Neal Dow	K-5	445	434	426	434	412	386	402	338	332	332
Parkview	TK-5	224	243	325	361	369	385	415	378	358	381
Rosedale	K-5	504	531	567	561	575	586	593	524	539	542
Shasta	K-5	628	670	684	674	688	696	713	608	653	629
Sierra View	K-5	596	596	629	640	651	648	662	600	580	563
<i>Elementary School Totals</i>		6,038	5,938	5,982	6,068	6,023	5,973	6,019	5,302	5,381	5,413
Junior High Schools	Grade Levels*	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Bidwell	6-8	686	666	667	672	643	587	568	976	968	978
Chico	6-8	595	560	567	582	601	639	618	812	834	878
Marsh	6-8	582	572	583	561	575	581	592	867	912	874
<i>Jr. High School Totals</i>		1,863	1,798	1,817	1,815	1,819	1,807	1,778	2,655	2,714	2,730
High Schools	Grade Levels	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Chico	9-12	1,874	1,797	1,727	1,785	1,762	1,753	1,782	1,835	1,793	1,740
Pleasant Valley	9-12	1,970	1,944	1,945	1,924	1,865	1,777	1,807	1,822	1,953	1,971
<i>High School Totals</i>		3,844	3,741	3,672	3,709	3,627	3,530	3,589	3,657	3,746	3,711
Alternative Schools	Grade Levels	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Academy for Change	7-12	72	114	98	78	65	58	36	49	41	50
Fair View High	9-12	252	222	231	229	215	231	202	149	145	165
Loma Vista	TK-12	16	21	30	10	8	21	29	23	21	21
Oak Bridge											31
Oakdale Ind. Study	K-12	152	16	78	90	90	92	123	110	113	150
<i>Alternative School Totals</i>		493	373	436	407	378	402	390	331	320	417
<i>All Closed Schools</i>		0	56	0	0	0	0	0	0	0	0
Grand Total		12,232	11,906	11,908	11,999	11,847	11,712	11,776	11,945	12,161	12,271

*CUSD changed from a K-6/7-8 configuration to a K-5/6-8 configuration beginning in 2016-17.

Note: The closed school of Green HS is summarized and included in 2010-11 so that the Grand Total matches the values in Figure 2.

Additional 2018-19 Enrollment Following Camp Fire

As shown in Table 1, CUSD enrollment increased due to new enrollees who came to Chico in the aftermath of the Camp Fire. King compared students lists from October, when the District reported its certified enrollment counts to the State, and December to assess how many students were new to the District.

Although the District's bottom line total enrollment increased by 223 students between October and December, this includes students who left the District as well. In total, 229 TK – 12th grade students were enrolled in the District in December who were not enrolled in October. While some of these students might have moved to the area for other reasons, it can be assumed that most of these students came to Chico USD because of the fires.

If directed by the CUSD Board, King can continue reviewing student lists from the District throughout the Spring semester to determine how many of these students remain enrolled with Chico USD and if additional new students are continuing to enroll. With this new information, King can conduct ongoing analysis to assess how many of the students who enrolled after October are likely to remain with the District beyond the current year. External factors such as the ability of Paradise to rebuild its destroyed schools will affect the decisions of many families originally from there, so ongoing analysis will be required. The spatial analysis in Section H includes a separate analysis of the students added after the fires, while Section I provides enrollment projections assuming all these students remain enrolled with CUSD.

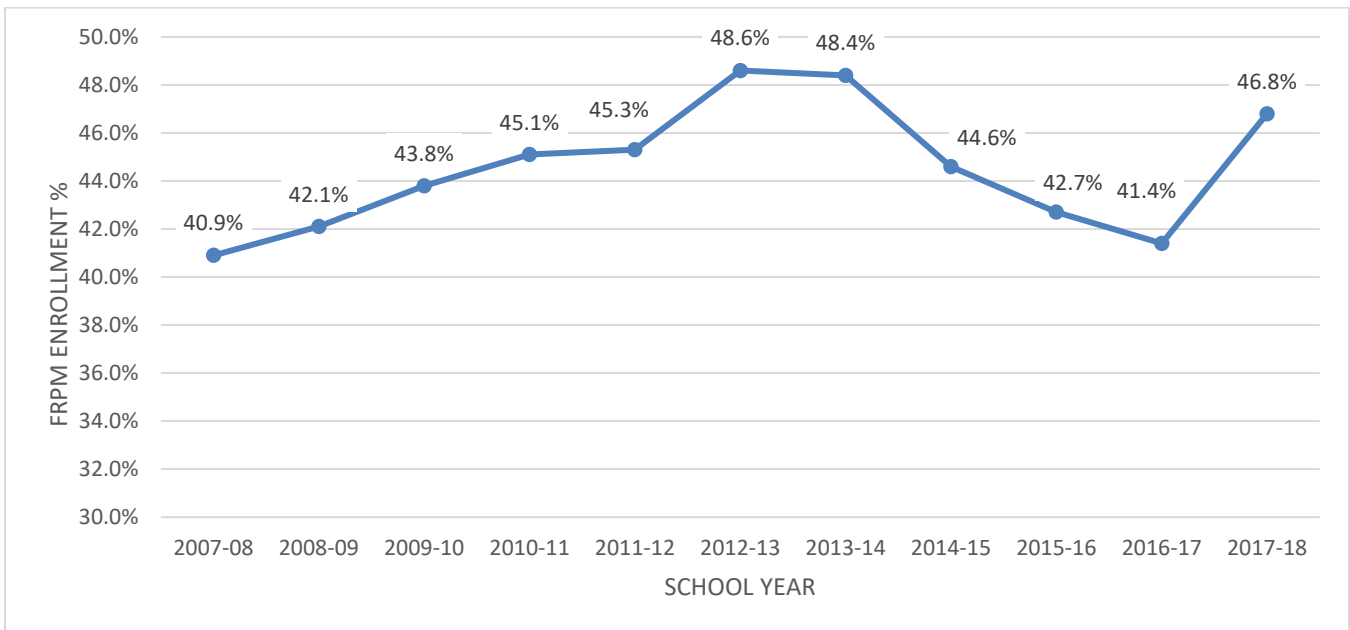
Historical Enrollment by Socioeconomic Status

In order to analyze the District's socioeconomic profile, the consultant utilized participation in the Free or Reduced Price Meals (FRPM) program as a socioeconomic indicator. Table 3 provides the number of CUSD students participating in the FRPM program from 2007-08 to 2017-18. Since 2007, participation in the program increased by 1,316 students, and participation as a percentage of total enrollments increased from 40.9% to 46.8%. However, both the number and percentage of FRPM program participants had been declining since 2012 until a sudden increase in 2017. Figure 7 graphically demonstrates the change by year.

Table 3. Historical Students Enrolled in Free or Reduced Price Meals

School Year	Students Enrolled in Free or Reduced Price Meals	Percent FRPM
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%
2012-13	6,746	48.6%
2013-14	6,688	48.4%
2014-15	6,130	44.6%
2015-16	5,921	42.7%
2016-17	5,793	41.4%
2017-18	6,665	46.8%

Figure 7. Historical Students Enrolled in Free or Reduced Price Meals



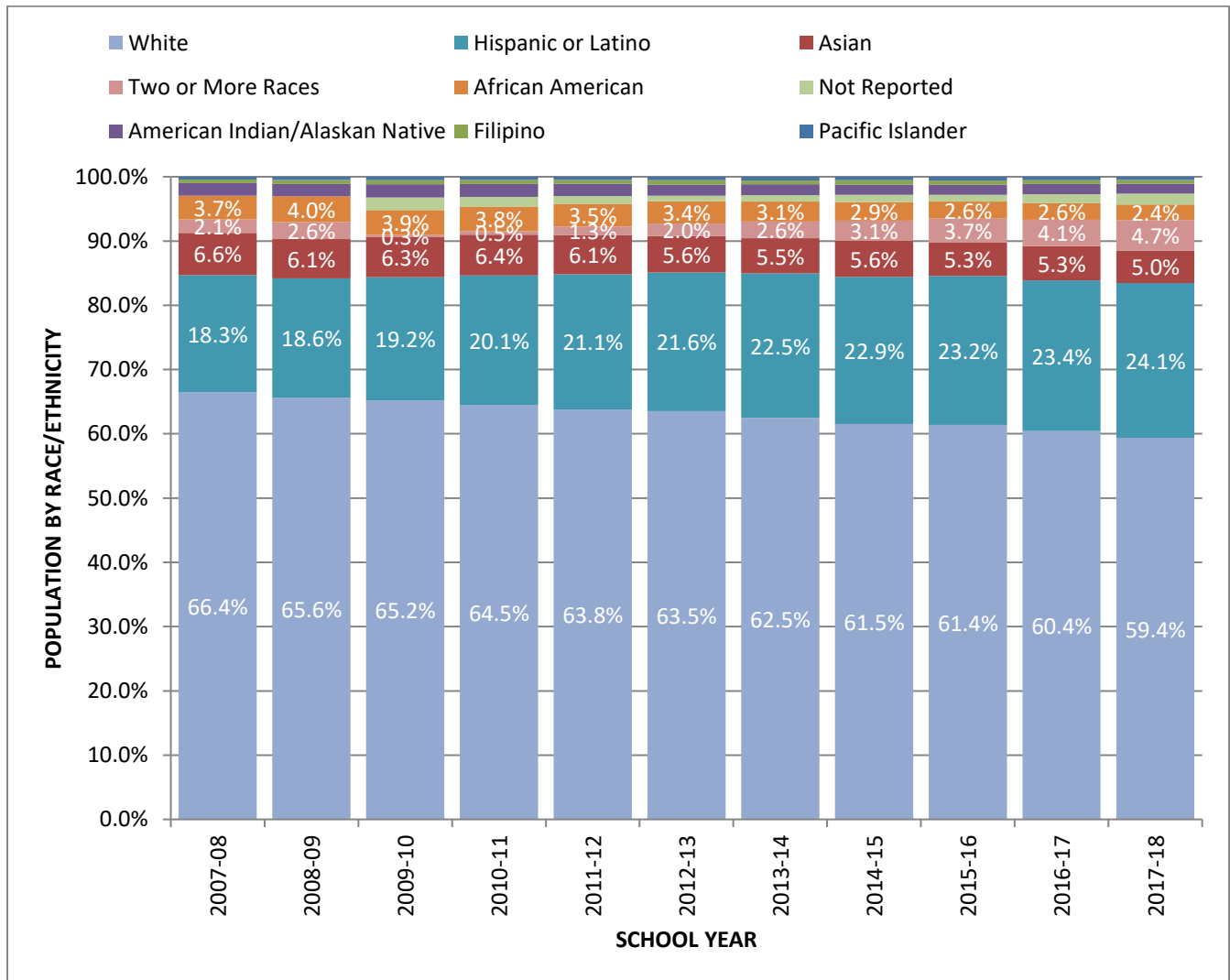
Source: California Department of Education.

Historical Enrollment by Ethnicity

To analyze the District's race/ethnicity profile, the 2007-2017 CALPADS enrollments by race/ethnicity were used.

Historically, CUSD enrollments have been less diverse; however, that trend is changing. The District is still comprised predominantly of White students (59.4%), but students of other races and ethnicities represent a greater proportion of the District every year. The second largest ethnic group is Hispanic or Latino students (24.1%), with Asian students being the third largest ethnic group (5.0%). These historical trends are reflective of statewide demographic shifts and are expected to continue. Figure 8 below demonstrates the race/ethnicity trends of the District from 2007-08 to the 2017-18 school year, the most recent for which State data is available.

Figure 8. Historical Enrollment by Race/Ethnicity



Source: California Department of Education.

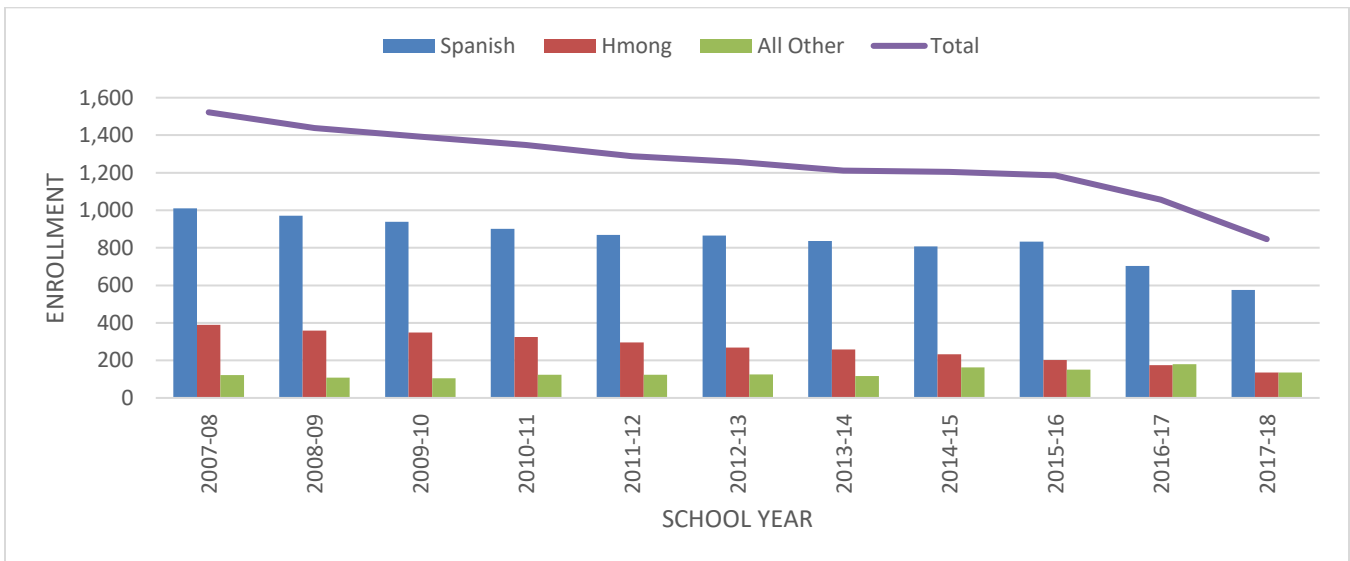
Historical Enrollment of English Language Learners

CalPADS enrollments of English Language Learners (ELL) were also compiled and analyzed. Table 4 contains the number of CUSD students enrolled as ELL students from 2007-08 to 2017-18, as well as a breakdown by primary language spoken. ELL enrollment declined consistently since 2007 before beginning to decline sharply in 2016. The percentage of ELL students among total District students has declined in the same way. The composition of the ELL student population has consisted of predominantly Spanish speaking students, with a second significant population of Hmong speakers. Both groups have declined as the overall ELL numbers have fallen, but the number of Hmong speakers is declining more rapidly. The number of speakers of all other languages combined has increased overall during this period, and in 2016 collectively eclipsed Hmong speakers for the first time. Figure 9 graphically depicts this trend over time.

Table 4. Historical Students Enrolled as English Language Learners

School	Total Students	Spanish	Hmong	All Other	Percent ELL
2007-08	1,522	1,010	390	122	11.3%
2008-09	1,438	971	359	108	10.7%
2009-10	1,393	939	349	105	10.7%
2010-11	1,348	901	324	123	10.3%
2011-12	1,288	869	296	123	9.4%
2012-13	1,258	865	268	125	9.1%
2013-14	1,212	837	259	116	8.8%
2014-15	1,204	808	233	163	8.8%
2015-16	1,185	832	202	151	8.6%
2016-17	1,057	703	174	180	7.6%
2017-18	846	575	135	136	5.9%

Figure 9. Historical Students Enrolled as English Language Learners



Source: California Department of Education.

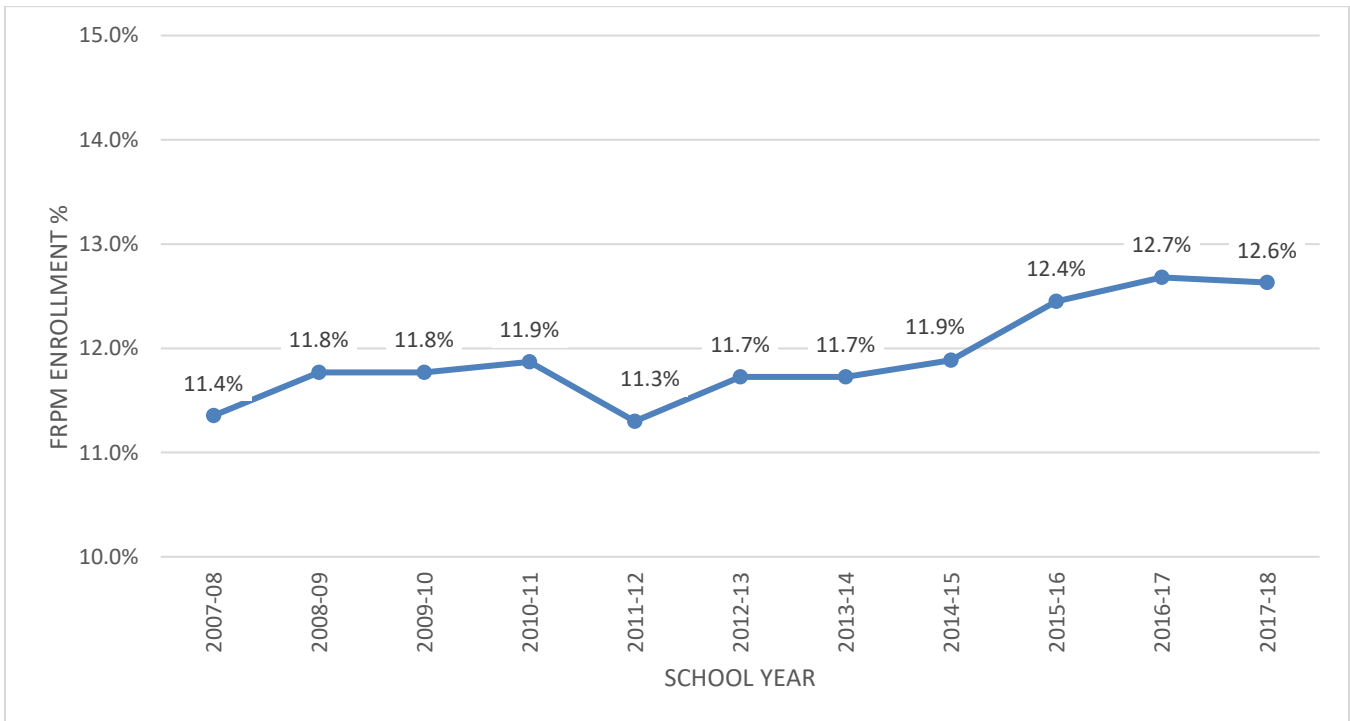
Historical Enrollment of Special Education Students

Data on students classified by the State as being enrolled in Special Education classes were also collected from CalPADS. Table 5 provides the number of CUSD students enrolled in Special Education classes from 2007-08 to 2017-18. Special Education enrollment was generally stable for the last decade, but increased by 91 students between 2014 and 2015, and by another 48 student from 2015 to 2016. The 2016-17 percentage of special education students in CUSD was the highest of the study period, although the 2017 raw total count is now the highest by that measure. Figure 10 depicts this trend from year to year in a visual format.

Table 5. Historical Students Enrolled in Special Education Classes

School Year	Total	Percent Special Education
2007-08	1,531	11.4%
2008-09	1,585	11.8%
2009-10	1,528	11.8%
2010-11	1,550	11.9%
2011-12	1,542	11.3%
2012-13	1,626	11.7%
2013-14	1,620	11.7%
2014-15	1,633	11.9%
2015-16	1,724	12.4%
2016-17	1,772	12.7%
2016-17	1,797	12.6%

Figure 10. Historical Students Enrolled in Special Education Classes



Source: California Department of Education.

Preschool Enrollment Trends

There are currently two preschool programs located on District sites that must be considered when planning for future facilities.

Innovative Preschool @ Loma Vista Campus

Established in 1989, Innovative Preschool, Inc. is a tuition-based, private, non-profit corporation providing a quality early education and childcare program for children aged 2 years 9 months through kindergarten. This preschool is located on the Loma Vista – Marigold campus in two classrooms and provides an integrated program with CUSD. The program serves children who have special needs, along with typically developing children.

State-Funded Preschool @ McManus, Citrus, and Chapman Campuses

In 2016, CUSD received \$110,000 in California State Preschool Program Expansion Funds to start a new preschool program. The program is located on the McManus, Citrus, and Chapman elementary schools in one classroom per site. There are specific requirements that parents must meet in order for their children to attend. The District is required to prioritize students by income, lowest income ranking first, among other requirements. The programs are full-day and fees are determined based on family size and income and can be free or low-cost.

Since these programs are provided space at District facilities, it is imperative to track their historical enrollments in order to account for this student population when planning for future facilities. King would recommend conducting a separate detailed analysis of the District's preschool enrollment in order to gauge its impact to District facilities over time.

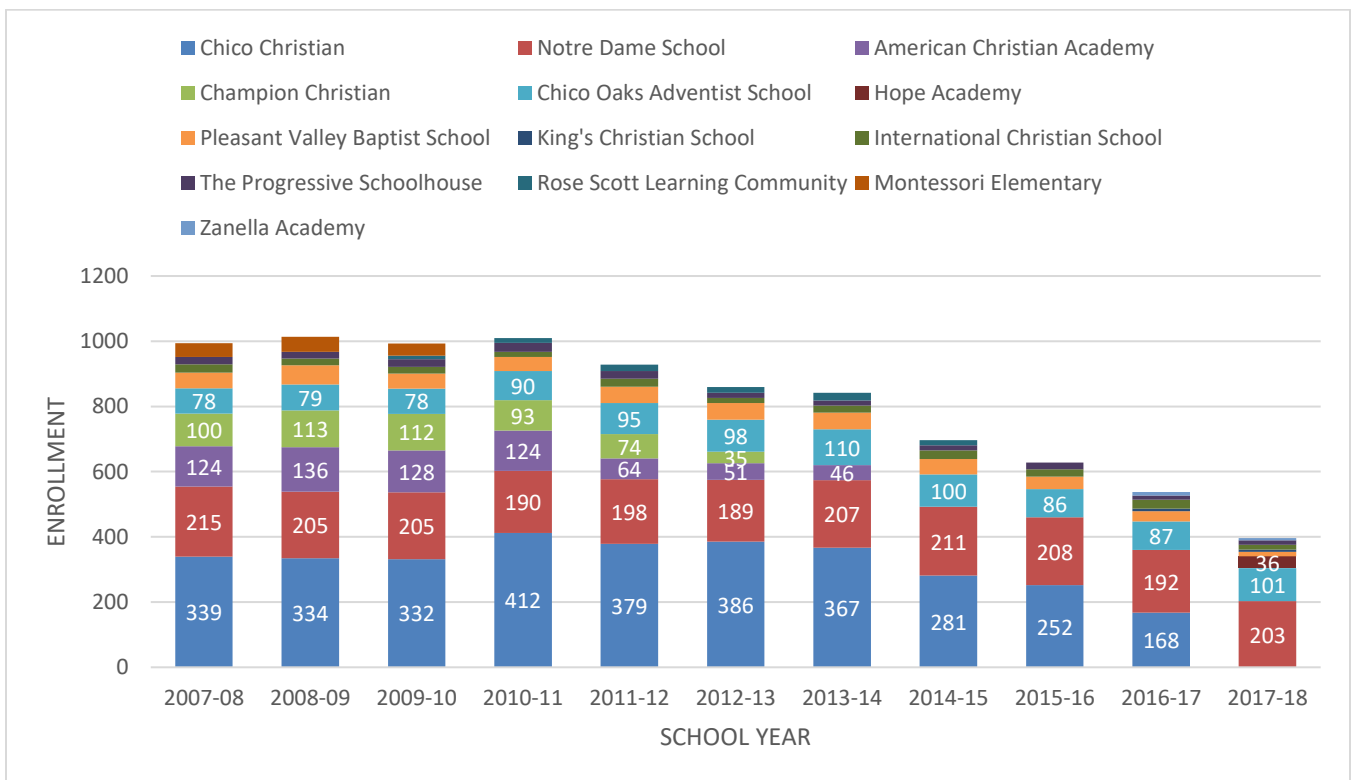
Private School Enrollment Trends

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.

Enrollments for private schools located within the District (Figure 12) were collected from the California Department of Education for years 2007 to 2017. Since 2010, private school enrollment has decreased drastically, by 60.8% (-614 K-12 students) (Figure 11).

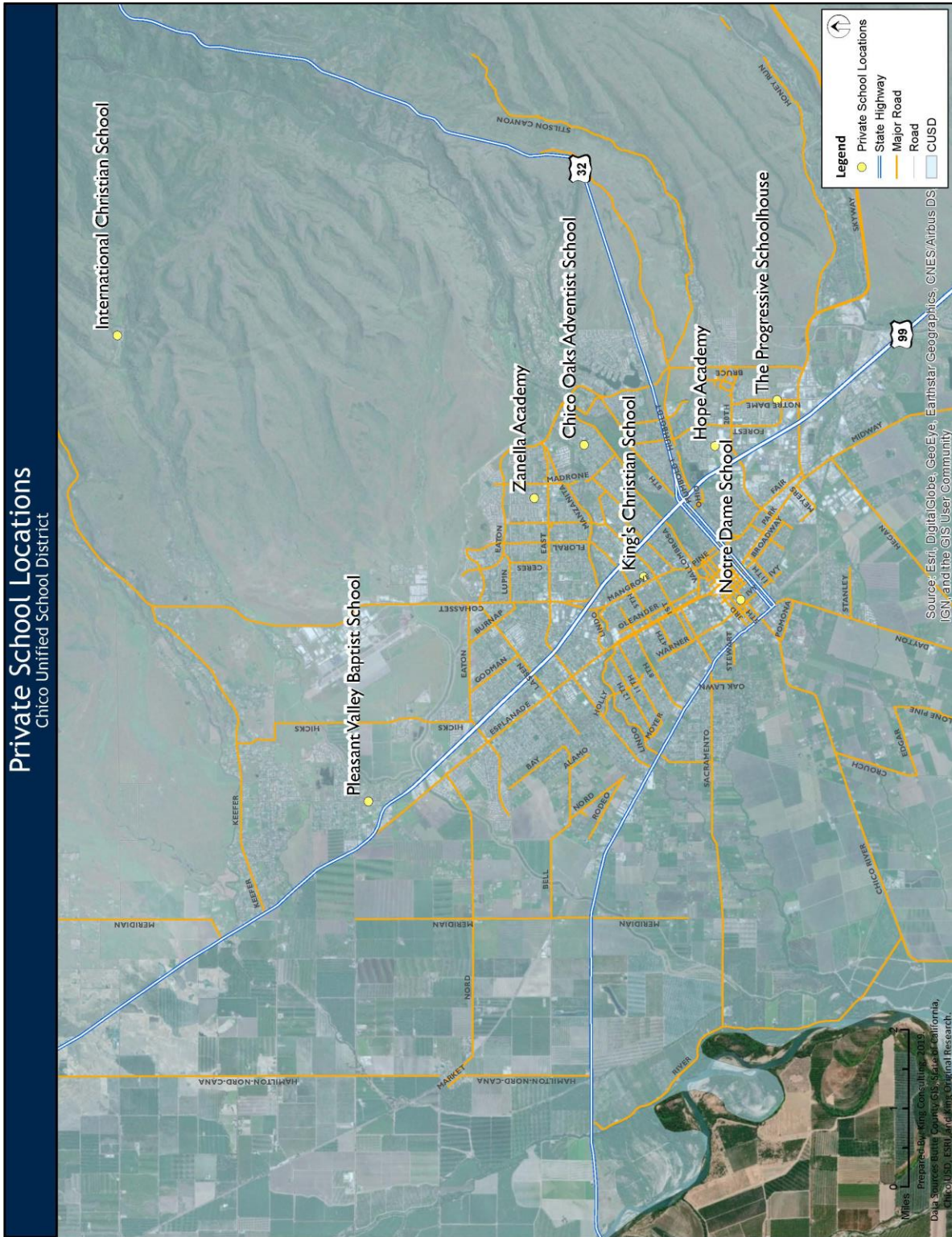
Several private schools located within CUSD closed between 2010 and 2015, while no new private schools opened. In 2017, Chico Christian School, formerly the largest private school in the District, also closed. While a new school opened in 2017, Hope Academy’s enrollment is a fraction of what Chico Christian School’s was. This analysis indicates that fewer families are choosing private school as students’ educational options increase.

Figure 11. Private School Enrollments for Private Schools Located within CUSD



Source: California Department of Education.

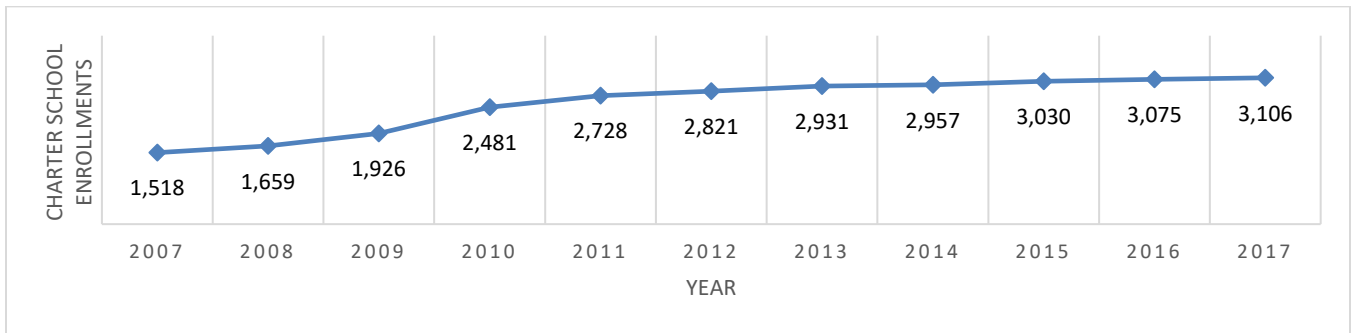
Figure 12. Private School Locations in CUSD



Charter School Enrollment Trends

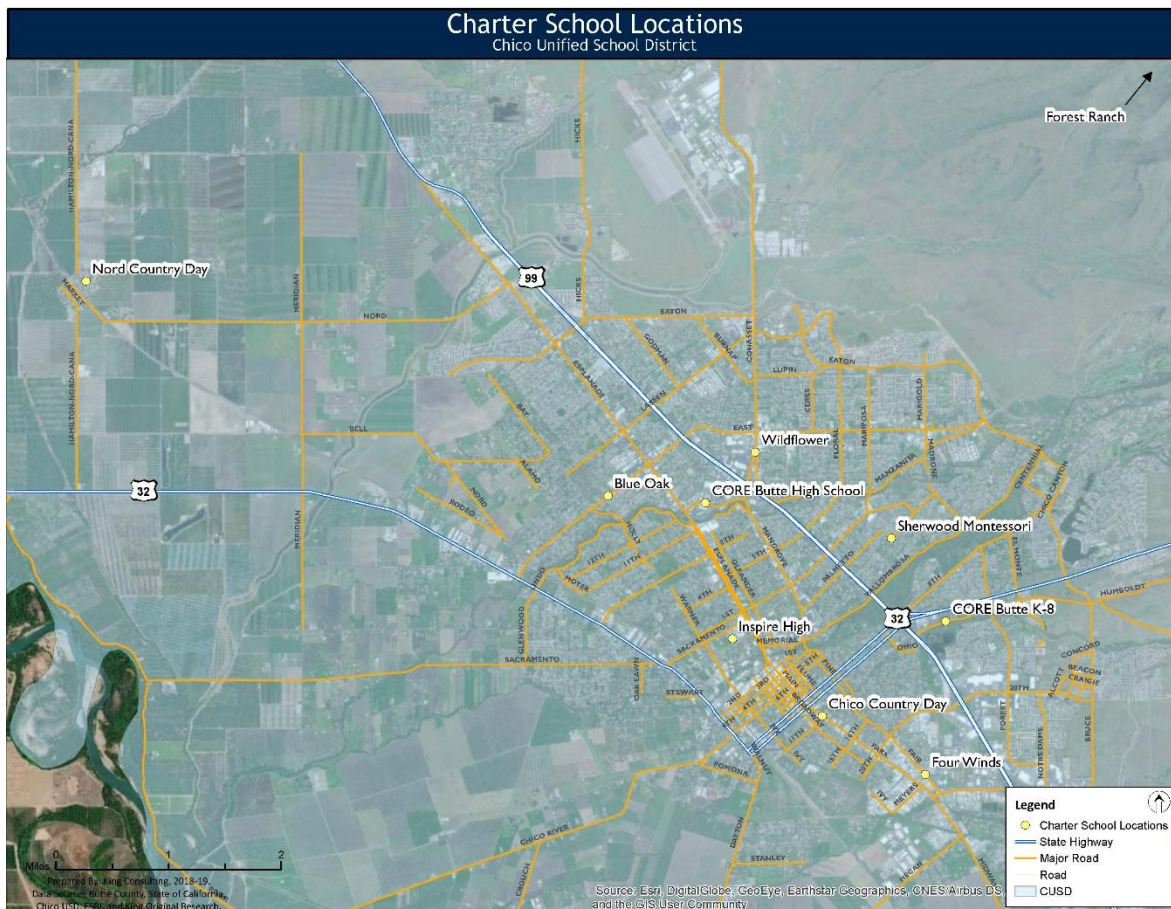
Historical enrollments for charter schools located within the CUSD were analyzed in order to calculate the impact to future CUSD enrollments. Charter school enrollments increased by 105% since 2007 (Figure 13). Growth was slower in more recent years, however, and overall charter growth since 2015 is primarily due to increased enrollment in the Core Butte home study charter program. Figure 14 provides a map of the location of charter schools within the District boundary.

Figure 13. Charter School Enrollments for Charter Schools Located within CUSD



Source: California Department of Education.

