



Demographic Analysis & Student Housing Report

February 5, 2019

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EXECUTIVE SUMMARY

The 2019-20 Demographic Analysis & Student Housing Report considers new CUSD enrollment data, new data on local and County births, and updated information regarding residential development in the City of Chico. This new information results in a projection of sustained enrollment increase over the next several years for the Chico Unified School District, with enrollment increasing through the 2027-28 school year and then stabilizing as equilibrium is reached between the sizes of new incoming cohorts and graduating cohorts each year.

The projection prepared in this year's study is slightly lower than the projection prepared last year. The previous study anticipated more impact to District enrollments from the Camp Fire, but as of 2019-20 there does not seem to be any significant extra effect on enrollments. Some demographic and housing data suggests that many of the displaced households from the Camp Fire who have permanently settled in Chico are older with no school age children living at home. King Consulting will continue to assess potential longer term impacts of this unprecedented disaster, but in the short term, it does not appear that it will provide additional enrollment growth on top of what was already occurring in CUSD.

1. CUSD's birth-to-kindergarten ratio (the number of kindergarten students compared to births from five years before) remained at the same general level it has been since 2015-16. The District's ratio during this time is significantly higher than it was from 2010-11 through 2014-15.
 - a. A fifth consecutive year of higher birth-to-kindergarten ratios continues to confirm that this is a sustained trend.
 - b. Projecting forward with these higher ratios, combined with a higher number of births in recent years, will lead to larger kindergarten cohorts in the coming years compared to cohorts that entered the District before 2015-16.
 - c. As larger kindergarten cohorts enter the District each year, they replace smaller graduating cohorts, in turn leading to net gains in total enrollment each year.
2. Grade-to-grade migration (how a cohort of students changes in size as it advances from grade to grade) of Chico USD's student population was more positive than last year. Chico USD cohorts tend to increase in size as they advance from one grade to another, though positive migration is decreasing at the elementary grades.

- a. Migration from 5th grade to 6th grade remains much more positive since the District shifted configurations and placed 6th graders at its middle schools. Since this shift was made, CUSD 5th grade cohorts average almost 4.5% growth going into 6th grade, while they averaged a 1% decline when 6th grade was housed in elementary schools.
 - b. The relatively smaller cohorts already enrolled in the District are projected to grow more quickly than did the cohorts before them, further contributing to net enrollment gain from year to year.
3. While residential development across Chico is advancing at a faster pace than the City originally anticipated, the increased number of units is occurring at a time when the student generation rate (the number of students each new unit generates for the District, on average) is at its lowest level since 2015-16. Many of the units being built are marketed as luxury-themed (and are priced accordingly), which contributes to the lower student generation rate. Older displaced households with no school age children from the Camp Fire may also be depressing CUSD student generation rates as they are driving some of the demand for increased unit construction.
4. The Most Likely enrollment projection for the Chico Unified School District shows total enrollment increasing from 12,359 students in 2019-20 to 13,825 in 2029-30.

Conclusions and Recommendations

As has been the case in recent studies, King Consulting continues to project sustained enrollment growth for Chico USD. 2019-20 enrollment increased less than what was anticipated by last year's Most Likely projection, but newly approved residential development, increased local births, and consistently positive cohort growth from grade to grade still combine to result in a Most Likely projection of enrollment growth for Chico USD.

Recent enrollment growth has already resulted in some schools enrolling more students than their target capacity (Chapman, Emma Wilson, Rosedale, Shasta, and Sierra View). Additional schools are projected to experience enrollments higher than their target capacity at some point during the 10-year projection period (Little Chico Creek, Marigold, Parkview, Bidwell Junior High, Chico Senior High, and Pleasant Valley High). As the District continues to grow, additional facilities and/or boundary adjustments may be needed, and the District should carefully monitor its enrollment and capacities.

The increase in development demand and overall population growth for the Chico area are driven in part by Chico's desirability as a place to live and raise families, as well as the ongoing Bay Area housing crisis that continues to push families out of the Bay Area and into other parts of the State to seek more affordable housing. On top of this natural growth, the District is absorbing additional new residents following the Camp Fire, however it appears many of these residents do not have school age children based on decreasing student generation rates in CUSD since the Camp Fire occurred.

The Chico Unified School District has undertaken this study to assist in proactive planning for current and future facility needs for its student population. Based on the analyses prepared for this study, the following steps are recommended for the Chico Unified School District to meet its future facility needs. However, it is important to note that these recommendations may be constrained by broader fiscal and policy issues.

1. It is recommended that the District update this study in the Fall to monitor the District's birth-to-kindergarten and grade-to-grade migration trends, as well as gathering new information on residential development and student generation.
2. If elementary enrollment continues to increase beyond the District's target capacity, CUSD may consider adding capacity, potentially by constructing a new elementary school.
3. Continue to closely monitor residential development throughout the District, as increased enrollments in these areas will impact existing elementary facilities.
4. The District should consider, develop, and adopt educational specifications for all school sites.
5. 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.
6. Incorporate these findings into the District's 2025 Facilities Master Plan.
7. Continue to review and update this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.
8. Consider exploring joint use projects with community groups and organizations, city government agencies, and other resources in order to accommodate and improve these programs which meet the needs of a diverse student population.
9. Maintain relationships with the City of Chico and Butte County in order to continue to plan for the most effective use of its facilities in addition to the potential for new facilities.

10. 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.
11. Consider the preparation and adoption of a Level II Developer Fee Study.
12. Consider working with developers to mitigate the impact of their projects to school facilities.
13. Consider reviewing current construction schedules to correspond to new growth projections.
14. These recommendations will be reviewed annually as part of the 2025 Facilities Master Plan.

Contents

EXECUTIVE SUMMARY2

CONCLUSIONS AND RECOMMENDATIONS 3

CONTENTS6

LIST OF FIGURES.....9

SECTION A: INTRODUCTION11

CHICO UNIFIED SCHOOL DISTRICT DEMOGRAPHIC ANALYSIS & STUDENT HOUSING REPORT 2019-20..... 14

SECTION B: DISTRICT GOALS AND MISSION15

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) AND BOARD ADOPTED GOALS:15

 2019-2020 District Focus:15

MISSION15

SECTION C: CHOICE IN THE PUBLIC SCHOOL SYSTEM16

SCHOOL “CHOICE”16

CHARTER SCHOOLS17

MAGNET SCHOOLS18

DISTRICTS OF CHOICE20

CONCLUSION.....20

SECTION D: DISTRICT AND COMMUNITY DEMOGRAPHICS22

DISTRICT ENROLLMENT TRENDS.....22

Historical Enrollments22

Historical Enrollment by Socioeconomic Status.....27

Historical Enrollment by Ethnicity.....28

Historical Enrollment of English Language Learners29

Historical Enrollment of Special Education Students30

PRESCHOOL ENROLLMENT TRENDS31

Innovative Preschool @ Loma Vista Campus.....31

State-Funded Preschool @ McManus, Citrus, and Chapman Campuses.....31

PRIVATE SCHOOL ENROLLMENT TRENDS.....32

CHARTER SCHOOL ENROLLMENT TRENDS34

COMPARISON OF HISTORICAL ENROLLMENTS BY SCHOOL TYPE35

COMMUNITY DEMOGRAPHICS.....36

Population Trends36

SECTION E: STUDENT GENERATION RATES.....42

Student Generation Rates: New Construction.....42

Student Generation Rates: Existing Home Sales.....43

SECTION F: LAND USE & PLANNING46

BUTTE COUNTY: GENERAL PLAN 203046

Housing Element Update 2014: County of Butte.....47

Housing Authority of the County of Butte.....48

Local Agency Formation Commission (LAFCO).....49
 THE CITY OF CHICO.....50
Chico 2030 General Plan: Five-Year Review, 2016.....50
Residential Development Trends.....52
Housing Market Trends: Affordable Housing.....53
Northwest Chico Specific Plan54
 RESIDENTIAL DEVELOPMENT AND LAND USE IMPACT ON CUSD67

SECTION G: SPATIAL ANALYSIS.....68

CUSD SPECIFIC GIS DATA69
Student Data73
Student Densities73
 ATTENDANCE MATRICES77
Elementary School Matrix77
Junior High School Matrix81
High School Matrix85
Migration Trends.....90
 NON-RESIDENT STUDENT TRENDS91
Non-Resident Students Enrolled in CUSD91

SECTION H: ENROLLMENT PROJECTIONS.....93

HISTORICAL AND PROJECTED BIRTH DATA.....93
 STUDENT MIGRATION RATES98
 ENROLLMENT PROJECTIONS101
Enrollment Projections by School.....104

SECTION I: RESIDENT PROJECTIONS.....106

SECTION J: FACILITY CAPACITY ANALYSIS.....108

SECTION K: FUNDING ANALYSIS113

STATE SCHOOL BUILDING PROGRAM.....113
 RELOCATABLE CLASSROOM FACILITIES.....113
 SCHOOL FACILITY PROGRAM FUNDING MECHANISMS114
Modernization Funding.....114
New Construction115
Minimum Essential Facilities.....116
Career Technical Education.....116
Facility Hardship.....117
Full Day Kindergarten Facilities Grant Program118
Seismic Mitigation Program118
 LOCAL FUNDING SOURCES.....119
Developer Mitigation/Developer Fees119

SECTION L: CONCLUSION AND RECOMMENDATIONS.....120

SOURCES122

List of Tables

TABLE 1. SCHOOL SITES AND 2019-20 ENROLLMENTS12

TABLE 2. HISTORICAL ENROLLMENTS BY SCHOOL26

TABLE 3. HISTORICAL STUDENTS ENROLLED IN FREE OR REDUCED PRICE MEALS27

TABLE 4. HISTORICAL STUDENTS ENROLLED AS ENGLISH LANGUAGE LEARNERS29

TABLE 5. HISTORICAL STUDENTS ENROLLED IN SPECIAL EDUCATION CLASSES.....30

TABLE 6. STUDENT GENERATION RATES: NEW CONSTRUCTION43

TABLE 7. STUDENT GENERATION RATES: HOME SALES.....43

TABLE 8. STUDENT GENERATION RATES: HOME SALES BY ELEMENTARY BOUNDARY44

TABLE 9. STUDENT GENERATION RATES: HOME REALES BY YEAR SOLD.....45

TABLE 10. AFFORDABLE INCOME AND RENT LEVELS53

TABLE 11. CURRENT AND PLANNED RESIDENTIAL DEVELOPMENT.....56

TABLE 12. RESIDENTIAL DEVELOPMENT UNITS BY YEAR59

TABLE 13. SUMMARY OF RESIDENTIAL DEVELOPMENT BY ELEMENTARY SCHOOL BOUNDARY60

TABLE 14. PROJECTED TK-5 STUDENTS GENERATED BY RESIDENTIAL DEVELOPMENT61

TABLE 15. SUMMARY OF RESIDENTIAL DEVELOPMENT BY JUNIOR HIGH SCHOOL BOUNDARY62

TABLE 16. PROJECTED 6-8 STUDENTS GENERATED BY RESIDENTIAL DEVELOPMENT63

TABLE 17. SUMMARY OF RESIDENTIAL DEVELOPMENT BY HIGH SCHOOL BOUNDARY64

TABLE 18. PROJECTED 9-12 STUDENTS GENERATED BY RESIDENTIAL DEVELOPMENT65

TABLE 19. ELEMENTARY ATTENDANCE MATRIX78

TABLE 20. JUNIOR HIGH SCHOOL ATTENDANCE MATRIX82

TABLE 21. HIGH SCHOOL ATTENDANCE MATRIX86

TABLE 22. COMPARISON OF 2014-15 AND 2019-20 STUDENT MIGRATION.....90

TABLE 23. BIRTH-TO-KINDERGARTEN/TRANSITIONAL KINDERGARTEN ENROLLMENT RATIO97

TABLE 24. DISTRICT-WIDE 10-YEAR MOST LIKELY ENROLLMENT PROJECTION102

TABLE 25. DISTRICT-WIDE 10-YEAR LOW ENROLLMENT PROJECTION103

TABLE 26. DISTRICT-WIDE 10-YEAR HIGH ENROLLMENT PROJECTION103

TABLE 27. ENROLLMENT PROJECTIONS BY SCHOOL, MOST LIKELY PROJECTION.....105

TABLE 28. STUDENT RESIDENT PROJECTIONS BY SCHOOL BOUNDARY107

TABLE 29. FACILITY CAPACITIES COMPARED TO CURRENT RESIDENTS AND ENROLLMENTS109

TABLE 30. MOST LIKELY ENROLLMENT PROJECTION BY SCHOOL AND CAPACITY110

TABLE 31. FUNDED MODERNIZATION PROJECTS WITH CUSD/STATE FUNDING114

TABLE 32. MODERNIZATION PROJECTS PENDING STATE FUNDING115

TABLE 33. FUNDED NEW CONSTRUCTION PROJECTS WITH CUSD/STATE FUNDING116

TABLE 34. NEW CONSTRUCTION PROJECTS PENDING STATE FUNDING116

TABLE 35. CTE PROJECTS CUSD/STATE FUNDING.....117

List of Figures

FIGURE 1. CHICO UNIFIED SCHOOL DISTRICT.....13

FIGURE 2. HISTORICAL ENROLLMENTS22

FIGURE 3. 2019-20 ENROLLMENTS BY SCHOOL23

FIGURE 4. ANNUAL GROWTH IN STUDENT ENROLLMENT23

FIGURE 5. HISTORICAL ENROLLMENTS BY GRADE LEVEL.....24

FIGURE 6. KINDERGARTEN ENROLLMENT25

FIGURE 7. HISTORICAL STUDENTS ENROLLED IN FREE OR REDUCED PRICE MEALS.....27

FIGURE 8. HISTORICAL ENROLLMENT BY RACE/ETHNICITY.....28

FIGURE 9. HISTORICAL STUDENTS ENROLLED AS ENGLISH LANGUAGE LEARNERS29

FIGURE 10. HISTORICAL STUDENTS ENROLLED IN SPECIAL EDUCATION CLASSES30

FIGURE 11. PRIVATE SCHOOL ENROLLMENTS FOR PRIVATE SCHOOLS LOCATED WITHIN CUSD32

FIGURE 12. PRIVATE SCHOOL LOCATIONS IN CUSD33

FIGURE 13. CHARTER SCHOOL ENROLLMENTS FOR CHARTER SCHOOLS LOCATED WITHIN CUSD34

FIGURE 14. CHARTER SCHOOLS LOCATED WITHIN CUSD.....34

FIGURE 15. COMPARISON OF TOTAL ENROLLMENT BY SCHOOL TYPE35

FIGURE 16. POPULATION GROWTH 2000-2018.....36

FIGURE 17. AGE DISTRIBUTION BY PERCENT OF POPULATION.....37

FIGURE 18. POPULATION GROWTH BY AGE 2000-201837

FIGURE 19. POPULATION BY RACE AND ETHNICITY38

FIGURE 20. MEDIAN HOUSEHOLD INCOME.....38

FIGURE 21. PERCENT OF HOUSEHOLDS WITH INDIVIDUALS UNDER 1839

FIGURE 22. NUMBER OF PERSONS PER HOUSEHOLD.....39

FIGURE 23. HOME OWNERSHIP RATE.....40

FIGURE 24. MEDIAN VALUE OF OWNER-OCCUPIED UNITS40

FIGURE 25. HOUSING UNITS BY OCCUPANCY41

FIGURE 26. HOME SALES AND STUDENT GENERATION RATES.....44

FIGURE 27. BUILDING PERMIT ACTIVITY, CITY OF CHICO.....52

FIGURE 28. NORTHWEST CHICO SPECIFIC PLAN AREA55

FIGURE 29. CURRENT AND PLANNED RESIDENTIAL DEVELOPMENT58

FIGURE 30. CUSD GIS LAYERS68

FIGURE 31. 2019-20 ELEMENTARY SCHOOL BOUNDARIES.....70

FIGURE 32. 2019-20 MIDDLE SCHOOL BOUNDARIES.....71

FIGURE 33. 2019-20 HIGH SCHOOL BOUNDARIES72

FIGURE 34. 2019-20 STUDENT RESIDENT DISTRIBUTION.....73

FIGURE 35. 2019-20 TK-5TH GRADE STUDENT RESIDENT TOTALS74

FIGURE 36. 2019-20 6TH-8TH GRADE STUDENT RESIDENT TOTALS75

FIGURE 37. 2019-20 9TH-12TH GRADE STUDENT RESIDENT TOTALS76

FIGURE 38. ELEMENTARY SCHOOL STUDENT IN-MIGRATION.....79

FIGURE 39. ELEMENTARY SCHOOL STUDENT OUT-MIGRATION.....80

FIGURE 40. ELEMENTARY SCHOOL STUDENT NET MIGRATION.....81

FIGURE 41. MIDDLE SCHOOL STUDENT IN-MIGRATION.....83

FIGURE 42. MIDDLE SCHOOL STUDENT OUT-MIGRATION84

FIGURE 43. MIDDLE SCHOOL STUDENT NET MIGRATION85

FIGURE 44. HIGH SCHOOL STUDENT IN-MIGRATION87

FIGURE 45. HIGH SCHOOL STUDENTS OUT-MIGRATION.....88

FIGURE 46. HIGH SCHOOL STUDENT NET MIGRATION89

FIGURE 47. HISTORICAL NON-RESIDENT STUDENTS ENROLLED IN CUSD.....91

FIGURE 48. 2019-20 NON-RESIDENT STUDENTS ENROLLED IN CUSD BY CITY OF RESIDENCE.....92

FIGURE 49. CALIFORNIA BIRTHS: 1991-201894

FIGURE 50. BUTTE COUNTY BIRTHS: 1991-201894

FIGURE 51. CUSD BIRTHS: 1991-201895

FIGURE 52. BIRTHS COMPARED TO KINDERGARTEN ENROLLMENTS (LAGGED 5 YEARS)96

FIGURE 53. KINDERGARTEN/TRANSITIONAL KINDERGARTEN ENROLLMENT TO BIRTH RATIO.....97

FIGURE 54. MIGRATION GRADES K-11 > GRADES 1-1299

FIGURE 55. MIGRATION GRADES K-4TH > GRADES 1ST-5TH100

FIGURE 56. MIGRATION GRADES 5TH-7TH > 6TH-8TH100

FIGURE 57. MIGRATION GRADES 8TH-11TH > 9TH-12TH101

FIGURE 58. ELEMENTARY SCHOOL PROJECTED ENROLLMENT VS. CAPACITIES111

FIGURE 59. JUNIOR HIGH SCHOOL PROJECTED ENROLLMENT VS. CAPACITIES111

FIGURE 60. HIGH SCHOOL PROJECTED ENROLLMENT VS. CAPACITIES.....112

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. The Chico Unified School District serves grades TK-12 and has an official, State-certified total 2019-20 enrollment of 12,359 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, 2 high school sites, and 5 alternative programs. Inspire Charter High School is not included in Chico USD's enrollment total, nor are local independent charter schools.

Table 1. School Sites and 2019-20 Enrollments

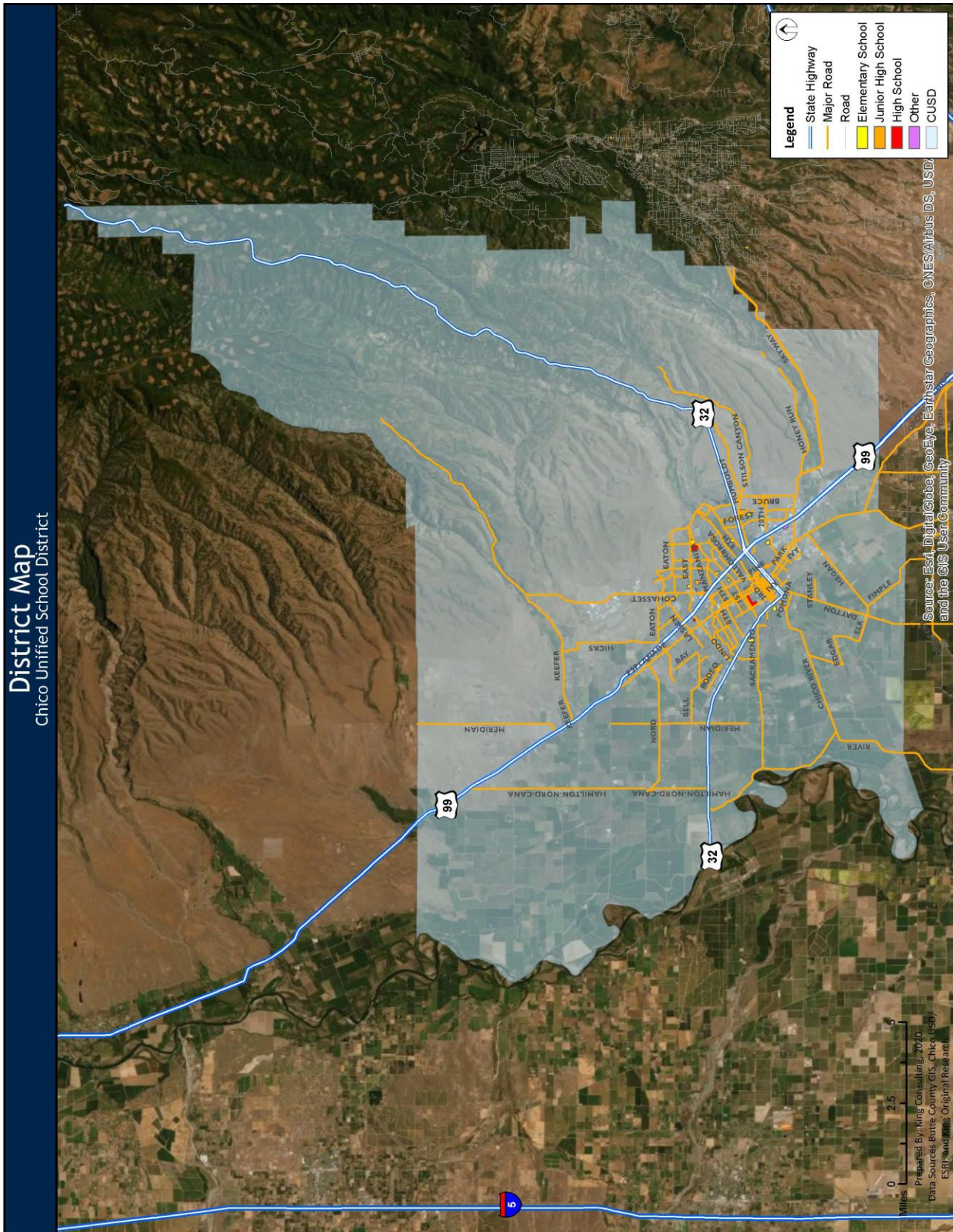
| Elementary Schools | Grade Levels | 2019-20 Enrollment |
|--|---------------------|---------------------------|
| Chapman | TK-5 | 329 |
| Citrus | TK-5 | 307 |
| Emma Wilson | TK-5 | 627 |
| Hooker Oak (Open Structured Classroom School) | TK-5 | 360 |
| Little Chico Creek | TK-5 | 497 |
| Marigold | K-5 | 477 |
| McManus | TK-5 | 430 |
| Neal Dow | K-5 | 355 |
| Parkview | TK-5 | 380 |
| Rosedale (Magnet School for Two Way Spanish Immersion Program) | K-5 | 555 |
| Shasta | K-5 | 654 |
| Sierra View (Academics Plus School) | K-5 | 560 |
| <i>Subtotal</i> | | <i>5,531</i> |
| | | |
| Junior High Schools | Grade Levels | 2019-20 Enrollment |
| Bidwell | 6-8 | 992 |
| Chico | 6-8 | 908 |
| Marsh | 6-8 | 885 |
| <i>Subtotal</i> | | <i>2,785</i> |
| | | |
| High Schools | Grade Levels | 2019-20 Enrollment |
| Chico | 9-12 | 1,747 |
| Pleasant Valley | 9-12 | 1,913 |
| <i>Subtotal</i> | | <i>3,660</i> |
| | | |
| Alternative Schools | Grade Levels | 2019-20 Enrollment |
| Academy for Change/Center for Alternative Learning | 6-12 | 36 |
| Fair View Continuation High | 9-12 | 161 |
| Loma Vista (Special Services School)* | TK & 12 | 31 |
| Oak Bridge Academy | 7-12 | 27 |
| Oakdale Independent Study | K-12 | 128 |
| <i>Subtotal</i> | | <i>383</i> |
| | | |
| Total Enrollment | | 12,359 |

Source: CUSD

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

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

Figure 1. Chico Unified School District



Chico Unified School District Demographic Analysis & Student Housing Report 2019-20

This report is divided into twelve major components:

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

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

- 2000 decennial Census compiled by the U.S. Census Bureau;
- 2010 decennial Census compiled by the U.S. Census Bureau;
- 2018 U.S. Census American Community Survey;
- California State Department of Public Health;
- Butte County Association of Governments;
- Butte County LAFCO;
- Butte County Planning Department;
- City of Chico Planning Department;
- Environmental Systems Research Institute, Inc. (ESRI);
- National Center for Education Statistics.

SECTION B: DISTRICT GOALS AND MISSION

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

Goal #1:

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

Goal #2:

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

Goal #3:

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

Goal #4:

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

Goal #5:

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

2019-2020 District Focus:

CUSD will develop and refine a Transitional Kindergarten (TK) through 12th grade sequence of common assessments aligned to State Standards, with an emphasis on grade 11.

Mission

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

SECTION C: CHOICE IN THE PUBLIC SCHOOL SYSTEM

School “Choice”¹

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

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

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

¹ This chapter applies to K-12 grade levels.

public—and perhaps private—schools for students will boost the quality of education through competitive pressures.²

Opponents of school choice in turn enumerate several problems. An expanded system of choice could leave some students behind, possibly in failing schools. They argue that choice, by allowing students to leave their local schools at will, could result in the re-segregation of the nation's schools along lines of race, ethnicity, and socioeconomic status.³ However, current research demonstrates that minority students are the most likely to leave their designated school and “choose” an alternative school. This of course can still contribute to increased segregation.

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

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

Charter Schools

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

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

² *Does School Choice Work?* Public Policy Institute of California, page v.

³ *Ibid*, page v.

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

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

They differ from traditional public schools in two major ways: (1) they operate on the basis of their charter, which frees them from many regulations that otherwise apply to public schools; and (2) in exchange, they are accountable for improving student performance and achieving goals set forth in the charter. The charter, which serves as a contract between the school and the chartering entity, stipulates how the charter school will operate and how it will be held accountable, including the consequences for failure to meet the terms of the charter.⁴

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

Magnet Schools

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

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

⁴ *Charter School and Equal Access*. University of North Texas.

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

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

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

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

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

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

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

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

Districts of Choice

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

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

Conclusion

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

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

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

- STEM program and GATE at Parkview
- Academics Plus program at Sierra View
- AVID Learning at Little Chico Creek
- Independent study programs across all K-12 grade levels

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

SECTION D: DISTRICT AND COMMUNITY DEMOGRAPHICS

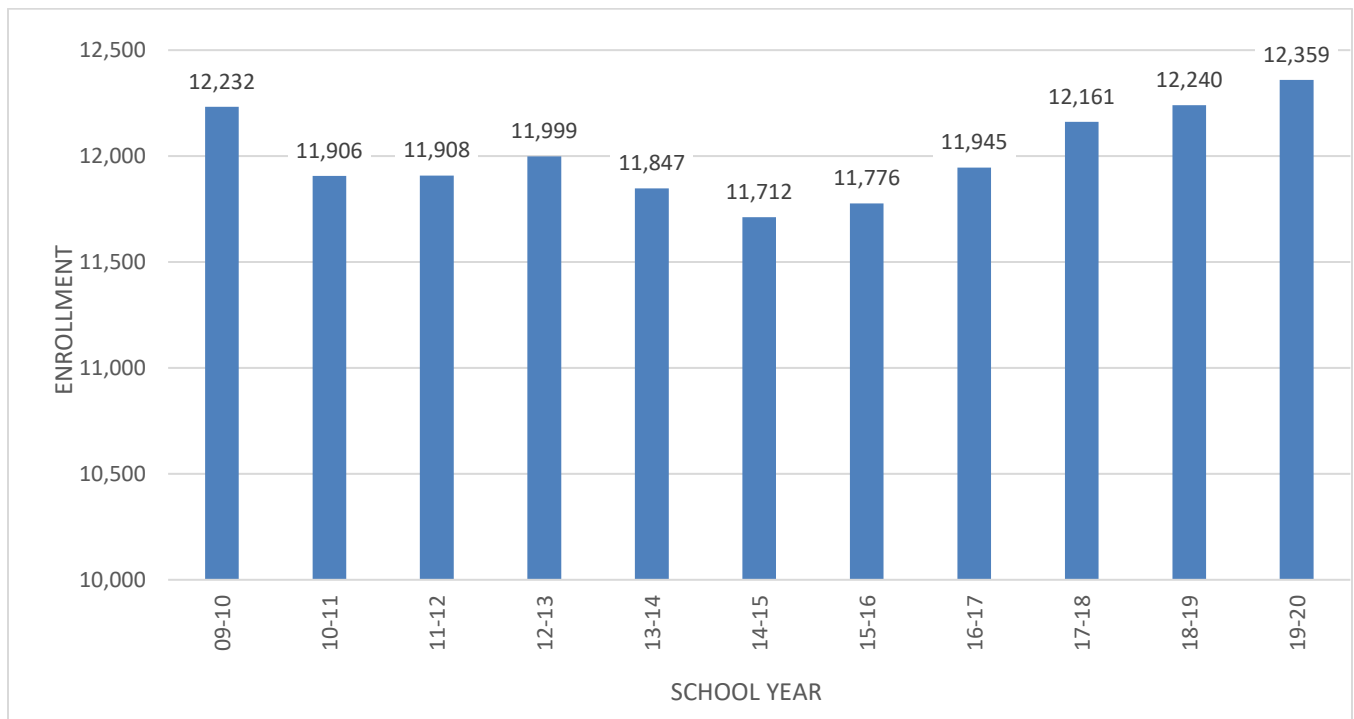
District Enrollment Trends

Historical Enrollments

Historical enrollment trends are based on certified State enrollment totals for each year. Chico USD enrollment generally declined from 2009-10 through 2014-15, declining 4.3% during that time. Since 2014-15, however, enrollment has increased by 5.5%, and as of 2019-20 is at its highest overall level since 2008-09. Overall, District enrollments in the last decade increased from 12,232 students in October 2009 to 12,359 students in October 2019. The various demographic factors affecting the District’s historical enrollments will be discussed in greater detail in the following sections. Figure 2 illustrates the District’s enrollment pattern since 2009-10. Figure 3 provides current year enrollments by school. Figure 4 illustrates annual growth/decline in student enrollment.

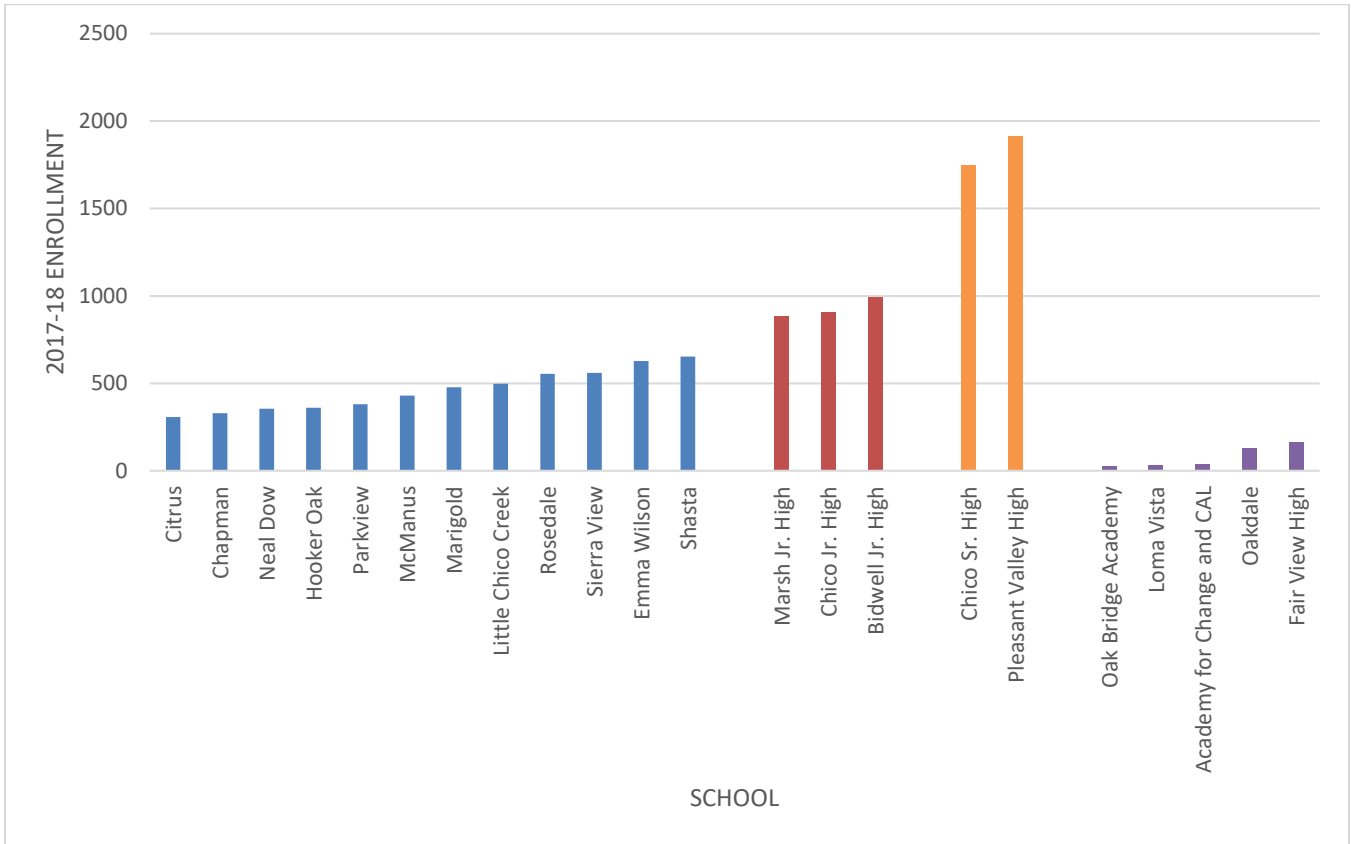
A closer examination of historical enrollments by grade level demonstrates that recent enrollment increases occurred mostly at the elementary and junior high school grades, with high school enrollments having grown only slightly since 2016-17 (Figure 5). Table 2 provides historical enrollments by school since 2010-11.

Figure 2. Historical Enrollments



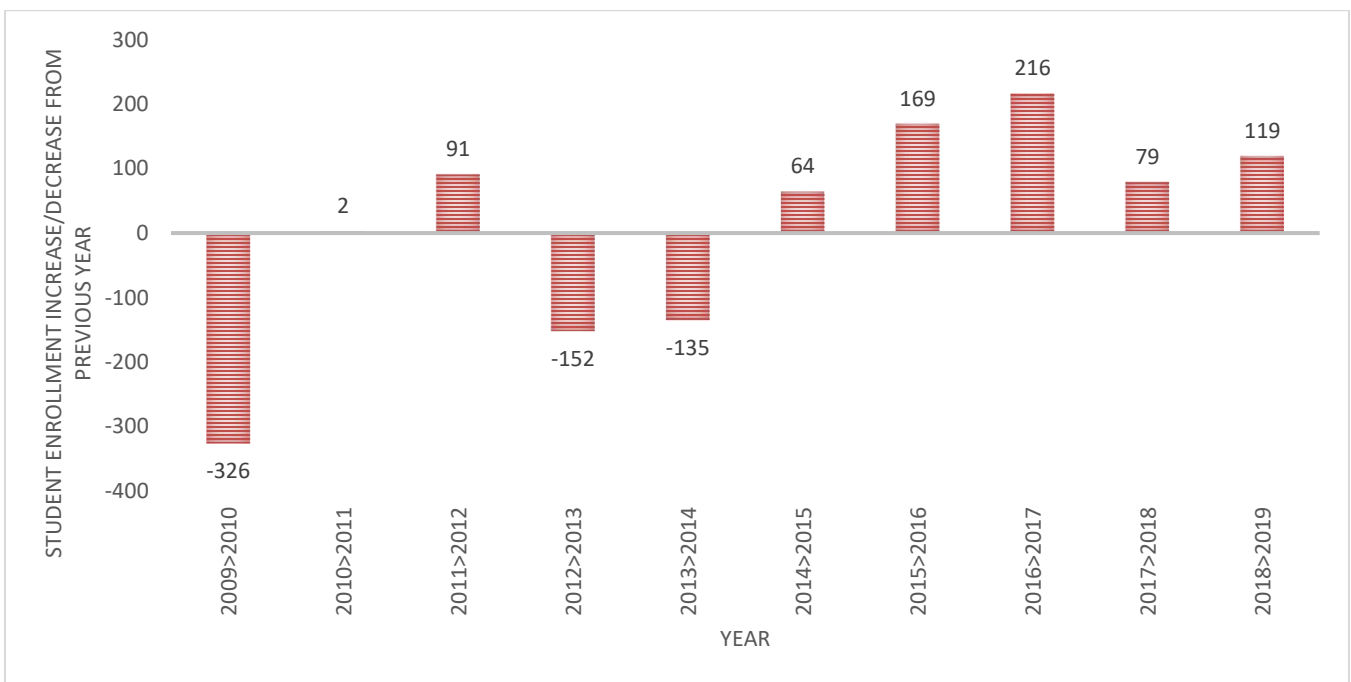
Source: California Department of Education and CUSD.

