Demographic Analysis & Student Housing Report

Chico Unified School District

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TABLE OF CONTENTS

EXECUTIVE SUMMARY

This Demographic Analysis and Student Housing Report for the Chico Unified School District (CUSD) was prepared by King Consulting to build on previous work and continue to supply the District with relevant and accurate information on its demographics, enrollment, and facilities. The report contains a vast array of information that District staff in many areas will find useful and informative. This Executive Summary provides the most pertinent findings as they relate to the District's near-term enrollment trends and facility planning.

This year provided continued evidence that, after a one-year enrollment drop due to COVID-19 in 2020-21, Chico USD enrollments remain on a growth trend due to underlying demographic factors, a residential construction boom, and the upcoming expansion of transitional kindergarten (TK) into a new grade level for all four year old students over the next few years. However, enrollment growth appears to be slowing, and a recent reduction in local birth rates indicates that there will be fewer school age children and smaller cohorts entering the District soon. Increased TK enrollment and ongoing residential development will offset this and lead to growth and long-term stability in enrollments, but this demographic shift signals a pause in projections of long-term growth.

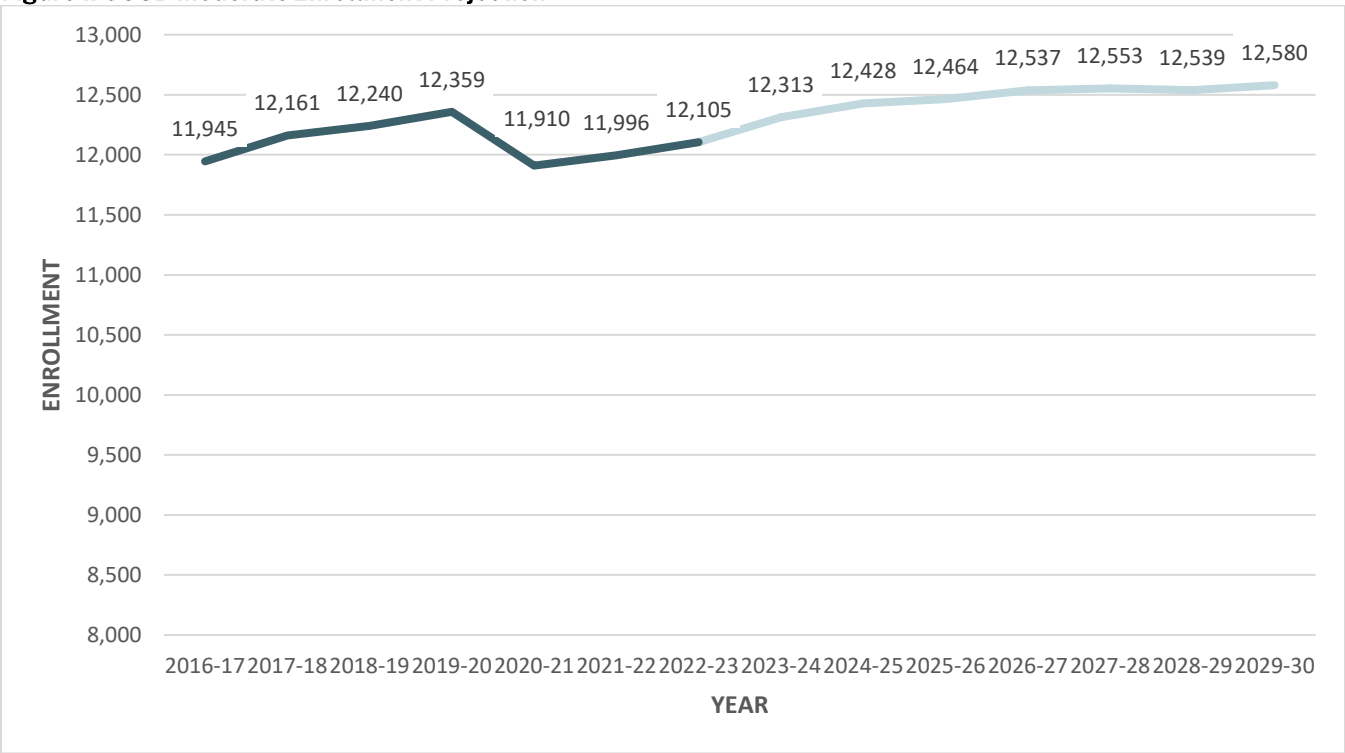
King Consulting typically accounts for a range of plausible demographic trends with Low, Moderate, and High projections of CUSD enrollment. It is helpful to see a plausible range of enrollment outcomes, especially for short term projections, given the variability the District's enrollments demonstrate from year to year. It is important to keep in mind, however, that the longer the projection time, the less likely it is that all the variables will align with the highest or lowest recent trends. For this reason, the Moderate enrollment projection is recommended for planning purposes.

There are three reasons to anticipate enrollment growth in the short term followed by stability for Chico USD:

- After years of growth and an increasing school-age population, local birth rates are beginning to decrease noticeably, with births in two of the last three years representing the lowest totals the District has recorded in decades. Absent other factors, this would be expected to lead to enrollment decreases in the future, as smaller incoming cohorts would begin taking the place of existing larger cohorts, the opposite of the pattern that drove CUSD growth through much of the last decade.
- Residential development in Chico continues to proceed with previously approved projects under construction and more new projects being proposed and approved by the City. The impact of this development in generating new students is one of the main factors responsible for the District's year-to-year cohort growth, and this is expected to continue. This will be a major factor that will offset the smaller cohort populations that will enter the District in a few years.
- TK enrollment will increase as the District is mandated to enroll increasingly more students who wish to begin public school at 4 years of age. By 2025-26, TK will have become a new grade level. Though it will not be mandatory for students to enroll, it is anticipated many families will do so once awareness of this change becomes widespread. This adds more students and will fuel the short term growth projected for CUSD. Once TK is fully implemented, the additional TK students enrolling each year will maintain enrollment at the peak levels it will reach by 2025-26.

Figure 1 visualizes CUSD's Moderate enrollment projection through the 2029-30 school year for seven years of projected enrollment along with seven years of recent certified enrollment. Projected enrollment is shown in a lighter color. As depicted, after a one time, baseline altering drop in 2020, CUSD enrollment is again increasing. During the TK expansion period through 2025-26, enrollment growth will continue in the short term, before stabilizing at the end of the projection period. However, should the pace of residential development increase, demographic factors (especially local birth rates) change, or enrollment demographics shift, these furthest years could shift as well. Figure 1 demonstrates the Moderate projection based on the most likely factors and the most current information available now.

Figure 1. CUSD Moderate Enrollment Projection



- Total CUSD enrollment is projected to increase from 12,105 in the current year to 12,580 by 2029-30 (plus 475, or 3.9%)
- TK-5th grade enrollment will increase from 5,318 to 5,567 (plus 249, or 4.7%)
- 6th-8th grade enrollment will increase from 2,716 to 2,803 (plus 87, or 3.2%)
- 9th-12th grade enrollment will increase from 4,071 to 4,209 (plus 138, or 3.4%)

CUSD's target capacity across all its school sites, as defined in its forthcoming Facilities Master Plan (FMP) update, is sufficient to house its projected Moderate enrollment. While the FMP capacity will accommodate projected enrollment, the District should update this study regularly to confirm the anticipated effects of TK expansion and development on enrollments, and begin planning for additional capacity at key sites, especially the specialized classrooms the youngest 4 year old students should have available.

Conclusion and Recommendations

Despite the one-time loss of students due to the COVID-19 pandemic, King Consulting continues to project short-term enrollment growth for Chico USD that will surpass pre-pandemic enrollment totals. The expansion of transitional kindergarten over the next four years into a new grade level will be the primary driver of growth, as additional K-12 students generated by consistent new residential development will offset smaller cohorts entering the District from recent smaller local birth totals. This carefully balanced set of factors should be monitored closely, as any changes to these input factors could result in more growth or decreasing enrollments.

Some elementary schools already exceed their target capacity, and more schools will do so in the coming years. The District should continue to update this study to confirm the anticipated effects of ongoing TK expansion and heightened residential development on enrollments, as adding elementary classrooms capacity at certain locations for the youngest students may be needed during the projection period.

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 continue to update this study each year.
2. Incorporate additional data from the updated Facilities Master Plan once that document is fully adopted.
3. Continue to closely monitor residential development throughout the District, as increased enrollments in these areas can impact existing school facilities.
4. Consider boundary adjustments to reduce enrollment at schools with enrollment that exceeds target capacity values.
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. Consider exploring joint use projects with community groups and organizations, city government agencies, and other resources to accommodate and improve these programs which meet the needs of a diverse student population.
8. Maintain relationships with the City of Chico and Butte County to continue to plan for the most effective use of its facilities in addition to the potential for new facilities.

9. 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.
10. Consider the preparation and adoption of a Level II Developer Fee Study.
11. Consider working with developers to mitigate the impact of their projects to school facilities.
12. Consider reviewing current construction schedules to correspond to new growth projections.
13. These recommendations will be reviewed annually as part of the Facilities Master Plan updates.

Chico Unified School District Demographic Analysis & Facility Capacity Study 2022-23

This report is divided into eight major components:

A. Introduction
B. District and Community Demographics
C. Student Generation Rates
D. Residential Development
E. Spatial Analysis
F. Enrollment Projections
G. Facility Analysis
H. Conclusion and Recommendations

SECTION A: INTRODUCTION

The Chico Unified School District is located in Butte County, California. The District serves the City of Chico, as well as surrounding unincorporated areas of Butte County including the communities of Cohasset and Forest Ranch. The Chico Unified School District serves grades TK-12th and has total 2022-23 enrollment of 12,105 students as provided by the District. Table 1 shows enrollment totals for each Chico USD school site. The Chico Unified School District currently operates 12 elementary school sites, 3 junior high school sites, 3 high school sites (including one continuation high school), and 3 alternative programs. Inspire Charter High School and other independent charter schools are not included in Chico USD's enrollment total.

The ongoing impacts of the COVID-19 pandemic that resulted in lower enrollment levels across CUSD in 2020-21 are still resulting in more students enrolling with the District's online learning academy, Oak Bridge than before the pandemic, though this number is continuing to decrease and approach pre-pandemic levels. The details of these impacts and what they mean for the District going forward will be discussed in detail in subsequent sections of this report.

As indicated by the variety of special programs operated by the District, providing choice and options to CUSD families is a District priority.

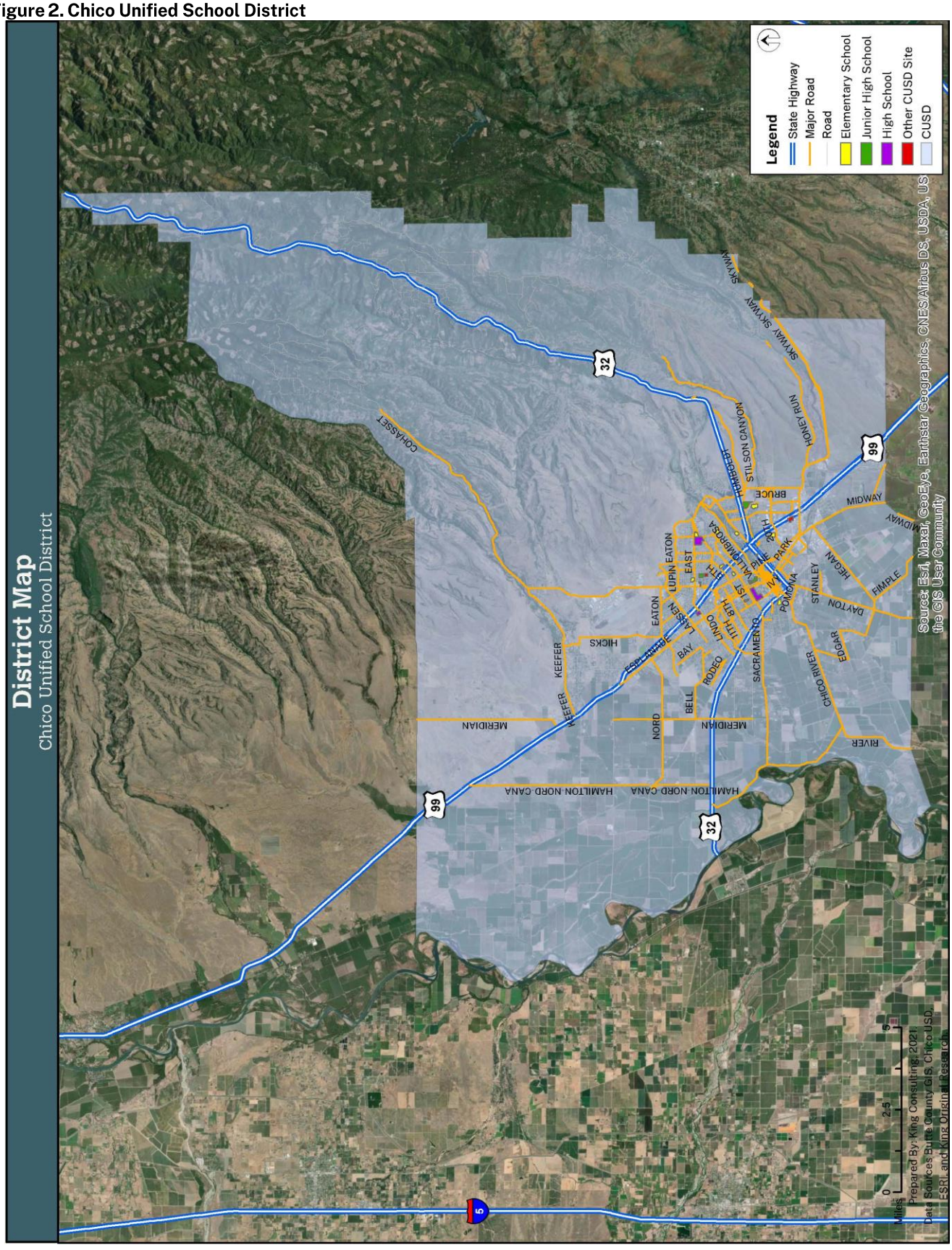
Table 1. School Sites and 2022-23 Enrollments

Elementary Schools (and special programs)	**Grade Levels**	**2022-23 Enrollment**
Chapman	TK-5	300
Citrus	K-5	341
Emma Wilson	TK-5	565
Hooker Oak (Hands on Thematic Learning)	TK-5	291
Little Chico Creek (AVID Learning)	TK-5	431
Marigold	TK-5	570
McManus	TK-5	415
Neal Dow	TK-5	335
Parkview (GATE & STEM)	TK-5	406
Rosedale (Spanish Immersion)	TK-5	543
Shasta	K-5	647
Sierra View (Academics Plus)	K-5	456
Subtotal		*5,300*
Middle Schools	**Grade Levels**	**2022-23 Enrollment**
Bidwell	6-8	990
Chico	6-8	928
Marsh	6-8	732
Subtotal		*2,650*

Table 1. School Sites and 2022-23 Enrollments (cont.)

High Schools	Grade Levels	2022-23 Enrollment
Chico	9-12	1,906
Pleasant Valley	9-12	1,841
Fair View Continuation High	9-12	131
Subtotal		*3,878*
Other Programs	**Grade Levels**	**2022-23 Enrollment**
Academy for Change/Center for Alternative Learning	6-12	64
Oak Bridge Academy (Online Program)	K-12	131
Oakdale Independent Study	6-12	82
Subtotal		*277*
Grand Total		**12,105**

Figure 2. Chico Unified School District



SECTION B: DISTRICT AND COMMUNITY DEMOGRAPHICS

District Enrollment Trends

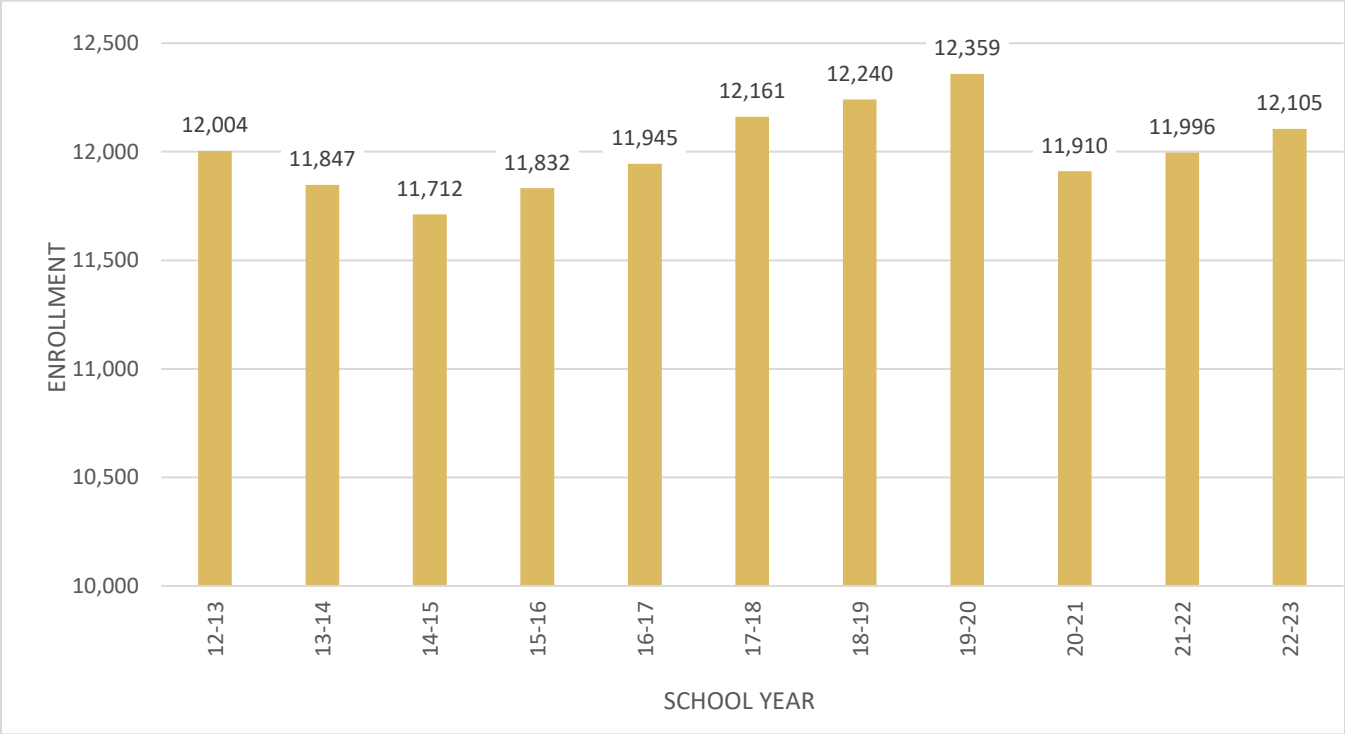
Historical Enrollments

Historical enrollment trends are based on certified State enrollment totals for each year. From 2014-15 through 2019-20, Chico USD enrollment increased every year, ultimately increasing by 5.5% during that time, as demographic factors and housing development fueled steadily increasing enrollments. In 2020-21, however, due to the COVID-19 pandemic, enrollment decreased to 11,910 total students, a single-year decrease of 3.6% that erased more than three years of enrollment growth. Most of the students who left the District at this time are unlikely to return, resulting in a new baseline from which to measure future growth. In 2021-22 and 2022-23, the District's pre-pandemic growth patterns resumed, as the pre-pandemic growth trends resumed from the reset baseline established by the pandemic.

Additional demographic factors affecting the District's historical enrollments will be discussed in the following sections. Figure 3 illustrates the District's enrollment pattern since 2012-13. Figure 4 provides current year enrollments by school, while Table 2 analyzes the District's enrollment balance across its schools with attendance boundaries. As shown, District high school enrollment is well balanced between the two high schools, while elementary school enrollment deviates from the average by up to 35% at the smallest school. Oak Bridge Academy is still enrolling more students than in pre-pandemic years, which draws enrollment out of other school sites, but this year there are fewer students opting for online learning compared to the last two years.

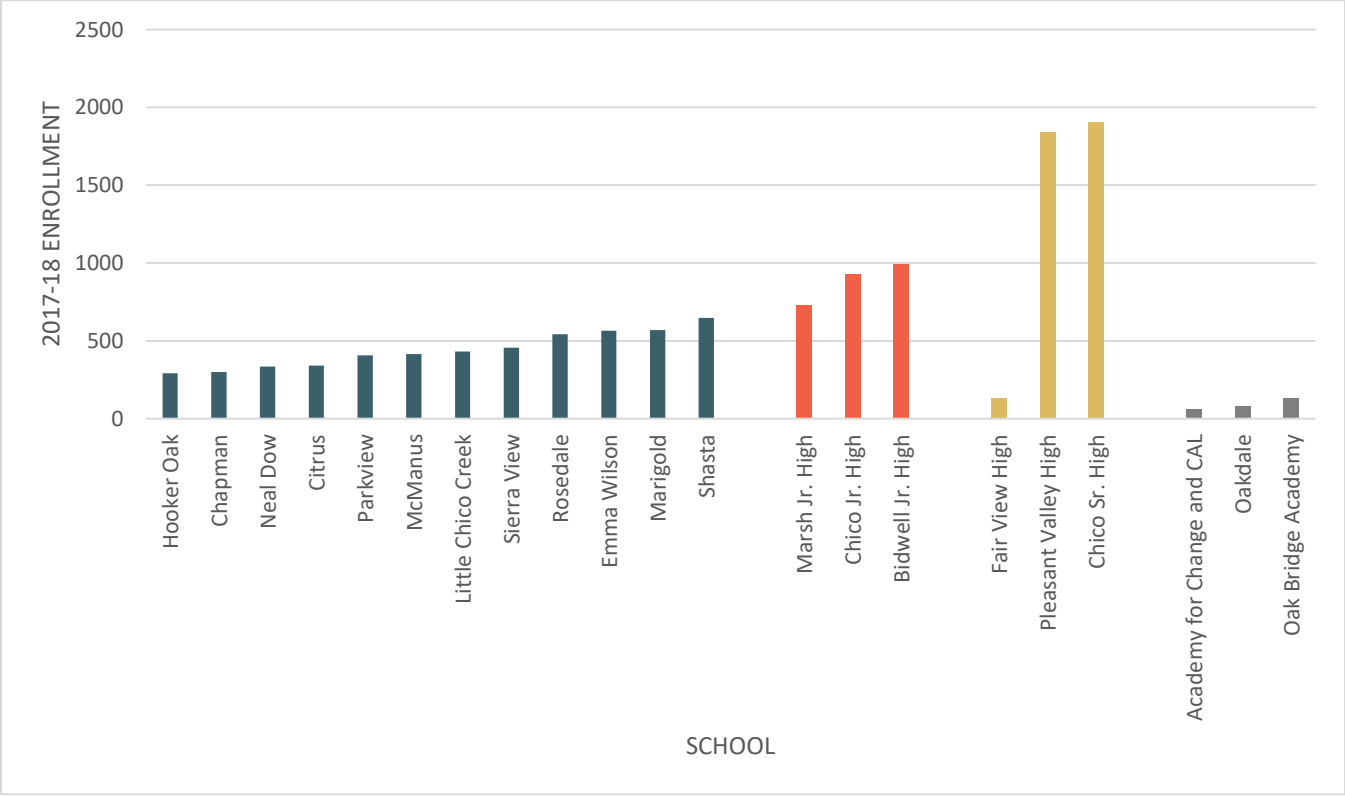
Figure 5 illustrates annual growth/decline in student enrollment and highlights the growth trends the District had been experiencing for several years before the pandemic occurred, and which have resumed in the last two years, along with the aberrational single-year decrease in 2020-21. A closer examination of historical enrollments by grade level demonstrates that recent enrollment growth was occurring primarily in the elementary school and junior high school grades prior to the pandemic, and that these same grade levels were also the most affected by the pandemic-related enrollment decrease. High school enrollment reached record high levels in the current year (Figure 6). Table 3 provides historical enrollments by school since 2013-14.

Figure 3. Historical Enrollments



Source: California Department of Education and CUSD.

Figure 4. 2022-23 Enrollments by School

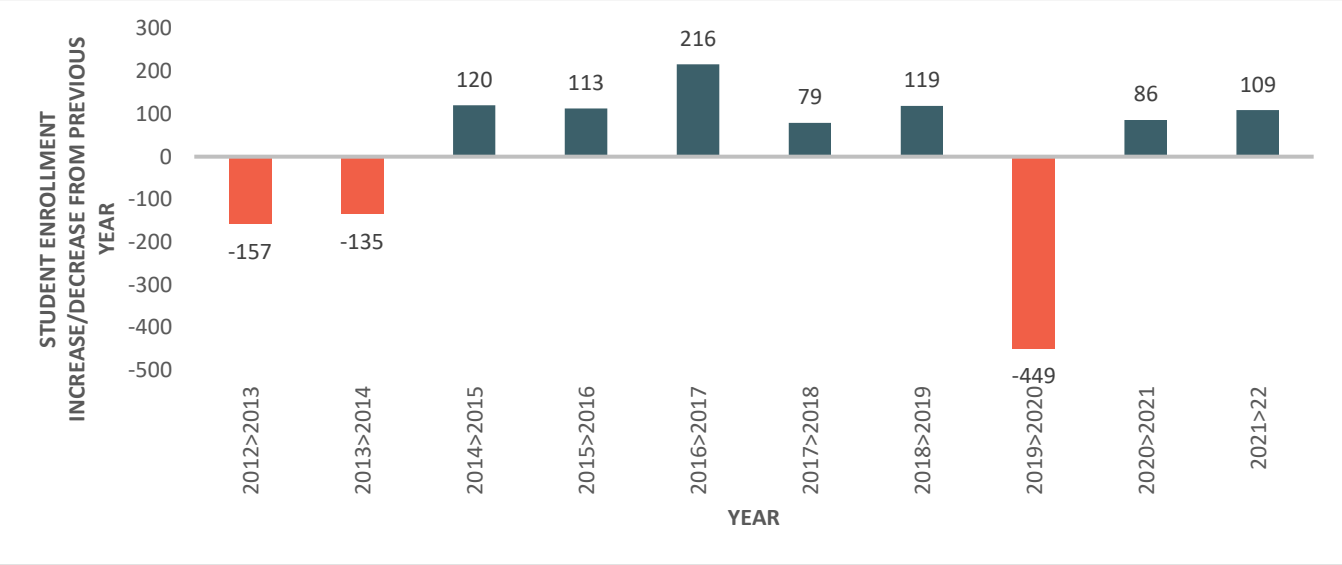


Source: California Department of Education and CUSD.

Table 2. CUSD Average Site Enrollments (Only Sites with Boundaries)

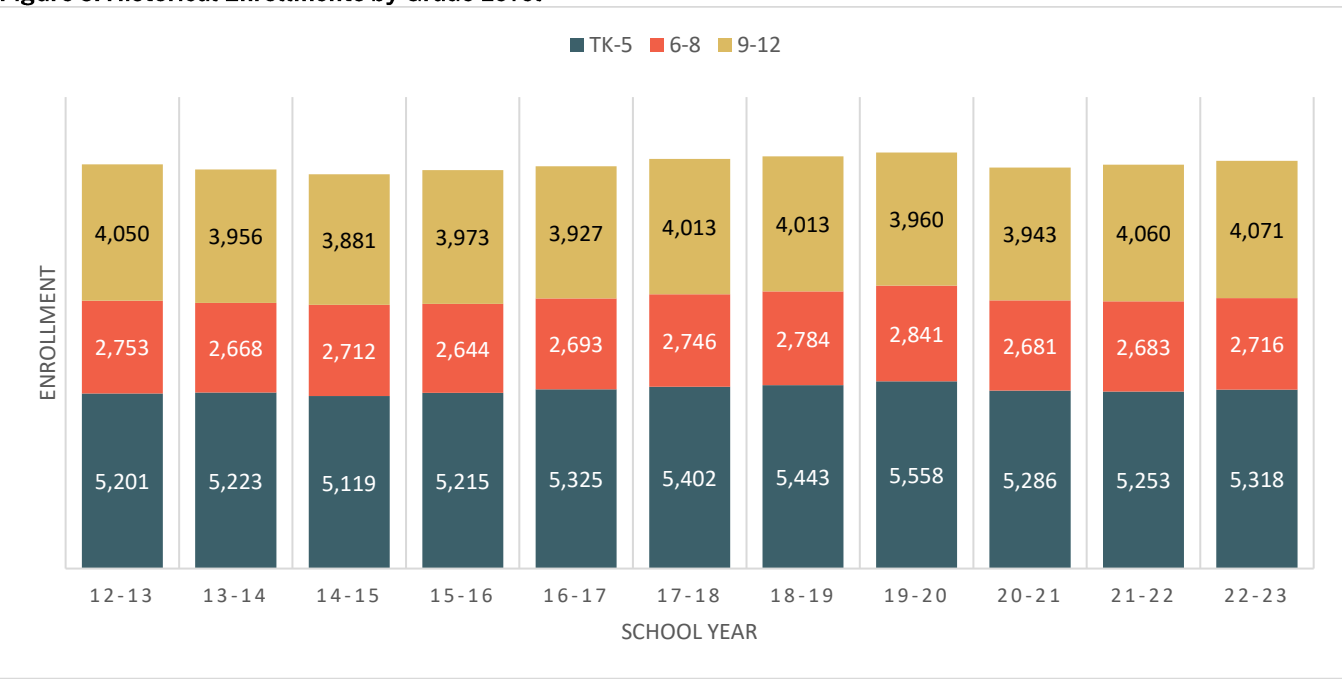
	Average Enrollment	Smallest Enrollment (Deviation)	Largest Enrollment (Deviation)
ES	447	291 (-35%)	647 (+31%)
JHS	883	732 (-17%)	990 (+11%)
HS	1,874	1,841 (-2%)	1,906 (+2%)

Figure 5. Annual Growth in Student Enrollment



Source: California Department of Education and CUSD.