Figure 14. Charter Schools Located within CUSD



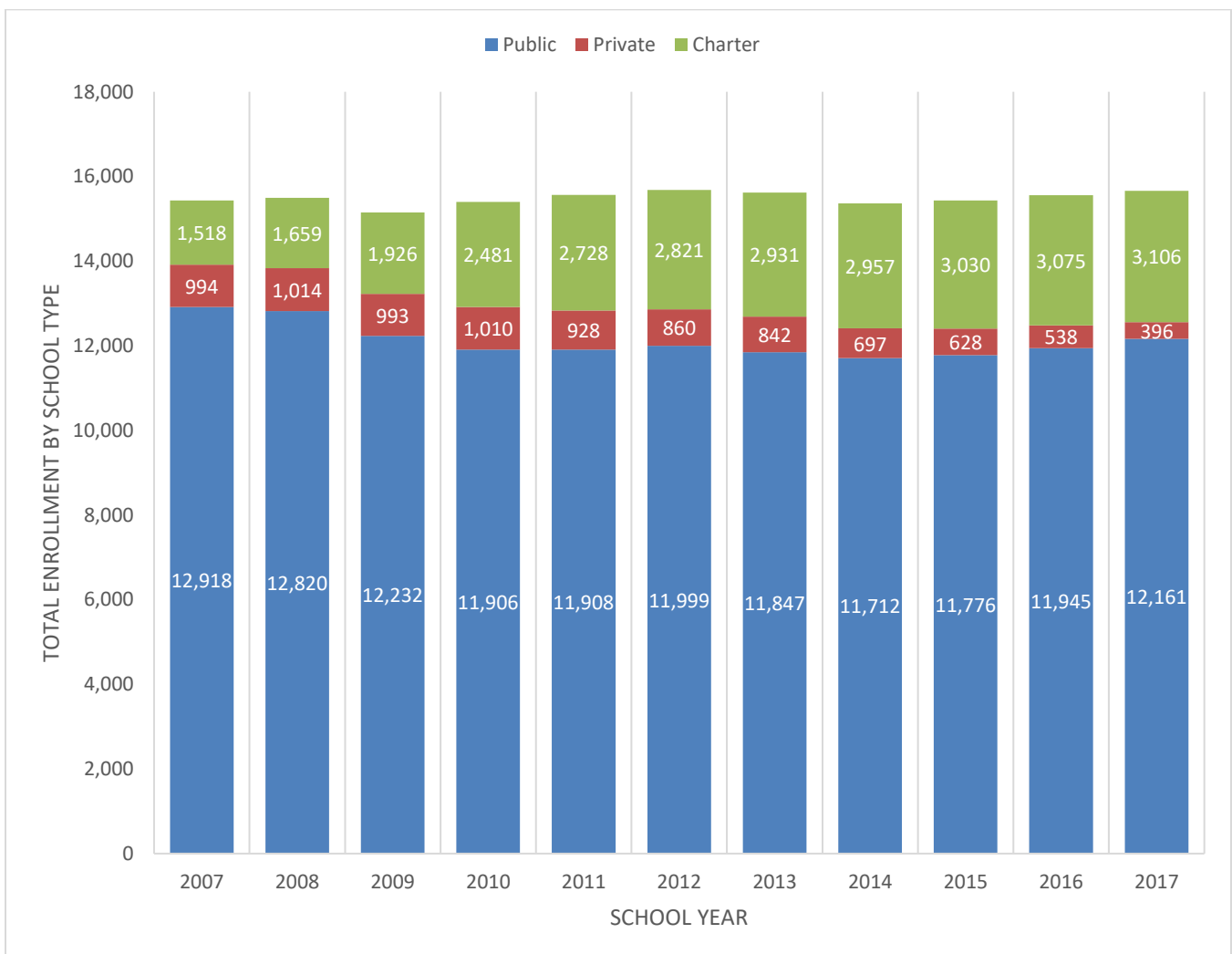
Comparison of Historical Enrollments by School Type

In order to better understand historical trends, King compared historical enrollments by school type (Public, Private, and Charter) for all schools located within the CUSD boundary. Since private and charter school data are only available through 2017-18, that is the last year included in the combined analysis.

It is important to note the historical enrollments of all school types combined increased from 15,430 in 2007 to 15,663 in 2017. While the total number of students enrolled in all school types increased, enrollments by individual school type have diverged. Over the past ten years, enrollments in District schools declined by 5.9%, while enrollments in non-district charter schools increased by 104.6%, and enrollments in private schools declined by -60.2% (Figure 15).

It is critical the District continue to monitor current and future enrollments of all school types within their District boundary.

Figure 15. Comparison of Total Enrollment by School Type



Community Demographics

The Chico Unified School District serves the City of Chico, as well as much of the surrounding unincorporated area. This community demographic analysis will focus on the general population residing within the CUSD boundary as shown in Figure 1 in Section A of this document. Official demographic data currently available from US Census and State sources only describes 2017. Therefore, this analysis does not directly address recent demographic shifts due to the Camp Fire.

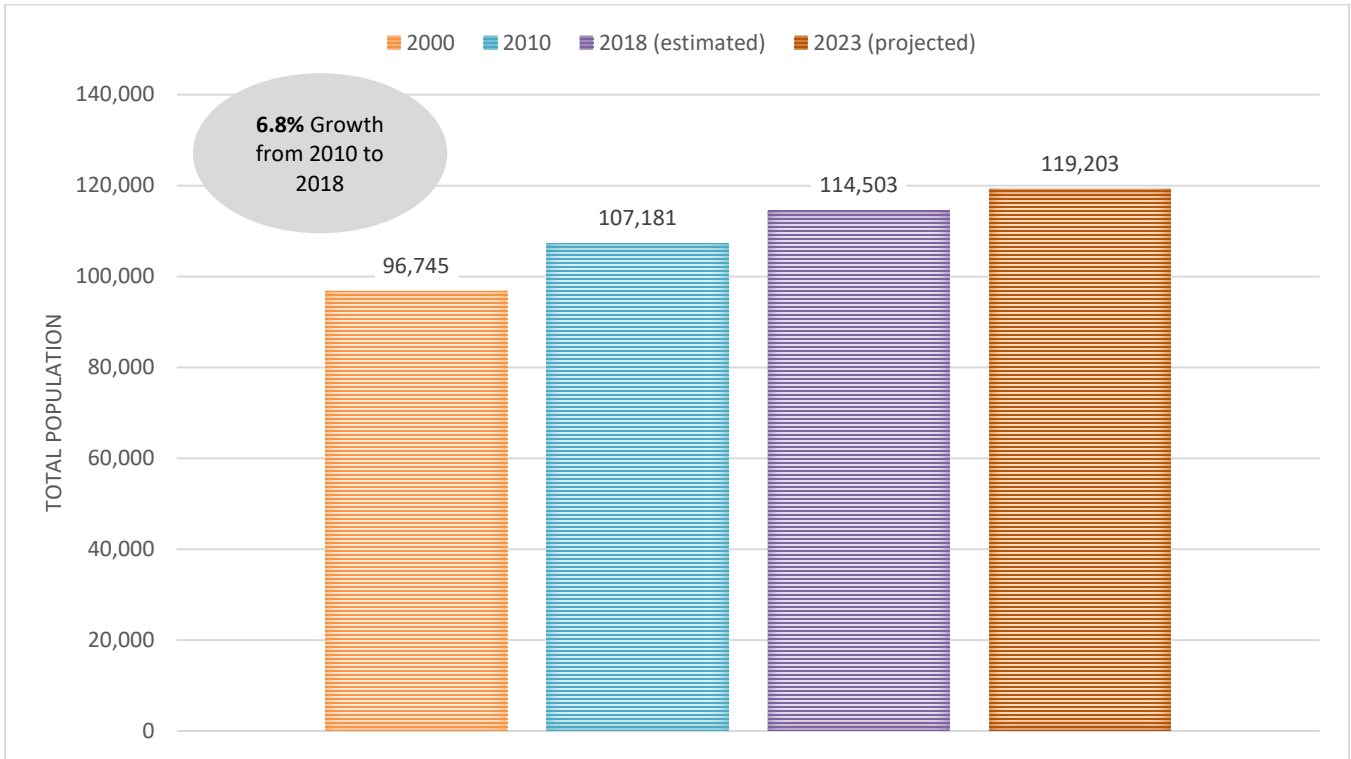
Over 5,300 students were displaced by the fire in total, and current estimates place the number of evacuees who settled in Chico at up to 20,000. The City of Chico is working on assessing the economic impact of so many displaced fire victims relocating to the city, and early indications are that the City is suffering economically as a result, in addition to sharp upticks in crime and traffic accidents. Economic problems resulting from the fire include a near-total scarcity of housing, local businesses losing key members of their labor force, long-term hotel residents preventing the collection of taxes once they have stayed for more than one month, and difficulty of some residents shopping for food and common household items. By next year, King anticipates being able to obtain demographic data that better captures the impact of the Camp Fire evacuees on Chico.

Population Trends

The CUSD boundary has a total population of approximately 114,503 according to ESRI Business Analyst estimates, which compile and estimate Census data for specialized areas such as school districts. This represents growth of 6.8% since 2010 (Figure 16). Chico's focus on quality infrastructure and services, along with thoughtful planning, has created a desirable community. CUSD is expected to continue to grow at about the same rate.

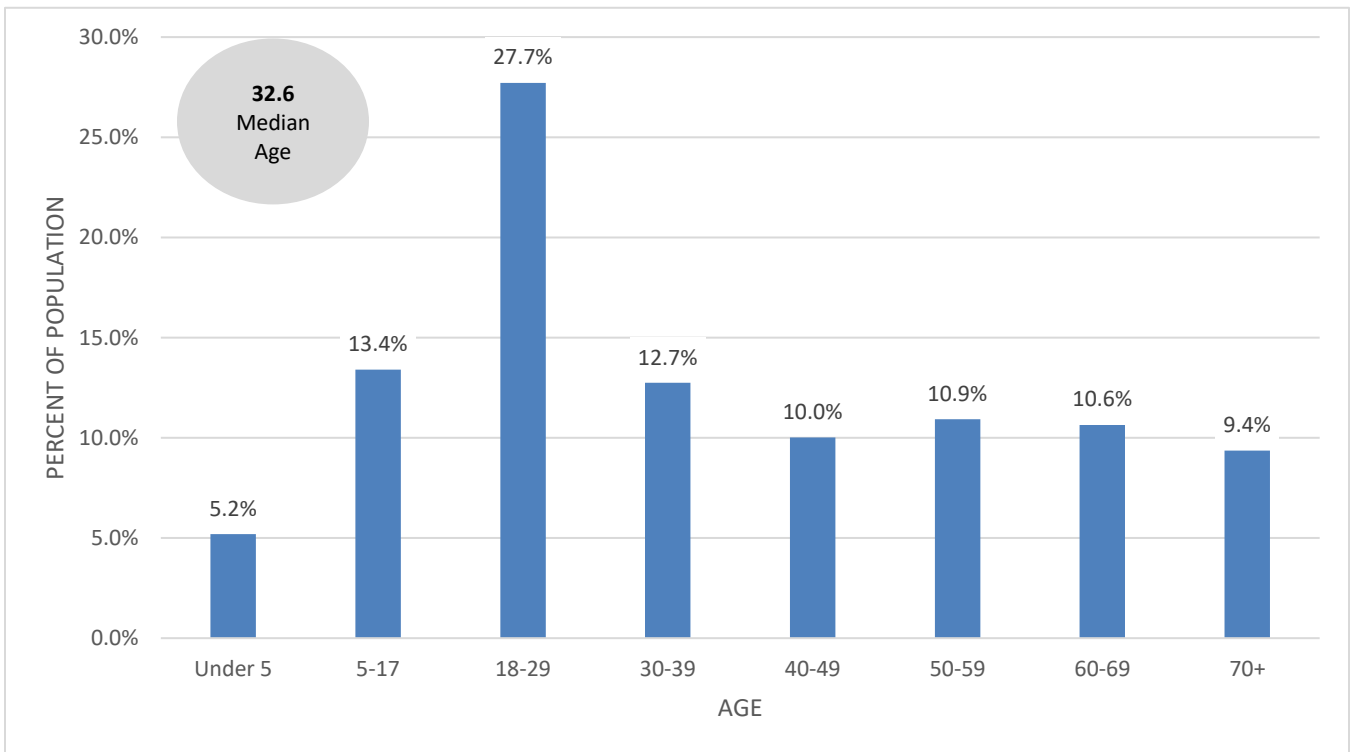
As Figure 17 demonstrates, CUSD is a young community, with a median age of 32.6 years (up from 30.8 in 2010, however). 18.6% of the total population is under age 18, while a large portion of the city's residents are college students with no families. The District's population of 5-17 year old residents is projected to increase based on ESRI estimates (Figure 18). CUSD is predominately White (73.2%) (Figure 19).

Figure 16. Population Growth 2000-2023



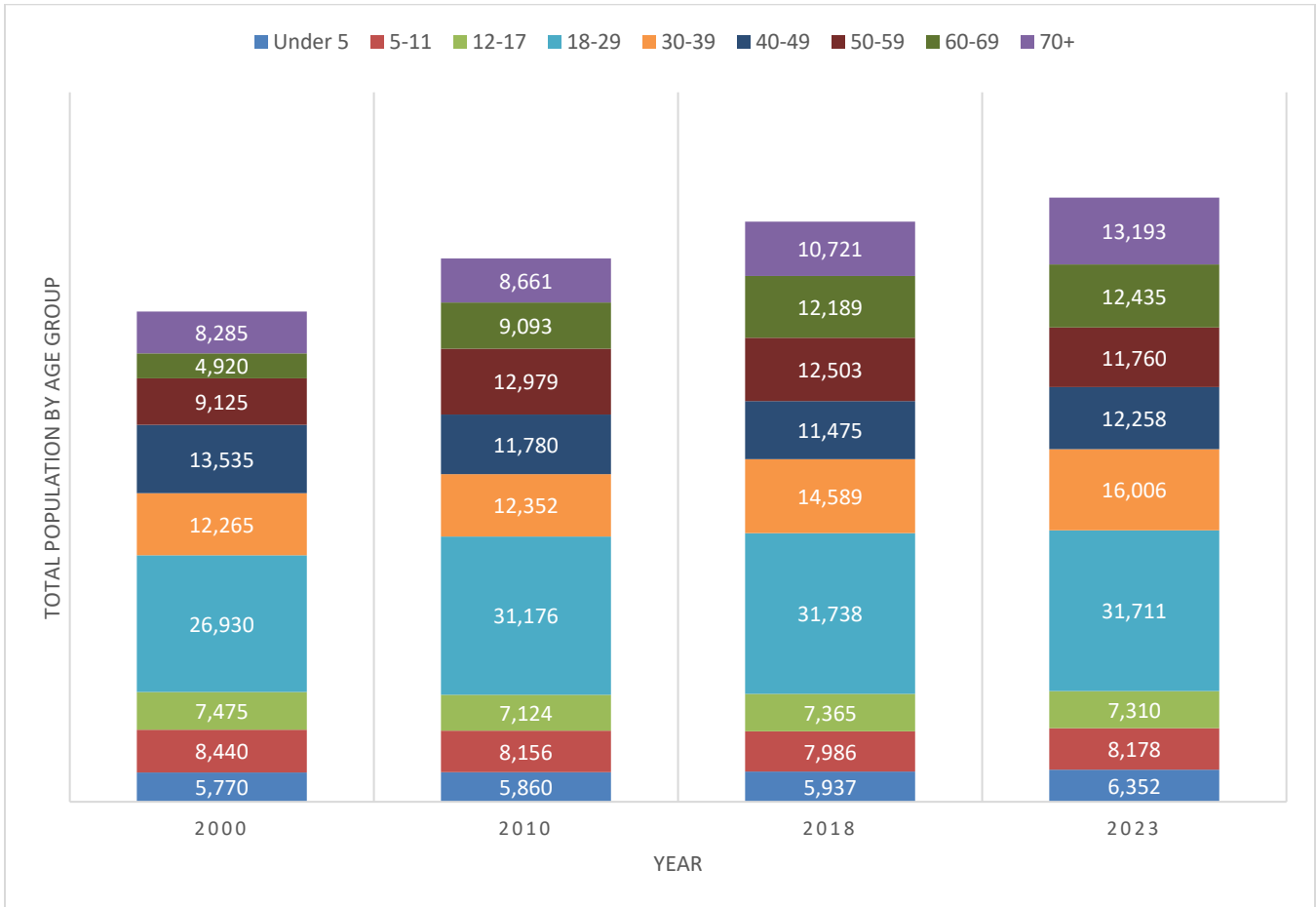
Source: U.S. Census Bureau Decennial Census 2000, 2010. ESRI forecasts for 2018 and 2023.

Figure 17. Age Distribution by Percent of Population



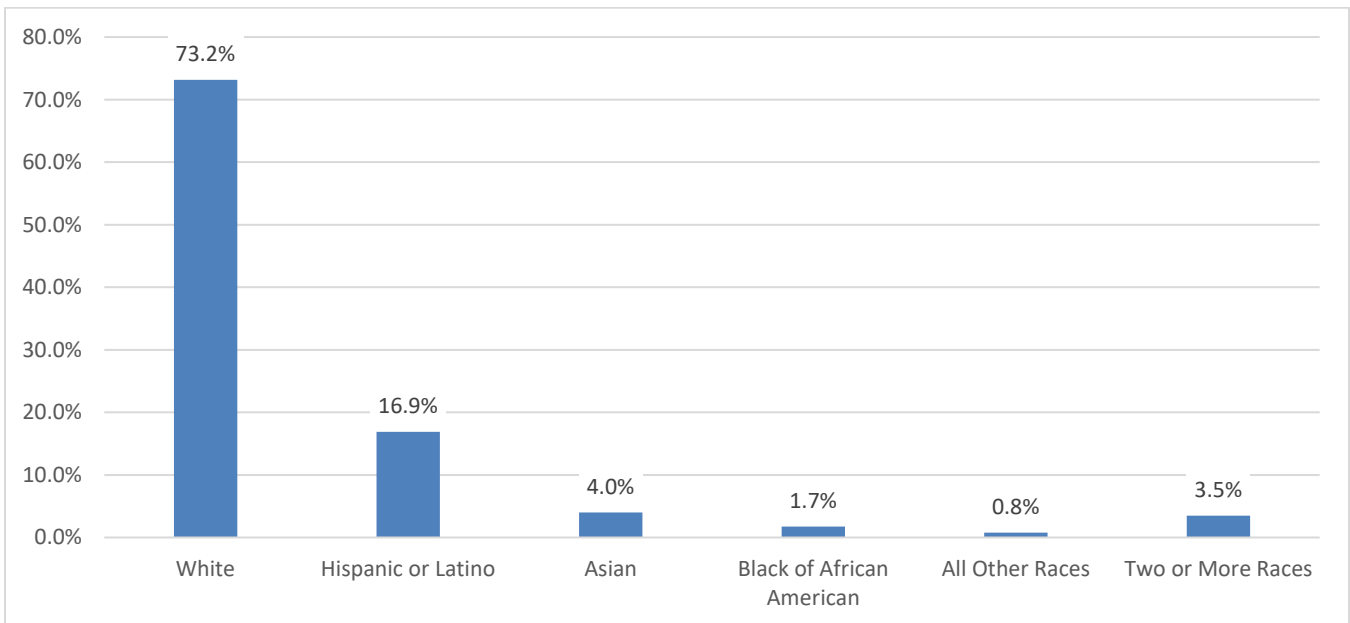
Source: ESRI forecasts for 2018.

Figure 18. Population Growth by Age 2000-2023



Source: U.S. Census Bureau Decennial Census 2000, 2010. ESRI forecasts for 2018 and 2023.

Figure 19. Population by Race and Ethnicity

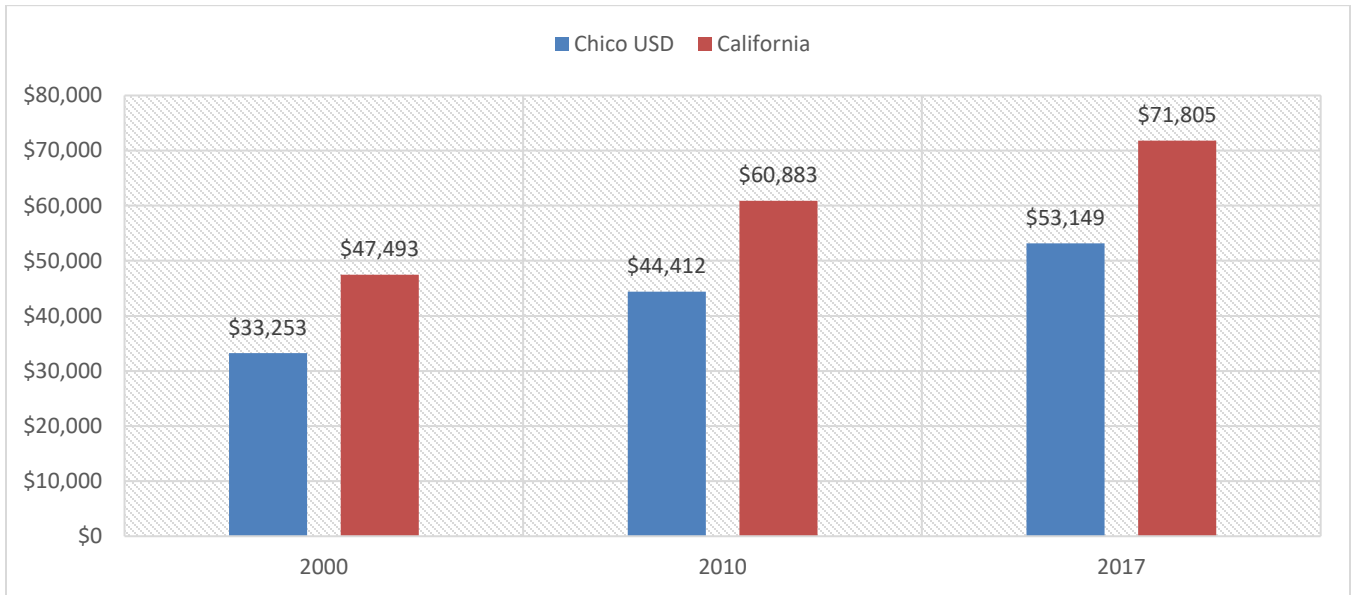


Source: U.S. Census Bureau, ACS 2017 5-Year Estimates.

Household Characteristics

Median household income is low in CUSD compared to the State as a whole (Figure 20). This also is largely due to the prevalence of college students residing in Chico. If only families are considered, CUSD’s median income is closer to the State’s median value.

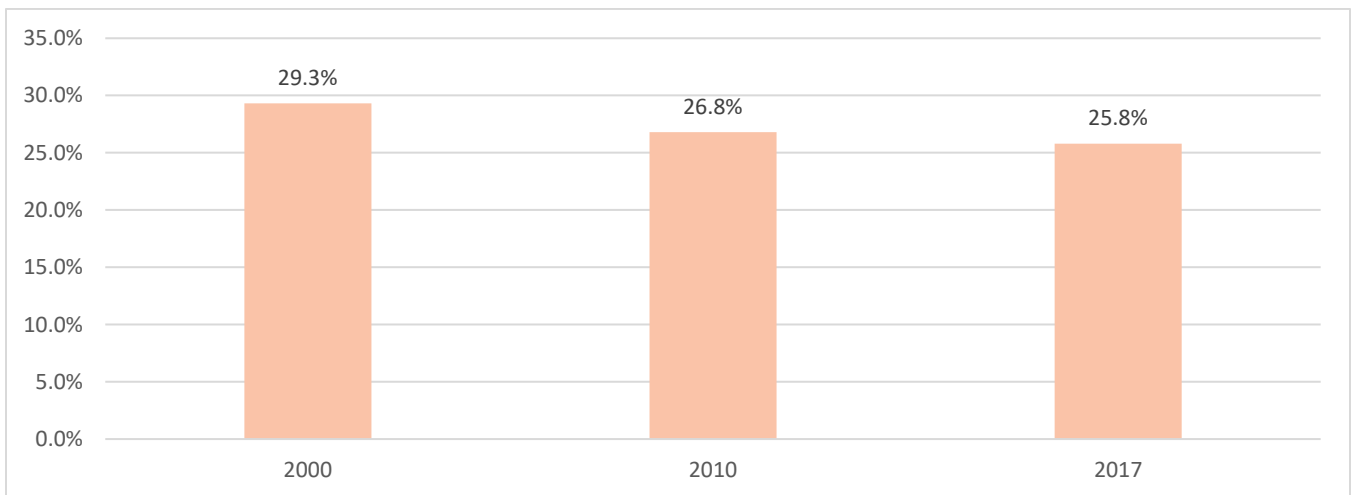
Figure 20. Median Household Income



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2017 1-Year Estimates.

The percent of households with children under 18 declined in CUSD from 2000-2017 while the number of persons per household declined in owner-occupied units and increased in renter-occupied units. Owner-occupied and renter-occupied units now have about the same number of people per household. (Figures 21-22).

Figure 21. Percent of Households with Individuals Under 18



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2017 1-Year Estimates.

Figure 22. Number of Persons per Household

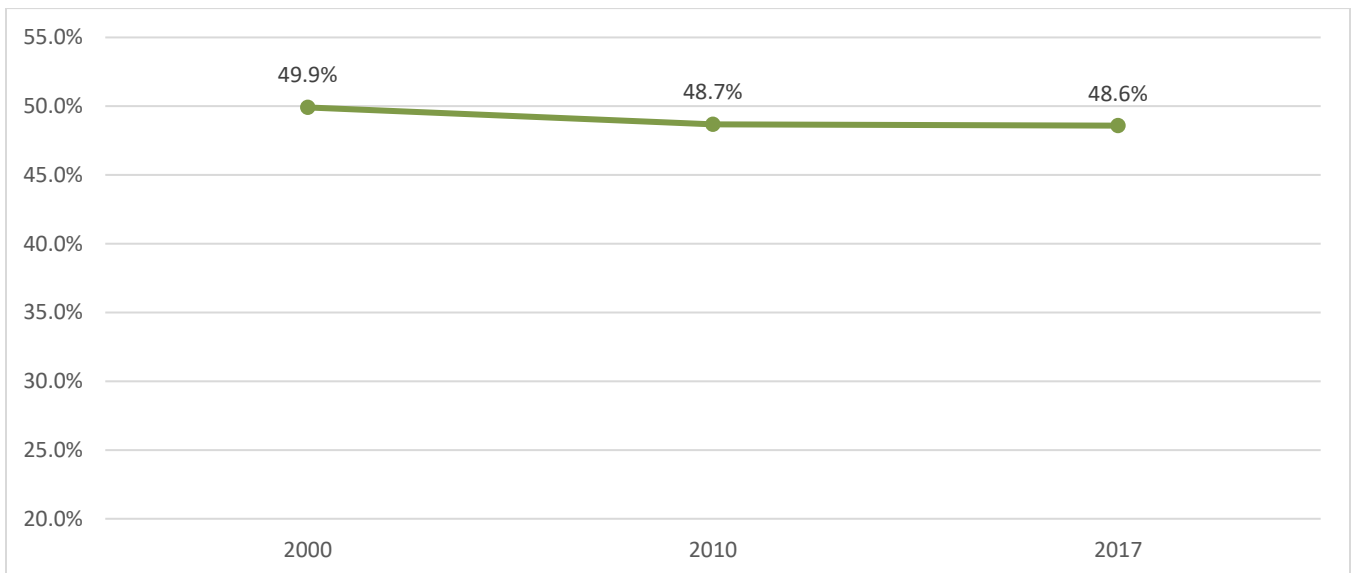


Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2017 1-Year Estimates.

Home Ownership and Median Home Values in the City of Chico

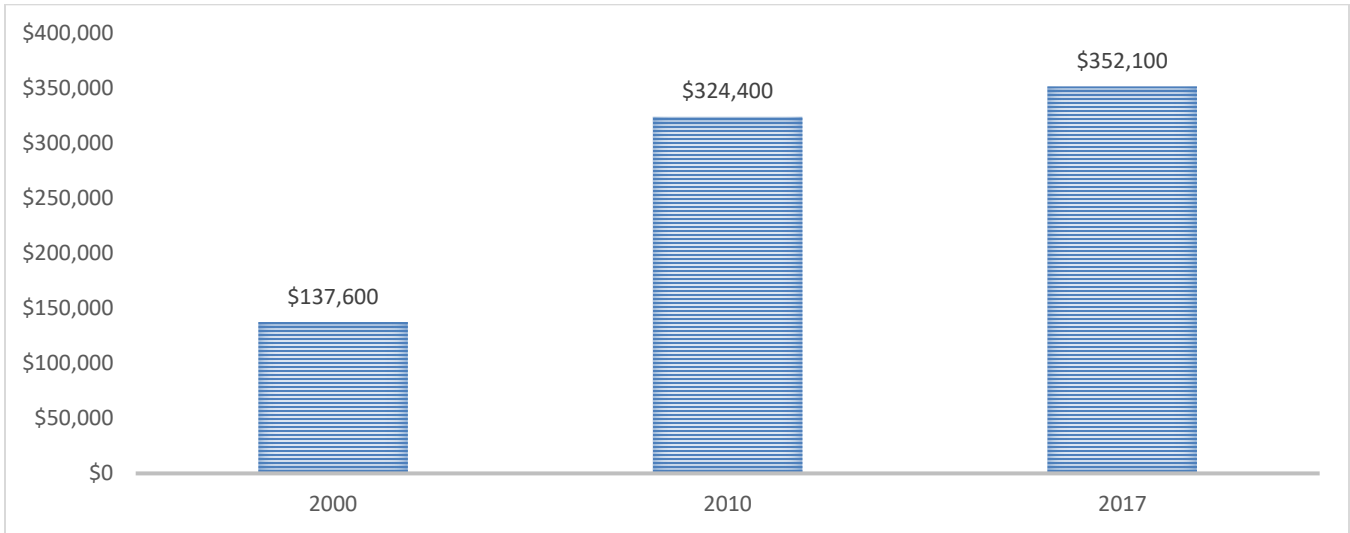
Home-ownership in the District (the percent of non-vacant housing units occupied by the owner) remained generally stable from 2010 to 2017 (Figure 23). The median home value in the District of owner-occupied housing units is currently \$352,100 (Figure 24).

Figure 23. Home Ownership Rate



Source: U.S. Census Bureau Decennial Census and ACS 2017 1-Year Estimates.

Figure 24. Median Value of Owner-Occupied Units

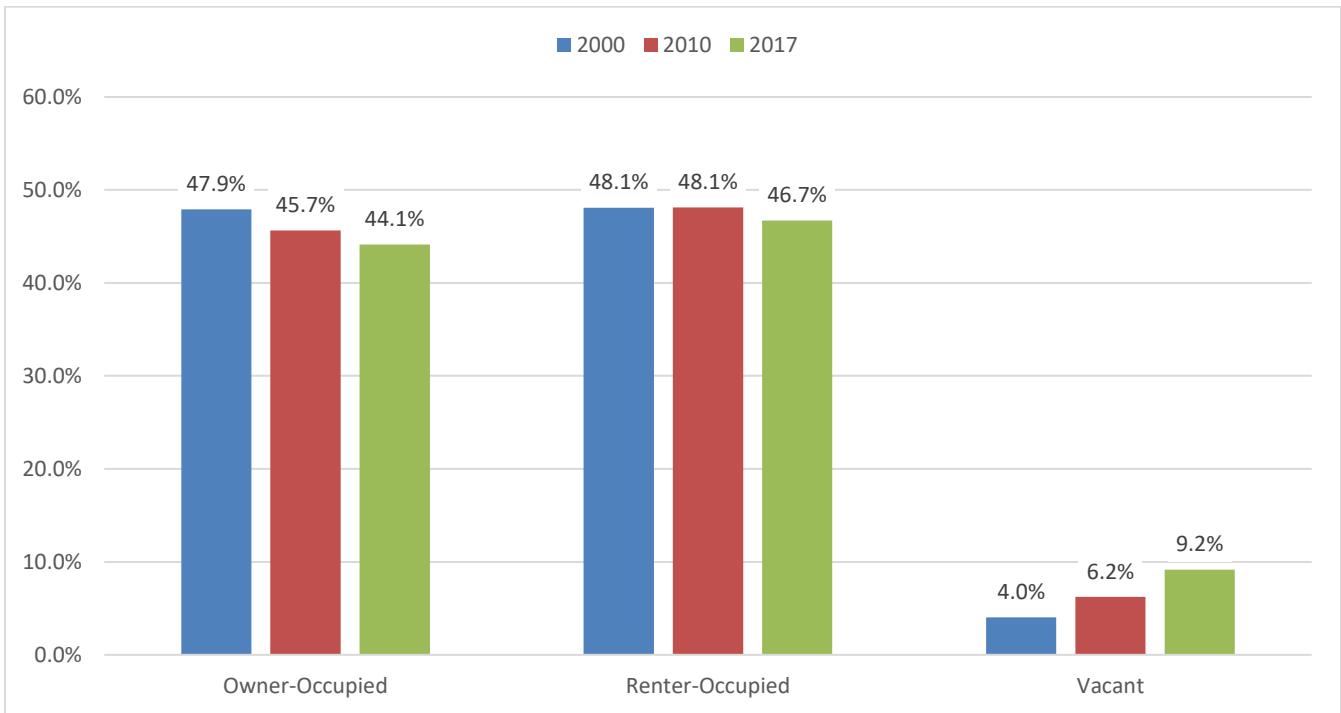


Source: U.S. Census Bureau Decennial Census and ACS 2017 1-Year Estimates.

The percent of both owner-occupied and renter-occupied housing units declined from 2000 to 2017. The vacancy rate, meanwhile, increased significantly during that time.

It is important to note that these Census statistics likely do not account for the flow of people into Chico in the wake of the Camp Fire disaster. Both population and housing numbers will have changed drastically in the short term, while the long term impact will become more apparent with time.

Figure 25. Housing Units by Occupancy



Source: U.S. Census Bureau Decennial Census and ACS 2017 1-Year Estimates.

SECTION E: STUDENT GENERATION RATES

Student Generation Rates: New Construction

Student generation rates are one of the critical components of facility planning. When analyzing the impacts of future residential development, student generation rates are used to project the number of students the District can expect from a planned development. The data is used to determine if and when new school facilities will be needed and to make critical facility decisions, such as potential boundary adjustments or the addition of new classrooms to existing sites. The housing mix of the planned development, including detached units, attached units, and apartments, is compared to similar housing in existing neighborhoods in the District to project how many students will reside in the new development. Next, the number of years a new development will take to be completed is calculated with the projected number of students from the various housing types. This determines how many students from each grade level will be generated over the build-out of the new community.

King Consulting utilized the District's developer fee records to survey housing units recently constructed within the District. Recently constructed properties were cross-referenced with the 2018-19 CUSD student list to determine the number of students generated per housing unit by grade level and by housing type. These student generation rates do not include students who came to the District after the Camp Fire, since that sudden influx was a one-time event that should not be included in calculations relating to future impacts.

A total of 1,635 single-family detached units, 123 single-family attached units, 1,288 multi-family units, and 413 affordable units were surveyed within the District. The TK-12 District-wide student generation rates by typology are outlined in Table 6. As is common in many other Districts, affordable units in CUSD generate the most students, while single-family attached and multi-family units generate the fewest. Since last year, student generation rates for all types of housing have increased, with the exception of affordable units which remain higher than other housing types despite a small decline since last year.