Figure 3. 2019-20 Enrollments by School



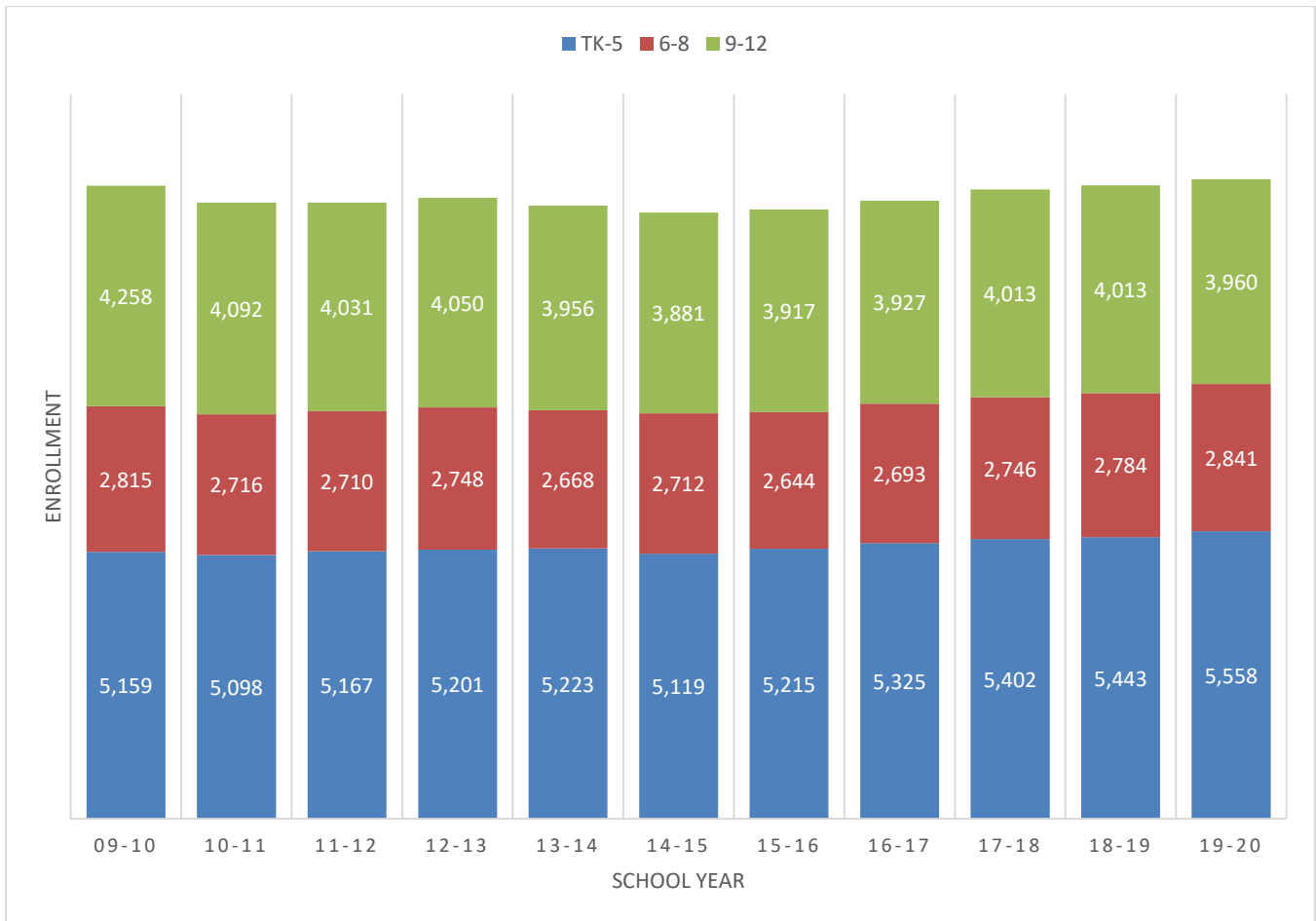
Source: California Department of Education and CUSD.

Figure 4. Annual Growth in Student Enrollment



Source: California Department of Education and CUSD.

Figure 5. Historical Enrollments by Grade Level



Source: California Department of Education and CUSD.

CUSD Kindergarten enrollment has remained at an increased level since 2015, especially compared with the lower enrollments the District experienced from 2012 through 2014 (Figure 6). This will be discussed further in Section H. Kindergarten enrollment has an impact on overall enrollments, as larger or smaller incoming kindergarten class sizes result in larger or smaller overall enrollments as these cohorts advance grade-by-grade through the system.

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

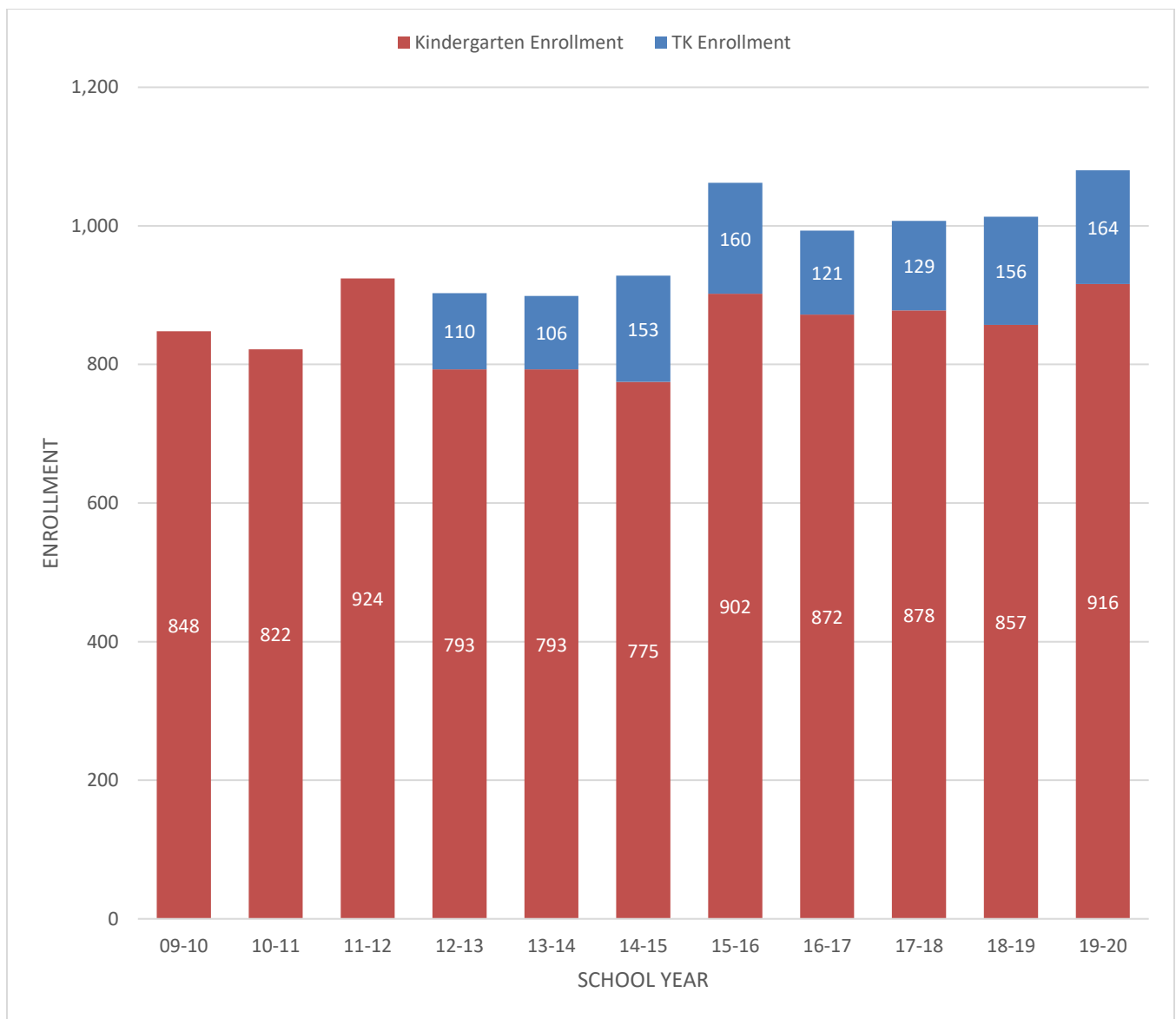
- 2012-13: Child must be 5 by November 1
- 2013-14: Child must be 5 by October 1
- 2014 -15 and beyond: Child must be 5 by September 1

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

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

Enrollment in transitional kindergarten is most likely to be comprised of two groups of students; those who would have enrolled in kindergarten had the eligibility date not changed and those who would have waited to enroll in kindergarten until the following year.

Figure 6. Kindergarten Enrollment



Source: California Department of Education and CUSD.

Table 2. Historical Enrollments by School

| Elementary Schools | Grade Levels* | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------------------------|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Chapman | TK-5 | 324 | 311 | 367 | 369 | 351 | 356 | 310 | 292 | 330 | 329 |
| Citrus | TK-5 | 397 | 394 | 339 | 337 | 328 | 316 | 300 | 295 | 314 | 307 |
| Emma Wilson | TK-5 | 663 | 641 | 648 | 625 | 609 | 611 | 554 | 620 | 630 | 627 |
| Hooker Oak | TK-5 | 351 | 328 | 368 | 372 | 366 | 364 | 318 | 330 | 369 | 360 |
| Little Chico Creek | K-5 | 559 | 583 | 610 | 567 | 541 | 508 | 474 | 469 | 449 | 497 |
| Marigold | K-5 | 558 | 535 | 541 | 577 | 556 | 559 | 484 | 486 | 448 | 477 |
| McManus | TK-5 | 612 | 559 | 525 | 481 | 521 | 520 | 414 | 427 | 426 | 430 |
| Neal Dow | K-5 | 434 | 426 | 434 | 412 | 386 | 402 | 338 | 332 | 332 | 355 |
| Parkview | TK-5 | 243 | 325 | 361 | 369 | 385 | 415 | 378 | 358 | 381 | 380 |
| Rosedale | K-5 | 531 | 567 | 561 | 575 | 586 | 593 | 524 | 539 | 542 | 555 |
| Shasta | K-5 | 670 | 684 | 674 | 688 | 696 | 713 | 608 | 653 | 629 | 654 |
| Sierra View | K-5 | 596 | 629 | 640 | 651 | 648 | 662 | 600 | 580 | 563 | 560 |
| <i>Elementary School Totals</i> | | <i>5,938</i> | <i>5,982</i> | <i>6,068</i> | <i>6,023</i> | <i>5,973</i> | <i>6,019</i> | <i>5,302</i> | <i>5,381</i> | <i>5,413</i> | <i>5,531</i> |
| Junior High Schools | Grade Levels* | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Bidwell | 6-8 | 666 | 667 | 672 | 643 | 587 | 568 | 976 | 968 | 978 | 992 |
| Chico | 6-8 | 560 | 567 | 582 | 601 | 639 | 618 | 812 | 834 | 878 | 908 |
| Marsh | 6-8 | 572 | 583 | 561 | 575 | 581 | 592 | 867 | 912 | 874 | 885 |
| <i>Jr. High School Totals</i> | | <i>1,798</i> | <i>1,817</i> | <i>1,815</i> | <i>1,819</i> | <i>1,807</i> | <i>1,778</i> | <i>2,655</i> | <i>2,714</i> | <i>2,730</i> | <i>2,785</i> |
| High Schools | Grade Levels | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Chico | 9-12 | 1,797 | 1,727 | 1,785 | 1,762 | 1,753 | 1,782 | 1,835 | 1,793 | 1,740 | 1,747 |
| Pleasant Valley | 9-12 | 1,944 | 1,945 | 1,924 | 1,865 | 1,777 | 1,807 | 1,822 | 1,953 | 1,971 | 1,913 |
| <i>High School Totals</i> | | <i>3,741</i> | <i>3,672</i> | <i>3,709</i> | <i>3,627</i> | <i>3,530</i> | <i>3,589</i> | <i>3,657</i> | <i>3,746</i> | <i>3,711</i> | <i>3,660</i> |
| Alternative Schools | Grade Levels | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Academy for Change | 7-12 | 114 | 98 | 78 | 65 | 58 | 36 | 49 | 41 | 50 | 36 |
| Fair View High | 9-12 | 222 | 231 | 229 | 215 | 231 | 202 | 149 | 145 | 165 | 161 |
| Loma Vista | TK-12 | 21 | 30 | 10 | 8 | 21 | 29 | 23 | 21 | 21 | 31 |
| Oak Bridge | | | | | | | | | | 31 | 27 |
| Oakdale Ind. Study | K-12 | 16 | 78 | 90 | 90 | 92 | 123 | 110 | 113 | 119 | 128 |
| <i>Alternative School Totals</i> | | <i>373</i> | <i>436</i> | <i>407</i> | <i>378</i> | <i>402</i> | <i>390</i> | <i>331</i> | <i>320</i> | <i>386</i> | <i>383</i> |
| <i>All Closed Schools</i> | | <i>56</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> | <i>0</i> |
| Grand Total | | 11,906 | 11,908 | 11,999 | 11,847 | 11,712 | 11,776 | 11,945 | 12,161 | 12,240 | 12,359 |

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

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

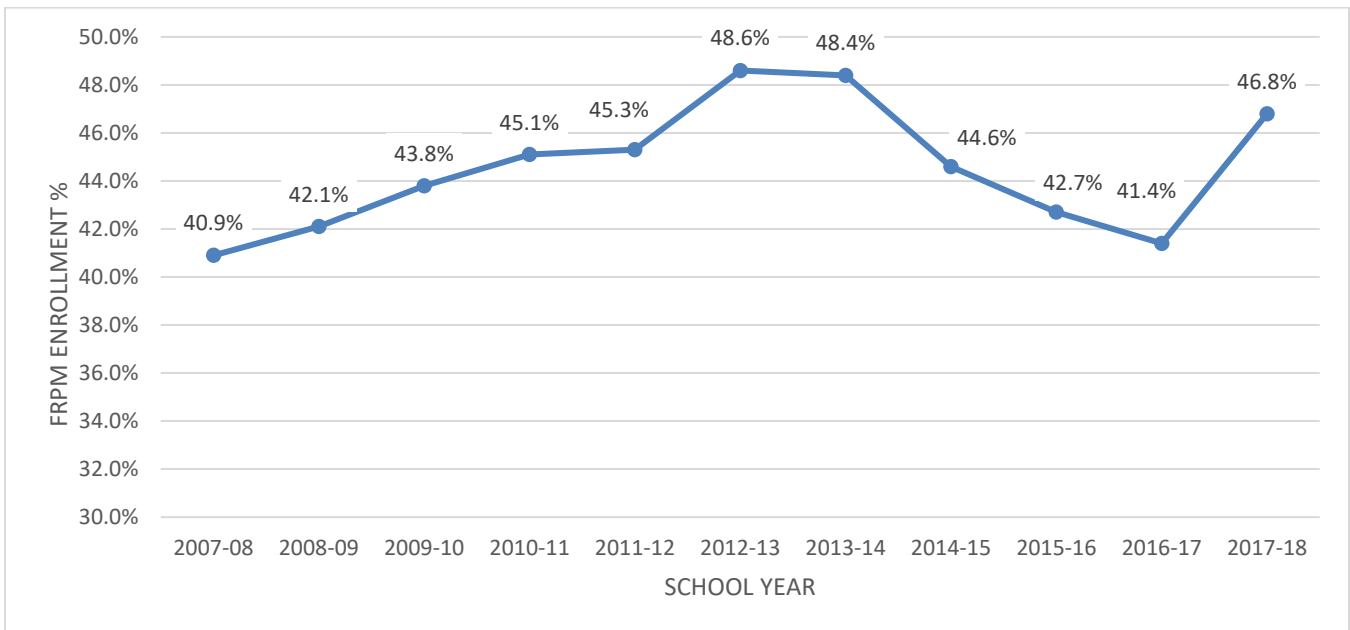
Historical Enrollment by Socioeconomic Status

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

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

| School Year | Students Enrolled in Free or Reduced Price Meals | Percent FRPM |
|-------------|--|--------------|
| 2007-08 | 5,349 | 40.9% |
| 2008-09 | 5,448 | 42.1% |
| 2009-10 | 5,524 | 43.8% |
| 2010-11 | 5,524 | 45.1% |
| 2011-12 | 6,039 | 45.3% |
| 2012-13 | 6,746 | 48.6% |
| 2013-14 | 6,688 | 48.4% |
| 2014-15 | 6,130 | 44.6% |
| 2015-16 | 5,921 | 42.7% |
| 2016-17 | 5,793 | 41.4% |
| 2017-18 | 6,665 | 46.8% |

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



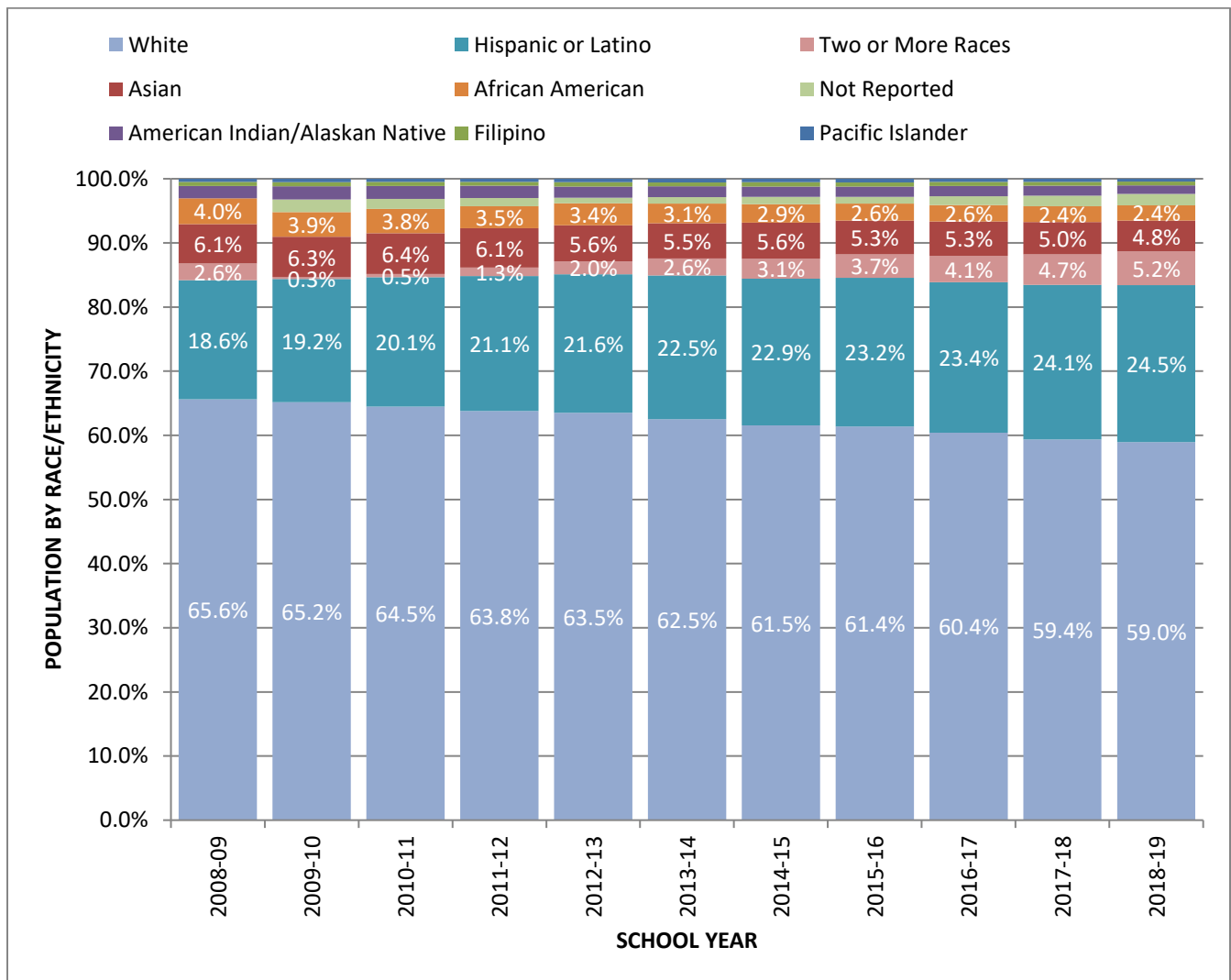
Source: California Department of Education.

Historical Enrollment by Ethnicity

To analyze the District's race/ethnicity profile, the 2008-2018 CALPADS enrollments by race/ethnicity were used.

Historically, CUSD enrollments have been less diverse; however, that trend is changing. The District is still comprised predominantly of White students (59.0%), but students of other races and ethnicities represent a greater proportion of the District every year. The second largest ethnic group is Hispanic or Latino students (24.5%), with students identifying with two or more races being the third largest ethnic group (5.2%). These historical trends are reflective of statewide demographic shifts and are expected to continue. Figure 8 below demonstrates the race/ethnicity trends of the District from 2008-09 to the 2018-19 school year, the most recent for which State data is available.

Figure 8. Historical Enrollment by Race/Ethnicity



Source: California Department of Education.

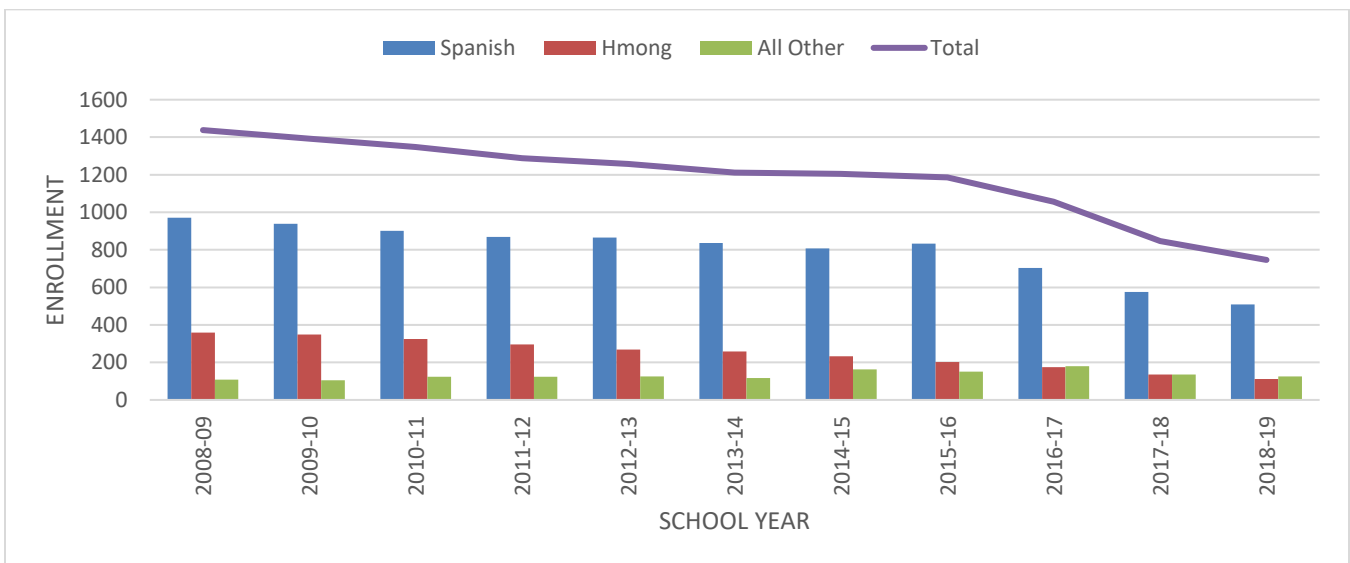
Historical Enrollment of English Language Learners

CalPADS enrollments of English Language Learners (ELL) were also compiled and analyzed. Table 4 contains the number of CUSD students enrolled as ELL students from 2008-09 to 2018-19, as well as a breakdown by primary language spoken. ELL enrollment declined consistently since 2008 before beginning to decline sharply in 2016. The percentage of ELL students among total District students has declined in the same way. The composition of the ELL student population has consisted of predominantly Spanish speaking students, with a second significant population of Hmong speakers. Both groups have declined as the overall ELL numbers have fallen, but the number of Hmong speakers is declining more rapidly. The number of speakers of all other languages combined has increased overall during this period, and in 2016 collectively eclipsed Hmong speakers for the first time. Figure 9 graphically depicts this trend over time.

Table 4. Historical Students Enrolled as English Language Learners

| School | Total Students | Spanish | Hmong | All Other | Percent ELL |
|---------|----------------|---------|-------|-----------|-------------|
| 2008-09 | 1,438 | 971 | 359 | 108 | 10.7% |
| 2009-10 | 1,393 | 939 | 349 | 105 | 10.7% |
| 2010-11 | 1,348 | 901 | 324 | 123 | 10.3% |
| 2011-12 | 1,288 | 869 | 296 | 123 | 9.4% |
| 2012-13 | 1,258 | 865 | 268 | 125 | 9.1% |
| 2013-14 | 1,212 | 837 | 259 | 116 | 8.8% |
| 2014-15 | 1,204 | 808 | 233 | 163 | 8.8% |
| 2015-16 | 1,185 | 832 | 202 | 151 | 8.6% |
| 2016-17 | 1,057 | 703 | 174 | 180 | 7.6% |
| 2017-18 | 846 | 575 | 135 | 136 | 5.9% |
| 2018-19 | 746 | 509 | 112 | 125 | 5.2% |

Figure 9. Historical Students Enrolled as English Language Learners



Source: California Department of Education.

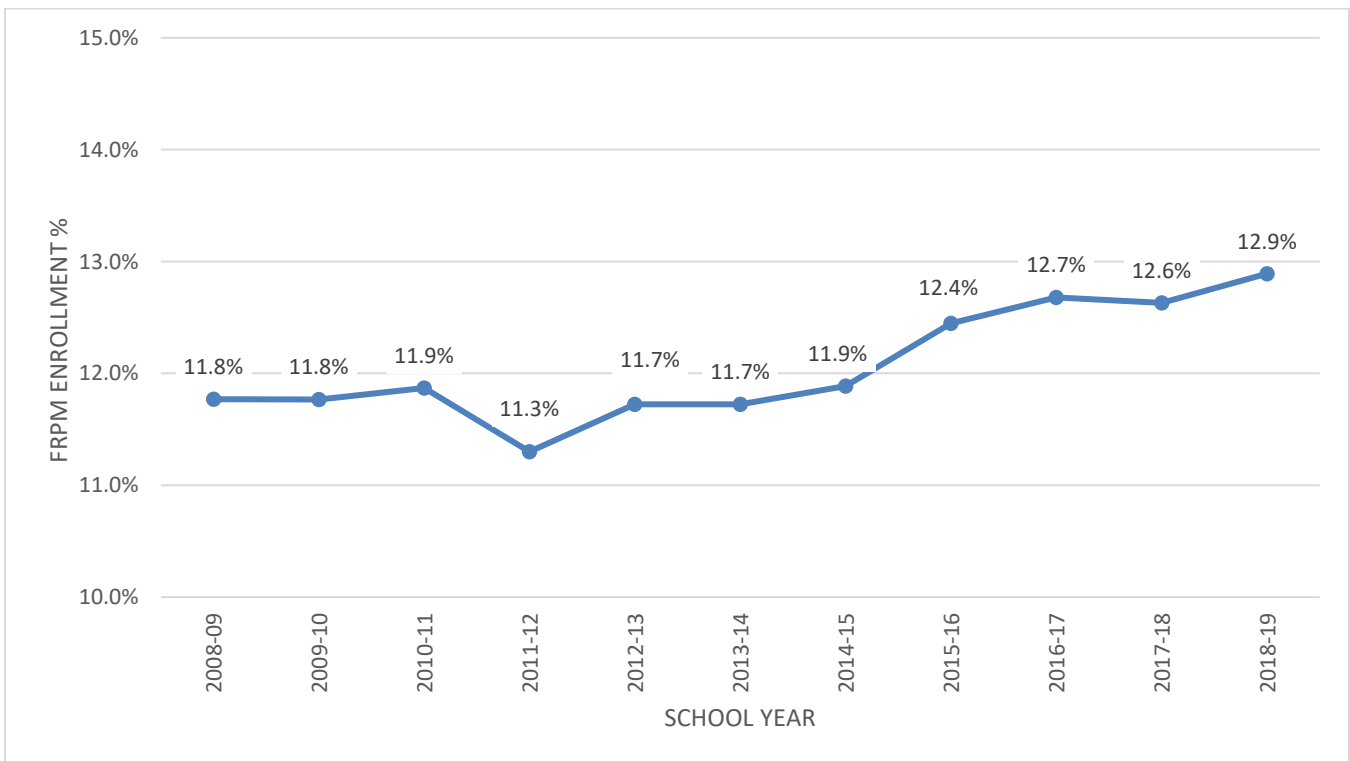
Historical Enrollment of Special Education Students

Data on students classified by the State as being enrolled in Special Education classes were also collected from CalPADS. Table 5 provides the number of CUSD students enrolled in Special Education classes from 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 10 depicts this trend from year to year in a visual format.

Table 5. Historical Students Enrolled in Special Education Classes

| School Year | Total | Percent Special Education |
|-------------|-------|---------------------------|
| 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 10. Historical Students Enrolled in Special Education Classes



Source: California Department of Education.

Preschool Enrollment Trends

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

Innovative Preschool @ Loma Vista Campus

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

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

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

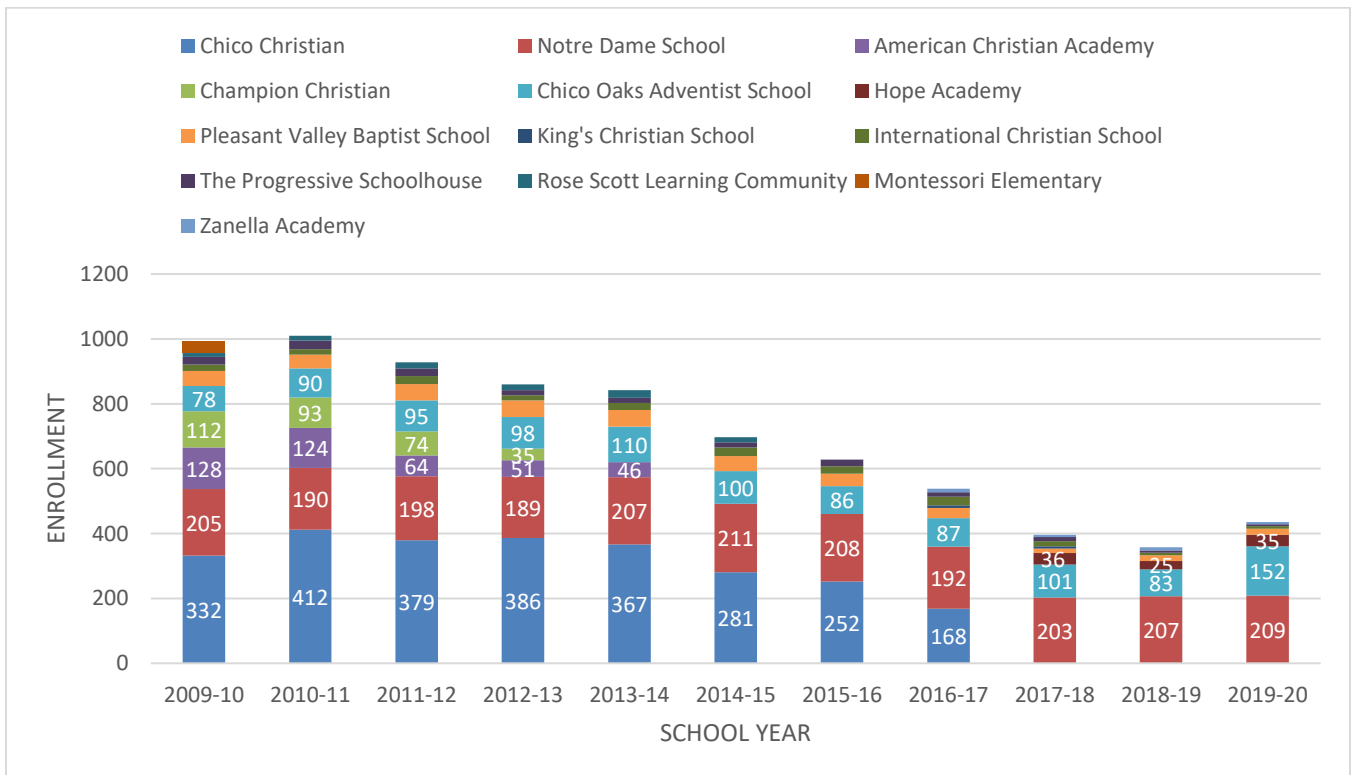
Since these programs are provided space at District facilities, it is imperative to track their historical enrollments in order to account for this student population when planning for future facilities. King Consulting would recommend conducting a separate detailed analysis of the District's preschool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

Private School Enrollment Trends

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

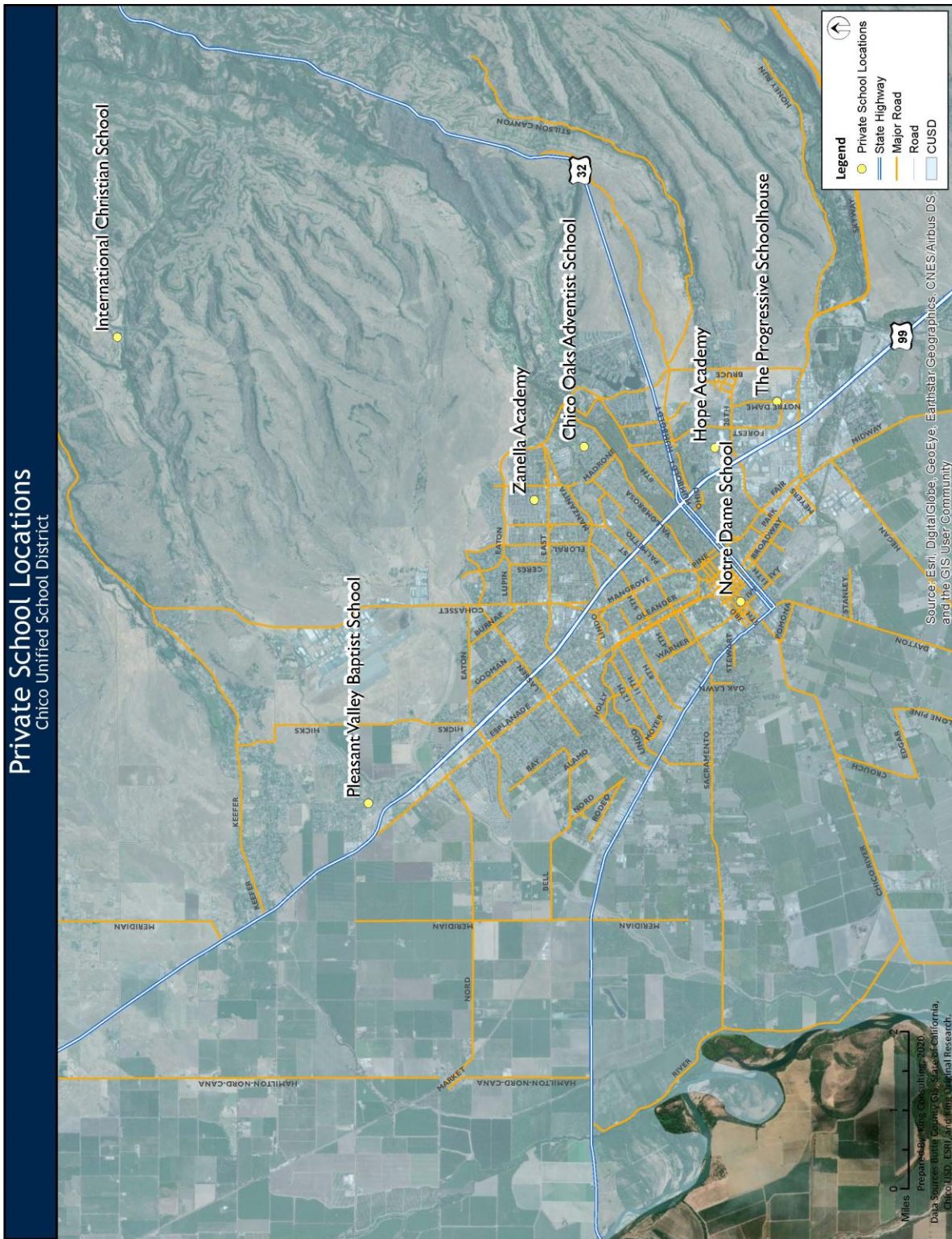
Enrollments for private schools located within the District (Figure 12) were collected from the California Department of Education for years 2009 to 2019. From 2010 through 2018, private school enrollment decreased drastically, by 64.6% (-652 K-12 students) (Figure 11). Several private schools located within CUSD closed between 2010 and 2015, while no new private schools opened. In 2017, Chico Christian School, formerly the largest private school in the District, also closed. While a new school opened in 2017, Hope Academy’s enrollment is a fraction of what Chico Christian School’s was. Private school enrollment increased in 2019, primarily due to growth at Chico Oaks Adventist School, but remains far below previous historical levels.

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



Source: California Department of Education.