Figure 6. Historical Enrollments by Grade Level

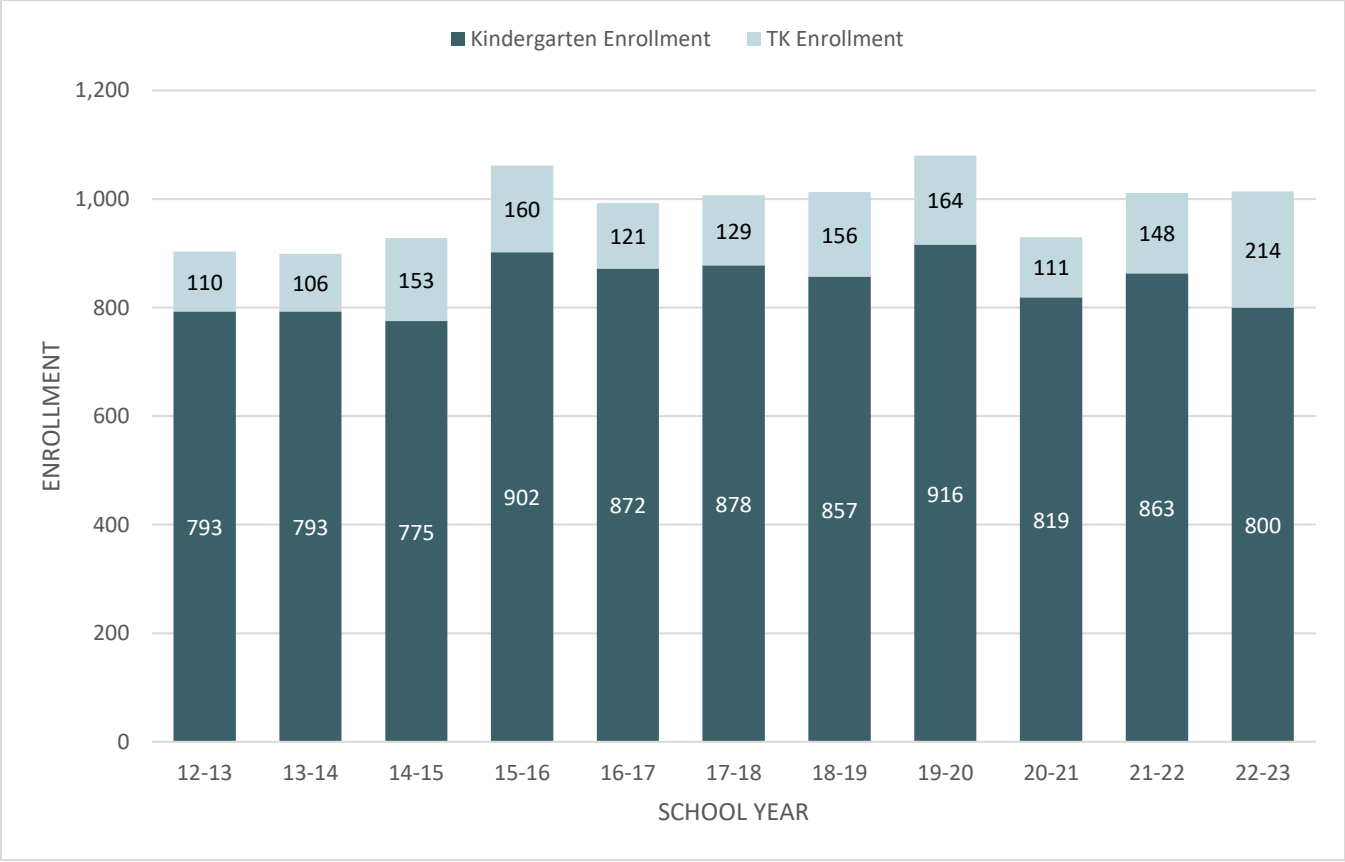


Source: California Department of Education and CUSD.

Total kindergarten and transitional kindergarten (TK) enrollment increased in 2015-16 and then remained higher than previous levels through 2019-20. In 2020-21, some families chose not to enroll their kindergarten students during the COVID-19 pandemic, leading to lower totals than had been the recent norm (Figure 7). After increasing in 2021-22, kindergarten enrollment decreased in 2022-23, which if reflective of trends in local birth totals that will be discussed in Section F of this report. Transitional kindergarten (TK) enrollment increased with the first year of rollout to full year TK, meaning the total of all TK/Kindergarten students this year was around the same total as last year, even with the lower kindergarten total. Recent cohorts of kindergarten students (not including transitional kindergarten students, since they do not advance to 1st grade) are still generally larger than the cohorts that arrived prior to 2015, which is the primary reason for the increasing elementary enrollments that had been occurring pre-pandemic, as depicted in Figure 6. Kindergarten enrollment has an enormous impact on overall enrollments because each larger incoming kindergarten cohort directly replaces a smaller cohort graduating from CUSD. However, if incoming cohorts become smaller, the opposite pattern can occur as smaller incoming cohorts take the place of previous larger ones.

It is important to note that the transitional kindergarten program is evolving into a full grade level, such that by 2025-26 TK will be available to all four years olds as the entry point to public schooling. This change will be reflected in projections of future TK enrollment totals.

Figure 7. Kindergarten Enrollment



Source: California Department of Education and CUSD.

Table 3. Historical Enrollments by School

Elementary Schools	Grade Levels*	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Chapman	TK-5	369	351	356	310	292	330	329	292	286	300
Citrus	K-5	337	328	316	300	295	314	307	315	342	341
Emma Wilson	TK-5	625	609	611	554	620	630	627	565	598	565
Hooker Oak	TK-5	372	366	364	318	330	369	360	317	304	291
Little Chico Creek	TK-5	567	541	508	474	469	449	497	400	451	431
Marigold	TK-5	577	556	559	484	486	448	477	453	474	570
McManus	TK-5	459	475	520	414	427	426	430	375	415	415
Neal Dow	K-5	412	386	402	338	332	332	355	314	308	335
Parkview	TK-5	369	385	415	378	358	381	380	344	384	406
Rosedale	TK-5	575	586	593	524	539	542	555	532	524	543
Shasta	K-5	688	696	713	608	653	629	654	620	620	647
Sierra View	K-5	651	648	662	600	580	563	560	487	450	456
Elementary School Totals		*6,001*	*5,927*	*6,019*	*5,302*	*5,381*	*5,413*	*5,531*	*5,014*	*5,156*	*5,300*
Middle Schools	**Grade Levels***	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Bidwell	6-8	643	587	568	976	968	978	992	920	975	990
Chico	6-8	601	639	618	812	834	878	908	837	892	928
Marsh	6-8	575	581	592	867	912	874	885	776	748	732
Middle School Totals		*1,819*	*1,807*	*1,778*	*2,655*	*2,714*	*2,730*	*2,785*	*2,533*	*2,615*	*2,650*
High Schools	**Grade Levels**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Chico	9-12	1,762	1,753	1,782	1,835	1,793	1,740	1,747	1,779	1,913	1,906
Pleasant Valley	9-12	1,865	1,777	1,807	1,822	1,953	1,971	1,913	1,720	1,775	1,841
Fair View High	9-12	215	231	202	149	145	165	161	196	172	131
High School Totals		*3,842*	*3,761*	*3,791*	*3,806*	*3,891*	*3,876*	*3,821*	*3,695*	*3,860*	*3,878*
Other Programs	**Grade Levels**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Academy for Change/ CAL	7-12	65	58	36	49	41	50	36	46	27	64
Loma Vista**	N/A	8	21	29	23	21	21	31	14	12	0
Oak Bridge	K-12	0	0	0	0	0	31	27	503	238	131
Oakdale	6-12	90	92	123	110	113	119	128	105	88	82
Alternative School Totals		*163*	*171*	*188*	*182*	*175*	*221*	*222*	*668*	*365*	*277*
Grand Total		**11,847**	**11,712**	**11,832**	**11,945**	**12,161**	**12,240**	**12,359**	**11,910**	**11,996**	**12,105**

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

**Loma Vista does not enroll TK-12 students as of 2022-23.

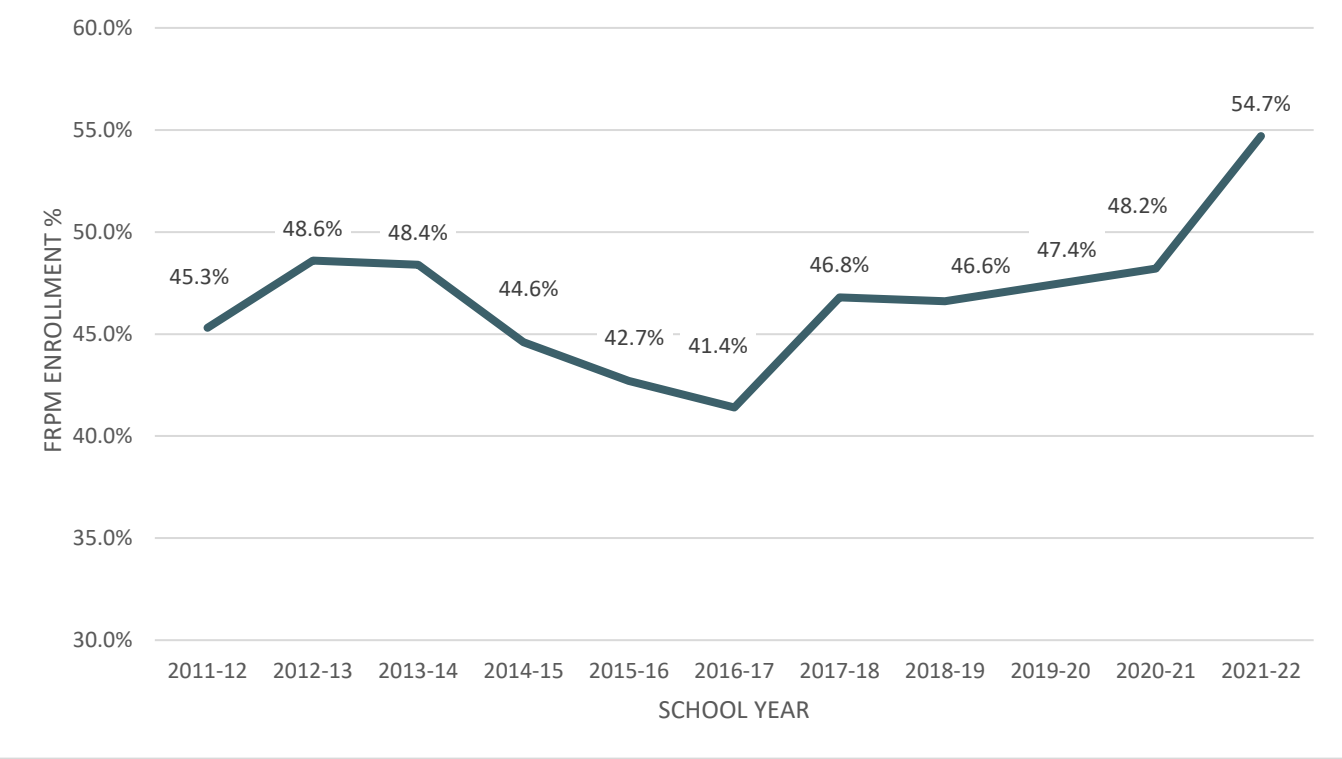
Historical Enrollment by Socioeconomic Status

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 4 provides the number of CUSD students participating in the FRPM program from 2011-12 to 2021-22. From 2012 through 2016, participation in the program decreased each year, but in 2017 FRPM enrollment sharply increased and has remained elevated ever since, with another sharp increase in the current year. 2021-22 FRPM enrollment was the highest in the previous decade by total count and by percentage of total enrollment. Figure 8 graphically demonstrates the change by year.

Table 4. Historical Students Enrolled in Free or Reduced Price Meals

School Year	Students Enrolled in Free or Reduced Price Meals	Percent FRPM
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%
2018-19	6,691	46.6%
2019-20	6,852	47.4%
2020-21	6,703	48.2%
2021-22	7,699	54.7%

Figure 8. Historical Students Enrolled in Free or Reduced-Price Meals

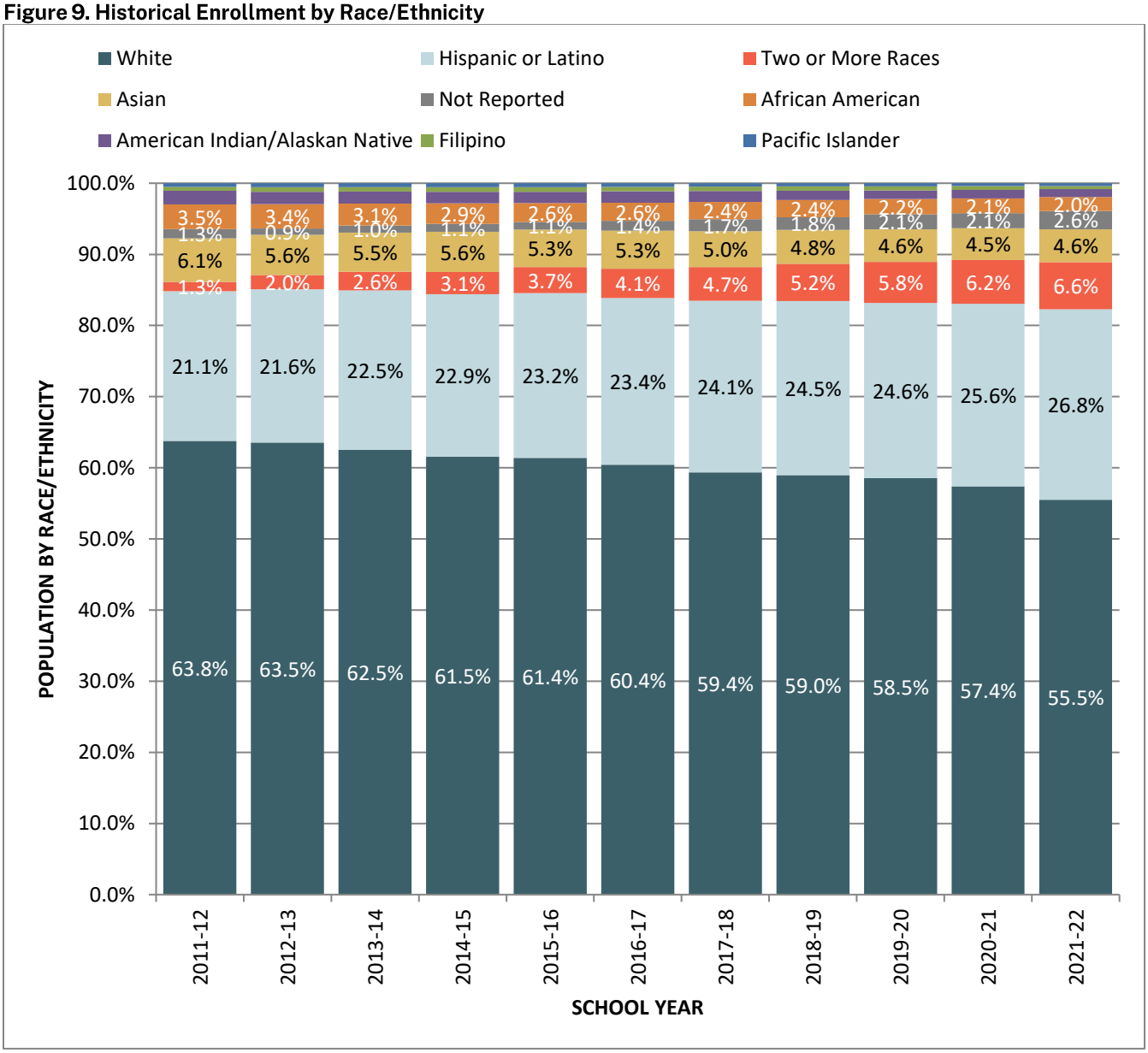


Historical Enrollment by Ethnicity

To analyze the District's race/ethnicity profile, the 2011-2021 CalPADS enrollments by race/ethnicity were used.

Historically, CUSD enrollments have been less diverse; however, that trend is changing. The District is still comprised of a majority of White students (55.5%), 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 (26.8%), with students identifying with two or more races being the third largest ethnic group (6.6%). These historical trends are reflective of statewide demographic shifts and are expected to continue. Figure 9 below demonstrates the race/ethnicity trends of the District from 2011-12 to the 2021-22 school year, the most recent for which State data is available.

Figure 9. Historical Enrollment by Race/Ethnicity



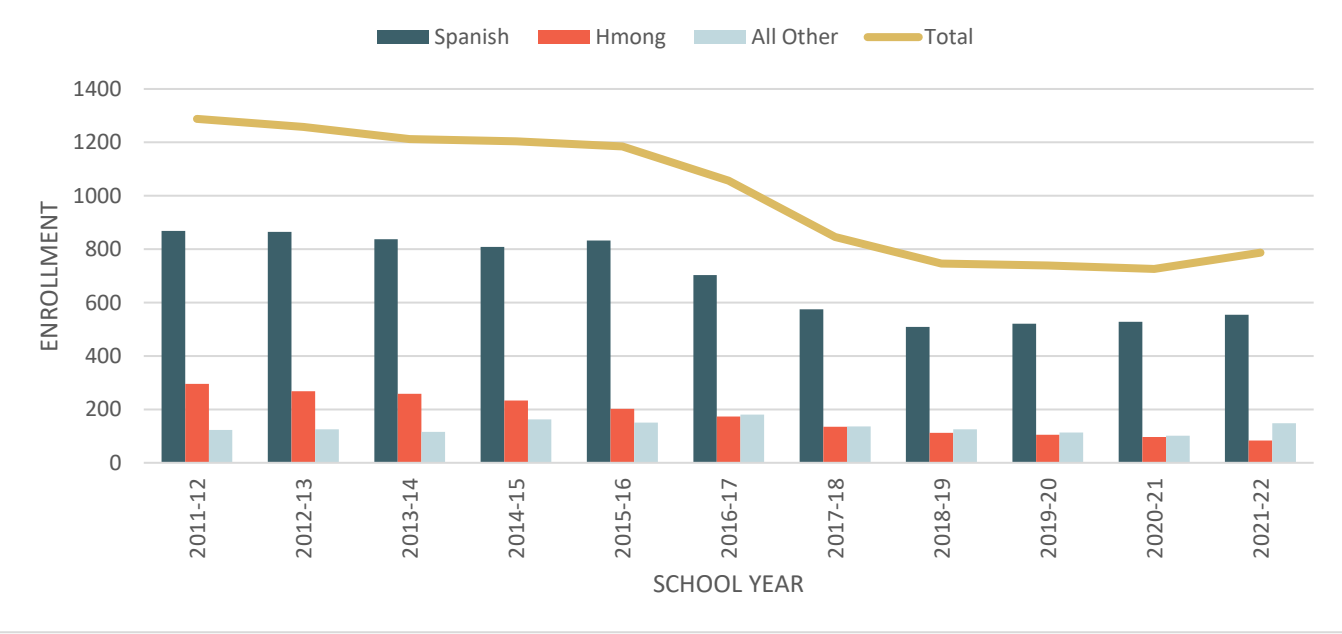
Historical Enrollment of English Language Learners

CalPADS enrollments of English Language Learners (ELL) were also compiled and analyzed. Table 5 contains the number of CUSD students enrolled as ELL students from 2011-12 to 2021-22, as well as a breakdown by primary language spoken. ELL enrollment decreased steadily over the last decade, with total ELL enrollment in 2021 being 501 students lower than in 2011, even with a small increase in ELL students in the current year. The percentage of ELL students in the District reflects a similar pattern. 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 decreased much less during this period, and in 2016 collectively eclipsed Hmong speakers for the first time. Figure 10 graphically depicts this trend over time.

Table 5. Historical Students Enrolled as English Language Learners

School Year	Total Students Enrolled as ELL	Spanish Speaking	Hmong Speaking	All Other Languages	Percent ELL of Total Enrollment
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%
2018-19	746	509	112	125	5.2%
2019-20	739	521	105	113	5.1%
2020-21	726	528	97	101	5.2%
2021-22	787	555	84	148	5.6%

Figure 10. Historical Students Enrolled as English Language Learners



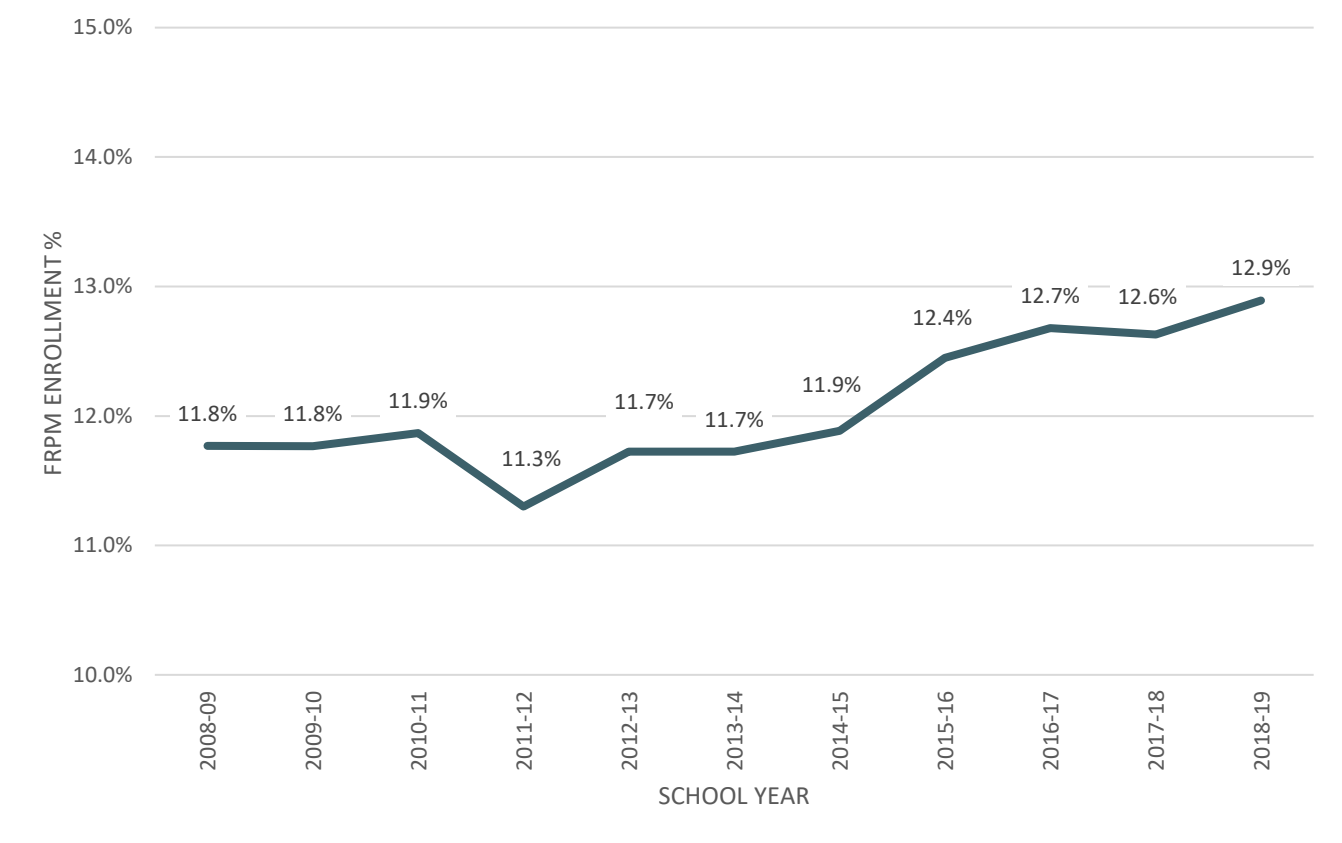
Historical Enrollment of Special Education Students

Data on students classified by the State as being enrolled in Special Education classes were also collected from CalPADS. Table 6 provides the number of CUSD students enrolled in Special Education classes from 2008-09 to 2018-19. Special Education enrollment generally increased steadily after 2011-12 and is at its highest level of the study period in 2018-19 by both raw count and percentage of total enrollment. Figure 11 depicts these trends in a visual format.

Table 6. Historical Students Enrolled in Special Education Classes

School Year	Total Special Education Students	Percent Special Education
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%
2017-18	1,797	12.6%
2018-19	1,851	12.9%

Figure 11. Historical Students Enrolled in Special Education Classes

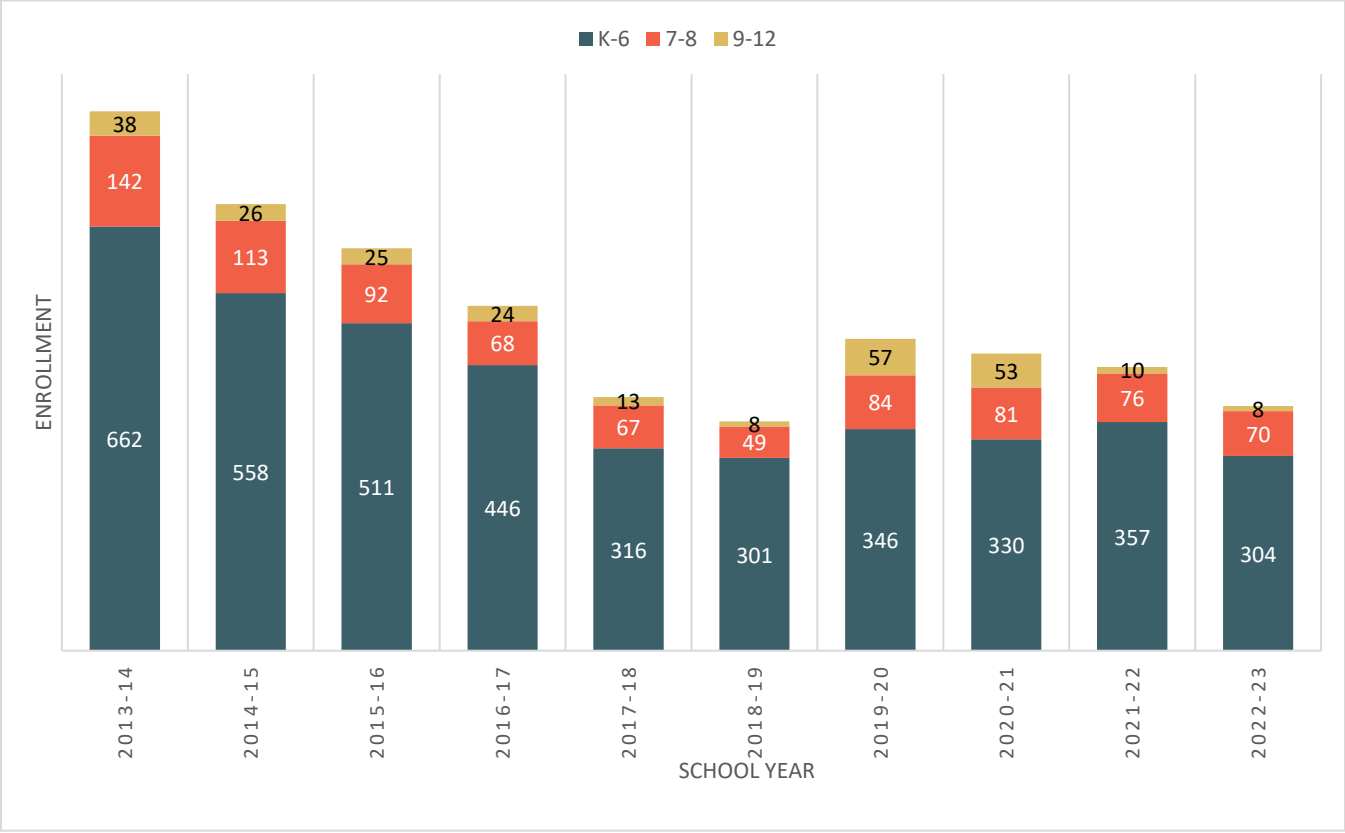


Private School Trends

While direct public-to-private and private-to-public student transfer data is not readily available, it is possible to compare historical enrollments to determine if there is a significant correlation between public school enrollments as compared to private school enrollments.

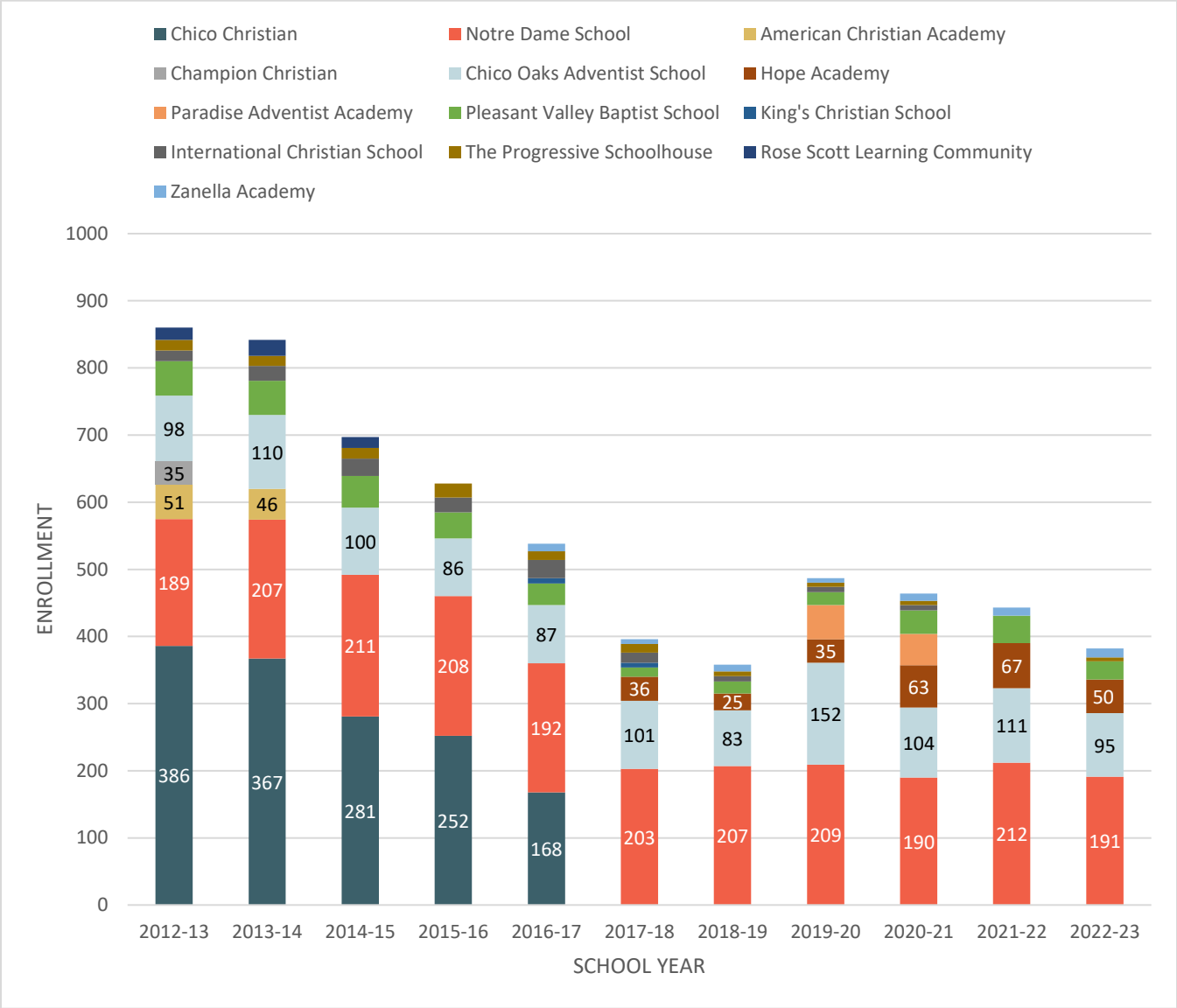
Private school enrollments for private schools located within the District were collected from the California Department of Education for years 2013 to 2022. From 2013 to 2018 (and extending further into history as well), private school enrollments decreased every year, ultimately declining from 842 to 358, a decrease of 57%. Several private schools located within CUSD closed during this time. In 2019, partially because of the Camp Fire, which lead to a school relocating from Paradise to Chico, as well as enrollment growth at some existing schools, total private school enrollment throughout Chico increased. Over the last three years, however, private school enrollment declined again as one school moved back to Paradise and previous trends reasserted themselves. Figure 12 shows private school enrollment by grade level, showing that most of private schools in Chico USD enroll elementary-aged students. Figure 13 shows the enrollment broken out over time by school, which shows the number of schools that closed over the past decade. Figure 14 shows the locations of the private schools currently operating within the CUSD boundary.