Table 6. Student Generation Rates: New Construction

Grade	Single-Family Detached SGR	Single-Family Attached SGR	Multi-Family SGR	Affordable SGR
TK-5	0.172	0.171	0.078	0.453
6-8	0.091	0.024	0.039	0.223
9-12	0.109	0.089	0.034	0.245
Total K-12	0.372	0.285	0.151	0.920

Student Generation Rates: Existing Home Sales

New construction is only one part of student generation for CUSD; new students also enter the District from existing home sales as older neighborhoods “turn over” and empty-nesters are replaced by younger families. For this reason, King assesses the impact of families moving into the District who buy homes for sale. A real-estate database was accessed to collect the number of housing units sold between September 2017 and August 2018. This database was cross-referenced with the 2018-19 CUSD student list to determine the number of students generated per housing unit by housing type, by grade level, and by elementary school boundary. As with the New Construction student generation rates, these student generation rates do not include students who enrolled with CUSD after the Camp Fire.

A total of 1,170 single-family detached housing units were surveyed within the District, which generated 401 TK-12th grade students for the District. An additional 79 single-family attached housing units were surveyed, which generated 12 students. Student generation rates by housing type and grade configuration are displayed in Table 7.

Table 7. Student Generation Rates: Home Sales

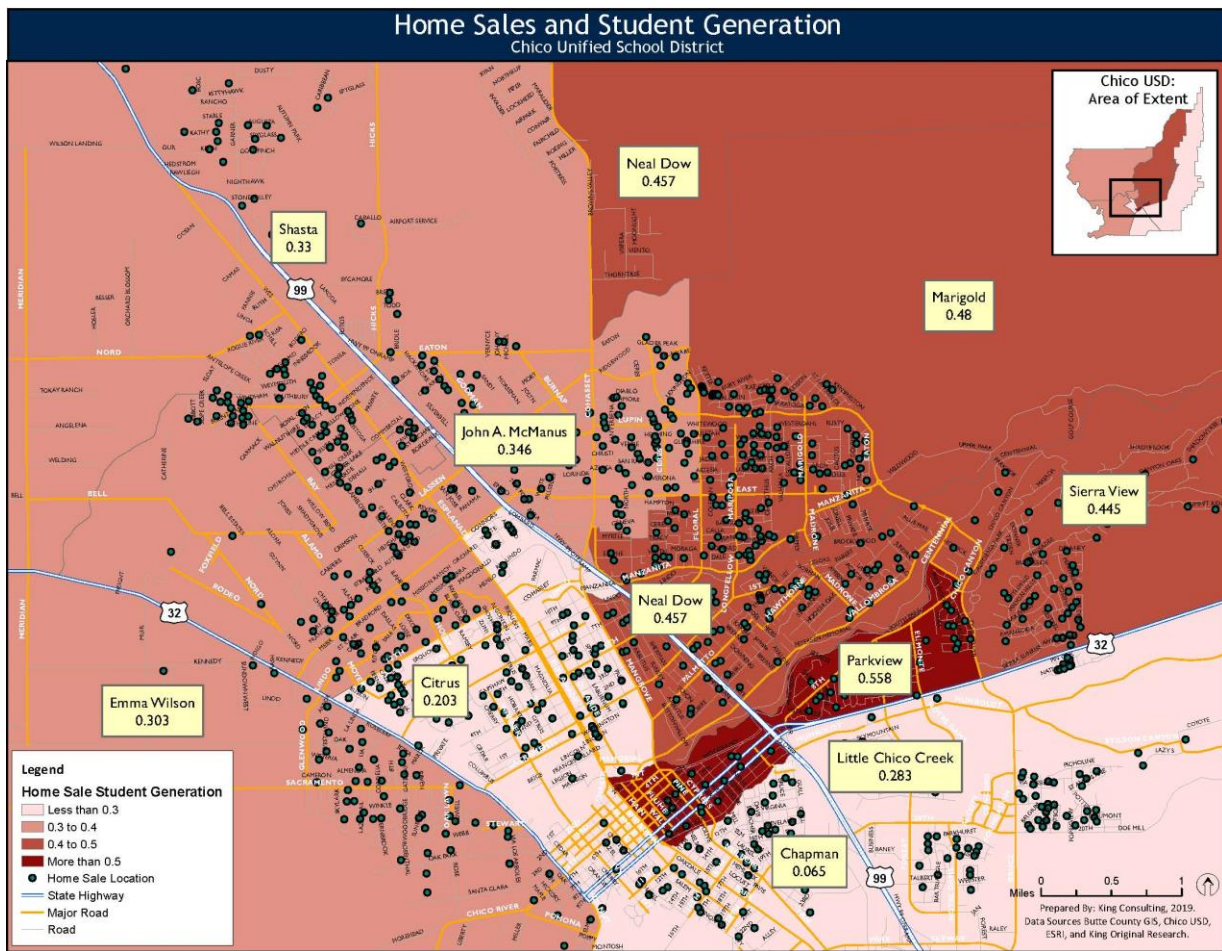
Grade	Single-Family Detached SGR	Single-Family Attached SGR
TK-5	0.160	0.089
6-8	0.088	0.025
9-12	0.095	0.038
Total K-12	0.343	0.152

King then mapped all the single-family detached housing units sold in the District to analyze them spatially, and student generation rates were prepared for each school boundary. As demonstrated in Table 8 and Figure 26, homes sold within the school boundaries in the northeastern area of the District (Neal Dow, Marigold, and Sierra View boundaries) along with the Parkview boundary in the center of CUSD generate more students per housing unit than homes sold in other parts of the District. Generally, the southern area of the District generates the fewest students from resales and the western area generates students at rates closer to the District average.

Table 8. Student Generation Rates: Home Sales by Elementary Boundary

Elementary School Boundary	Number of Single-Family Detached Units Sold	Total Students Generated	Total SGR
Chapman	77	5	0.065
Citrus	118	24	0.203
Emma Wilson	211	64	0.303
John A. McManus	130	45	0.346
Little Chico Creek	113	32	0.283
Marigold	152	73	0.480
Neal Dow	92	42	0.457
Parkview	52	29	0.558
Shasta	115	38	0.330
Sierra View	110	49	0.445
Total	1,170	401	0.343

Figure 26. Home Sales and Student Generation Rates



King prepared an additional analysis of student generation rates by year of purchase. Data from 2012 through 2016 is from previous studies, while 2017 and 2018 utilize the newly surveyed units. Although single-family detached student generation rates have remained generally stable, there is some correlation between rising purchase prices and declining student generation from single-family detached homes. This trend will need to be observed closely in the coming years. Table 9 presents the student generation rates by year for single-family detached home resales.

Table 9. Student Generation Rates: Single-Family Detached Home Resales by Year Sold

Year Sold	Number of Units	Average Purchase Price	Total Students	Total SGR
2012	970	\$245,000	340	0.351
2013	1087	\$281,000	446	0.410
2014	993	\$288,000	329	0.331
2015	1008	\$304,000	370	0.367
2016	1,369	\$317,000	440	0.321
2017	1,416	\$340,000	499	0.352
2018*	558	\$348,000	172	0.308

*2018 records are through August

SECTION F: LAND USE & PLANNING

School districts are inextricably linked to their community(s). The land use and planning policies of the City and County agencies are developed to identify current land use patterns and determine how land might best be used in the future. While land use plans can provide an indication of the development attitudes of the local government, the documents are advisory only and are not good predictors of development, as market forces, government planning and regulations, and community attitudes and action all affect current and future planned development.

It is imperative to monitor land use and planning as development will 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 in Chico Unified School District, and the communities they serve, an overview of policies and planning is included in this section of the study. By understanding the fabric of the communities, the policies and goals of the City and County, and the goals of the Chico Unified School District, planning for the future will be made easier.

Chico Unified School District serves the City of Chico and its Sphere of Influence. The City of Chico, as well as Butte County, were contacted to provide information and documents regarding 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: General Plan 2030

The County of Butte's General Plan 2030, adopted in 2010 and amended in 2012, provides direction on how the County will fulfill its community vision and manage its future growth. The General Plan addresses all aspects of development, including land use, circulation and transportation, open space, natural resources and conservation, public facilities and services, and safety and noise.

The General Plan's Guiding Principles describe how Butte County intends to grow and develop through the implementation of its General Plan. These principles were developed at the outset of the process and reflect input provided by the public, the Citizens Advisory Committee and Planning Commission, as well as final direction by the Board of Supervisors.

Through the General Plan document, policies are adopted to accomplish broad goals:

- Urban development will be primarily centralized within and adjacent to the existing municipal limits and larger unincorporated communities. Urban development will have efficient, reliable public facilities and infrastructure. Employment centers and a range of services will

be located near residential areas so that people spend less time in their cars. Residential communities will be walkable, bicycle facilities will be provided, and there will be access to public transit.

- Small unincorporated areas will be well-planned through community driven planning processes so that community character is preserved and adequate public services and facilities are provided. Rural residential development will be limited and will strive to be compatible with agricultural and environmental uses, and will address wildfire risks and public service needs.
- Agriculture and open space will continue to dominate Butte County's landscape and be an important part of the County's culture and economy. Existing agricultural areas will be maintained and an array of agricultural services will support agriculture while providing new jobs to Butte County residents.
- At the same time, new and innovative high-technology businesses will be located in Butte County, including green business and industry, attracted in part to the natural and urban environment of the County and in part to the opportunities for partnerships with Butte County's educational institutions. Butte County's residents will have a choice of housing types to best suit their individual lifestyles.
- County youth will have safe places to socialize, job and volunteer opportunities, and access to higher education and support services. They will be able to safely walk, bike, or take transit to school, and recreational programs will fulfill their after-school needs.
- Butte County will have safe, clean water for agriculture, residents and businesses. Water resources will be protected through proper planning and regulation, as well as continued research and monitoring by Butte County and its partners in watershed planning.
- Wildlife and native plants will survive and thrive in healthy ecosystems. Sensitive natural resources, including deer herd migration areas, will be protected, and Butte County will continue to coordinate with the Butte Regional Habitat Conservation Plan and Natural Community Conservation Plan. Residents of and visitors to Butte County will be able to enjoy the area's wealth of natural beauty, recreational opportunities and amenities.
- And, finally, as the cumulative result of the above, Butte County's residents will have access to healthy living and lifestyle options. Through implementation of this General Plan, Butte County in 2030 will be an economically and environmentally sustainable community, the residents of which will enjoy a high quality of life, as did their forebears.⁶

Housing Element Update 2014: County of Butte

State Law requires each city and county to adopt a general plan containing at least seven elements, including a housing element. Unlike other mandatory general plan elements, the housing element is required to be updated every five years and is subject to detailed statutory requirements and mandatory review by the State of California Department of Housing and Community Development.

⁶ Butte County General Plan.

The ***Housing Element***, one component within the County’s General Plan, was adopted by resolution (August, 2014). This document provides an assessment of housing needs throughout Butte County.

The Housing Needs Assessment provides background information and analysis used to help to inform updates to the County’s housing goals, policies, and programs. The County, in order to prepare the current Housing Element and meet its housing needs, conducted public outreach and collected input on potential changes in Housing Element goals, policies, and programs, to augment the technical analysis conducted in the preparation of the Housing Needs Assessment. Under State law, the County must conduct a Housing Needs Assessment, followed by the development of a plan to achieve the goals of the Housing Element. These goals include the following categories: rehabilitation, affordability, housing development, removal of governmental constraints, energy and water conservation.

Affordable Housing

The primary goal of this analysis for the Housing Element is to determine the affordability of housing to all economic segments of the community and assist in providing housing while maintaining the character of the County.

The County currently has an identified need for 920 housing units consisting of extremely and very low income, low income, and moderate income units. The County is also encouraging the development of affordable housing in the unincorporated areas by working with other agencies and developers as well as nonprofit housing corporations.

Housing Authority of the County of Butte

The mission of the Housing Authority of the County of Butte is to assist low and moderate income residents of Butte County to secure and maintain high quality affordable housing.⁷ Currently, Chico has several affordable housing complexes in addition to various other subsidized housing projects. The CUSD will need to maintain awareness of new affordable housing projects as a significant number of students will be generated for the district to house from any such development.

⁷ Housing Authority of the County of Butte. Mission Statement.

Local Agency Formation Commission (LAFCO)

LAFCOs were created in 1963 by the California Legislature to assist in regulating 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. There are currently 58 LAFCOs working with nearly 3,500 governmental agencies.

In 1972, LAFCOs were given the power to determine spheres of influence for all cities and special districts. A sphere of influence is a plan for the probable physical boundaries and service area of a local agency. Factors considered in a sphere of influence review focus on the current and future land use, the current and future need and capacity for service, and any relevant communities of interest. These spheres of influence are reviewed every five years as necessary.

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.

Butte County LAFCO

As stated in the previous section, LAFCO's purpose is to oversee orderly development and protect prime agricultural land. The agency provides services to individual home owners requesting annexation to a sewer district, developers seeking annexation to cities in order to obtain more favorable development and urban services, cities wishing to annex pockets or "islands" of unincorporated land located within their borders, and Special Districts or cities seeking to consolidate two or more governmental agencies into one, thereby streamlining their services and reducing the cost to local taxpayers.

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):

- The Chapman/Mulberry Neighborhood Plan.
 - The Chico City Council recently voted in favor of an annexation agreement with LAFCO to annex this neighborhood into the City of Chico.
- 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: Five-Year Review, 2016

The Chico 2030 General Plan, adopted in 2011 and amended in 2017, is a statement of community priorities to guide public decision-making. It provides a comprehensive, long-range policy framework for the growth and preservation of Chico. 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..."⁸

The City is mandated to review the General Plan every five years and to update and revise it, if necessary. The first five-year review took place in 2016.

General Plan Elements

The General Plan elements include both required (6 mandated by the State) and optional elements (6 chosen by the City to be included). The five-year review provides commentary on the following elements and areas:

⁸ *Chico 2030 General Plan, Introduction.*

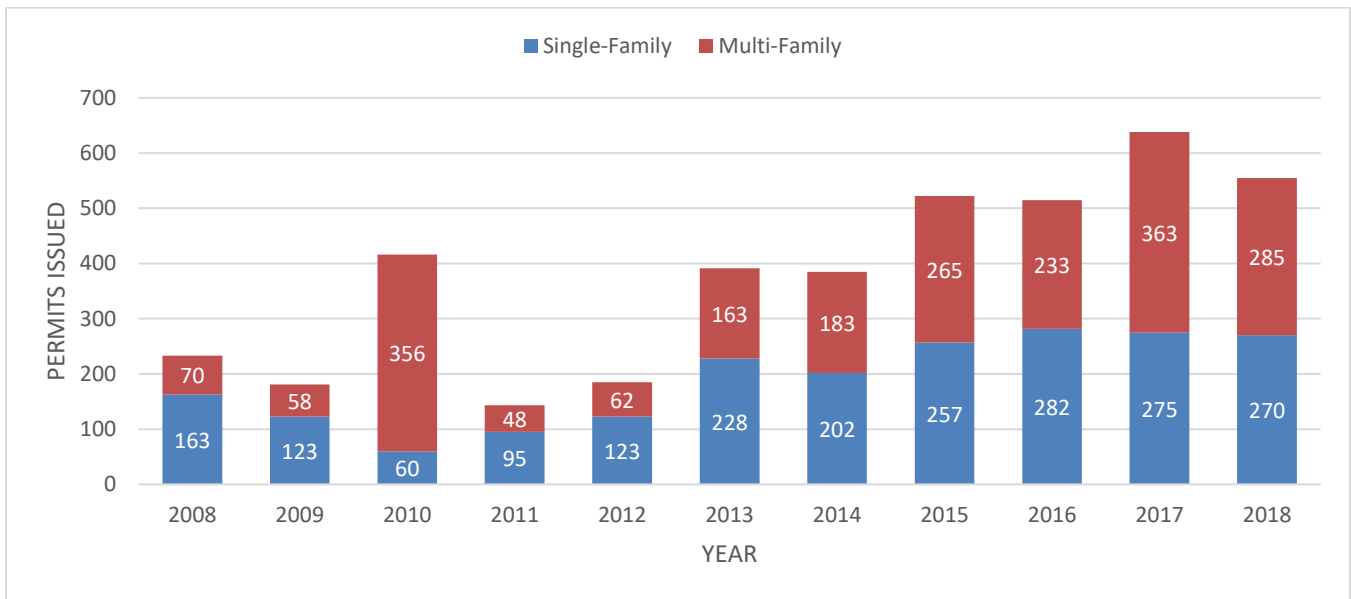
- **Population:** The original General Plan had assumed a sustained 2% annual growth rate, but growth has been closer to 1.2% in recent years. This results in the General Plan's estimated 2030 build-out population of 139,713 not being reached until 2057 with current growth trends.
- **Development Activity:** Development activity is once again increasing, reflecting a recovery from the nationwide economic recession as well as demand associated with aftermath of the Camp Fire. Single-family residential, multi-family residential, commercial, and industrial development are all strong right now. In order to continue supporting General Plan implementation, some areas have been rezoned since 2011.
- **Annexations:** Annexations have generally been on hold unless requested by individual property owners since 2007 due to the economic recession, but two significant annexations (Stewart Avenue; Chapman and Mulberry) have taken place since the adoption of the General Plan. Further, the City recently initiated annexation of the 413-acre North Chico Annexation area that represents a large "island" annexation including the Eaton, Morseman, and Godman neighborhoods.
- **General Plan Strategy of Sustainability:** The General Plan identified three unique areas on its Land Use Diagram for the purpose of promoting sustainable development:
 - **Special Planning Areas:** There has been so significant activity in the last five years at any of the identified SPAs.
 - **Opportunity Sites:** 13 of the 15 opportunity sites identified for strategic infill and redevelopment have seen some level of development in the last five years.
 - **Resource Constraint Overlay:** These areas identified by the General Plan contain sensitive biological resources. The City has worked increasingly with BCAG on a Butte Regional Conservation Plan to streamline efforts to protect these areas.
- **Commercial Land Availability:** The Update identifies 319 acres of commercial land, 230 acres of industrial land, and 414 acres of manufacturing/warehouse land that are currently vacant. This should be more than adequate for projected future need.
- **Planning Efforts:** The City has achieved several long-range planning accomplishments in recent years, including a Municipal Services review and Sphere of Influence update,

annexations, update of impact fee studies, and adoption of the HUD 5-Year Plan and State-required Housing Element, among others.

Residential Development Trends

According to the City of Chico, there was a clear trend of increased development activity in recent years, reflecting a recovery from the economic recession, which was the worst environment for development since the Great Depression. Figure 27 outlines building permit activity, demonstrating the decline in single-family building permits during the Recession years, with a steady increase in permit activity since 2010. Multi-Family permits have also increased significantly since 2011.

Figure 27. Building Permit Activity, City of Chico



Source: City of Chico

The **General Plan 2030** originally assumed that the City would need approximately 16,300 new dwelling units to accommodate 40,262 new residents through the planning period. The General Plan Land Use Diagram includes new growth areas, vacant infill areas, and redevelopment areas that were designed to accommodate Chico’s future growth with a range of housing choices. The total vacant acreage is 2,343 acres which outlines the acreage available for residential development of varying types to accommodate the increase in population. Considering the annual growth rate of 2%, the residential capacity would be absorbed over approximately 16 years. This residential capacity does not include

redevelopment or mixed-use development which would increase the capacity for new units and, therefore, accommodate increased population.

Given the updated 1.2% annual growth observed for the 5-Year Review, residential capacity will not be absorbed for approximately 26 years.

Housing Market Trends: Affordable Housing

A Housing Element Annual Report is provided to the State Housing and Community Development Department, outlining housing market trends, affordability, housing market supply and demand, and affordable housing production.

- The for-sale market trend of affordable housing units continued its recovery in 2016 with the median home price increasing to \$291,000 in 2016.
- The housing rental market in Chico has experienced strong demand, leading to increased rent prices and a low vacancy rate.
- The U.S. Department of Housing and Urban Development estimated the 2016 affordable rents outlined in Table 10.

Table 10. Affordable Income and Rent Levels

	Rent	Income
2-bedroom Fair Market Rent	\$907	\$53,100
3-person Very Low Income HH	\$664	\$26,550

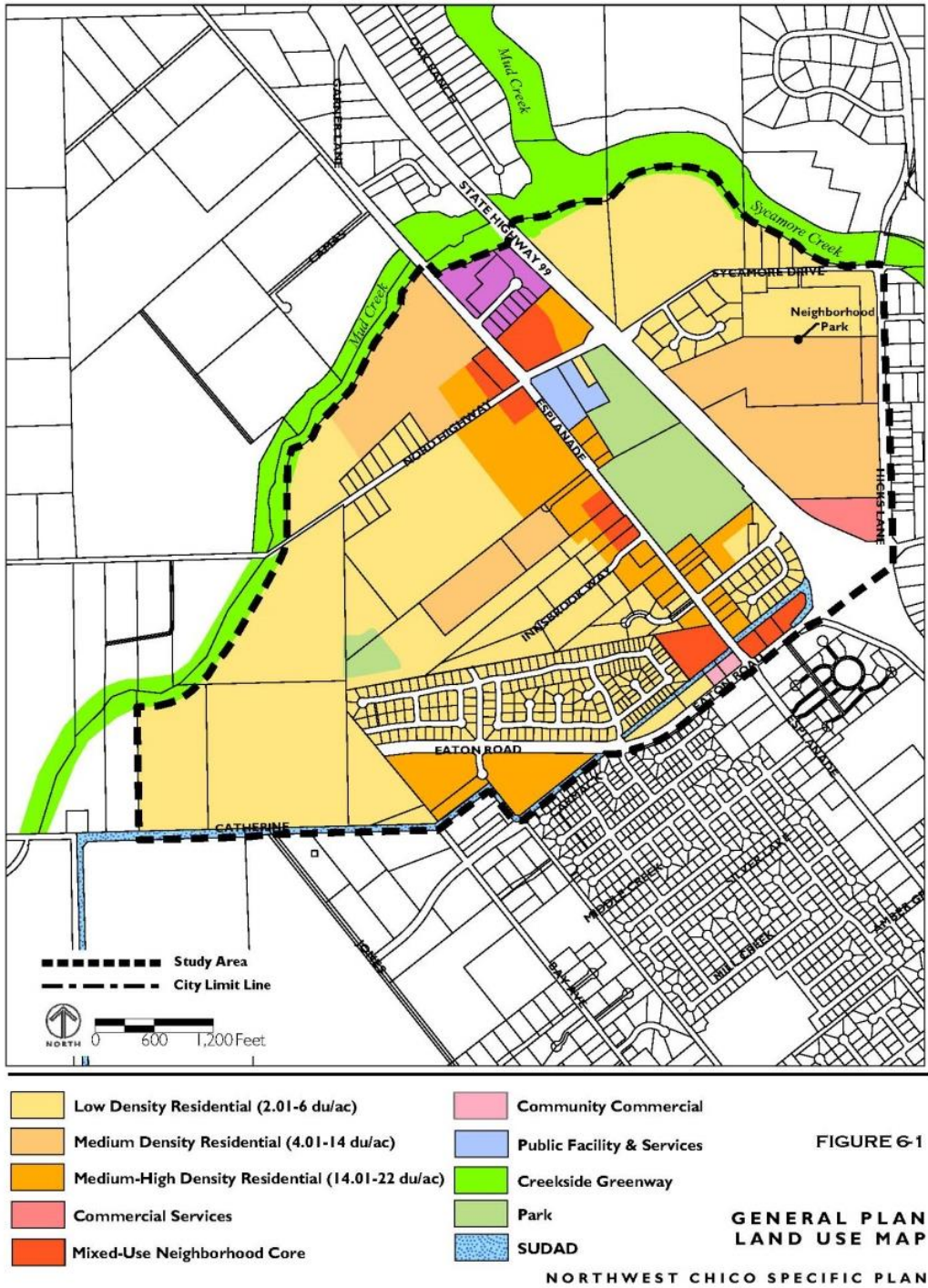
Neighborhood Plans

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. These plans assist the neighborhood associations in working with the City on visioning for planning while maintaining the character of the area.

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 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 28 outlines the Northwest Area boundaries.

Figure 28. Northwest Chico Specific Plan Area



Impact to CUSD

The City of Chico, including the Neighborhood and Specific Plan areas, is projected to continue to increase in population through the planning period.

In order to provide projections for future development (and therefore future enrollments), the City of Chico was contacted to provide an overview of current residential development projects. The current projects listed by the City on its development report are outlined in Table 11. This table provides the total units within each project by type. In order to factor future students generated by these projects into the 10-year projections where appropriate, King Consulting mapped the location of all development (Figure 29).

However, not all of these projects are likely to be built and contribute new students within the next few years. Table 12 breaks down the total number of units of each type (Single-family Detached or Multi-Family) estimated to be constructed each year. Table 13 summarizes this information by elementary school boundary. Table 14 then applies student generation rates to these units to determine the number of new elementary students that will be generated within each elementary school boundary. In this way, the actual impact of this development on CUSD school facilities can more easily be discerned.

Following these tables are descriptions of some of the more significant projects that are expected to generate students during the projection period.

Table 11. Current and Planned Residential Development

Map #	Type	Name	Units	Status	ESB	JHSB	HSB
1	Single-Family	Amber Lynn	109	Approved	John A. McManus	Bidwell	Pleasant Valley
2	Single-Family	Avila Estates	20	Approved	Sierra View	Marsh	Pleasant Valley
3	Single-Family	Belvedere Heights 2	92	Approved	Little Chico Creek	Marsh	Chico Senior
4	Single-Family	Burnap Subdivision	23	Under Construction	John A. McManus	Bidwell	Pleasant Valley
5	Single-Family	Canyon Oaks	61	Approved	Sierra View	Marsh	Pleasant Valley
6	Single-Family	Carlene Place	17	Approved	Emma Wilson	Chico	Chico Senior
7	Single-Family	Creekside Landing	100	Under Construction	Shasta	Bidwell	Pleasant Valley
8	Single-Family	Crossroads	13	Approved	Marigold	Bidwell	Pleasant Valley
9	Single-Family	Drake Estates	17	Proposed	Neal Dow	Bidwell	Pleasant Valley
10	Single-Family	Foothill Park East 7	35	Under Construction	Marigold	Bidwell	Pleasant Valley
11	Single-Family	Hopeful Heights	21	Under Construction	Neal Dow	Bidwell	Pleasant Valley
12	Single-Family	Innsbrook Sub 2	38	Approved	Shasta	Bidwell	Pleasant Valley
13	Single-Family	Las Palomas	14	Approved	John A. McManus	Bidwell	Pleasant Valley
14	Single-Family	Lassen Village	25	Approved	John A. McManus	Bidwell	Pleasant Valley
15	Single-Family	Magnolia Gardens	13	Approved	Marigold	Bidwell	Pleasant Valley
16	Single-Family	Marigold Heights	24	Approved	Marigold	Bidwell	Pleasant Valley
17	Single-Family	Mariposa Manor	34	Under Construction	Marigold	Bidwell	Pleasant Valley
18	Single-Family	Meriam Park	400	Approved: 106 Units Under Construction	Little Chico Creek	Marsh	Chico Senior

19	Single-Family	Misson Vista Ranch 2	17	Approved	Little Chico Creek	Marsh	Chico Senior
20	Single-Family	Montecito Place	105	Approved	Shasta	Bidwell	Pleasant Valley
21	Single-Family	Morseman Estates	18	Approved	John A. McManus	Bidwell	Pleasant Valley
22	Single-Family	Mountain Vista	63	Under Construction	Marigold	Bidwell	Pleasant Valley
23	Single-Family	Oak Valley	481	Approved: 35 Units Under Construction	Little Chico Creek	Marsh	Chico Senior
24	Single-Family	Plottel	21	Approved	Citrus	Chico	Chico Senior
25	Single-Family	Schill Subdivision	32	Under Construction	Shasta	Bidwell	Pleasant Valley
26	Single-Family	Siena @ Canyon Oaks	15	Under Construction	Sierra View	Marsh	Pleasant Valley
27	Single-Family	Sierra Garden Townhouses	69	Under Construction	Sierra View	Marsh	Pleasant Valley
28	Single-Family	Stonegate	469	Approved	Little Chico Creek	Marsh	Chico Senior
29	Single-Family	Twin Creeks	16	Approved	Sierra View	Marsh	Pleasant Valley
30	Single-Family	Westside Place 1 & 2	94	Approved: 34 Units Under Construction	Citrus	Chico	Chico Senior
31	Multi-Family	Channel Eaton Rd	259	Approved	Marigold	Bidwell	Pleasant Valley
32	Multi-Family	Corrigan	23	Proposed	John A. McManus	Bidwell	Pleasant Valley
33	Multi-Family	Enclave on East	44	Proposed	Marigold	Bidwell	Pleasant Valley
34	Multi-Family	Heritage Landing Apts	112	Approved	Shasta	Bidwell	Pleasant Valley
35	Multi-Family	Humboldt Apartments	40	Under Construction	Little Chico Creek	Marsh	Chico Senior
36	Multi-Family	Humboldt Van Overbeek Apts	27	Proposed	Little Chico Creek	Marsh	Chico Senior
37	Multi-Family	Ionic Enterprises	168	Proposed	John A. McManus	Bidwell	Pleasant Valley
38	Multi-Family	Jennings Building	12	Approved	Citrus	Chico	Chico Senior
39	Multi-Family	Joshua Tree Domiciles II	44	Under Construction	John A. McManus	Bidwell	Pleasant Valley
40	Multi-Family	McGuire Apartments	20	Approved	Citrus	Chico	Chico Senior
18	Multi-Family	Meriam Park	620	Approved	Little Chico Creek	Marsh	Chico Senior
41	Multi-Family	Native Oak Apartments	98	Approved	Little Chico Creek	Marsh	Chico Senior
42	Multi-Family	Notre Dame Quads	20	Approved	Little Chico Creek	Marsh	Chico Senior
23	Multi-Family	Oak Valley	633	Approved	Little Chico Creek	Marsh	Chico Senior
43	Multi-Family	Orwitz Walnut St. Apts	20	Under Construction	Emma Wilson	Chico	Chico Senior
44	Multi-Family	Pabbi Nord	15	Approved	Citrus	Chico	Chico Senior
45	Multi-Family	Riley Apartments	22	Proposed	Citrus	Chico	Chico Senior
46	Multi-Family	Shasta Crossing Phase 2	39	Under Construction	Shasta	Bidwell	Pleasant Valley
47	Multi-Family	Skyline Apartments	104	Approved	Sierra View	Marsh	Pleasant Valley
48	Multi-Family	Springfield Apartments	112	Proposed	Little Chico Creek	Marsh	Chico Senior
28	Multi-Family	Stonegate	233	Approved	Little Chico Creek	Marsh	Chico Senior
49	Multi-Family	Tank District Apartments	48	Approved	Little Chico Creek	Marsh	Chico Senior

Figure 29. Current and Planned Residential Development

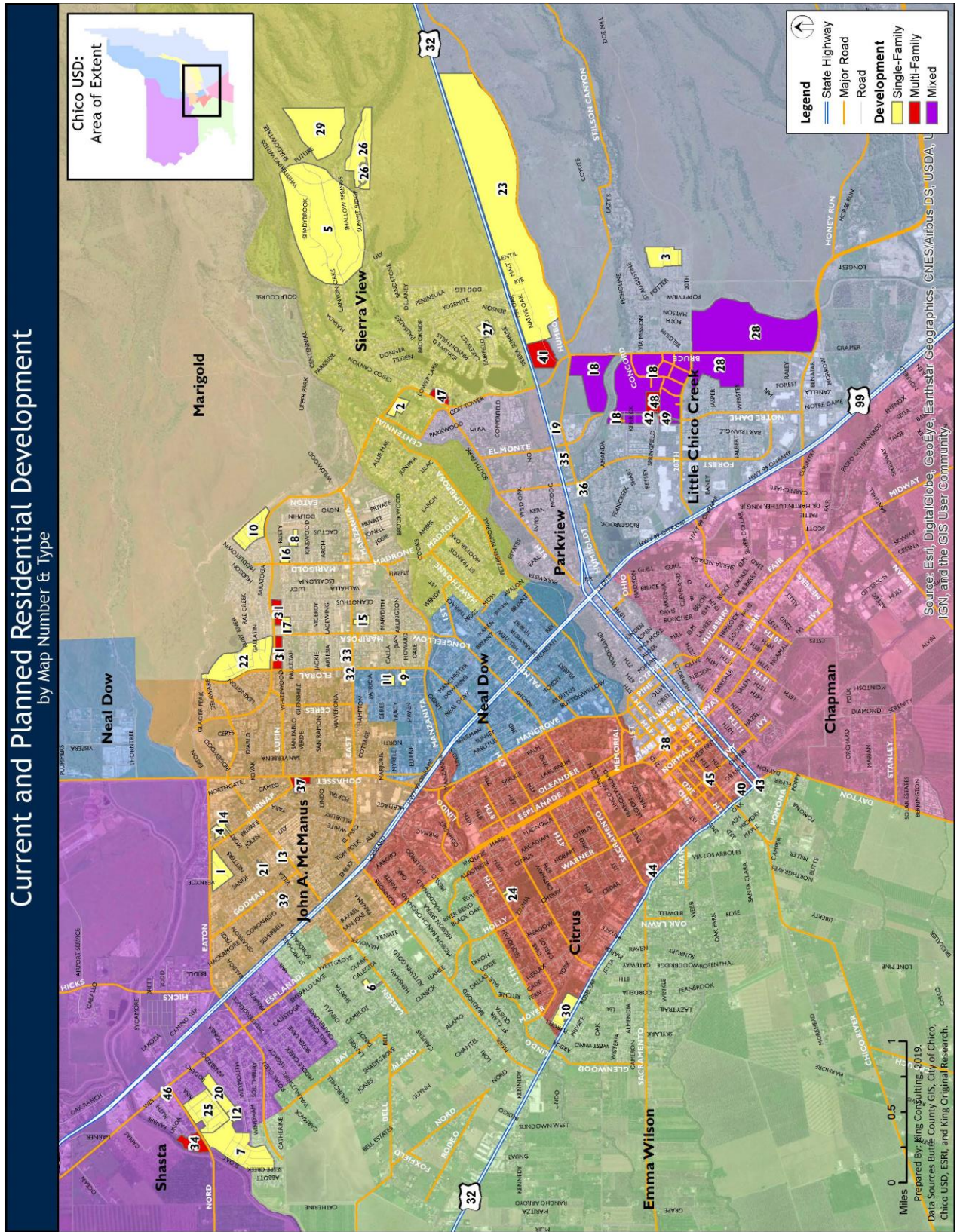


Table 12. Residential Development Units by Year

Development	Year																				Total SFD	Total MF
	2019		2020		2021		2022		2023		2024		2025		2026		2027		2028			
	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF		
Amber Lynn	-	-	-	-	37	-	36	-	36	-	-	-	-	-	-	-	-	-	-	-	109	-
Avila Estates	-	-	-	-	10	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	20	-
Burnap Subdivision	13	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	-
Canyon Oaks	3	-	3	-	3	-	3	-	3	-	3	-	3	-	3	-	3	-	3	-	30	-
Carlene Place	-	-	-	-	-	-	17	-	-	-	-	-	-	-	-	-	-	-	-	-	17	-
Channel Eaton Road	-	-	-	-	-	58	-	57	-	72	-	72	-	-	-	-	-	-	-	-	-	259
Creekside Landing	20	-	20	-	20	-	20	-	20	-	-	-	-	-	-	-	-	-	-	-	100	-
Crossroads	7	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	-
Foothill Park East	18	-	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	35	-
Hopeful Heights	11	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	-
Humboldt Apartments	-	40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40
Innsbrook Subdivision	8	-	8	-	8	-	7	-	7	-	-	-	-	-	-	-	-	-	-	-	38	-
Jennings Building	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12
Joshua Tree Domiciles II	-	44	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	44
Lassen Village	10	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25	-
Magnolia Gardens	-	-	-	-	-	-	7	-	6	-	-	-	-	-	-	-	-	-	-	-	13	-
Marigold Heights	-	-	-	-	-	-	12	-	12	-	-	-	-	-	-	-	-	-	-	-	24	-
Mariposa Manor	17	-	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	34	-
McGuire Apartments	-	-	-	-	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20
Meriam Park	56	120	50	250	50	250	50	-	50	-	50	-	50	-	44	-	-	-	-	-	400	620
Montecito Place	21	-	21	-	21	-	21	-	21	-	-	-	-	-	-	-	-	-	-	-	105	-
Moreseman Estates	-	-	-	-	-	-	9	-	9	-	-	-	-	-	-	-	-	-	-	-	18	-
Mountain Vista	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	-
Native Oak Apartments	-	-	-	98	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	98
Notre Dame Quads	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20
Oak Valley	35	-	20	-	20	-	20	-	20	-	20	-	20	-	20	-	20	-	20	-	215	-
Orwitz Walnut St Apts.	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20
Pabbi Nord	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15
Plottel	-	-	-	-	7	-	7	-	7	-	-	-	-	-	-	-	-	-	-	-	21	-
Schill Subdivision	20	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	32	-
Shasta Crossing Phase 2	-	39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39
Siena @ Canyon Oaks	3	-	3	-	3	-	3	-	3	-	-	-	-	-	-	-	-	-	-	-	15	-
Skyline Apartments	-	-	-	52	-	52	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	104
Stonegate	-	-	-	-	-	-	-	-	-	90	-	90	58	95	175	97	-	97	-	-	469	233
Tank District Apts.	-	-	-	48	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	48
Westside Place	34	-	15	-	15	-	15	-	15	-	-	-	-	-	-	-	-	-	-	-	94	-
Total	339	283	227	475	194	380	237	57	209	72	163	72	163	58	162	175	120	-	120	-	1,934	1,572