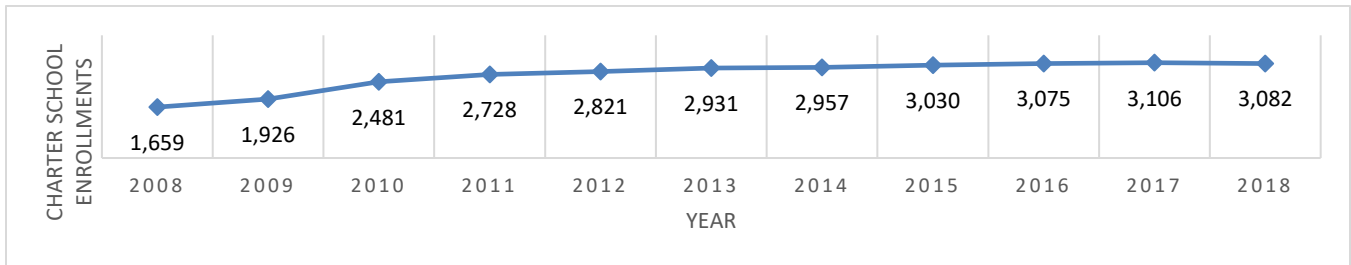
Figure 12. Private School Locations in CUSD



Charter School Enrollment Trends

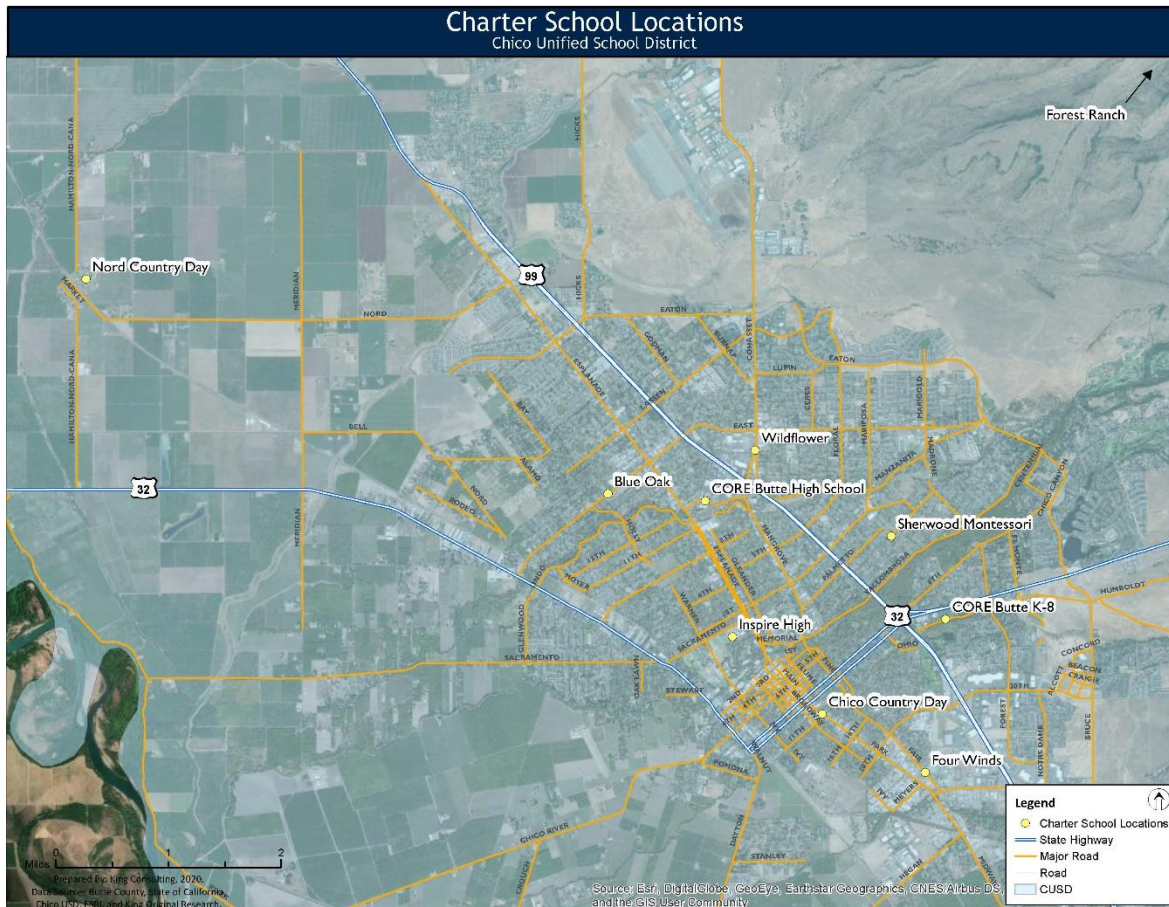
Historical enrollments for charter schools located within the CUSD were analyzed in order to calculate the impact to future CUSD enrollments. Total charter school enrollments decreased in 2018 for the first time since 2002, but remain increased by 85.8% higher than in 2008 (Figure 13). Growth was slower in more recent years, however, and overall charter growth since 2015 is primarily due to increased enrollment in the Core Butte home study charter program. Figure 14 provides a map of the location of charter schools within the District boundary.

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



Source: California Department of Education.

Figure 14. Charter Schools Located within CUSD



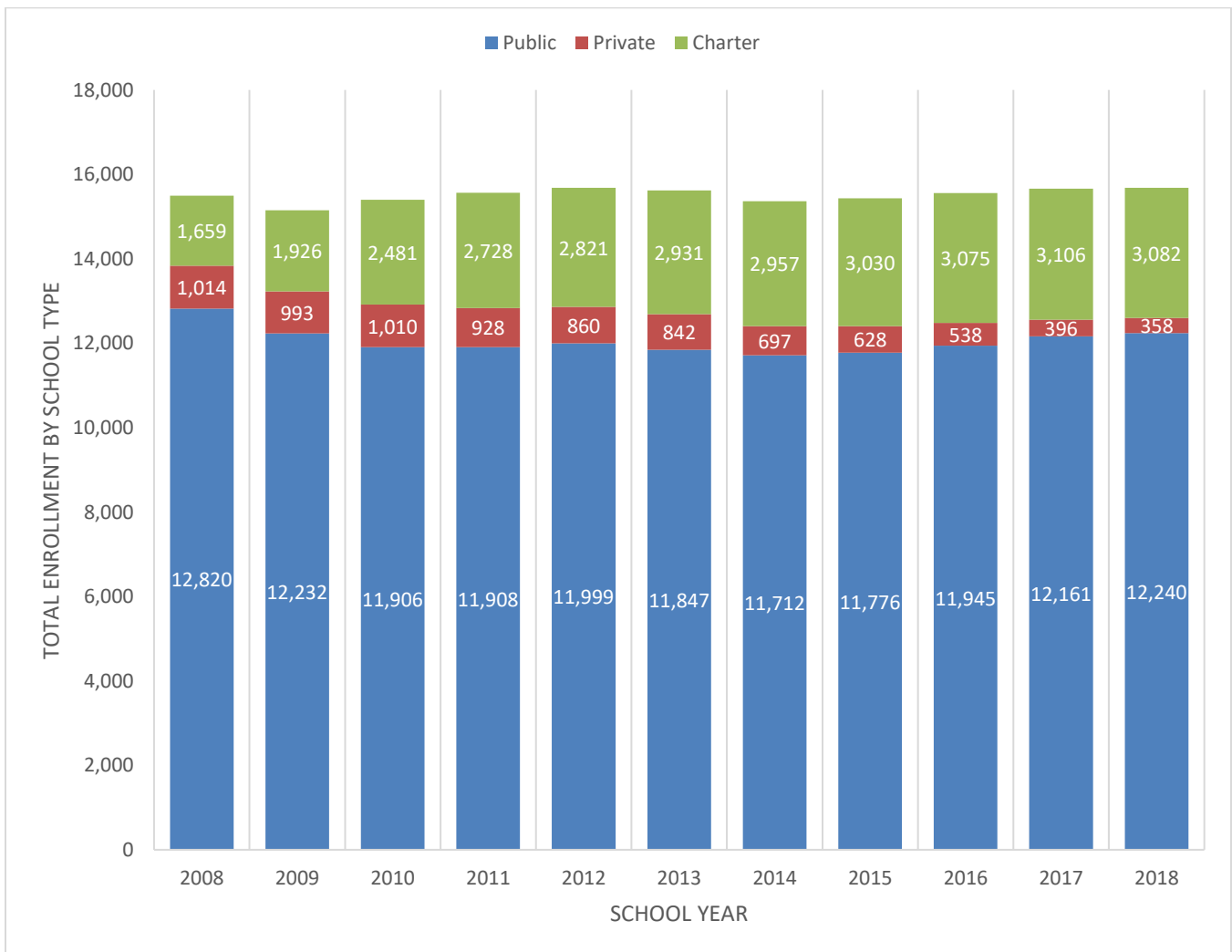
Comparison of Historical Enrollments by School Type

In order to better understand historical trends, King 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 2018-19, 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 2008 to 15,680 in 2018. While the total number of students enrolled in all school types increased, enrollments by individual school type have diverged. Over the past ten years, enrollments in District schools declined by 4.5%, while enrollments in non-district charter schools increased by 85.8%, and enrollments in private schools declined by -64.7% (Figure 15).

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

Figure 15. Comparison of Total Enrollment by School Type



Community Demographics

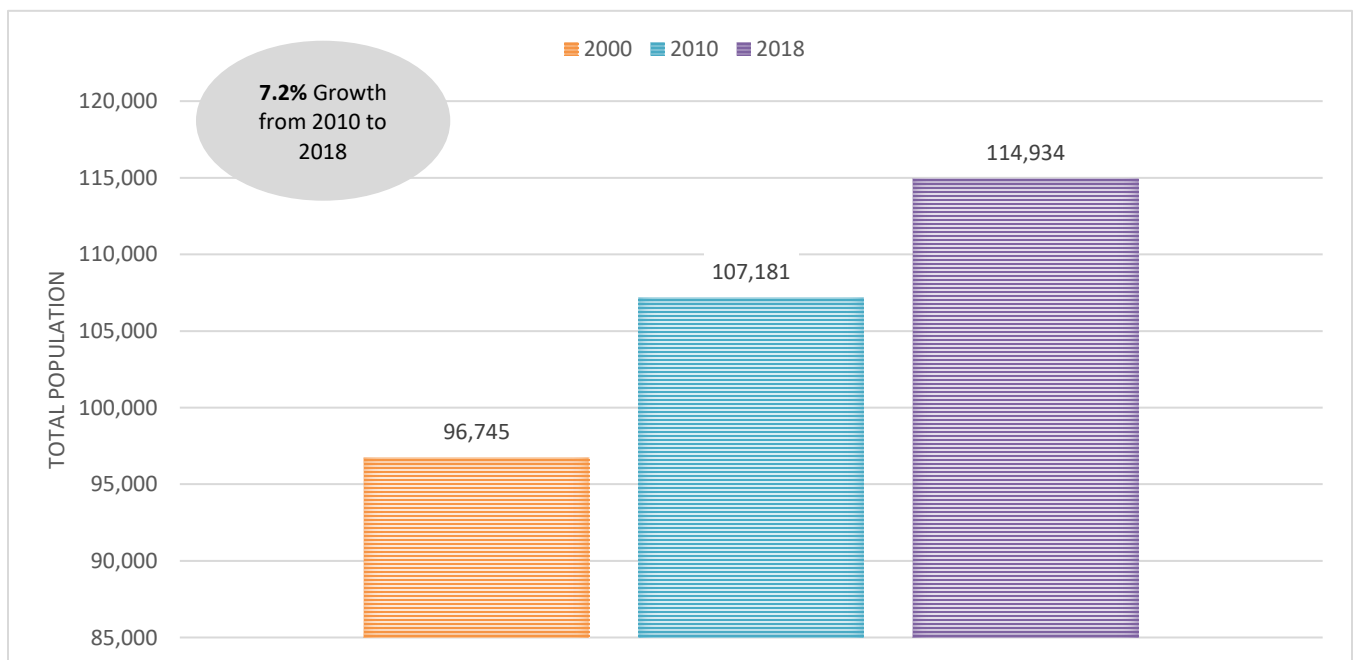
The Chico Unified School District serves the City of Chico, as well as much of the surrounding unincorporated area of Butte County. This community demographic analysis will focus on the general population residing within the CUSD boundary as shown in Figure 1 in Section A of this document. Official demographic data currently available from United States Census Bureau and State sources only describes 2018 and does not reflect potential demographic shifts due to the November 2018 Camp Fire.

Population Trends

The CUSD boundary has a total population of approximately 114,934 according to United States Census American Community Survey estimates. This represents growth of 7.2% since 2010 (Figure 16). Chico’s focus on quality infrastructure and services, along with thoughtful planning, has created a desirable community. CUSD is expected to continue to grow at about the same rate.

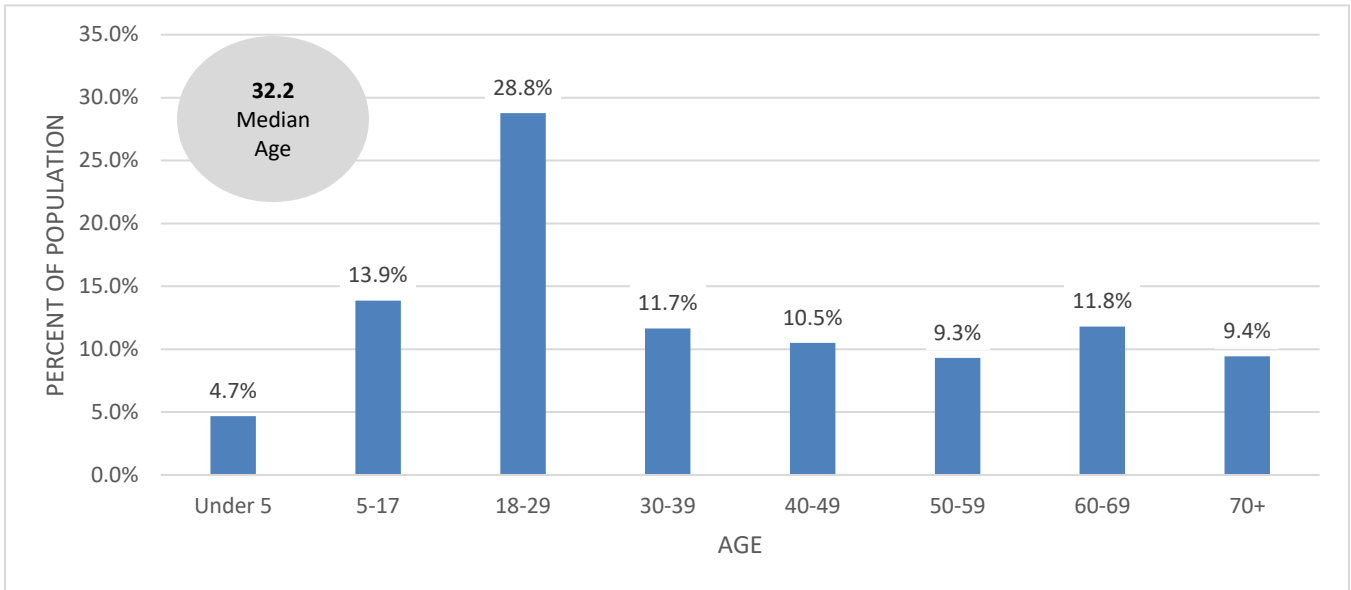
As Figure 17 demonstrates, CUSD is a young community, with a median age of 32.2 years (up from 30.8 in 2010, however). 18.5% of the total population is under age 18, while a large portion of the city’s residents are college students with no families. The District’s population of 5-17 year old residents increased from 2010 to 2018, during a period where CUSD enrollment also increased (Figure 18). CUSD is predominately White (72.3%) (Figure 19).

Figure 16. Population Growth 2000-2018



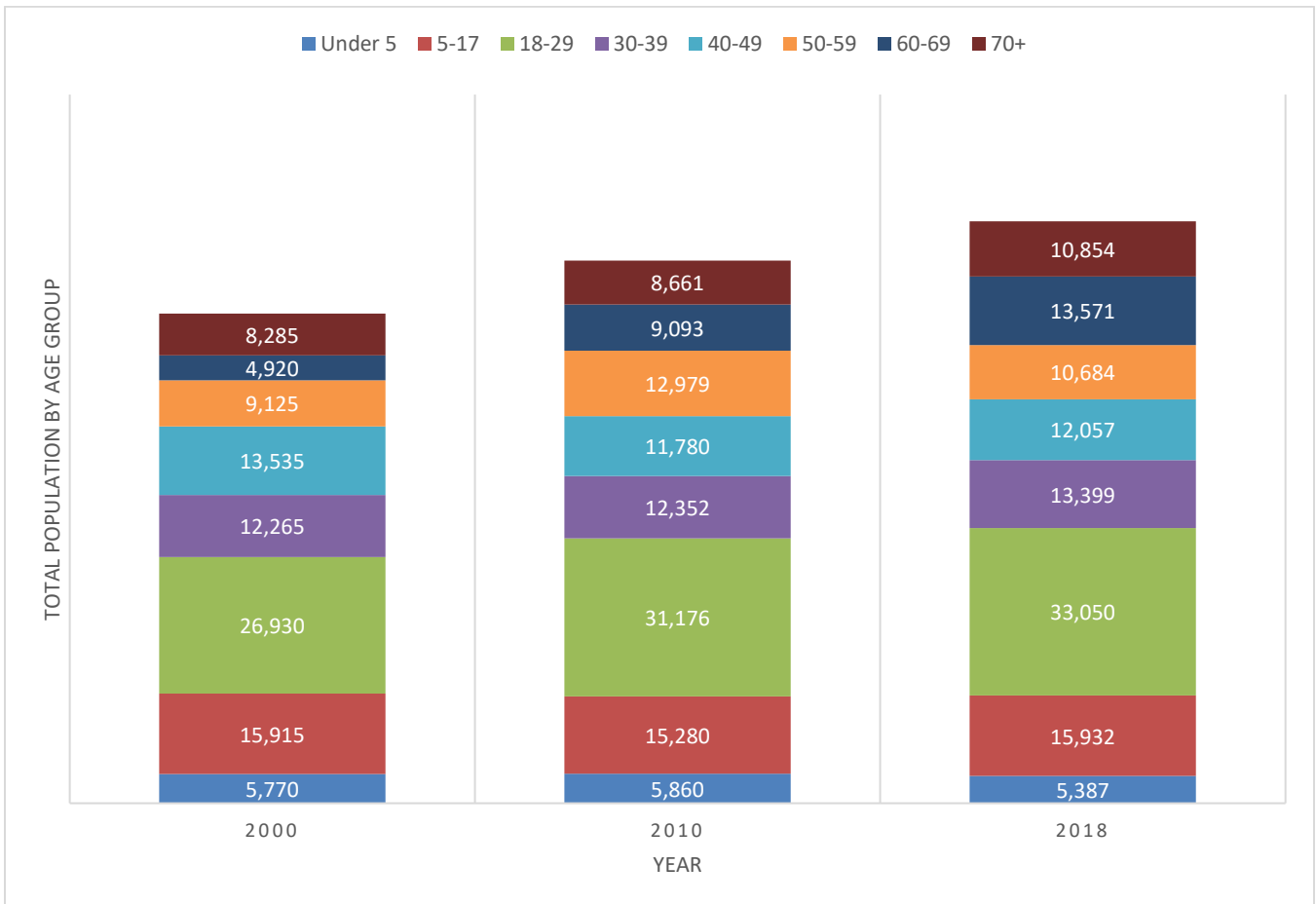
Source: U.S. Census Bureau Decennial Census 2000, 2010, and American Community Survey 2018.

Figure 17. Age Distribution by Percent of Population



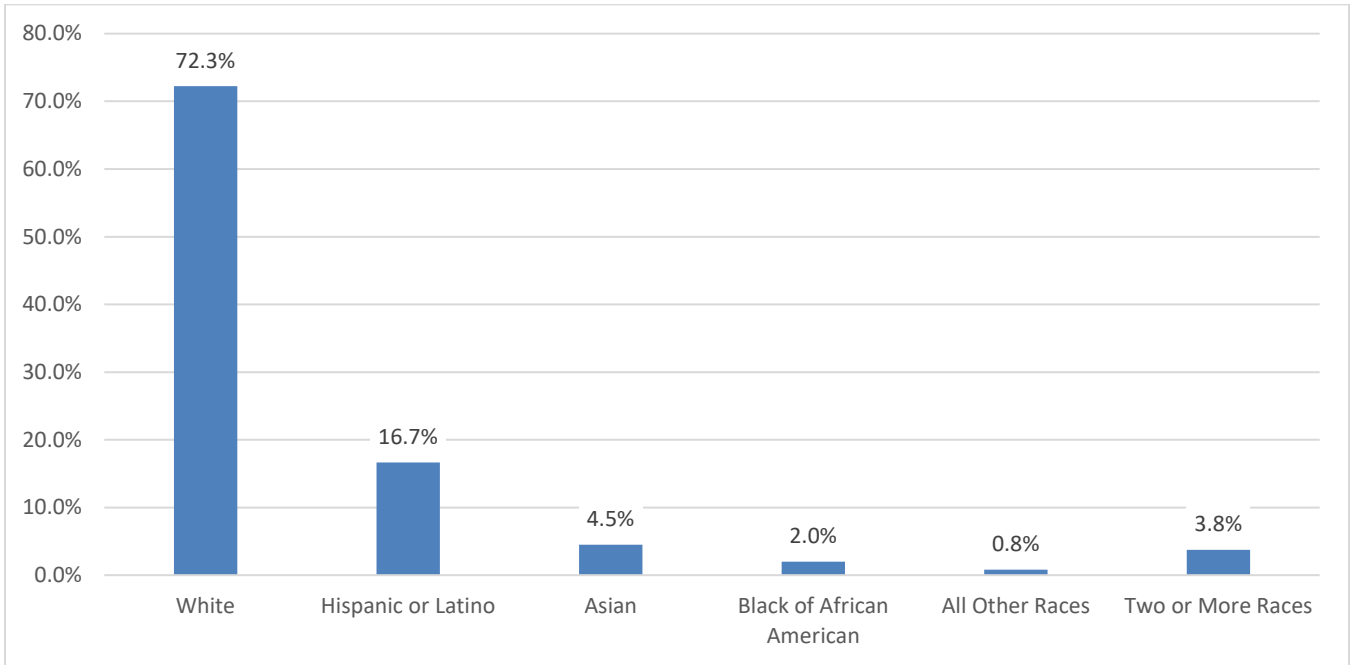
Source: U.S. Census Bureau, ACS 2018 1-Year Estimates.

Figure 18. Population Growth by Age 2000-2018



Source: U.S. Census Bureau Decennial Census 2000, 2010, and American Community Survey 2018.

Figure 19. Population by Race and Ethnicity

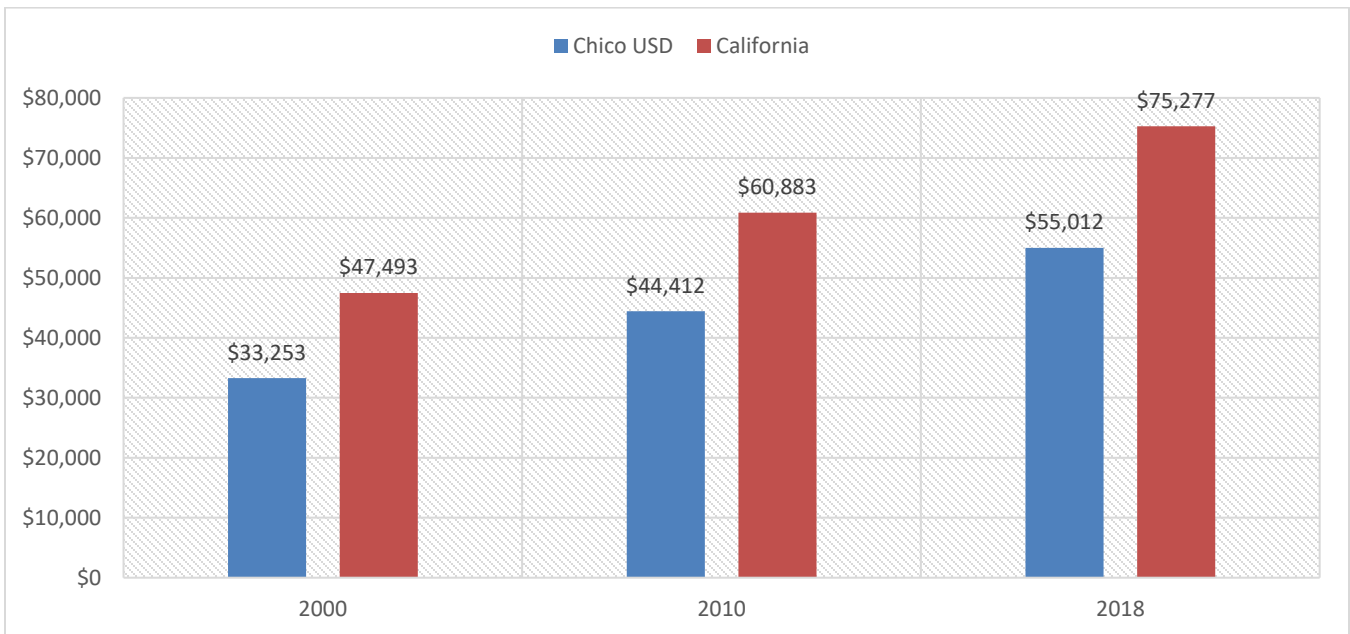


Source: U.S. Census Bureau, ACS 2018 1-Year Estimates.

Household Characteristics

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

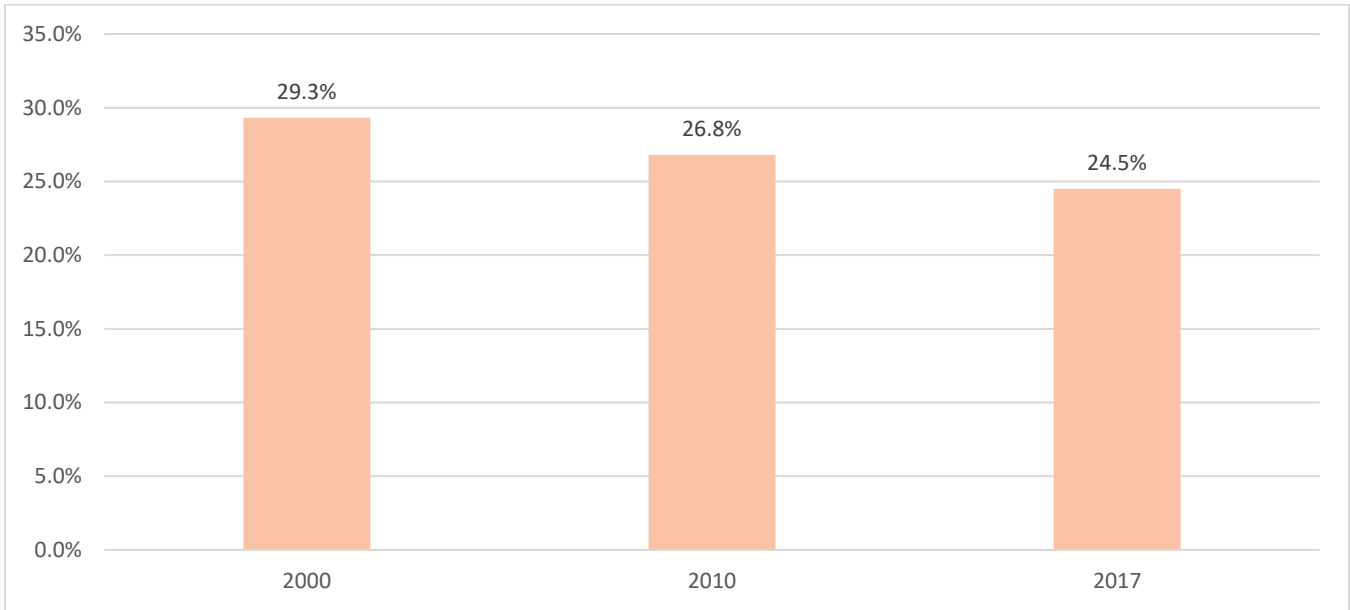
Figure 20. Median Household Income



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2018 1-Year Estimates.

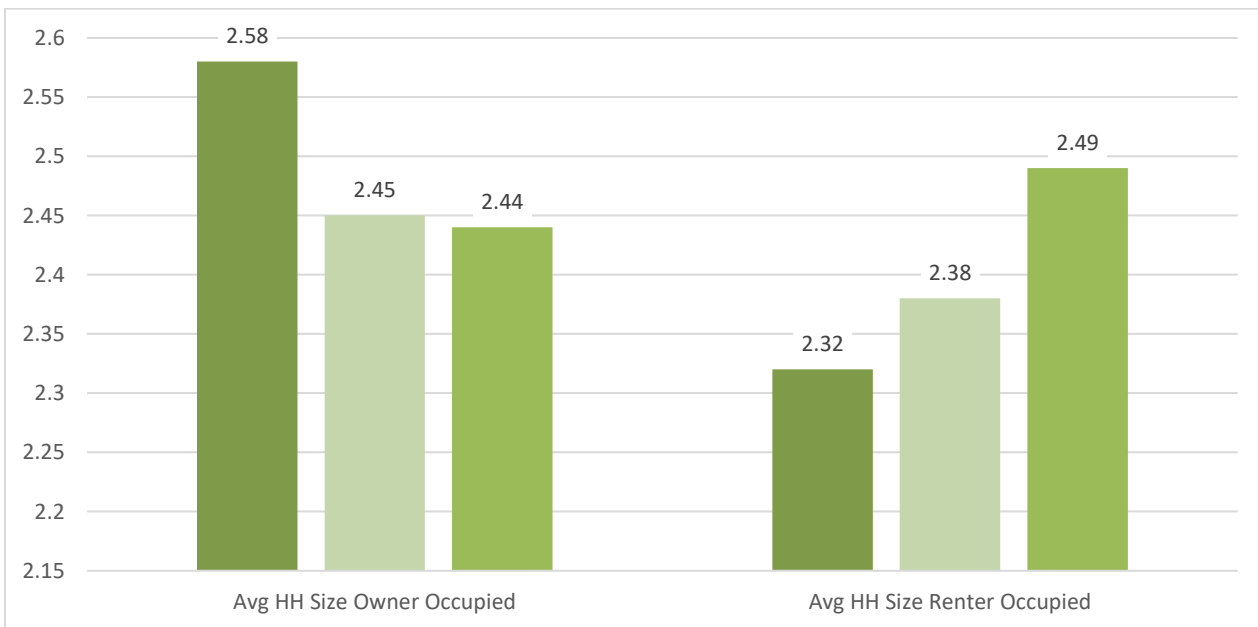
The percent of households with children under 18 declined in CUSD from 2000-2018 while the number of persons per household declined in owner-occupied units and increased in renter-occupied units. Renter-occupied units now have a higher average number of people per household than owner-occupied units. (Figures 21-22).

Figure 21. Percent of Households with Individuals Under 18



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2018 1-Year Estimates.

Figure 22. Number of Persons per Household

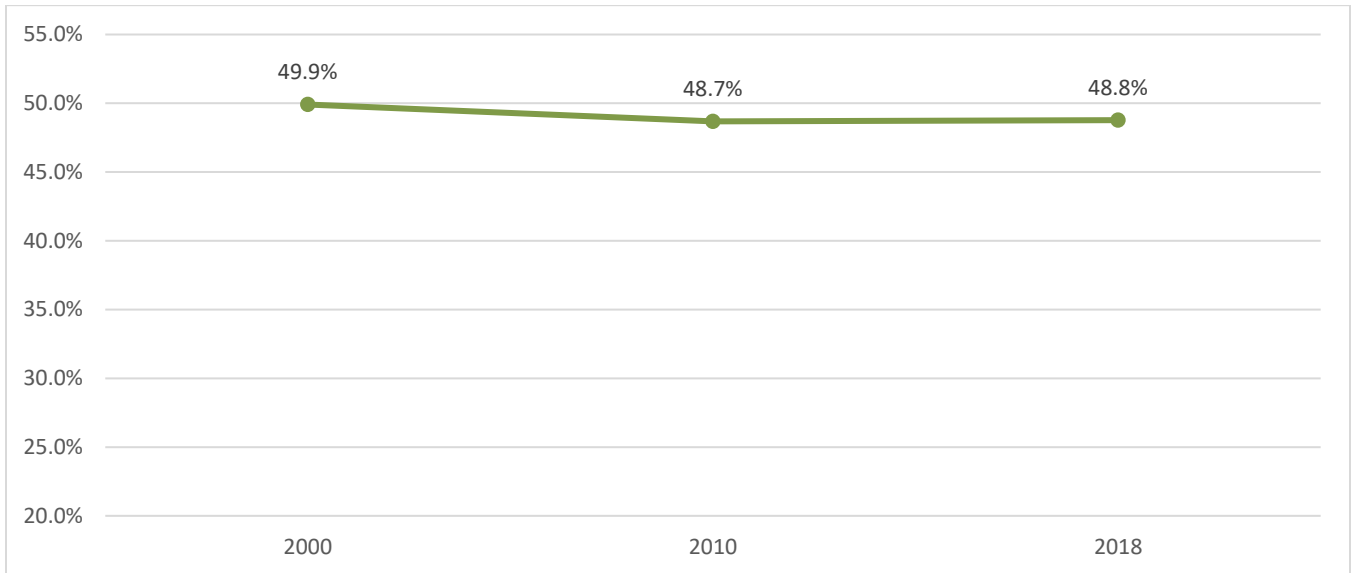


Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2018 1-Year Estimates.

Home Ownership and Median Home Values in the City of Chico

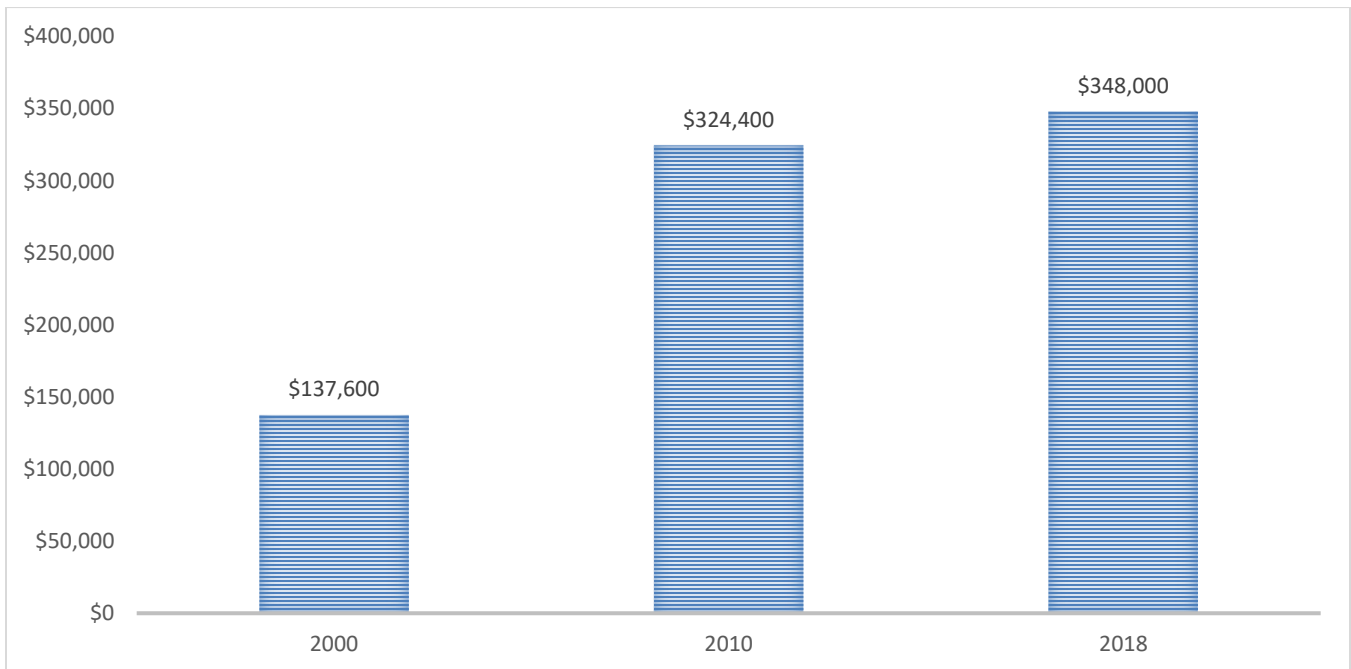
Home-ownership in the District (the percent of non-vacant housing units occupied by the owner) remained generally stable from 2010 to 2018 (Figure 23). The median home value in the District of owner-occupied housing units, according to Census estimates, is currently \$348,000 (Figure 24).

Figure 23. Home Ownership Rate



Source: U.S. Census Bureau Decennial Census and ACS 2018 1-Year Estimates.

Figure 24. Median Value of Owner-Occupied Units

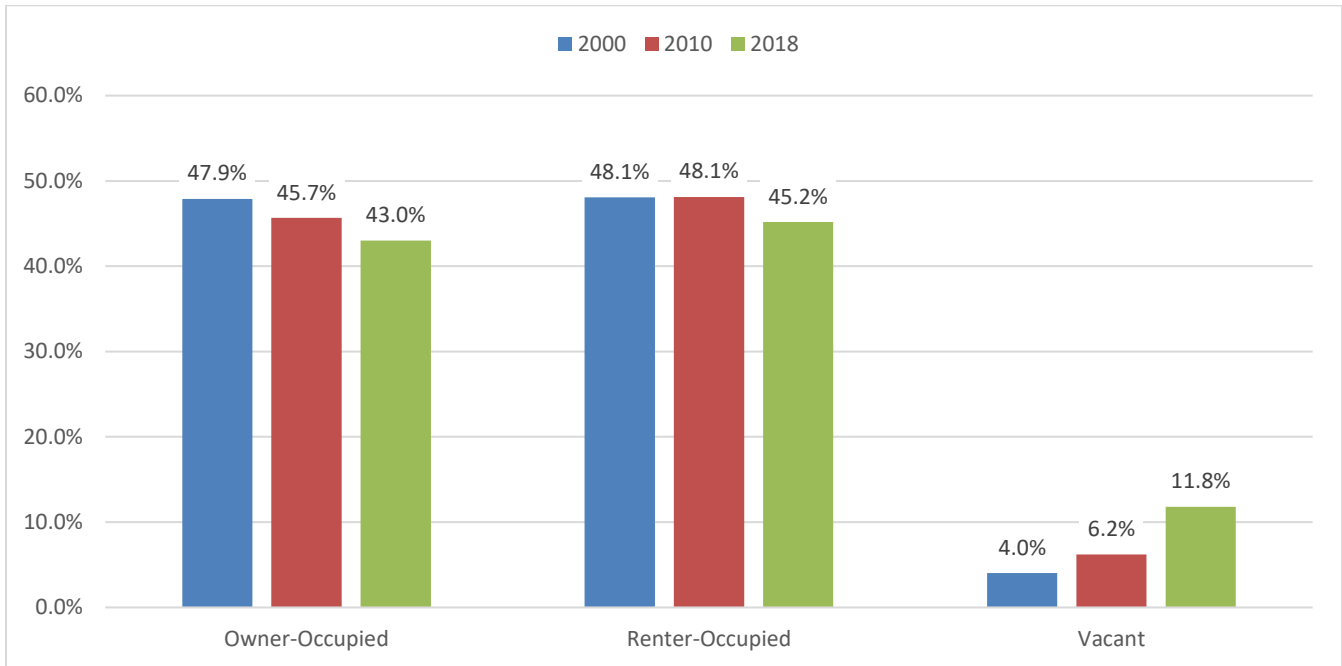


Source: U.S. Census Bureau Decennial Census and ACS 2018 1-Year Estimates.