Figure 12. Private School Enrollments by Grade for Private Schools Located within CUSD



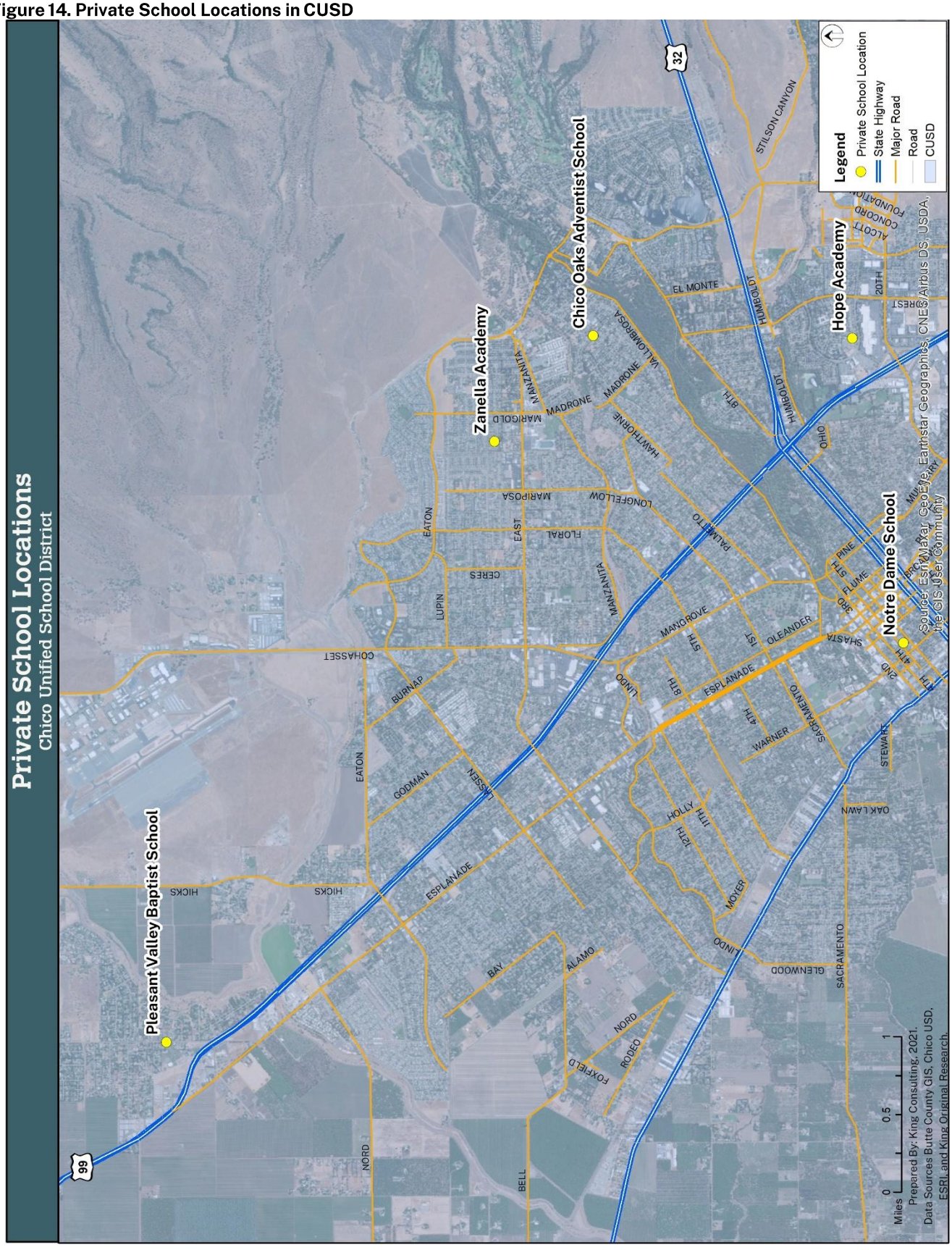
Source: California Department of Education.

Figure 13. Private School Enrollments by School for Private Schools Located within CUSD



Source: California Department of Education.

Figure 14. Private School Locations in CUSD



Charter School Trends

Historical enrollments for charter schools located within the CUSD were analyzed to calculate the impact to future CUSD enrollments. Total charter school enrollments decreased in 2019 for the first time since 2002 and continued to decrease in 2020 and 2021. While charter school enrollment remains elevated from where it was ten years ago, it appears continuing growth is halting and possibly reversing, with 2021 total charter enrollment now just 7% than it was in 2011 (Figure 15). Overall charter growth since 2015 was primarily due to increased enrollment in the Core Butte home study charter program, which experienced its first ever decrease in year-to-year enrollment in 2019, though enrollment again set an all-time high in 2020 before settling in between those marks in 2021. Figure 16 provides a map of the location of charter schools within CUSD.

Figure 15. Charter School Enrollments for Charter Schools Located in CUSD

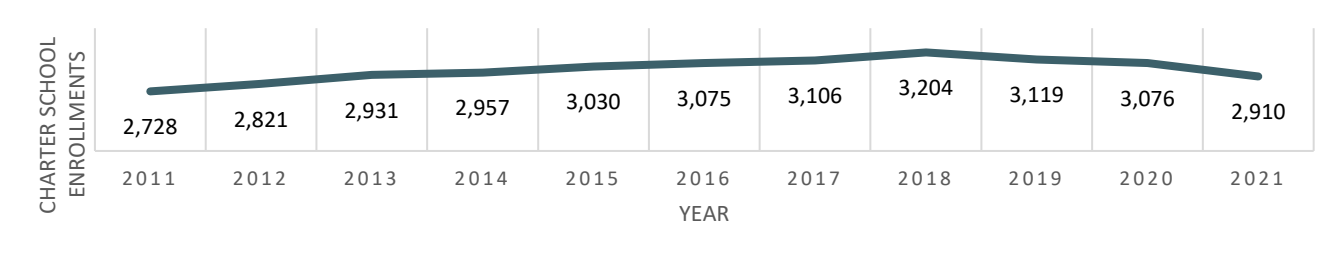
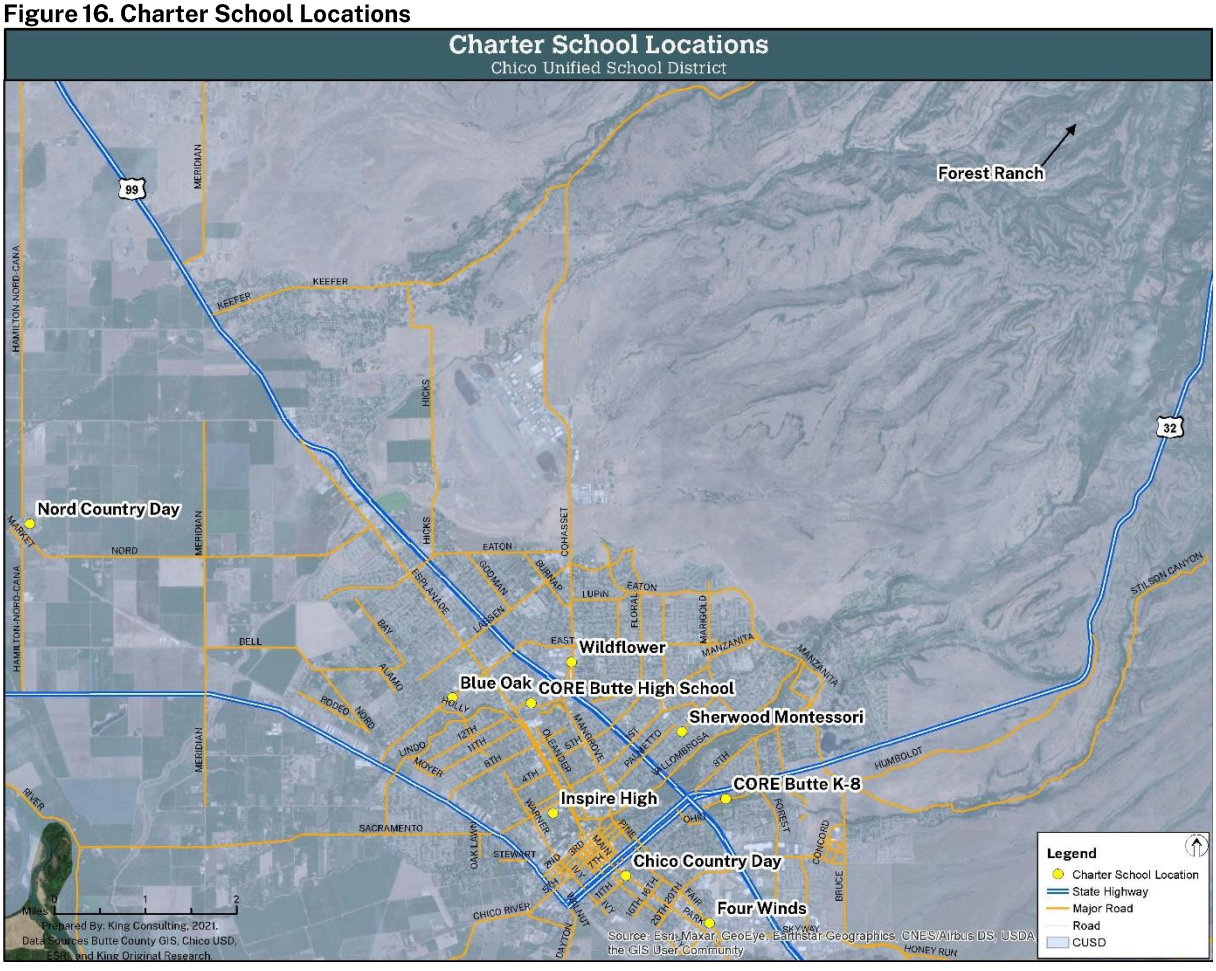


Figure 16. Charter School Locations



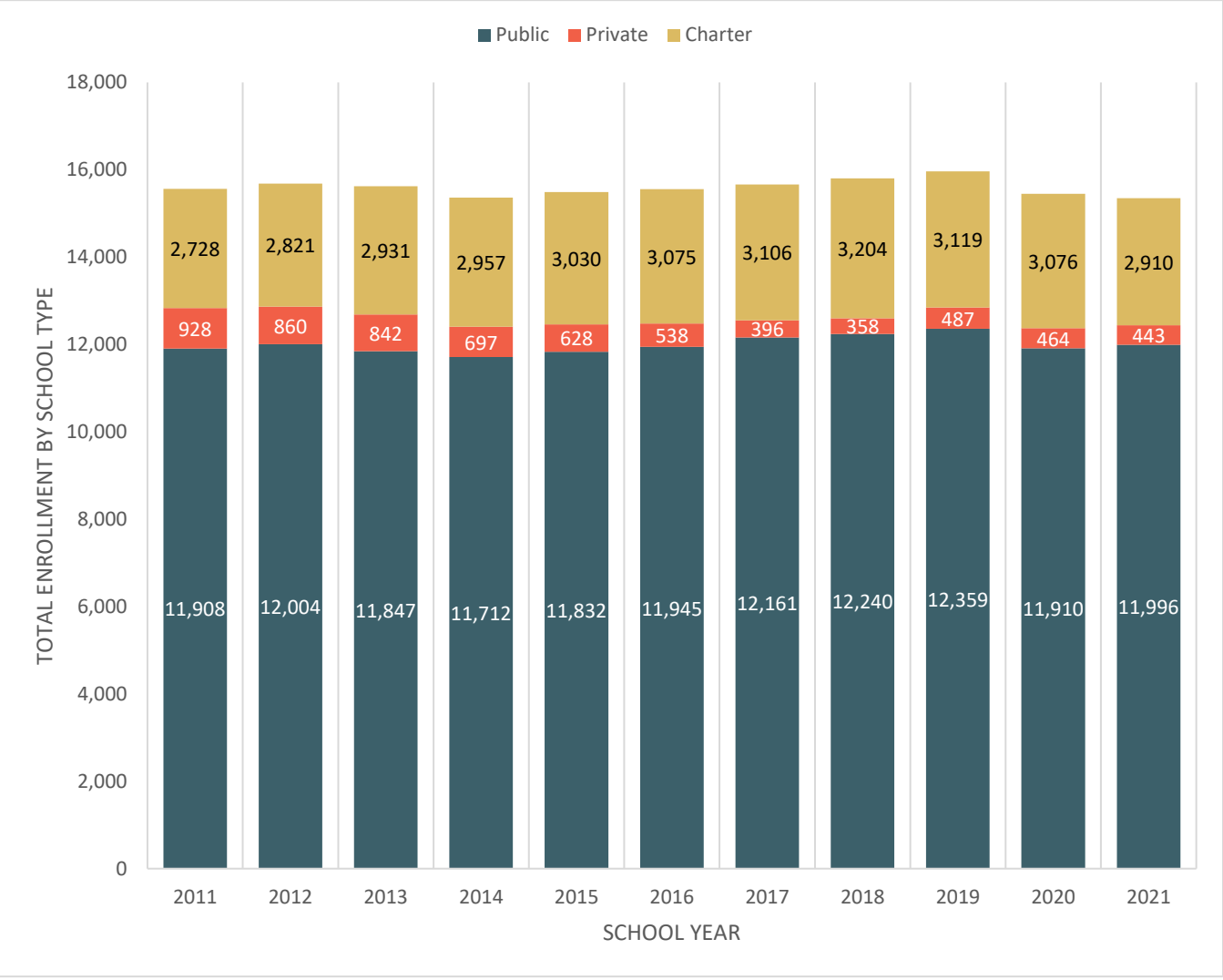
Comparison of Historical Enrollments by School Type

To better understand historical trends, King Consulting compared historical enrollments by school type (Public, Private, and Charter) for all schools located within the CUSD boundary. Since charter school data are only available through 2021-22, 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 15,493 in 2011 to 15,965 in 2019 before decreasing to 15,450 in 2020 and again to 15,349 in 2021. In the most recent Year, only public school enrollment at CUSD increased, while private school and charter enrollment decreased. Over the past ten years, enrollments in District schools are almost identical at a net increase of 0.7%, while enrollments in charter schools increased by 6.7%, and enrollments in private schools declined by -52.3% (Figure 17).

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

Figure 17. Comparison of Total Enrollment by School Type



Community Demographics

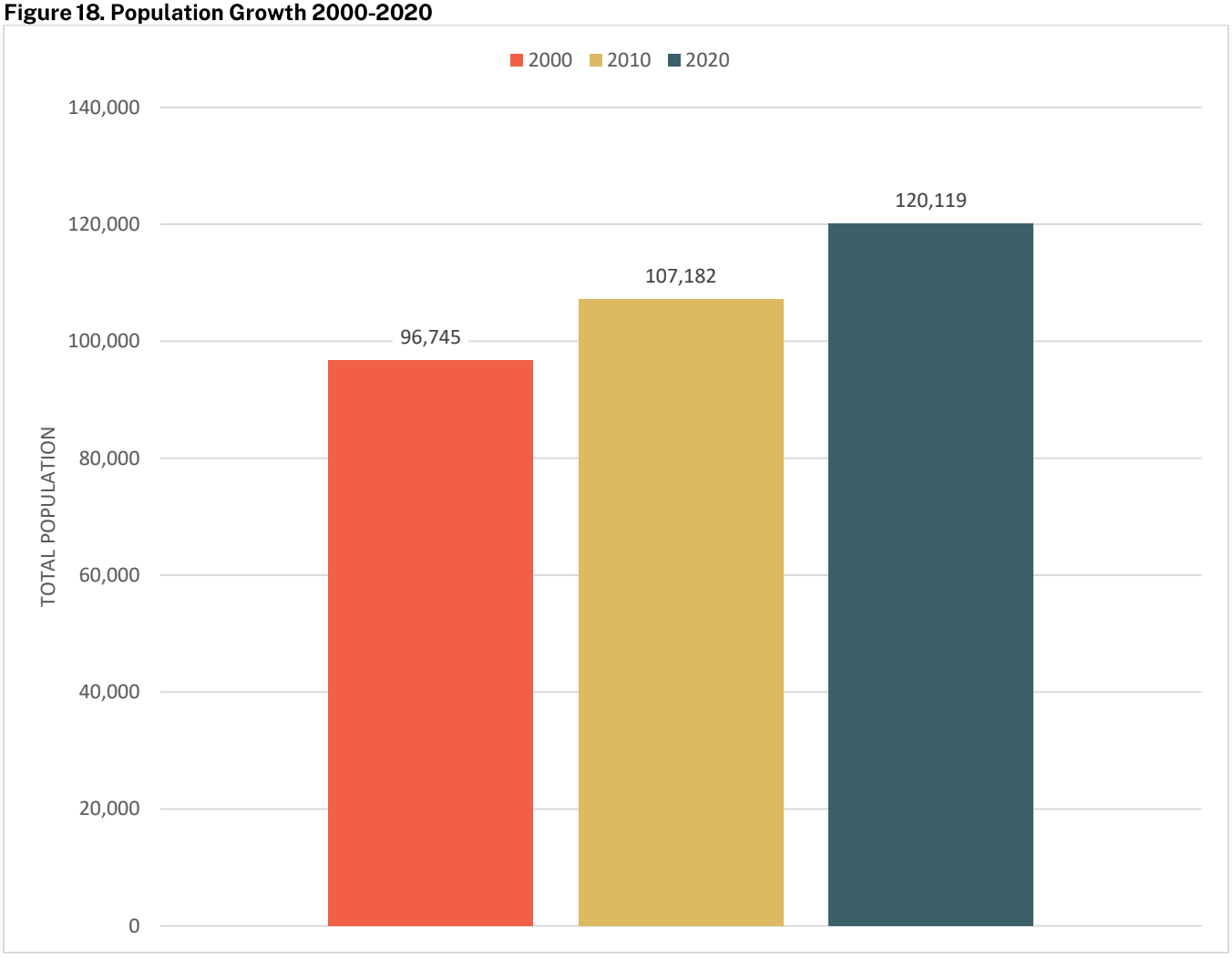
The Chico Unified School District serves the City of Chico, as well as much of the surrounding unincorporated area of Butte County. This community demographic analysis will focus on the general population residing within the CUSD boundary as shown in Figure 2 in Section A of this document.

Population Trends (2020 Decennial Census Data)

The CUSD boundary has a total population of 120,119 according to the decennial 2020 United States Census. This represents growth of 12.1% since 2010 (Figure 18).

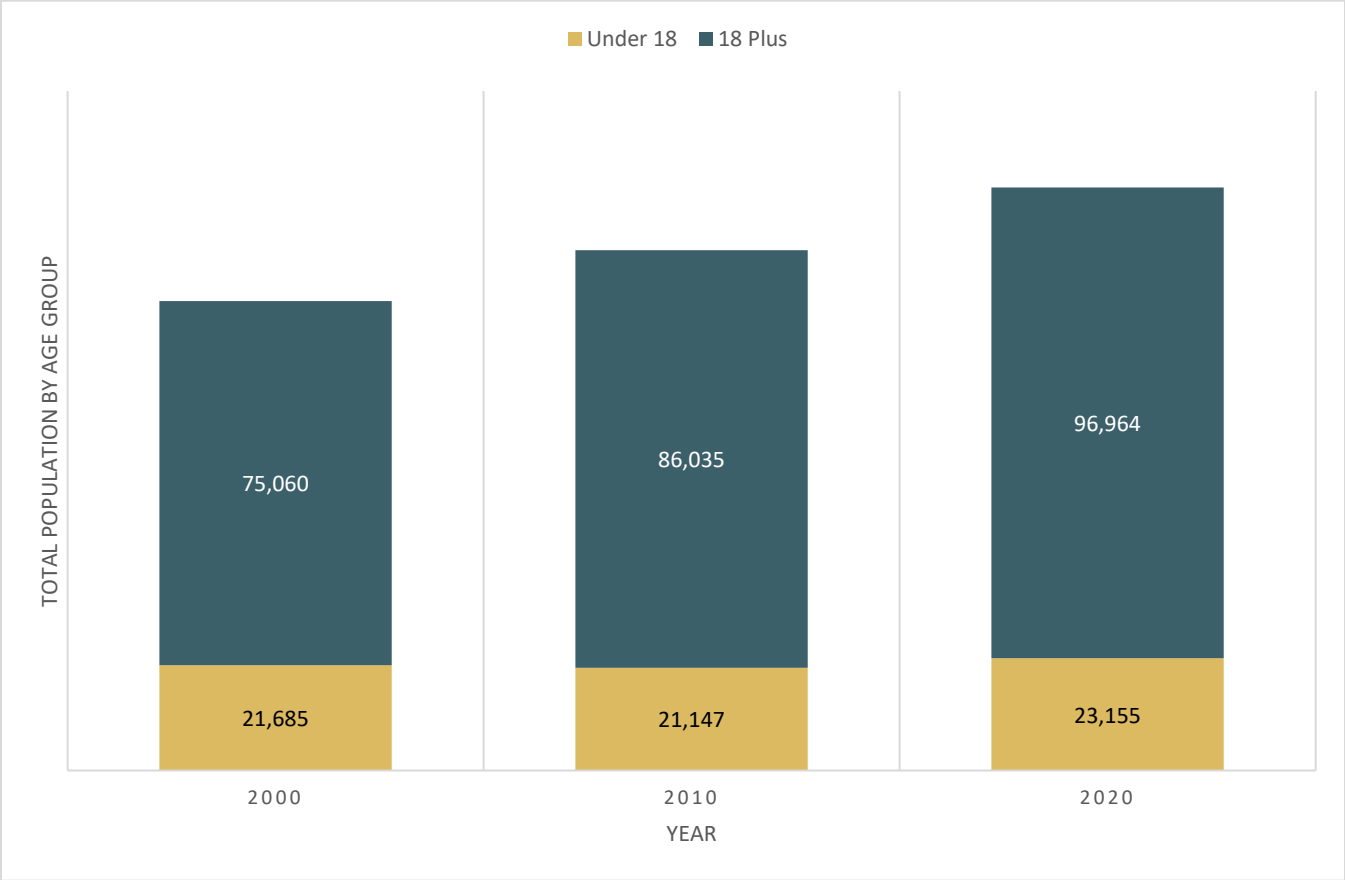
While detailed age data for 2020 is not yet available and previous estimates are less consistent with the confirmed 2020 total, an analysis of the population split between people aged 18 and over and those under 18 years reveals that the population growth from 2010 to 2020 involved growth of children under 18 years old, which differs from the period between 2000 and 2010 when total population increased, but only among adults (Figure 19). The CUSD community is predominately White (67.0%) (Figure 20).

Figure 18. Population Growth 2000-2020



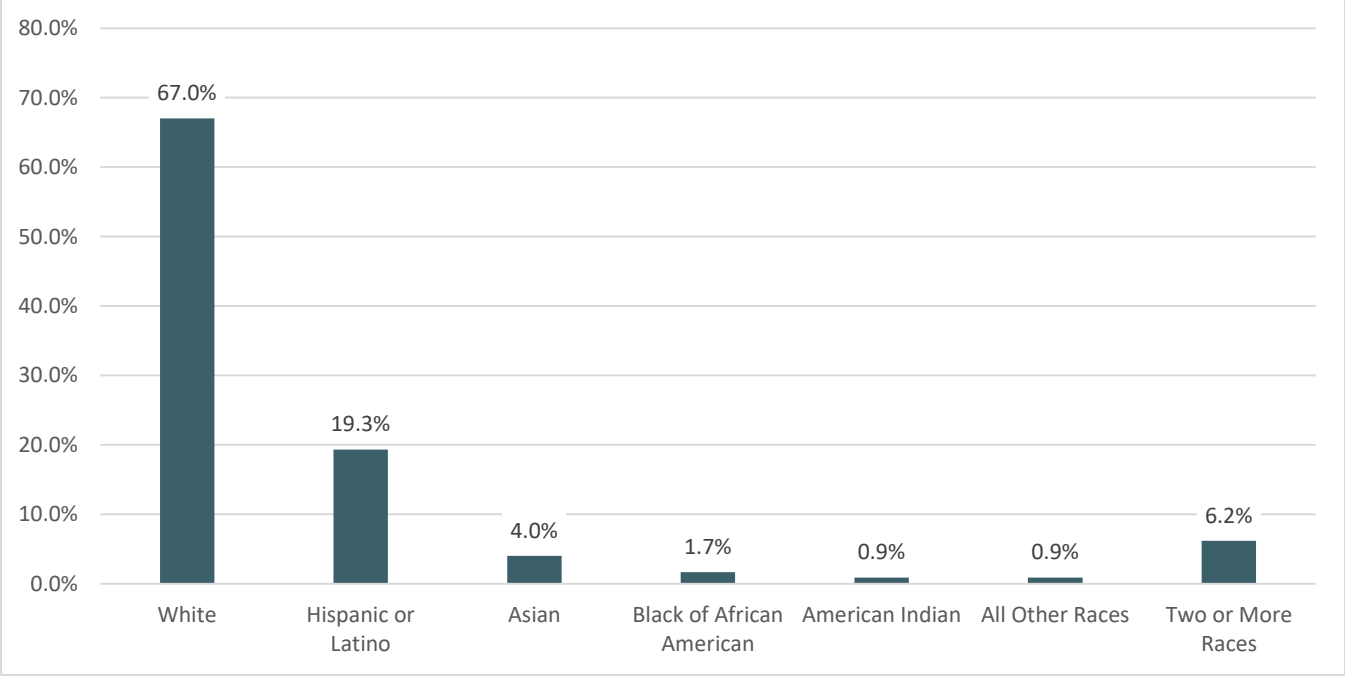
Source: U.S. Census Bureau Decennial Census (2000, 2010, 2020)

Figure 19. Population Growth by Age Range, 2000-2020



Source: U.S. Census Bureau Decennial Census (2000, 2010, 2020)

Figure 20. Population by Race and Ethnicity

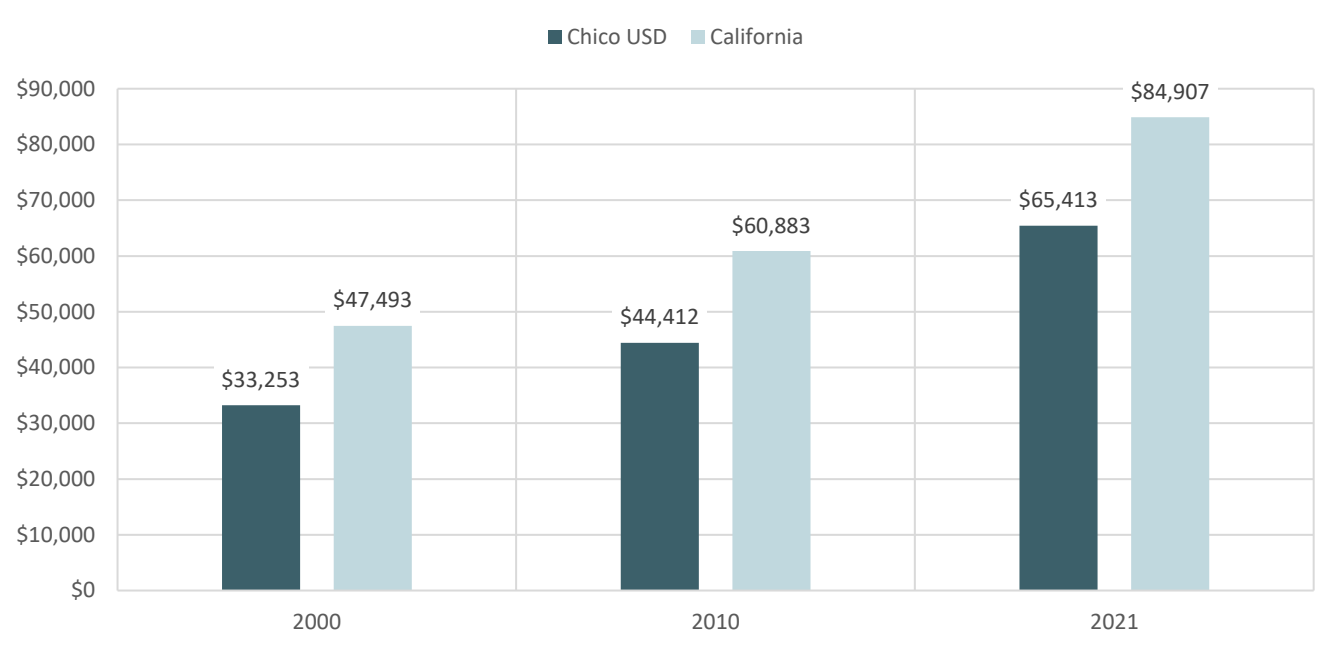


Source: U.S. Census Bureau, Decennial 2020 Census.

Household Characteristics (2021 United States Census American Community Survey (ACS) estimates)

Median household income is low in CUSD compared to the State as a whole (Figure 21). This 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.