Table 13. Summary of Residential Development by Elementary Boundary

Elementary Boundary	Year																							
	2019		2020		2021		2022		2023		2024		2025		2026		2027		2028		Total	Total		
	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF		
Citrus	34	-	15	27	22	20	22	22	-	22	-	-	-	-	-	-	-	-	-	-	115	47		
Emma Wilson	-	20	-	-	-	-	17	-	-	-	-	-	-	-	-	-	-	-	-	-	17	20		
Little Chico Creek	91	180	70	396	70	250	70	-	70	-	160	-	160	58	159	175	117	-	117	-	1,084	1,059		
Marigold	105	-	40	-	58	19	57	18	72	-	72	-	-	-	-	-	-	-	-	-	182	259		
McManus	23	44	25	-	37	-	45	-	45	-	-	-	-	-	-	-	-	-	-	-	175	44		
Neal Dow	11	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	-		
Shasta	69	39	61	-	49	-	48	-	48	-	-	-	-	-	-	-	-	-	-	-	275	39		
Sierra View	6	-	6	52	16	52	16	-	6	-	3	-	3	-	3	-	3	-	3	-	65	104		
Total	339	283	227	475	194	380	237	57	209	72	163	72	163	58	162	175	120	-	120	-	1,934	1,572		

Table 14. Projected TK-5 Students Generated by Residential Development

Elementary Boundary	Year																								Total SFD	Total MF
	2019		2020		2021		2022		2023		2024		2025		2026		2027		2028		Total					
	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF	SFD	MF						
Citrus	6	-	3	2	4	2	4	4	-	4	-	-	-	-	-	-	-	-	-	-	-	20	4			
Emma Wilson	-	2	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	2			
Little Chico Creek	16	14	12	31	12	20	12	-	12	-	28	-	28	5	27	14	20	-	20	-	186	83				
Marigold	18	-	7	-	-	5	3	4	3	6	-	6	-	-	-	-	-	-	-	-	31	20				
McManus	4	3	4	-	6	-	8	-	8	-	-	-	-	-	-	-	-	-	-	-	30	3				
Neal Dow	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-				
Shasta	12	3	10	-	8	-	8	-	8	-	-	-	-	-	-	-	-	-	-	-	47	3				
Sierra View	1	-	1	4	3	4	3	-	1	-	1	-	1	-	1	-	1	-	1	-	11	8				
Total	58	22	39	37	33	30	41	4	36	6	28	6	28	5	28	14	21	-	21	-	333	123				

Channel Eaton Road

This 259-unit apartment project was approved in January 2019 and will occur in two phases. The District should monitor this project carefully to see if it moves ahead with active construction sooner than currently anticipated.

Meriam Park

The Meriam Park project, initially approved in 2007, is entering a phase of active development after being acquired by a new development team in 2016. Construction is currently underway on the first phases of what will eventually be 800 multi-family units (including Notre Dame Quads, Tank District Apartments, and Springfield Apartments), as well as on a neighborhood of 106 single-family detached residences, with more to follow over the next few years. Students projected to be generated by these developments have been added to the enrollment projections.

Mountain Vista

As of January 2019, only 63 units remain to be constructed of this development.

Oak Valley

The first units in Oak Valley have been constructed, and the District has current students residing in some of these units. The first phase of building is sold out, with Phase 2 set to begin later in 2019. The total number of units eventually constructed will be at least 1,114 including multi-family components, but there is no current plan for rapidly building these units and King projections assume a slower buildout for the Phase 2 portion of this project.

Stonegate

The Stonegate development was officially proposed in the Summer of 2016. If it is built as currently approved, its 469 units would add a significant number of students for the District to house. However, there are potential environmental constraints associated with Stonegate's proposed location, and in January a lawsuit was initiated against the developer and the City of Chico to halt development on environmental grounds. Due to these regulatory and legal factors, it is unknown how long it might take for the project to begin construction, and what form the final approved development will take. Until more information on this project is confirmed, no students will be added to the enrollment projections within the next five years. However, since the City remains confident that the project will eventually be

constructed, and since it is important for the District to see the student generation impact this project could have, students from Stonegate are included in the projection beginning in Year 6 (2024-25).

Valleys Edge

East of the Stonegate development site, another large project is set to push Chico's developed area further to the southeast. City planners estimate the Valleys Edge project is at least three years away from obtaining local entitlements, and additional years of permitting away from potentially beginning any development. This project would build out in phases over 10+ years even once it formally began construction. CUSD should still monitor this situation closely, as the project will contain a large number of new dwelling units, and the District will need to plan for school facilities once there is more certainty about if and when Valleys Edge will occur.

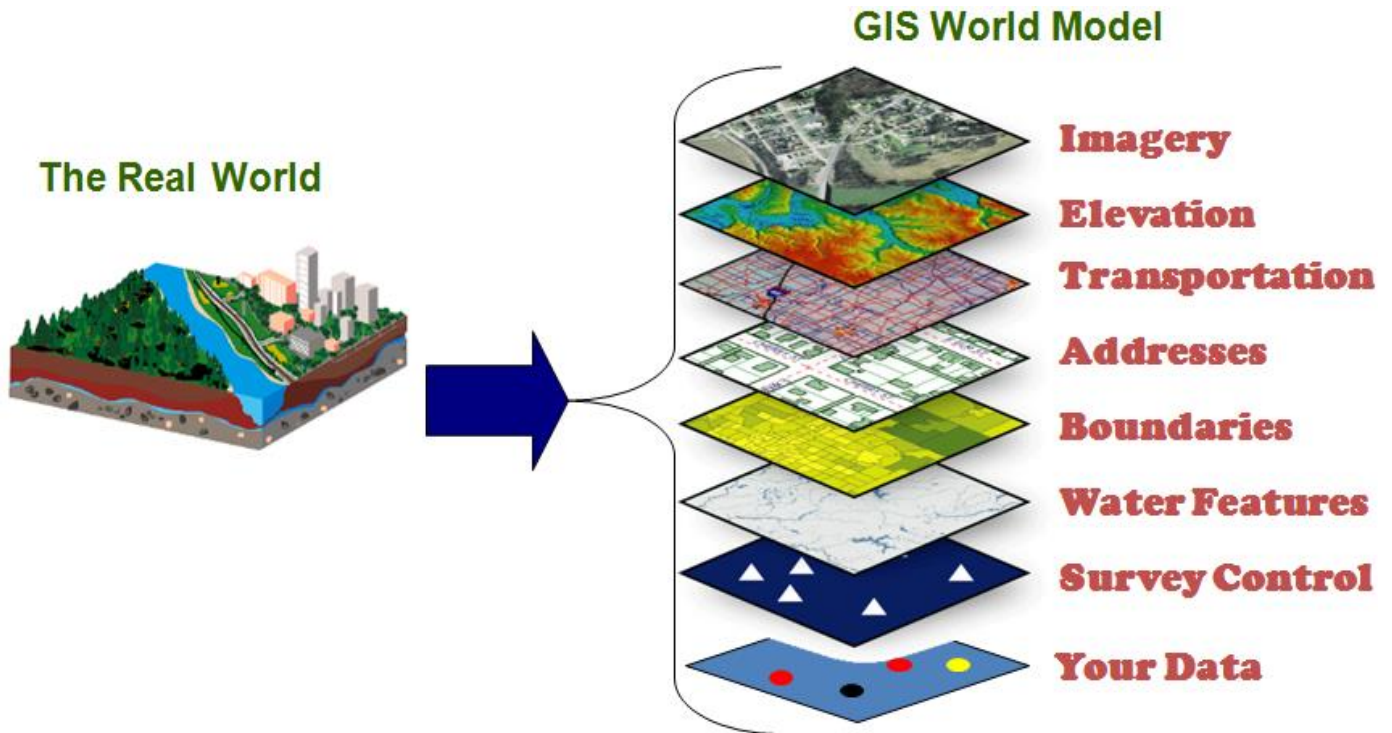
Residential Development and Land Use Impact on CUSD

The City of Chico will see the development of numerous residential projects within the projection period as residential development is once again increasing within the City and its SOI. The District will need to remain aware of all new projects and work closely with the City to coordinate adequate school facilities. Coordination 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 schools.

SECTION G: SPATIAL ANALYSIS

The consultant utilized 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 for the capture, storage, editing, analysis, and display of 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 30 provides a visualization of the layers developed for the CUSD specific GIS.

Figure 30. CUSD GIS Layers



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 current basemap data (roads, parcels, rivers, school sites, etc.) significantly enhances the decision-making process. Current District boundary maps are provided in Figures 31-33. Basemap data is updated each year from Butte County, the City of Chico, and Chico USD. CUSD elementary school boundaries will be adjusted in 2019-20 to reassign a portion of the current Shasta boundary to Neal Dow.

Figure 31. 2018-19 Elementary School Boundaries

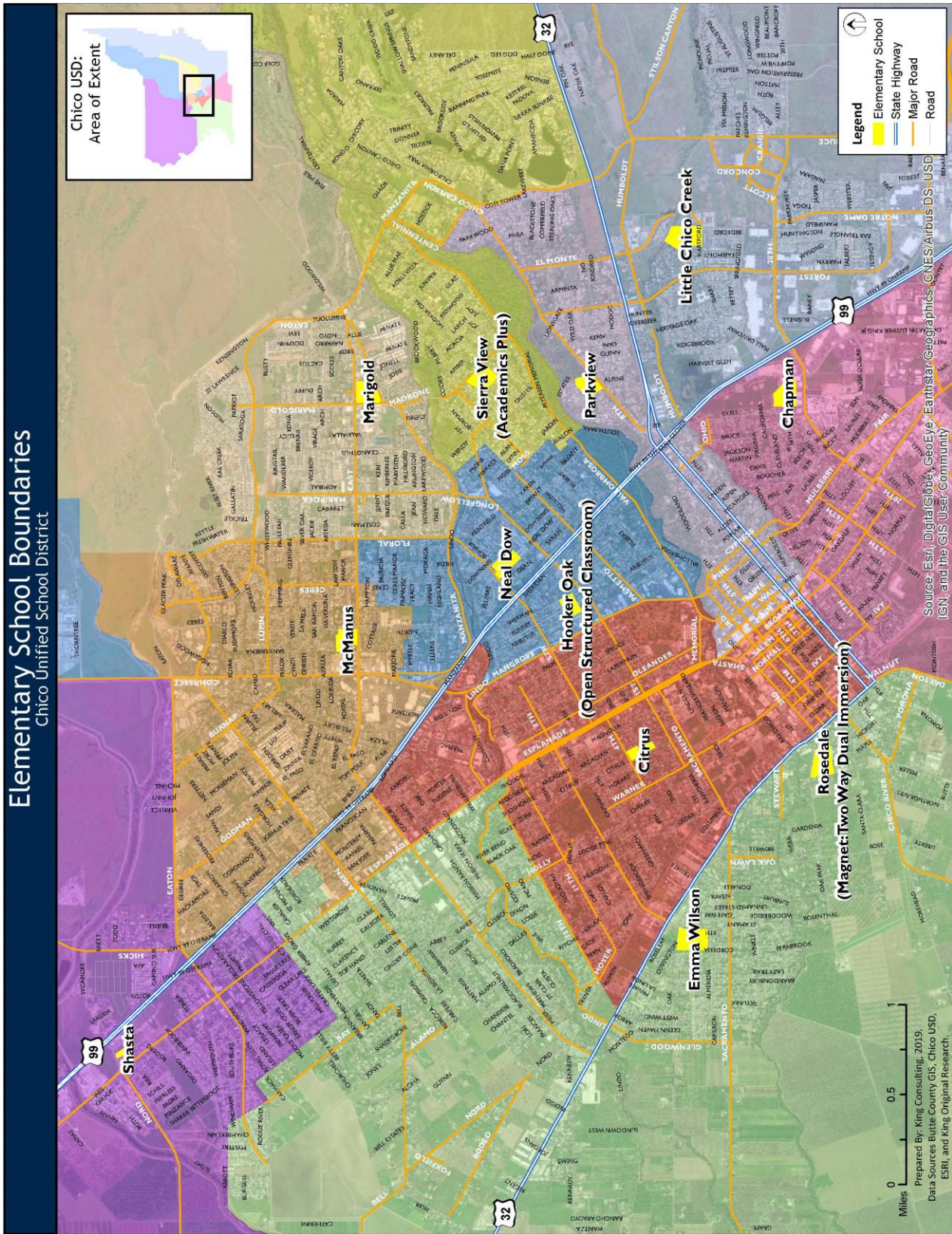


Figure 32. 2018-19 Middle School Boundaries

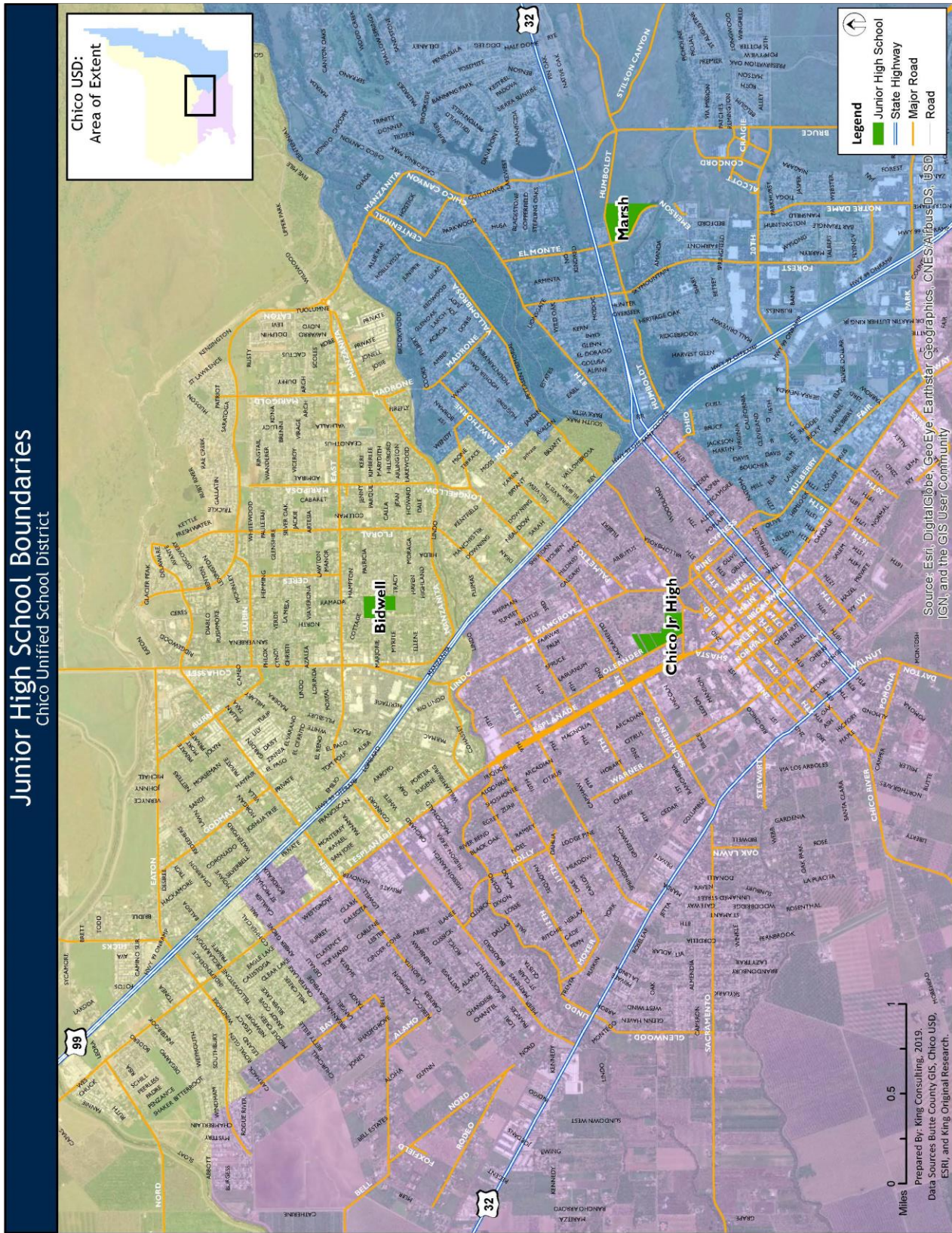
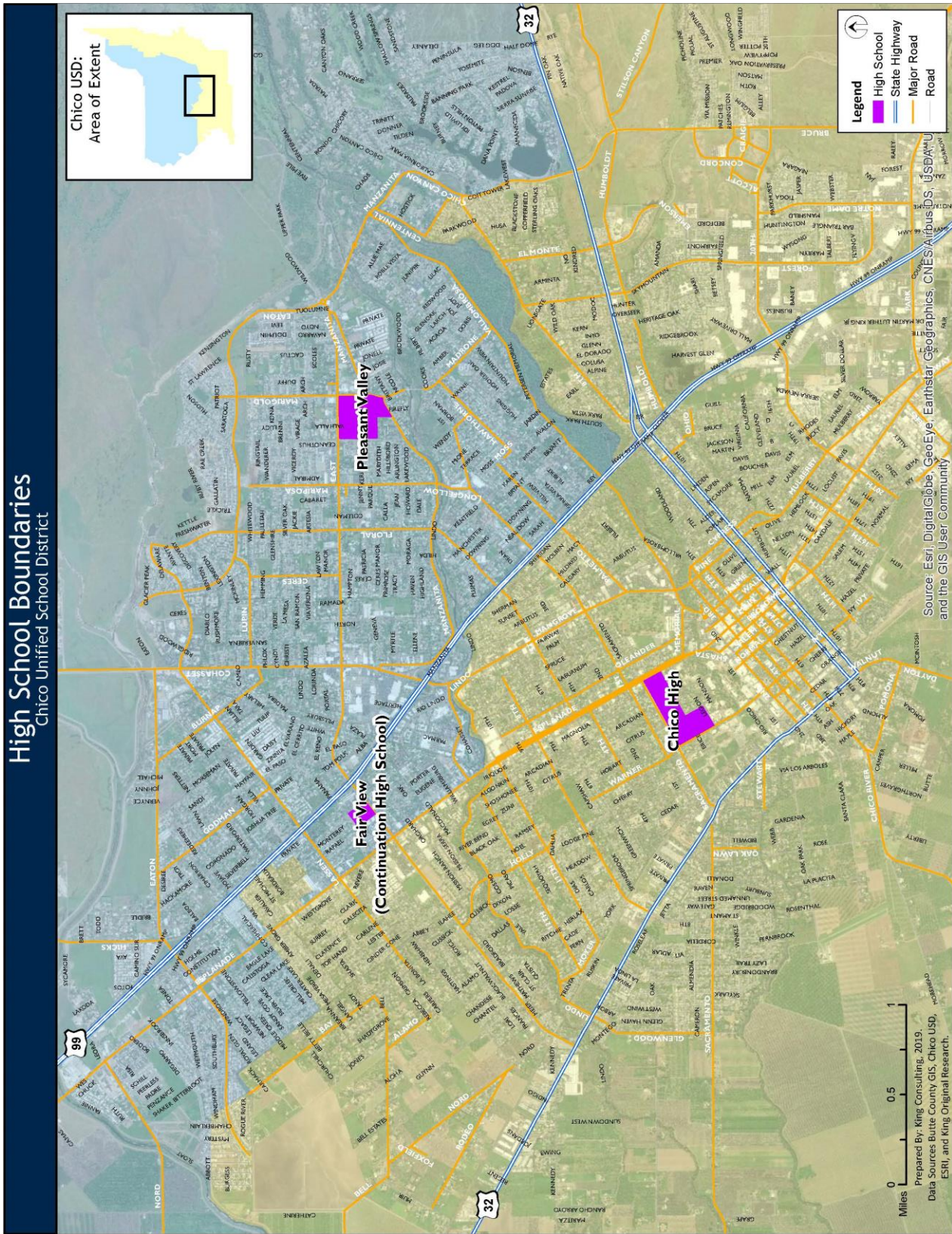


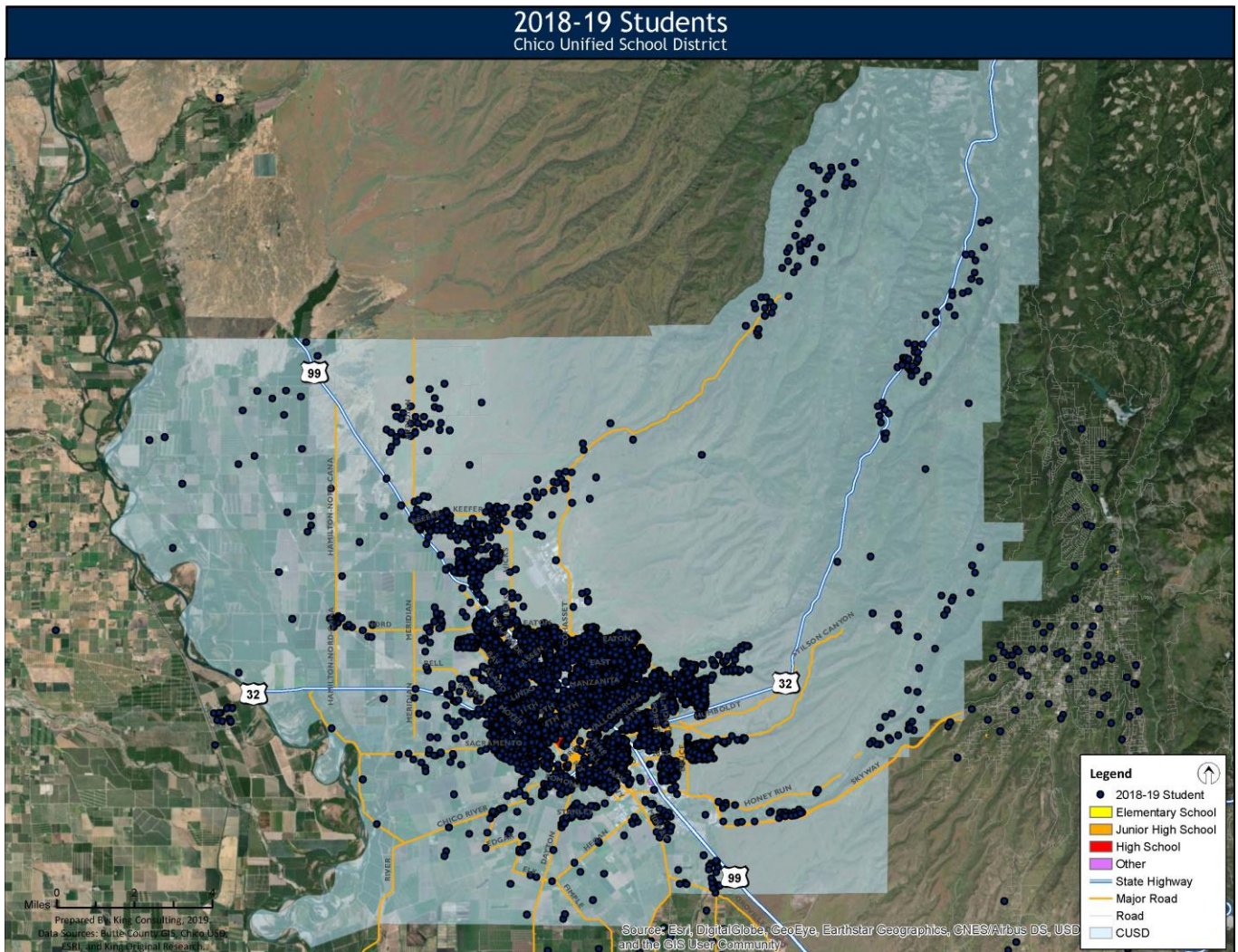
Figure 33. 2018-19 High School Boundaries



Student Data

The consultant mapped the 2018-19 student information database 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 34). This map demonstrates the distribution of 2018-19 students (or lack thereof) in the various areas of the District. The student list that was geocoded for this analysis does not include students who enrolled with CUSD after the Camp Fire. However, these students are analyzed separately beginning on Page 90 of this report.

Figure 34. 2018-19 Student Resident Distribution



Student Densities

Once the 2018-19 students were mapped, they were analyzed and displayed by grade level. These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity District-wide.

At the elementary school level (TK-5th grades), the highest number of students reside in the Emma Wilson and Shasta school boundaries, while the fewest number of students reside in the Parkview and Neal Dow school boundaries (Figure 35). Generally, the elementary schools on the western side of the District contain more students in their boundaries than other areas of CUSD.

At the junior high school level (6th-8th grades), the highest number of students reside in the Bidwell school boundary, while the fewest number of students reside in the Chico Jr. High boundary (Figure 36).

At the high school level (9th-12th grades), Pleasant Valley High School has more resident students than Chico Senior High School (Figure 37).

Figure 35. 2018-19 TK-5th Grade Student Resident Totals

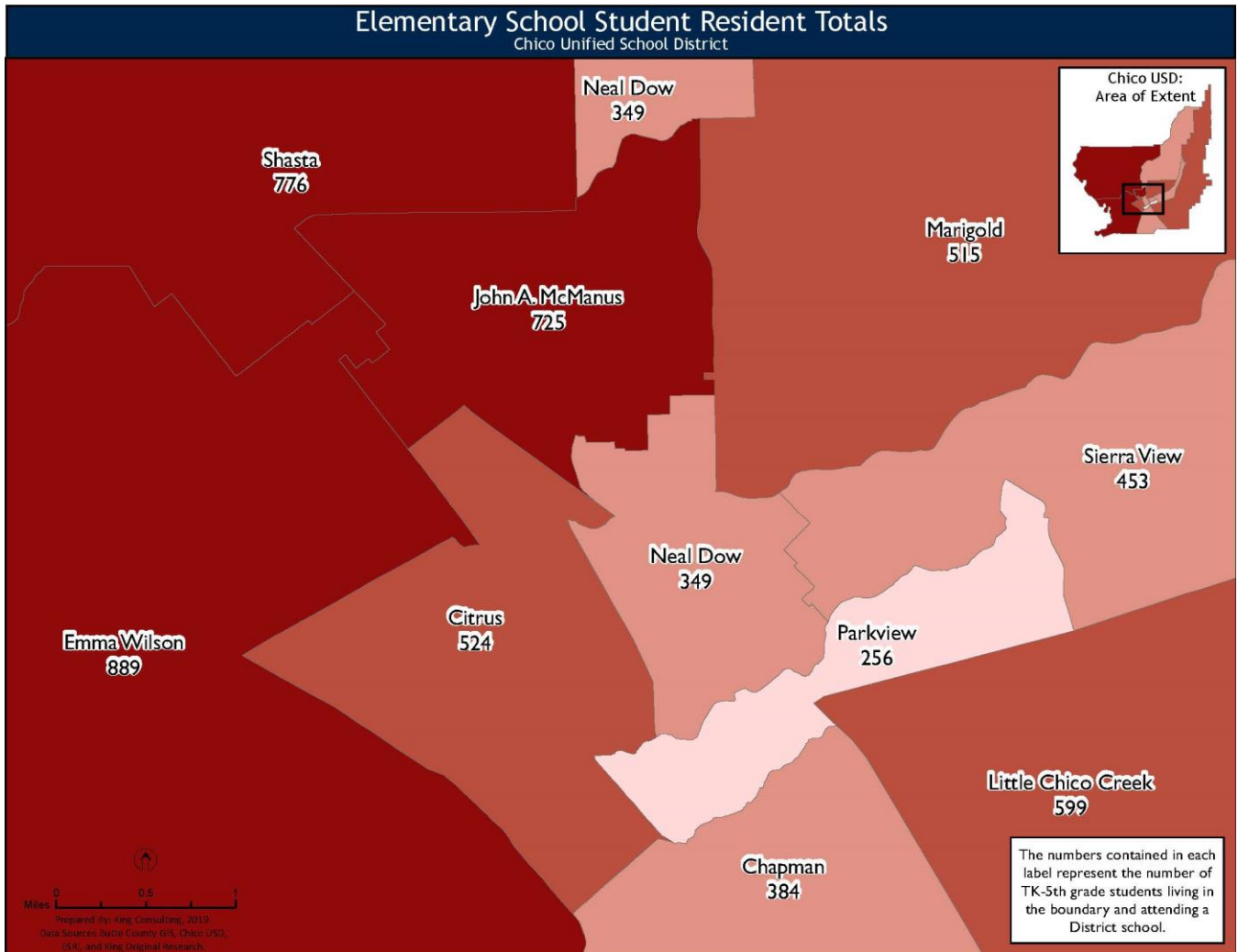


Figure 36. 2018-19 6th-8th Grade Student Resident Totals

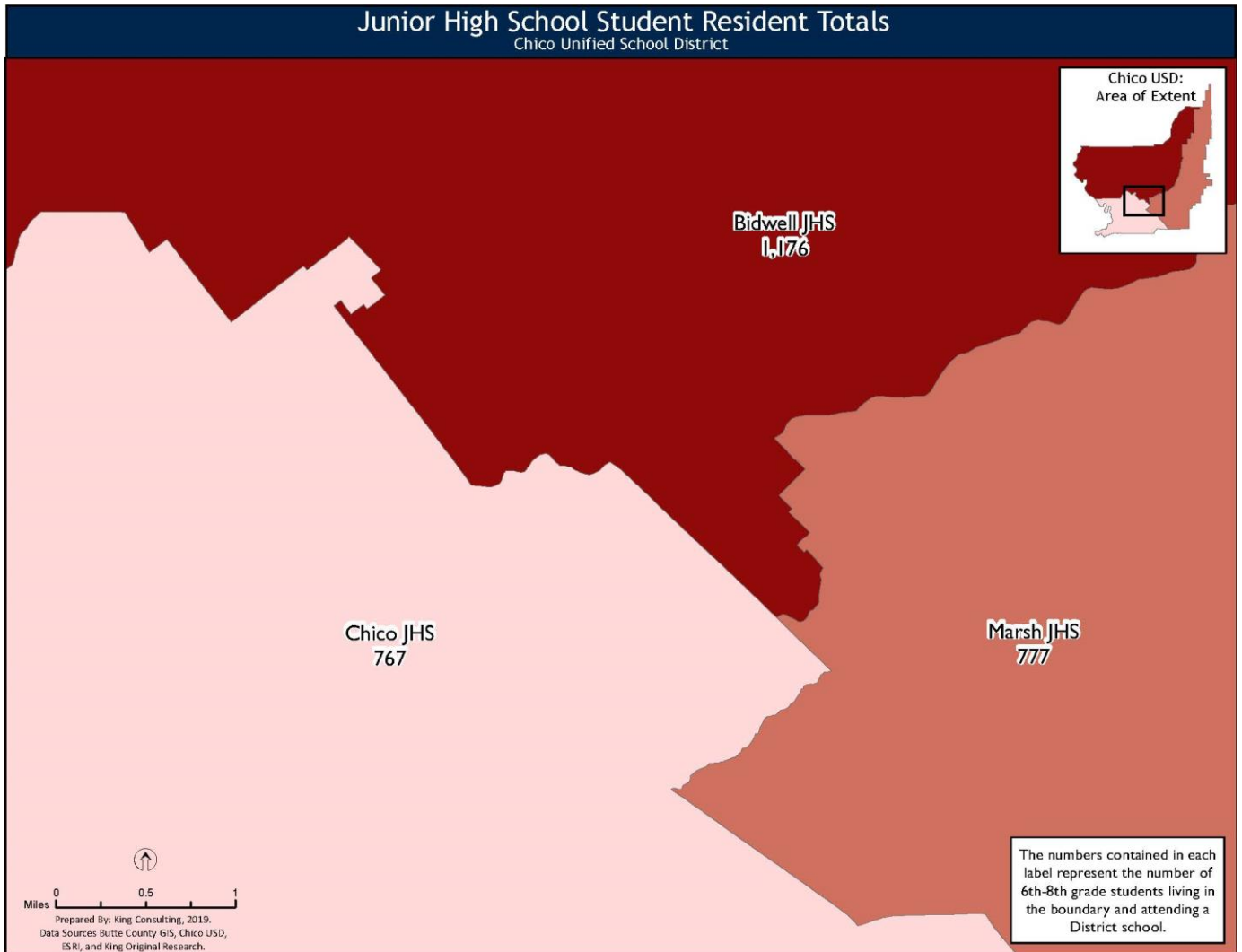
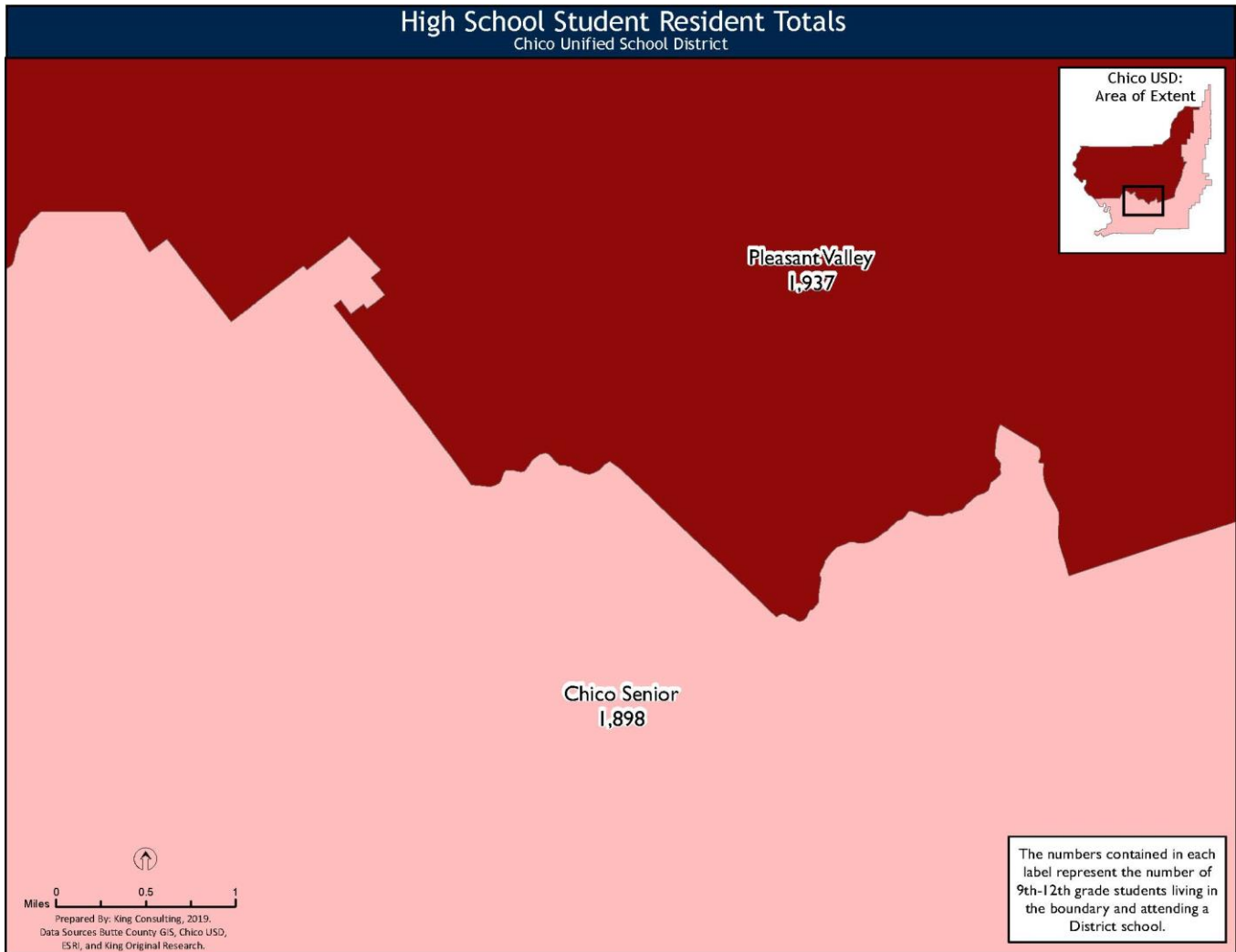


Figure 37. 2018-19 9th-12th Grade Student Resident Totals



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 pages compare the 2018-19 CUSD students as of October 2018 by their school of residence vs. their school of attendance⁹.