The percent of both owner-occupied and renter-occupied housing units declined from 2000 to 2018. The vacancy rate, meanwhile, increased significantly during that time.

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

Figure 25. Housing Units by Occupancy



Source: U.S. Census Bureau Decennial Census and ACS 2018 1-Year Estimates.

SECTION E: STUDENT GENERATION RATES

Student Generation Rates: New Construction

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

King Consulting utilized the District's developer fee records to survey housing units recently constructed within the District. Recently constructed properties were cross-referenced with the 2019-20 CUSD student list to determine the number of students generated per housing unit by grade level and by housing type.

A total of 1,965 single-family detached units, 123 single-family attached units, 1,529 multi-family units, and 413 affordable units were surveyed within the District. The TK-12 District-wide student generation rates by typology are outlined in Table 6. As is common in many other Districts, affordable units in CUSD generate the most students, while single-family attached and multi-family units generate the fewest. Since last year, student generation rates increased for multi-family and affordable units, while decreasing for single-family attached and single-family detached units. The single-family detached SGR for 2019-20 is the lowest in the District since 2015-16. Older, childless households displaced by the Camp Fire buying much of the newly constructed housing stock in Chico may explain the decrease in student generation rates from detached housing. The SGR for single-family, while lower than last year, is still the second highest rate in recent CUSD history. Meanwhile, current SGRs for multi-family and affordable units are the highest in the District's history.

Table 6. Student Generation Rates: New Construction

| Grade | Single-Family Detached SGR | Single-Family Attached SGR | Multi-Family SGR | Affordable SGR |
|-------------------|----------------------------|----------------------------|------------------|----------------|
| TK-5 | 0.149 | 0.146 | 0.090 | 0.472 |
| 6-8 | 0.068 | 0.033 | 0.043 | 0.232 |
| 9-12 | 0.081 | 0.073 | 0.039 | 0.283 |
| Total K-12 | 0.298 | 0.252 | 0.171 | 0.988 |

Student Generation Rates: Existing Home Sales

New construction is only one part of student generation for CUSD; new students also enter the District from existing home sales as older neighborhoods “turn over” and empty-nesters are replaced by younger families. For this reason, King Consulting assesses the impact of families moving into the District who buy homes for sale. A real-estate database was accessed to collect the number of housing units sold between August 2018 and September 2019. This database was cross-referenced with the 2019-20 CUSD student list to determine the number of students generated per housing unit by grade level and by elementary school boundary.

A total of 1,646 resold housing units were surveyed within the District, which generated 422 TK-12th grade students for the District. Student generation rates by grade configuration are displayed in Table 7.

Table 7. Student Generation Rates: Home Sales

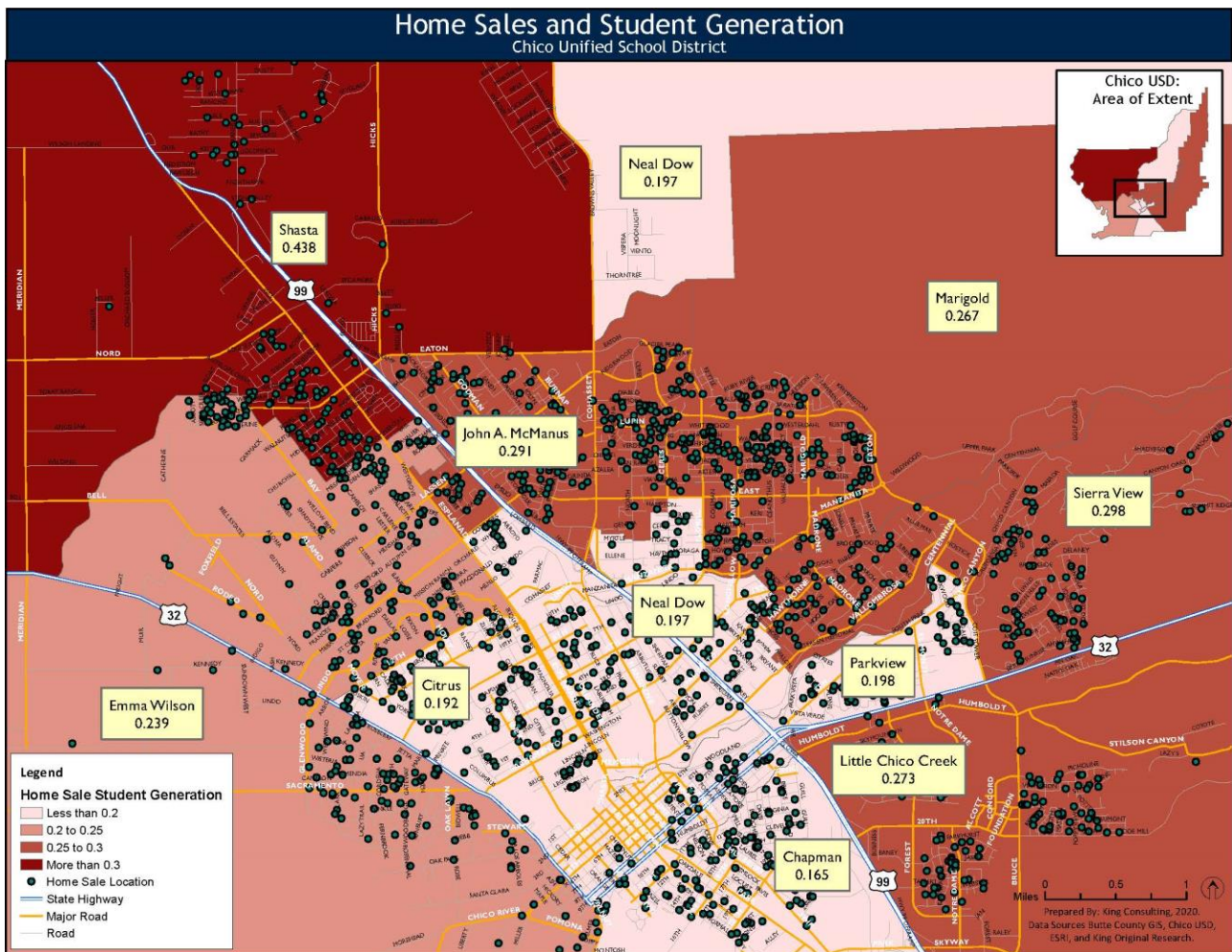
| Grade | Single-Family Resale SGR |
|-------------------|--------------------------|
| TK-5 | 0.112 |
| 6-8 | 0.066 |
| 9-12 | 0.079 |
| Total K-12 | 0.256 |

King Consulting then mapped all the housing units sold in the District to analyze them spatially, and student generation rates were prepared for each school boundary. As demonstrated in Table 8 and Figure 26, homes sold within the school boundaries in the northwestern area of the District (Shasta and McManus boundaries) and the eastern side of the District (Marigold, Sierra View, and Little Chico Creek boundaries) generate more students per housing unit than homes sold in other parts of the District. Generally, the southern and central areas of the District (Chapman, Citrus, Neal Dow, and Parkview boundaries) generate the fewest students from resales.

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

| Elementary School Boundary | Number of Units Sold | Total Students Generated | Total SGR |
|----------------------------|----------------------|--------------------------|--------------|
| Chapman | 139 | 23 | 0.165 |
| Citrus | 193 | 37 | 0.192 |
| Emma Wilson | 276 | 66 | 0.239 |
| John A. McManus | 199 | 58 | 0.291 |
| Little Chico Creek | 150 | 41 | 0.273 |
| Marigold | 176 | 47 | 0.267 |
| Neal Dow | 137 | 27 | 0.197 |
| Parkview | 91 | 18 | 0.198 |
| Shasta | 144 | 63 | 0.438 |
| Sierra View | 141 | 42 | 0.298 |
| Total | 1,646 | 422 | 0.256 |

Figure 26. Home Sales and Student Generation Rates



King Consulting prepared an additional analysis of student generation rates by year of purchase. Data from 2012 through 2017 is from previous studies, while 2018 and 2019 includes the newly surveyed units. Over time, as the cost of purchasing a home has increased, the student generation rate has decreased. Home resales in 2019 set a record for high average purchase price, while the 2019 student generation rate is the lowest on record; however, some of this may be related to older households displaced by the Camp Fire buying more of the local housing. This trend will need to be observed closely in the coming years. Table 9 presents the student generation rates by year for all CUSD home resales.

Please note, the 0.256 resale student generation rate used in the spatial analysis above utilizes units specifically sold between August 2018 and September 2019. Units sold in those months of 2018 had a collective resale SGR of 0.255. The earlier months of 2018 had a higher SGR, as reflected in Table 9.

Table 9. Student Generation Rates: Home Resales by Year Sold

| Year Sold | Number of Units | Average Purchase Price | Total Students | Total SGR |
|-----------|-----------------|------------------------|----------------|-----------|
| 2012 | 970 | \$245,000 | 340 | 0.351 |
| 2013 | 1087 | \$281,000 | 446 | 0.410 |
| 2014 | 993 | \$288,000 | 329 | 0.331 |
| 2015 | 1008 | \$304,000 | 370 | 0.367 |
| 2016 | 1,372 | \$316,000 | 440 | 0.321 |
| 2017 | 1,236 | \$339,000 | 410 | 0.332 |
| 2018 | 1,021 | \$348,000 | 290 | 0.284 |
| 2019 | 1,185 | \$391,000 | 304 | 0.257 |

*2019 records are through September

SECTION F: LAND USE & PLANNING

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

It is imperative to monitor land use and planning as development will affect where and how schools will be constructed as well as the fate of older schools within the District. In order to understand the connection between the schools in Chico Unified School District and the communities they serve, an overview of policies and planning is included in this section of the study. By understanding the fabric of the communities, the policies and goals of the City and County, and the goals of the Chico Unified School District, planning for the future will be made easier.

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

Butte County: General Plan 2030

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

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

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

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

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

- Small unincorporated areas will be well-planned through community driven planning processes so that community character is preserved and adequate public services and facilities are provided. Rural residential development will be limited and will strive to be compatible with agricultural and environmental uses, and will address wildfire risks and public service needs.
- Agriculture and open space will continue to dominate Butte County's landscape and be an important part of the County's culture and economy. Existing agricultural areas will be maintained and an array of agricultural services will support agriculture while providing new jobs to Butte County residents.
- At the same time, new and innovative high-technology businesses will be located in Butte County, including green business and industry, attracted in part to the natural and urban environment of the County and in part to the opportunities for partnerships with Butte County's educational institutions. Butte County's residents will have a choice of housing types to best suit their individual lifestyles.
- County youth will have safe places to socialize, job and volunteer opportunities, and access to higher education and support services. They will be able to safely walk, bike, or take transit to school, and recreational programs will fulfill their after-school needs.
- Butte County will have safe, clean water for agriculture, residents and businesses. Water resources will be protected through proper planning and regulation, as well as continued research and monitoring by Butte County and its partners in watershed planning.
- Wildlife and native plants will survive and thrive in healthy ecosystems. Sensitive natural resources, including deer herd migration areas, will be protected, and Butte County will continue to coordinate with the Butte Regional Habitat Conservation Plan and Natural Community Conservation Plan. Residents of and visitors to Butte County will be able to enjoy the area's wealth of natural beauty, recreational opportunities and amenities.
- And, finally, as the cumulative result of the above, Butte County's residents will have access to healthy living and lifestyle options. Through implementation of this General Plan, Butte County in 2030 will be an economically and environmentally sustainable community, the residents of which will enjoy a high quality of life, as did their forebears.⁵

Housing Element Update 2014: County of Butte

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

⁵ Butte County General Plan.

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

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

Affordable Housing

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

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

Housing Authority of the County of Butte

The mission of the Housing Authority of the County of Butte is to assist low and moderate income residents of Butte County to secure and maintain high quality affordable housing.⁶ Currently, Chico has several affordable housing complexes in addition to various other subsidized housing projects. The CUSD will need to maintain awareness of new affordable housing projects as a significant number of students will be generated for the district to house from any such development.

⁶ Housing Authority of the County of Butte. Mission Statement.

Local Agency Formation Commission (LAFCO)

LAFCOs were created in 1963 by the California Legislature to assist in regulating the formation and development of cities and special districts in all 58 counties (with the exception of San Francisco). The intent was to curb urban sprawl and protect the State's agricultural and open-space resources. There are currently 58 LAFCOs working with nearly 3,500 governmental agencies.

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

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

Butte County LAFCO

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

The Butte County LAFCO oversees the SOI's within the five incorporated municipalities in Butte County. Each city is allowed and encouraged to establish future land use designations with their SOI in order to make a public statement about what land uses it considers appropriate in the area surrounding the city or town limits.

Two specific plan areas have been adopted by the City of Chico for their Sphere of Influence (SOI):

- The Chapman/Mulberry Neighborhood Plan.
 - The Chico City Council recently voted in favor of an annexation agreement with LAFCO to annex this neighborhood into the City of Chico effective July 1, 2020.
- North Chico Specific Plan. The purpose of the North Chico Specific Plan (3,590 acres) is to comprehensively respond to development proposals and incorporate them into a concept for land use for the area.

The City of Chico

Chico 2030 General Plan: Five-Year Review, 2016

The Chico 2030 General Plan, adopted in 2011 and amended in 2017, is a statement of community priorities to guide public decision-making. It provides a comprehensive, long-range policy framework for the growth and preservation of Chico. These goals are consistent with the city's desire to maintain the "small town" feel of Chico, with an active, vibrant downtown, while allowing for managed growth. "Goals, policies, and implementation programs ... focus on preserving and enhancing Chico's special community identity by managing future growth, maintaining the qualities of its neighborhoods, and providing for maintenance of surrounding open space."

Chico was one of the first communities to act to protect its agricultural, small town heritage by the establishment of the RUL. As a result of Chico's maintenance of the RUL and other strategies, growth in Chico has been more rapid in the North and South areas of Chico. The overall vision for Chico is a "livable, healthy, and sustainable community that offers a high quality of life with a strong sense of community and place..."⁷

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

General Plan Elements

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

⁷ *Chico 2030 General Plan, Introduction.*

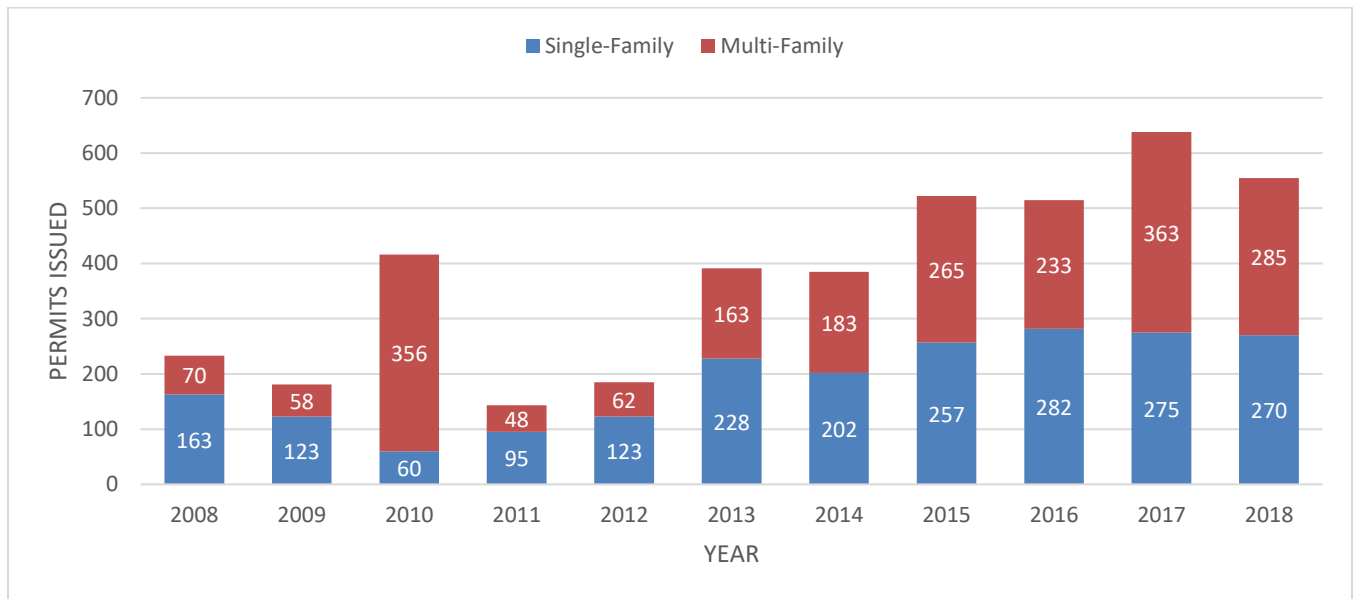
- **Population:** The original General Plan had assumed a sustained 2% annual growth rate, but growth has been closer to 1.2% in recent years. This results in the General Plan's estimated 2030 build-out population of 139,713 not being reached until 2057 with current growth trends.
- **Development Activity:**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

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

Residential Development Trends

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

Figure 27. Building Permit Activity, City of Chico



Source: City of Chico

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

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

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

Housing Market Trends: Affordable Housing

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

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

Table 10. Affordable Income and Rent Levels

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

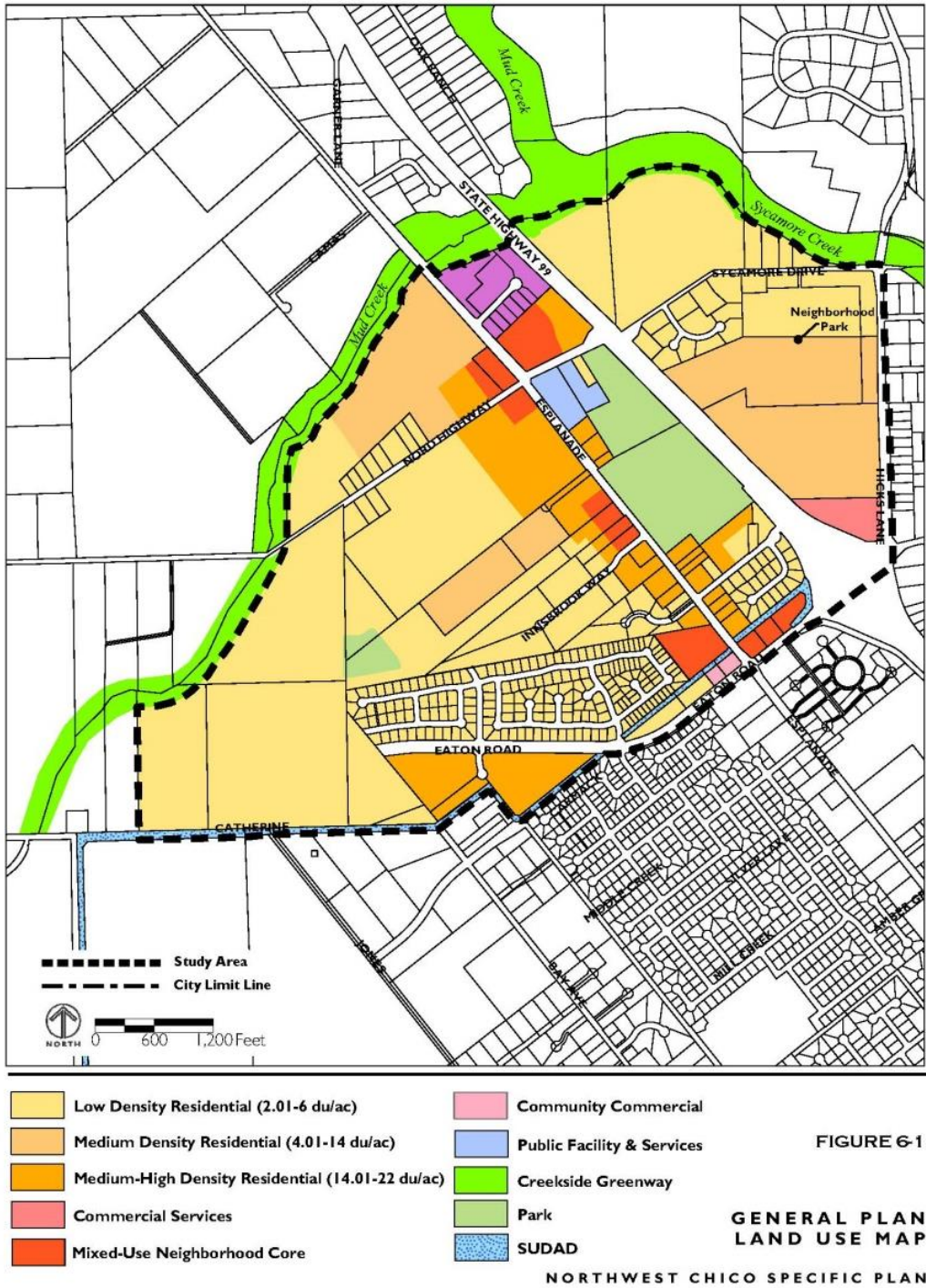
Neighborhood Plans

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

Northwest Chico Specific Plan

The Northwest Chico Specific Plan “defines parameters for the future development of Northwest Chico. Implementation of the plan will create new residential neighborhoods and ensure that new infrastructure required to serve the area is attractively integrated with the new development it serves.” Various land uses have been identified within this area to promote a mix of residential development while providing parks, retail stores, and commercial businesses. A total of 506 acres are designated for residential development. The CUSD will need to be proactive in its participation as this area develops. The District may need to construct another elementary school within this area to serve the growing resident population. Figure 28 outlines the Northwest Area boundaries.

Figure 28. Northwest Chico Specific Plan Area



Impact to CUSD

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

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

However, not all of these projects are likely to be built and contribute new students within the next few years. Table 12 breaks down the total number of units of each type (Single-Family or Multi-Family) estimated to be constructed each year. Table 13 summarizes this information by elementary school boundary. Table 14 then applies student generation rates to these units to determine the number of new elementary students that will be generated within each elementary school boundary. In this way, the actual impact of this development on CUSD school facilities can more easily be discerned. Tables 15-18 provide the same information for junior high school and high school boundaries.

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

Table 11. Current and Planned Residential Development

| Map # | Type | Name | Units | Status | ESB | JHSB | HSB |
|-------|---------------|----------------------|-------|---|--------------------|---------|-----------------|
| 1 | Single-Family | Amber Lynn | 109 | Approved | John A. McManus | Bidwell | Pleasant Valley |
| 2 | Single-Family | Avila Estates | 20 | Approved | Sierra View | Marsh | Pleasant Valley |
| 3 | Single-Family | Belvedere Heights 2 | 92 | Under Construction | Little Chico Creek | Marsh | Chico Senior |
| 4 | Single-Family | Boeger Subdivision | 24 | Approved | John A. McManus | Bidwell | Pleasant Valley |
| 5 | Single-Family | Burnap Subdivision | 3 | Under Construction | John A. McManus | Bidwell | Pleasant Valley |
| 6 | Single-Family | Canyon Oaks | 61 | Approved | Sierra View | Marsh | Pleasant Valley |
| 7 | Single-Family | Carlene Place | 17 | Under Construction | Emma Wilson | Chico | Chico Senior |
| 8 | Single-Family | Creekside Landing | 100 | Under Construction | Shasta | Bidwell | Pleasant Valley |
| 9 | Single-Family | Crossroads | 3 | Under Construction | Marigold | Bidwell | Pleasant Valley |
| 10 | Single-Family | Drake Estates | 17 | Approved | Neal Dow | Bidwell | Pleasant Valley |
| 11 | Single-Family | Foothill Park East 7 | 24 | Under Construction | Marigold | Bidwell | Pleasant Valley |
| 12 | Single-Family | Innsbrook Sub 2 | 38 | Under Construction | Shasta | Bidwell | Pleasant Valley |
| 13 | Single-Family | Lassen Village | 25 | Approved | John A. McManus | Bidwell | Pleasant Valley |
| 14 | Single-Family | Magnolia Gardens | 13 | Approved | Marigold | Bidwell | Pleasant Valley |
| 15 | Single-Family | Marigold Heights | 24 | Under Construction | Marigold | Bidwell | Pleasant Valley |
| 16 | Single-Family | Mariposa Manor | 30 | Under Construction | Marigold | Bidwell | Pleasant Valley |
| 17 | Single-Family | Meriam Park | 300 | Approved: 106 Units Under Construction | Little Chico Creek | Marsh | Chico Senior |

| | | | | | | | |
|----|---------------|--------------------------|-------|---|--------------------|---------|-----------------|
| 18 | Single-Family | Misson Vista Ranch 2 | 17 | Approved | Little Chico Creek | Marsh | Chico Senior |
| 19 | Single-Family | Montecito Place | 105 | Approved | Shasta | Bidwell | Pleasant Valley |
| 20 | Single-Family | Morseman Estates | 18 | Approved | John A. McManus | Bidwell | Pleasant Valley |
| 21 | Single-Family | Mountain Vista | 53 | Under Construction | Marigold | Bidwell | Pleasant Valley |
| 22 | Single-Family | Oak Valley | 572 | Approved: 18 Remaining Ph1 Units Under Construction | Little Chico Creek | Marsh | Chico Senior |
| 23 | Single-Family | Plottel | 21 | Approved | Citrus | Chico | Chico Senior |
| 24 | Single-Family | Schill Subdivision | 13 | Under Construction | Shasta | Bidwell | Pleasant Valley |
| 25 | Single-Family | Siena @ Canyon Oaks | 15 | Under Construction | Sierra View | Marsh | Pleasant Valley |
| 26 | Single-Family | Sierra Garden Townhouses | 25 | Under Construction | Sierra View | Marsh | Pleasant Valley |
| 27 | Single-Family | Stonegate | 469 | Approved | Little Chico Creek | Marsh | Chico Senior |
| 28 | Single-Family | Trinity Park | 34 | Approved | Marigold | Bidwell | Pleasant Valley |
| 29 | Single-Family | Wasney Estates | 18 | Proposed | John A. McManus | Bidwell | Pleasant Valley |
| 30 | Single-Family | Westside Place 1 & 2 | 85 | Approved: 25 Units Under Construction | Citrus | Chico | Chico Senior |
| 31 | Multi-Family | Channel Eaton Rd | 259 | Under Construction | Marigold | Bidwell | Pleasant Valley |
| 32 | Multi-Family | Corrigan | 23 | Approved | John A. McManus | Bidwell | Pleasant Valley |
| 33 | Multi-Family | Enclave on East | 44 | Under Construction | Marigold | Bidwell | Pleasant Valley |
| 34 | Multi-Family | Heritage Landing Apts | 152 | Approved | Shasta | Bidwell | Pleasant Valley |
| 35 | Multi-Family | The Humboldt | 27 | Approved | Little Chico Creek | Marsh | Chico Senior |
| 36 | Multi-Family | Jennings Building | 12 | Approved | Citrus | Chico | Chico Senior |
| 37 | Multi-Family | Joshua Tree Domiciles II | 44 | Under Construction | John A. McManus | Bidwell | Pleasant Valley |
| 38 | Multi-Family | McGuire Apartments | 20 | Approved | Citrus | Chico | Chico Senior |
| 17 | Multi-Family | Meriam Park | 1,320 | 375 Approved, Remainder Proposed | Little Chico Creek | Marsh | Chico Senior |
| 39 | Multi-Family | Native Oak Apartments | 98 | Approved | Little Chico Creek | Marsh | Chico Senior |
| 40 | Multi-Family | Notre Dame Quads | 20 | Under Construction | Little Chico Creek | Marsh | Chico Senior |
| 22 | Multi-Family | Oak Valley | 633 | Approved | Little Chico Creek | Marsh | Chico Senior |
| 41 | Multi-Family | Orwitz Walnut St. Apts | 20 | Under Construction | Emma Wilson | Chico | Chico Senior |
| 42 | Multi-Family | Pabbi Nord | 15 | Approved | Citrus | Chico | Chico Senior |
| 43 | Multi-Family | Skyline Apartments | 104 | Under Construction | Sierra View | Marsh | Pleasant Valley |
| 27 | Multi-Family | Stonegate | 233 | Approved | Little Chico Creek | Marsh | Chico Senior |
| 44 | Multi-Family | Tank District Apartments | 48 | Under Construction | Little Chico Creek | Marsh | Chico Senior |

Figure 29. Current and Planned Residential Development

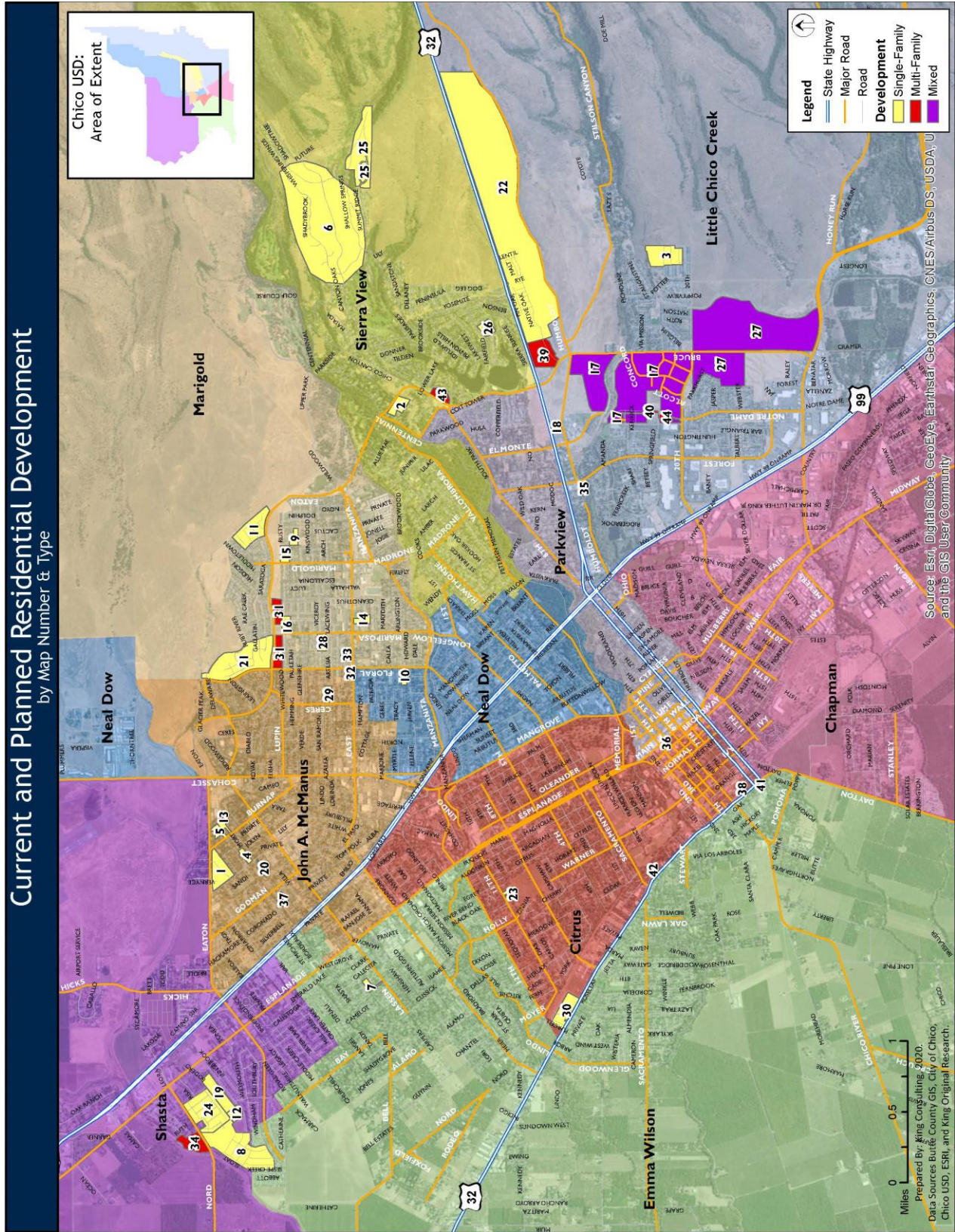


Table 12. Residential Development Units by Year

| Development | Year | | | | | | | | | | | | | | | | | | | | Total SFD | Total MF |
|--------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|------------|--------------|--------------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | 2026 | | 2027 | | 2028 | | 2029 | | | |
| | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | | |
| Amber Lynn | - | - | 37 | - | 36 | - | 36 | - | - | - | - | - | - | - | - | - | - | - | - | - | 109 | - |
| Avila Estates | - | - | 10 | - | 10 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 20 | - |
| Belvedere Heights 2 | 46 | - | 46 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 92 | - |
| Boeger Subdivision | - | - | - | - | 12 | - | 12 | - | - | - | - | - | - | - | - | - | - | - | - | - | 24 | - |
| Burnap Subdivision | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3 | - |
| Canyon Oaks | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 30 | - |
| Carlene Place | - | - | 17 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 17 | - |
| Channel Eaton Road | - | 72 | - | 58 | - | 57 | - | 72 | - | - | - | - | - | - | - | - | - | - | - | - | - | 259 |
| Corrigan | - | - | - | - | - | 23 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 23 |
| Creekside Landing | 20 | - | 20 | - | 20 | - | 20 | - | 20 | - | - | - | - | - | - | - | - | - | - | - | 100 | - |
| Crossroads | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3 | - |
| Drake Estates | - | - | - | - | 9 | - | 8 | - | - | - | - | - | - | - | - | - | - | - | - | - | 17 | - |
| Enclave on East | - | 44 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 44 |
| Foothill Park East | 24 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 24 | - |
| Heritage Landing | - | - | - | - | - | 76 | - | 76 | - | - | - | - | - | - | - | - | - | - | - | - | - | 152 |
| The Humboldt | - | - | - | 27 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 27 |
| Innsbrook Subdivision | 8 | - | 8 | - | 8 | - | 7 | - | 7 | - | - | - | - | - | - | - | - | - | - | - | 38 | - |
| Jennings Building | - | 12 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 12 |
| Joshua Tree Domiciles II | - | 44 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 44 |
| Lassen Village | 10 | - | 15 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 25 | - |
| Magnolia Gardens | - | - | - | - | 7 | - | 6 | - | - | - | - | - | - | - | - | - | - | - | - | - | 13 | - |
| Marigold Heights | - | - | 12 | - | 12 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 24 | - |
| Mariposa Manor | 15 | - | 15 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 30 | - |
| McGuire Apartments | - | - | - | 20 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 20 |
| Meriam Park | 106 | 250 | 65 | 250 | 65 | 120 | 64 | 100 | - | 100 | - | 100 | - | 100 | - | 100 | - | 100 | - | 100 | 300 | 1,320 |
| Mission Vista Ranch 2 | - | - | - | - | - | - | 17 | - | - | - | - | - | - | - | - | - | - | - | - | - | 17 | - |
| Montecito Place | 21 | - | 21 | - | 21 | - | 21 | - | 21 | - | - | - | - | - | - | - | - | - | - | - | 105 | - |
| Moreseman Estates | - | - | - | - | 9 | - | 9 | - | - | - | - | - | - | - | - | - | - | - | - | - | 18 | - |
| Mountain Vista | 53 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 53 | - |
| Native Oak Apartments | - | - | - | - | - | 98 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 98 |
| Notre Dame Quads | - | 20 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 20 |
| Oak Valley | 30 | - | 30 | - | 30 | - | 30 | - | 30 | - | 30 | - | 30 | - | 30 | - | 30 | - | 30 | - | 300 | - |
| Orwitz Walnut St Apts. | - | 20 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 20 |
| Pabbi Nord | - | 15 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 15 |
| Plottel | - | - | 7 | - | 7 | - | 7 | - | - | - | - | - | - | - | - | - | - | - | - | - | 21 | - |
| Schill Subdivision | 13 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 13 | - |
| Siena @ Canyon Oaks | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | - | - | - | - | - | - | - | - | - | - | 15 | - |
| Sierra Garden | - | 25 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 25 |
| Skyline Apartments | - | 52 | - | 52 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 104 |
| Stonegate | - | - | - | - | - | - | 90 | - | 90 | 58 | 95 | 175 | 97 | - | 97 | - | - | - | - | - | 469 | 233 |
| Tank District Apts. | - | 48 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 48 |
| Trinity Park | 17 | - | 17 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 34 | - |
| Wasney Estates | - | - | 9 | - | 9 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 18 | - |
| Westside Place | 25 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 25 | - |
| Total | 400 | 602 | 335 | 407 | 261 | 374 | 333 | 248 | 174 | 158 | 128 | 275 | 130 | 100 | 130 | 100 | 33 | 100 | 33 | 100 | 1,957 | 2,464 |