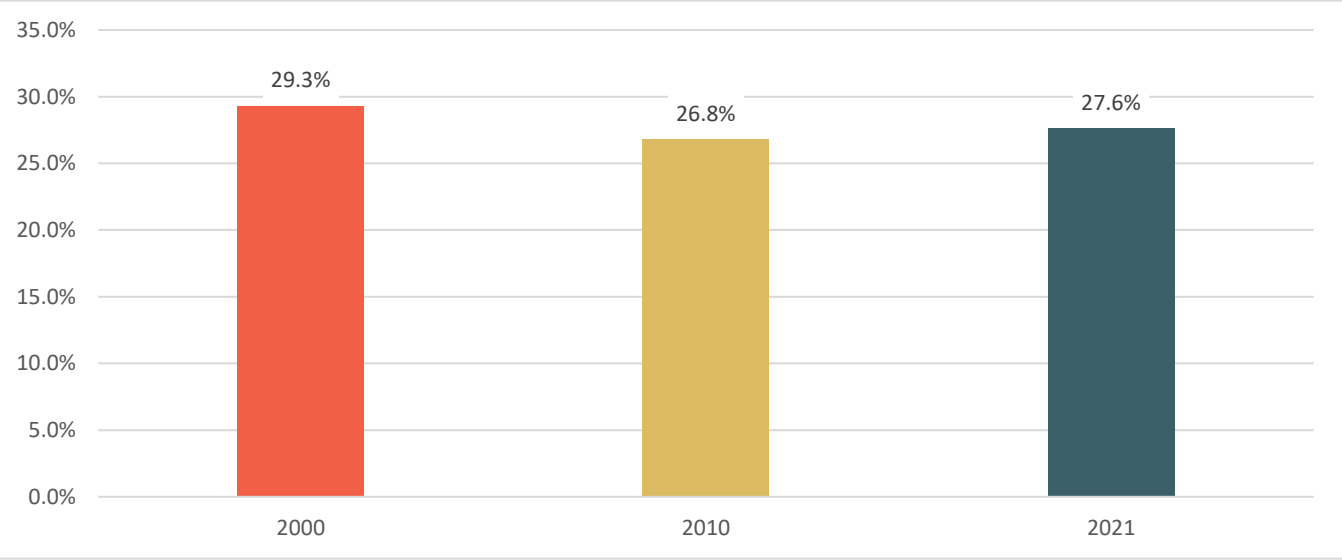
Figure 21. Median Household Income



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

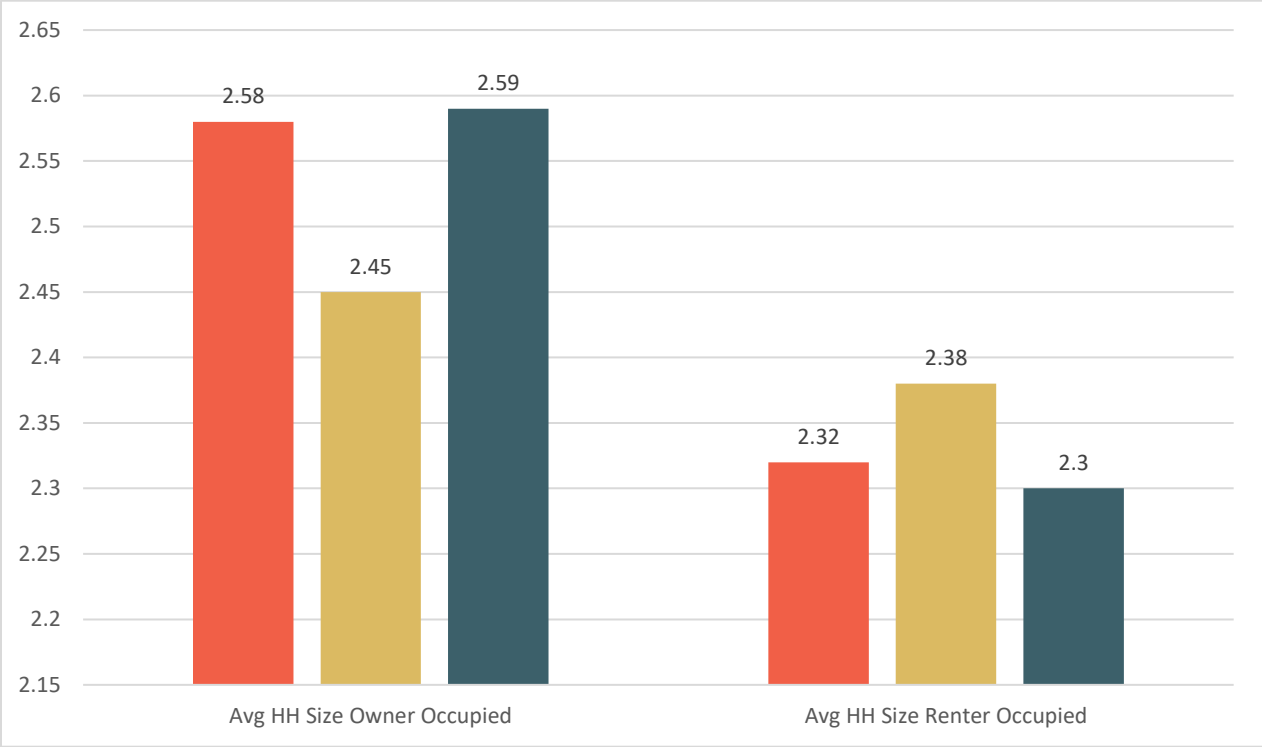
The percent of households with children under 18 declined in CUSD from 2000-2010 but is beginning to increase again based on 2021 estimates. Meanwhile, the total number of persons per household in 2021 returned to 2000 levels after changes in 2010, with higher household sizes in owner-occupied homes than renter-occupied homes (Figures 22-23).

Figure 22. Percent of Households with Individuals Under 18



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

Figure 23. Number of Persons per Household

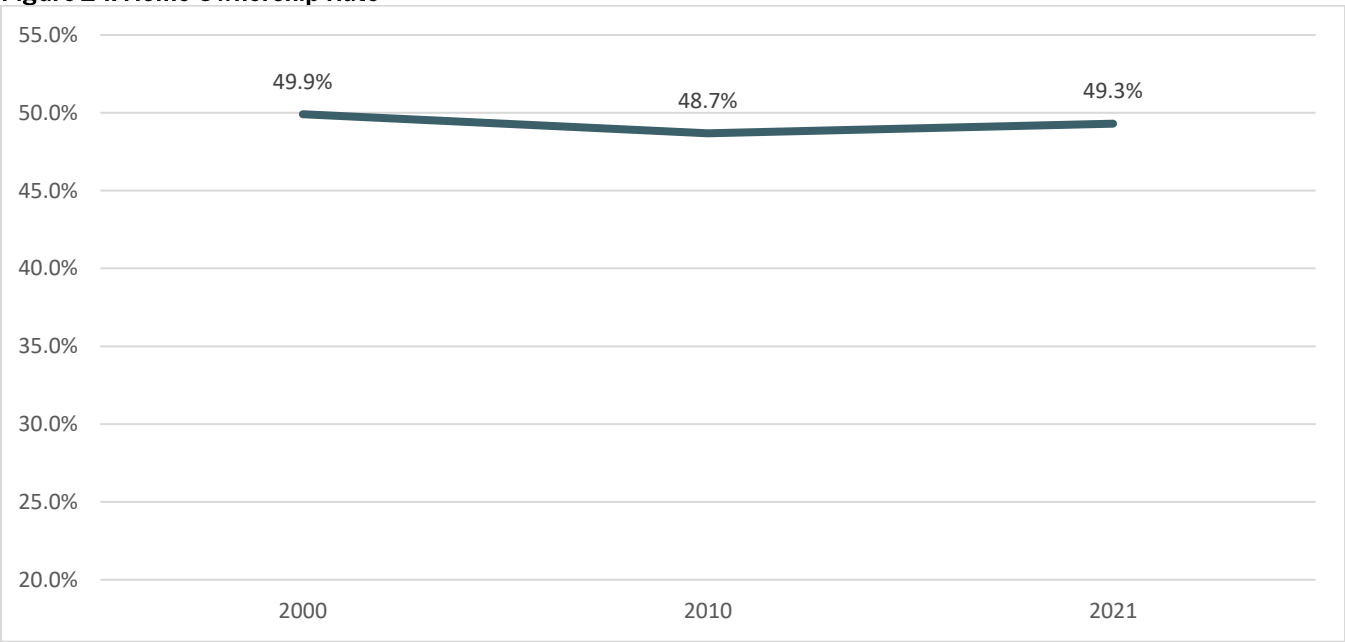


Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

Home Ownership and Median Home Values

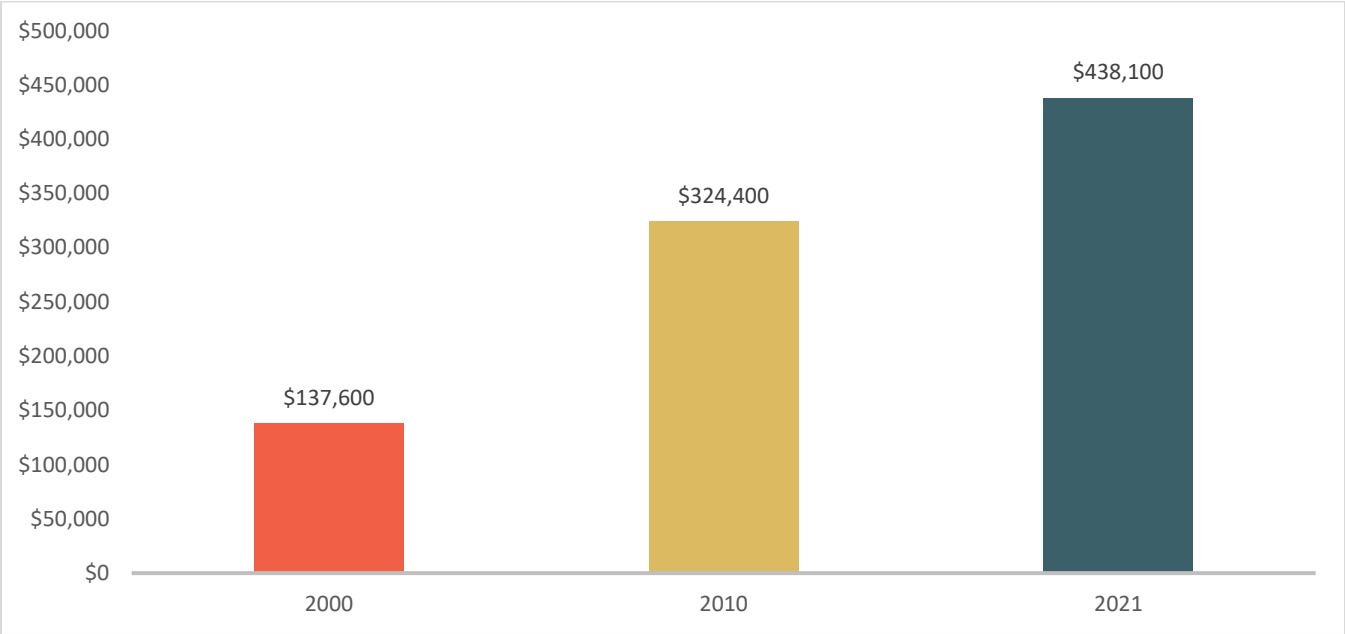
Home-ownership in the District (the percent of non-vacant housing units occupied by the owner recovered slightly in 2021 after dipping in 2010 (Figure 24). The median home value in the District of owner-occupied housing units, according to Census estimates, is currently $438,100 (Figure 25).

Figure 24. Home Ownership Rate



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

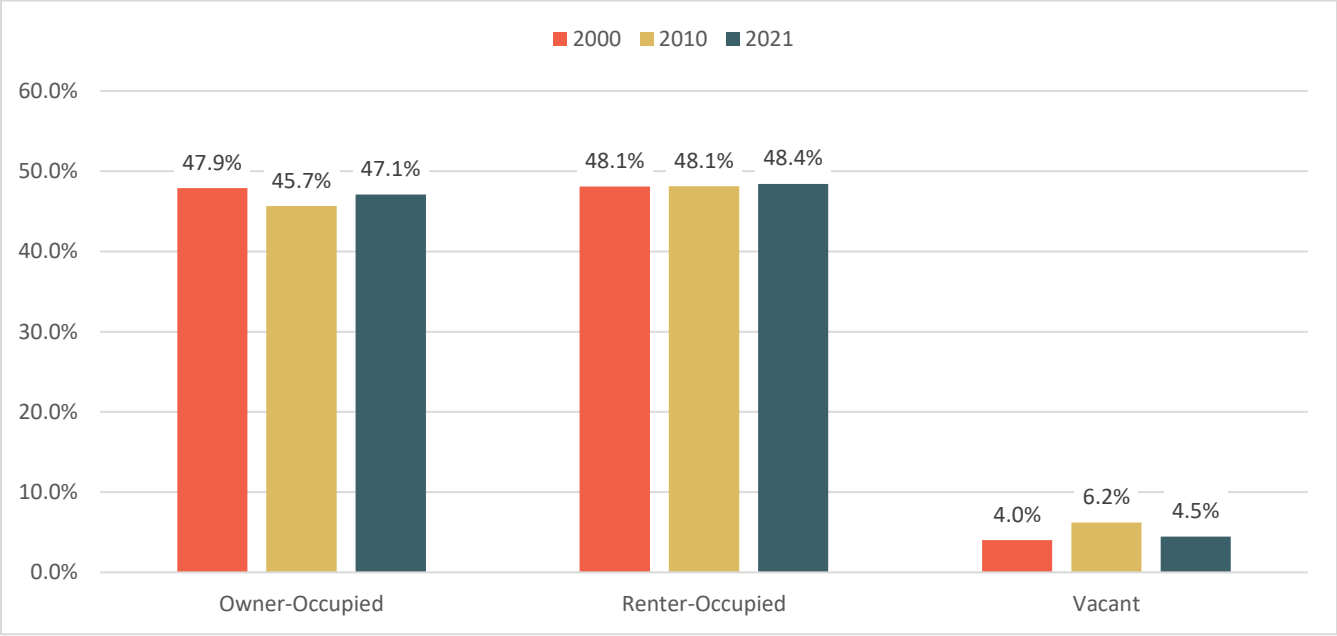
Figure 25. Median Value of Owner-Occupied Units



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

The percent of owner-occupied units increased from 2010 to 2021, while the percent of renter-occupied housing units increased less. The vacancy rate declined, with most vacant units being units for rent or rented but not yet occupied.

Figure 26. Housing Units by Occupancy



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

SECTION C: STUDENT GENERATION RATES

Student generation rates are a critical component 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 planned developments. 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, apartments, and affordable units, is compared to similar recently constructed housing in the District to project how many students will reside in the new development. Then, 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 2022-23 CUSD student list to determine the number of students generated per housing unit by grade level and by housing type.

A total of 688 single-family detached, 76 single-family attached, 1,373 multi-family, and 337 affordable units were surveyed throughout the District. The TK-12th grade District-wide student generation rates by typology are outlined in Table 7. Student generation rates from new construction decreased across all types of housing compared to the previous year.

These student generation rates will be applied to large scale future developments, rather than all development, as the impact of recent consistent development is already accounted for in net cohort growth rates.

Table 7. Student Generation Rates: New Construction

Grade	Single-Family Detached SGR	Single-Family Attached SGR	Multi-Family SGR	Affordable SGR
TK-5	0.141	0.026	0.068	0.320
6-8	0.060	0.013	0.027	0.160
9-12	0.092	0.000	0.024	0.190
Total K-12	**0.293**	**0.039**	**0.119**	**0.670**

SECTION D: RESIDENTIAL DEVELOPMENT

It is imperative to monitor residential development occurring and planned to occur within CUSD, as these projects will generate additional students and could affect where and how schools will be constructed as well as the fate of older schools within the District.

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 on development activity that could affect the Chico Unified School District. A brief summary of that information is provided in this section.

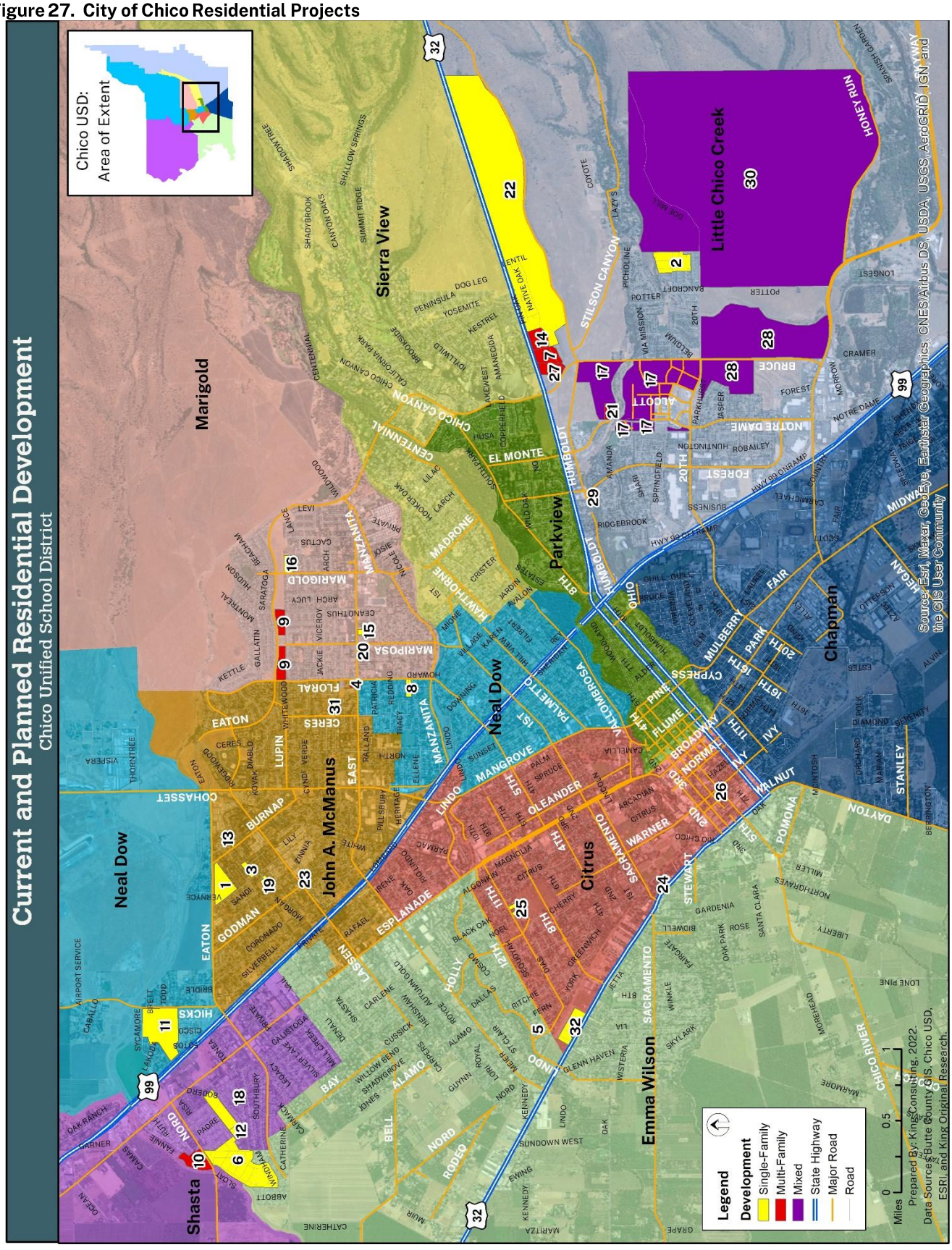
The City of Chico currently has numerous proposed and approved residential projects as shown in Table 8. King Consulting then mapped the locations of all development (Figure 27).

However, not all of these projects are likely to be built and contribute new students within the next few years. Furthermore, given the consistent level of development that has occurred over the last several years within CUSD, the general impact of new students is already accounted for in the grade to grade migration rates shown in Section F. Only students anticipated to be generated from new affordable housing projects, as well as larger projects such as Stonegate and Valleys Edge, are added as additional impact to the enrollment projections. The student generation rates in Section C form the basis of student generation impact assumptions.

Table 8. City of Chico Residential Projects

Map #	Type	Name	ESB	JHSB	HSB	Units
1	SF	Amber Lynn	McManus	Bidwell	PVHS	109
2	SF	Belvedere Heights 2	Little Chico Ck	Marsh	Chico	37
3	SF	Boeger Subdivision	McManus	Bidwell	PVHS	24
4	MF	Corrigan	McManus	Bidwell	PVHS	23
5	SF	Covenant Court	Emma Wilson	Chico	Chico	5
6	SF	Creekside Landing	Shasta	Bidwell	PVHS	74
7	AFF MF	Deer Creek Apartments	Little Chico Ck	Marsh	Chico	204
8	SF	Drake Estates	Neal Dow	Bidwell	PVHS	17
9	MF	Eaton Ranch 1&2	Marigold	Bidwell	PVHS	24
10	MF	Heritage Landing	Shasta	Bidwell	PVHS	128
11	SF	Hicks Lane Sub	Neal Dow	Bidwell	PVHS	219
12	SF	Innsbrook Subdivision	Shasta	Bidwell	PVHS	23
13	SF	Lassen Village	McManus	Bidwell	PVHS	25
14	AFF MF	Lava Ridge Apartments	Little Chico Ck	Marsh	Chico	98
15	SF	Magnolia Gardens	Marigold	Bidwell	PVHS	13
16	SF	Marigold Heights	Marigold	Bidwell	PVHS	24
17	Mix	Meriam Park	Little Chico Ck	Marsh	Chico	1,065
18	SF	Montecito Place	Shasta	Bidwell	PVHS	70
19	SF	Morseman Estates	McManus	Bidwell	PVHS	18
20	MF	Neely Apartments	Marigold	Bidwell	PVHS	8
21	AFF MF	North Creek Crossings	Little Chico Ck	Marsh	Chico	160
22	SF	Oak Valley Ph1B	Little Chico Ck	Marsh	Chico	86
23	SF	OSM Investment	McManus	Bidwell	PVHS	17
24	MF	Pabbi Nord	Citrus	Chico	Chico	15
25	SF	Plottel	Citrus	Chico	Chico	21
26	MF	Riley Apartments	Citrus	Chico	Chico	22
27	AFF MF	Senator Conness Apts.	Little Chico Ck	Marsh	Chico	162
28	Mix	Stonegate	Little Chico Ck	Marsh	Chico	702
29	MF	The Humboldt	Little Chico Ck	Marsh	Chico	27
30	Mix	Valley's Edge	Little Chico Ck	Marsh	Chico	TBD
31	SF	Wasney Estates	McManus	Bidwell	PVHS	18
32	SF	Westside Place	Citrus	Chico	Chico	84
Total						***3,522***

Figure 27. City of Chico Residential Projects



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 the pace of residential development continues to increase within the City and its SOI, especially with multiple affordable housing projects currently under construction in the vicinity of Bruce Road. 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 E: SPATIAL ANALYSIS

The consultant utilized a computer mapping software, a Geographic Information System (GIS), to map and analyze the Chico Unified School District. A GIS is a collection of computer hardware, software, and geographic data that allows 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 to spatially analyze complex relationships. For example, within a GIS you can analyze where students live vs. where students attend school.

Combining District-specific GIS data (students, attendance areas, land use data, etc.) with basemap data (roads, rivers, school sites, etc.) enables the District to understand data in news ways and enhance its decision-making processes. Maps showing District school sites and the District's most recent Board-adopted attendance boundaries are provided in Figures 28-30.

Figure 28. 2022-23 Elementary School Boundaries

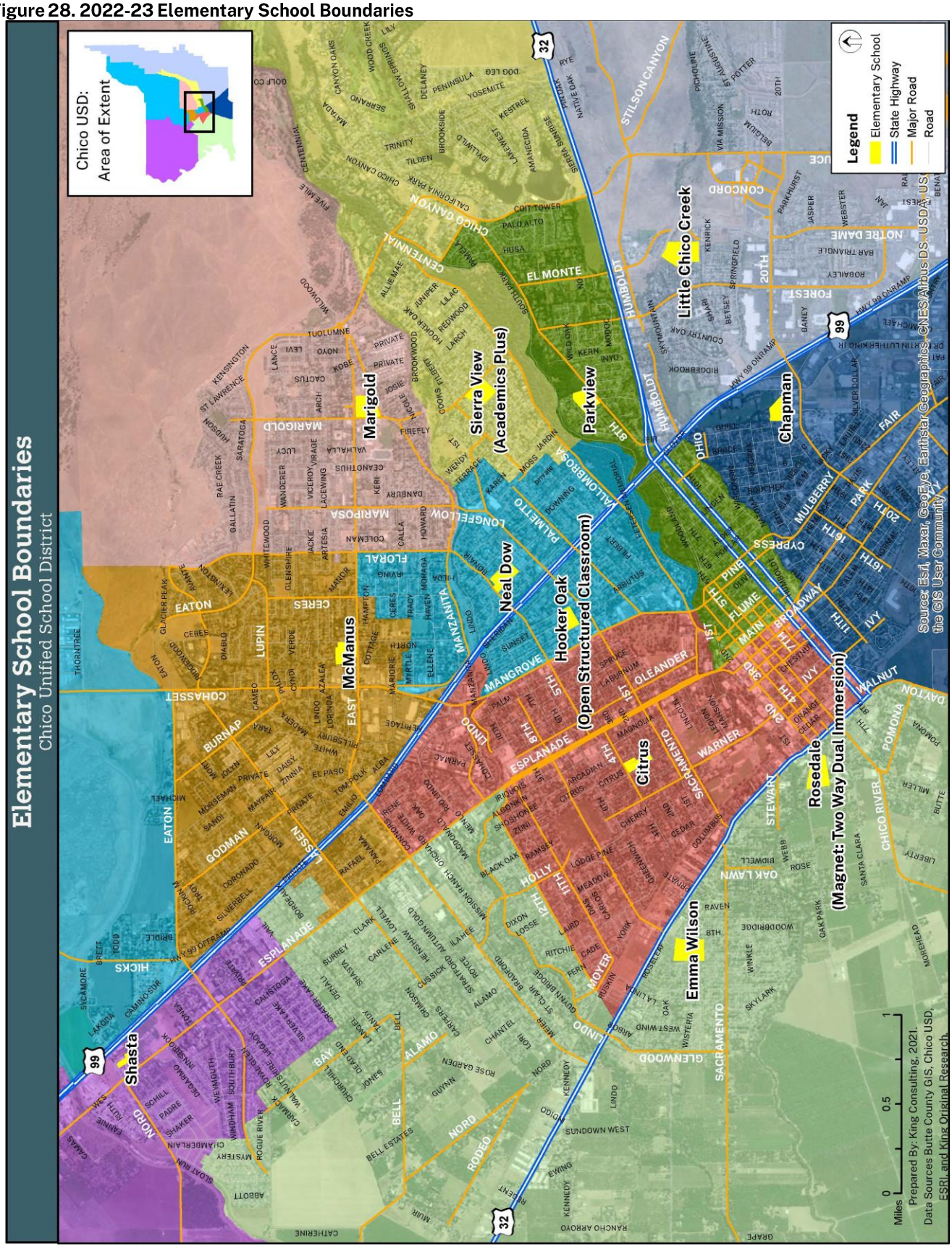


Figure 29. 2022-23 Junior High School Boundaries

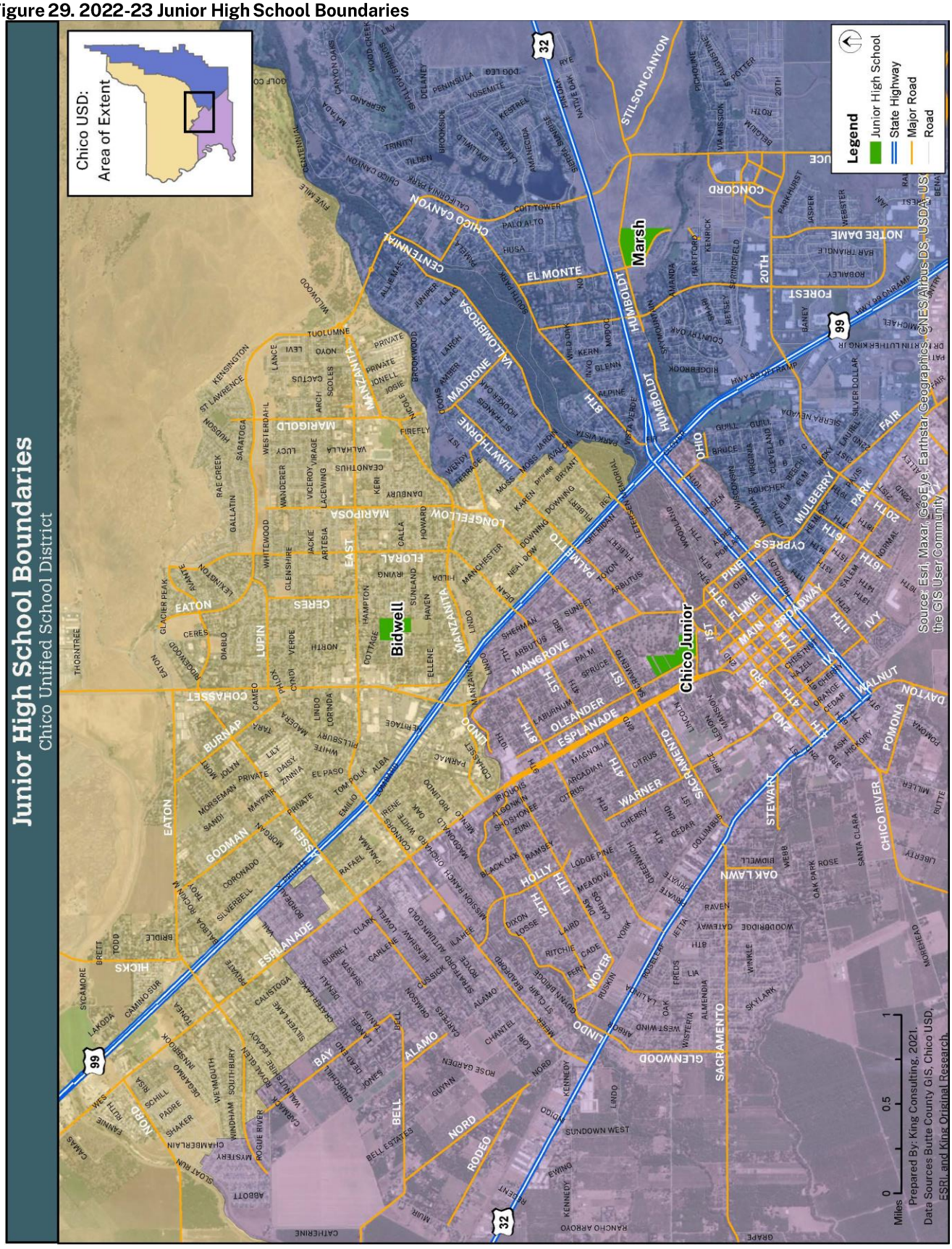
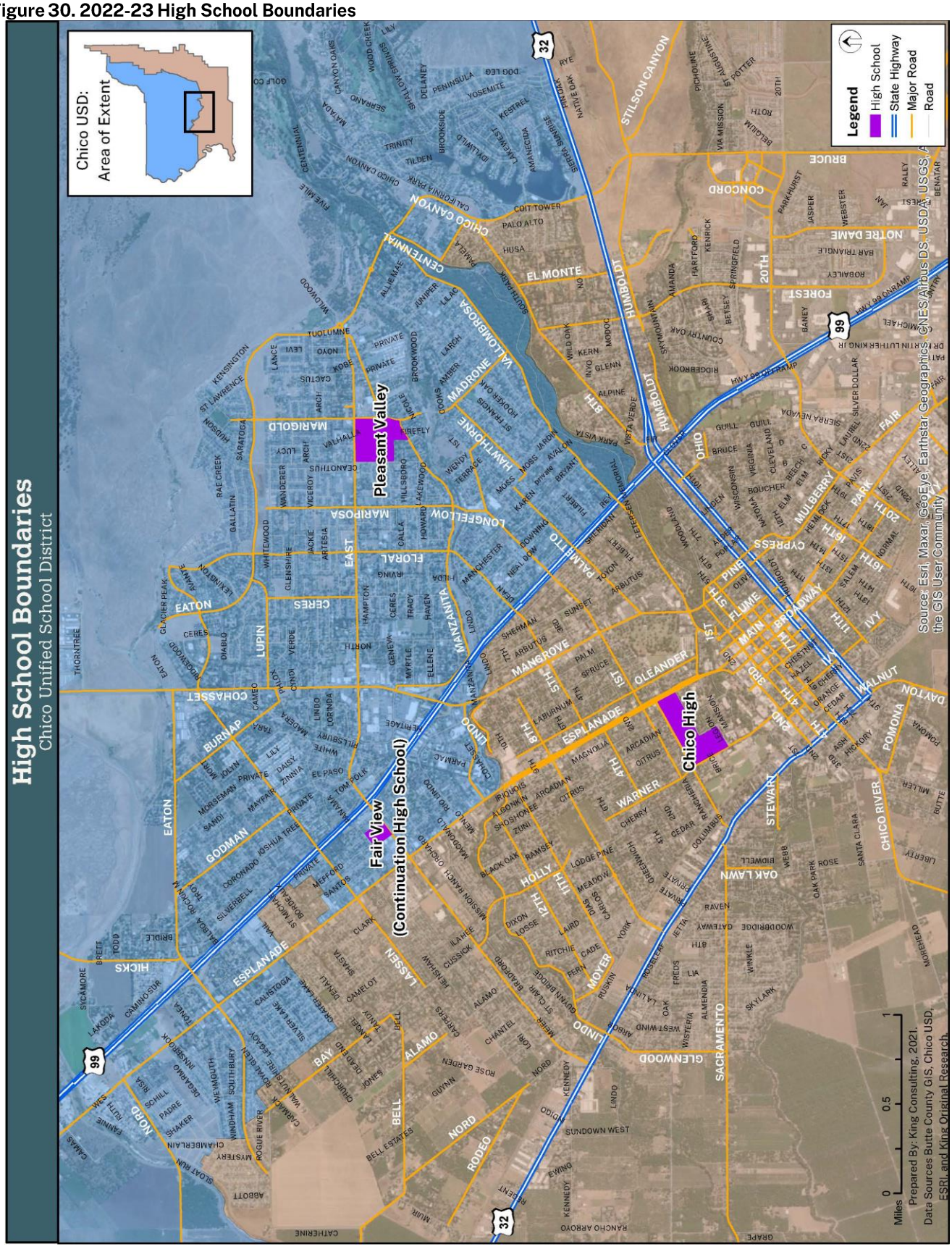