- Schools listed across the top of the table are the schools of residence
 - Each column shows where students who reside in that boundary attend school.
- Schools listed down the left-hand side of the table are the schools of attendance
 - Each row shows the residence of students who attend that school.

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 some other CUSD school. Alternative and District-affiliated charter schools are included in the analysis of out-migration, while inter-district transfer students are included in the analysis of in-migration. This detailed analysis demonstrates the CUSD is experiencing high rates of in-migration and out-migration.

Elementary School Matrix

Table 15 demonstrates the rates of elementary in-migration; from 9.7% at Shasta Elementary School to 57% at Parkview Elementary School (in other words, 57% of Parkview enrollment is comprised of students not residing within the Parkview boundary). It is important to note that it is expected that in-migration will be higher in schools that operate special academic programs, such as Sierra View (Academics Plus) and Parkview (STEM).

Likewise, the matrix also demonstrates the rates of TK-5th grade out-migration; from 24.7% at Sierra View Elementary School to 56.1% at Citrus Elementary School (in other words, 56.1% of the elementary students residing in the Citrus Elementary School boundary attend a school other than Citrus).

It is important to note that since Hooker Oak and Rosedale do not have boundaries, their popularity creates higher rates of out migration at other schools. Citrus, McManus, and Neal Dow (the three

⁹ These student totals were derived from the geocoded 2018-19 student list and therefore may not perfectly match the 2018-19 CUSD enrollment data totals.

schools with the highest rates of out-migration) each had 19.2% to 29.6% of their resident students choose to attend either Hooker Oak or Rosedale.

Figures 38 and 39 demonstrate the rates of in and out-migration for all elementary schools. Figure 40 demonstrates the elementary school student net migration. Net migration is the difference between the number of students migrating into the school and the number of students migrating out of the school boundary, not counting out of District students and non-boundaried or alternative schools. Net migration demonstrates which traditional schools are popular with CUSD students who attend a traditional school.

Table 15. Elementary Attendance Matrix

School of Attendance	School of Residence											Total Attending
	Chapman	Citrus	Emma Wilson	Little Chico Creek	Marigold	McManus	Neal Dow	Parkview	Shasta	Sierra View	Other Districts	
Chapman	215	11	19	25	3	22	7	6	6	2	4	320
Citrus	10	230	25	3	5	19	6	-	5	3	5	311
Emma Wilson	9	37	504	7	7	36	8	2	27	2	2	641
Little Chico Creek	13	7	14	372	10	20	1	4	10	9	3	463
Marigold	2	8	21	12	353	43	4	10	10	8	-	471
McManus	6	13	19	5	13	337	11	1	19	5	2	431
Neal Dow	13	14	24	22	11	41	193	4	10	9	4	345
Parkview	22	17	38	31	18	21	18	173	17	34	13	402
Shasta	3	4	21	5	4	12	12	-	576	1	-	638
Sierra View	13	28	40	41	29	32	12	13	21	341	7	577
Hooker Oak	14	84	53	14	20	86	41	10	19	16	16	373
Rosedale	60	71	107	58	29	53	36	32	53	23	20	542
Loma Vista (K-6)	1	-	1	2	13	2	-	-	2	-	-	21
Oakdale Elementary (K-6)	3	-	3	2	-	1	-	1	1	-	-	11
Total Residing	384	524	889	599	515	725	349	256	776	453	76	5,546

Outflow to other Attendance Areas	91	139	221	151	100	246	79	40	125	73
Inflow from other Attendance Areas	101	76	135	88	118	92	148	216	62	229

Outflow to other CUSD schools	78	155	164	76	62	142	77	43	75	39
Inflow from Other Districts	4	5	2	3	-	2	4	13	-	7

% In-Migration	32.8%	26.0%	21.4%	19.7%	25.1%	21.8%	44.1%	57.0%	9.7%	40.9%
% Out-Migration	44.0%	56.1%	43.3%	37.9%	31.5%	53.5%	44.7%	32.4%	25.8%	24.7%

Net Migration between Attendance Areas	10	-63	-86	-63	18	-154	69	176	-63	156
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Figure 38. Elementary School Student In-Migration

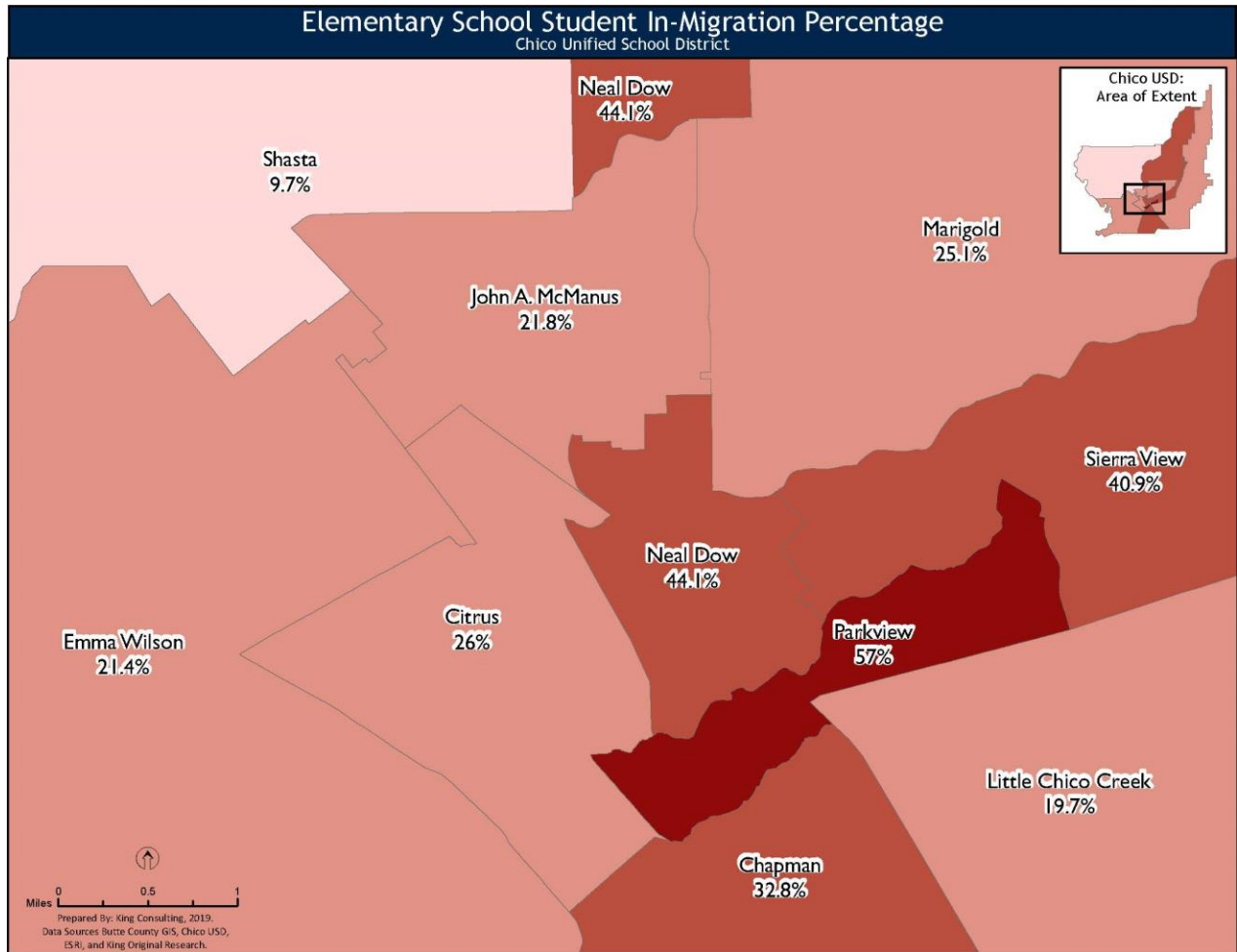


Figure 39. Elementary School Student Out-Migration

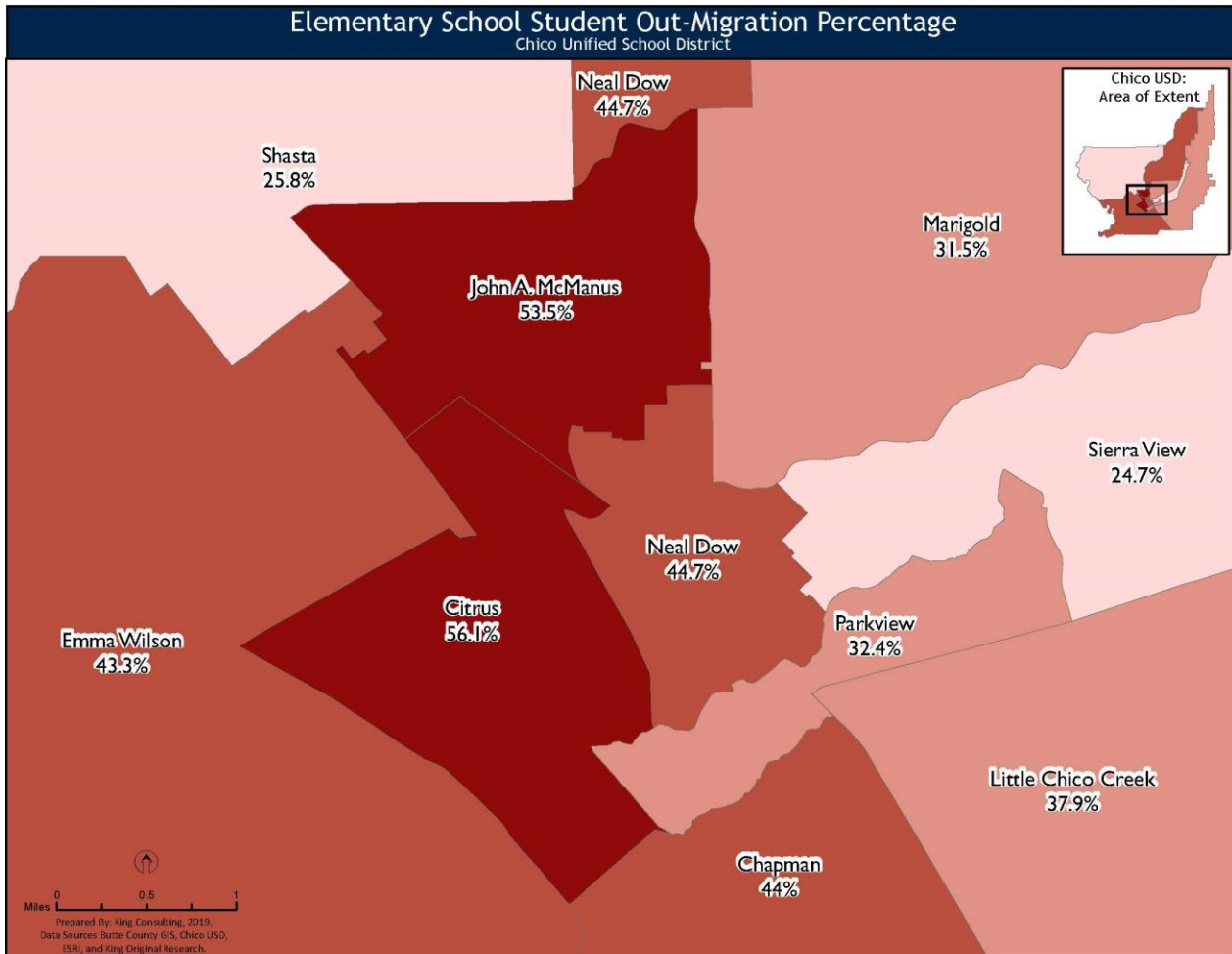
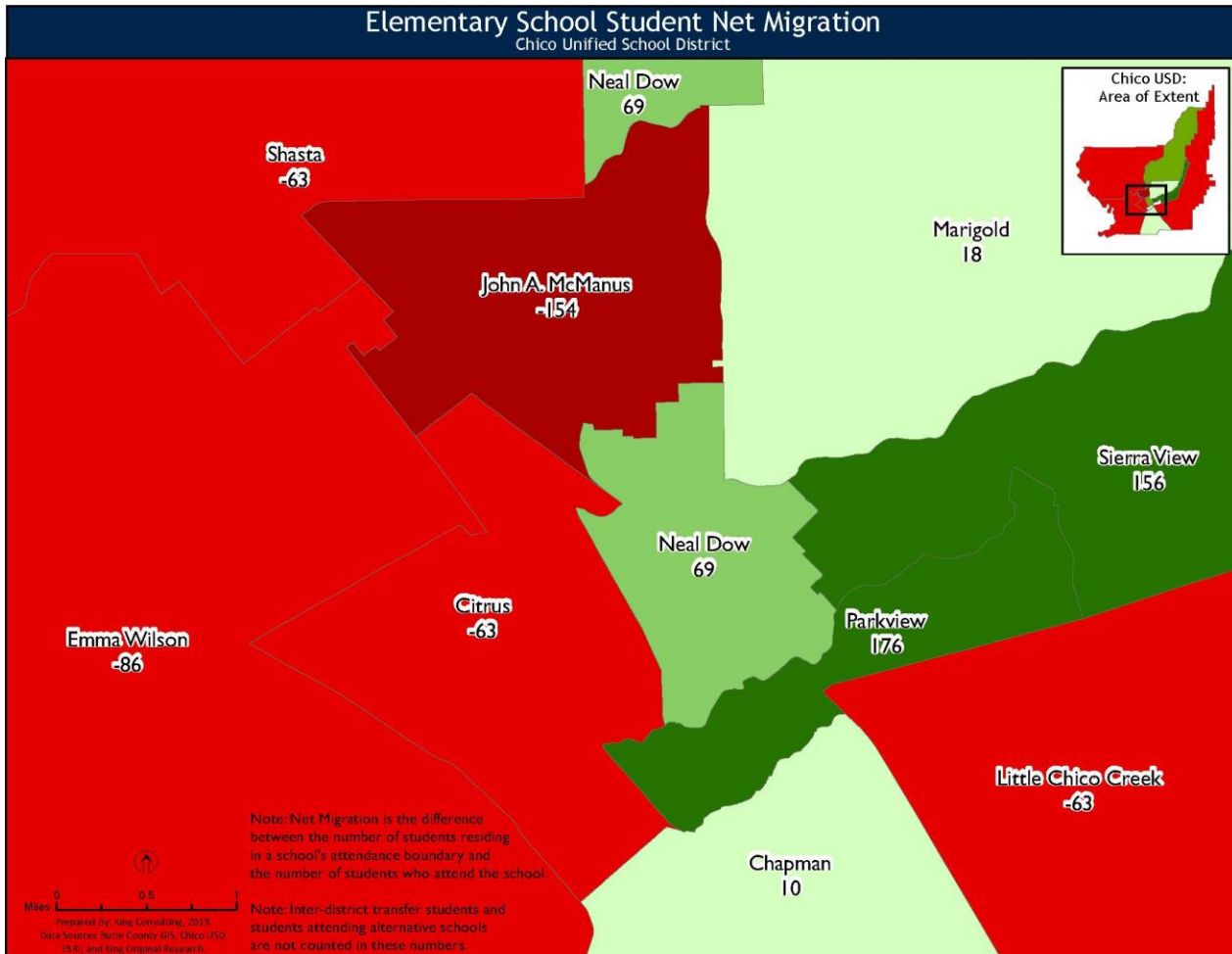


Figure 40. Elementary School Student Net Migration



Junior High School Matrix

Table 16 demonstrates the rates of 6th-8th grade in-migration; from 17.4% at Bidwell Junior High School to 40.9% at Chico Junior High School (in other words, 40.9% of Chico Junior High School's enrollment consists of junior high school students not residing in the Chico Junior High School boundary).

Likewise, the matrix also demonstrates rates of 6th-8th grade out-migration; from 30.9% at Marsh Junior High School to 33.5% at Chico Junior High School (in other words, 33.5% of the junior high school students residing in the Chico Junior High School boundary attend a school other than Chico Junior High).

Figures 41 and 42 demonstrate the rates of in and out-migration for all junior high schools. Figure 43 demonstrates the junior high school student net migration. Net migration is the difference between the number of students migrating into the school and the number of students migrating out of the school boundary, not counting out of District students and alternative schools.

Table 16. Junior High School Attendance Matrix

		School of Residence				Total Attending
		Bidwell Junior	Chico Junior	Marsh Junior	Other Districts	
School of Attendance	Bidwell Junior	804	101	65	3	973
	Chico Junior	180	510	149	24	863
	Marsh Junior	184	136	537	14	871
	Academy for Change (7-8)	1	3	3	-	7
	Oak Bridge Academy	2	1	4	-	7
	Oakdale (7-8)	3	8	10	-	21
	Center for Alternative Learning	2	8	9	-	19
	Total Residing	1,176	767	777	41	2,761

Outflow to other Attendance Areas	364	237	214
Inflow from other Attendance Areas	166	329	320

Outflow to other CUSD schools	8	20	26
Inflow from Other Districts	3	24	14

% In-Migration	17.4%	40.9%	38.3%
% Out-Migration	31.6%	33.5%	30.9%

Net Migration between Attendance Areas	-198	92	106
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Figure 41. Middle School Student In-Migration

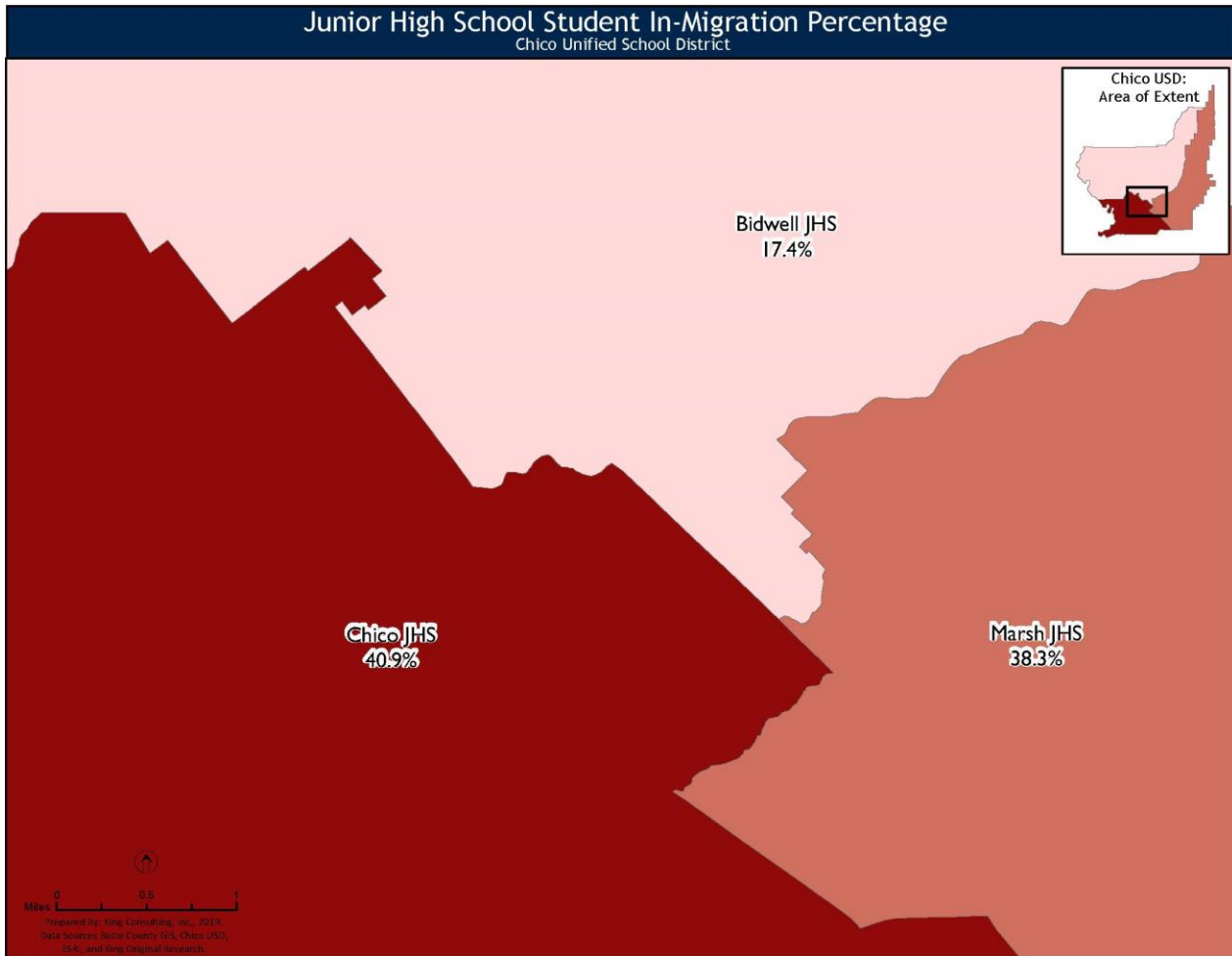


Figure 42. Middle School Student Out-Migration

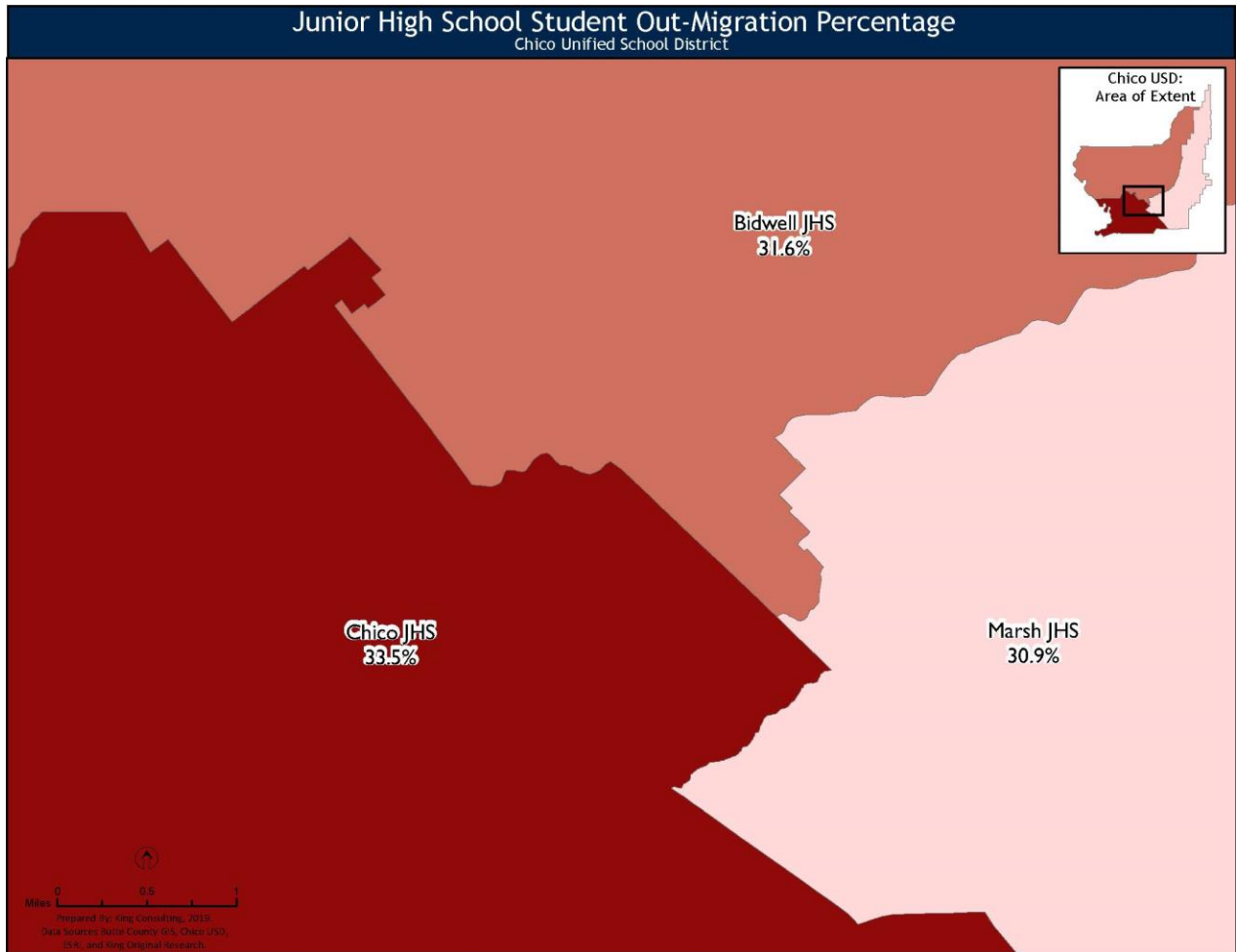
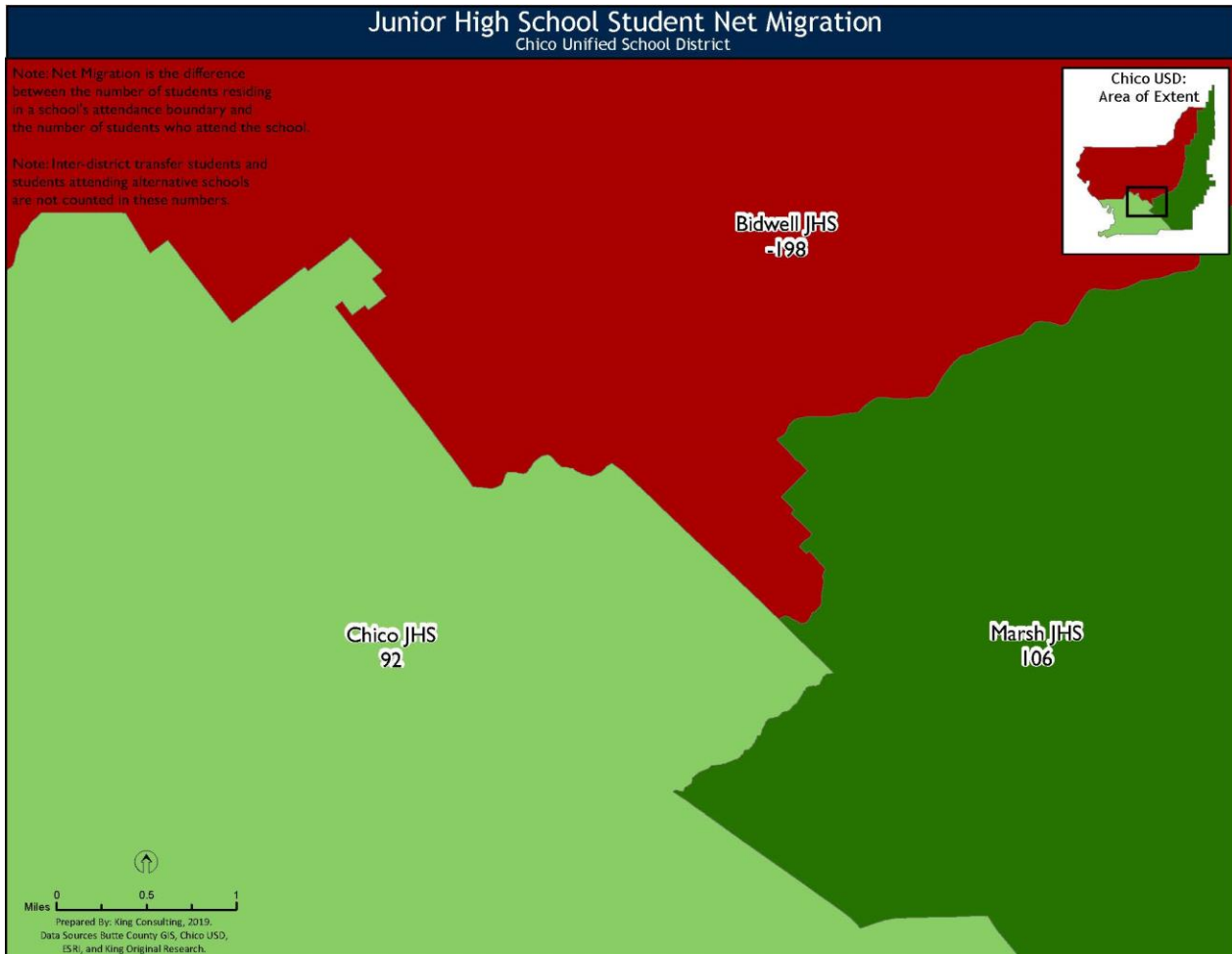


Figure 43. Middle School Student Net Migration



High School Matrix

Table 17 demonstrates the rates of 9th-12th grade in-migration, which are 30.7% at Chico Senior High School and 31.3% at Pleasant Valley High School (in other words, 31.3% of Pleasant Valley High School enrollment consists of high school students not residing in the Pleasant Valley High School boundary).

Likewise, the matrix also demonstrates rates of 9th-12th out-migration, which are 30.6% at Pleasant Valley High School and 37.9% at Chico Senior High School (in other words, 37.9% of the high school students residing in the Chico Senior High School boundary attend a school other than Chico Senior High School).

Figures 44 and 45 demonstrate the rates of in and out-migration for all high schools. Figure 46 demonstrates the high school student net migration. Net migration is the difference between the

number of students migrating into the school and the number of students migrating out of the school boundary, not counting out of District students and alternative schools.