Table 13. Summary of Residential Development by Elementary School Boundary

| Elementary Boundary | Year | | | | | | | | | | | | | | | | | | | | | | | | Total SFD | Total MF |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|------------|-----------|------------|--------------|--------------|--|--|-----------|----------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | 2026 | | 2027 | | 2028 | | 2029 | | Total SFD | Total MF | | | | |
| | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | | | | | | |
| Citrus | 25 | 27 | 7 | 20 | 7 | - | - | 7 | - | - | - | - | - | - | - | - | - | - | - | - | 46 | 47 | | | | |
| Emma Wilson | - | 20 | 17 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 17 | 20 | | | | |
| Little Chico Creek | 182 | 318 | 141 | 277 | 95 | 218 | 201 | 100 | 120 | 158 | 125 | 275 | 127 | 100 | 100 | 30 | 100 | 30 | 100 | 30 | 1,178 | 1,746 | | | | |
| Marigold | 112 | 116 | 44 | 58 | 19 | 57 | 6 | 72 | - | - | - | - | - | - | - | - | - | - | - | - | 181 | 303 | | | | |
| McManus | 13 | 44 | 61 | - | 66 | 23 | 57 | - | - | - | - | - | - | - | - | - | - | - | - | - | 197 | 67 | | | | |
| Neal Dow | - | - | - | - | 9 | - | 8 | - | - | - | - | - | - | - | - | - | - | - | - | - | 17 | - | | | | |
| Shasta | 62 | - | 49 | - | 49 | 76 | 48 | 76 | 48 | - | - | - | - | - | - | - | - | - | - | - | 256 | 152 | | | | |
| Sierra View | 6 | 77 | 16 | 52 | 16 | - | 6 | - | 6 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 65 | 129 | | | | |
| Total | 400 | 602 | 335 | 407 | 261 | 374 | 333 | 248 | 174 | 158 | 128 | 275 | 130 | 100 | 33 | 100 | 33 | 100 | 33 | 100 | 1,957 | 2,464 | | | | |

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

| Elementary Boundary | Year | | | | | | | | | | | | Total | | | | | | | | | |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|------------|------------|----------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | 2026 | | 2027 | | 2028 | | 2029 | | Total SFD | Total MF |
| | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF |
| Citrus | 4 | 2 | 1 | 2 | 1 | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | 7 | 4 |
| Emma Wilson | - | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3 | 2 |
| Little Chico Creek | 27 | 29 | 21 | 25 | 14 | 20 | 9 | 18 | 14 | 19 | 25 | 19 | 9 | 4 | 9 | 4 | 9 | 4 | 9 | 176 | 157 | |
| Marigold | 17 | 10 | 7 | 5 | 3 | 5 | 1 | 6 | - | - | - | - | - | - | - | - | - | - | - | 27 | 27 | |
| McManus | 2 | 4 | 9 | - | 10 | 2 | 8 | - | - | - | - | - | - | - | - | - | - | - | - | 29 | 6 | |
| Neal Dow | - | - | - | - | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | 3 | - | |
| Shasta | 9 | - | 7 | - | 7 | 7 | 7 | 7 | 7 | - | - | - | - | - | - | - | - | - | - | 38 | 14 | |
| Sierra View | 1 | 7 | 2 | 5 | 2 | - | 1 | - | 1 | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | |
| Total | 60 | 54 | 50 | 37 | 39 | 34 | 50 | 22 | 26 | 14 | 19 | 25 | 19 | 9 | 9 | 5 | 9 | 5 | 9 | 292 | 222 | |

Table 15. Summary of Residential Development by Junior High School Boundary

| Junior High School Boundary | Year | | | | | | | | | | | | | | | | | | Total MF | Total SFD | | |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|------------|--------------|--------------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | 2026 | | 2027 | | 2028 | | | | 2029 | |
| | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | | | SFD | MF |
| Bidwell | 187 | 160 | 154 | 58 | 143 | 156 | 148 | 119 | 148 | 48 | - | - | - | - | - | - | - | - | - | - | 522 | 651 |
| Chico | 25 | 47 | 24 | 20 | 7 | - | - | 7 | - | - | - | - | - | - | - | - | - | - | - | - | 67 | 63 |
| Marsh | 188 | 395 | 157 | 329 | 111 | 218 | 100 | 207 | 126 | 158 | 128 | 275 | 130 | 100 | 100 | 130 | 100 | 33 | 100 | 33 | 1,875 | 1,243 |
| Total | 400 | 602 | 335 | 407 | 261 | 374 | 248 | 333 | 174 | 158 | 128 | 275 | 130 | 100 | 100 | 130 | 33 | 100 | 33 | 100 | 2,464 | 1,957 |

Table 16. Projected 6-8 Students Generated by Residential Development

| Junior High School Boundary | Year | | | | | | | | | | | | | | | | | | | | | | | | Total MF |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|--------------|------------|--|--|-------------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | 2026 | | 2027 | | 2028 | | 2029 | | Total SFD | | | | |
| | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | | | | | |
| Bidwell | 13 | 7 | 10 | 2 | 10 | 7 | 8 | 6 | 3 | - | - | - | - | - | - | - | - | - | - | - | 44 | 22 | | | |
| Chico | 2 | 2 | 2 | 1 | 0 | - | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | 4 | 3 | | | |
| Marsh | 13 | 17 | 11 | 14 | 8 | 9 | 14 | 4 | 9 | 7 | 9 | 12 | 9 | 4 | 4 | 9 | 4 | 2 | 4 | 2 | 85 | 81 | | | |
| Total | 27 | 26 | 23 | 18 | 18 | 16 | 23 | 11 | 12 | 7 | 9 | 12 | 9 | 4 | 4 | 9 | 4 | 2 | 4 | 2 | 133 | 106 | | | |

Table 17. Summary of Residential Development by High School Boundary

| High School Boundary | Year | | | | | | | | | | | | | | | | | | Total MF | Total SFD | | | |
|----------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|------------|--------------|--------------|-----------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | 2026 | | 2027 | | 2028 | | | | 2029 | | Total SFD |
| | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | | | | | |
| Chico | 207 | 365 | 165 | 297 | 102 | 218 | 208 | 100 | 120 | 158 | 125 | 275 | 127 | 100 | 127 | 100 | 30 | 100 | 30 | 100 | 1,241 | 1,813 | |
| Pleasant Valley | 193 | 237 | 170 | 110 | 159 | 156 | 125 | 148 | 54 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 716 | 651 | |
| Total | 400 | 602 | 335 | 407 | 261 | 374 | 333 | 248 | 174 | 158 | 128 | 275 | 130 | 100 | 130 | 100 | 33 | 100 | 33 | 100 | 1,957 | 2,464 | |

Table 18. Projected 9-12 Students Generated by Residential Development

| | Year | | | | | | | | | | | | | | | | | | Total SFD | Total MF | | |
|----------------------|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|--------------|-------------|------|----|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | 2026 | | 2027 | | 2028 | | | | 2029 | |
| | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | SFD | MF | | | SFD | MF |
| High School Boundary | 17 | 14 | 13 | 12 | 8 | 9 | 17 | 4 | 10 | 6 | 10 | 11 | 10 | 4 | 10 | 4 | 2 | 4 | 2 | 4 | 101 | 71 |
| Chico | 16 | 9 | 14 | 4 | 13 | 6 | 10 | 6 | 4 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 58 | 25 |
| Pleasant Valley | 32 | 23 | 27 | 16 | 21 | 15 | 27 | 10 | 14 | 6 | 10 | 11 | 11 | 4 | 11 | 4 | 3 | 4 | 3 | 4 | 159 | 96 |
| Total | | | | | | | | | | | | | | | | | | | | | | |

Channel Eaton Road

This 259-unit apartment project, also called Eaton Ranch, was approved in January 2019 and is currently under construction.

Meriam Park

The Meriam Park project, initially approved in 2007, is now in active development after being acquired by a new development team in 2016. Construction is currently underway on the first phases of what will eventually be as many as 1,396 multi-family units (including Notre Dame Quads, Tank District Apartments, Boulevard Building, and Springfield Apartments), as well as on a neighborhood of 106 single-family detached residences, with more to follow over the next few years. This development is proving popular, with sales robust, and City planners now assume a faster buildout than was previously thought.

Mountain Vista

As of December 2019, only 53 units remain to be constructed of this development.

Oak Valley

The first phase of Oak Valley has now mostly been constructed, and the District has enrolled students residing in the development. Phase 2 is now fully approved, moving the project closer to full build-out. The total number of units eventually constructed will be at least 1,114 including multi-family components, but there is no current plan for rapidly building these units and King Consulting projections assume a slower buildout for the Phase 2 portion of this project.

Stonegate

The Stonegate development was officially proposed in the Summer of 2016. If it is built as currently approved, its 469 single-family and 233 multi-family units would add a significant number of students for the District to house. After approval by the City in 2018, a lawsuit was initiated against the developer and the City of Chico to halt development on environmental grounds. However, this case was recently dismissed, and it appears the project will soon be clear to continue seeking State and Federal environmental permits it needs before construction can begin. Given the recent legal outcomes, the enrollment projections now assume new, occupied units as soon as 2023-24, a year sooner than in the previous version of this study. The District should continue to monitor this project closely.

Valleys Edge

East of the Stonegate development site, another large project is set to push Chico's developed area further to the southeast. City planners estimate the Valleys Edge project should be formally submitted to the City for approval before the end of 2020, after which time it could be approved within another year. Even after local approval, there would remain additional years of permitting before construction could begin, but the process is moving more quickly than it was one year ago. Once the project begins, it will likely build out in phases over 10+ years. CUSD should still monitor this situation closely, as the project will contain a large number of new dwelling units, and the District will need to plan for school facilities once there is more certainty about the timeline for the project, assuming its local approval sometime in 2021.

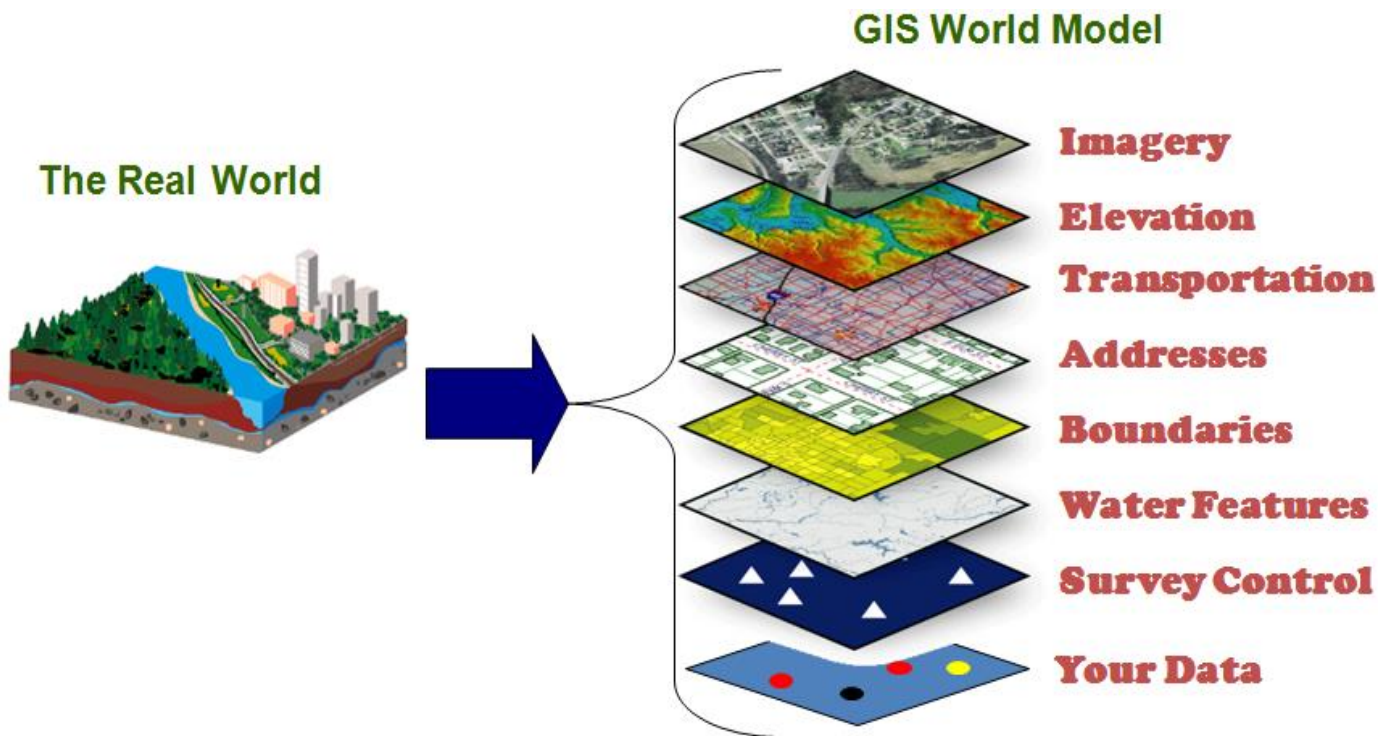
Residential Development and Land Use Impact on CUSD

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. The District will need to remain aware of all new projects and work closely with the City to coordinate adequate school facilities. Coordination is essential in the following three areas: long-range land use and facilities planning, review of individual residential development projects, and review of any proposed reconfiguration of schools.

SECTION G: SPATIAL ANALYSIS

The consultant utilized computer mapping software, a Geographic Information System (GIS), to map and analyze the Chico Unified School District. A GIS is a collection of computer hardware, software, and geographic data that allows for the capture, storage, editing, analysis, and display of all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers in order to spatially analyze complex relationships. For example, within a GIS you can analyze where students live vs. where students attend school. Figure 30 provides a visualization of the layers developed for the CUSD specific GIS.

Figure 30. CUSD GIS Layers



CUSD Specific GIS Data

One of the most crucial pieces of GIS data that aids in the educational and facility planning process is District-specific GIS data. Facility Master Planning is a multi-criteria process, which may result in a District making decisions regarding the consolidation of schools, renovation of existing schools, reconfiguration of current schools, and/or site location analysis and construction of new schools. Combining District-specific GIS data (students, attendance areas, land use data, etc.) with current basemap data (roads, parcels, rivers, school sites, etc.) significantly enhances the decision-making process. Current District boundary maps are provided in Figures 31-33. Basemap data is updated each year from Butte County, the City of Chico, and Chico USD. CUSD elementary school boundaries were adjusted effective 2019-20 to reassign a portion of the previous Shasta boundary into Neal Dow.

Figure 31. 2019-20 Elementary School Boundaries

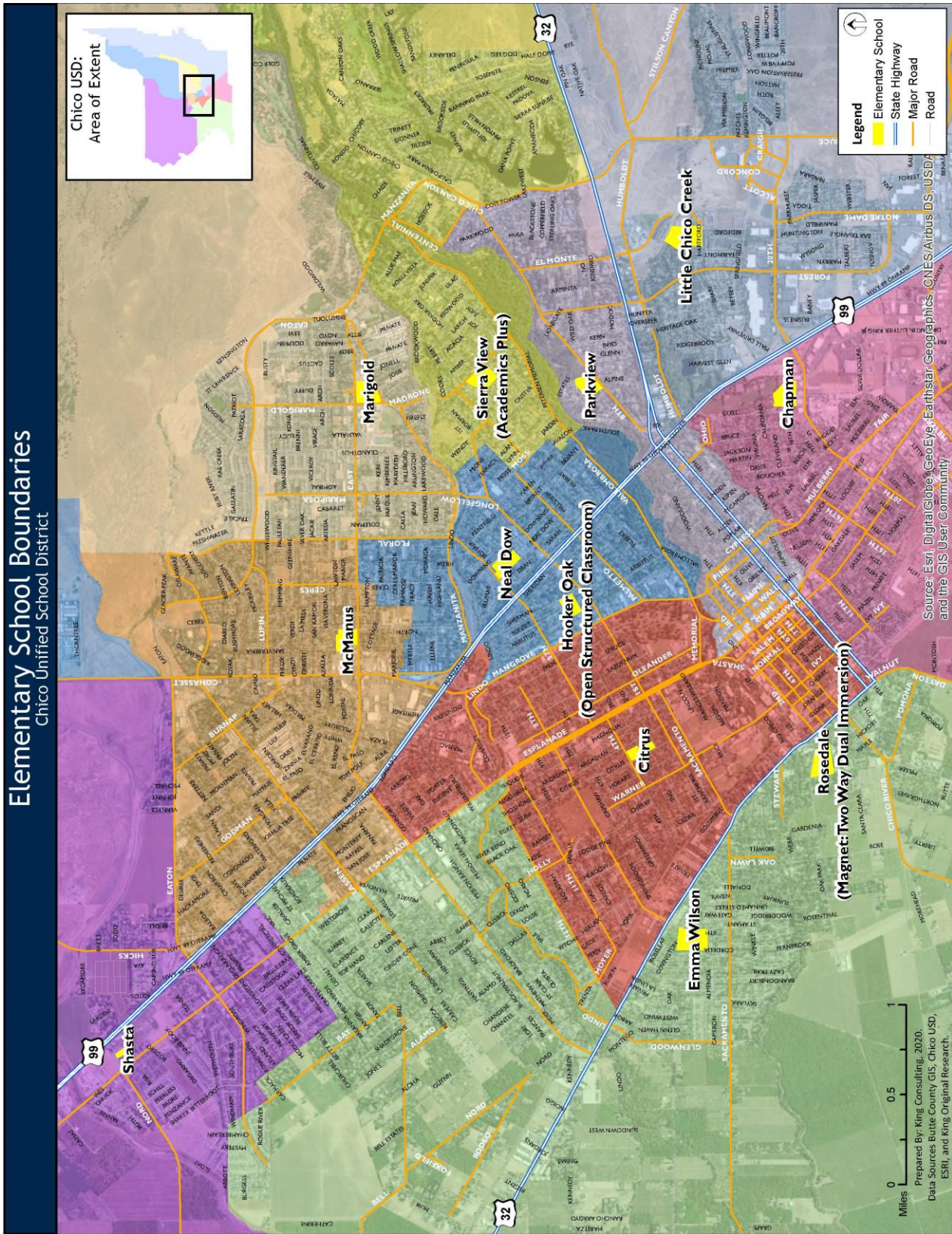


Figure 32. 2019-20 Middle School Boundaries

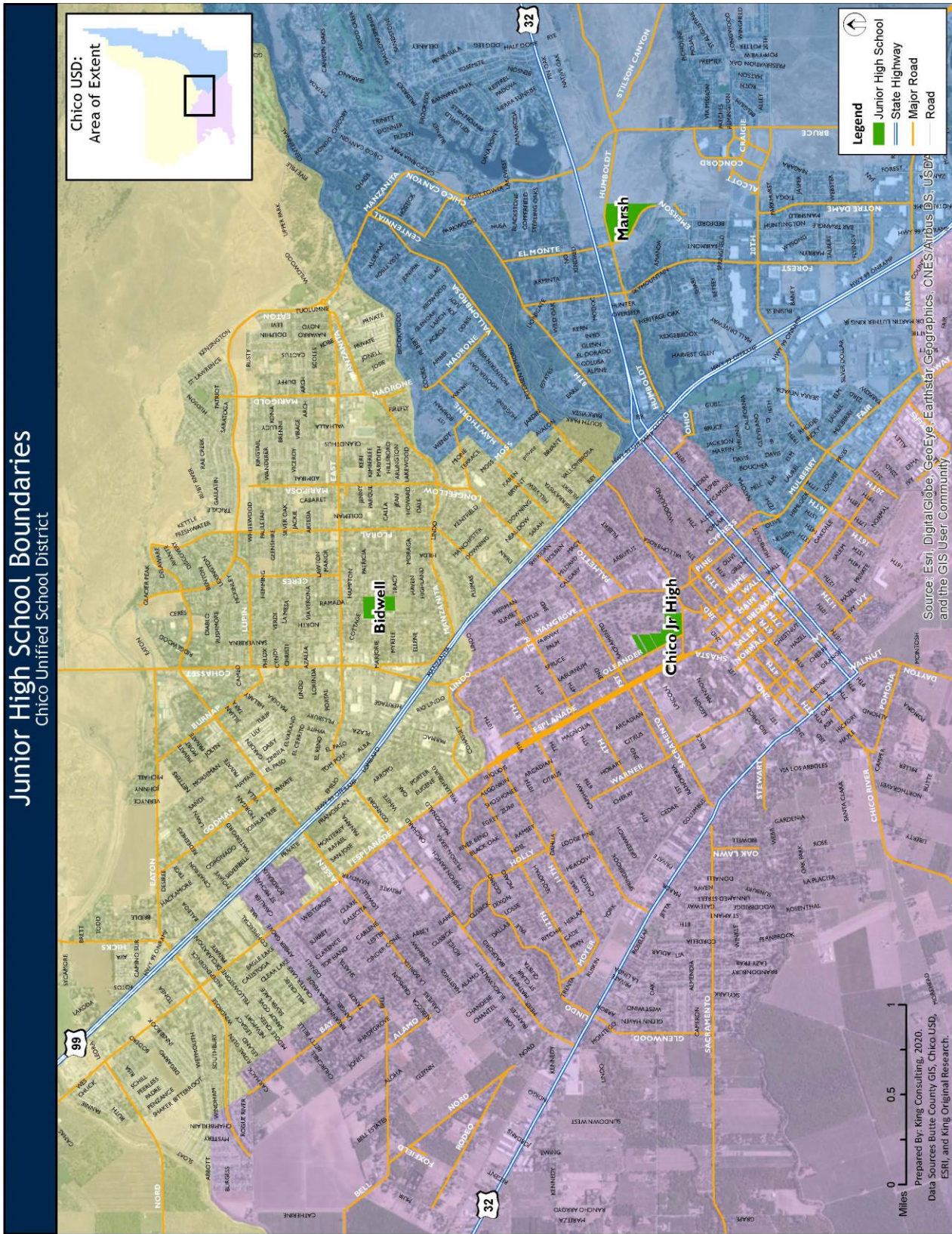
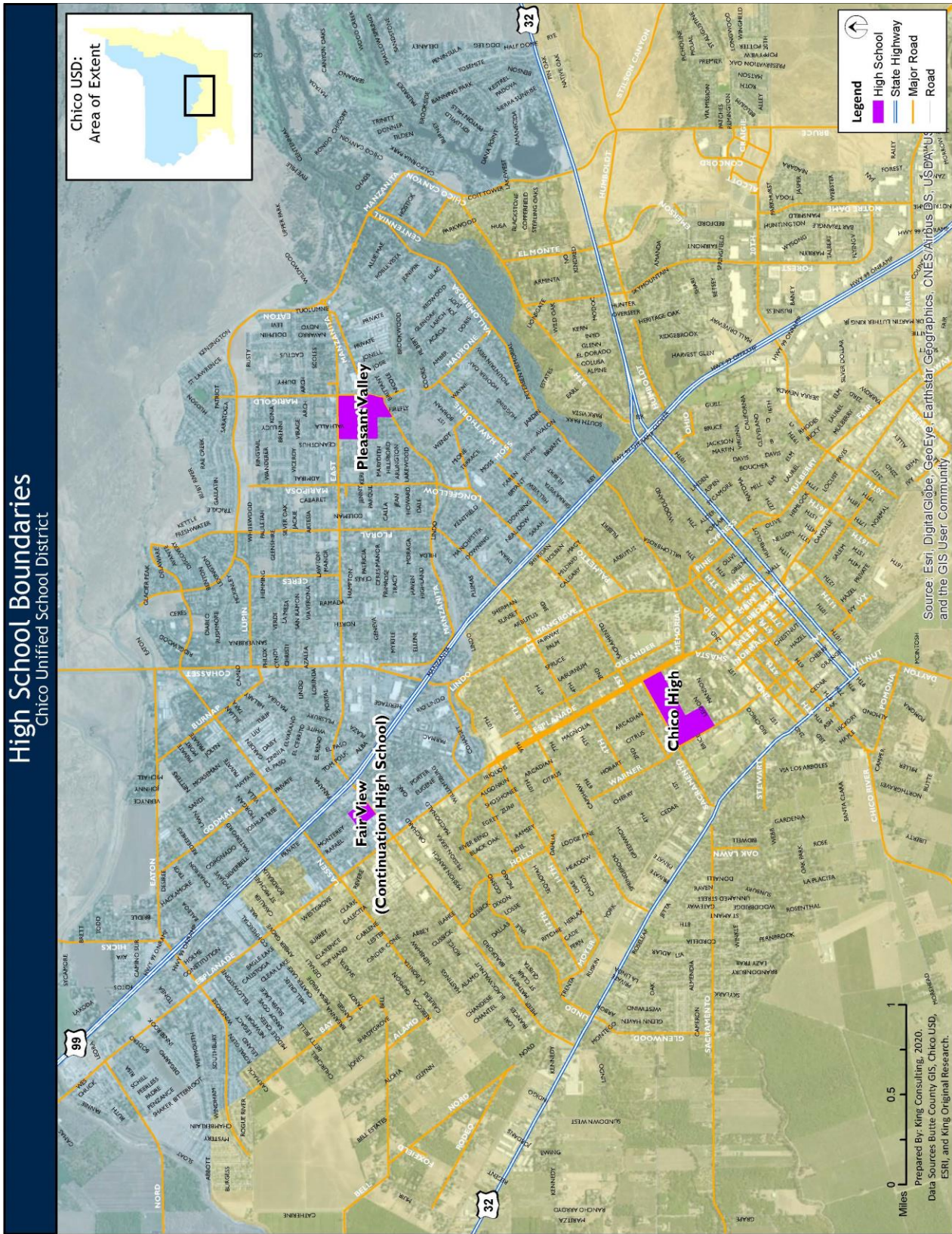


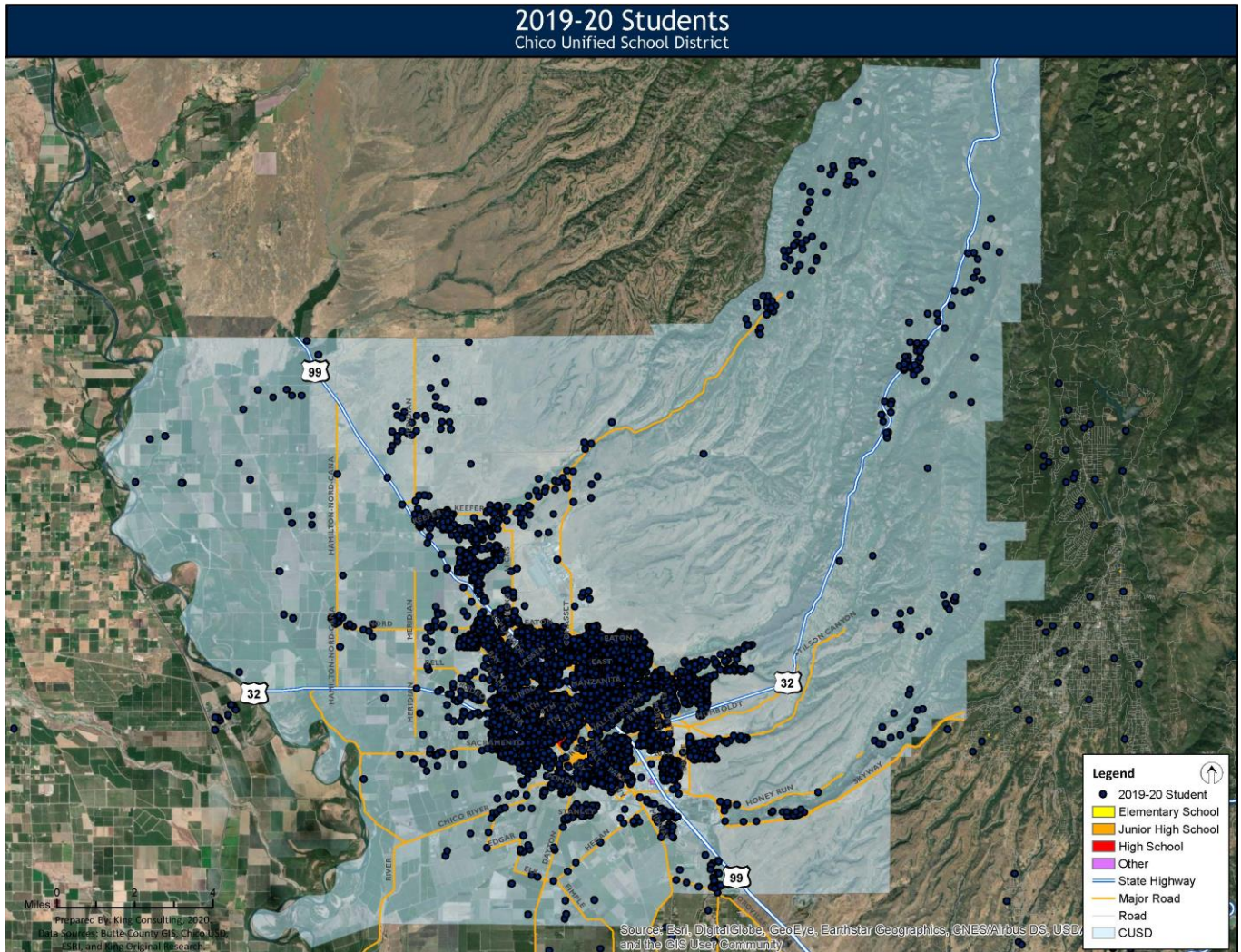
Figure 33. 2019-20 High School Boundaries



Student Data

The consultant mapped the 2019-20 student information database by a process called geocoding. The address of each individual CUSD student was matched in the CUSD GIS. This resulted in a point on the map for each student (Figure 34). This map demonstrates the distribution of 2019-20 students (or lack thereof) in the various areas of the District.

Figure 34. 2019-20 Student Resident Distribution



Student Densities

Once the 2019-20 students were mapped, they were analyzed and displayed by grade level. These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity District-wide.

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

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

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

Figure 35. 2019-20 TK-5th Grade Student Resident Totals

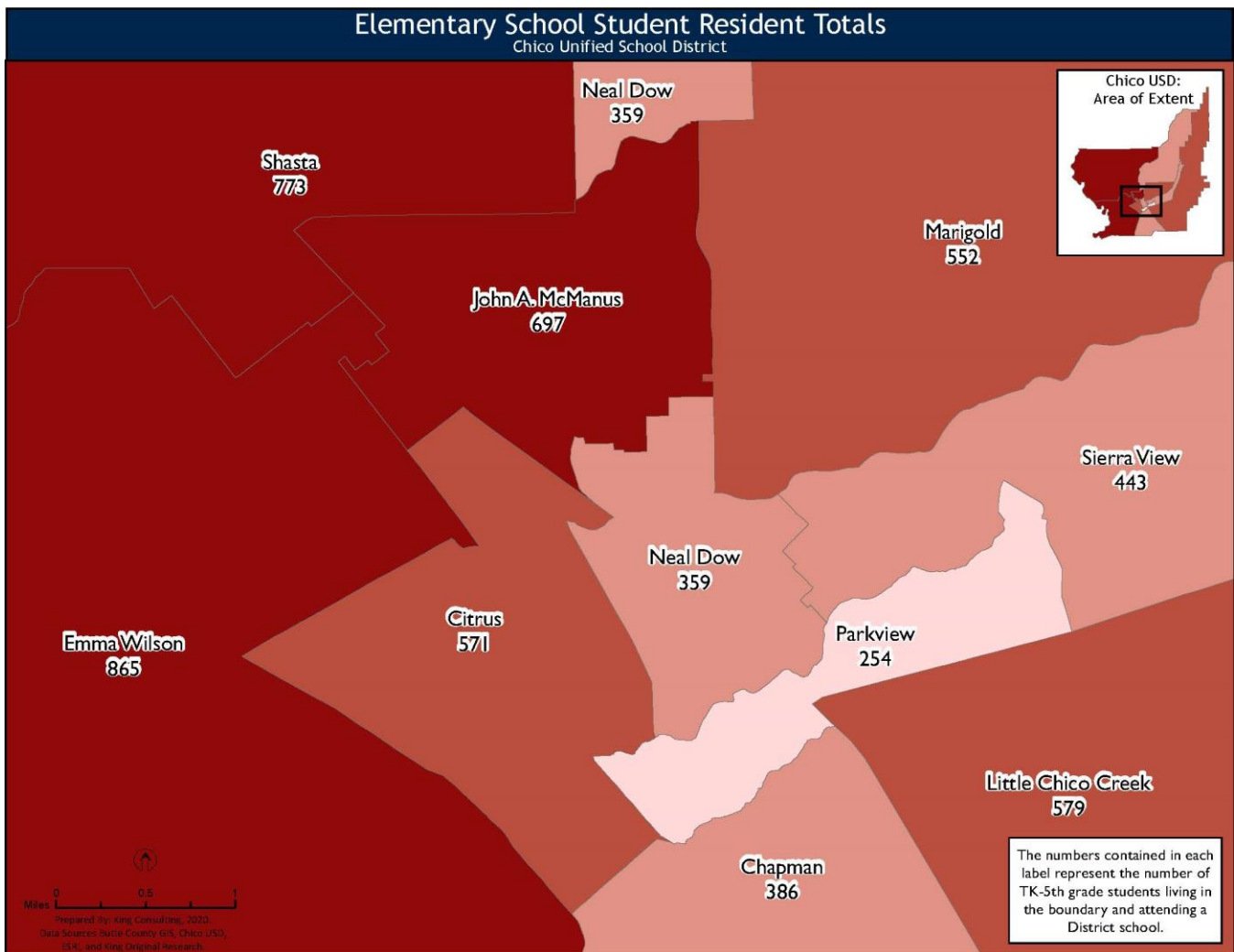


Figure 36. 2019-20 6th-8th Grade Student Resident Totals

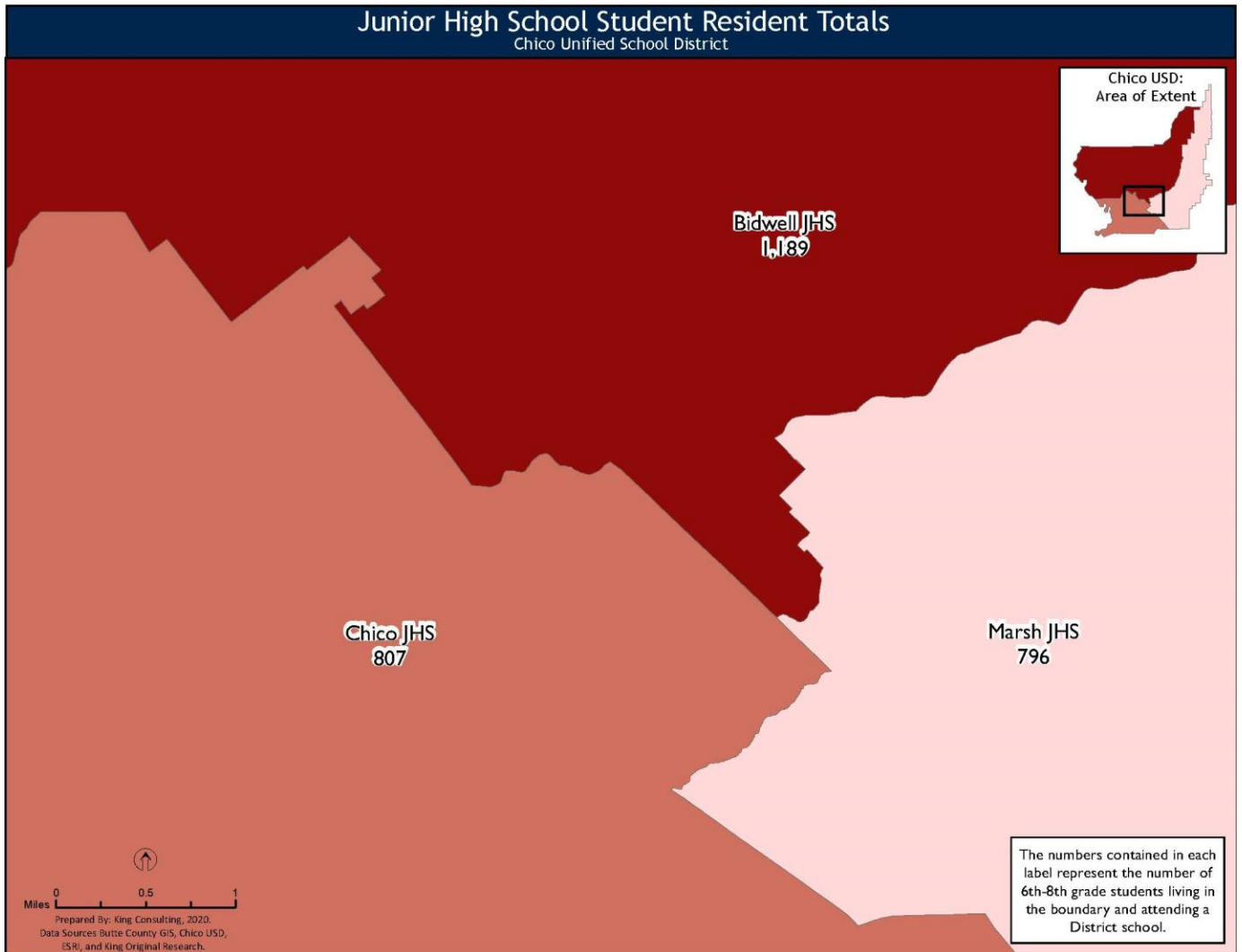
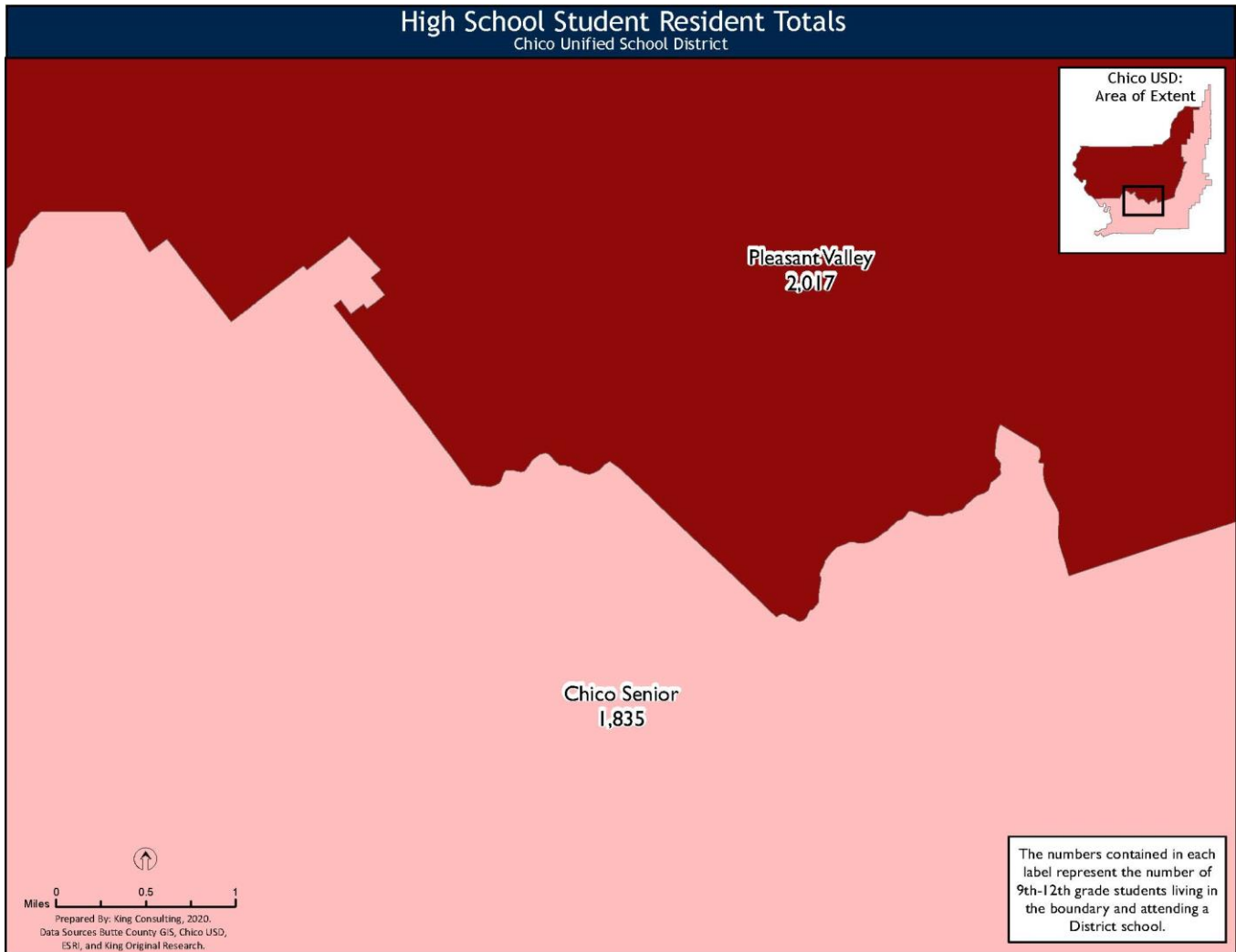


Figure 37. 2019-20 9th-12th Grade Student Resident Totals



Attendance Matrices

An important factor in analyzing the CUSD student population is determining how well each school is serving its neighborhood population. Attendance matrices have been included to provide a better understanding of where students reside versus where they attend school. The tables on the following pages compare the 2019-20 CUSD students as of October 2019 by their school of residence vs. their school of attendance⁸.