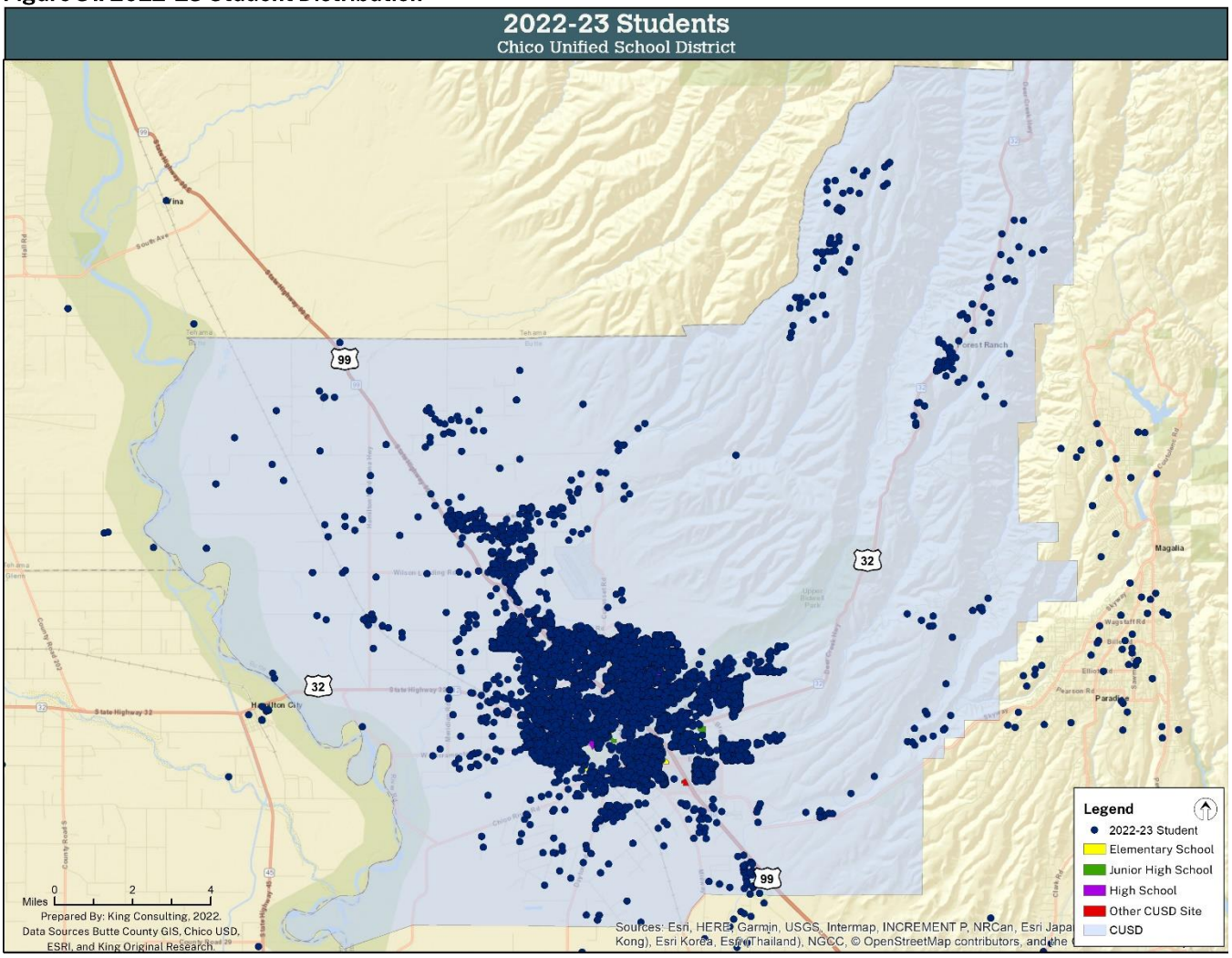
Figure 30. 2022-23 High School Boundaries



Student Data

King Consulting mapped the 2022-23 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 31). This map demonstrates the distribution of 2022-23 students (or lack thereof) in the various areas of the District.

Figure 31. 2022-23 Student Distribution



Student Densities

Once the 2022-23 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 grade) (Figure 32):

1. The highest number of students reside in the Emma Wilson, Shasta, and McManus school boundaries.

2. The fewest number of students reside in the Parkview, Chapman, and Sierra View school boundaries.

At the junior high school level (6th-8th grades) (Figure 33):

1. The highest number of students reside in the Bidwell school boundary.
2. The fewest number of students reside in the Marsh school boundary.

At the high school level (9th-12th grades) (Figure 34):

1. The highest number of students reside in the Pleasant Valley school boundary.
2. The fewest number of students reside in the Chico Senior school boundary.
3. However, the two populations are very similar.

Figure 32. 2022-23 TK-5th Grade Student Resident Totals

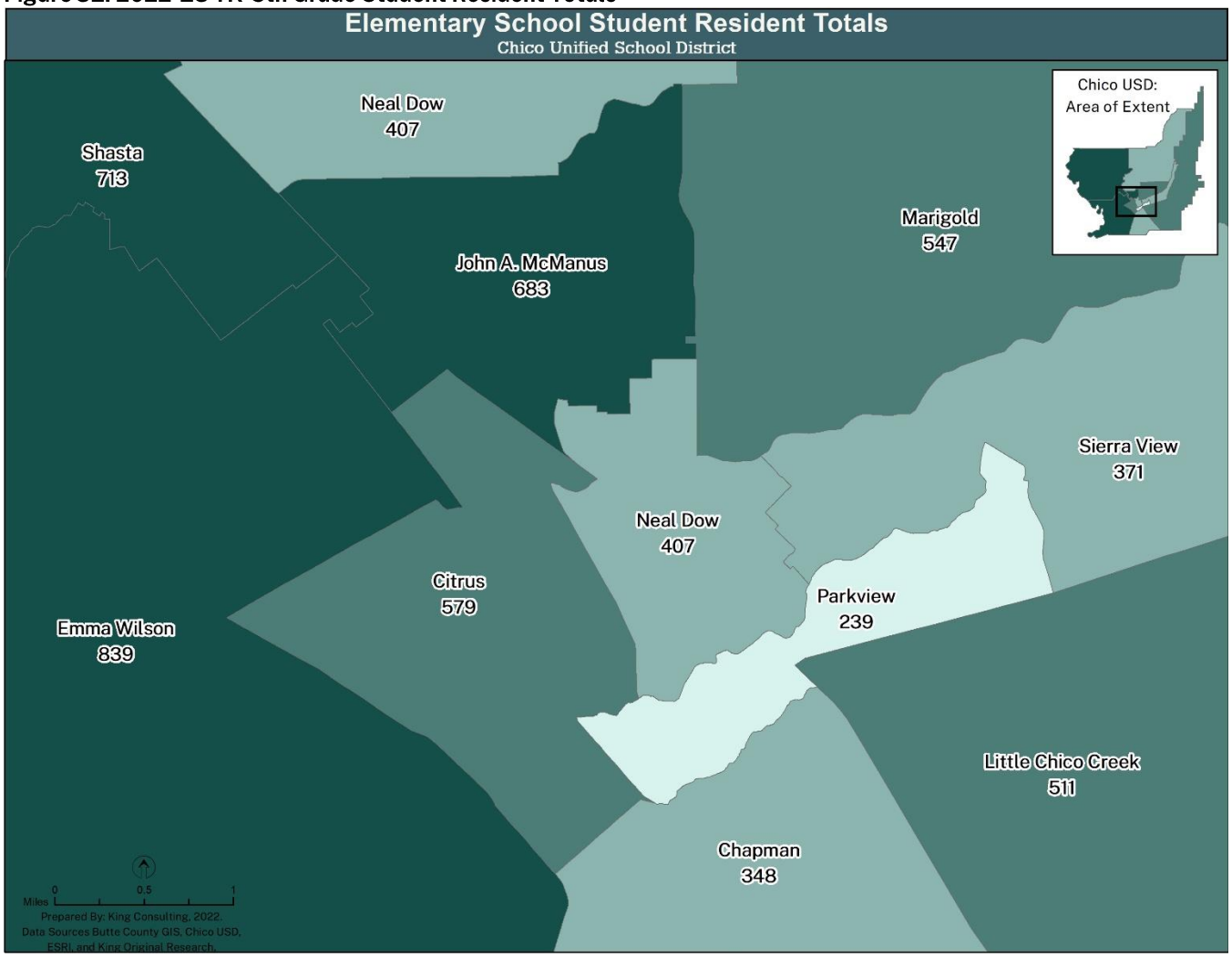


Figure 33. 2022-23 6th-8th Grade Student Resident Totals

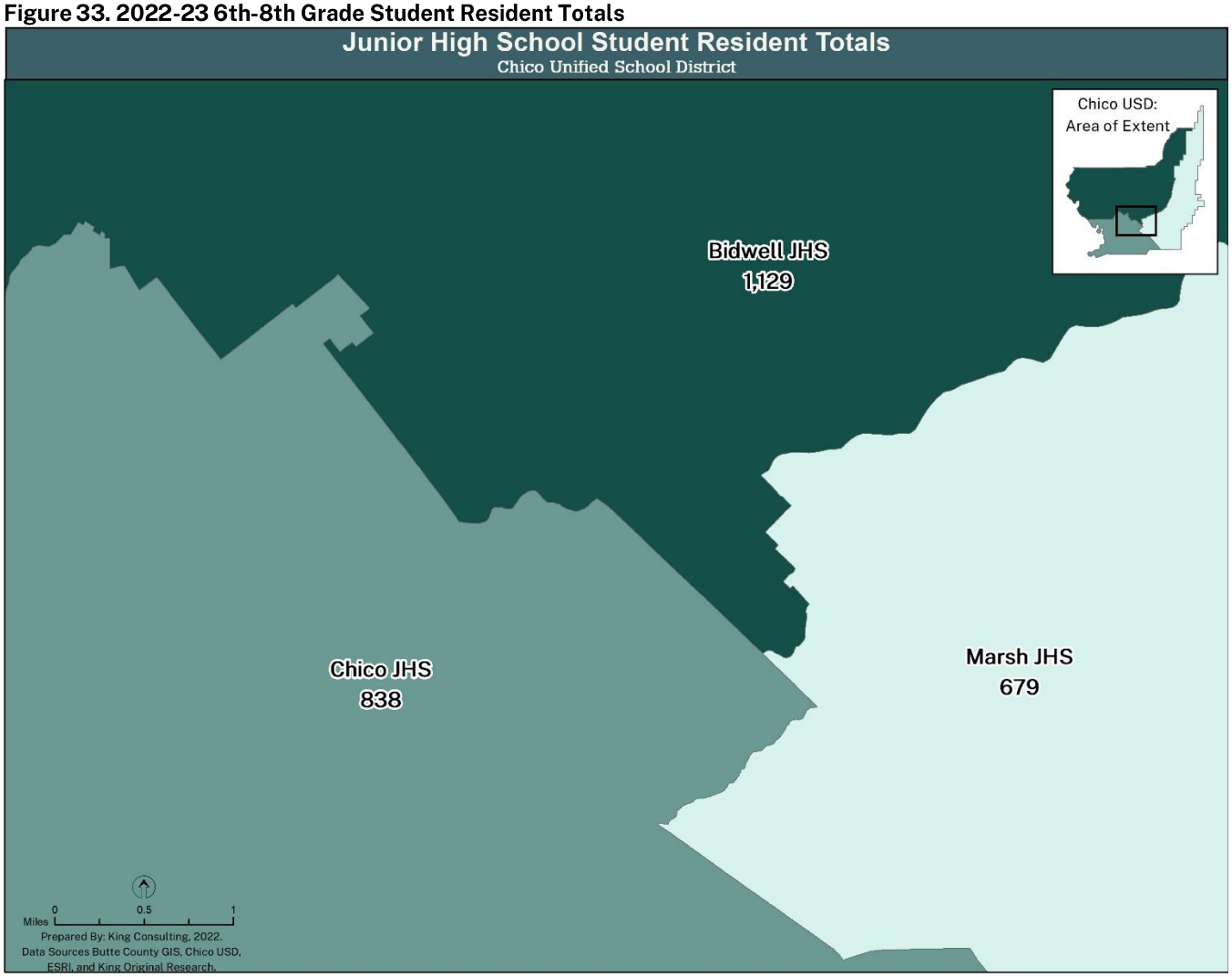
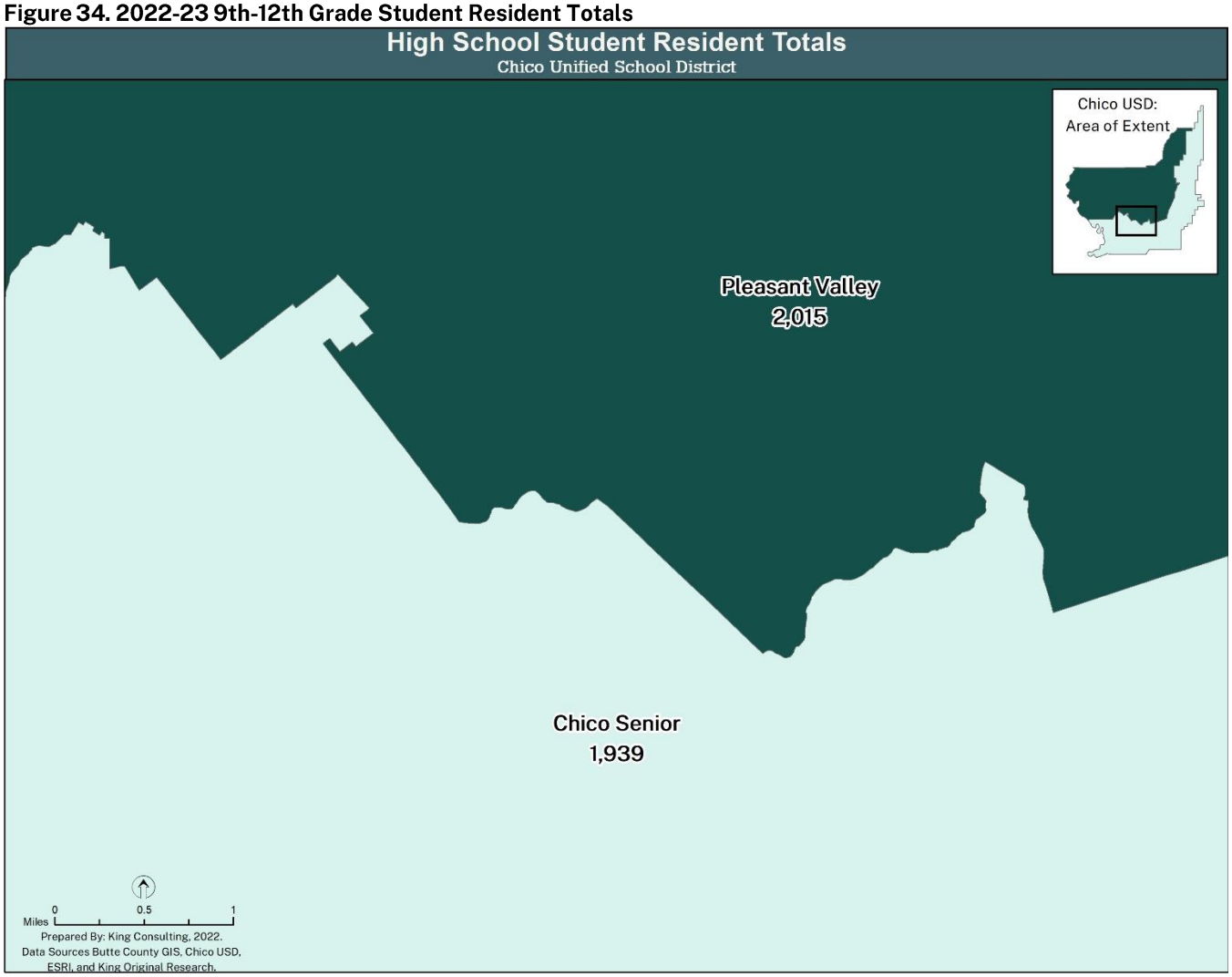


Figure 34. 2022-23 9th-12th Grade Student Resident Totals



Attendance Matrices

An important factor in analyzing the CUSD student population is determining how each school is serving its neighborhood population. Attendance matrices are included to provide better understanding of where students reside versus where they attend school. The tables on the following pages compare the 2022-23 CUSD students by their school of residence versus their school of attendance[1].

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

In-migration refers to students attending a school but not residing in its boundary. Out-migration refers to students leaving their school boundary to attend a different CUSD school. Schools with no attendance boundary, such as Hooker Oak and Rosedale, are included in the analysis of out-migration, while inter-district transfer students who live outside of CUSD are included in the analysis of in-migration. This detailed analysis demonstrates the District is experiencing high rates of in-migration and out-migration across many of its school sites.

Elementary School Matrix

Table 9 demonstrates the rates of elementary in-migration; from 14.4% at Shasta elementary school to 58.4% at Parkview elementary school (in other words, 58.4% of Parkview enrollment is comprised of students not residing within the Parkview boundary).

Likewise, the matrix also demonstrates the rates of elementary out-migration; from 22.3% at Shasta elementary school to 53.1% at Neal Dow elementary school (in other words, 53.1% of the elementary students residing in the Neal Dow elementary school boundary attend a school other than Neal Dow).

Special programs are a significant influencing factor of elementary school student migration in CUSD. Rates of in-migration are high at schools where special programs are located. This is one reason for the high rate of in-migration to Parkview.

The boundary change between Shasta and Neal Dow from a few years ago also should be noted, as most students who now live in Neal Dow but attend Shasta are likely to have begun attending Shasta when they resided in the previous, larger Shasta boundary. This population of students is decreasing, however.

Figures 35 and 36 demonstrate the rates of in and out-migration for all elementary schools. Figure 37 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

[1] These student totals were derived from the geocoded 2020-21 student list and therefore may not precisely match the 2020-21 CUSD enrollment data totals as reported to CDE.

boundary. Net migration only counts students migrating into or out of one of the CUSD elementary schools with an attendance boundary and is meant to compare these schools to each other in terms of where CUSD students are choosing to attend. Inter-district students and students attending schools with no boundary are not included.

Table 9. Elementary Attendance Matrix

School of Attendance	School of Residence: Chapman	Citrus	Emma Wilson	Little Chico Creek	Marigold	McManus	Neal Dow	Parkview	Shasta	Sierra View	Other Districts	**Total Attending**
Chapman	**192**	23	18	7	7	22	9	7	6	1	8	**300**
Citrus	8	**275**	22	5	4	14	5	-	2	3	3	**341**
Emma Wilson	2	31	**480**	7	5	24	2	1	7	-	4	**563**
Little Chico Creek	13	18	10	**326**	8	18	10	7	7	8	6	**431**
Marigold	6	19	24	10	**387**	57	10	-	26	18	10	**567**
McManus	4	16	21	7	7	**325**	10	3	15	-	7	**415**
Neal Dow	11	17	31	15	15	37	**191**	1	6	7	5	**336**
Parkview	17	29	33	45	10	21	23	**169**	13	39	7	**406**
Shasta	3	4	21	3	6	9	43	2	**554**	2	-	**647**
Sierra View	16	20	33	21	25	26	24	9	29	**247**	6	**456**
Hooker Oak	16	44	45	9	20	64	42	11	18	16	6	**291**
Rosedale	57	81	100	52	52	64	37	29	29	28	14	**543**
Oak Bridge Academy	3	2	1	4	1	2	1	-	1	2	1	**18**
Total Residing	**348**	**579**	**839**	**511**	**547**	**683**	**407**	**239**	**713**	**371**	**77**	**5,314**
% In-Migration	36.0%	19.4%	14.7%	24.4%	31.7%	21.7%	43.2%	58.4%	14.4%	45.8%		
% Out-Migration	44.8%	52.5%	42.8%	36.2%	29.3%	52.4%	53.1%	29.3%	22.3%	33.4%		
Net Migration between Attendance Areas	20	-114	-134	-21	83	-145	4	200	-18	125		

Figure 35. Elementary School Student In-Migration

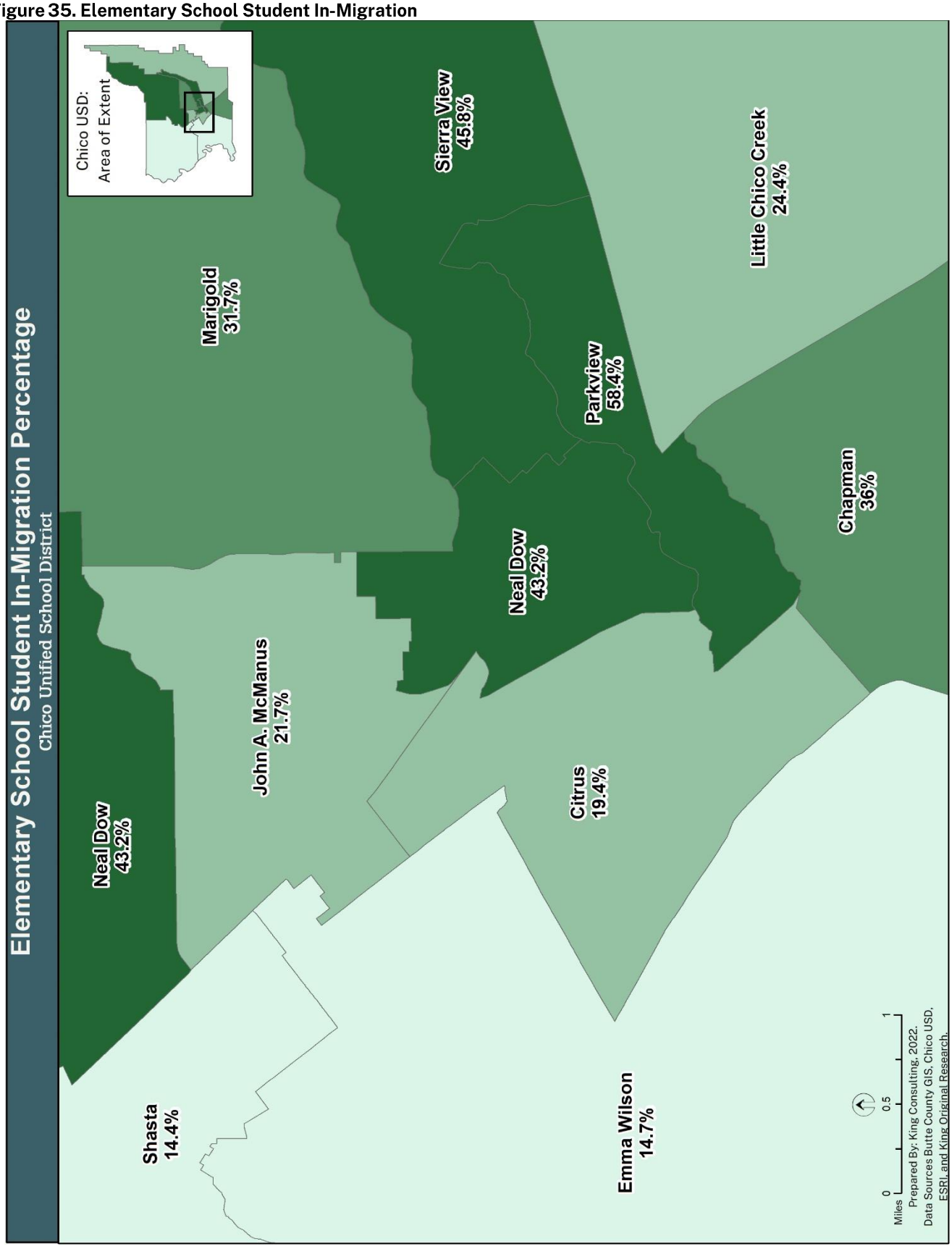


Figure 36. Elementary School Student Out-Migration

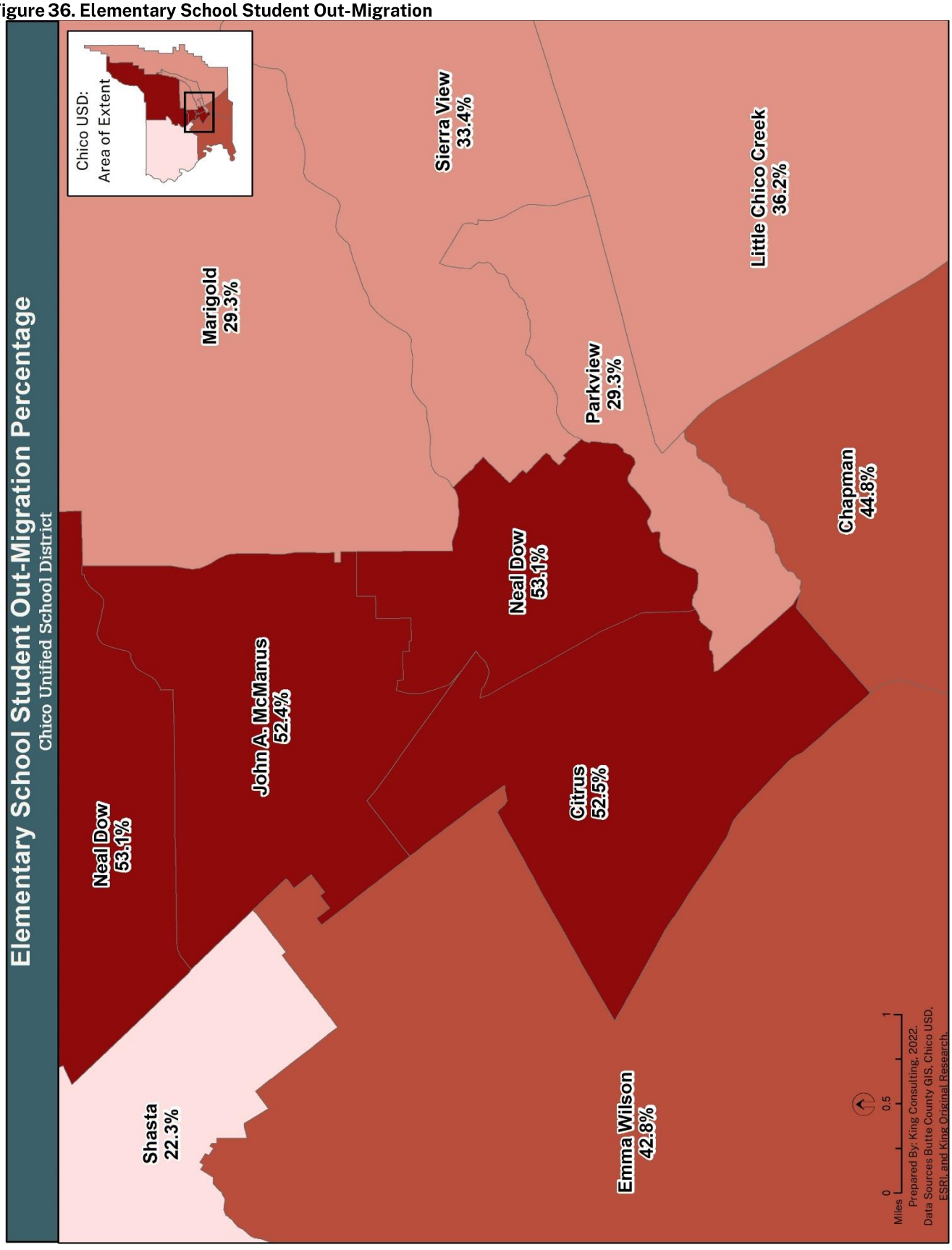
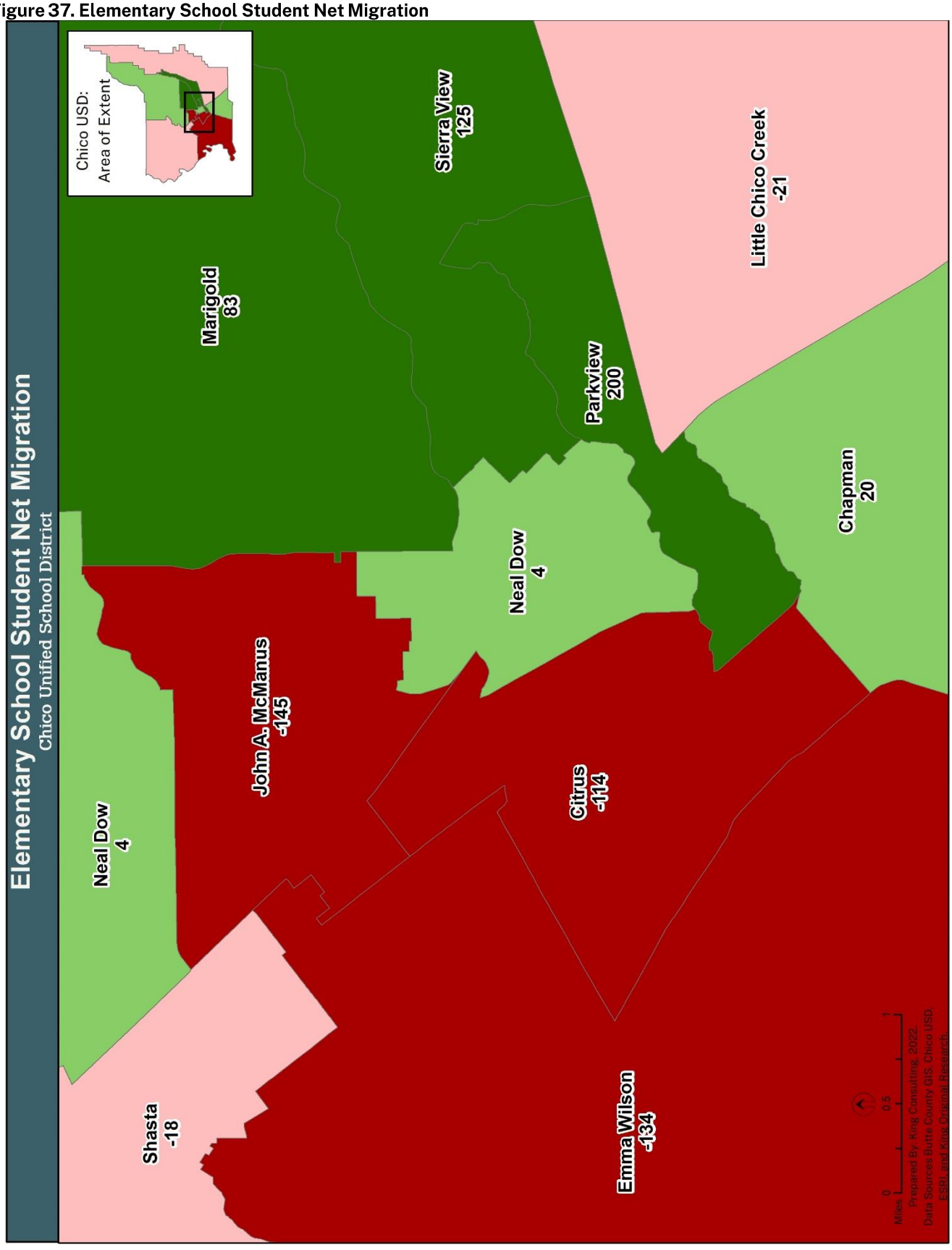


Figure 37. Elementary School Student Net Migration



Junior High School Matrix

Table 10 demonstrates the rates of 6th grade – 8th grade in-migration; from 17.2% at Bidwell Junior High School to 34.7% at Chico Junior High School (in other words, 34.7% of the enrollment at Chico Junior consists of junior high school students not residing in Chico Junior's boundary).