Table 17. High School Attendance Matrix

School of Attendance	School of Residence			Total Attending
	Chico Senior	Pleasant Valley	Other Districts	
Chico Senior	1,179	469	54	1,702
Pleasant Valley	565	1,344	48	1,957
Academy for Change	2	6	1	9
Fair View High	78	68	4	150
Oak Bridge Academy	14	7	-	21
Oakdale Secondary	48	36	3	87
Center for Alternative Learning	12	7	-	19
Total Residing	1,898	1,937	110	3,945
Loma Vista (Ungraded secondary only)	50	60	2	112

Outflow to other Attendance Areas	565	469
Inflow from other Attendance Areas	469	565

Outflow to other CUSD schools	154	124
Inflow from Other Districts	54	48

% In-Migration	30.7%	31.3%
% Out-Migration	37.9%	30.6%

Net Migration between Attendance Areas	-96	96
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Figure 44. High School Student In-Migration

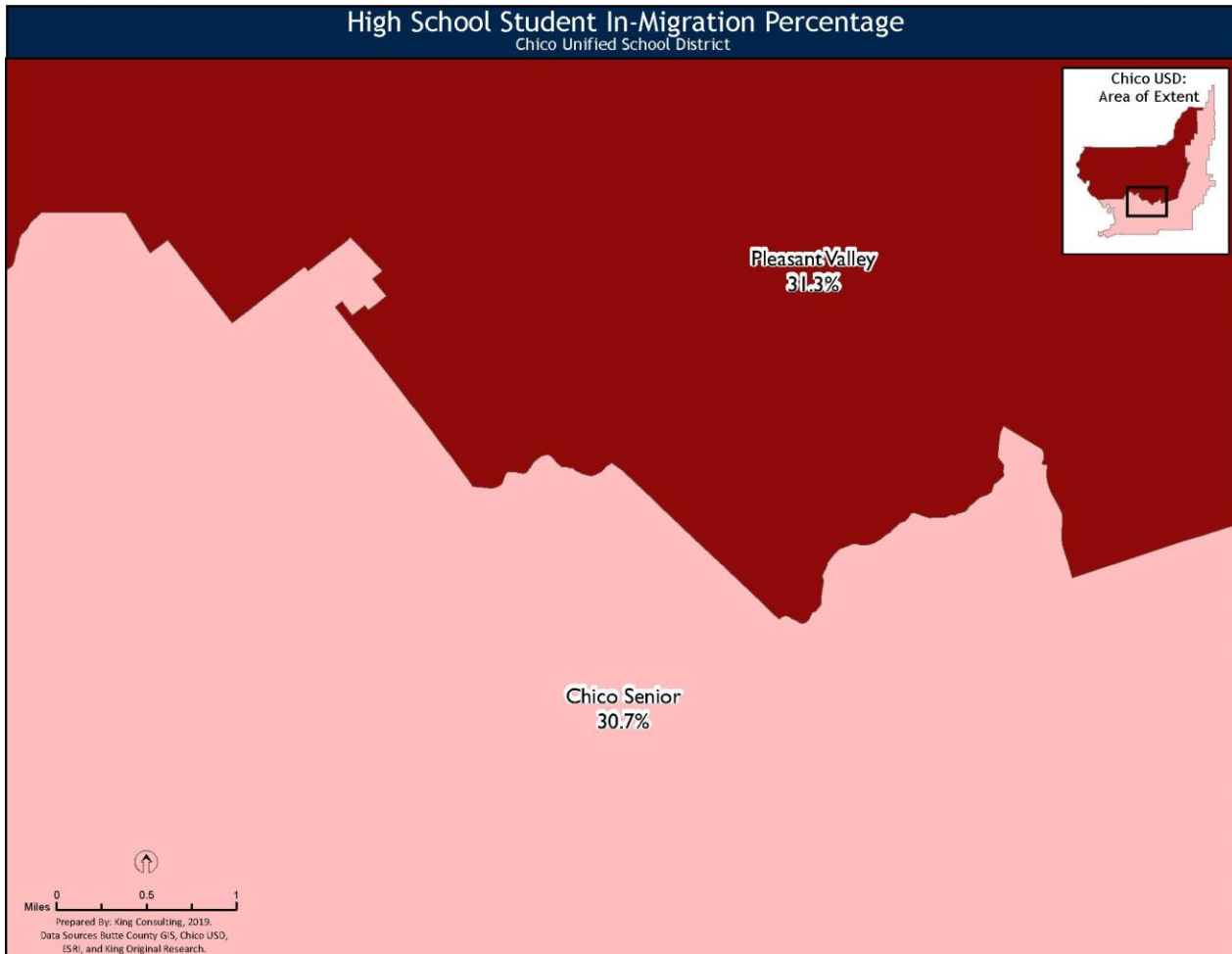


Figure 45. High School Students Out-Migration

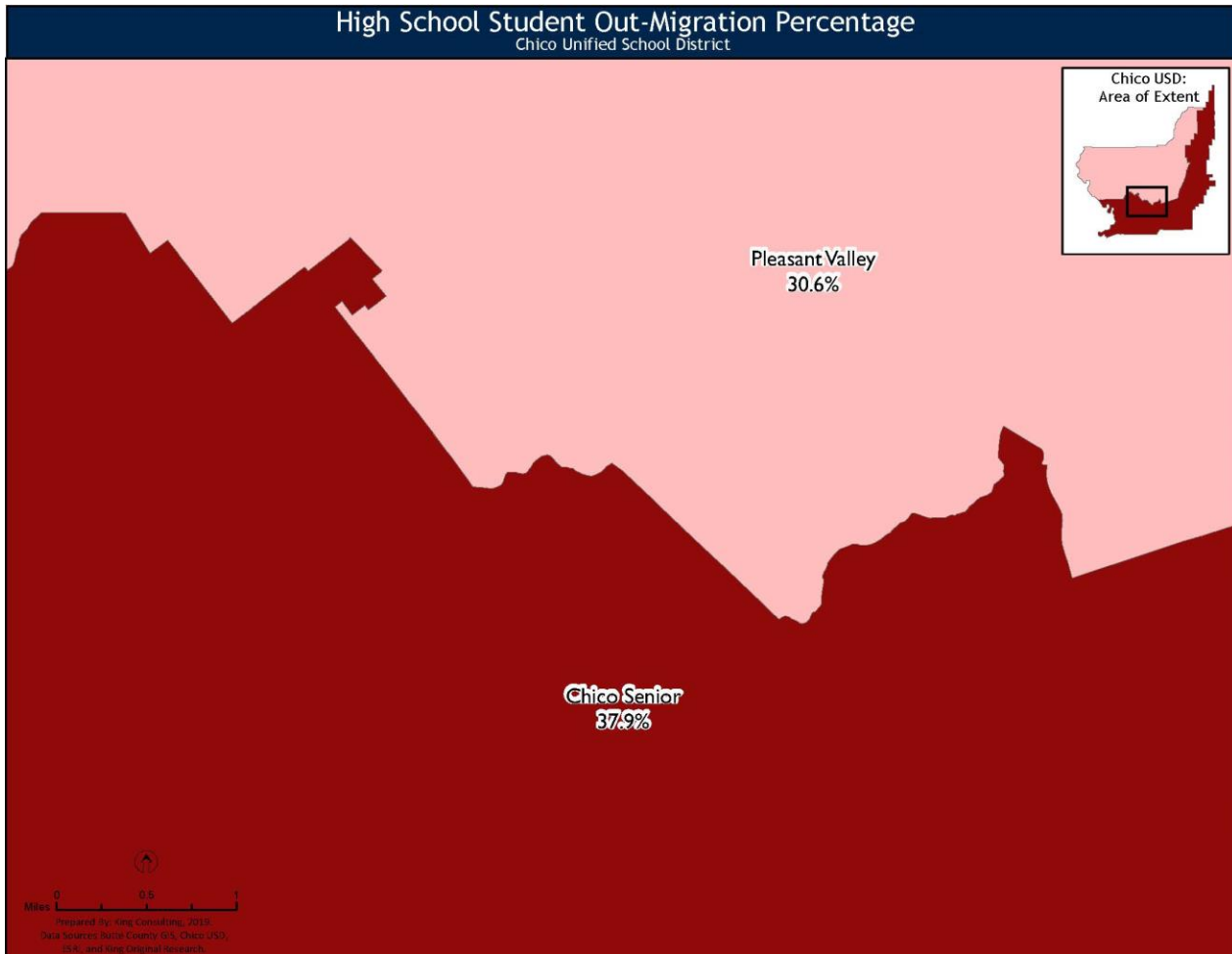
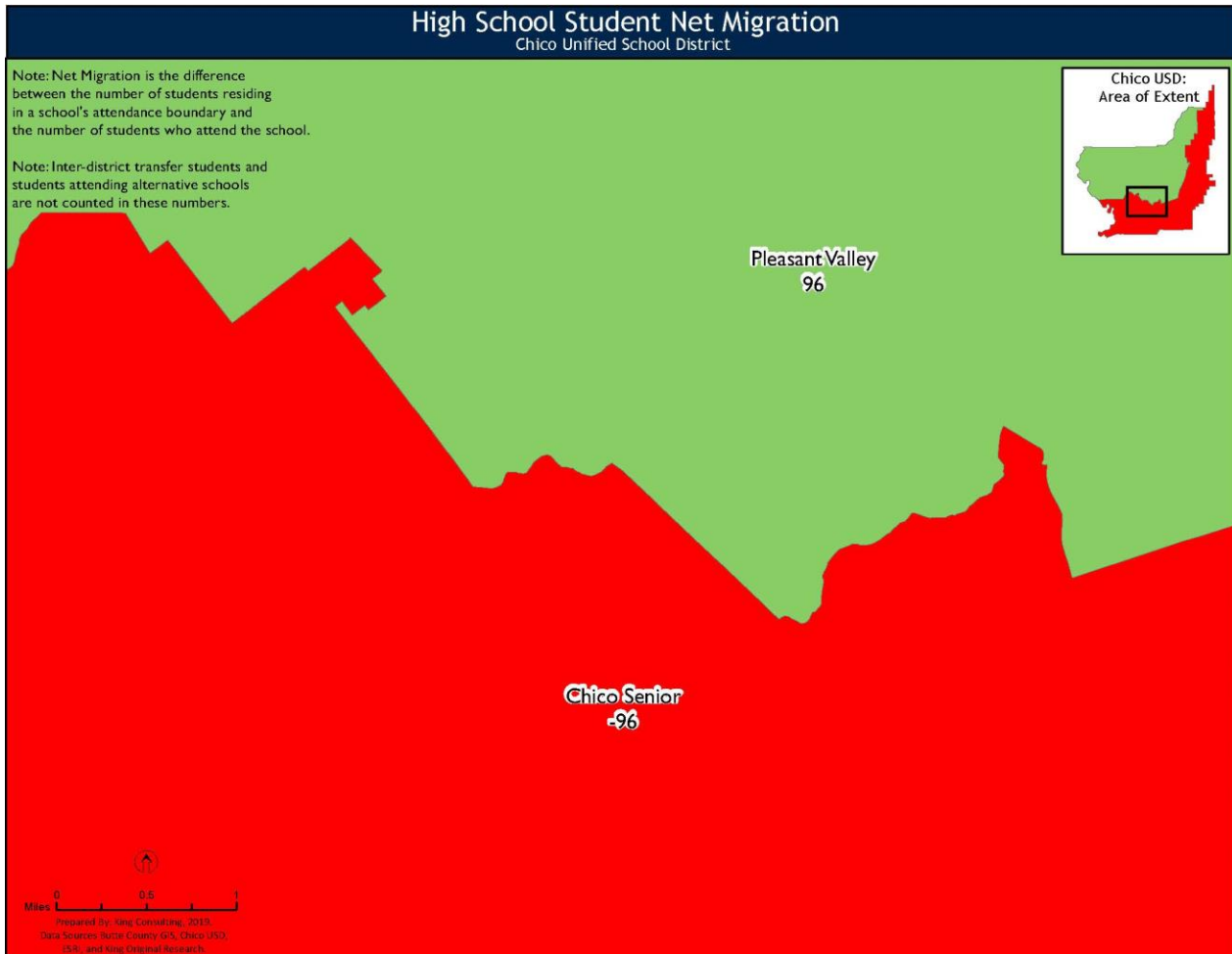


Figure 46. High School Student Net Migration



Migration Trends

Since King has prepared these matrices for the CUSD for several years, the consultant can conduct an analysis of student migration trends over time. Table 18 depicts a comparison of in and out migration in 2013-14 and 2018-19.

At its elementary schools, Chico USD is experiencing more decreases than increases in student migration compared to five years ago. Junior high and high schools, however, tend to display higher rates of migration than in 2013-14. Particularly, in-migration to Shasta declined the most in terms of percent reduction in the in-migration rate (likely almost entirely due to high demand from residents and lack of space for transfers) while out-migration declined the most at Parkview.

Table 18. Comparison of 2013-14 and 2018-19 Student Migration

School	In-Migration			Out-Migration		
	2013-14	2018-19	Diff	2013-14	2018-19	Diff
Chapman	32.2%	32.8%	1.9%	54.0%	44.0%	-18.5%
Citrus	28.0%	26.0%	-7.1%	62.8%	56.1%	-10.7%
Emma Wilson	30.2%	21.4%	-29.1%	50.2%	43.3%	-13.7%
Little Chico Creek	20.0%	19.7%	-1.5%	34.2%	37.9%	10.8%
Marigold	31.7%	25.1%	-20.8%	30.0%	31.5%	5.0%
McManus	21.9%	21.8%	-0.5%	58.1%	53.5%	-7.9%
Neal Dow	60.3%	44.1%	-26.9%	52.4%	44.7%	-14.7%
Parkview	58.2%	57.0%	-2.1%	53.5%	32.4%	-39.4%
Shasta	18.5%	9.7%	-47.6%	28.8%	25.8%	-10.4%
Sierra View	48.3%	40.9%	-15.3%	29.2%	24.7%	-15.4%
Bidwell	19.0%	17.4%	-8.4%	32.0%	31.6%	-1.3%
Chico JH	34.9%	40.9%	17.2%	32.9%	33.5%	1.8%
Marsh	38.6%	38.3%	-0.8%	30.2%	30.9%	2.3%
Chico Senior	30.0%	30.7%	2.3%	35.7%	37.9%	6.2%
Pleasant Valley	29.6%	31.3%	5.7%	32.3%	30.6%	-5.3%

Non-Resident Student Trends

Non-Resident Students Enrolled in CUSD

Non-resident students enrolled in CUSD were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. For these numbers, all students residing outside of the Chico USD boundary based on the location of their provided residence address (as of October 2018) are considered. The number of non-resident students in CUSD schools and programs increased steadily from 2009 to 2013, after which time it has remained generally stable (Figure 47).

In October of 2018 there were 227 non-resident students enrolled in CUSD representing 1.9% of the District’s TK-12th grade enrollments. Almost half (48.5%) of these students are high school aged. Figure 48 depicts the current year non-resident students by their city of residence, as provided by the District. Of the students who enrolled in CUSD following the Camp Fire, only seven have residence addresses outside of the District.

Figure 47. Historical Inter-District Transfer Students into CUSD

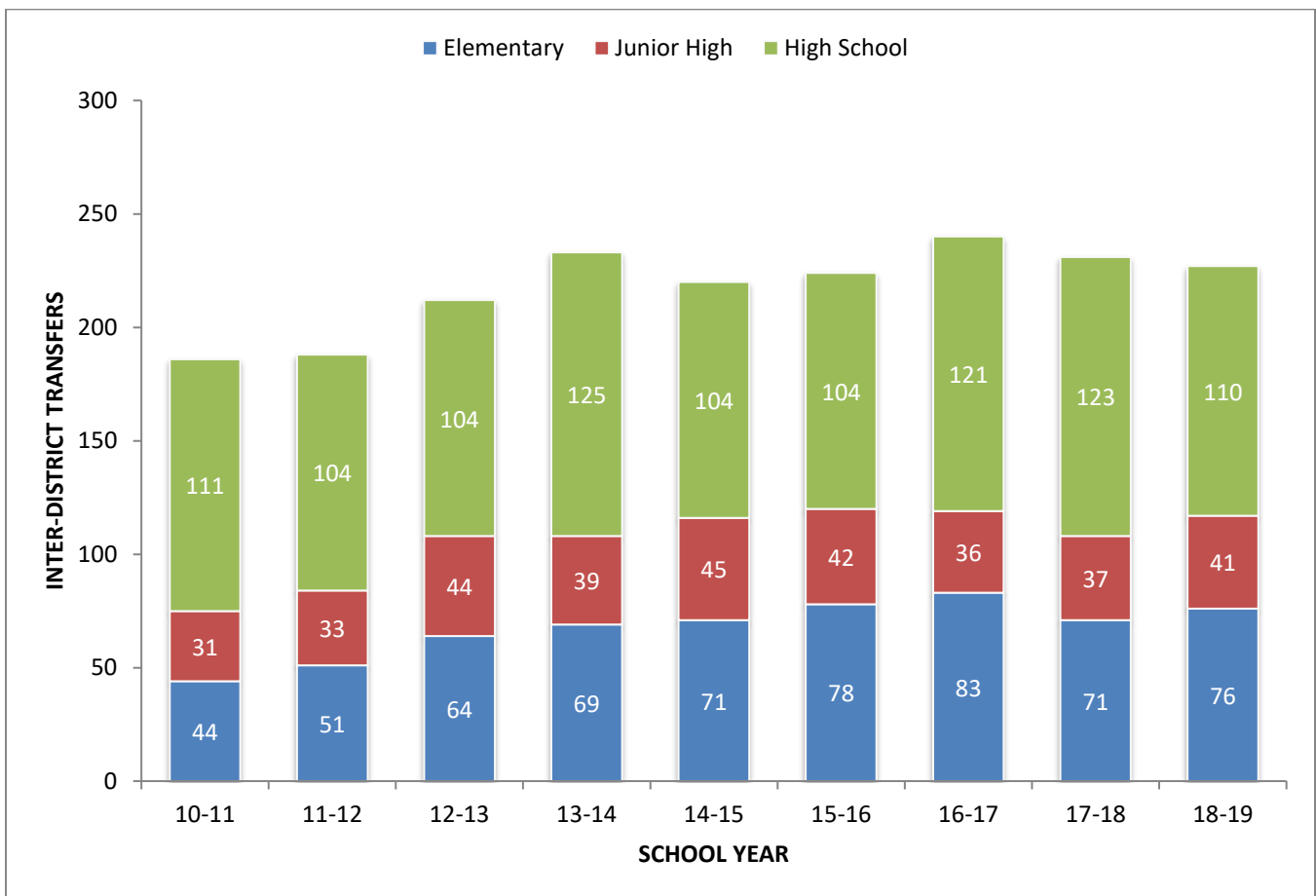
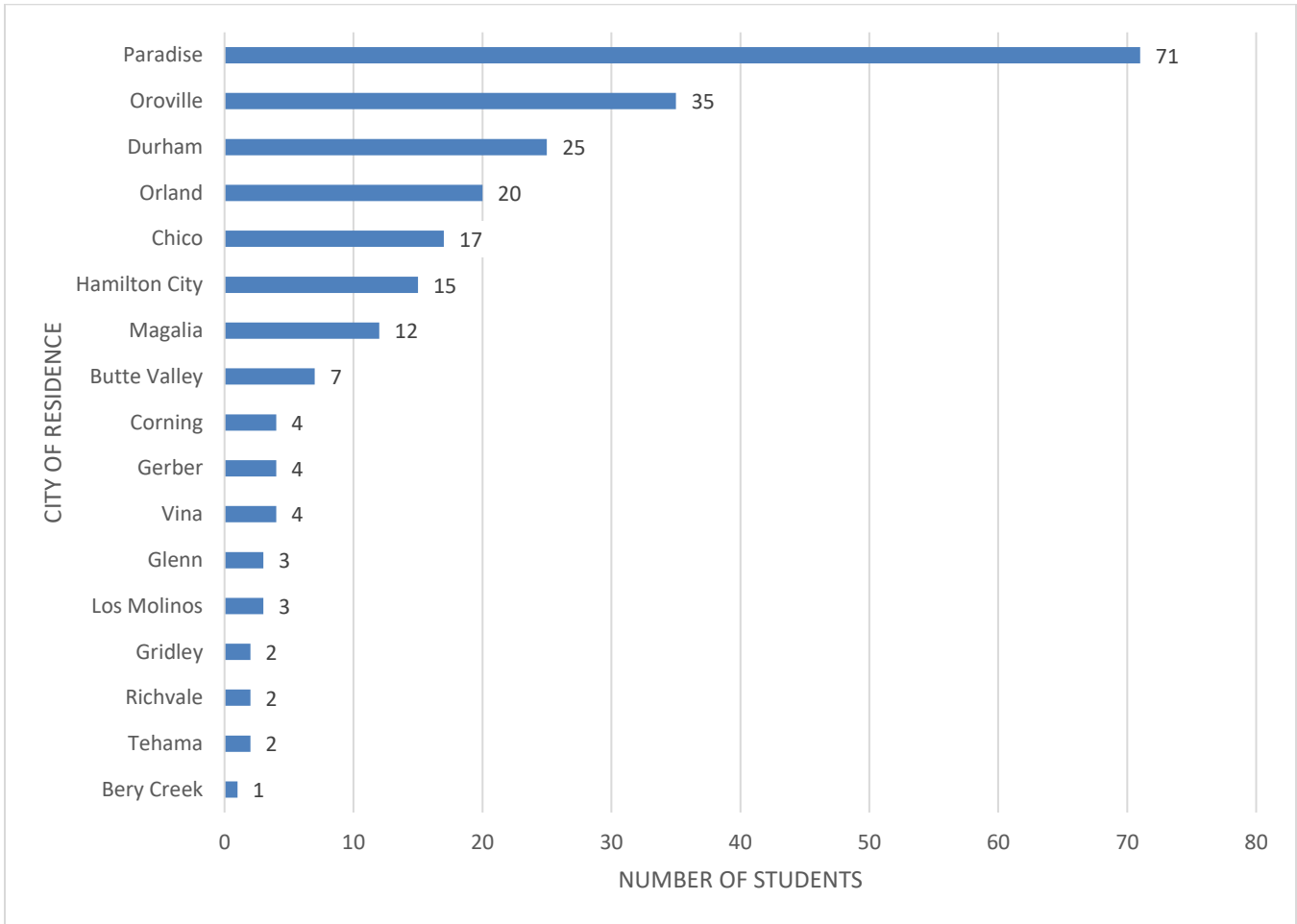


Figure 48. 2018-19 Non-Resident Students Enrolled in CUSD by City of Residence



Spatial Analysis of Students Enrolling after the Camp Fire

As shown in Section D, 229 TK-12th grade students were enrolled with CUSD in December 2018 who were not enrolled in the District in October, before the Camp Fire. Figure 49 shows the location of these students, all but seven of whom reside within CUSD. Tables 19-21 provide attendance matrices for these 229 students.

Most newly enrolled students attend their assigned school based on residence address, though there is some migration, especially at the junior high school and high school grades. Among elementary schools, the Emma Wilson and Citrus boundaries are home to the largest number of newly enrolled students. The Bidwell Junior High and Chico Senior High School boundaries contain the most newly enrolled students at their respective grade levels.

Figure 49. Students Enrolling between October and December 2018

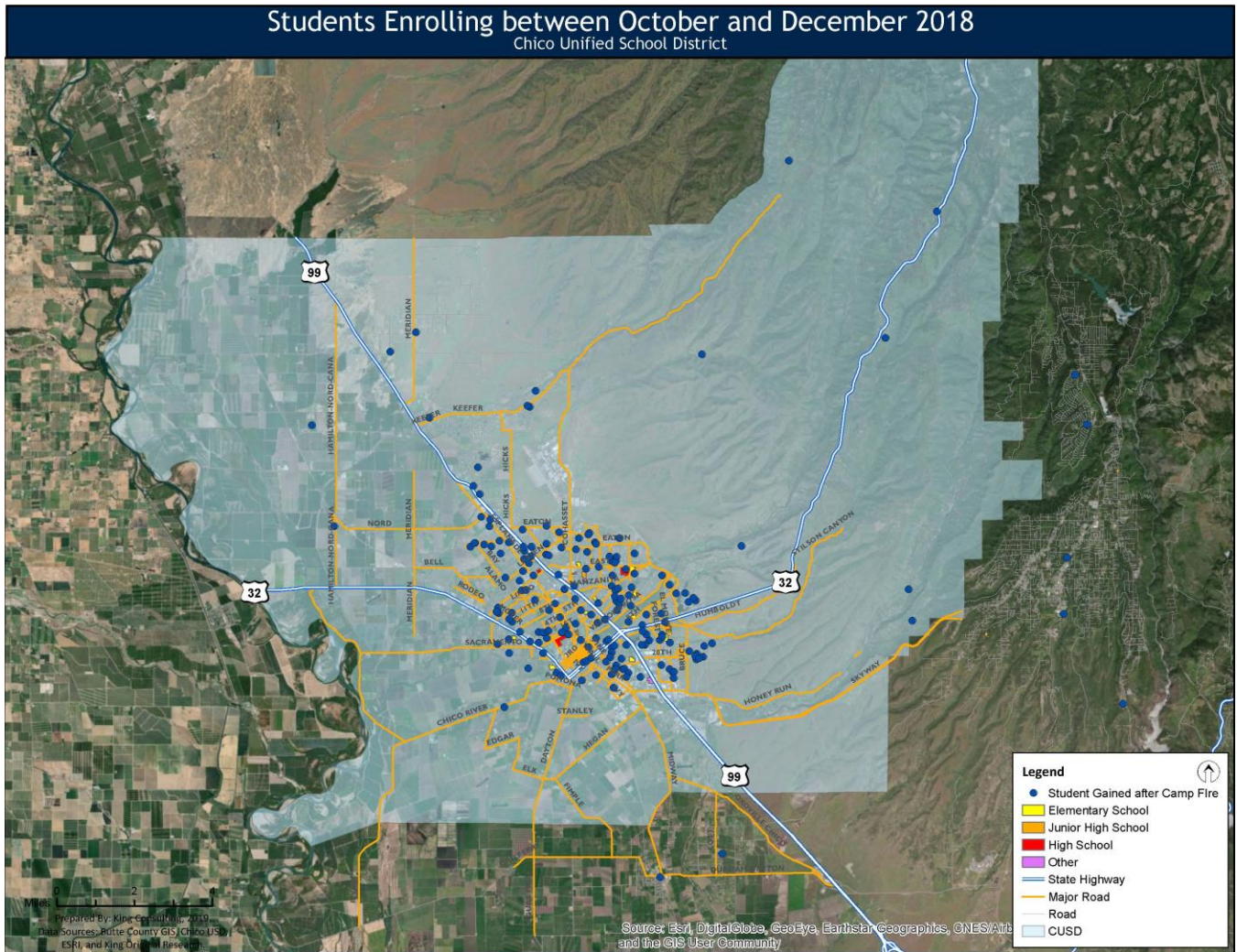


Table 19. Elementary Attendance Matrix for Newly Enrolled Students

		School of Residence										Total Attending	
		Chapman	Citrus	Emma Wilson	Little Chico Creek	Marigold	McManus	Neal Dow	Parkview	Shasta	Sierra View		Other Districts
School of Attendance	Chapman	5	1	-	-	-	1	-	-	-	1	-	8
	Citrus	-	9	-	-	-	-	-	-	-	-	1	10
	Emma Wilson	-	-	11	-	-	-	-	-	-	-	1	12
	Little Chico Creek	-	-	2	5	1	-	-	-	-	-	-	8
	Marigold	-	-	-	1	3	-	-	1	-	-	-	5
	McManus	-	-	-	-	-	8	-	-	-	-	-	8
	Neal Dow	-	2	-	-	-	-	3	-	-	-	-	5
	Parkview	-	-	1	-	-	-	-	4	-	-	-	5
	Shasta	-	-	-	-	-	-	-	-	7	-	-	7
	Sierra View	-	-	-	-	-	-	-	1	-	5	-	6
	Hooker Oak	-	-	-	-	-	1	2	-	-	-	-	3
	Rosedale	-	-	-	-	-	-	-	-	-	-	-	-
	Loma Vista (K-6)	-	-	-	-	-	-	-	-	-	-	-	-
	Oakdale Elementary (K-6)	2	-	1	-	-	-	-	-	1	-	-	4
	Total Residing	7	12	15	6	4	10	5	6	8	6	2	81

Table 20, Junior High School Matrix for Newly Enrolled Students

		School of Residence				Total Attending
		Bidwell Junior	Chico Junior	Marsh Junior	Other Districts	
School of Attendance	Bidwell Junior	11	1	2	-	14
	Chico Junior	1	9	3	-	13
	Marsh Junior	5	1	8	-	14
	Academy for Change (7-8)	-	1	-	-	1
	Oak Bridge Academy	-	-	-	-	-
	Oakdale (7-8)	-	-	1	1	2
	Center for Alternative Learning	2	-	1	-	3
	Total Residing	19	12	15	1	47

Table 21. High School Matrix for Newly Enrolled Students

		School of Residence			Total Attending
		Chico Senior	Pleasant Valley	Other Districts	
School of Attendance	Chico Senior	38	8	-	46
	Pleasant Valley	15	23	3	41
	Academy for Change	1	-	-	1
	Fair View High	1	3	-	4
	Oak Bridge Academy	1	2	-	3
	Oakdale Secondary	2	1	1	4
	Center for Alternative Learning	1	1	-	2
	Total Residing	59	38	4	101

SECTION H: ENROLLMENT PROJECTIONS

To effectively plan for facilities, boundary changes, or policy changes for student enrollments, school district administrators need a 10-year enrollment projection. 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

This section will show enrollment projections based on the District’s certified State enrollment from October 2018 as the most recent enrollment. Additional projections including students who enrolled in the aftermath of the Camp Fire disaster are included at the end of the section, but King is still assessing the long-term impact of how many of these students are likely to remain enrolled with CUSD. Future versions of the Demographic Analysis and Student Housing Report will aim to project the impact of these students with more certainty.

Historical and Projected Birth Data

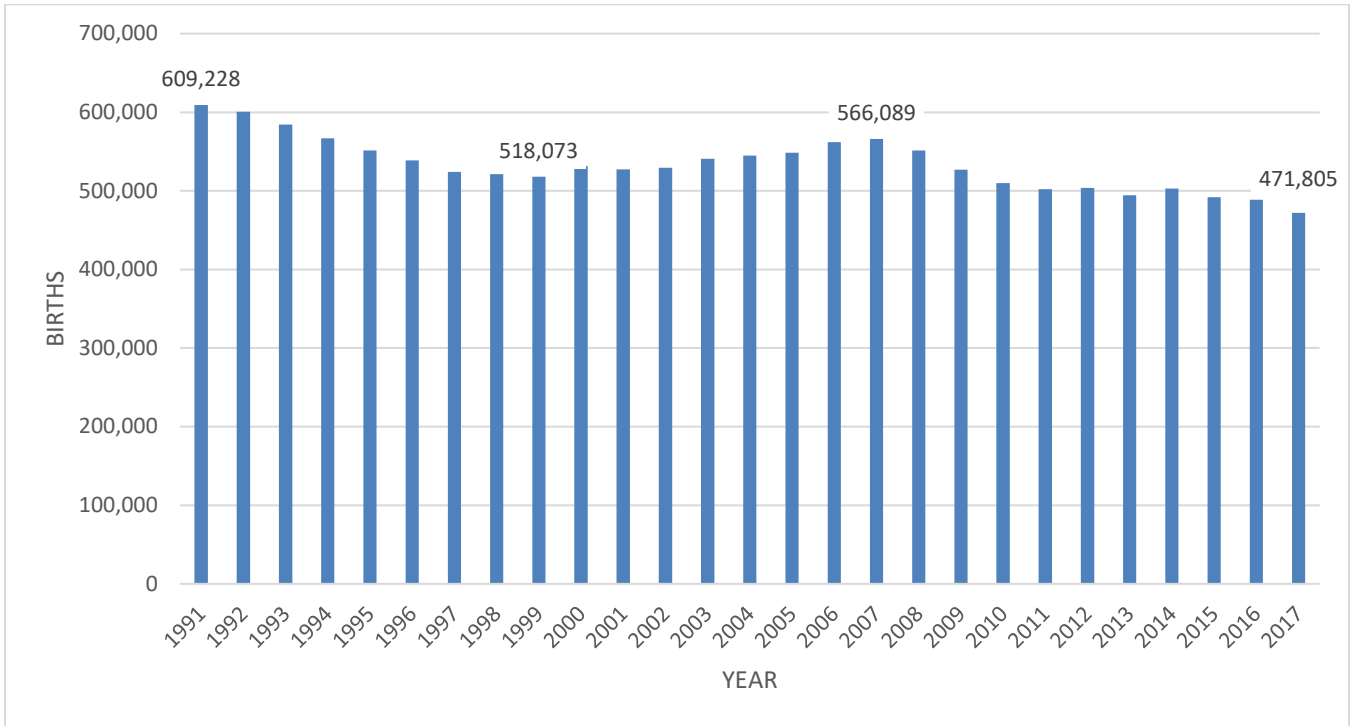
Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the Chico Unified School District by the California Department of Health Services using ZIP Codes¹⁰ and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly (Figure 50). The decline in births in 2009 and 2010 were the second and third largest since 1990. In 2017, Californians gave birth to 471,805 children, setting a record low since 1990 for the third straight year. Women in California continue to put off having children until later in life. Recent birth rates in California fell for mothers under 30 but rose for mothers 30 and older.

In Butte County, births had also been declining, but 2014 saw an increase in births back to the highest level since 2008 (Figure 51). After a slight decline in 2015, 2016 births were slightly higher than 2014.

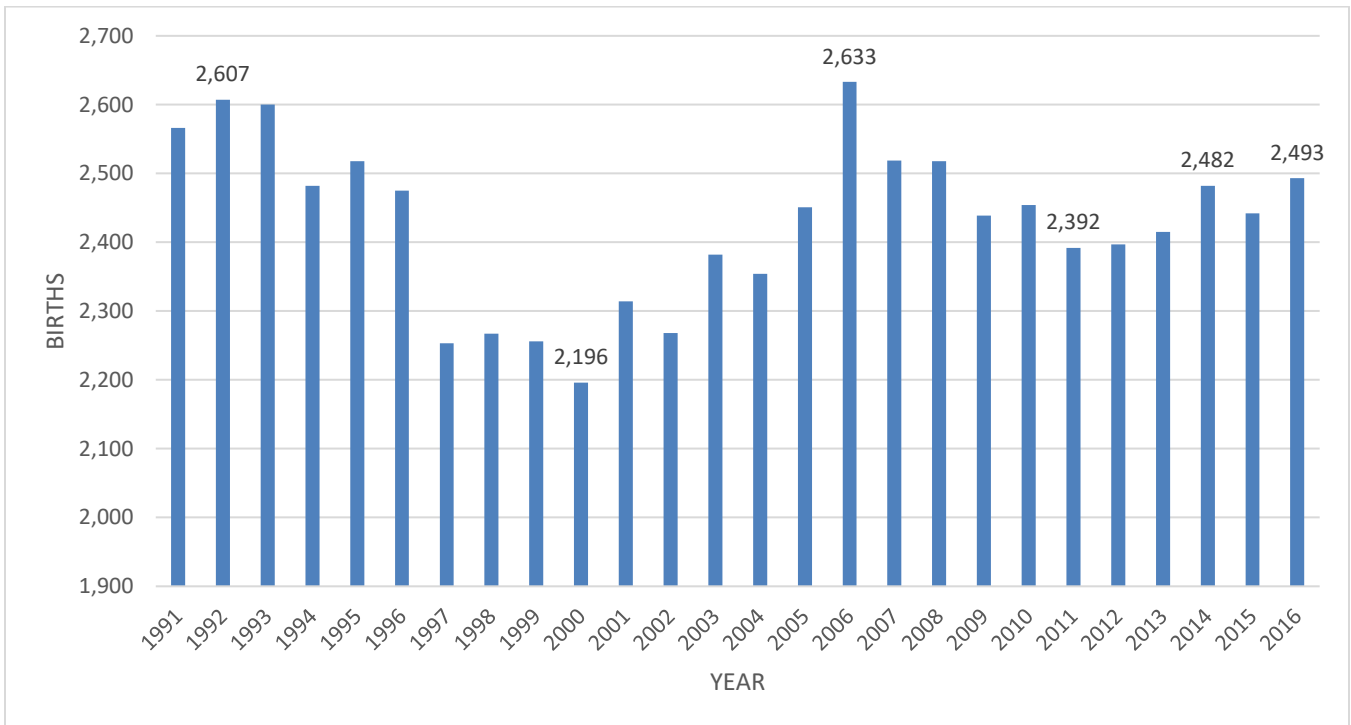
¹⁰ The consultant utilized ZIP Codes 95926, 95928, and 95973.