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

In-migration refers to students attending a school but not residing in its zone. Out-migration refers to students leaving their school zone to attend some other CUSD school. Alternative and District-affiliated charter schools are included in the analysis of out-migration, while inter-district transfer students are included in the analysis of in-migration. This detailed analysis demonstrates the CUSD is experiencing high rates of in-migration and out-migration.

Elementary School Matrix

Table 19 demonstrates the rates of elementary in-migration; from 10.1% at Shasta Elementary School to 54.5% at Parkview Elementary School (in other words, 54.5% of Parkview enrollment is comprised of students not residing within the Parkview boundary). It is important to note that it is expected that in-migration will be higher in schools that operate special academic programs, such as Sierra View (Academics Plus) and Parkview (STEM).

Likewise, the matrix also demonstrates the rates of TK-5th grade out-migration; from 24.2% at Shasta Elementary School to 58% at Citrus Elementary School (in other words, 58% of the elementary students residing in the Citrus Elementary School boundary attend a school other than Citrus).

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

⁸ These student totals were derived from the geocoded 2019-20 student list and therefore may not perfectly match the 2019-20 CUSD enrollment data totals.

schools with the highest rates of out-migration) each had 17.6% to 27.8% of their resident students choose to attend either Hooker Oak or Rosedale.

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

Table 19. Elementary Attendance Matrix

| | | School of Residence | | | | | | | | | | | |
|----------------------|--------------------------|---------------------|------------|-------------|--------------------|------------|------------|------------|------------|------------|-------------|-----------------|-----------------|
| | | Chapman | Citrus | Emma Wilson | Little Chico Creek | Marigold | McManus | Neal Dow | Parkview | Shasta | Sierra View | Other Districts | Total Attending |
| School of Attendance | Chapman | 216 | 15 | 12 | 23 | 9 | 21 | 5 | 10 | 10 | 1 | 7 | 329 |
| | Citrus | 9 | 240 | 22 | 5 | 6 | 13 | 2 | 1 | 3 | 1 | 5 | 307 |
| | Emma Wilson | 6 | 33 | 503 | 5 | 7 | 34 | 6 | 3 | 22 | 4 | 4 | 627 |
| | Little Chico Creek | 18 | 21 | 17 | 365 | 17 | 19 | 7 | 5 | 10 | 11 | 6 | 496 |
| | Marigold | 1 | 10 | 19 | 9 | 376 | 34 | 5 | 5 | 10 | 7 | 1 | 477 |
| | McManus | 4 | 15 | 23 | 6 | 13 | 337 | 9 | 1 | 15 | 4 | 2 | 429 |
| | Neal Dow | 12 | 13 | 29 | 16 | 8 | 41 | 208 | 6 | 8 | 8 | 5 | 354 |
| | Parkview | 20 | 29 | 41 | 20 | 16 | 22 | 13 | 173 | 10 | 32 | 4 | 380 |
| | Shasta | 5 | 5 | 20 | 4 | 6 | 13 | 13 | - | 586 | - | - | 652 |
| | Sierra View | 12 | 29 | 39 | 37 | 24 | 38 | 15 | 9 | 24 | 329 | 2 | 558 |
| | Hooker Oak | 17 | 71 | 40 | 21 | 28 | 75 | 45 | 12 | 22 | 17 | 12 | 360 |
| | Rosedale | 63 | 88 | 99 | 63 | 33 | 48 | 31 | 28 | 51 | 28 | 22 | 554 |
| | Loma Vista (K-6) | - | 2 | 1 | 1 | 9 | 2 | - | - | 2 | 1 | - | 18 |
| | Oakdale Elementary (K-6) | 3 | - | - | 4 | - | - | - | 1 | - | - | 1 | 9 |
| | Total Residing | 386 | 571 | 865 | 579 | 552 | 697 | 359 | 254 | 773 | 443 | 71 | 5,550 |

| | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Outflow to other Attendance Areas | 87 | 170 | 222 | 125 | 106 | 235 | 75 | 40 | 112 | 68 |
| Inflow from other Attendance Areas | 106 | 62 | 120 | 125 | 100 | 90 | 141 | 203 | 66 | 227 |

| | | | | | | | | | | |
|--------------------------------------|----|-----|-----|----|----|-----|----|----|----|----|
| Outflow to other CUSD schools | 83 | 161 | 140 | 89 | 70 | 125 | 76 | 41 | 75 | 46 |
| Inflow from Other Districts | 7 | 5 | 4 | 6 | 1 | 2 | 5 | 4 | - | 2 |

| | | | | | | | | | | |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| % In-Migration | 34.3% | 21.8% | 19.8% | 26.4% | 21.2% | 21.4% | 41.2% | 54.5% | 10.1% | 41.0% |
| % Out-Migration | 44.0% | 58.0% | 41.8% | 37.0% | 31.9% | 51.6% | 42.1% | 31.9% | 24.2% | 25.7% |

| | | | | | | | | | | |
|---|----|------|------|---|----|------|----|-----|-----|-----|
| Net Migration between Attendance Areas | 19 | -108 | -102 | 0 | -6 | -145 | 66 | 163 | -46 | 159 |
|---|----|------|------|---|----|------|----|-----|-----|-----|

Figure 38. Elementary School Student In-Migration

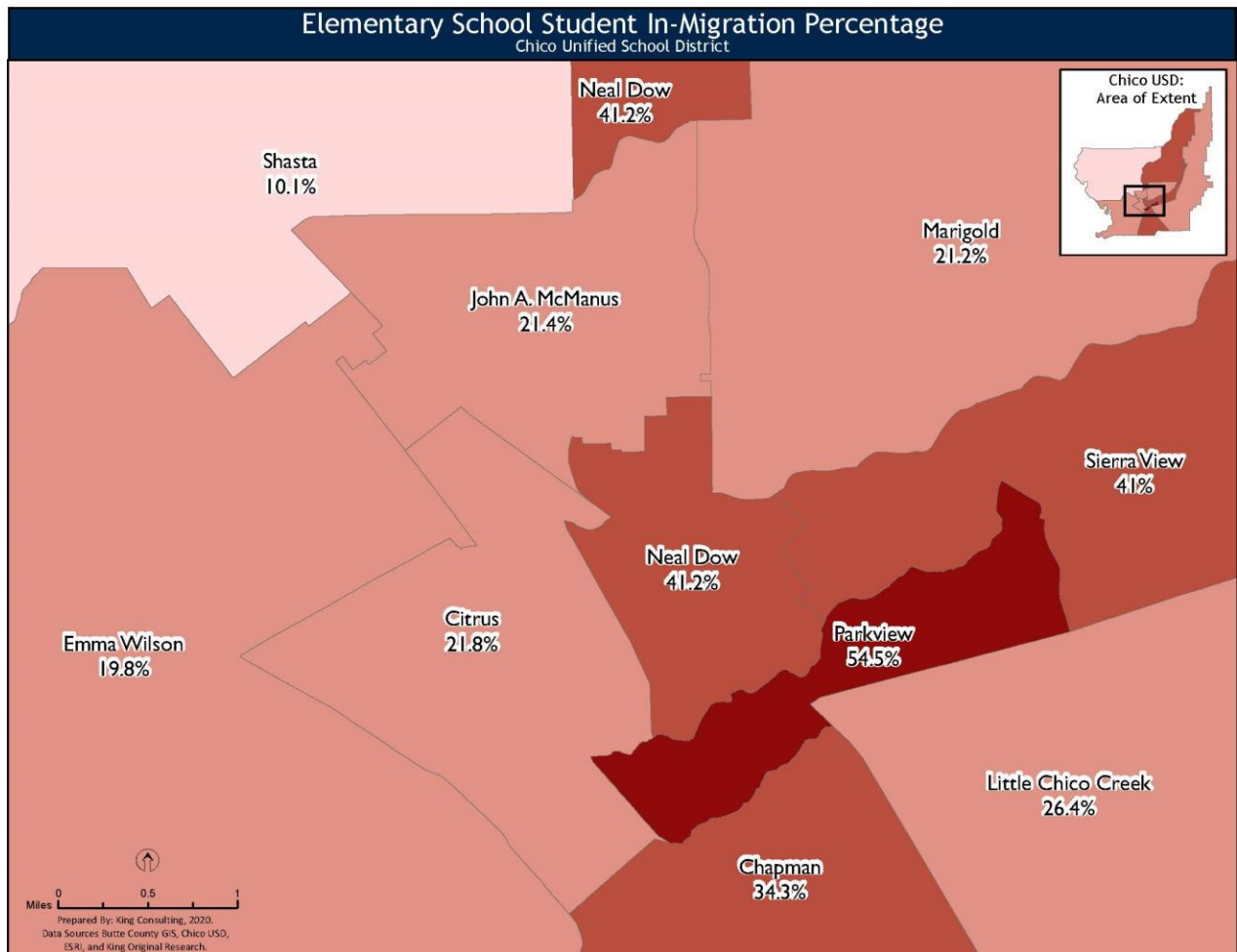


Figure 39. Elementary School Student Out-Migration

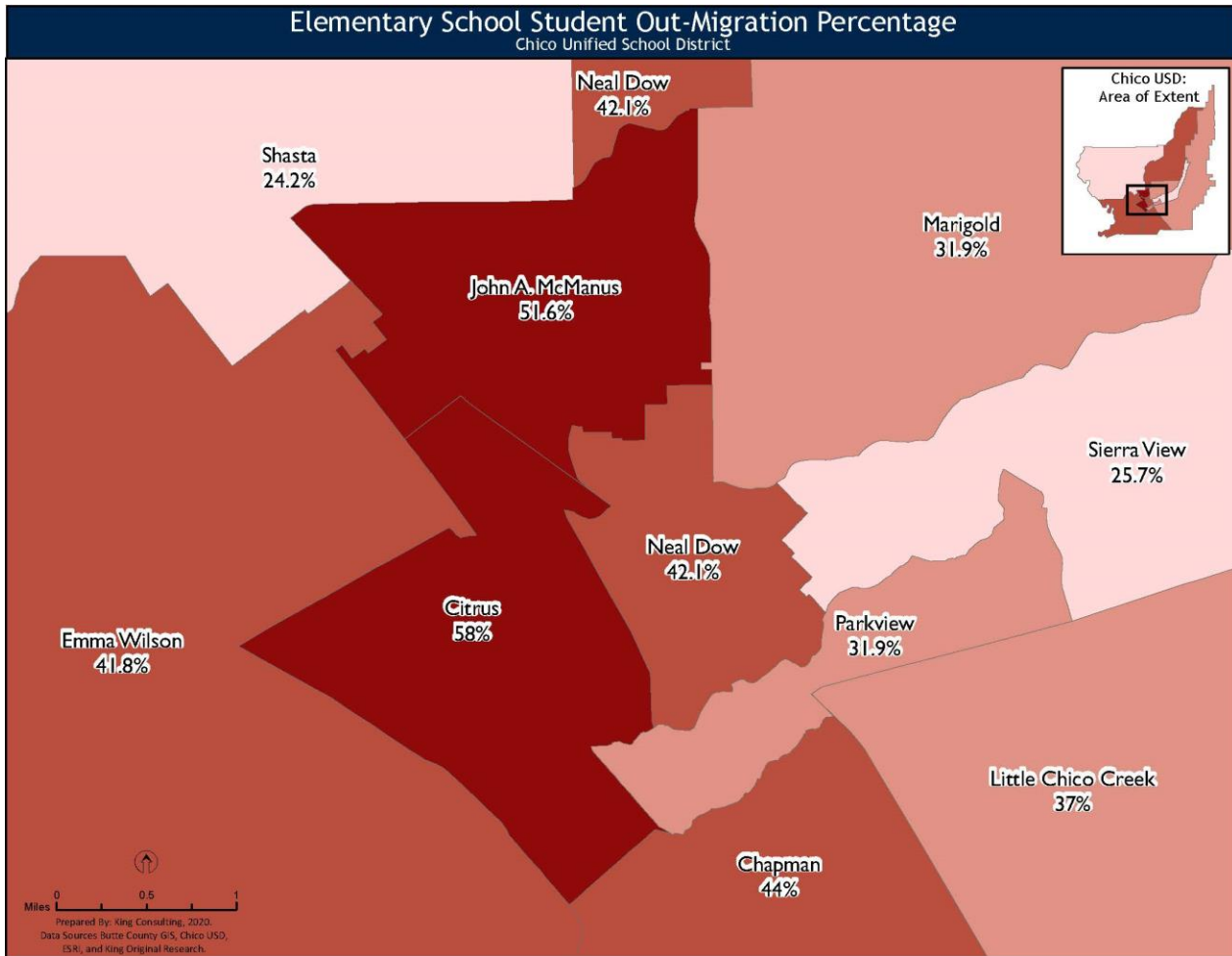
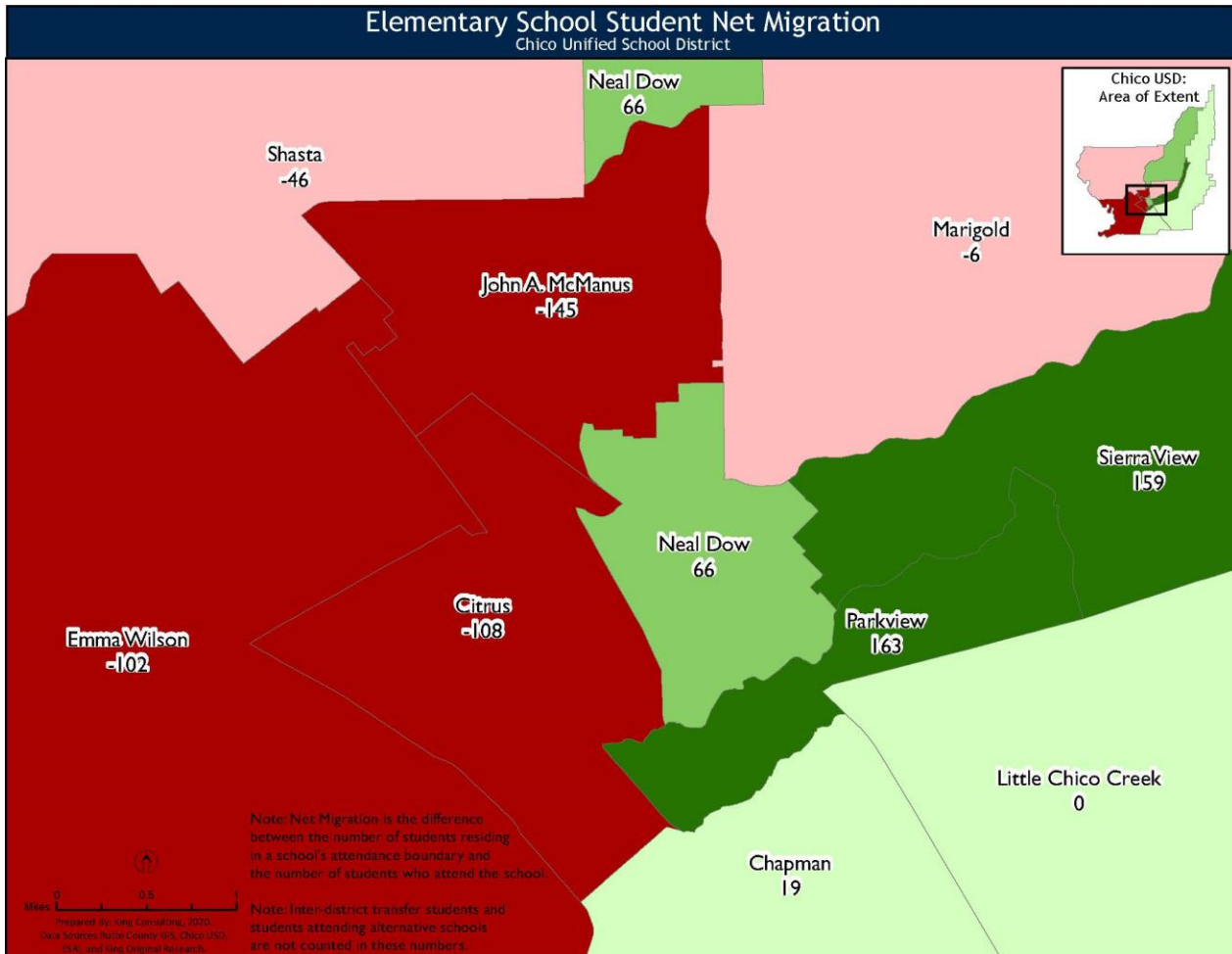


Figure 40. Elementary School Student Net Migration



Junior High School Matrix

Table 20 demonstrates the rates of 6th-8th grade in-migration; from 16% at Bidwell Junior High School to 38.2% at Chico Junior High School (in other words, 38.2% of Chico Junior High School’s enrollment consists of junior high school students not residing in the Chico Junior High School boundary).

Likewise, the matrix also demonstrates rates of 6th-8th grade out-migration; from 29% at Marsh Junior High School to 30.6% at Chico Junior High School (in other words, 30.6% of the junior high school students residing in the Chico Junior High School boundary attend a school other than Chico Junior High).

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

Table 20. Junior High School Attendance Matrix

| | | School of Residence | | | | Total Attending |
|----------------------|---------------------------------|---------------------|--------------|--------------|-----------------|-----------------|
| | | Bidwell Junior | Chico Junior | Marsh Junior | Other Districts | |
| School of Attendance | Bidwell Junior | 832 | 95 | 58 | 5 | 990 |
| | Chico Junior | 173 | 560 | 150 | 23 | 906 |
| | Marsh Junior | 171 | 135 | 565 | 10 | 881 |
| | Academy for Change (7-8) | 2 | 1 | 1 | 1 | 5 |
| | Oak Bridge Academy | 2 | 2 | 4 | 1 | 9 |
| | Oakdale (7-8) | 8 | 7 | 9 | - | 24 |
| | Center for Alternative Learning | 1 | 7 | 9 | - | 17 |
| | Total Residing | 1,189 | 807 | 796 | 40 | 2,832 |

| | | | |
|---|-----|-----|-----|
| Outflow to other Attendance Areas | 344 | 230 | 208 |
| Inflow from other Attendance Areas | 153 | 323 | 306 |

| | | | |
|--------------------------------------|----|----|----|
| Outflow to other CUSD schools | 13 | 17 | 23 |
| Inflow from Other Districts | 5 | 23 | 10 |

| | | | |
|------------------------|-------|-------|-------|
| % In-Migration | 16.0% | 38.2% | 35.9% |
| % Out-Migration | 30.0% | 30.6% | 29.0% |

| | | | |
|---|------|----|----|
| Net Migration between Attendance Areas | -191 | 93 | 98 |
|---|------|----|----|

Figure 41. Middle School Student In-Migration

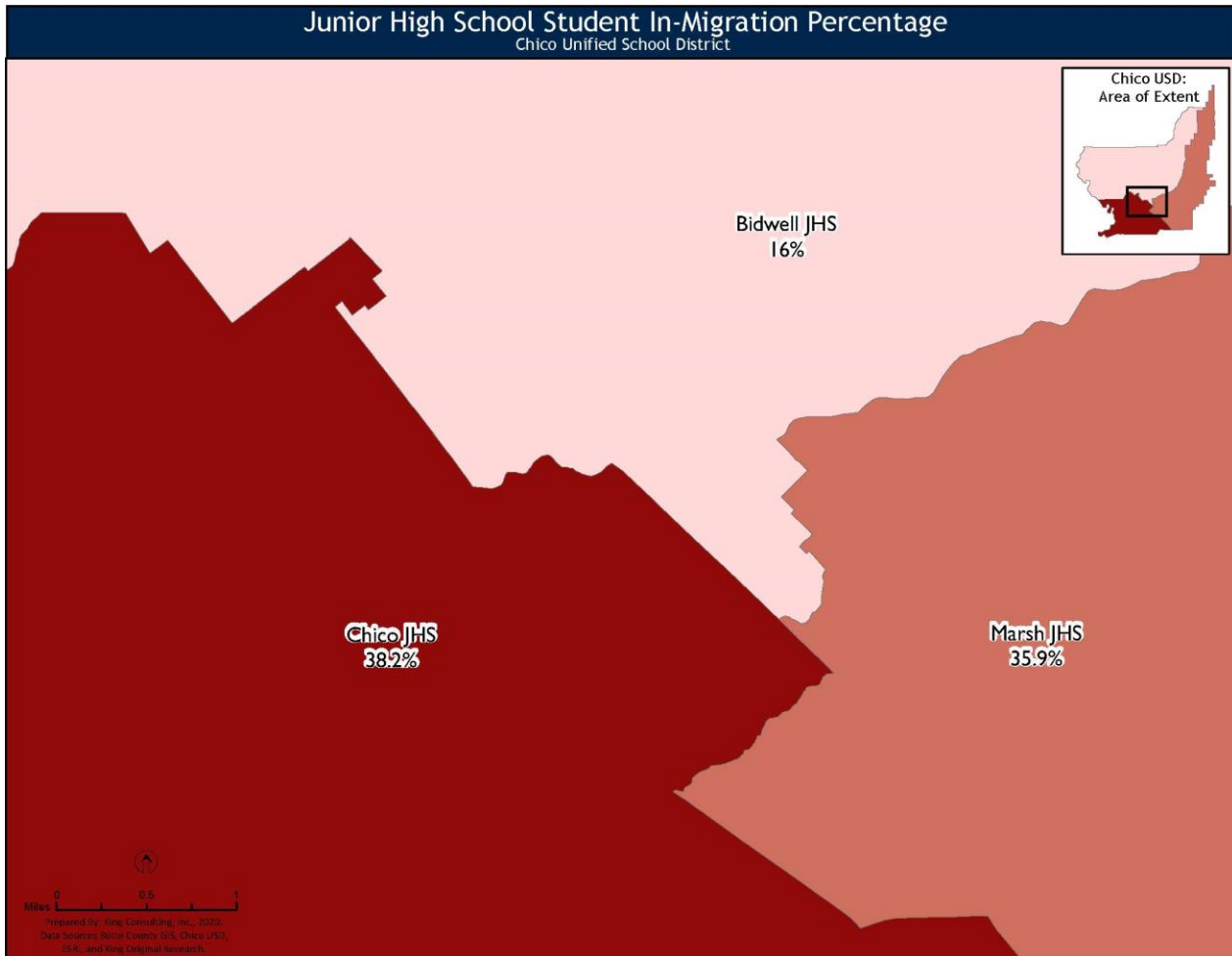


Figure 42. Middle School Student Out-Migration

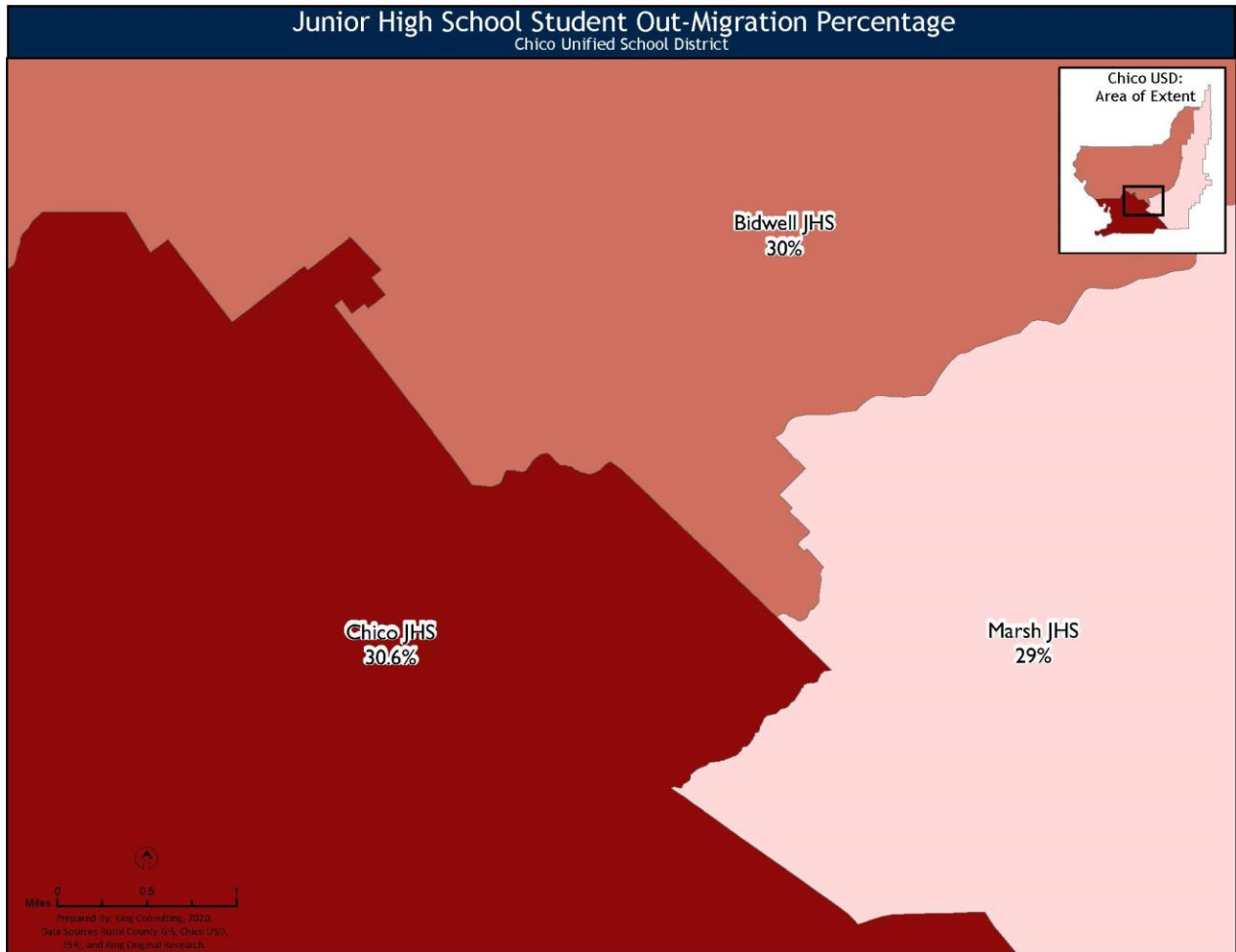
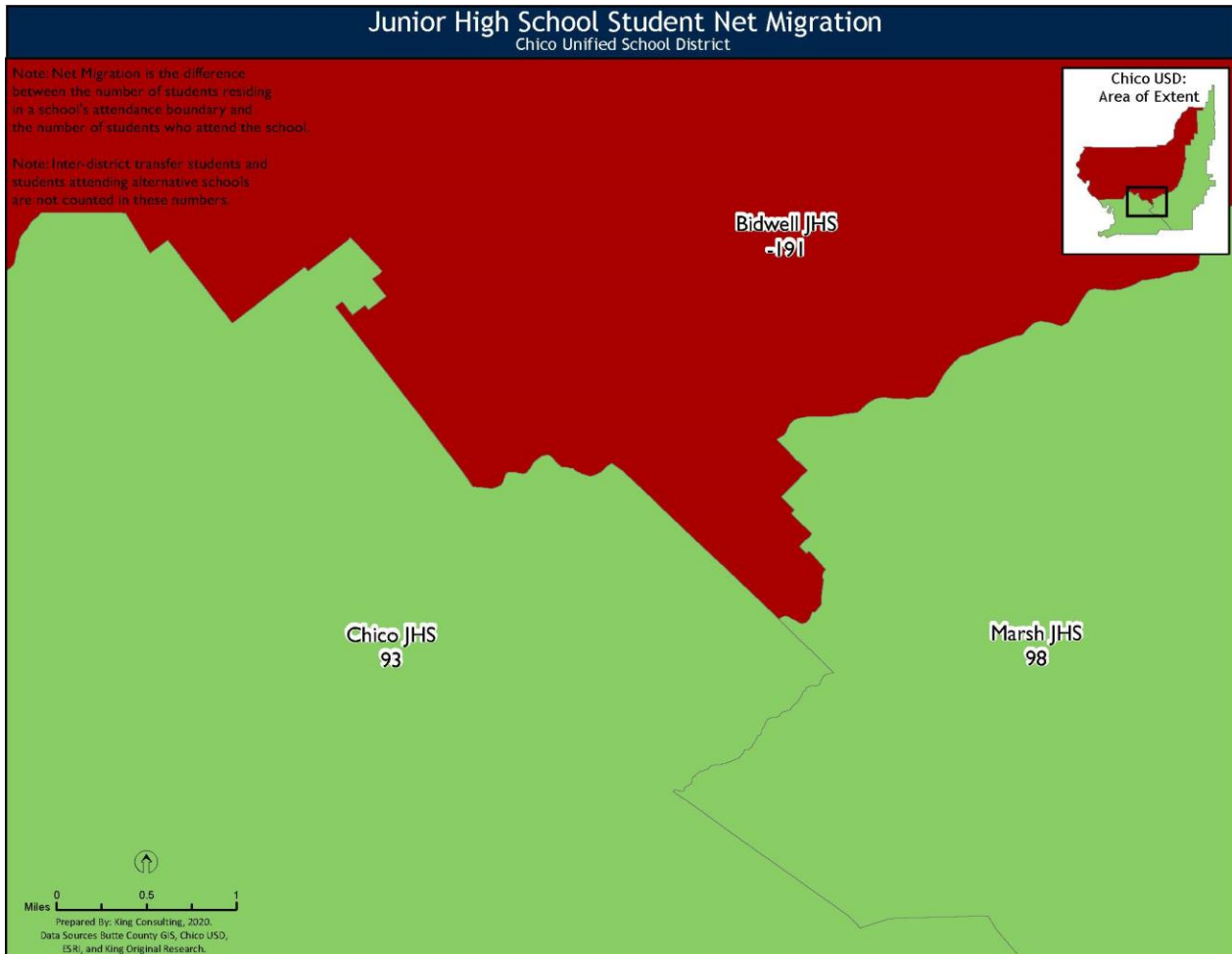


Figure 43. Middle School Student Net Migration



High School Matrix

Table 21 demonstrates the rates of 9th-12th grade in-migration, which are 28.9% at Pleasant Valley High School and 33.3% at Chico Senior High School (in other words, 33.3% of Chico Senior High School enrollment consists of high school students not residing in the Chico Senior High School boundary).

Likewise, the matrix also demonstrates rates of 9th-12th out-migration, which are 32.7% at Pleasant Valley High School and 36.7% at Chico Senior High School (in other words, 36.7% of the high school students residing in the Chico Senior High School boundary attend a school other than Chico Senior High School).