Likewise, the matrix also demonstrates rates of 6th grade – 8th grade out-migration; from 27.4% at Bidwell Junior High School to 28.3% at Marsh Junior High School (in other words, 28.3% of the junior high school students residing in the Marsh boundary attend a school other than Marsh).

Figures 38 and 39 demonstrate the rates of in- and out-migration for all middle schools. Figure 40 demonstrates the middle school student net migration.

Table 10. Junior High School Attendance Matrix

School of Attendance	School of Residence: Bidwell Junior	Chico Junior	Marsh Junior	Other Districts	Total Attending
Bidwell Junior	**820**	103	55	12	**990**
Chico Junior	166	**604**	126	29	**925**
Marsh Junior	127	101	**487**	17	**732**
Academy for Change	2	2	1	-	**5**
Center for Alternative Learning	2	10	5	1	**18**
Oak Bridge Academy	9	11	4	-	**24**
Oakdale	3	7	1	-	**11**
Total Residing	**1,129**	**838**	**679**	**59**	**2,705**
% In-Migration	17.2%	34.7%	33.5%		
% Out-Migration	27.4%	27.9%	28.3%		
Net Migration between Attendance Areas	-135	88	47		

Figure 38. Junior High School Student In-Migration

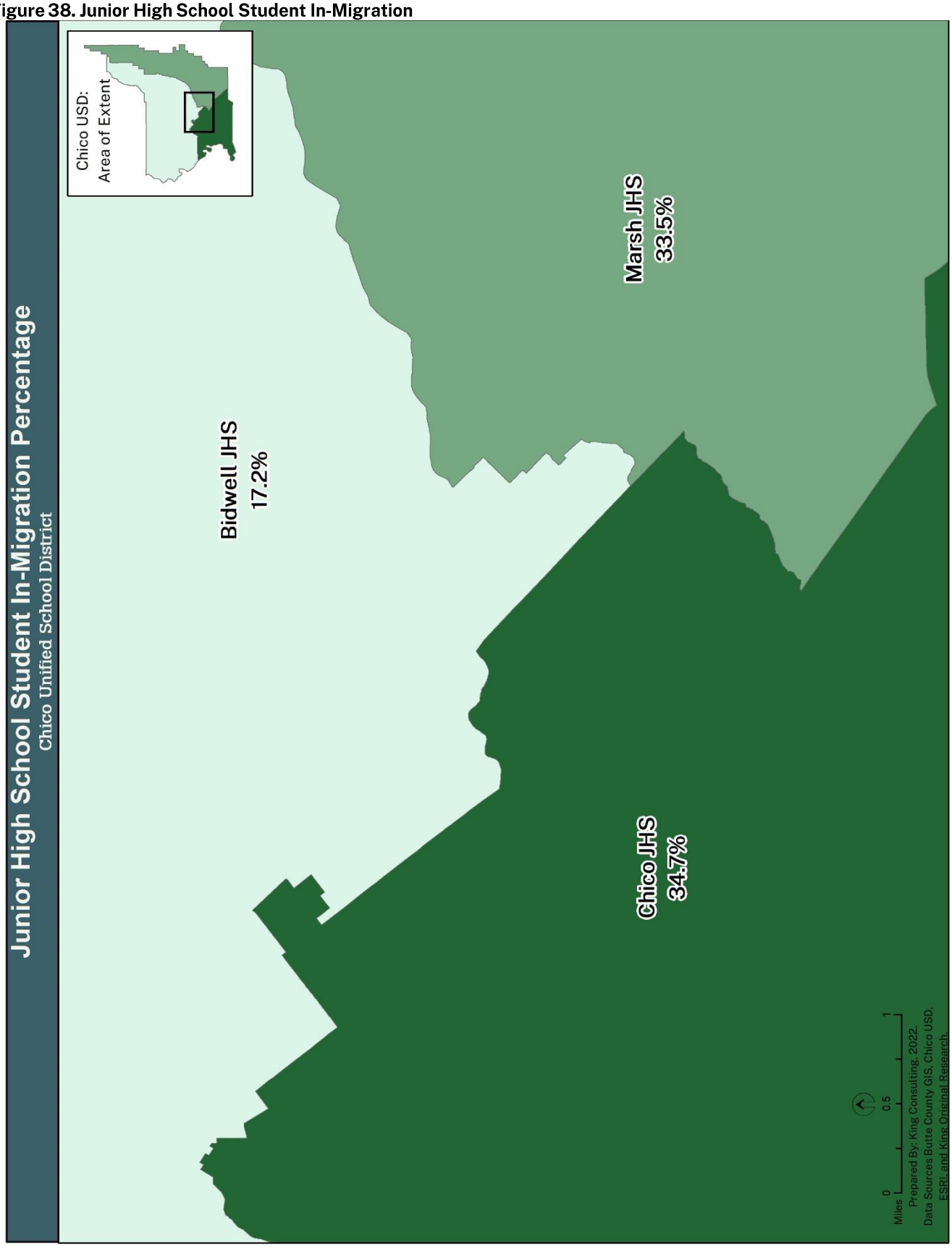


Figure 39. Junior High School Student Out-Migration

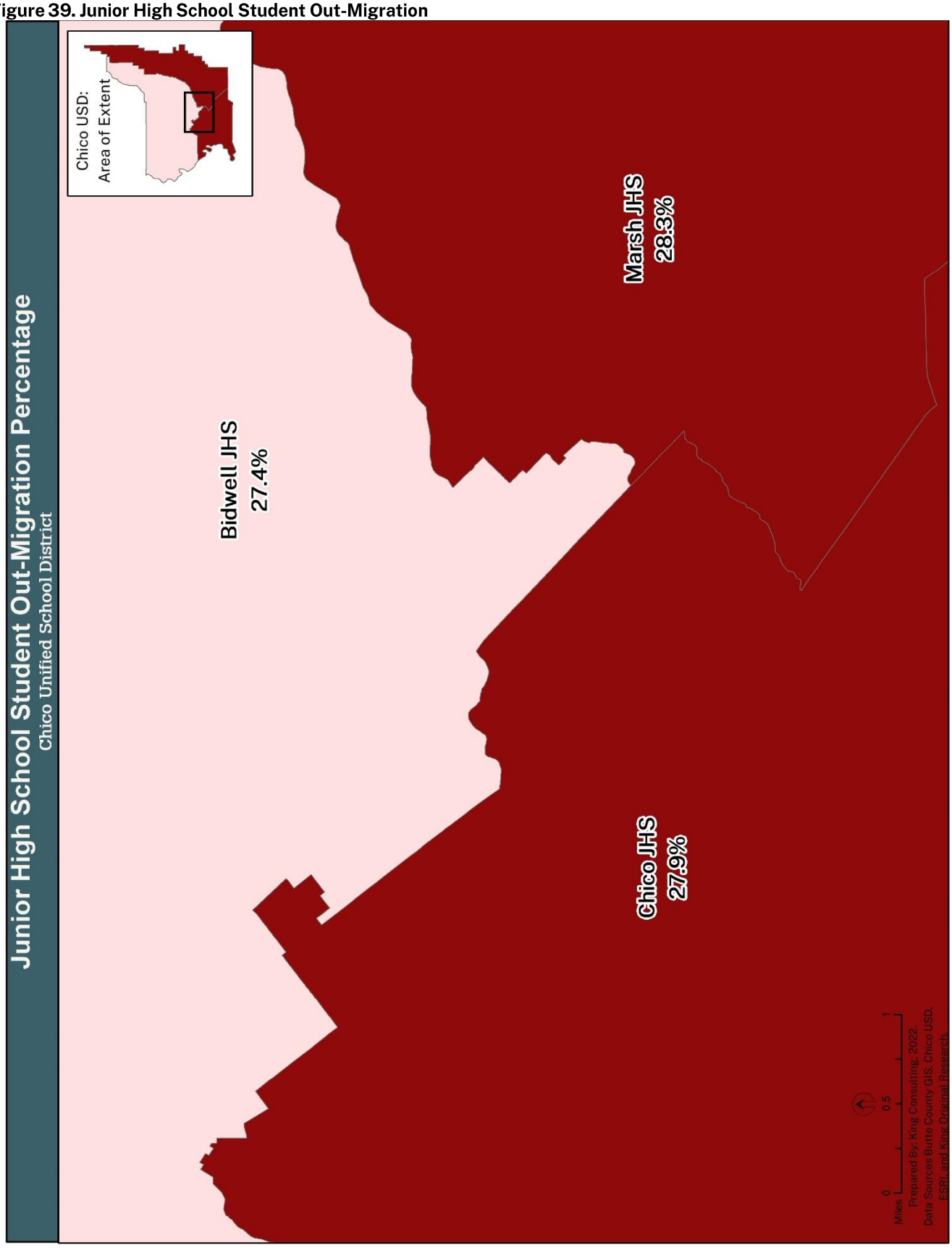
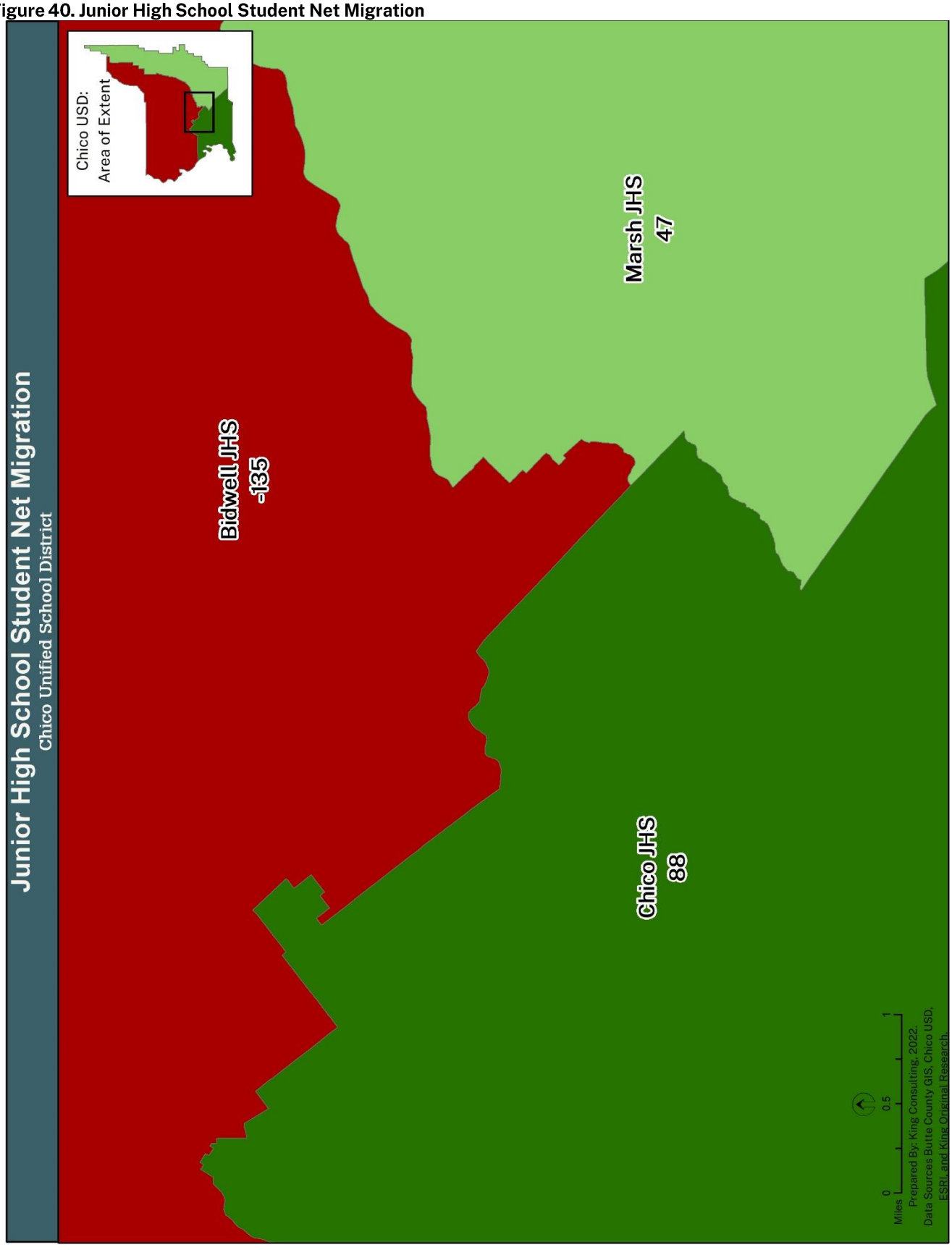


Figure 40. Junior High School Student Net Migration



High School Matrix

Table 11 demonstrates the rates of 9th grade – 12th grade in-migration, which are 25.4% at Pleasant Valley High School and 30.4% at Chico Senior High School (in other words, 30.4% of Chico Senior's enrollment consists of high school students not residing in the Chico Senior school boundary).

Likewise, the matrix also demonstrates rates of 9th grade – 12th grade out-migration, which are 31.8% at Chico Senior High School and 32% at Pleasant Valley High School (in other words, 32% of the high school students residing in the Pleasant Valley school boundary attend a school other than Pleasant Valley). Figures 41 and 42 demonstrate the rates of in and out-migration for all high schools. Figure 43 demonstrates the high school student net migration.

Table 11. High School Attendance Matrix

School of Attendance	School of Residence: Chico Senior	Pleasant Valley	Other Districts	Total Attending
Chico Senior	**1,323**	511	68	**1,902**
Pleasant Valley	430	**1,371**	37	**1,838**
Academy for Change	12	8	-	**20**
Center for Alternative Learning	7	5	1	**13**
Fair View High	68	60	2	**130**
Oak Bridge Academy	54	34	1	**89**
Oakdale Secondary	45	26	-	**71**
Total Residing	**1,939**	**2,015**	**109**	**4,063**

% In-Migration	30.4%	25.4%
% Out-Migration	31.8%	32.0%

Net Migration between Attendance Areas	81	-81

Figure 41. High School Student In-Migration

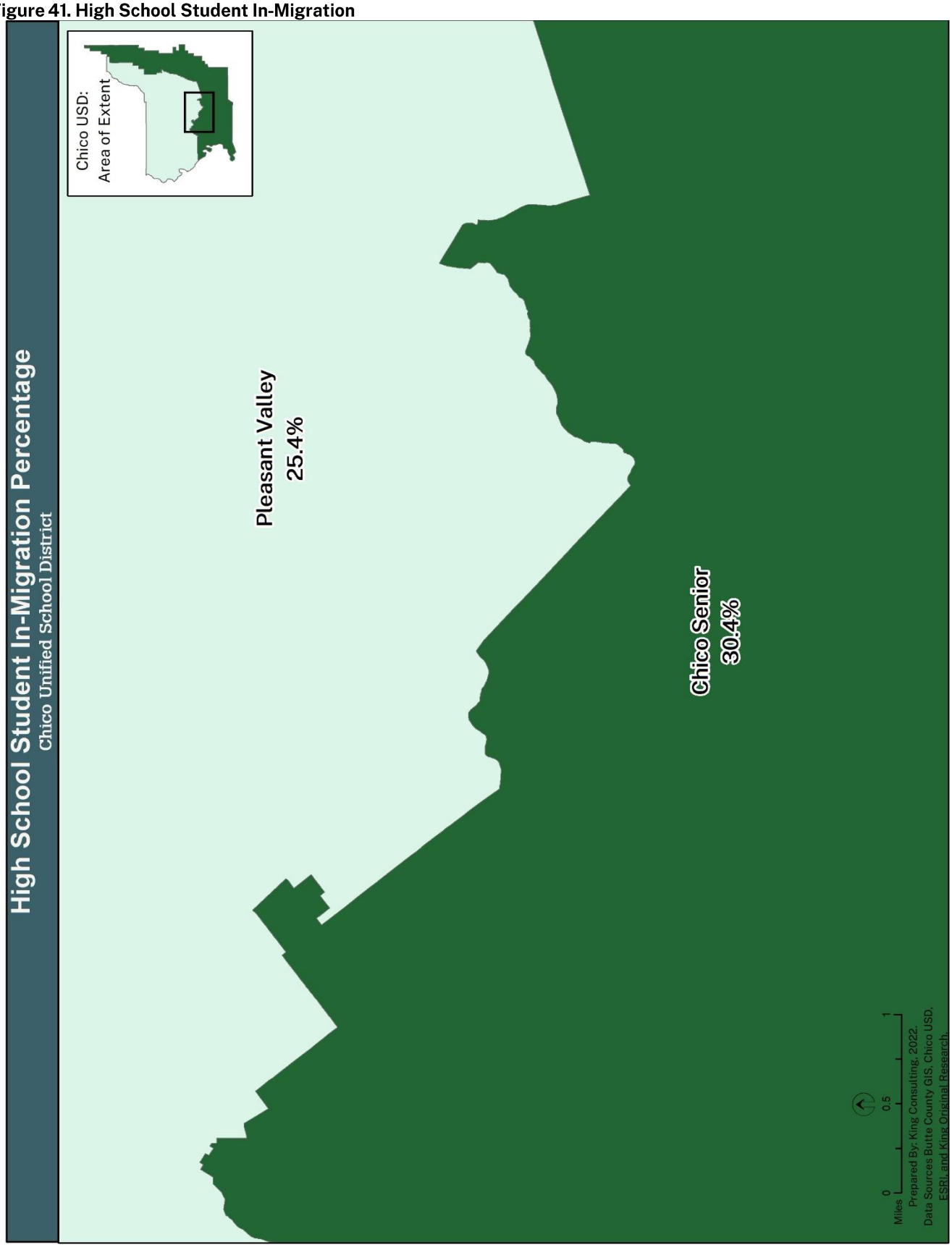


Figure 42. High School Students Out-Migration

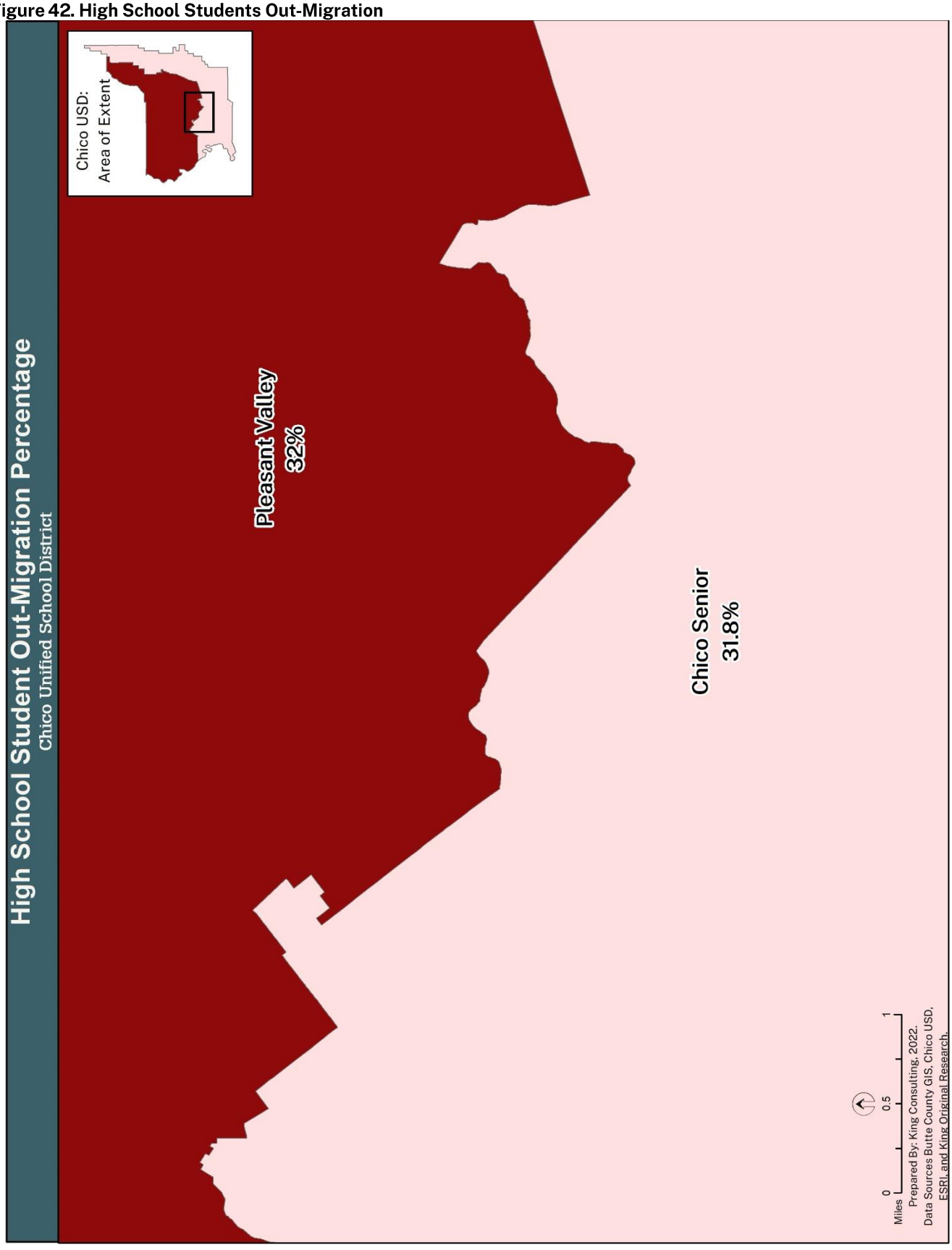
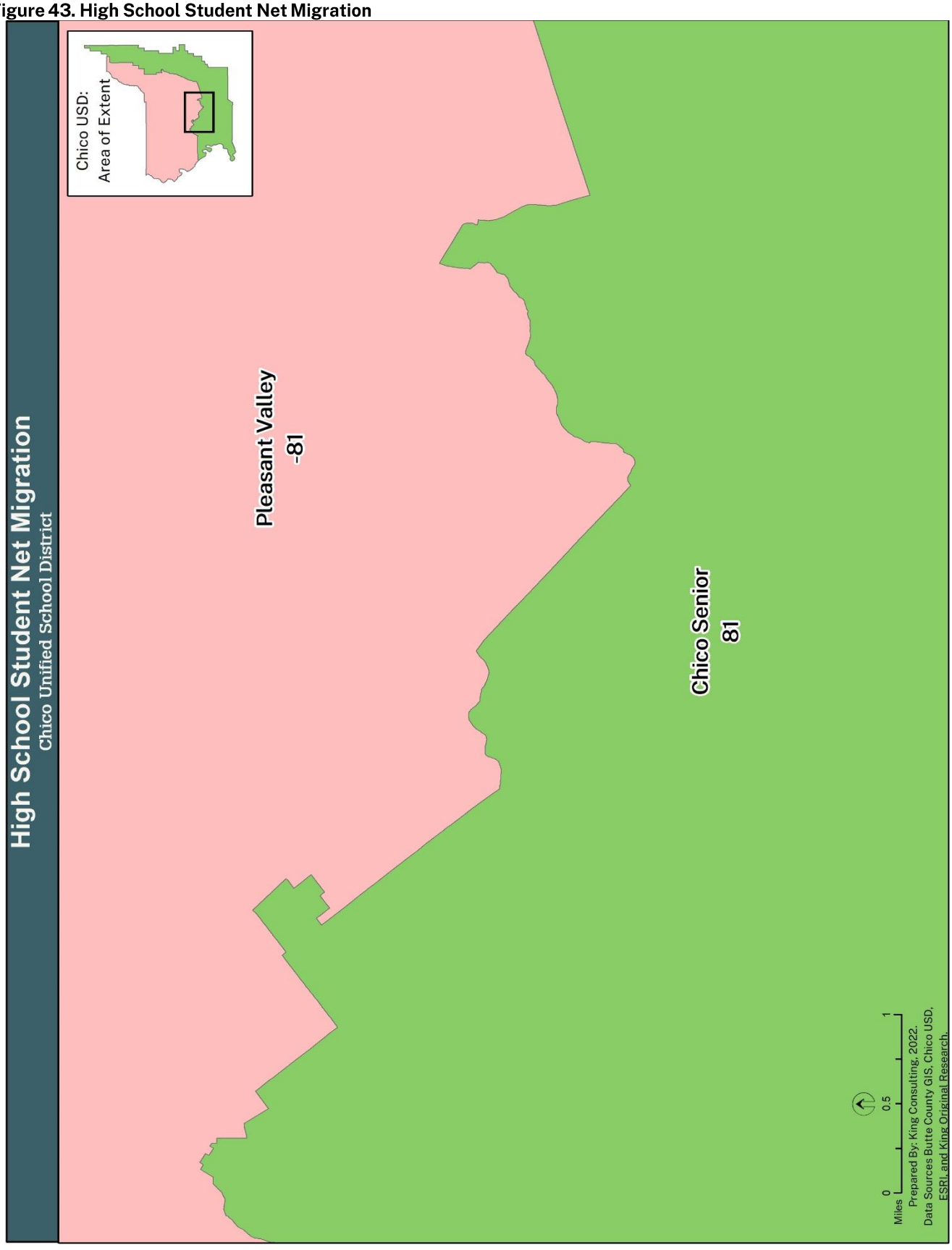


Figure 43. High School Student Net Migration



Non-Resident Student Trends

Non-Resident Students Enrolled at CUSD

CUSD students residing outside of the District were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. During the last decade, the number of these non-resident students peaked in 2016-17 and decreased each year until the current year, which set a new record high mark for non-resident student's in CUSD's recent enrollment history (Figure 44).

Currently, there are 245 non-resident students enrolled in CUSD representing 2% of the District's 2022-23 TK-12th grade enrollment. Figure 45 depicts the current year non-resident students by their city of residence according to official residence address. Some residences in rural, unincorporated areas list the nearest city for their address, which is why Chico is listed in the figure.

The largest proportion of Chico USD's non-resident students are in high school, and the communities of Paradise, Oroville, Orland, Durham, and Magalia supply around three-quarters of the District's non-resident students.