Figure 50. California Births: 1991-2017



Source: California Department of Finance, Demographic Research Unit.

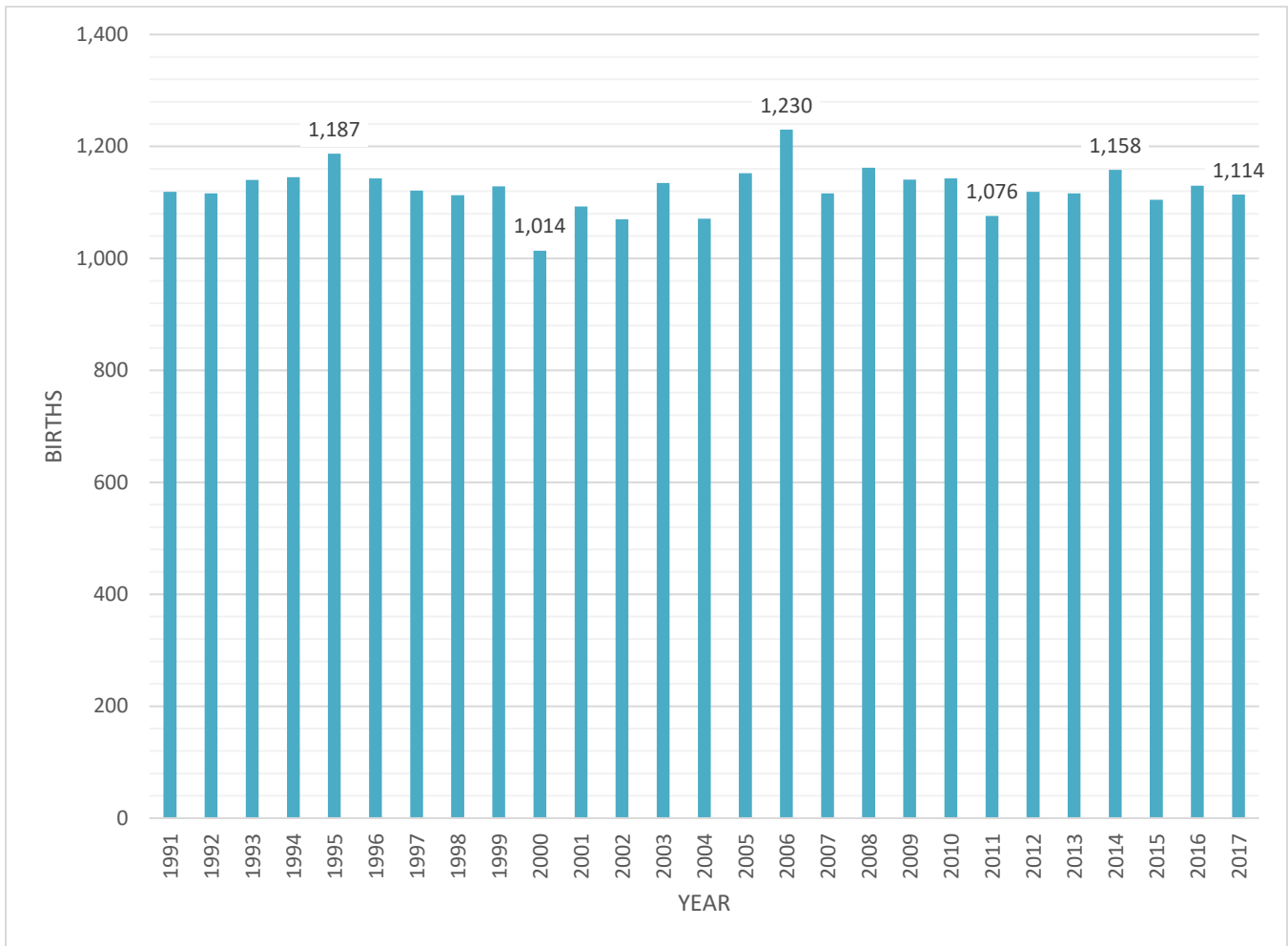
Figure 51. Butte County Births: 1991-2016



Source: California Department of Finance, Demographic Research Unit.

Births in the Chico Unified School District have generally mirrored State and County trends, though the decline has been more gradual. Births increased from 1,014 in 2000 to 1,230 in 2006, and then declined by 12.5% to 1,076 in 2011. From 2011 to 2017, however, **births increased 3.5% to 1,114 and are not projected to decline significantly**. It is important to note that births are increasing the most in ZIP code 95973, serving the northern area of the City. Figure 52 demonstrates the total number of live births between 1991 and 2017 in the Chico Unified School District.

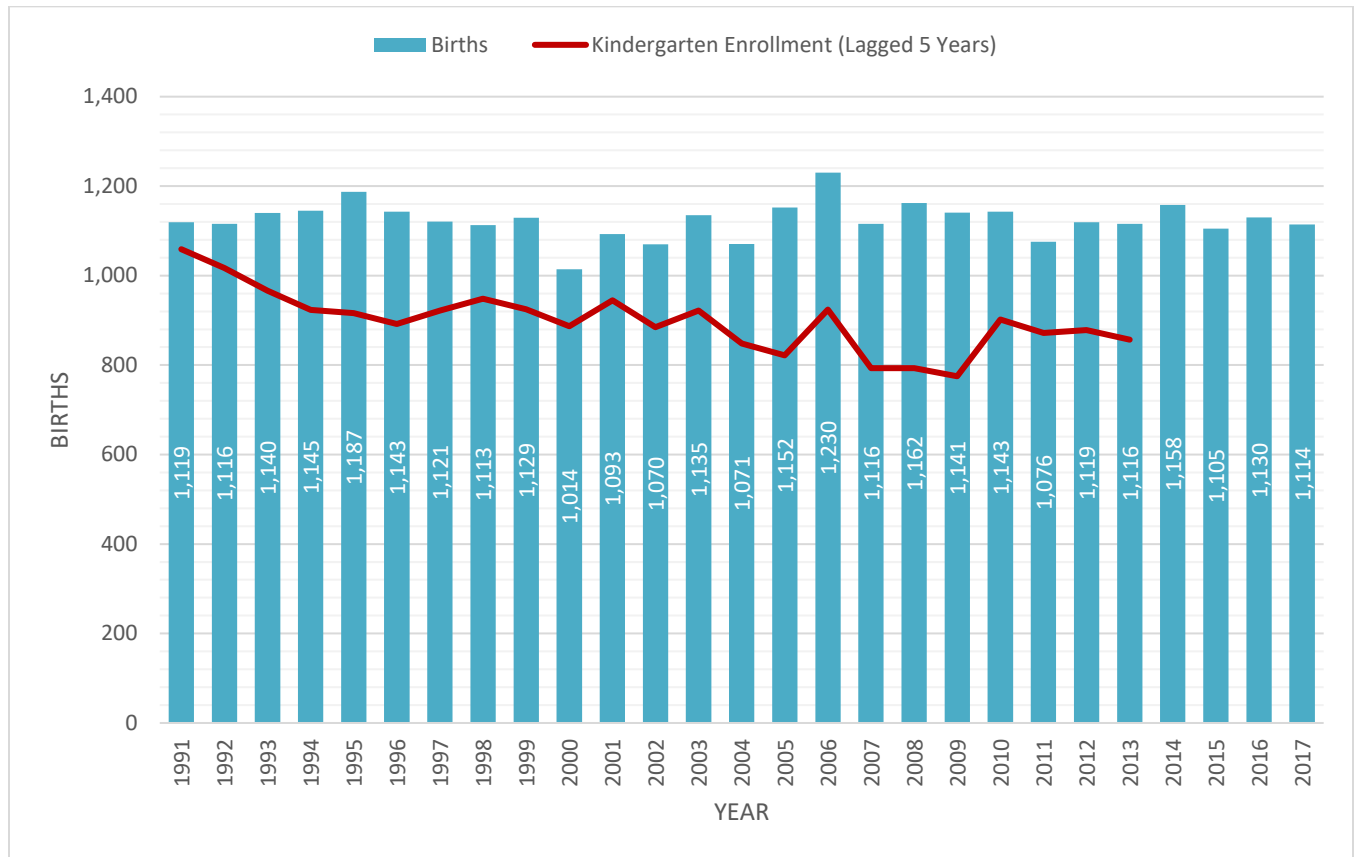
Figure 52. CUSD Births: 1991-2017



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 53 demonstrates this relationship.

Figure 53. Births Compared to Kindergarten Enrollments (Lagged 5 Years)

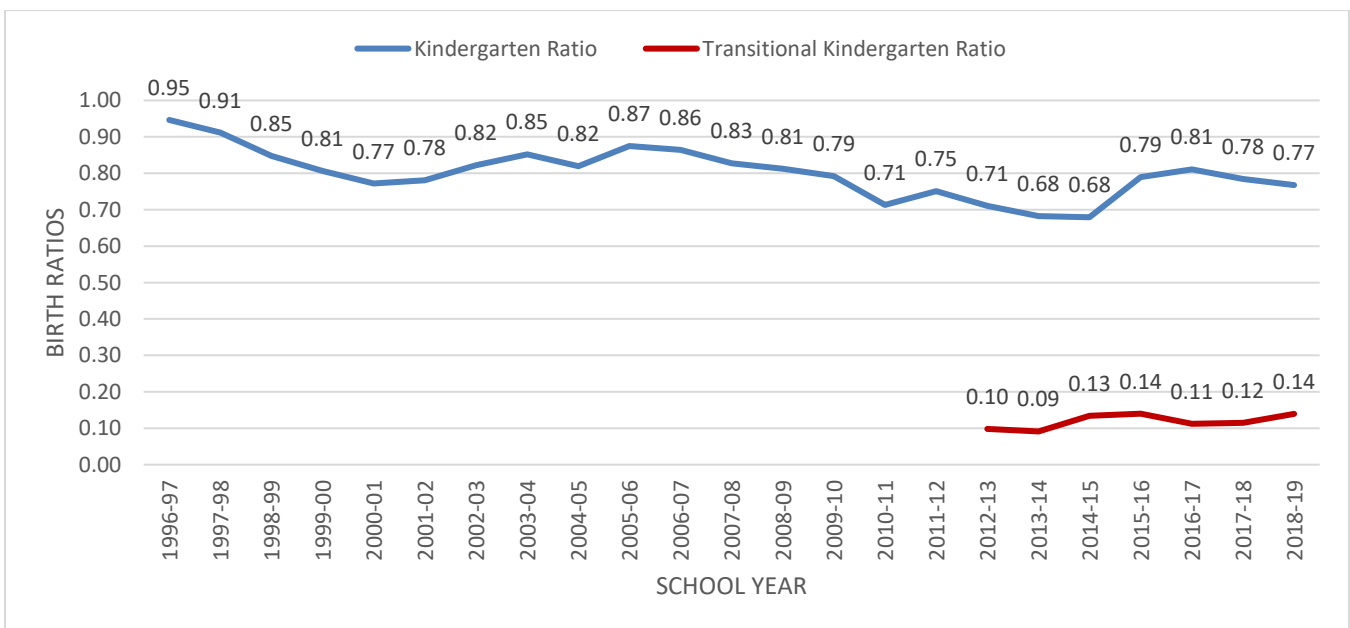


There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 22 and Figure 54 demonstrate the CUSD birth-to-kindergarten and birth-to-transitional kindergarten ratios. The ratio provides the percentage of births that result in kindergarten or transitional 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 has fluctuated since 1996, with periods of decreasing ratios (1996-2000; 2005-2014) and periods of increasing ratios (2000-2005; 2014-2018). Currently, the birth-to-kindergarten ratio is 0.77, meaning that for every 100 births in 2013, approximately 77 children enrolled in CUSD kindergarten classes five years later (in 2018). This ratio is slightly lower than the one recorded in 2017, but still in line with the higher ratios of recent years resulting in part from increased residential development in the area. The transitional kindergarten ratio is currently 0.14, representing an increase from the previous year. The birth-to-kindergarten ratios are analyzed, and statistical calculations are applied to estimate future birth-to-kindergarten ratios.

Table 22. Birth-to-Kindergarten/Transitional Kindergarten Enrollment Ratio

Birth Year	Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Births to Kindergarten Enrollment	Transitional Kindergarten Enrollment	Ratio of Births to TK Enrollment
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	924	0.75		
2007	1,116	-9.3%	2012-13	793	0.71	110	0.10
2008	1,162	4.1%	2013-14	793	0.68	106	0.09
2009	1,141	-1.8%	2014-15	775	0.68	153	0.13
2010	1,143	0.2%	2015-16	902	0.79	160	0.14
2011	1,076	-5.9%	2016-17	872	0.81	121	0.11
2012	1,119	4.0%	2017-18	878	0.78	129	0.12
2013	1,116	-0.3%	2018-19	857	0.77	156	0.14
2014	1,158	3.8%					
2015	1,105	-4.6%					
2016	1,130	2.3%					
2017	1,114	-1.4%					

Figure 54. Kindergarten/Transitional Kindergarten Enrollment to Birth Ratio



The projected birth-to-kindergarten ratios are multiplied by the number of births each year to project kindergarten enrollments. We anticipate the birth to kindergarten ratio will remain stable as residential development continues creating a higher ratio compared to the immediate post-Recession years. The transitional kindergarten ratio is expected to remain stable now that the program is fully implemented. In order to project kindergarten classes beyond 2022, county birth projections from the California Department of Finance (DOF) are utilized.

Student Migration Rates

The methods of projecting student enrollment in grades 1st-12th involve the use of student migration rates. A migration rate is simply how a given cohort changes in size as it progresses 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 year¹¹.
 - 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 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 inter-district transfer students, losses to private and charter schools or other Districts, out-migration of families due to economic decline, etc.

¹¹ These are net measurements.

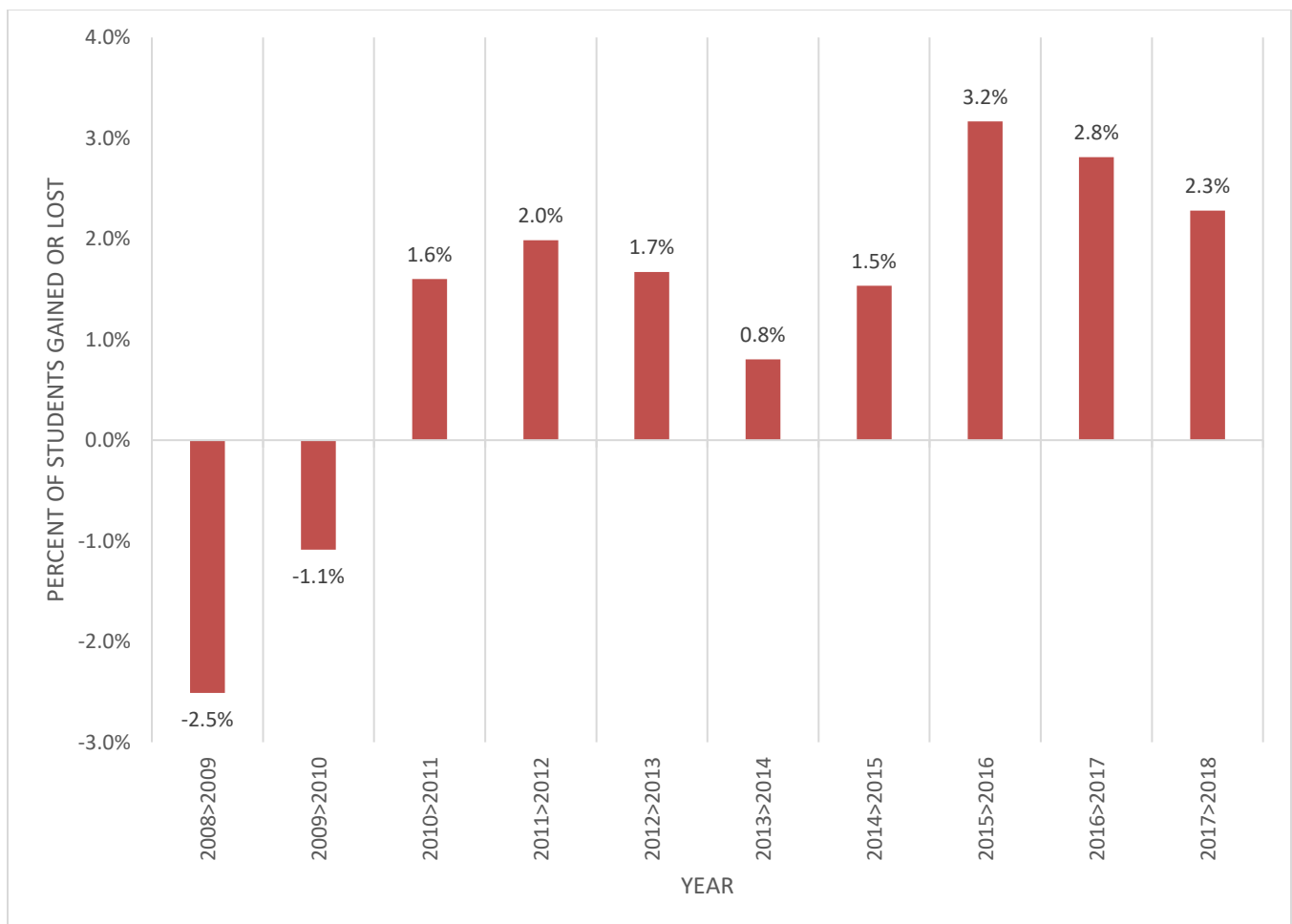
As an example, in 2017-18 the District’s class of 2nd graders was 926. A year later, this class became a 3rd grade class of 949. Using this example, the rate of migration is calculated in the following way:

$$(949-926)/926 = +2.5\%$$

The +2.5% increase is a measure of the likelihood that a second grade class will become larger or smaller as it passes into third grade the following year. Migration rates are calculated for all grade levels over several years, and then weighted and analyzed by the current grade level configuration. Exceptionally high or low migration numbers for any given year that are not in line with more established trends are given lower weight, while in general more recent trends are given higher weight.

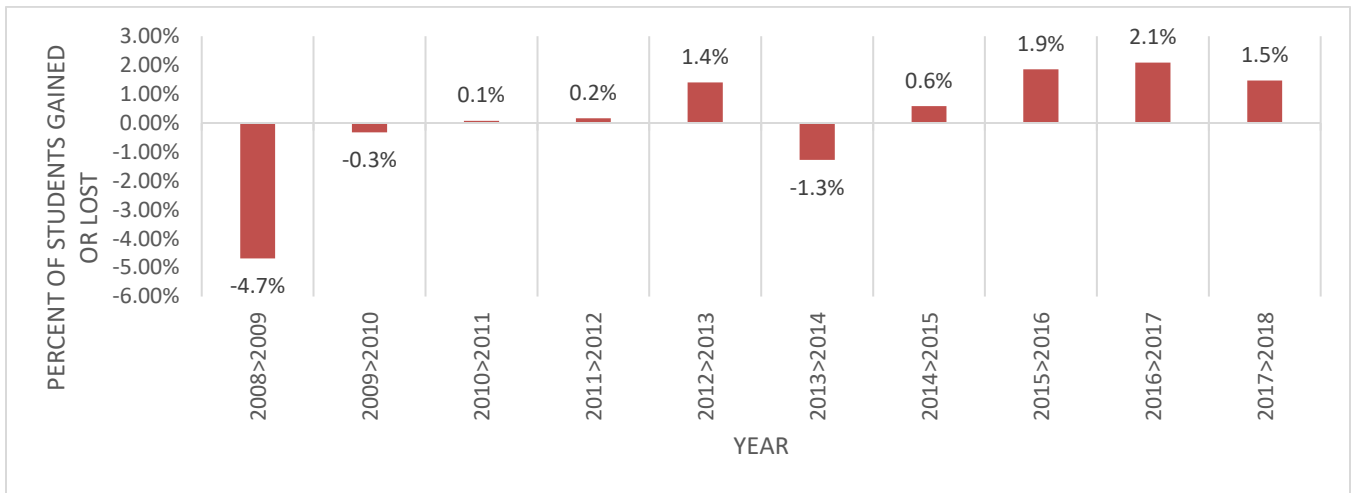
Since 2011, CUSD experienced entirely positive migration of the K-11th grade population of one year into 1st through 12th grade population the next year (Figure 55). From 2017 to 2018, migration was a net gain 2.3%, the third-highest value recorded in the study period, with the other two higher years coming in the two immediately prior years.

Figure 55. Migration Grades K-11 > Grades 1-12



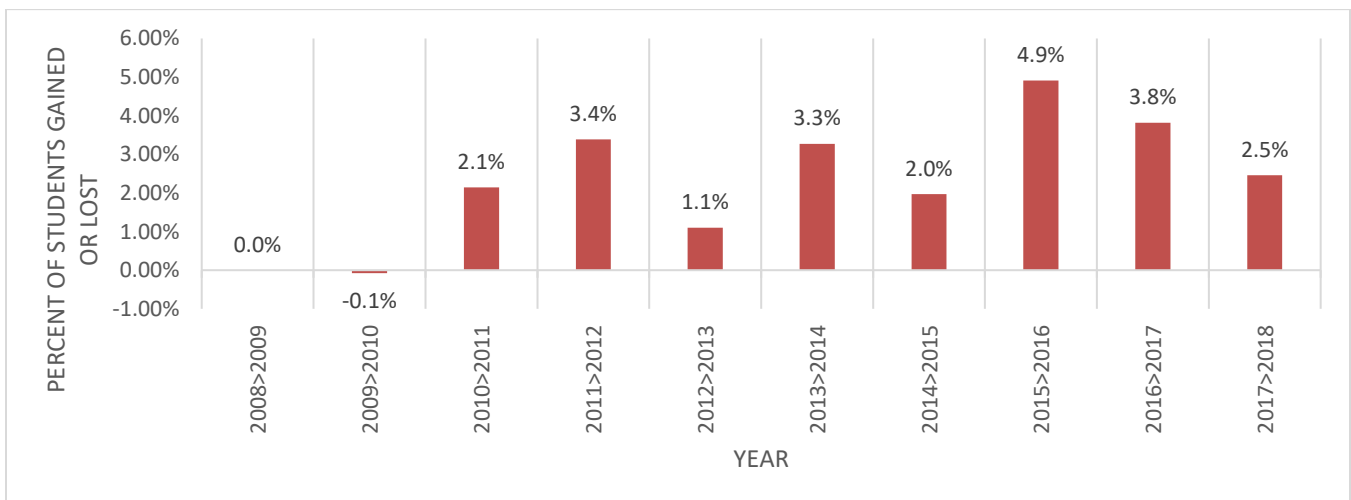
A closer examination of CUSD migration by grade level grouping provides additional insight. Overall, CUSD has generally experienced slightly negative or slightly positive migration at the K-5th grade levels since 2010 (Figure 56), though migration in the last three years has been more highly positive. The decline from October 2008 to October 2009 is considered an exceptional year and is not reflective of baseline historical enrollment trends. Prior to the 2009 school year, the District relocated programs and dissolved the Rosedale school boundary. These factors often negatively impact enrollments.

Figure 56. Migration Grades K-4 > Grades 1-5



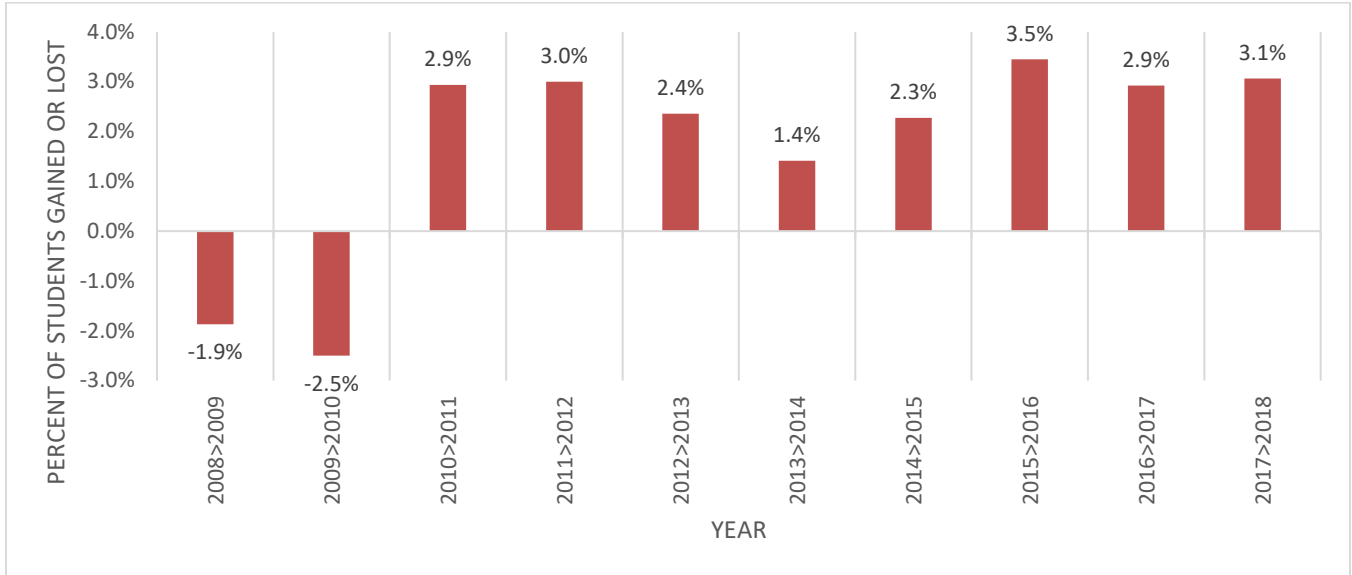
Conversely, at the 6th to 8th grade levels, CUSD experienced significant positive migration in many years, though migration in the current year is less positive than other recent years (Figure 57). This positive migration is due primarily to a large influx of students who are new to the District at 6th or 7th grade, after attending a private or charter elementary school.

Figure 57. Migration Grades 5-7 > 6-8



CUSD experienced additional positive migration at the 9th-12th grade levels since 2011, with recent migration being consistently positive (Figure 58).

Figure 58. Migration Grades 8-11 > 9-12



Enrollment Projections

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 2018 first graders become year 2019 second graders, and the following year’s third graders, and so on. As a cohort moves through the grades, its total population will, as demonstrated above, most likely change.

Enrollment projections were prepared by calculating the birth-to-kindergarten ratios and grade-to-grade migration rates. King prepared a Low, Most Likely, and High District-wide projection based on State-certified enrollments from October 2018. Individual school projections are based on the Most Likely District-wide projection. King prepared an additional projection, based on the Most Likely District-wide projection, that assumes all additional students who enrolled in the CUSD between October and

December 2018 remain in the District for the rest of their TK-12 educations. This projection can be found in Table 27 on Page 107 of this study.

Overall, based on the Most Likely District-wide enrollment projection, TK-12th grade enrollments are projected to increase to 13,975 by 2028-29. Enrollment will increase across all grade configurations, but 9th to 12th grade enrollment will increase the most during the projection period as the largest recent cohorts have yet to enter high school, so there is still great potential for growth as smaller cohorts are eventually replaced with the larger ones currently enrolled in elementary school.

Residential development in several areas of the District is also a major contributing factor in projected CUSD enrollment growth in the coming years.

It is critical the District continue to monitor all variables included in this analysis and update the projections each Fall and Spring as new data becomes available.

The enrollment projections through 2028-29 are provided in Tables 23 through 25, including a summary of enrollment change by grade level between 2018 and 2028. An analysis of enrollment projections by school, and those projections compared to facility capacities, follows.

Table 23. District-wide 10-Year MOST LIKELY Enrollment Projection

Grade	Actual	Projected										Chg.
	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	
TK	156	147	140	143	141	142	142	140	142	142	141	-15
K	857	926	883	900	886	891	887	878	889	884	882	25
1	885	886	952	910	922	907	912	907	900	908	902	17
2	893	903	903	968	921	933	917	922	920	906	916	23
3	949	930	938	939	999	953	961	947	954	946	934	-15
4	852	976	959	964	962	1,023	974	983	969	975	964	112
5	851	886	1,015	993	996	992	1,054	1,005	1,013	996	1,003	152
6	938	896	932	1,065	1,037	1,040	1,035	1,098	1,050	1,053	1,037	99
7	981	1,008	962	997	1,136	1,106	1,108	1,102	1,170	1,116	1,119	138
8	872	999	1,024	977	1,009	1,146	1,116	1,118	1,114	1,179	1,124	252
9	988	941	1,077	1,101	1,050	1,083	1,227	1,195	1,198	1,192	1,261	273
10	986	1,003	953	1,088	1,110	1,058	1,090	1,235	1,204	1,204	1,198	212
11	1,002	1,003	1,018	967	1,101	1,122	1,069	1,101	1,249	1,213	1,215	213
12	1,061	1,065	1,065	1,079	1,023	1,165	1,184	1,129	1,164	1,316	1,279	218
TK-5	5,443	5,655	5,791	5,816	5,827	5,841	5,847	5,782	5,785	5,756	5,742	299
6-8	2,791	2,903	2,918	3,038	3,182	3,293	3,259	3,319	3,334	3,348	3,280	489
9-12	4,037	4,012	4,113	4,235	4,284	4,428	4,571	4,661	4,814	4,925	4,953	916
Total	12,271	12,570	12,821	13,090	13,293	13,562	13,678	13,762	13,933	14,030	13,975	1,704

Note: TK and K enrollment projections for 2023-24 and all subsequent years are based on projected births.

Table 24. District-wide 10-Year LOW Enrollment Projection

Grade	Actual		Projected									Chg.
	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	
TK	156	130	124	127	125	126	126	125	126	126	125	-31
K	857	883	842	858	845	850	846	837	848	843	840	-17
1	885	884	906	866	876	862	867	863	856	863	857	-28
2	893	900	897	918	874	884	869	874	871	859	868	-25
3	949	921	926	923	939	895	903	888	896	888	877	-72
4	852	972	945	946	941	956	911	918	905	911	900	48
5	851	884	1,007	976	974	969	983	937	944	928	934	83
6	938	893	925	1,052	1,015	1,015	1,007	1,021	976	978	963	25
7	981	1,005	956	987	1,119	1,080	1,078	1,069	1,085	1,035	1,036	55
8	872	990	1,013	963	991	1,120	1,081	1,079	1,071	1,084	1,034	162
9	988	935	1,061	1,082	1,028	1,057	1,192	1,150	1,148	1,140	1,152	164
10	986	1,001	944	1,070	1,089	1,034	1,062	1,197	1,156	1,151	1,142	156
11	1,002	1,001	1,015	957	1,081	1,099	1,043	1,071	1,208	1,163	1,160	158
12	1,061	1,060	1,056	1,069	1,007	1,137	1,153	1,095	1,125	1,266	1,219	158
TK-5	5,443	5,573	5,648	5,613	5,575	5,543	5,505	5,442	5,445	5,417	5,402	-41
6-8	2,791	2,888	2,894	3,002	3,126	3,215	3,166	3,169	3,132	3,097	3,033	242
9-12	4,037	3,997	4,076	4,177	4,204	4,326	4,449	4,513	4,637	4,719	4,673	636
Total	12,271	12,458	12,618	12,792	12,905	13,084	13,120	13,124	13,214	13,233	13,108	837

Note: TK and K enrollment projections for 2023-24 and all subsequent years are based on projected births.

Table 25. District-wide 10-Year HIGH Enrollment Projection

Grade	Actual		Projected									Chg.
	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	
TK	156	162	154	158	156	157	156	155	156	156	156	0
K	857	952	908	925	911	916	912	903	914	909	906	49
1	885	888	981	937	949	934	940	935	927	935	929	44
2	893	908	910	1,001	953	966	949	955	951	939	948	55
3	949	934	947	949	1,038	989	999	983	991	983	971	22
4	852	979	965	974	975	1,065	1,014	1,023	1,009	1,015	1,004	152
5	851	894	1,027	1,008	1,016	1,015	1,107	1,055	1,064	1,046	1,054	203
6	938	899	942	1,080	1,056	1,065	1,062	1,157	1,105	1,110	1,093	155
7	981	1,012	970	1,012	1,157	1,131	1,138	1,136	1,237	1,180	1,184	203
8	872	1,004	1,034	989	1,030	1,173	1,147	1,155	1,153	1,253	1,194	322
9	988	945	1,087	1,116	1,067	1,110	1,262	1,234	1,242	1,239	1,345	357
10	986	1,008	961	1,104	1,131	1,081	1,123	1,277	1,249	1,254	1,251	265
11	1,002	1,013	1,035	986	1,129	1,156	1,104	1,147	1,303	1,272	1,279	277
12	1,061	1,068	1,078	1,098	1,046	1,196	1,222	1,168	1,214	1,377	1,344	283
TK-5	5,443	5,717	5,892	5,953	5,998	6,042	6,078	6,009	6,013	5,983	5,968	525
6-8	2,791	2,915	2,946	3,082	3,243	3,369	3,348	3,447	3,496	3,543	3,471	680
9-12	4,037	4,035	4,161	4,304	4,373	4,543	4,711	4,825	5,009	5,142	5,219	1,182
Total	12,271	12,666	12,998	13,338	13,614	13,955	14,137	14,281	14,518	14,668	14,658	2,387

Note: TK and K enrollment projections for 2023-24 and all subsequent years are based on projected births.

Enrollment Projections by School

Table 26 provides enrollment projections by school. King prepared these individual school enrollment projections utilizing the standard cohort survival methodology, historical migration rates, and birth to kindergarten ratios. The individual school enrollment projections are based on the assumption that the rate of progression from one grade to the next will be consistent with the rates of progression in previous years, barring obvious outliers that were appropriately weighted or removed.