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

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

Table 21. High School Attendance Matrix

| | School of Residence | | | Total Attending |
|---------------------------------|---------------------|-----------------|-----------------|-----------------|
| | Chico Senior | Pleasant Valley | Other Districts | |
| Chico Senior | 1,162 | 531 | 49 | 1,742 |
| Pleasant Valley | 510 | 1,357 | 42 | 1,909 |
| Academy for Change | 2 | 1 | - | 3 |
| Fair View High | 82 | 73 | 6 | 161 |
| Oak Bridge Academy | 11 | 7 | - | 18 |
| Oakdale Secondary | 50 | 37 | 8 | 95 |
| Center for Alternative Learning | 12 | 4 | - | 16 |
| Loma Vista | 6 | 7 | | 13 |
| Total Residing | 1,835 | 2,017 | 105 | 3,957 |

| | | |
|---|-----|-----|
| Outflow to other Attendance Areas | 510 | 531 |
| Inflow from other Attendance Areas | 531 | 510 |

| | | |
|--------------------------------------|-----|-----|
| Outflow to other CUSD schools | 163 | 129 |
| Inflow from Other Districts | 49 | 42 |

| | | |
|------------------------|-------|-------|
| % In-Migration | 33.3% | 28.9% |
| % Out-Migration | 36.7% | 32.7% |

| | | |
|---|----|-----|
| Net Migration between Attendance Areas | 21 | -21 |
|---|----|-----|

Figure 44. High School Student In-Migration

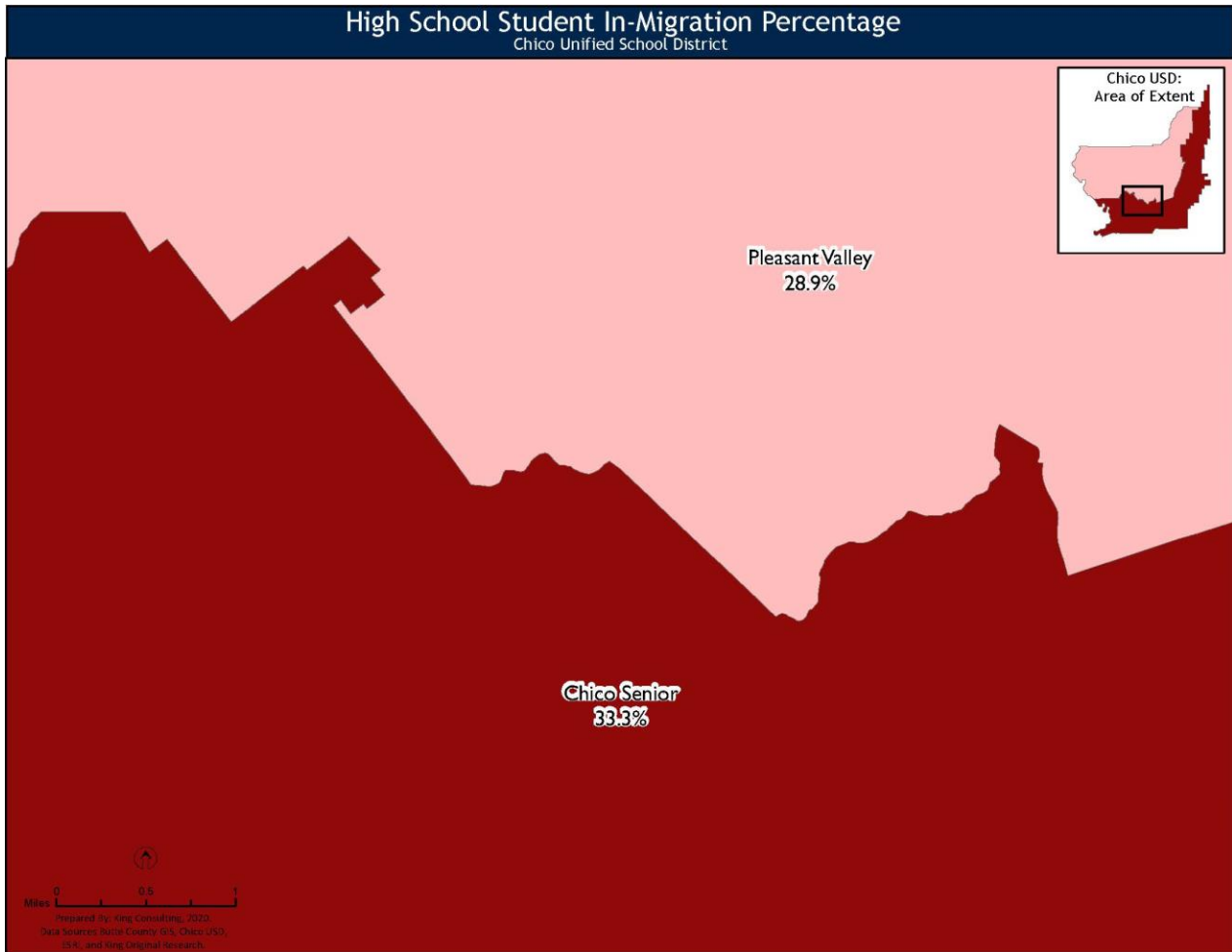


Figure 45. High School Students Out-Migration

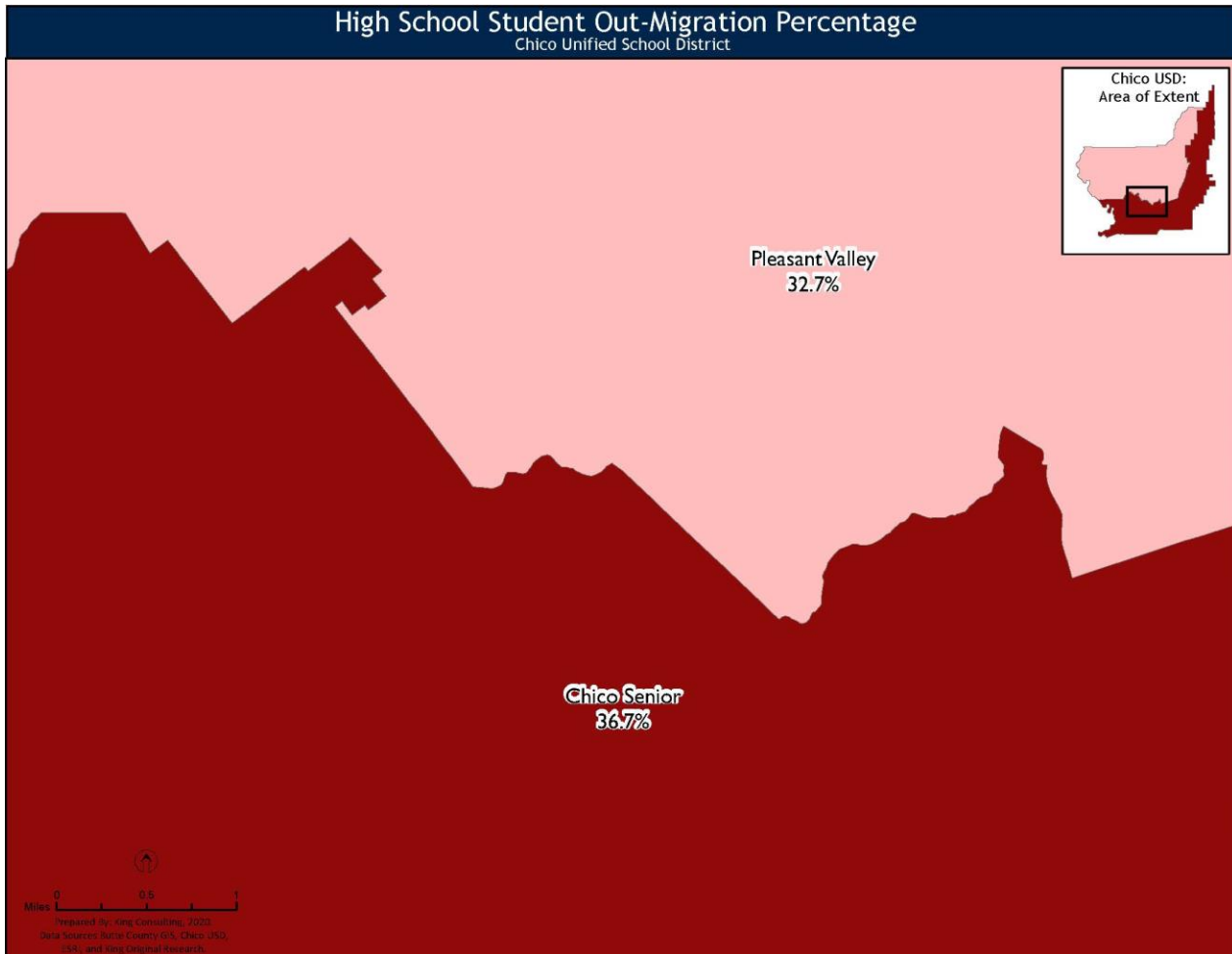
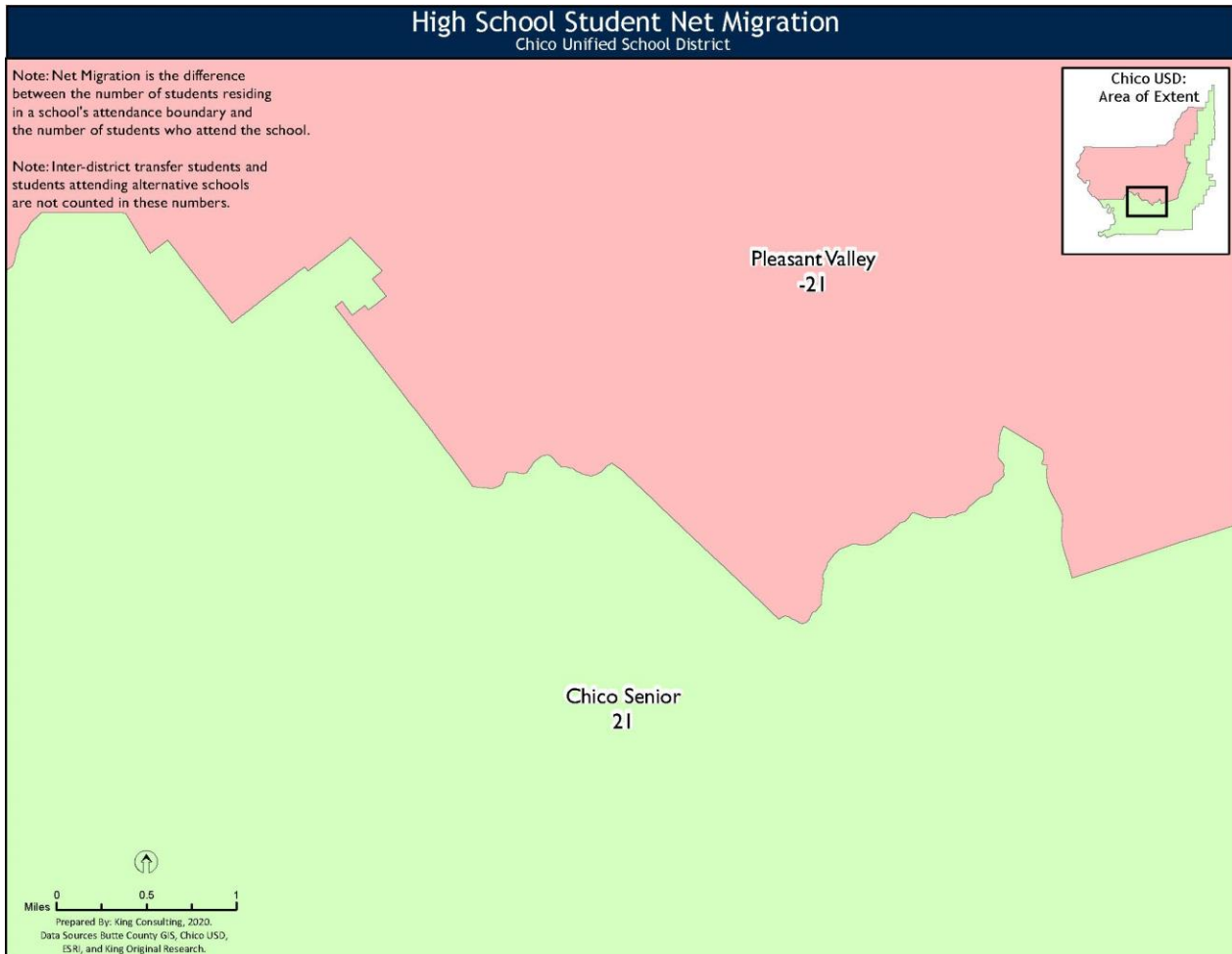


Figure 46. High School Student Net Migration



Migration Trends

Since King Consulting has prepared these matrices for the CUSD for several years, the consultant can conduct an analysis of student migration trends over time. Table 22 depicts a comparison of in and out migration in 2014-15 and 2019-20.

Across all schools and grade levels, Chico USD is experiencing more decreases than increases in student migration compared to five years ago. Particularly, in-migration to Shasta declined the most in terms of percent reduction in the in-migration rate (likely almost entirely due to high demand from residents and lack of space for transfers) while out-migration declined the most at Parkview.

Table 22. Comparison of 2014-15 and 2019-20 Student Migration

| School | In-Migration | | | Out-Migration | | |
|--------------------|--------------|---------|--------|---------------|---------|--------|
| | 2014-15 | 2019-20 | Diff | 2014-15 | 2019-20 | Diff |
| Chapman | 30.1% | 34.3% | 14.0% | 49.4% | 44.0% | -10.9% |
| Citrus | 25.5% | 21.8% | -14.5% | 59.0% | 58.0% | -1.7% |
| Emma Wilson | 28.2% | 19.8% | -29.8% | 46.9% | 41.8% | -10.9% |
| Little Chico Creek | 17.2% | 26.4% | 53.5% | 33.5% | 37.0% | 10.4% |
| Marigold | 30.5% | 21.2% | -30.5% | 30.0% | 31.9% | 6.3% |
| McManus | 24.4% | 21.4% | -12.3% | 56.2% | 51.6% | -8.2% |
| Neal Dow | 57.4% | 41.2% | -28.2% | 50.7% | 42.1% | -17.0% |
| Parkview | 56.5% | 54.5% | -3.5% | 48.8% | 31.9% | -34.6% |
| Shasta | 16.4% | 10.1% | -38.4% | 21.6% | 24.2% | 12.0% |
| Sierra View | 44.1% | 41.0% | -7.0% | 24.3% | 25.7% | 5.8% |
| Bidwell | 17.9% | 16.0% | -10.6% | 35.1% | 30.0% | -14.5% |
| Chico JH | 40.3% | 38.2% | -5.2% | 31.7% | 30.6% | -3.5% |
| Marsh | 39.9% | 35.9% | -10.0% | 32.7% | 29.0% | -11.3% |
| Chico Senior | 29.6% | 33.3% | 12.5% | 42.1% | 36.7% | -12.8% |
| Pleasant Valley | 29.1% | 28.9% | -0.7% | 37.9% | 32.7% | -13.7% |

Non-Resident Student Trends

Non-Resident Students Enrolled in CUSD

Non-resident students enrolled in CUSD were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. For these numbers, all students residing outside of the Chico USD boundary based on the location of their provided residence address (as of October 2019) are considered. The number of non-resident students in CUSD schools and programs increased steadily from 2009 to 2013, after which time it remained generally stable for a few years through 2016-17 (Figure 47). Since 2016-17, however, enrollment of non-resident students has declined each year. 2019-20 enrollment of non-resident students is the lowest total since 2012-13.

In October of 2019 there were 216 non-resident students enrolled in CUSD representing 1.7% of the District’s TK-12th grade enrollments. Almost half (48.6%) of these students are in high school. Figure 48 depicts the current year non-resident students by their city of residence, as provided by the District’s student list. Some rural addresses outside of the Chico city limits still use Chico as the city of address, hence the presence of Chico on the list.

Figure 47. Historical Non-Resident Students Enrolled in CUSD

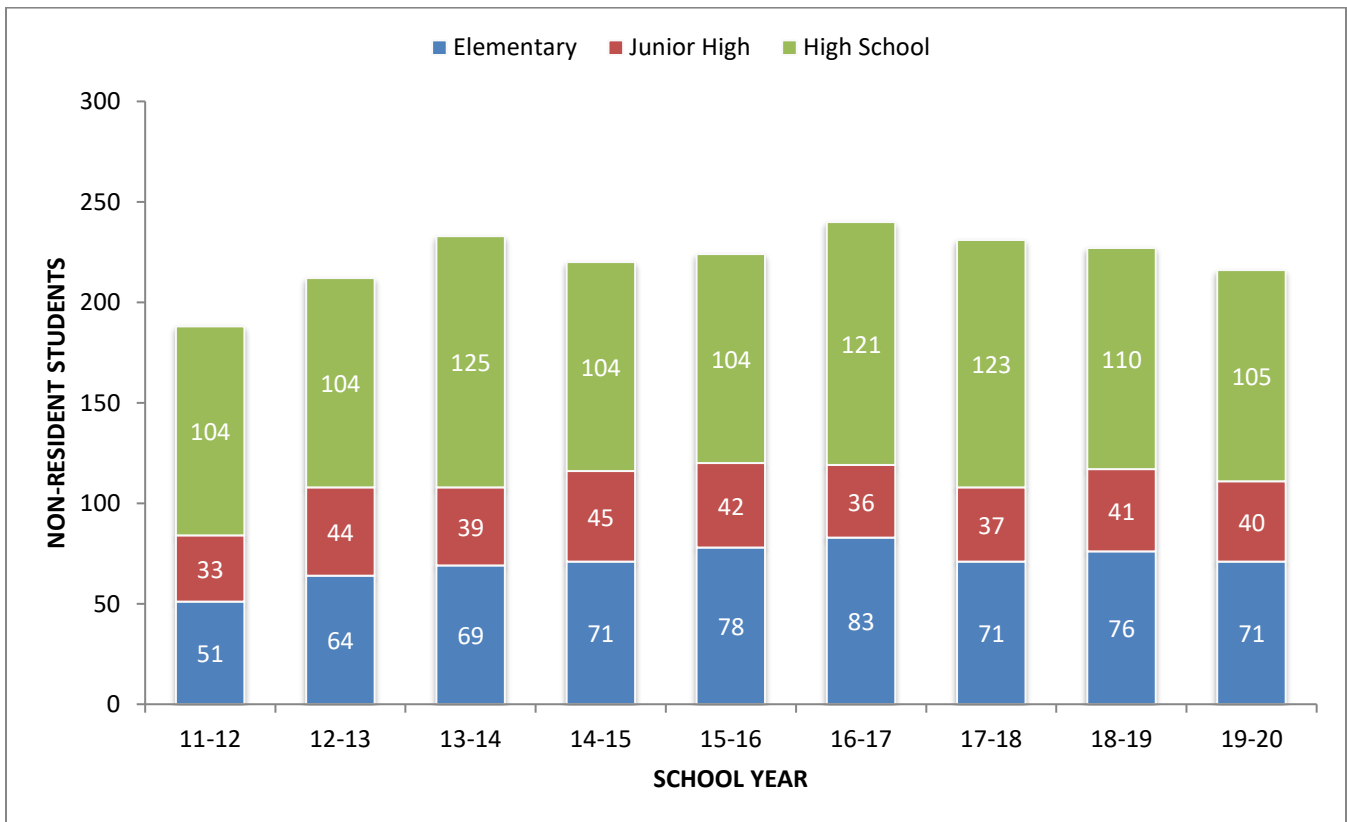
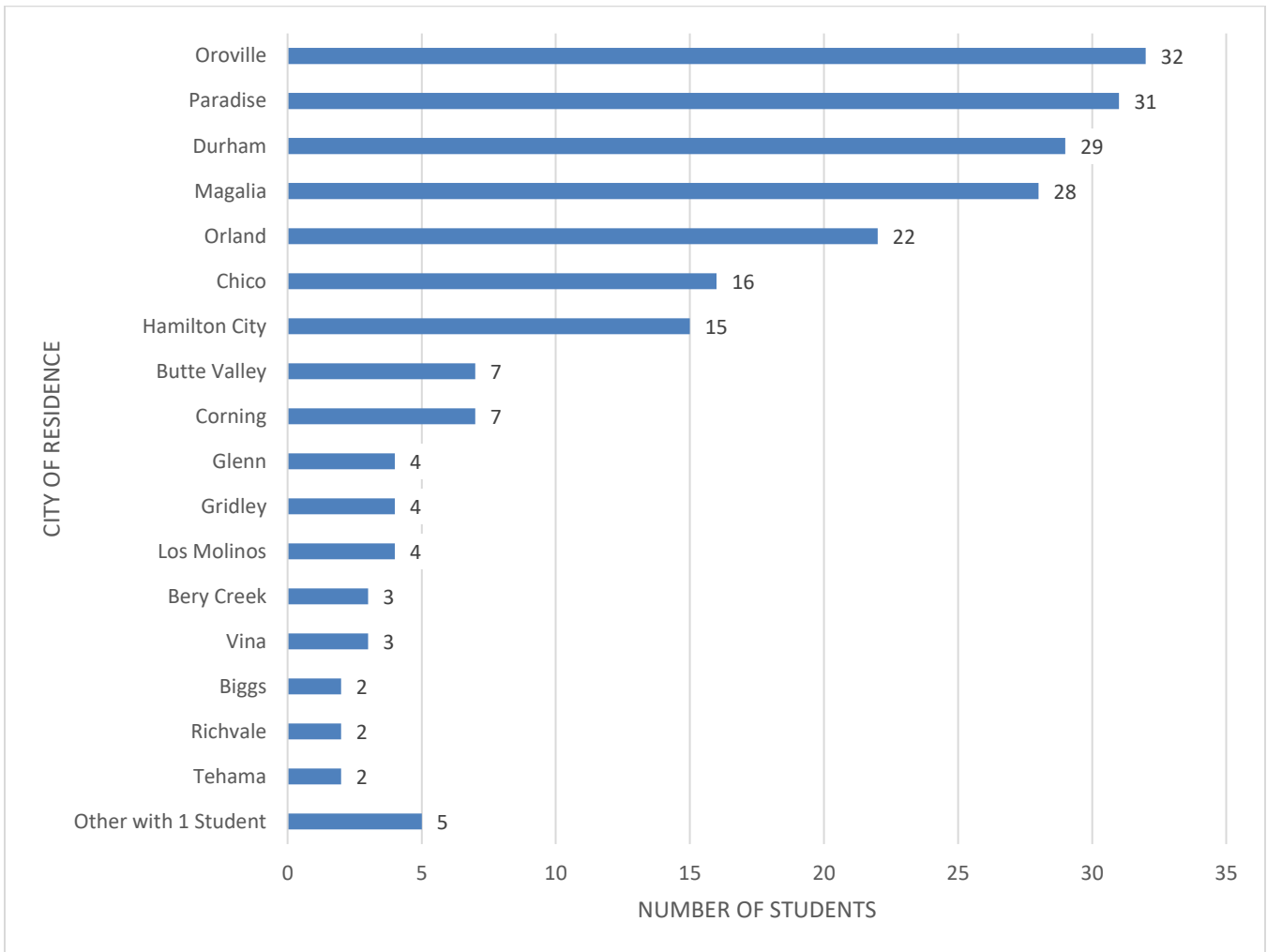


Figure 48. 2019-20 Non-Resident Students Enrolled in CUSD by City of Residence



SECTION H: ENROLLMENT PROJECTIONS

To effectively plan for facilities, boundary changes, or policy changes for student enrollments, school district administrators need a 10-year enrollment projection. The consultant utilized the industry standard cohort “survival” methodology to prepare the 10-year enrollment projection for the Chico Unified School District. While based on historical enrollments, the consultant adjusts the calculation for:

- Historical and Projected Birth Data (used to project future kindergarten students)
- Student Migration Rates (used to project growth or decline in grades 1st-12th)
- Residential Development (used to add new students generated by new housing)

Historical and Projected Birth Data

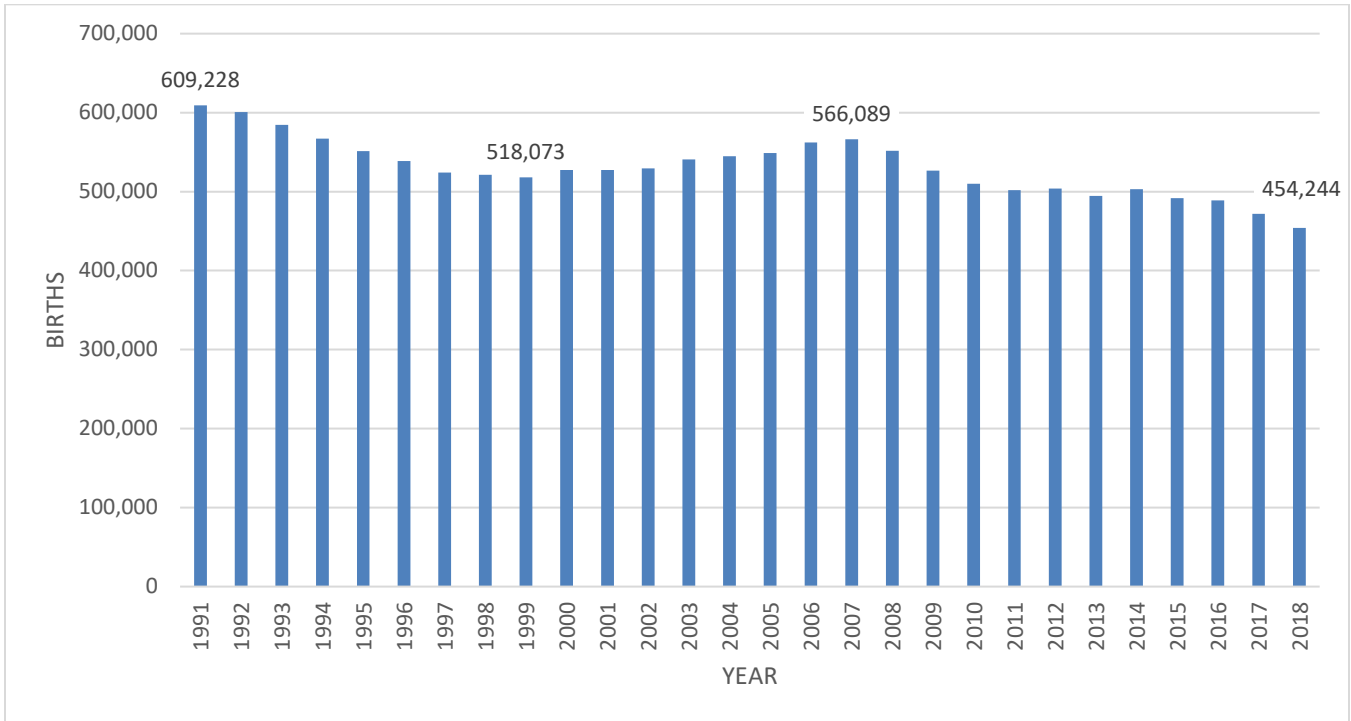
Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the Chico Unified School District by the California Department of Health Services using ZIP Codes⁹ and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly (Figure 49). In 2018, Californians gave birth to 454,244 children, setting a record low since 1990 for the fourth straight year. The declines in births recorded in the State in 2017 and 2018 are the third and second largest, respectively, since 1995. Women in California continue to put off having children until later in life. Recent birth rates in California fell for mothers under 30 but rose for mothers 30 and older.

In Butte County, births 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 have remained generally stable since 2009 (Figure 50). After a slight decline in 2017, 2018 births again increased to within 20 births of the 2009 total.

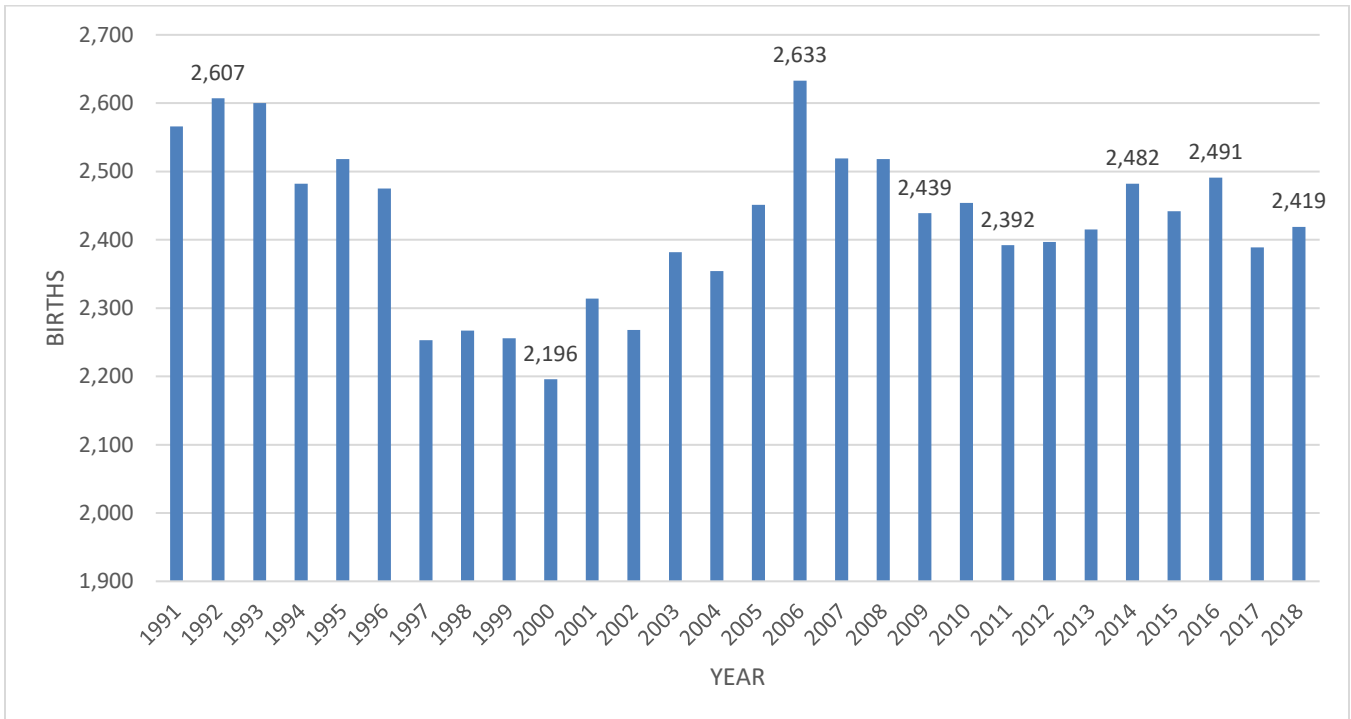
⁹ The consultant utilized ZIP Codes 95926, 95928, and 95973.

Figure 49. California Births: 1991-2018



Source: California Department of Finance, Demographic Research Unit.

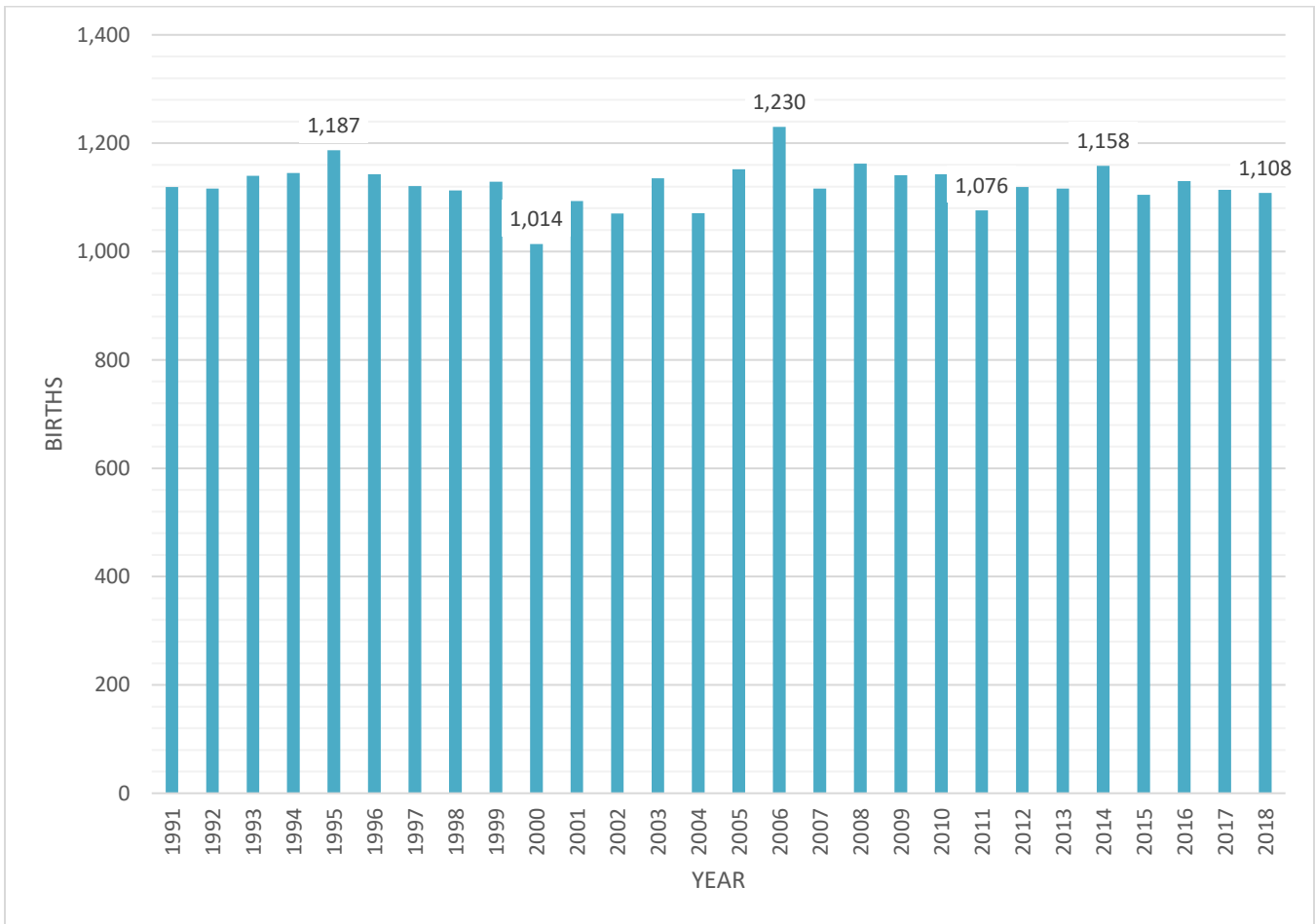
Figure 50. Butte County Births: 1991-2018



Source: California Department of Finance, Demographic Research Unit.

Births in the Chico Unified School District have been even more stable than in Butte County. Births increased from 1,014 in 2000 to 1,230 in 2006, and then declined by 12.5% to 1,076 in 2011. From 2011 to 2018, however, births increased 3% to 1,108 and are projected to continue to gradually increase. Given State-wide birth trends, this is a rare demographic situation, and provides more stability for CUSD enrollment than many other California school districts. It is important to note that births are increasing the most in ZIP code 95973, serving the northern area of the City. Figure 51 demonstrates the total number of live births between 1991 and 2018 in the Chico Unified School District.

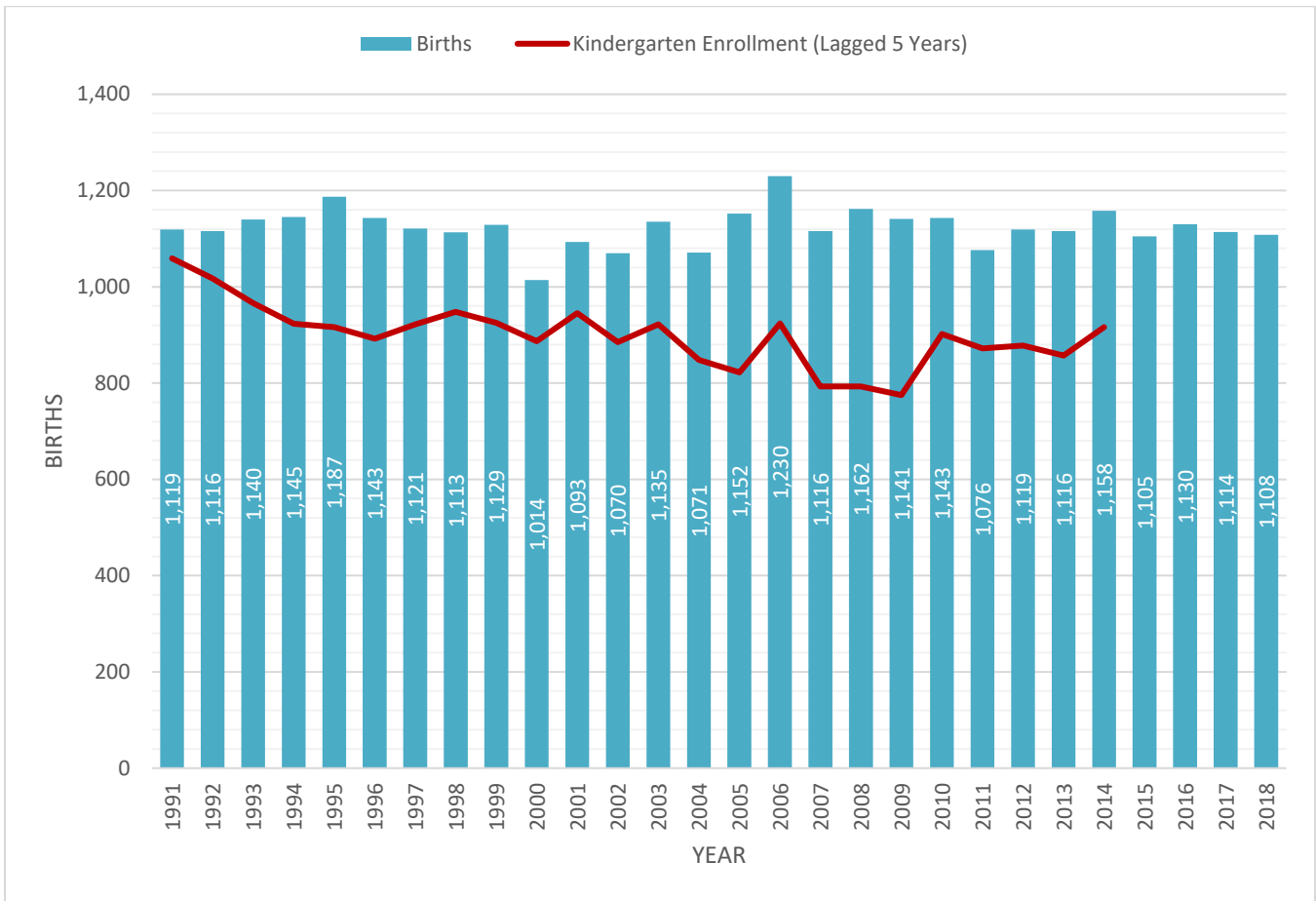
Figure 51. CUSD Births: 1991-2018



Source: California Department of Public Health

The number of children born to parents who live in CUSD is significantly correlated with the size of the kindergarten class five years later. Therefore, we use recent birth data as the most important factor when projecting future kindergarten students for CUSD to house. Figure 52 demonstrates this relationship.

Figure 52. Births Compared to Kindergarten Enrollments (Lagged 5 Years)

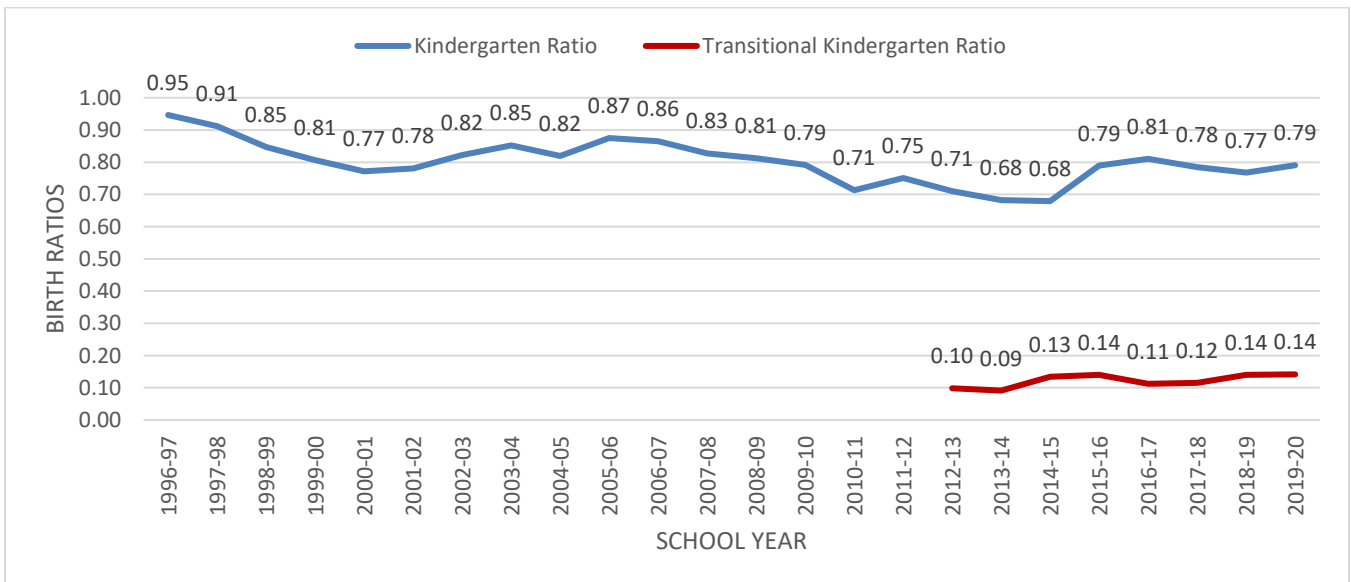


There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 23 and Figure 53 demonstrate the CUSD birth-to-kindergarten and birth-to-transitional kindergarten ratios. The ratio provides the percentage of births that result in kindergarten or transitional kindergarten enrollments in the District five years later. It is a net rate, because children move both into and out of the District. The ratio of CUSD births to CUSD kindergarten enrollments has fluctuated since 1996, with periods of decreasing ratios (1996-2000; 2005-2014) and periods of increasing ratios (2000-2005; 2014-2019). Currently, the birth-to-kindergarten ratio is 0.79, meaning that for every 100 births in 2014, approximately 79 children enrolled in CUSD kindergarten classes five years later (in 2019). This ratio is slightly higher than the ones recorded in 2017 and 2018. The transitional kindergarten ratio is currently 0.14, tied for the highest ratio on record for CUSD. The birth-to-kindergarten ratios are analyzed, and statistical calculations are applied to estimate future birth-to-kindergarten ratios.