Figure 44. Historical Non-Resident Students Enrolled in CUSD

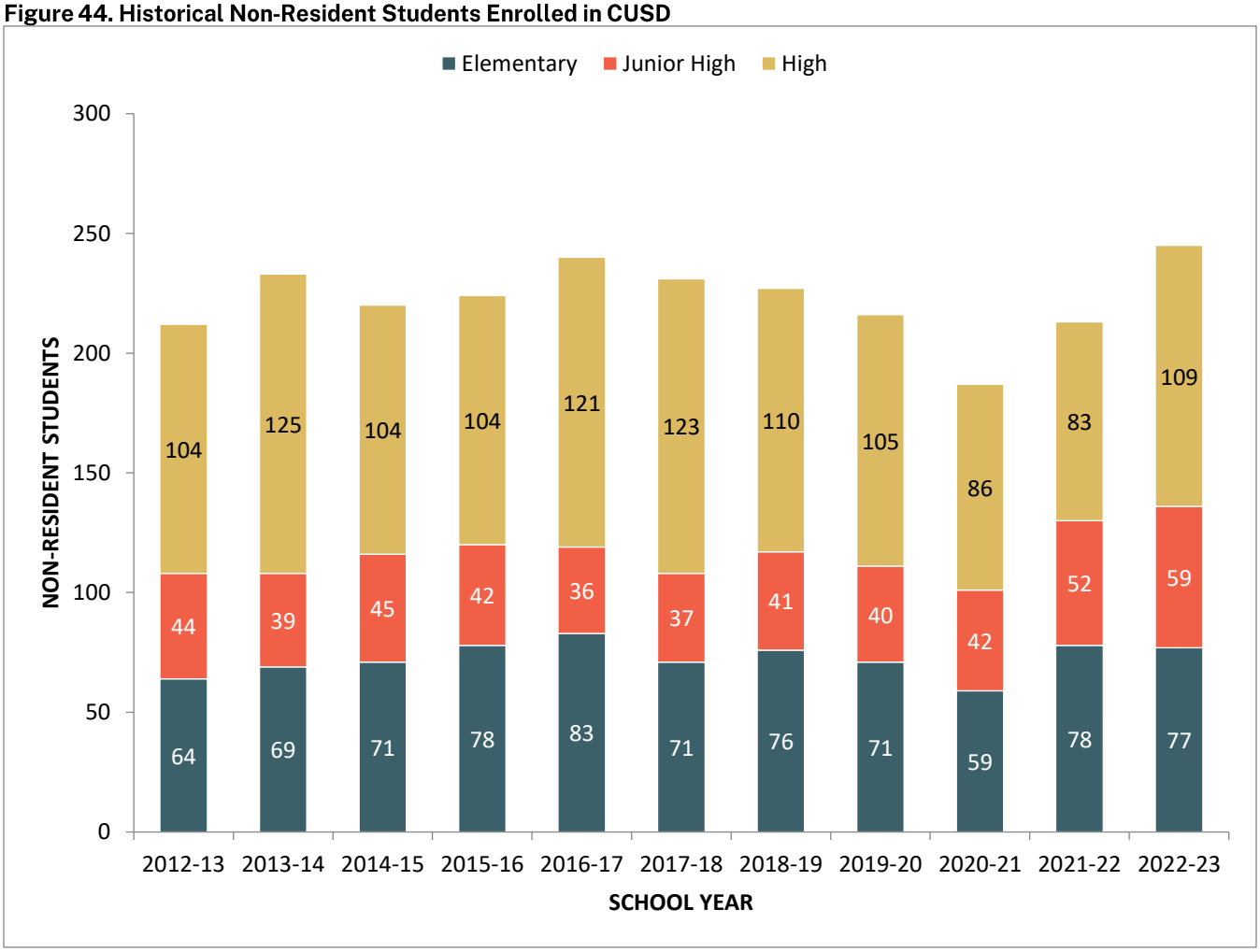
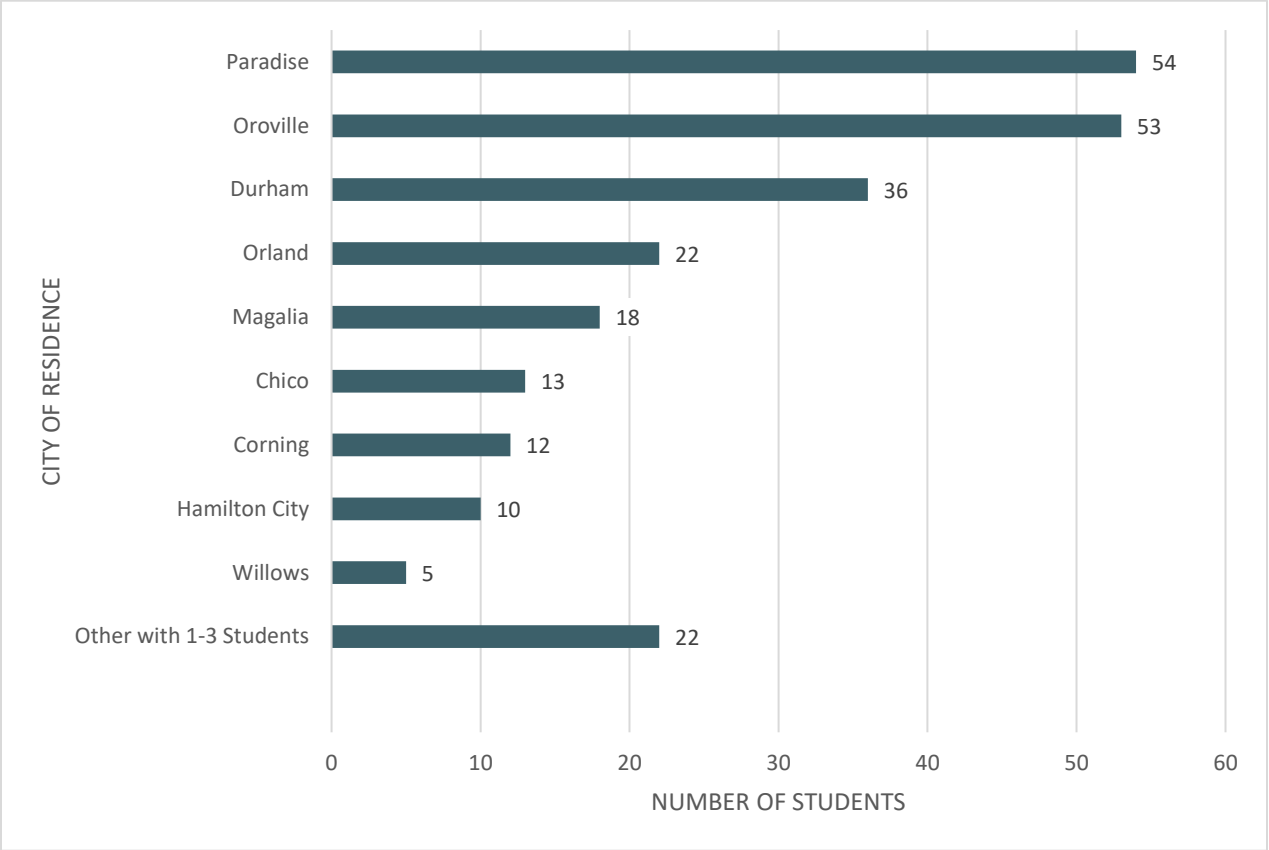


Figure 45. 2022-23 Non-Resident Students Enrolled in CUSD by City of Residence



SECTION F: ENROLLMENT PROJECTIONS

To effectively plan for facilities, boundary changes, or policy changes for student enrollments, school district administrators need a long term enrollment projection. King Consulting prepared 7-year enrollment projections for CUSD utilizing the industry standard cohort "survival" methodology. While based on historical enrollments, the consultant adjusts the calculation for:

1. Historical and projected birth data (used to project future kindergarten students);
2. The addition of students generated by residential development;
3. Weighting or de-weighting anomalous years of student migration.

Given the undeniable effect the COVID-19 pandemic had on the District's enrollments in 2020-21, the enrollment projections prepared this year must continue to account for a wide range of variance and potential future developments. As will be shown, demographic factors affecting future enrollment must be carefully balanced with development trends and student transfers to determine CUSD's enrollment over the next several years. The specific assumptions that went into the Low, Moderate, and High enrollment projections based on these considerations will be explained in more detail later in this section.

Historical and Projected Birth Data

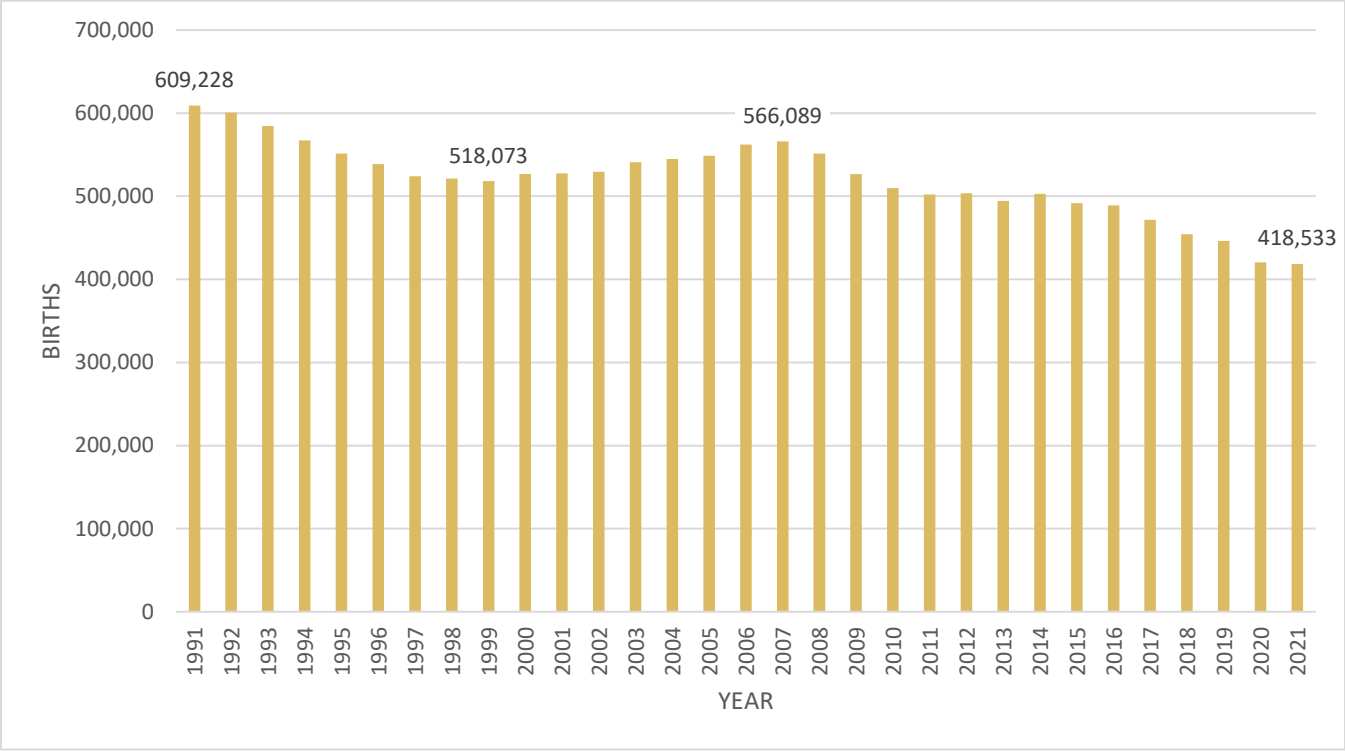
Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the Chico Unified School District by the California Department of Health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

Since 2007, births in California have declined significantly (Figure 46). In 2021, Californians gave birth to 418,533 children, setting a record low since 1990 for the seventh straight year. The one-year decrease in births recorded in 2020 was the largest since 1995. Californians continue to put off having children until later in life. Recent birth rates in California fell for people giving birth under 30 but rose for people 30 and older.

In Butte County, births declined the most in the late 1990s through early 2000s before increasing (as also occurred throughout California). After peaking in 2006 at 2,633 births, Butte County births declined, but not as dramatically as the State as a whole. In sharp contrast to State-wide trends, County births remained generally stable from 2009 through 2018, but Butte County births have also decreased in the last three years (Figure 47). 2021 births totaled 2,051 throughout the County.

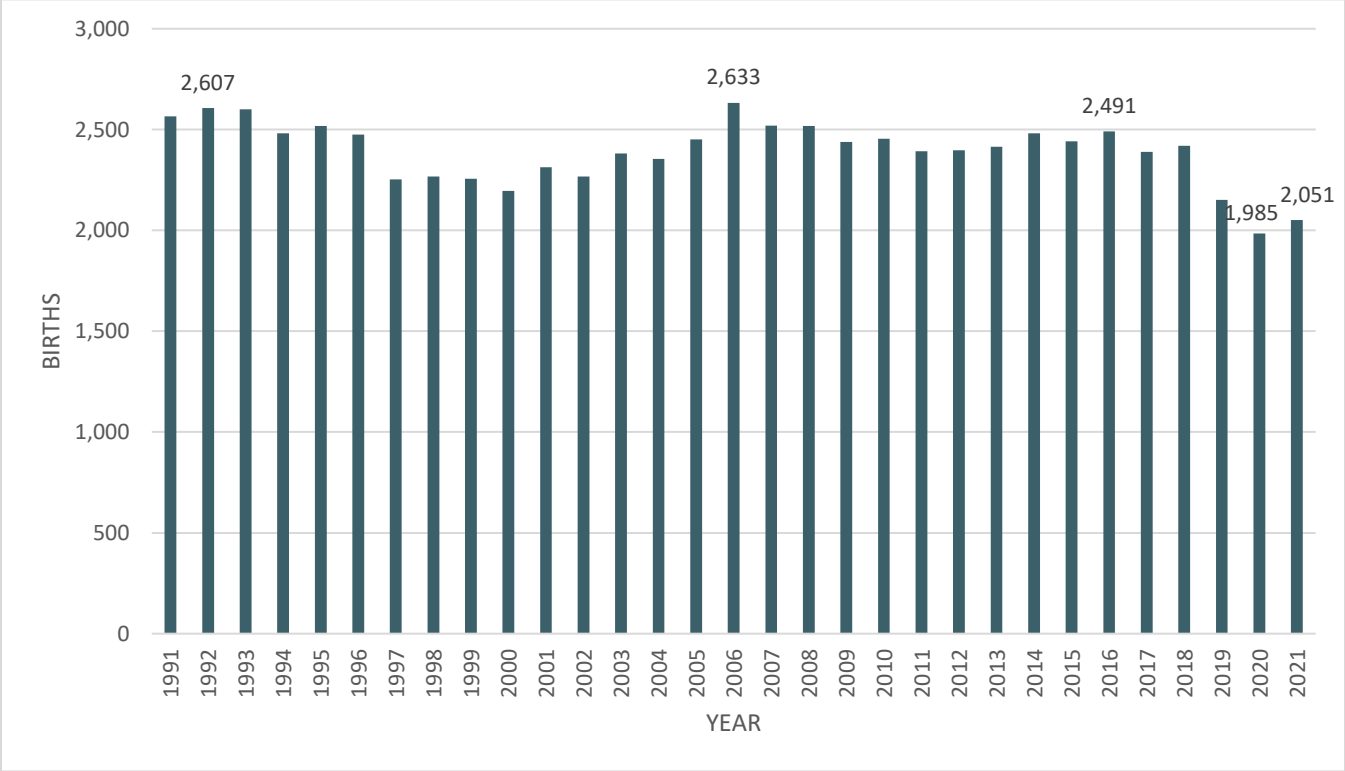
[2] The consultant utilized ZIP Codes 95926, 95928, 95942, and 95973.

Figure 46. California Births: 1991-2021



Source: California Department of Public Health.

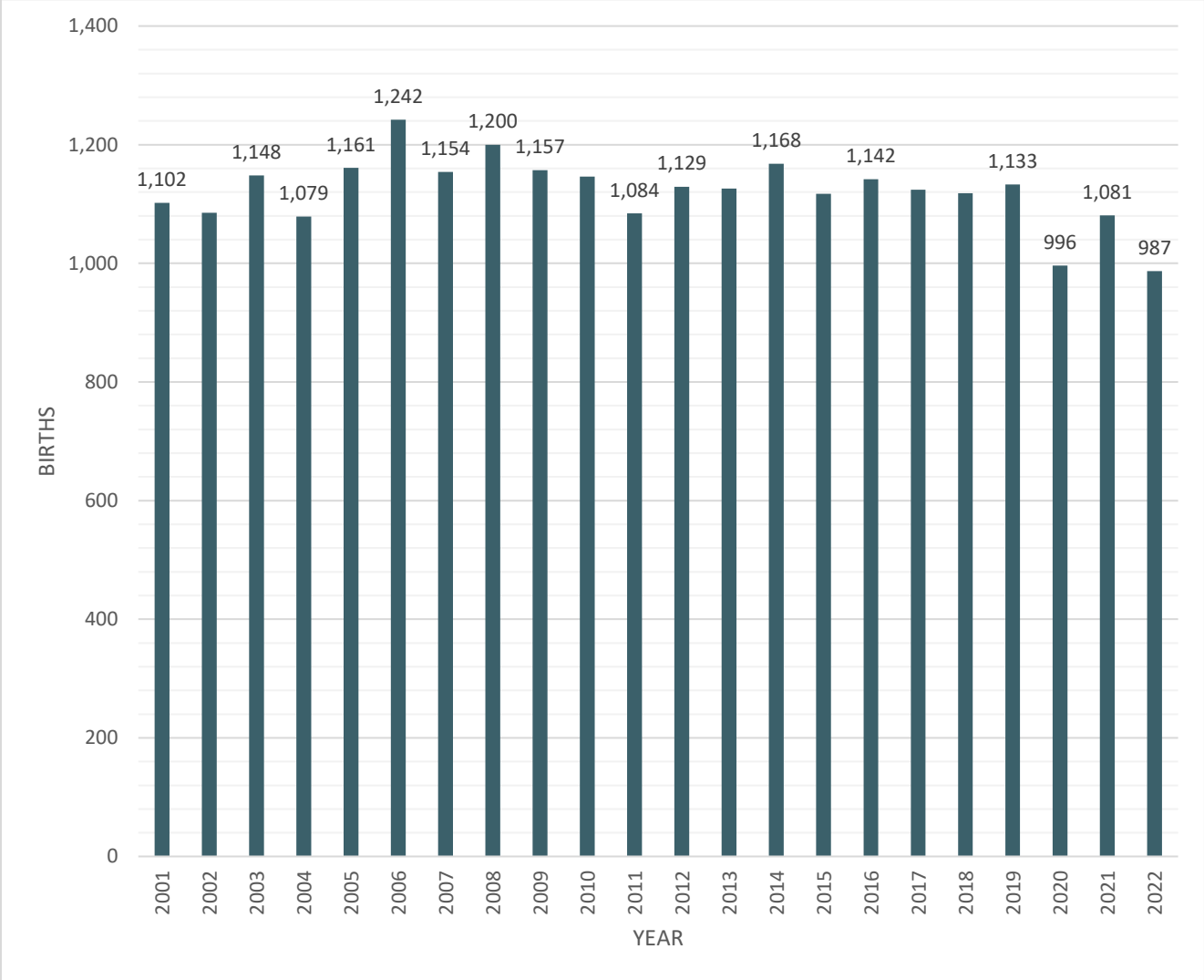
Figure 47. Butte County Births: 1991-2021



Source: California Department of Public Health.

Births in the Chico Unified School District have been even more stable than in Butte County. Births increased from 1,034 in 2000 to 1,242 in 2006, and then declined by 12.7% to 1,084 in 2011. From 2011 to 2019, however, births increased 4.5% to 1,133. However, two of the last three years recorded birth totals less than 1,000, indicating a demographic shift and fewer new students to make up incoming cohorts during the projection period. Figure 48 demonstrates the total number of live births between 2001 and 2022 in the Chico Unified School District.

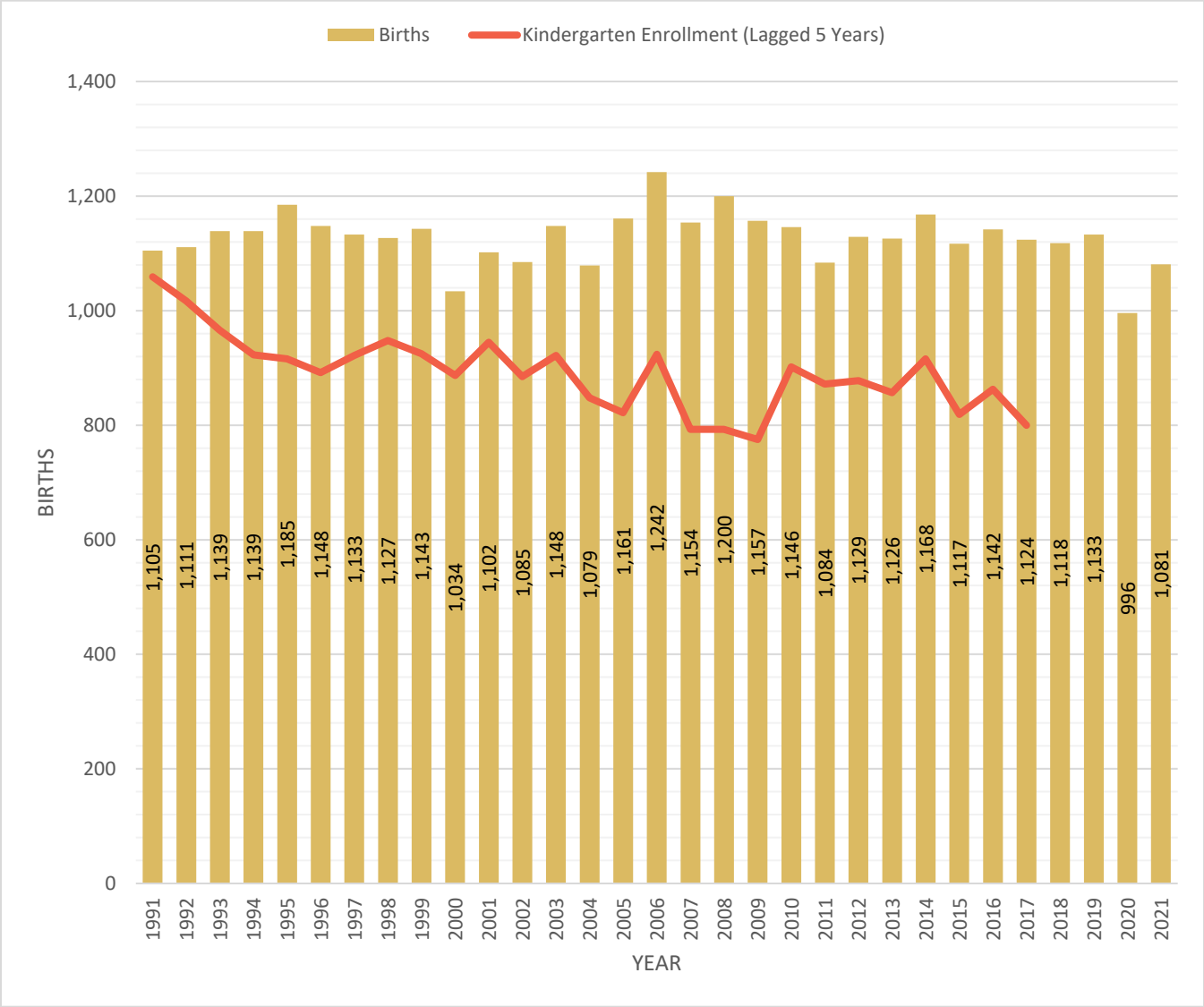
Figure 48. CUSD Births: 2001-2022



Source: California Department of Public Health.

The number of children born to parents who live in CUSD is correlated with the size of the incoming kindergarten cohort five years later. Therefore, King Consulting uses recent birth data as the most important factor when projecting future kindergarten students for CUSD to house. Figure 49 demonstrates this relationship.

Figure 49. Births Compared to Kindergarten Enrollments (Lagged 5 Years)



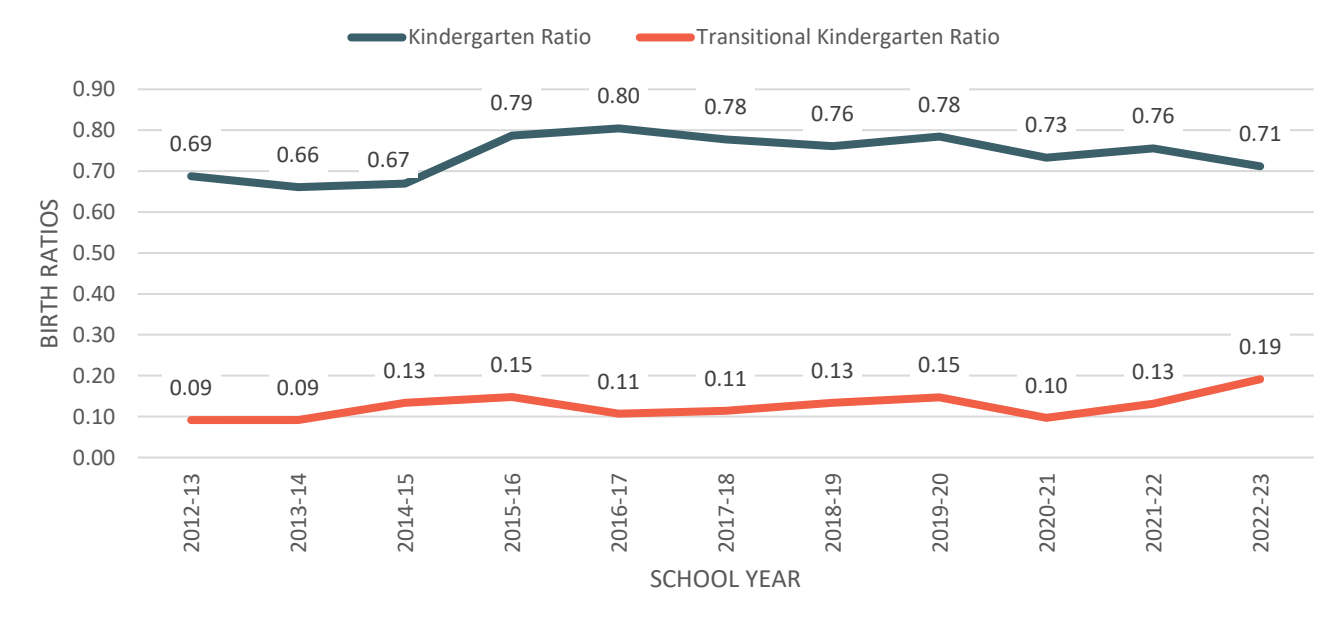
Source: California Department of Public Health and CDE.

There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 12 and Figure 50 demonstrate the CUSD birth-to-kindergarten and birth-to-transitional kindergarten ratios. The ratios provide the percentage of births that result in kindergarten enrollments in the District five years later, and TK enrollments four 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; 2019-2022) and periods of increasing or stable ratios (2000-2005; 2014-2019). Currently, the birth-to-kindergarten ratio is 0.71, down from 0.76 the previous year. This ratio means that for every 100 births in 2017, approximately 71 children enrolled in CUSD kindergarten classes five years later (in 2022). The transitional kindergarten ratio is currently 0.19, which is higher than the previous year due to expanded eligibility for TK. The birth-to-kindergarten ratios are analyzed, and statistical calculations are applied to estimate future birth-to-kindergarten ratios.

Table 12. Birth-Kindergarten and Birth-Transitional Kindergarten Ratios

Birth Year	Births	Increase	Kindergarten Year	Kindergarten Enrollment (Includes NVLA)	Ratio of Births to Kindergarten Enrollment	Transitional Kindergarten Enrollment	Ratio of Births to TK Enrollment
2000	1,034	-9.5%	2005-06	887	0.86		
2001	1,102	6.6%	2006-07	945	0.86		
2002	1,085	-1.5%	2007-08	885	0.82		
2003	1,148	5.8%	2008-09	922	0.80		
2004	1,079	-6.0%	2009-10	848	0.79		
2005	1,161	7.6%	2010-11	822	0.71		
2006	1,242	7.0%	2011-12	924	0.74		
2007	1,154	-7.1%	2012-13	793	0.69	110	0.09
2008	1,200	4.0%	2013-14	793	0.66	106	0.09
2009	1,157	-3.6%	2014-15	775	0.67	153	0.13
2010	1,146	-1.0%	2015-16	902	0.79	160	0.15
2011	1,084	-5.4%	2016-17	872	0.80	121	0.11
2012	1,129	4.2%	2017-18	878	0.78	129	0.11
2013	1,126	-0.3%	2018-19	857	0.76	156	0.13
2014	1,168	3.7%	2019-20	916	0.78	164	0.15
2015	1,117	-4.4%	2020-21	819	0.73	111	0.10
2016	1,142	2.2%	2021-22	863	0.76	148	0.12
2017	1,124	-1.6%	2022-23	800	0.71	214	0.19
2018	1,118	-0.5%					
2019	1,133	1.3%					
2020	996	-12.1%					
2021	1,081	8.5%					

Figure 50. Birth-Kindergarten and Birth-Transitional Kindergarten Ratios



The projected birth-to-kindergarten ratios are multiplied by the number of births each year to project future kindergarten enrollments. King Consulting anticipates the birth to kindergarten ratio in the moderate enrollment projection will remain consistent with recent stable levels observed since 2015, excepting 2020. To project kindergarten classes beyond 2026, 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.

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

As an example, in 2021-22 the District's cohort of 9th graders numbered 1,042. A year later, this cohort became a 10th graders numbering 1,065. Using this example, the rate of migration is calculated in the following way:

(1,065-1,042)/1,042 = +2.21%

The 2.21% increase is a measure of the likelihood that a 9th grade cohort will become larger or smaller as it advances into 10th grade the following year. Migration rates are calculated for all grade levels by year and then analyzed by the current grade level configuration to find an average rate of change. Exceptionally high

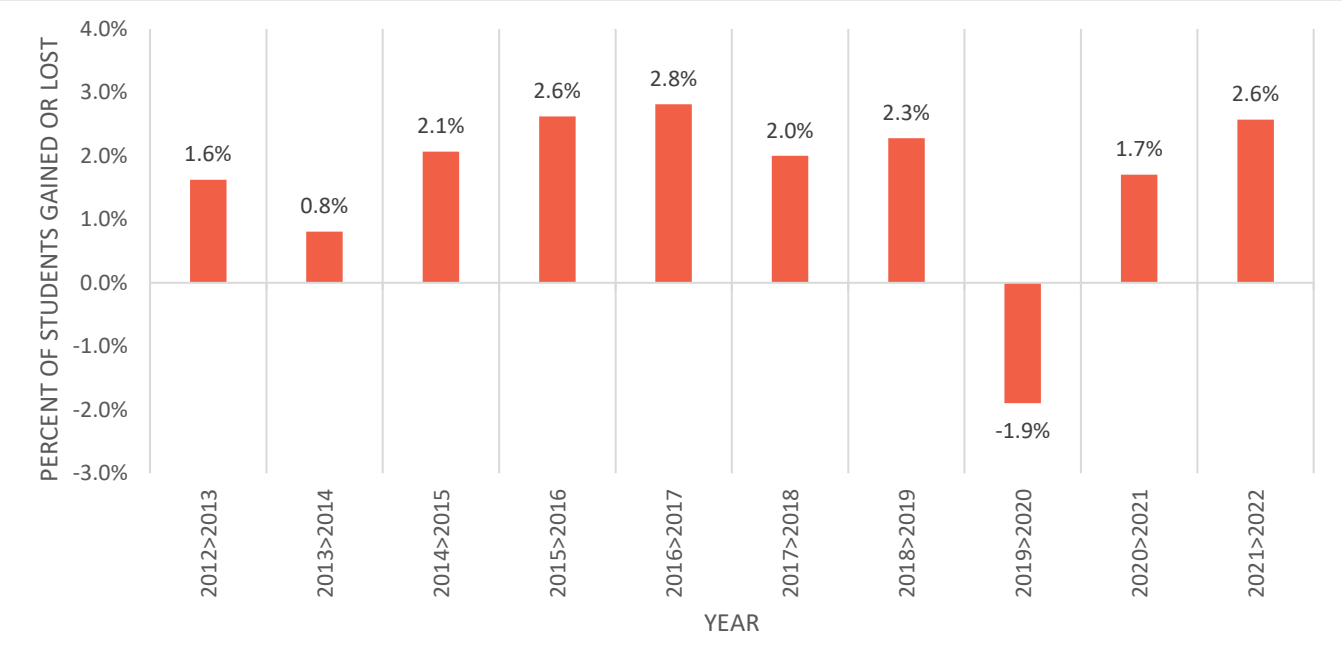
[3] These are net measurements.

or low migration numbers are usually given lower weight in the calculations, and more recent data is typically given a higher weight. However, since the third most recent year was significantly affected by COVID-19 and migration was more negative than usual across all grade levels, this year was carefully evaluated and unweighted or removed if needed.

The charts presented in Figures 51-54, which include the abnormally low 2020-21 enrollments, demonstrate the aberrational nature of the that year solely due to COVID-19, and the resumption of previous growth trends in the two more recent years.

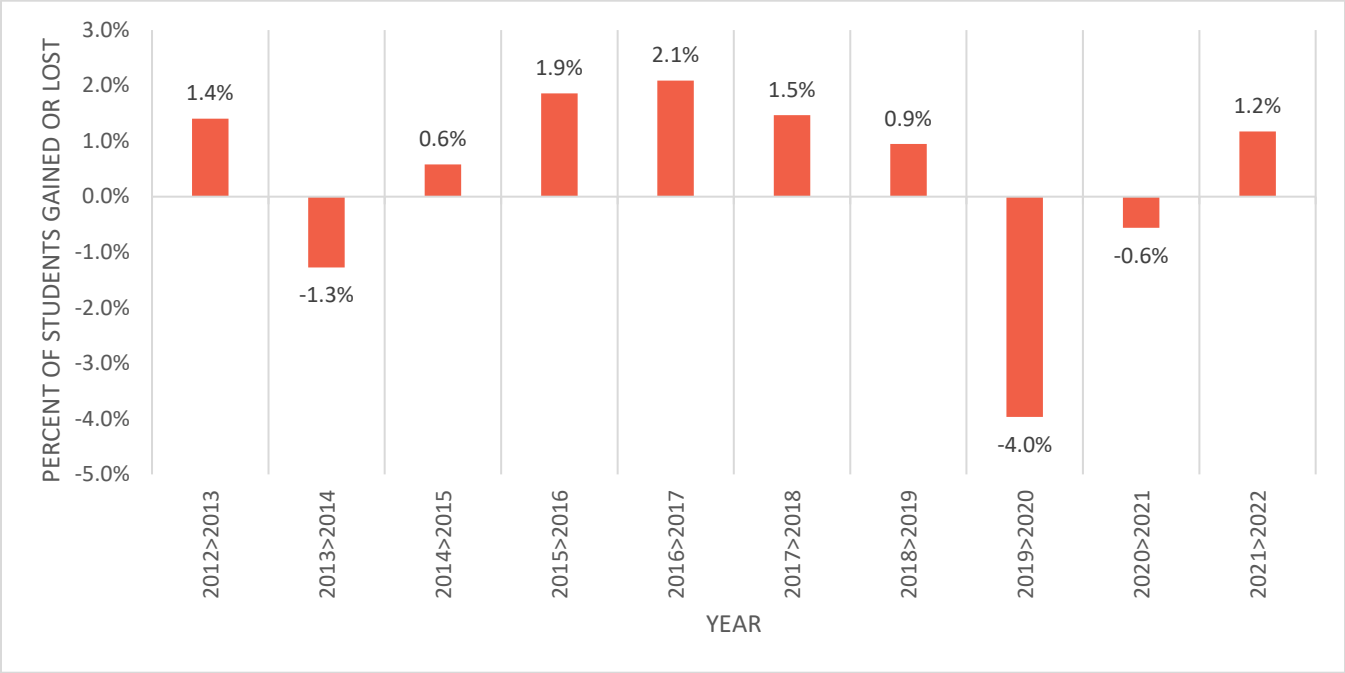
CUSD generally experiences positive migration across all grade levels, with 2020 being the only year in the previous decade with negative growth (Figure 51). In the current year, net migration of all students in grades K-11 into grades 1-12 resulted in 2.6% enrollment growth, tied for the second highest rate in the last ten years.