However, these forecasts do not take into consideration local district factors such as changing school programs, the requirements of teacher to student ratios by grade level, the availability of classrooms, and the movement of students required to maintain the teacher/student ratio at all grade levels. Overloading, overflow designations, and intra-district transfer policy can also have an enormous effect on an individual school's enrollment projection accuracy, even while total District-wide projections remain accurate.

Given the significantly high rates of intra-district migration, King recommends considering not only the enrollment projections by school, but also the student resident projections provided in Section I along with the attendance matrices provided in Section G to inform any facility decisions for individual schools.

Table 26. Enrollment Projections by School, Most Likely Projection

Elementary Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Chapman	330	344	366	355	370	373	368	365	363	361	362
Citrus	314	338	351	368	358	368	363	358	357	357	355
Emma Wilson	630	667	702	717	737	732	732	723	723	721	724
Hooker Oak	369	375	377	380	379	373	379	377	379	378	375
Little Chico Creek	449	480	509	526	515	504	520	525	537	532	526
Marigold	448	462	460	453	462	470	468	458	456	451	450
McManus	426	456	464	471	469	475	471	462	459	455	455
Neal Dow	332	335	343	336	345	345	348	344	343	340	337
Parkview	381	390	377	374	374	370	364	363	366	364	362
Rosedale	542	551	553	557	558	563	564	558	557	559	559
Shasta	629	663	681	671	672	677	676	666	659	654	651
Sierra View	563	566	582	580	562	565	566	557	561	558	560
<i>Elementary School Totals</i>	<i>5,413</i>	<i>5,628</i>	<i>5,765</i>	<i>5,789</i>	<i>5,800</i>	<i>5,814</i>	<i>5,821</i>	<i>5,756</i>	<i>5,760</i>	<i>5,730</i>	<i>5,716</i>
Junior High Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Bidwell	978	993	1,003	1,038	1,089	1,129	1,112	1,129	1,132	1,138	1,117
Chico	878	941	944	980	1,029	1,068	1,056	1,073	1,079	1,085	1,064
Marsh	874	914	917	966	1,005	1,034	1,030	1,055	1,060	1,062	1,037
<i>Junior High School Totals</i>	<i>2,730</i>	<i>2,848</i>	<i>2,863</i>	<i>2,983</i>	<i>3,123</i>	<i>3,231</i>	<i>3,198</i>	<i>3,257</i>	<i>3,271</i>	<i>3,285</i>	<i>3,218</i>
High Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Chico	1,740	1,690	1,699	1,764	1,782	1,837	1,905	1,950	2,017	2,058	2,069
Pleasant Valley	1,971	2,007	2,098	2,149	2,174	2,246	2,318	2,357	2,427	2,481	2,501
<i>High School Totals</i>	<i>3,711</i>	<i>3,697</i>	<i>3,797</i>	<i>3,913</i>	<i>3,956</i>	<i>4,082</i>	<i>4,222</i>	<i>4,307</i>	<i>4,444</i>	<i>4,539</i>	<i>4,570</i>
Alternative Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Academy for Change and CAL	50	48	48	49	52	53	54	55	57	57	57
Fair View	165	161	160	162	168	177	177	179	189	197	195
Loma Vista	21	21	20	20	20	20	20	20	20	20	20
Oak Bridge	31	31	32	33	34	35	35	36	37	38	38
Oakdale	150	135	136	139	140	149	150	151	155	162	161
<i>Alternative School Totals</i>	<i>417</i>	<i>397</i>	<i>396</i>	<i>404</i>	<i>414</i>	<i>434</i>	<i>436</i>	<i>441</i>	<i>458</i>	<i>475</i>	<i>470</i>
Grand Total	12,271	12,570	12,821	13,090	13,293	13,562	13,678	13,762	13,933	14,030	13,975

Most Likely Enrollment Projection with Additional Students from Camp Fire

Table 27 updates the Most Likely District-wide enrollment projection from Table 23 to include the 229 students who enrolled with CUSD between October and December 2018. This projection adds these additional students at the appropriate grade level for 2018-19, then assumes each new student will remain enrolled with CUSD through 12th grade. Grade-to-grade migration averages were not altered from the original version since this was a one-time event.

King recommends that the District continue to monitor these students throughout the early months of 2019. Some of these students may only stay enrolled with CUSD for a short time, but Table 27 shows the total impact to the original Most Likely projection if all of them stay through high school graduation.

Table 27. Most Likely Enrollment Projection with Additional Students from Camp Fire

	Actual	Projected										
Grade	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	Chg.
TK	157	147	140	143	141	142	142	141	142	142	141	-16
K	865	927	883	899	886	891	887	878	889	884	881	16
1	898	894	953	910	922	907	912	908	900	908	901	3
2	909	916	911	969	921	933	917	922	919	907	916	7
3	964	946	951	946	1,001	953	962	946	954	946	934	-30
4	866	991	975	976	970	1,024	974	982	969	974	964	98
5	865	901	1,030	1,009	1,009	1,001	1,056	1,005	1,013	996	1,003	138
6	944	911	946	1,080	1,053	1,054	1,044	1,100	1,050	1,054	1,037	93
7	1,002	1,013	977	1,011	1,151	1,122	1,121	1,111	1,172	1,116	1,119	117
8	892	1,020	1,030	991	1,023	1,161	1,133	1,131	1,122	1,180	1,124	232
9	1,011	961	1,097	1,107	1,063	1,097	1,243	1,211	1,211	1,201	1,262	251
10	1,014	1,026	972	1,109	1,116	1,072	1,104	1,250	1,220	1,217	1,206	192
11	1,028	1,031	1,042	987	1,122	1,128	1,083	1,115	1,263	1,230	1,228	200
12	1,085	1,092	1,092	1,102	1,044	1,186	1,190	1,143	1,178	1,331	1,295	210
TK-5	5,524	5,722	5,843	5,853	5,850	5,851	5,850	5,782	5,785	5,756	5,741	217
6-8	2,838	2,944	2,953	3,082	3,227	3,337	3,298	3,342	3,344	3,350	3,280	442
9-12	4,138	4,110	4,203	4,305	4,345	4,483	4,620	4,719	4,872	4,979	4,991	853
Total	12,500	12,776	12,999	13,240	13,422	13,671	13,768	13,843	14,001	14,085	14,013	1,513

SECTION I: 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 H; 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. Please also note that the resident projections do not include students residing outside of the District, so the resident totals are lower than the enrollment totals in Section H.

Table 28 provides the number of students projected to be residing in each school boundary through the 2023-24 school year. ***The projections are grade level specific; 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.***

CUSD is projected to experience a 12.3% increase in the number of student residents across all grade levels over the next five years. Elementary schools will experience the most immediate population gains over the next three years as larger kindergarten cohorts enroll in CUSD schools. However, student resident of the District's junior high schools will increase the most over a five year period as larger cohorts of students age into those grades. By 2023-24, the junior high school boundaries will experience a collective 22.7% increase in the number of residents.

The elementary school boundaries that will experience the largest gains by percentage are Emma Wilson, Citrus, and Marigold. The Neal Dow and Chapman boundaries are projected to decline in total student residents over the same period.

All three junior high schools will increase in 6th to 8th grade student residents over the next ten years, with Bidwell and Chico Jr. projected to increase more than Marsh.

Both high schools will also increase in 9th to 12th grade student residents, with Pleasant Valley increasing its residents the most.

Table 28. Student Resident Projections by School Boundary

Elementary Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	% +/-
Chapman	384	387	387	369	374	375	-2.5%
Citrus	524	563	584	604	599	622	18.7%
Emma Wilson	889	945	986	1011	1040	1056	18.7%
Little Chico Creek	599	624	656	658	638	620	3.5%
Marigold	515	561	578	581	603	602	16.9%
McManus	725	739	750	767	778	784	8.2%
Neal Dow	349	348	344	338	338	318	-9.0%
Parkview	256	257	258	258	265	269	5.2%
Shasta	776	822	865	857	857	849	9.5%
Sierra View	453	450	457	470	453	458	1.1%
<i>Elementary School Totals</i>	<i>5,470</i>	<i>5,695</i>	<i>5,865</i>	<i>5,913</i>	<i>5,943</i>	<i>5,953</i>	<i>8.8%</i>
Junior High Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	% +/-
Bidwell	1,176	1,216	1,264	1,328	1,395	1,468	24.8%
Chico	767	831	850	897	944	989	29.0%
Marsh	777	802	773	813	845	881	13.4%
<i>Junior High School Totals</i>	<i>2,720</i>	<i>2,850</i>	<i>2,887</i>	<i>3,038</i>	<i>3,184</i>	<i>3,338</i>	<i>22.7%</i>
High Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	% +/-
Chico	1,898	1,886	1,907	1,987	2,005	2,074	9.3%
Pleasant Valley	1,937	1,930	2,010	2,038	2,079	2,155	11.2%
<i>High School Totals</i>	<i>3,835</i>	<i>3,816</i>	<i>3,917</i>	<i>4,025</i>	<i>4,083</i>	<i>4,229</i>	<i>10.3%</i>
Grand Total	12,025	12,361	12,669	12,976	13,211	13,519	12.4%

SECTION J: FACILITY CAPACITY ANALYSIS

To determine the ability of the District's facilities to adequately serve enrollments and residents, King Consulting obtained facility capacities from the District to provide a comparison of student projections to facility capacity. This section identifies the adequacy of Chico Unified School District's existing facilities. Table 29 identifies each site's capacity compared to its current-year enrollment and resident count, as well as the year its enrollment is projected to exceed its capacity.

Capacity numbers were provided by IEP2 as part of the District's ongoing Facilities Master Planning work. Capacity calculations assume target loading standards of 1:24 at kindergarten through 3rd grade, 1:28 at 4th grade through 5th grade, 1:33 at 7th grade through 12th grade, 1:15 for SDC classes, and 1:12 for Flex Special Education classes. Some rooms at each campus were excluded from capacity calculations under the assumption they would be used for specialized purposes.

Table 29. Facility Capacities Compared to Current Residents and Enrollments

School	2018 Residents	2018 Enrollment	Target Capacity	Projected to Exceed Capacity (Year)
Chapman	384	330	271	2018
Citrus	524	314	362	2021
Emma Wilson	889	630	613	2018
Hooker Oak	N/A	369	385	N/A
Little Chico Creek	599	449	498	2020
Marigold	515	448	520	N/A
McManus	725	426	585	N/A
Neal Dow	349	332	452	N/A
Parkview	256	381	409	N/A
Rosedale	N/A	542	523	2018
Shasta	776	629	543	2018
Sierra View	453	563	500	2018
<i>Elementary School Totals</i>	<i>5,470</i>	<i>5,413</i>	<i>5,661</i>	
Bidwell	1,176	978	1,050	2022
Chico Jr	767	878	1,098	N/A
Marsh	777	874	1,011	2023
<i>Junior High School Totals</i>	<i>2,720</i>	<i>2,730</i>	<i>3,159</i>	
Chico Sr	1,898	1,740	2,095	N/A
Pleasant Valley	1,937	1,971	2,398	2026
<i>High School Totals</i>	<i>3,835</i>	<i>3,711</i>	<i>4,493</i>	

As shown in Table 29, some schools already enroll more students than their target capacity (Chapman, Emma Wilson, Rosedale, Shasta, and Sierra View). Additional schools are projected to experience enrollments higher than their target capacity during the 10-year projection period (Citrus, Little Chico Creek, Bidwell Jr. High, Marsh Jr. High, and Pleasant Valley High). Table 30 reproduces the Most Likely enrollment projection by school for CUSD's elementary, junior high, and high schools and adds a highlight to any cell where enrollment exceeds the school's target capacity.

Table 30. Most Likely Enrollment Projection by School and Capacity

Elementary Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Chapman	330	344	366	355	370	373	368	365	363	361	362
Citrus	314	338	351	368	358	368	363	358	357	357	355
Emma Wilson	630	667	702	717	737	732	732	723	723	721	724
Hooker Oak	369	375	377	380	379	373	379	377	379	378	375
Little Chico Creek	449	480	509	526	515	504	520	525	537	532	526
Marigold	448	462	460	453	462	470	468	458	456	451	450
McManus	426	456	464	471	469	475	471	462	459	455	455
Neal Dow	332	335	343	336	345	345	348	344	343	340	337
Parkview	381	390	377	374	374	370	364	363	366	364	362
Rosedale	542	551	553	557	558	563	564	558	557	559	559
Shasta	629	663	681	671	672	677	676	666	659	654	651
Sierra View	563	566	582	580	562	565	566	557	561	558	560
<i>Elementary School Totals</i>	<i>5,413</i>	<i>5,628</i>	<i>5,765</i>	<i>5,789</i>	<i>5,800</i>	<i>5,814</i>	<i>5,821</i>	<i>5,756</i>	<i>5,760</i>	<i>5,730</i>	<i>5,716</i>
Junior High Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Bidwell	978	993	1,003	1,038	1,089	1,129	1,112	1,129	1,132	1,138	1,117
Chico	878	941	944	980	1,029	1,068	1,056	1,073	1,079	1,085	1,064
Marsh	874	914	917	966	1,005	1,034	1,030	1,055	1,060	1,062	1,037
<i>Junior High School Totals</i>	<i>2,730</i>	<i>2,848</i>	<i>2,863</i>	<i>2,983</i>	<i>3,123</i>	<i>3,231</i>	<i>3,198</i>	<i>3,257</i>	<i>3,271</i>	<i>3,285</i>	<i>3,218</i>
High Schools	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Chico	1,740	1,690	1,699	1,764	1,782	1,837	1,905	1,950	2,017	2,058	2,069
Pleasant Valley	1,971	2,007	2,098	2,149	2,174	2,246	2,318	2,357	2,427	2,481	2,501
<i>High School Totals</i>	<i>3,711</i>	<i>3,697</i>	<i>3,797</i>	<i>3,913</i>	<i>3,956</i>	<i>4,082</i>	<i>4,222</i>	<i>4,307</i>	<i>4,444</i>	<i>4,539</i>	<i>4,570</i>

Figures 59-61 provide Chico USD's Most Likely projected enrollment compared to total capacity across all grade levels.

- Elementary school enrollments will exceed district-wide target capacity during the projection period. The District will need to add facility capacity to accommodate this growth.

- Junior High school enrollments will exceed facility capacity during the projection period. The District will need to add facility capacity to accommodate this growth.
- High school enrollments will exceed facility capacity during the projection period. The District will need to add facility capacity to accommodate this growth.

Figure 59. Elementary School Projected Enrollment vs. Capacity

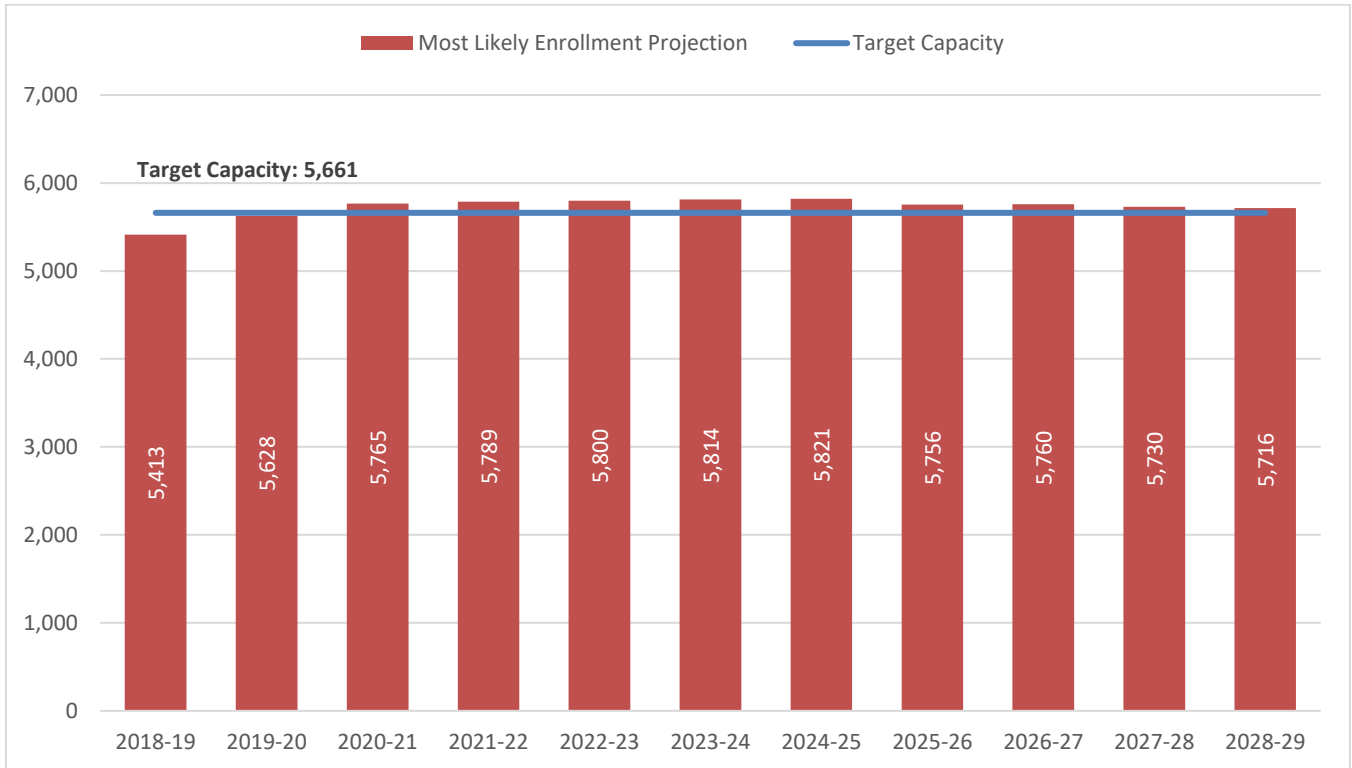


Figure 60. Junior High School Projected Enrollment vs. Capacity

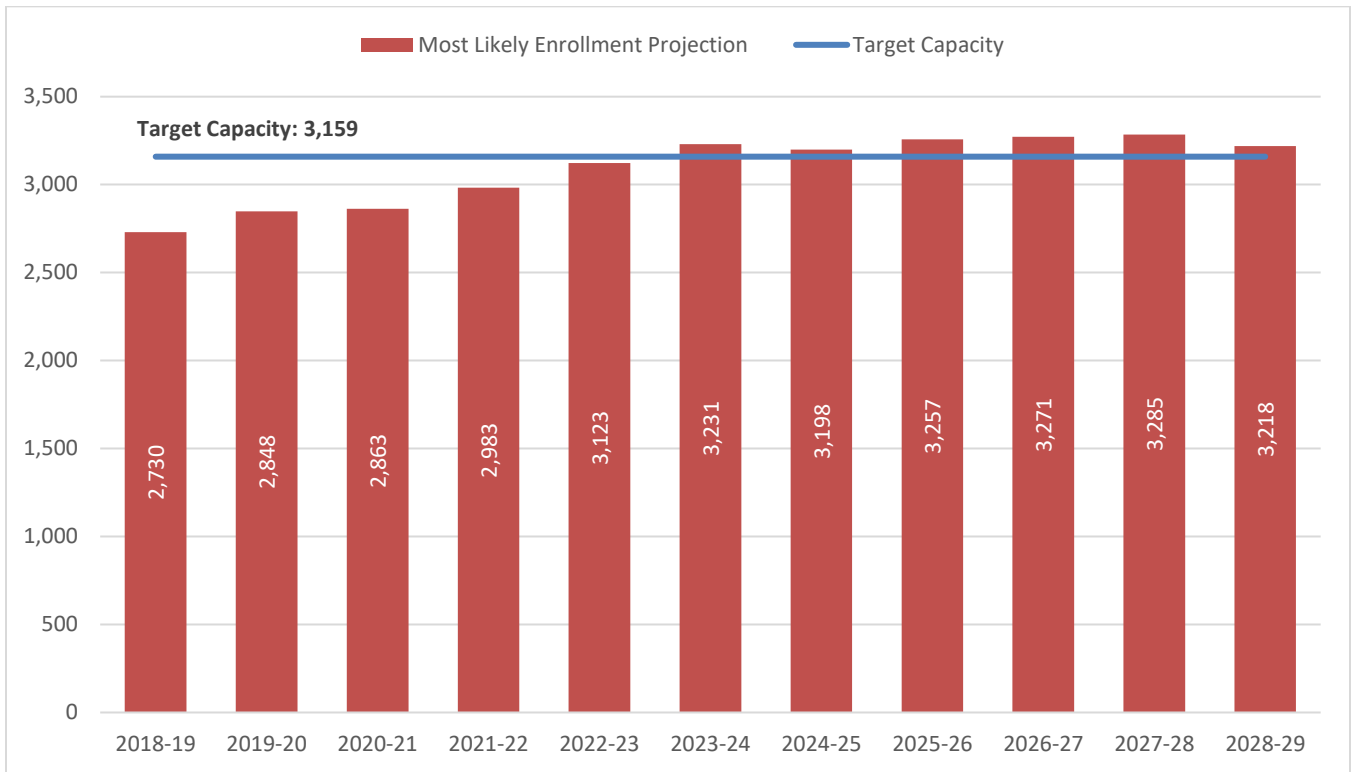
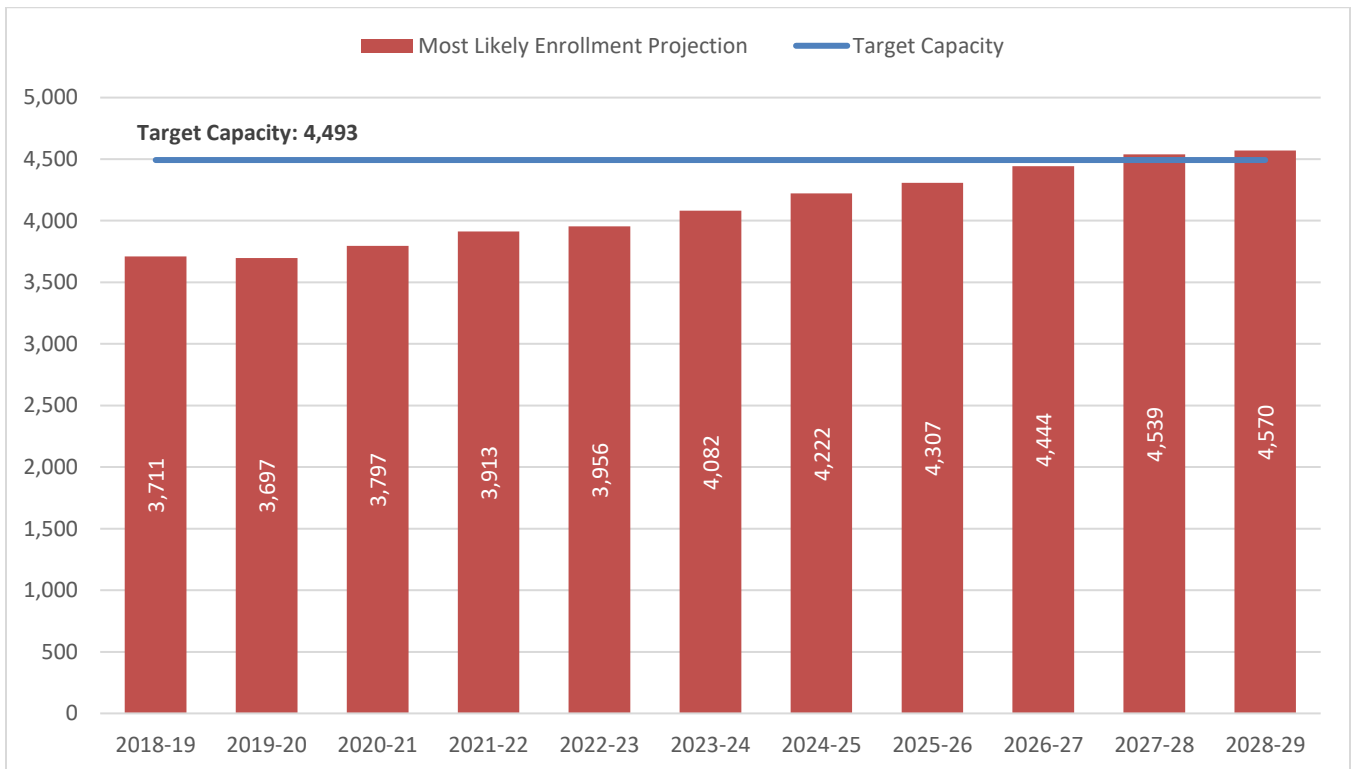


Figure 61. High School Projected Enrollment vs. Capacity



SECTION K: 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 these programs as well as the Local funding sources available to and utilized by the District.

Since 2004, King Consulting assisted the District in applying for and receiving \$36,188,588 in State funding from the Modernization, New Construction, and Career Technical Education Facilities Programs.

State School Building Program

The California School Facility Program (SFP) was formally established with the passage of the Leroy F. Greene School Facilities Act of 1998. The SFP provides State funding for a wide variety of project types, including, but not limited to, New Construction, Modernization, Charter School Facilities, Career Technical Education Facilities, Seismic Mitigation, and Facility Hardship. Before submitting a funding application to the SFP, school districts must receive project approvals from the Division of the State Architect and the Department of Education.

SFP project funding comes exclusively from voter-approved general obligation bonds passed on the State level. State-wide bonds were passed to add funding to the program in 1998, 2002, 2004, 2006, and 2016. During periods when the SFP does not have funds to award, school districts can still submit applications so that once new funding is available the applications are ready to be processed.

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.

School Facility Program Funding Mechanisms

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 dollars¹². The District has been proactive in applying for and receiving State funding.

Table 31 outlines the projects completed within the District and the State funding received for those projects.

Table 31. Modernization Projects CUSD/State Funding¹³

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
Chico Senior HS	\$3,439,355	\$2,292,203	2017
Total	\$12,429,608	\$5,818,770	

The District calculates its modernization eligibility as needed when it expects to undertake projects at a particular site. The District currently anticipates being able to utilize Modernization Program eligibility for projects at Loma Vista, Marigold, Neal Dow, and Shasta.

¹² 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.

¹³ Note: The total amounts outlined in Tables 31-34 reflect District eligibility from State funding programs. Actual project costs were higher than the State and District matches combined.

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 applying for and receiving State funding for constructing 18 new classrooms and a Fitness Lab at Chico Senior High School and 24 new classrooms at Pleasant Valley Senior High (Table 32).

Table 32. 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
Chico Senior HS	\$680,725	\$680,725	2014
Pleasant Valley HS	\$7,480,285	\$7,480,285	2014
Total	\$14,480,279	\$14,480,279	

King Consulting recently updated and submitted the District's New Construction eligibility adjustment for 2018-19 to the Office of Public School Construction.

Projects Pending State Funding

Table 33 provides a summary of Chico USD's projects that have been submitted to the Office of Public School Construction (OPSC) but have not yet been processed. King Consulting will continue to assist the District in the processing of these applications. If they are approved and receive State funds they will be added to the project lists in Tables 31 and 32 in future studies.

Table 33. Projects Pending State Funding

School Site	OPSC Submittal Date	Status	Type of Project	Estimated State Grant Amount*	Estimated District Share*
Marsh Jr High	10/30/15	Currently being processed.	New Construction	\$779,623	\$779,623
Marsh Jr High	10/30/15	Currently being processed.	New Construction	\$1,359,460	\$1,359,460
Chico Jr High	10/30/15	Currently being processed.	New Construction	\$1,349,660	\$1,349,660
Bidwell Jr High	10/30/15	Notified for processing.	Modernization	\$593,784	\$395,856
Neal Dow Elementary	8/10/18	On workload list.	New Construction	\$1,589,066	\$1,589,066
Neal Dow Elementary	8/10/18	On workload list.	Modernization	\$2,038,050	\$1,358,700
Marigold Elementary	8/10/18	On workload list.	New Construction	\$656,036	\$656,036
Marigold Elementary	8/10/18	On workload list.	Modernization	\$2,585,715	\$1,723,810
Loma Vista	8/10/18	On workload list.	New Construction	\$667,338	\$667,338
Loma Vista	8/10/18	On workload list.	Modernization	\$246,682	\$164,455
Shasta Elementary	8/10/18	On workload list.	New Construction	\$1,691,974	\$1,691,974
Shasta Elementary	8/10/18	On workload list.	Modernization	\$2,133,364	\$1,422,243
Total				\$15,690,752	\$13,158,221

* Funding estimates do not include potential additional eligible augmentations. These estimates require the Office of Public School Construction review and approval of funding application documents.

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 already received or is in the process of receiving funding for the projects outlined in Table 34. In addition, the District has four applications submitted for the current round of CTEFP funding that could qualify to receive additional funding apportionments in the near future. The outcome of these current applications should be known by May 2019.

Table 34. 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
Pleasant Valley HS*	\$3,000,000	\$3,000,000	2018
Pleasant Valley HS*	\$1,231,747	\$1,231,747	2018
Total	\$9,278,701	\$9,278,701	

*These projects received Unfunded Approvals in May 2018 and are scheduled to receive Priority Funding Apportionments in April 2019. The District will then have one year, until April 2020 to submit CDE and DSA approved plans for these projects in order to receive the monies.

Facility Hardship

The Facility Hardship program assists districts with funding when it has been determined that the district has a critical need for pupil housing because the condition of the facilities, or the lack of facilities, presents an imminent threat to the health and safety of the pupils. There are two types of Facility Hardship projects.

1. Replacement: Cost to mitigate the health and safety threat is greater than 50 percent of the cost of replacement.
2. Rehabilitation: Cost to mitigate the health and safety threat is less than 50 percent of the cost of replacement.

To be eligible for a facility hardship grant the district must demonstrate that one of two conditions exists: facilities must be repaired/replaced due to an imminent health and safety threat, or existing facilities have been lost to fire, flood, earthquake or other disaster.

Full Day Kindergarten Facilities Grant Program

The Full Day Kindergarten Facilities Grant Program allows Districts who have current TK/kindergarten enrollment but lack the (adequate) facilities to provide full-day kindergarten to apply for grants to construct or retrofit existing facilities for the purpose of providing full-day kindergarten classrooms. For example, funding is available to Districts who already provide full-day kindergarten but lack adequate facilities.

The first filing round opened January 2, 2019 and closed January 31, 2019 and will provide \$37.5 million. The second round will provide \$60 million and will open May 1, 2019 and close May 30, 2019. Pending approval, the State budget will allocate an additional \$750 million in funding for future rounds.

If the number of applications submitted exceed available funds, a priority point system will be implemented. Priority points will be based on two criteria: percentage of students who qualify for free and reduced lunch and if the District qualifies for financial hardship.

If the District signed a contract for a project on or after June 27, 2018 which includes the construction or retrofit of Kindergarten classrooms to accommodate full day Kindergarten, the District may be eligible to request reimbursement funding. If the Elementary site(s) is undersized according to CDE's guidelines, the District may be eligible for site acquisition funding to accommodate full day Kindergarten.

Seismic Mitigation Program

The Seismic Mitigation Program is funded from New Construction bond monies, with eligible projects moving to the front of the queue for immediate processing.

The facility must be a Category 2 building that qualifies as determined by DSA either by the existence of (1) a facility that has a collapse potential due to seismic deficiencies and ground shaking factors and/or (2) a facility that has collapse potential due to faulting, liquefaction, or landslide.

All Seismic Mitigation Program projects are funded on a 50/50 State and local match basis. The only exception would be for districts with Financial Hardship status, in which case the project may receive up to 100% State funding.

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.

The CUSD passed a local school bond in November 2016 authorizing \$152,000,000 in bonds to be issued and sold "for the purposes of constructing, modernizing, and improving schools operated by the District and schools operated by charter schools serving students within the District...".

These bond monies will allow the District to access and match State bond funds as detailed above which will significantly increase the impact of the local monies.

Developer Mitigation/Developer Fees

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

SECTION L: CONCLUSION AND RECOMMENDATIONS

As was the case last year, King Consulting continues to project sustained enrollment growth for Chico USD. 2018-19 enrollment increased a little less than what was anticipated by last year's Most Likely projection, but newly approved residential development and the addition of students in the aftermath of the Camp Fire both contribute to a higher overall enrollment projection in this year's study.

This enrollment growth already has resulted in some schools enrolling more students than their target capacity (Chapman, Emma Wilson, Rosedale, Shasta, and Sierra View). Additional schools are projected to experience enrollments higher than their Master Plan capacity during the 10-year projection period (Citrus, Little Chico Creek, Bidwell Jr. High, Marsh Jr. High, and Pleasant Valley High). As the District continues to grow, additional facilities and/or boundary adjustments will likely be needed.

The increase in development demand and overall population growth for the Chico area are driven in part by Chico's desirability as a place to live and raise families, as well as the ongoing Bay Area housing crisis that continues to push families out of the Bay Area and into other parts of the State to seek more affordable housing. On top of this natural growth, the District is absorbing additional new residents following the Camp Fire. Many former residents of Paradise are living in Chico, and it remains uncertain if or when they will be able to move back.

The Chico Unified School District has undertaken this study 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. However, it is important to note that these recommendations may be constrained by broader fiscal and policy issues.

1. It is recommended that the District update this study in the Fall to monitor the District's birth-to-kindergarten and grade-to-grade migration trends.
2. It is recommended that the District monitor the enrollment of students who came to Chico after the Camp Fire to determine their long-term impact to CUSD enrollments.
3. If elementary enrollment continues to increase, the District should consider adding additional capacity, potentially by constructing a new elementary school.
4. Continue to closely monitor residential development throughout the District, as increased enrollments in these areas will impact existing elementary facilities.

5. The District should consider, develop, and adopt educational specifications for all school sites.
6. While the passage of Measure K will address the need to replace a portion of the District's 20+ year old portables, the District should continue to plan for replacing all 20+ year old portable buildings with permanent structures when fiscally possible.
7. Incorporate these findings into the District's 2025 Facilities Master Plan.
8. Continue to 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 and costs may be required.
9. Consider exploring joint use projects with community groups and organizations, city government agencies, and other resources in order to accommodate and improve these programs which meet the needs of a diverse student population.
10. Maintain relationships with the City of Chico and Butte County in order to continue to plan for the most effective use of its facilities in addition to the potential for new facilities.
11. Continue to apply for State funding in order to ensure that the District is maximizing opportunities from federal, state, and local sources to assist in modernization or the construction of new facilities for housing current and future students.
12. Consider the preparation and adoption of a Level II Developer Fee Study.
13. Consider working with developers to mitigate the impact of their projects to school facilities.
14. Consider reviewing current construction schedules to correspond to new growth projections.
15. These recommendations will be reviewed annually as part of the 2025 Facilities Master Plan.

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