Figure 51. Migration Grades K-11 > Grades 1-12



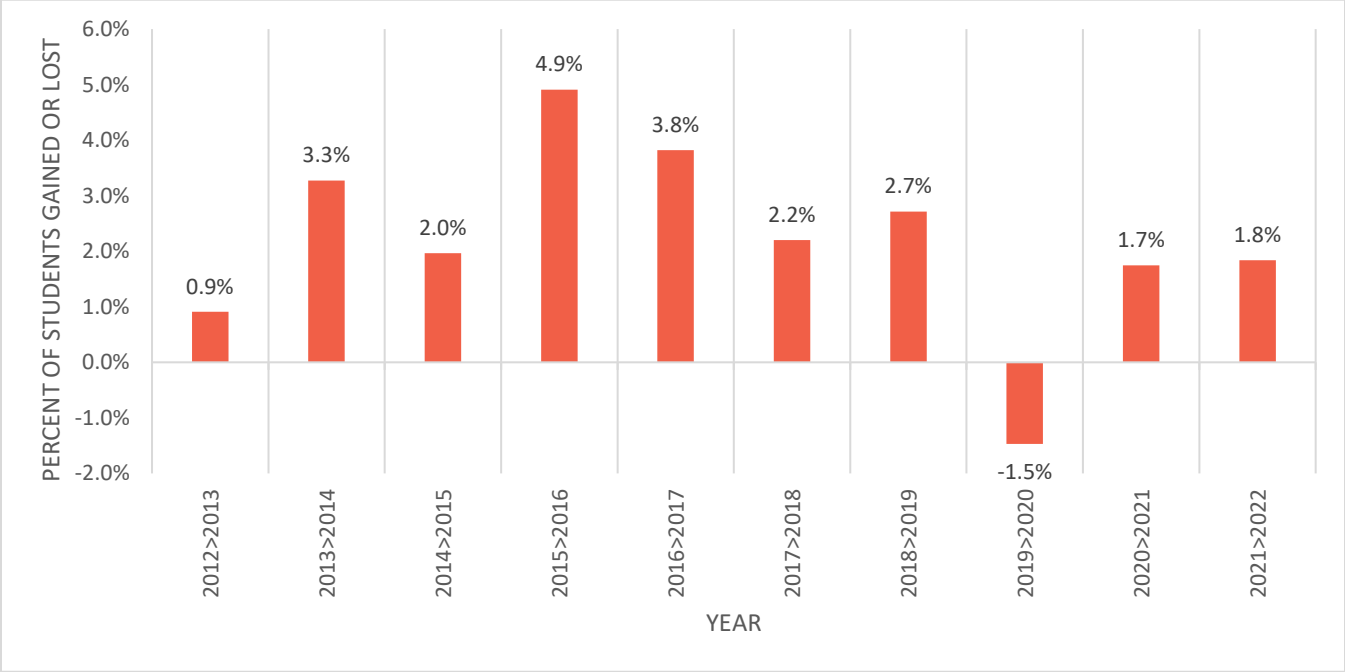
A closer examination of CUSD migration by grade level grouping provides additional insight. CUSD migration at the K-5th grade levels had been trending less positive over the last few years prior to the pandemic, and still registered as negative in 2021. This year, however, elementary school cohort migration returned to net positive growth, with a gain of 1.2% from 2021 to 2022 (Figure 52). It will be crucial to watch elementary migration closely, as any sustained change could also affect older cohorts in future years as well.

Figure 52. Migration Grades K-4 > Grades 1-5



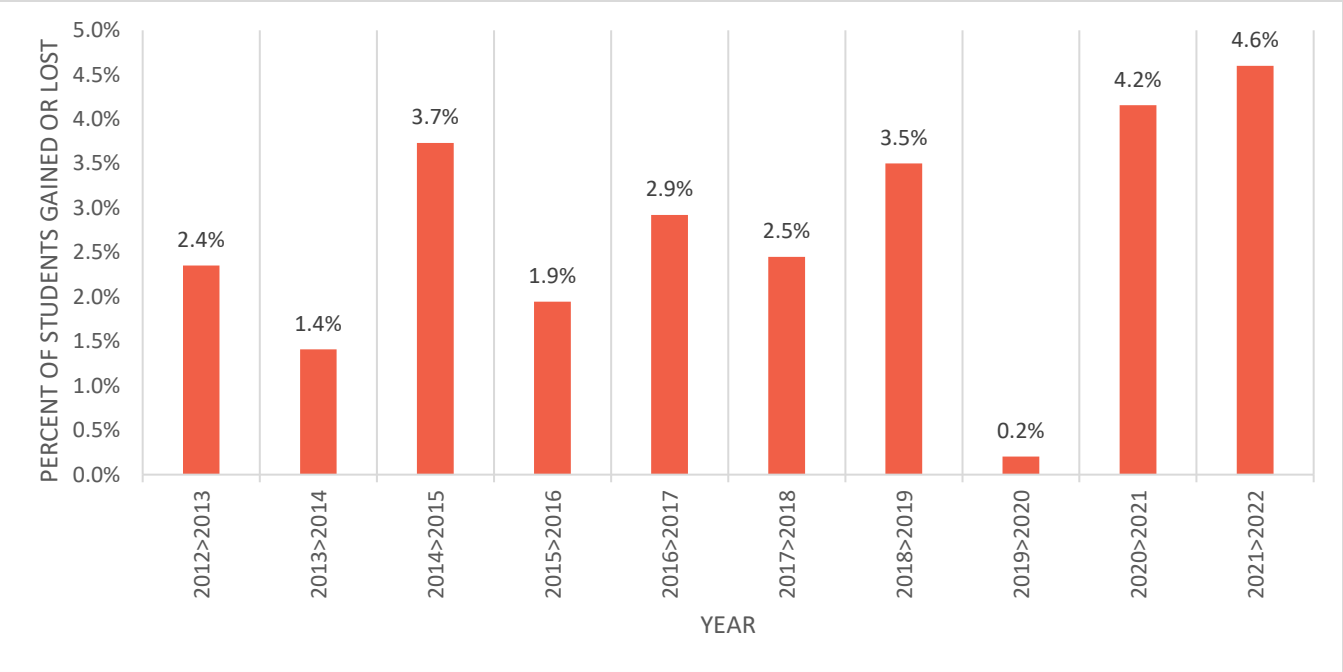
Boosted by additional new students entering public schools in 6th grade every year, CUSD has experienced exclusively positive migration at its grades served by its junior high schools, barring 2020 (Figure 53).

Figure 53. Migration Grades 5-7 > 6-8



Migration into the District's grades served at its high schools has been exclusively positive over the last decade, even with a large decrease in 2020. Current year net migration into high school is at its highest point in at least the last decade, at +4.6% (Figure 54).

Figure 54. 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 anticipating future building and capital needs. King Consulting has utilized several tools to project future enrollment, including the most major factors of 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 2022 first graders become year 2023 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 births, birth-to-kindergarten ratios, grade-to-grade migration rates, student generation rates, and residential development, along with special calculations to assess the lasting impact of the pandemic. King Consulting calculates three distinct enrollment projections: a Low projection, a Moderate projection, and a High projection. Since recent birth to kindergarten ratios and grade-to-grade migration rates have demonstrated some variability, there is a range of plausible outcomes for the District's future enrollment over the next few years. By providing a range of enrollment projections

that account for the record high and low input factors observed in the last few years, CUSD can plan for a range of valid possibilities that will be defined by the High and Low projections.

Individual school projections are based on the Moderate District-wide projection.

Low Enrollment Projection

Table 13. CUSD Low 7-Year Enrollment Projection

	Actual				Projected						
Grade	**20-21**	**21-22**	**22-23**		**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**
TK	111	148	214		273	309	447	449	525	566	627
K	819	863	800		802	811	712	772	704	749	737
1	887	824	888		814	816	823	724	784	714	761
2	803	884	843		894	820	819	827	726	787	719
3	899	788	869		834	882	808	807	814	715	776
4	858	895	815		880	845	891	817	815	821	724
5	909	851	889		810	874	838	885	809	807	816
6	857	921	889		919	837	899	864	910	833	832
7	871	895	929		906	936	850	915	879	924	849
8	953	867	898		933	910	938	853	915	880	927
9	1,028	1,042	949		981	1,020	991	1,023	929	997	961
10	949	1,026	1,065		960	992	1,029	1,001	1,032	937	1,007
11	968	957	1,021		1,064	960	990	1,028	998	1,028	936
12	998	1,035	1,036		1,083	1,130	1,017	1,049	1,087	1,056	1,090
TK-5	*5,286*	*5,253*	*5,318*		*5,306*	*5,357*	*5,338*	*5,281*	*5,178*	*5,159*	*5,160*
6-8	*2,681*	*2,683*	*2,716*		*2,757*	*2,683*	*2,687*	*2,632*	*2,704*	*2,637*	*2,609*
9-12	*3,943*	*4,060*	*4,071*		*4,089*	*4,102*	*4,027*	*4,102*	*4,046*	*4,018*	*3,994*
Total	**11,910**	**11,996**	**12,105**		**12,152**	**12,142**	**12,052**	**12,015**	**11,929**	**11,814**	**11,763**

Moderate Enrollment Projection

Table 14. CUSD Moderate 7-Year Enrollment Projection

	Actual				Projected						
Grade	**20-21**	**21-22**	**22-23**		**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**
TK	111	148	214		304	343	497	499	583	629	697
K	819	863	800		844	854	749	813	741	788	775
1	887	824	888		817	862	869	765	829	755	804
2	803	884	843		908	836	879	888	780	844	772
3	899	788	869		839	902	829	872	879	772	838
4	858	895	815		887	857	918	845	886	894	787
5	909	851	889		816	887	856	917	843	884	893
6	857	921	889		927	851	922	891	953	876	920
7	871	895	929		915	954	873	946	915	978	901
8	953	867	898		934	920	957	877	948	917	982
9	1,028	1,042	949		991	1,032	1,012	1,055	965	1,044	1,012
10	949	1,026	1,065		967	1,010	1,049	1,031	1,072	981	1,062
11	968	957	1,021		1,071	973	1,014	1,054	1,033	1,075	985
12	998	1,035	1,036		1,093	1,147	1,040	1,084	1,125	1,103	1,150
TK-5	*5,286*	*5,253*	*5,318*		*5,414*	*5,541*	*5,597*	*5,598*	*5,541*	*5,566*	*5,567*
6-8	*2,681*	*2,683*	*2,716*		*2,777*	*2,725*	*2,752*	*2,714*	*2,817*	*2,770*	*2,803*
9-12	*3,943*	*4,060*	*4,071*		*4,122*	*4,162*	*4,115*	*4,224*	*4,196*	*4,202*	*4,209*
Total	**11,910**	**11,996**	**12,105**		**12,313**	**12,428**	**12,464**	**12,537**	**12,553**	**12,539**	**12,580**

Based on the CUSD District-wide Moderate enrollment projection, the District's enrollment growth will continue in the next few years, due largely to additional TK students who will get to enroll as the program eligibility expands. After 2025-26, enrollment is expected to stabilize as new students who are generated by development are offset by natural demographic decreases resulting from recent lower birth rates. However, it is important to keep in mind that changes in demographic trends, residential development schedules, or student transfer trends could all affect the projection in the more distant years, so regular updates are essential to be aware of anything that might alter this balance one way or the other.

- Total CUSD enrollment is projected to increase from 12,105 in the current year to 12,580 by 2029-30 (plus 475, or 3.9%)
- TK-5th grade enrollment will increase from 5,318 to 5,567 (plus 249, or 4.7%)
- 6th-8th grade enrollment will increase from 2,716 to 2,803 (plus 87, or 3.2%)
- 9th-12th grade enrollment will increase from 4,071 to 4,209 (plus 138, or 3.4%)

High Enrollment Projection

Table 15. CUSD High 7-Year Enrollment Projection

	Actual				Projected						
Grade	**20-21**	**21-22**	**22-23**		**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**
TK	111	148	214		334	377	546	549	642	692	767
K	819	863	800		877	889	781	848	774	823	806
1	887	824	888		822	901	910	802	869	793	845
2	803	884	843		912	845	924	934	822	890	814
3	899	788	869		842	910	841	919	928	817	887
4	858	895	815		891	864	931	862	939	948	837
5	909	851	889		821	897	868	935	865	942	953
6	857	921	889		933	861	937	909	978	904	986
7	871	895	929		919	964	887	967	938	1,007	934
8	953	867	898		939	929	972	896	974	945	1,016
9	1,028	1,042	949		993	1,039	1,024	1,074	988	1,074	1,045
10	949	1,026	1,065		976	1,021	1,066	1,052	1,101	1,013	1,103
11	968	957	1,021		1,072	983	1,026	1,073	1,056	1,105	1,019
12	998	1,035	1,036		1,101	1,157	1,059	1,106	1,154	1,136	1,191
TK-5	*5,286*	*5,253*	*5,318*		*5,499*	*5,683*	*5,801*	*5,848*	*5,838*	*5,904*	*5,909*
6-8	*2,681*	*2,683*	*2,716*		*2,791*	*2,754*	*2,797*	*2,772*	*2,889*	*2,855*	*2,936*
9-12	*3,943*	*4,060*	*4,071*		*4,143*	*4,201*	*4,175*	*4,304*	*4,298*	*4,327*	*4,357*
Total	**11,910**	**11,996**	**12,105**		**12,433**	**12,638**	**12,773**	**12,924**	**13,025**	**13,087**	**13,201**

Enrollment Projections by School

Table 16 provides enrollment projections by school. King Consulting 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. These school projections assume that additional students enrolled at Oak Bridge online academy in the current year that are above pre-pandemic levels (mostly high school age students) will be the new normal for the program, and are reflected in future years.

Additionally, TK students were added to Citrus, Shasta, and Sierra View elementary schools beginning in 2025-26, with TK expansion fully implemented. It is also assumed that Marigold will continue to enroll a higher number of TK students than other sites due to the availability of additional space at Mira Loma.

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 Consulting recommends considering not only the enrollment projections by school, but also the attendance matrices provided in Section E to inform any facility decisions for individual schools.

Table 16. Enrollment Projections by School, Moderate Projection

Elementary Schools	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	Chg.
Chapman	300	304	301	289	293	287	281	280	*-20*
Citrus	341	355	357	374	379	363	367	365	*24*
Emma Wilson	565	552	550	555	542	531	552	553	*-12*
Hooker Oak	291	283	276	269	262	266	265	265	*-26*
Little Chico Creek	431	456	484	491	493	484	484	491	*60*
Marigold	570	610	640	654	650	641	653	661	*91*
McManus	415	407	408	420	419	414	425	425	*10*
Neal Dow	335	348	364	354	365	360	363	364	*29*
Parkview	406	438	463	464	457	477	472	470	*64*
Rosedale	543	550	561	570	569	568	571	571	*28*
Shasta	647	649	674	700	710	684	675	666	*19*
Sierra View	456	444	444	440	441	449	442	439	*-17*
Elementary School Totals	*5,300*	*5,396*	*5,523*	*5,580*	*5,580*	*5,523*	*5,550*	*5,550*	*250*
Junior High Schools	**22-23**	**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**	**Chg.**
Bidwell	990	992	978	997	982	1,020	1,004	1,016	*26*
Chico	928	976	953	940	930	966	949	958	*30*
Marsh	732	748	734	754	744	770	756	767	*35*
Junior High School Totals	*2,650*	*2,716*	*2,666*	*2,692*	*2,655*	*2,756*	*2,709*	*2,741*	*91*
High Schools	**22-23**	**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**	**Chg.**
Chico	1,906	1,972	1,966	1,945	1,994	1,976	1,978	1,984	*78*
Pleasant Valley	1,841	1,862	1,905	1,881	1,931	1,918	1,925	1,924	*83*
Fair View	131	88	90	93	96	97	97	96	*-35*
High School Totals	*3,878*	*3,922*	*3,961*	*3,918*	*4,021*	*3,991*	*4,000*	*4,005*	*127*
Alternative Schools	**22-23**	**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**	**Chg.**
Academy for Change and CAL	64	50	50	50	50	51	51	51	*-13*
Oak Bridge	131	133	133	131	133	135	134	134	*3*
Oakdale	82	96	97	94	96	98	97	98	*16*
Alternative School Totals	*277*	*279*	*280*	*275*	*279*	*283*	*281*	*283*	*6*
Grand Total	**12,105**	**12,312**	**12,429**	**12,465**	**12,536**	**12,554**	**12,540**	**12,579**	***474***

SECTION G: FACILITY ANALYSIS

To determine the ability of the District's facilities to adequately serve enrollments and residents, King Consulting obtained facility capacities from the District's Facilities Master Planning team to provide a comparison of student projections with facility capacity ranges. This section identifies the adequacy of the Chico Unified School District's existing facilities to accommodate the Moderate projected enrollment. Table 17 identifies each site's target capacity and maximum capacity compared to its current-year enrollment and resident count, as well as the year its enrollment is projected to exceed its capacity, if applicable.

Capacity numbers are taken from the District's forthcoming Facilities Master Plan update. Target capacity calculations assume 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. Maximum capacity calculations assume loading standards of 1:24 at kindergarten through 3rd grade, 1:33 at 4th grade through 5th grade, 1:35 at 7th grade through 12th grade, 1:18 for SDC classes, and 1:15 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 17. Facility Capacities Compared to Current Residents and Enrollments

School	2022-23 Residents	2022-23 Enrollment	Target Capacity	Year Projected to Exceed Target	Maximum Capacity	Year Projected to Exceed Maximum
Chapman	348	300	271	**2022**	318	N/A
Citrus	579	341	362	2025	426	N/A
Emma Wilson	839	565	613	N/A	723	N/A
Hooker Oak	0	291	385	N/A	453	N/A
Little Chico Creek	511	431	498	N/A	591	N/A
Marigold	547	570	660	2029	975	N/A
McManus	683	415	585	N/A	691	N/A
Neal Dow	407	335	452	N/A	537	N/A
Parkview	239	406	409	2023	477	N/A
Rosedale	0	543	614	N/A	720	N/A
Shasta	713	647	543	**2022**	645	**2022**
Sierra View	371	456	500	N/A	585	N/A
Elementary School Totals	*5,237*	*5,300*	*5,892*		*7,141*	
Bidwell	1,129	990	1,050	N/A	1,301	N/A
Chico Jr	838	928	1,098	N/A	1,360	N/A
Marsh	679	732	1,011	N/A	1,254	N/A
Junior High School Totals	*2,646*	*2,650*	*3,159*		*3,915*	
Chico Sr	1,939	1,906	2,095	N/A	2,638	N/A
Pleasant Valley	2,015	1,841	2,246	N/A	2,829	N/A
High School Totals	*3,954*	*3,747*	*4,341*		*5,467*	

As shown in Table 17, some schools already enroll more students than their target capacity, (Chapman and Shasta). Additional schools are projected to experience enrollments higher than their target capacity during the 7-year projection period (Citrus, Marigold, and Parkview). In addition, enrollments at Shasta are projected to exceed the master plan maximum capacity during the study period. It is important to keep in mind, however, that these schools have years of historical enrollment above their current maximum capacity, so these years of projected enrollment are not at all unprecedented.

Table 18 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 18. Moderate Enrollment Projection by School and Capacity

Elementary Schools	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
Chapman	300	304	301	288	292	286	281	280
Citrus	341	355	357	374	379	362	366	364
Emma Wilson	565	552	549	554	541	531	551	553
Hooker Oak	291	283	275	268	262	265	264	265
Little Chico Creek	431	429	436	452	467	467	480	493
Marigold	570	610	639	654	650	641	652	660
McManus	415	406	407	419	419	413	424	425
Neal Dow	335	348	363	353	365	359	363	364
Parkview	406	438	462	463	456	476	470	470
Rosedale	543	549	560	569	568	567	570	571
Shasta	647	648	673	698	709	682	674	665
Sierra View	456	443	443	439	440	448	441	438
Elementary School Totals	*5,300*	*5,364*	*5,464*	*5,531*	*5,546*	*5,499*	*5,536*	*5,547*
Junior High Schools	**22-23**	**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**
Bidwell	990	993	980	994	978	1,017	1,001	1,012
Chico	928	980	959	939	924	960	944	955
Marsh	732	742	726	754	747	772	759	771
Jr. High School Totals	*2,650*	*2,715*	*2,665*	*2,688*	*2,649*	*2,749*	*2,704*	*2,738*
High Schools	**22-23**	**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**
Chico	1,906	1,979	1,979	1,984	2,056	2,048	2,059	2,061
Pleasant Valley	1,841	1,883	1,939	1,932	1,994	1,985	2,001	1,997
High School Totals	*3,747*	*3,862*	*3,918*	*3,916*	*4,050*	*4,032*	*4,060*	*4,058*

Figures 55-57 provide Chico USD's Most Likely projected enrollment compared to total capacity across all grade levels. This analysis shows that CUSD's overall target capacity is adequate to house its Moderate projected enrollment across its elementary, junior high, and high schools.

Figure 55. Elementary School Projected Enrollment vs. Capacities

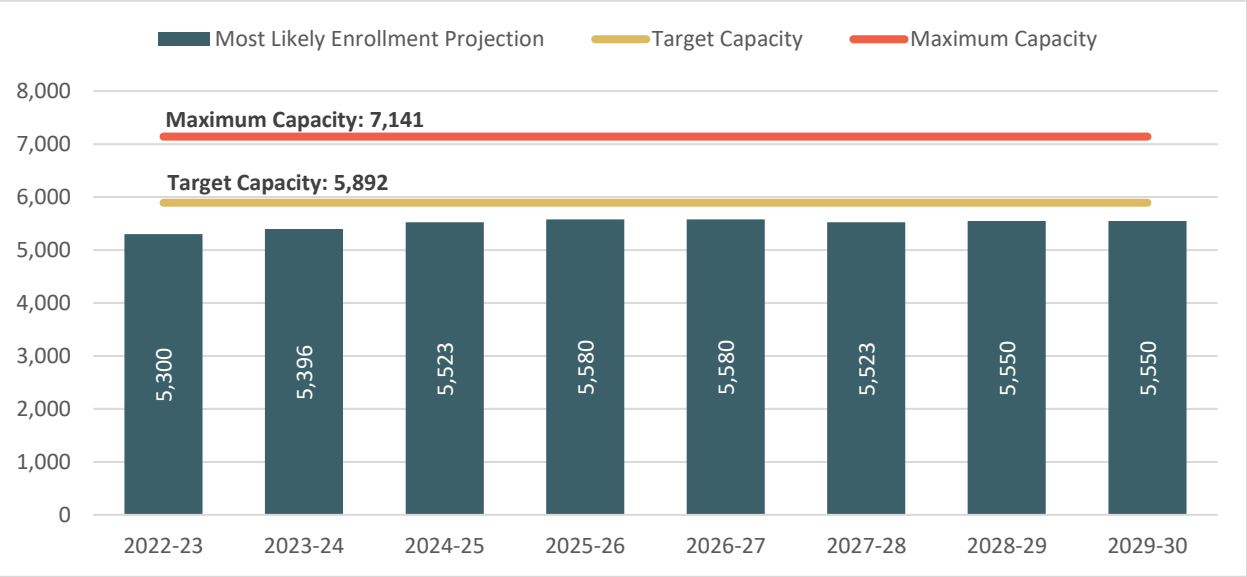


Figure 56. Junior High School Projected Enrollment vs. Capacities

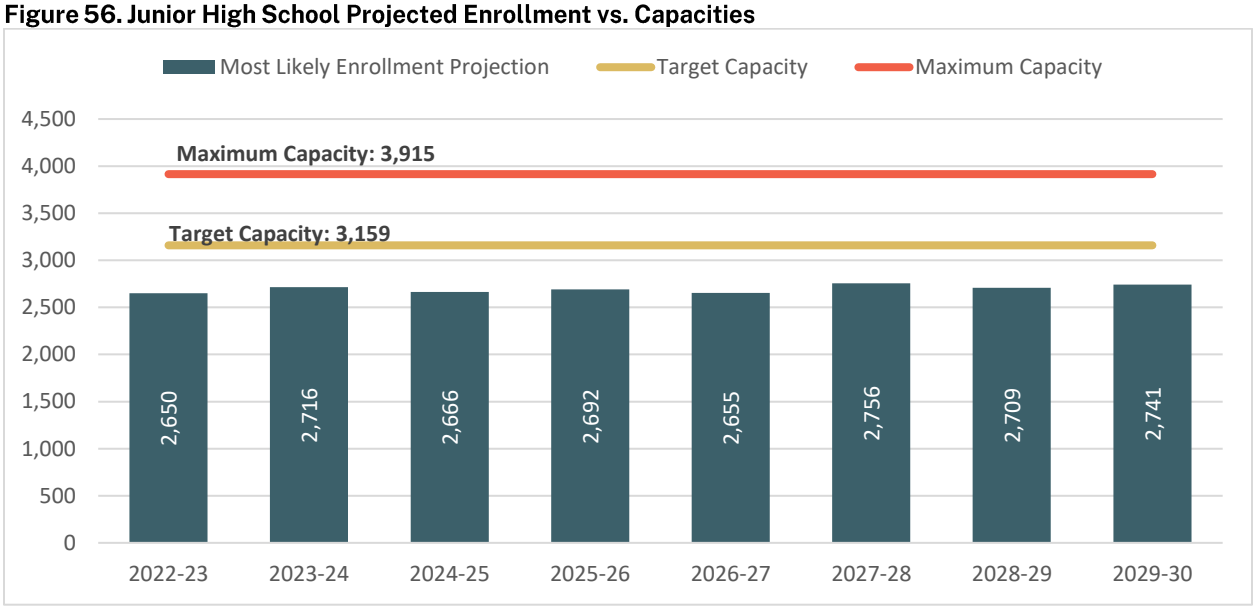
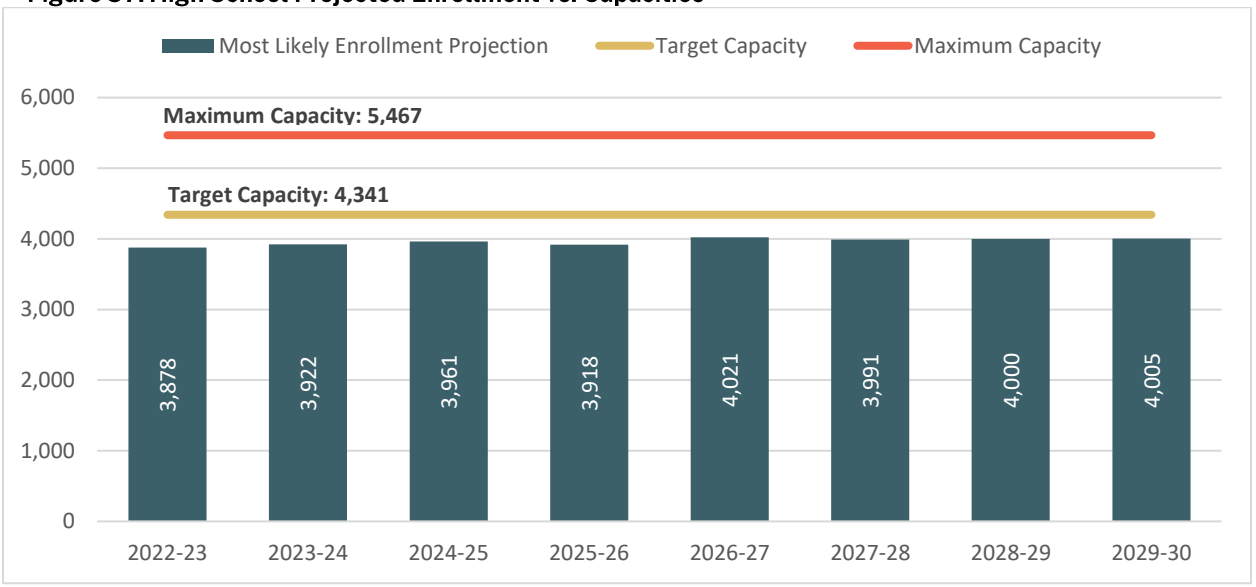


Figure 57. High School Projected Enrollment vs. Capacities



SECTION H: CONCLUSION AND RECOMMENDATIONS

Despite the one-time loss of students due to the COVID-19 pandemic, King Consulting continues to project short-term enrollment growth for Chico USD that will surpass pre-pandemic enrollment totals. The expansion of transitional kindergarten over the next four years into a new grade level will be the primary driver of growth, as additional K-12 students generated by consistent new residential development will offset smaller cohorts entering the District from recent smaller local birth totals. This carefully balanced set of factors should be monitored closely, as any changes to these input factors could result in more growth or decreasing enrollments.

Some elementary schools already exceed their target capacity, and more schools will do so in the coming years. The District should continue to update this study to confirm the anticipated effects of ongoing TK expansion and heightened residential development on enrollments, as adding elementary classrooms capacity at certain locations for the youngest students may be needed during the projection period.

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 continue to update this study each year.
2. Incorporate additional data from the updated Facilities Master Plan once that document is fully adopted.
3. Continue to closely monitor residential development throughout the District, as increased enrollments in these areas can impact existing school facilities.
4. Consider boundary adjustments to reduce enrollment at schools with enrollment that exceeds target capacity values.
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. Consider exploring joint use projects with community groups and organizations, city government agencies, and other resources to accommodate and improve these programs which meet the needs of a diverse student population.
8. Maintain relationships with the City of Chico and Butte County to continue to plan for the most effective use of its facilities in addition to the potential for new facilities.

9. 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.
10. Consider the preparation and adoption of a Level II Developer Fee Study.
11. Consider working with developers to mitigate the impact of their projects to school facilities.
12. Consider reviewing current construction schedules to correspond to new growth projections.
13. These recommendations will be reviewed annually as part of the Facilities Master Plan updates.

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