Table 23. Birth-to-Kindergarten/Transitional Kindergarten Enrollment Ratio

| Birth Year | Births | Increase | Kindergarten Year | Kindergarten Enrollment | Ratio of Births to Kindergarten Enrollment | Transitional Kindergarten Enrollment | Ratio of Births to TK Enrollment |
|------------|--------|----------|-------------------|-------------------------|--|--------------------------------------|----------------------------------|
| 1996 | 1,143 | -3.7% | 2001-02 | 892 | 0.78 | | |
| 1997 | 1,121 | -1.9% | 2002-03 | 922 | 0.82 | | |
| 1998 | 1,113 | -0.7% | 2003-04 | 948 | 0.85 | | |
| 1999 | 1,129 | 1.4% | 2004-05 | 925 | 0.82 | | |
| 2000 | 1,014 | -10.2% | 2005-06 | 887 | 0.87 | | |
| 2001 | 1,093 | 7.8% | 2006-07 | 945 | 0.86 | | |
| 2002 | 1,070 | -2.1% | 2007-08 | 885 | 0.83 | | |
| 2003 | 1,135 | 6.1% | 2008-09 | 922 | 0.81 | | |
| 2004 | 1,071 | -5.6% | 2009-10 | 848 | 0.79 | | |
| 2005 | 1,152 | 7.6% | 2010-11 | 822 | 0.71 | | |
| 2006 | 1,230 | 6.8% | 2011-12 | 924 | 0.75 | | |
| 2007 | 1,116 | -9.3% | 2012-13 | 793 | 0.71 | 110 | 0.10 |
| 2008 | 1,162 | 4.1% | 2013-14 | 793 | 0.68 | 106 | 0.09 |
| 2009 | 1,141 | -1.8% | 2014-15 | 775 | 0.68 | 153 | 0.13 |
| 2010 | 1,143 | 0.2% | 2015-16 | 902 | 0.79 | 160 | 0.14 |
| 2011 | 1,076 | -5.9% | 2016-17 | 872 | 0.81 | 121 | 0.11 |
| 2012 | 1,119 | 4.0% | 2017-18 | 878 | 0.78 | 129 | 0.12 |
| 2013 | 1,116 | -0.3% | 2018-19 | 857 | 0.77 | 156 | 0.14 |
| 2014 | 1,158 | 3.8% | 2019-20 | 916 | 0.79 | 164 | 0.14 |
| 2015 | 1,105 | -4.6% | | | | | |
| 2016 | 1,130 | 2.3% | | | | | |
| 2017 | 1,114 | -1.4% | | | | | |
| 2018 | 1,108 | -0.5% | | | | | |

Figure 53. Kindergarten/Transitional Kindergarten Enrollment to Birth Ratio



The projected birth-to-kindergarten ratios are multiplied by the number of births each year to project kindergarten enrollments. We anticipate the birth to kindergarten ratio will remain stable as residential development continues creating a higher ratio compared to the immediate post-Recession years. The transitional kindergarten ratio is also expected to remain stable now that the program is fully implemented. In order to project kindergarten classes beyond 2023-24, county birth projections from the California Department of Finance (DOF) are utilized.

Student Migration Rates

The methods of projecting student enrollment in grades 1st-12th involve the use of student migration rates. A migration rate is simply how a given cohort changes in size as it progresses to the next grade level.

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year¹⁰.
 - Positive migration could be indicative of numerous influences, including the in-migration of families with small children to the District, private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.
- Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 75 2nd grade students the following year. In this case, 25 students who were present the prior year are not enrolled in the current year.
 - These losses could be indicative of numerous influences including the closure of schools, District policy changes toward inter-district transfer students, losses to private and charter schools or other Districts, out-migration of families due to economic decline, etc.

¹⁰ These are net measurements.

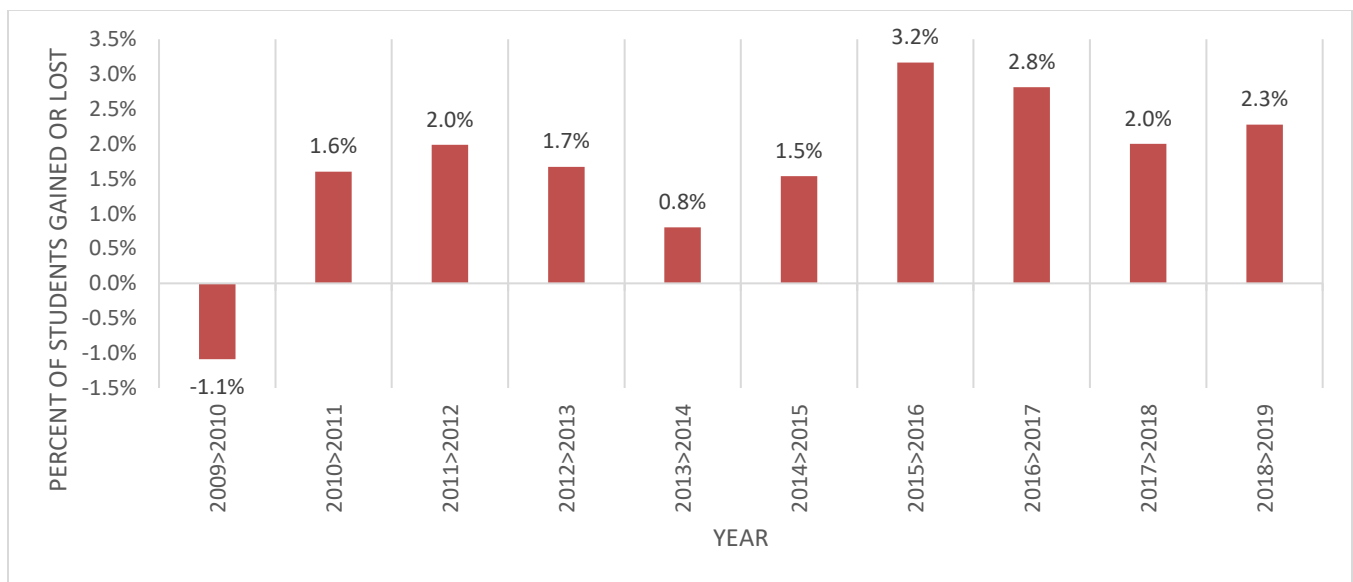
As an example, in 2018-19 the District’s class of 2nd graders was 893. A year later, this cohort became a 3rd grade class of 907. Using this example, the rate of migration is calculated in the following way:

$$(907-893)/907 = +1.6\%$$

The 1.6% increase is a measure of the likelihood that a second grade class will become larger or smaller as it passes into third grade the following year. Migration rates are calculated for all grade levels over several years, and then weighted and analyzed by the current grade level configuration. Exceptionally high or low migration numbers for any given year that are not in line with more established trends are given lower weight, while in general more recent trends are given higher weight.

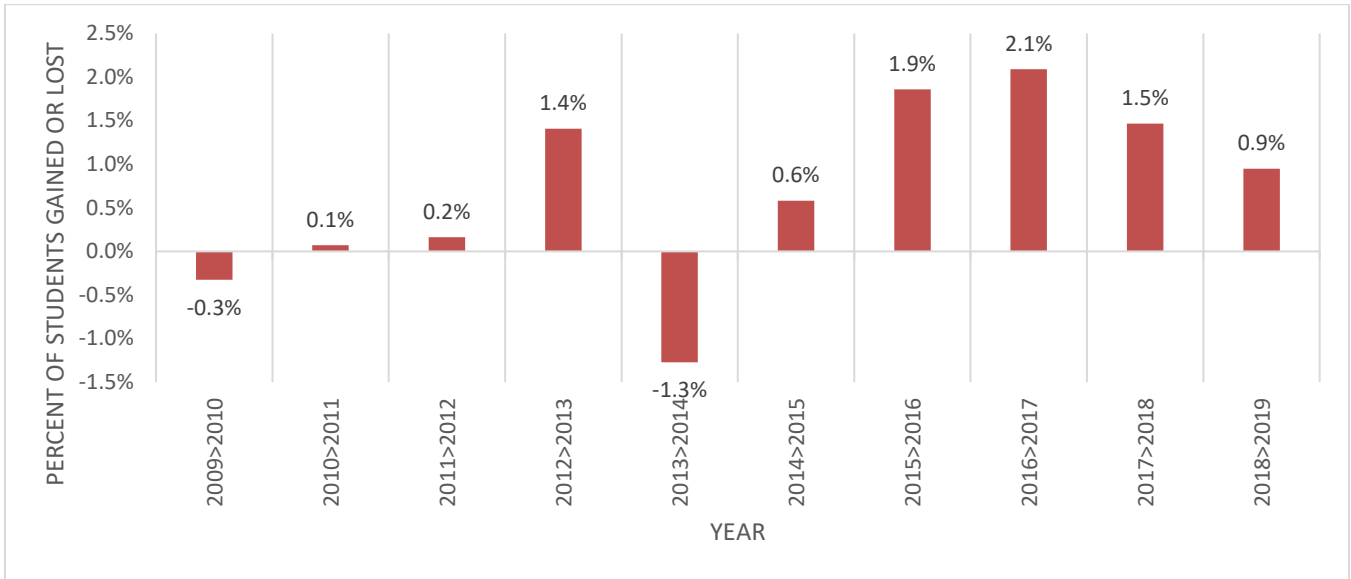
Since 2011, CUSD experienced entirely positive migration of the K-11th grade population of one year into 1st through 12th grade population the next year, these being the students the District would expect to come back from the previous school year (Figure 54). From 2018 to 2019, migration was a net gain 2.3%, the third-highest value recorded in the study period.

Figure 54. Migration Grades K-11 > Grades 1-12



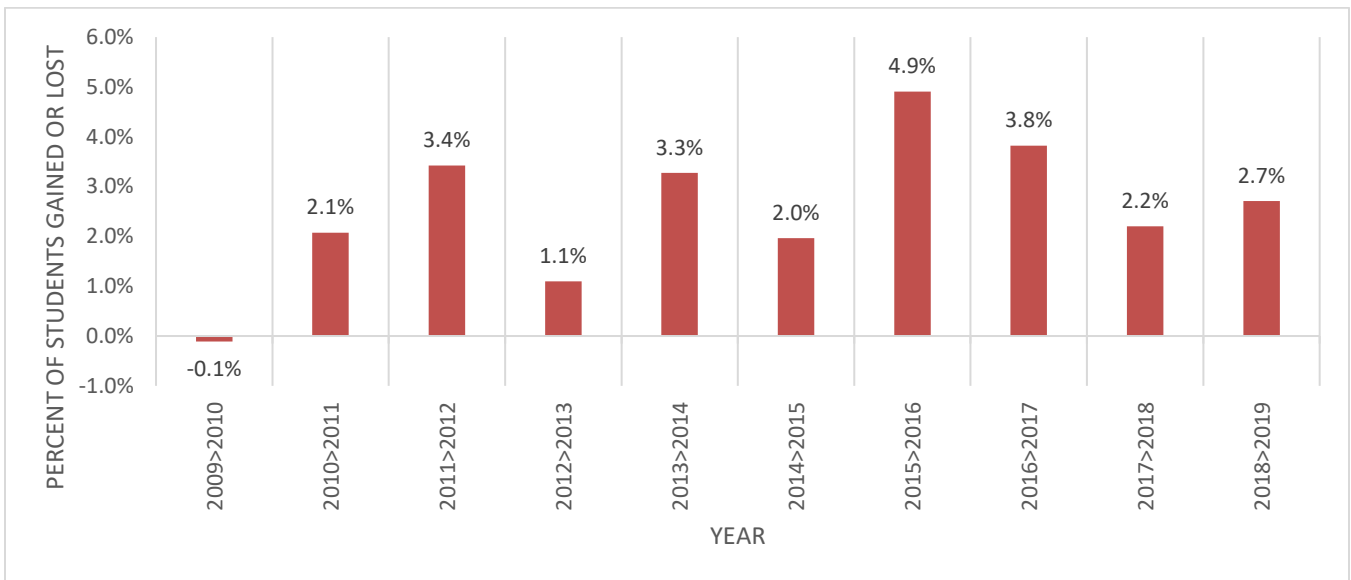
A closer examination of CUSD migration by grade level grouping provides additional insight. Overall, CUSD has generally experienced slightly negative or slightly positive migration at the K-5th grade levels since 2010 (Figure 55).

Figure 55. Migration Grades K-4th > Grades 1st-5th



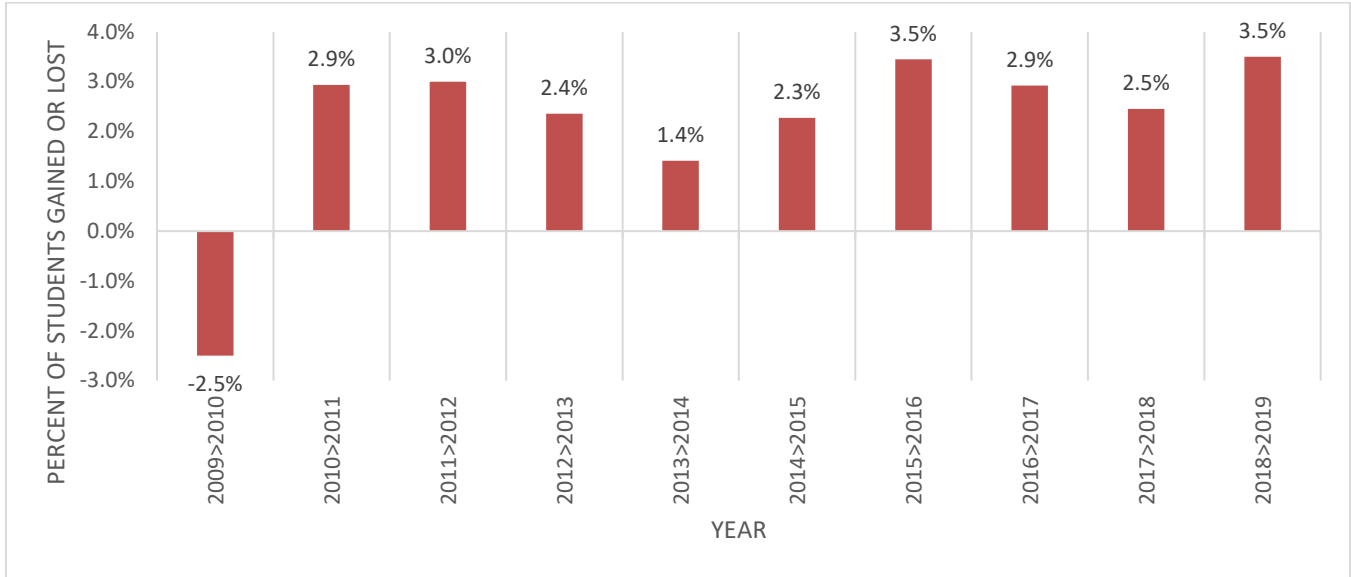
Conversely, at the 6th to 8th grade levels, CUSD experienced significant positive migration in many years (Figure 56). This positive migration is due primarily to a large influx of students who are new to the District at 6th or 7th grade, after attending a private or charter elementary school.

Figure 56. Migration Grades 5th-7th > 6th-8th



CUSD experienced additional positive migration at the 9th-12th grade levels since 2011, with recent migration being consistently highly positive (Figure 57).

Figure 57. Migration Grades 8th-11th > 9th-12th



Enrollment Projections

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

The cohort survival method is the standard demographic technique for projecting enrollments. This method was utilized to project enrollments for CUSD. Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2019 first graders become year 2020 second graders, and the following year’s third graders, and so on. As a cohort moves through the grades, its total population will, as demonstrated above, most likely change.

Enrollment projections were prepared by calculating the birth-to-kindergarten ratios and grade-to-grade migration rates. King Consulting prepared a Low, Most Likely, and High District-wide projection based on State-certified enrollments from October 2019. Individual school projections are based on the Most Likely District-wide projection. Generally, the Low enrollment projections assume that the lowest recent birth-to-kindergarten ratio will persist, that lower grade-to-grade migration values should have higher weight, and that some residential development will occur at a slower pace. The High projection,

meanwhile, uses the highest recent birth-to-kindergarten ratio, places more weight on instances of highly positive grade-to-grade migration, and assumes a faster pace of construction for current residential projects.

Overall, based on the Most Likely District-wide enrollment projection, TK-12th grade enrollments are projected to increase to 13,825 by 2029-30. Enrollment will increase across all grade configurations, but 9th to 12th grade enrollment will increase the most during the projection period as the largest recent cohorts have yet to enter high school, so there is still great potential for growth as smaller cohorts are eventually replaced with the larger ones currently enrolled in elementary school.

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

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

The enrollment projections through 2029-30 are provided in Tables 24 through 26, including a summary of enrollment change by grade level between 2019 and 2029. An analysis of enrollment projections by school, and those projections compared to facility capacities, follows.

Table 24. District-wide 10-Year MOST LIKELY Enrollment Projection

| Grade | Actual | Projected | | | | | | | | | | Chg. |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|
| | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 | 29-30 | |
| TK | 164 | 143 | 147 | 145 | 144 | 145 | 145 | 146 | 147 | 148 | 149 | -15 |
| K | 916 | 890 | 905 | 891 | 885 | 886 | 889 | 894 | 900 | 902 | 905 | -11 |
| 1 | 852 | 939 | 910 | 922 | 907 | 896 | 897 | 897 | 903 | 906 | 909 | 57 |
| 2 | 919 | 887 | 971 | 939 | 951 | 931 | 921 | 919 | 919 | 922 | 925 | 6 |
| 3 | 907 | 958 | 921 | 1,005 | 972 | 979 | 959 | 946 | 944 | 942 | 945 | 38 |
| 4 | 942 | 929 | 975 | 936 | 1,020 | 981 | 989 | 967 | 955 | 950 | 946 | 4 |
| 5 | 858 | 974 | 956 | 1,000 | 961 | 1,040 | 1,002 | 1,007 | 983 | 969 | 964 | 106 |
| 6 | 901 | 915 | 1,030 | 1,011 | 1,055 | 1,010 | 1,094 | 1,051 | 1,057 | 1,030 | 1,015 | 114 |
| 7 | 962 | 953 | 963 | 1,081 | 1,061 | 1,103 | 1,056 | 1,139 | 1,095 | 1,099 | 1,071 | 109 |
| 8 | 978 | 977 | 964 | 972 | 1,089 | 1,063 | 1,106 | 1,057 | 1,140 | 1,094 | 1,098 | 120 |
| 9 | 972 | 1,078 | 1,075 | 1,057 | 1,068 | 1,189 | 1,162 | 1,208 | 1,154 | 1,243 | 1,191 | 219 |
| 10 | 1,003 | 999 | 1,104 | 1,099 | 1,081 | 1,087 | 1,211 | 1,181 | 1,228 | 1,171 | 1,262 | 259 |
| 11 | 982 | 1,019 | 1,012 | 1,115 | 1,109 | 1,088 | 1,096 | 1,216 | 1,187 | 1,231 | 1,175 | 193 |
| 12 | 1,003 | 1,027 | 1,060 | 1,052 | 1,159 | 1,149 | 1,126 | 1,133 | 1,256 | 1,226 | 1,271 | 268 |
| TK-5 | 5,558 | 5,721 | 5,786 | 5,837 | 5,839 | 5,857 | 5,802 | 5,777 | 5,751 | 5,738 | 5,743 | 185 |
| 6-8 | 2,841 | 2,845 | 2,957 | 3,064 | 3,204 | 3,176 | 3,256 | 3,247 | 3,292 | 3,222 | 3,183 | 342 |
| 9-12 | 3,960 | 4,122 | 4,251 | 4,323 | 4,417 | 4,514 | 4,595 | 4,738 | 4,825 | 4,872 | 4,899 | 939 |
| Total | 12,359 | 12,688 | 12,994 | 13,223 | 13,460 | 13,547 | 13,653 | 13,762 | 13,869 | 13,832 | 13,825 | 1,466 |

Note: TK and K enrollment projections for 2024-25 and all subsequent years are based on projected births.

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

| | Actual | | Projected | | | | | | | | | | |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|------------|--|
| Grade | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 | 29-30 | Chg. | |
| TK | 164 | 124 | 127 | 125 | 125 | 125 | 126 | 127 | 128 | 128 | 129 | -35 | |
| K | 916 | 858 | 884 | 869 | 862 | 865 | 866 | 872 | 877 | 879 | 881 | -35 | |
| 1 | 852 | 927 | 877 | 900 | 882 | 874 | 874 | 873 | 878 | 882 | 883 | 31 | |
| 2 | 919 | 874 | 957 | 903 | 925 | 905 | 894 | 893 | 891 | 894 | 897 | -22 | |
| 3 | 907 | 944 | 906 | 987 | 930 | 950 | 927 | 915 | 913 | 909 | 912 | 5 | |
| 4 | 942 | 914 | 959 | 917 | 997 | 937 | 954 | 931 | 918 | 915 | 910 | -32 | |
| 5 | 858 | 956 | 936 | 977 | 933 | 1,011 | 949 | 965 | 940 | 926 | 922 | 64 | |
| 6 | 901 | 902 | 1,011 | 987 | 1,028 | 980 | 1,060 | 994 | 1,010 | 982 | 966 | 65 | |
| 7 | 962 | 941 | 950 | 1,059 | 1,033 | 1,073 | 1,021 | 1,102 | 1,032 | 1,048 | 1,018 | 56 | |
| 8 | 978 | 966 | 952 | 957 | 1,064 | 1,036 | 1,074 | 1,022 | 1,101 | 1,030 | 1,044 | 66 | |
| 9 | 972 | 1,062 | 1,054 | 1,037 | 1,042 | 1,155 | 1,122 | 1,163 | 1,105 | 1,190 | 1,112 | 140 | |
| 10 | 1,003 | 990 | 1,086 | 1,076 | 1,057 | 1,060 | 1,173 | 1,138 | 1,179 | 1,120 | 1,204 | 201 | |
| 11 | 982 | 1,008 | 1,000 | 1,093 | 1,082 | 1,061 | 1,063 | 1,175 | 1,139 | 1,179 | 1,119 | 137 | |
| 12 | 1,003 | 1,014 | 1,045 | 1,034 | 1,130 | 1,116 | 1,093 | 1,094 | 1,208 | 1,170 | 1,210 | 207 | |
| TK-5 | 5,558 | 5,599 | 5,646 | 5,677 | 5,655 | 5,667 | 5,590 | 5,576 | 5,544 | 5,534 | 5,533 | -25 | |
| 6-8 | 2,841 | 2,810 | 2,913 | 3,003 | 3,125 | 3,088 | 3,155 | 3,118 | 3,143 | 3,060 | 3,029 | 188 | |
| 9-12 | 3,960 | 4,073 | 4,185 | 4,240 | 4,310 | 4,393 | 4,451 | 4,569 | 4,631 | 4,658 | 4,645 | 685 | |
| Total | 12,359 | 12,481 | 12,744 | 12,920 | 13,090 | 13,149 | 13,195 | 13,263 | 13,318 | 13,252 | 13,207 | 848 | |

Note: TK and K enrollment projections for 2024-25 and all subsequent years are based on projected births.

Table 26. District-wide 10-Year HIGH Enrollment Projection

| | Actual | | Projected | | | | | | | | | | |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--|
| Grade | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 | 29-30 | Chg. | |
| TK | 164 | 156 | 160 | 158 | 157 | 158 | 158 | 160 | 161 | 162 | 162 | -2 | |
| K | 916 | 922 | 929 | 914 | 907 | 911 | 913 | 918 | 923 | 926 | 930 | 14 | |
| 1 | 852 | 953 | 945 | 951 | 934 | 924 | 926 | 927 | 932 | 936 | 939 | 87 | |
| 2 | 919 | 901 | 992 | 983 | 987 | 967 | 955 | 956 | 956 | 959 | 963 | 44 | |
| 3 | 907 | 969 | 938 | 1,029 | 1,017 | 1,018 | 998 | 985 | 984 | 982 | 986 | 79 | |
| 4 | 942 | 941 | 990 | 958 | 1,046 | 1,032 | 1,033 | 1,011 | 997 | 995 | 993 | 51 | |
| 5 | 858 | 985 | 970 | 1,019 | 983 | 1,072 | 1,056 | 1,055 | 1,031 | 1,016 | 1,014 | 156 | |
| 6 | 901 | 925 | 1,045 | 1,029 | 1,077 | 1,038 | 1,130 | 1,113 | 1,110 | 1,084 | 1,068 | 167 | |
| 7 | 962 | 966 | 978 | 1,102 | 1,083 | 1,132 | 1,089 | 1,184 | 1,165 | 1,161 | 1,134 | 172 | |
| 8 | 978 | 989 | 981 | 992 | 1,114 | 1,093 | 1,141 | 1,097 | 1,190 | 1,170 | 1,167 | 189 | |
| 9 | 972 | 1,090 | 1,093 | 1,083 | 1,093 | 1,224 | 1,200 | 1,252 | 1,203 | 1,304 | 1,282 | 310 | |
| 10 | 1,003 | 1,012 | 1,123 | 1,125 | 1,112 | 1,121 | 1,254 | 1,229 | 1,281 | 1,230 | 1,333 | 330 | |
| 11 | 982 | 1,030 | 1,029 | 1,139 | 1,139 | 1,126 | 1,133 | 1,266 | 1,240 | 1,291 | 1,240 | 258 | |
| 12 | 1,003 | 1,038 | 1,078 | 1,077 | 1,190 | 1,188 | 1,173 | 1,180 | 1,317 | 1,289 | 1,342 | 339 | |
| TK-5 | 5,558 | 5,826 | 5,924 | 6,012 | 6,032 | 6,082 | 6,039 | 6,011 | 5,984 | 5,976 | 5,987 | 429 | |
| 6-8 | 2,841 | 2,880 | 3,004 | 3,123 | 3,274 | 3,262 | 3,360 | 3,393 | 3,465 | 3,415 | 3,368 | 527 | |
| 9-12 | 3,960 | 4,170 | 4,322 | 4,424 | 4,534 | 4,658 | 4,760 | 4,927 | 5,041 | 5,114 | 5,197 | 1,237 | |
| Total | 12,359 | 12,875 | 13,250 | 13,558 | 13,840 | 14,003 | 14,160 | 14,332 | 14,490 | 14,505 | 14,552 | 2,193 | |

Note: TK and K enrollment projections for 2024-25 and all subsequent years are based on projected births.

Enrollment Projections by School

Table 27 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.

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 student resident projections provided in Section I along with the attendance matrices provided in Section G to inform any facility decisions for individual schools.

Table 27. Enrollment Projections by School, Most Likely Projection

| Elementary Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | Chg. |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------|
| Chapman | 329 | 341 | 328 | 335 | 334 | 330 | 334 | 334 | 334 | 334 | 335 | 6 |
| Citrus | 307 | 323 | 342 | 342 | 352 | 343 | 340 | 339 | 339 | 340 | 342 | 35 |
| Emma Wilson | 627 | 642 | 639 | 638 | 618 | 619 | 629 | 629 | 629 | 630 | 632 | 5 |
| Hooker Oak | 360 | 355 | 349 | 342 | 322 | 323 | 329 | 330 | 329 | 330 | 331 | -29 |
| Little Chico Creek | 497 | 536 | 574 | 579 | 576 | 584 | 583 | 575 | 569 | 554 | 539 | 42 |
| Marigold | 477 | 513 | 529 | 545 | 551 | 552 | 533 | 528 | 524 | 524 | 526 | 49 |
| McManus | 430 | 440 | 451 | 462 | 468 | 464 | 452 | 450 | 447 | 446 | 448 | 18 |
| Neal Dow | 355 | 360 | 353 | 371 | 375 | 382 | 377 | 377 | 376 | 376 | 377 | 22 |
| Parkview | 380 | 381 | 392 | 397 | 409 | 419 | 406 | 407 | 406 | 406 | 408 | 28 |
| Rosedale | 555 | 554 | 551 | 551 | 555 | 552 | 552 | 553 | 552 | 554 | 556 | 1 |
| Shasta | 654 | 683 | 687 | 704 | 710 | 720 | 702 | 695 | 687 | 684 | 686 | 32 |
| Sierra View | 560 | 568 | 566 | 546 | 544 | 545 | 540 | 537 | 535 | 536 | 538 | -22 |
| <i>Elementary School Totals</i> | <i>5,531</i> | <i>5,697</i> | <i>5,762</i> | <i>5,813</i> | <i>5,815</i> | <i>5,833</i> | <i>5,778</i> | <i>5,752</i> | <i>5,728</i> | <i>5,714</i> | <i>5,718</i> | <i>187</i> |
| Junior High Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | Chg. |
| Bidwell | 992 | 1,018 | 1,063 | 1,099 | 1,151 | 1,135 | 1,159 | 1,157 | 1,174 | 1,151 | 1,137 | 145 |
| Chico | 908 | 909 | 963 | 994 | 1,041 | 1,034 | 1,062 | 1,061 | 1,077 | 1,055 | 1,043 | 135 |
| Marsh | 885 | 865 | 877 | 913 | 952 | 946 | 973 | 969 | 978 | 955 | 942 | 57 |
| <i>Junior High School Totals</i> | <i>2,785</i> | <i>2,792</i> | <i>2,903</i> | <i>3,006</i> | <i>3,144</i> | <i>3,115</i> | <i>3,194</i> | <i>3,187</i> | <i>3,229</i> | <i>3,161</i> | <i>3,122</i> | <i>337</i> |
| High Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | Chg. |
| Chico | 1,747 | 1,799 | 1,875 | 1,899 | 1,926 | 1,973 | 2,016 | 2,079 | 2,116 | 2,132 | 2,141 | 394 |
| Pleasant Valley | 1,913 | 1,994 | 2,032 | 2,076 | 2,128 | 2,179 | 2,213 | 2,280 | 2,314 | 2,344 | 2,358 | 445 |
| <i>High School Totals</i> | <i>3,660</i> | <i>3,793</i> | <i>3,907</i> | <i>3,975</i> | <i>4,054</i> | <i>4,152</i> | <i>4,229</i> | <i>4,359</i> | <i>4,430</i> | <i>4,476</i> | <i>4,499</i> | <i>839</i> |
| Alternative Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | Chg. |
| Academy for Change and CAL | 36 | 41 | 43 | 45 | 46 | 47 | 47 | 48 | 50 | 49 | 49 | 13 |
| Fair View | 161 | 183 | 193 | 195 | 203 | 201 | 204 | 212 | 221 | 221 | 224 | 63 |
| Loma Vista | 31 | 29 | 30 | 30 | 31 | 31 | 31 | 31 | 32 | 32 | 33 | 2 |
| Oak Bridge | 27 | 28 | 28 | 29 | 30 | 31 | 31 | 31 | 32 | 33 | 32 | 5 |
| Oakdale | 128 | 126 | 129 | 132 | 137 | 138 | 139 | 142 | 146 | 146 | 148 | 20 |
| <i>Alternative School Totals</i> | <i>383</i> | <i>406</i> | <i>423</i> | <i>430</i> | <i>447</i> | <i>447</i> | <i>452</i> | <i>464</i> | <i>482</i> | <i>481</i> | <i>486</i> | <i>103</i> |
| Grand Total | 12,359 | 12,688 | 12,994 | 13,223 | 13,460 | 13,547 | 13,653 | 13,762 | 13,869 | 13,832 | 13,825 | 1,466 |

SECTION I: RESIDENT PROJECTIONS

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

Table 28 provides the number of students projected to be residing in each school boundary through the 2024-25 school year. ***The projections are grade level specific; the consultant projected elementary school students by elementary school boundary, junior high school students by junior high school boundary, and high school students by high school boundary.***

CUSD is projected to experience a 10.1% increase in the number of student residents across all grade levels over the next five years. Elementary schools will experience the most immediate population gains over the next two years as smaller cohorts leaving for junior high schools are replaced by larger incoming kindergarten cohorts. However, student residents of the District's junior high schools and high schools will increase by a greater percentage over the next five years as already existing larger cohorts advance into those grades. By 2024-25, the junior high school boundaries will experience a collective 11.8% increase in the number of residents, while high school residents will increase by 13.7%.

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

All three junior high schools will increase in 6th to 8th grade student residents over the next ten years, with Bidwell projected to increase the most.

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

Table 28. Student Resident Projections by School Boundary

| Elementary Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | % +/- |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------|
| Chapman | 386 | 380 | 368 | 370 | 369 | 365 | -5.5% |
| Citrus | 571 | 596 | 620 | 614 | 639 | 641 | 12.2% |
| Emma Wilson | 865 | 877 | 870 | 872 | 859 | 850 | -1.8% |
| Little Chico Creek | 579 | 615 | 629 | 629 | 620 | 613 | 5.9% |
| Marigold | 552 | 613 | 648 | 679 | 688 | 706 | 27.9% |
| McManus | 697 | 702 | 718 | 730 | 731 | 735 | 5.5% |
| Neal Dow | 359 | 354 | 360 | 377 | 362 | 369 | 2.9% |
| Parkview | 254 | 250 | 253 | 248 | 248 | 249 | -2.0% |
| Shasta | 773 | 814 | 807 | 832 | 828 | 836 | 8.1% |
| Sierra View | 443 | 458 | 470 | 456 | 475 | 487 | 10.0% |
| <i>Elementary School Totals</i> | <i>5,479</i> | <i>5,660</i> | <i>5,743</i> | <i>5,807</i> | <i>5,818</i> | <i>5,851</i> | <i>6.8%</i> |
| | | | | | | | |
| Junior High Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | % +/- |
| Bidwell | 1,189 | 1,232 | 1,285 | 1,335 | 1,405 | 1,388 | 16.7% |
| Chico | 807 | 784 | 789 | 818 | 861 | 856 | 6.1% |
| Marsh | 796 | 777 | 818 | 841 | 881 | 876 | 10.1% |
| <i>Junior High School Totals</i> | <i>2,792</i> | <i>2,793</i> | <i>2,892</i> | <i>2,994</i> | <i>3,147</i> | <i>3,120</i> | <i>11.7%</i> |
| | | | | | | | |
| High Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | % +/- |
| Chico | 1,835 | 1,859 | 1,922 | 1,920 | 1,979 | 2,027 | 10.5% |
| Pleasant Valley | 2,017 | 2,142 | 2,211 | 2,285 | 2,306 | 2,353 | 16.7% |
| <i>High School Totals</i> | <i>3,852</i> | <i>4,001</i> | <i>4,132</i> | <i>4,204</i> | <i>4,285</i> | <i>4,381</i> | <i>13.7%</i> |
| Grand Total | 12,123 | 12,454 | 12,767 | 13,006 | 13,249 | 13,352 | 10.1% |

SECTION J: FACILITY CAPACITY ANALYSIS

To determine the ability of the District's facilities to adequately serve enrollments and residents, King Consulting obtained facility capacities from the District to provide a comparison of student projections to facility capacity ranges. This section identifies the adequacy of Chico Unified School District's existing facilities to accommodate the Most Likely projected enrollment. Table 29 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.

Capacity numbers were provided in January 2020 by IEP2 as part of the District's ongoing Facilities Master Planning work. 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 29. Facility Capacities Compared to Current Residents and Enrollments

| School | 2019 Residents | 2019 Enrollment | Target Capacity | Projected to Exceed Target Capacity (Year) | Maximum Capacity | Projected to Exceed Maximum Capacity (Year) |
|----------------------------------|----------------|-----------------|-----------------|--|------------------|---|
| Chapman | 386 | 329 | 271 | 2019 | 318 | 2019 |
| Citrus | 571 | 307 | 362 | N/A | 426 | N/A |
| Emma Wilson | 865 | 627 | 613 | 2019 | 723 | N/A |
| Hooker Oak | N/A | 360 | 385 | N/A | 453 | N/A |
| Little Chico Creek | 579 | 497 | 498 | 2020 | 591 | N/A |
| Marigold | 552 | 477 | 520 | 2021 | 618 | N/A |
| McManus | 697 | 430 | 585 | N/A | 691 | N/A |
| Neal Dow | 359 | 355 | 452 | N/A | 537 | N/A |
| Parkview | 254 | 380 | 409 | 2024 | 477 | N/A |
| Rosedale | N/A | 555 | 523 | 2019 | 612 | N/A |
| Shasta | 773 | 654 | 543 | 2019 | 645 | 2019 |
| Sierra View | 443 | 560 | 500 | 2019 | 585 | N/A |
| <i>Elementary School Totals</i> | <i>5,479</i> | <i>5,531</i> | <i>5,661</i> | <i>2020</i> | <i>6,676</i> | |
| | | | | | | |
| Bidwell | 1,189 | 992 | 1,050 | 2021 | 1,301 | N/A |
| Chico Jr | 807 | 908 | 1,098 | N/A | 1,360 | N/A |
| Marsh | 796 | 885 | 1,011 | N/A | 1,254 | N/A |
| <i>Junior High School Totals</i> | <i>2,792</i> | <i>2,785</i> | <i>3,159</i> | <i>2025</i> | <i>3,915</i> | |
| | | | | | | |
| Chico Sr | 1,835 | 1,747 | 2,095 | 2027 | 2,638 | N/A |
| Pleasant Valley | 2,017 | 1,913 | 2,246 | 2026 | 2,829 | N/A |
| <i>High School Totals</i> | <i>3,852</i> | <i>3,660</i> | <i>4,341</i> | <i>2026</i> | <i>5,467</i> | |

As shown in Table 29, some schools already enroll more students than their target capacity (Chapman, Emma Wilson, Rosedale, Shasta, and Sierra View). Two of these schools (Chapman and Shasta) currently enroll more students than their maximum capacity. Additional schools are projected to experience enrollments higher than their target capacity during the 10-year projection period (Little Chico Creek, Marigold, Parkview, Bidwell Junior High, Chico Senior High, and Pleasant Valley High). No other schools are projected to exceed their maximum capacity during the projection period, except for the two schools where this is already the case. Both Chapman and Shasta have many years of historical enrollment above their current maximum capacity, so current year and projected enrollments are not unusual.

Table 30 reproduces the Most Likely enrollment projection by school for CUSD's elementary, junior high, and high schools and adds a highlight to any cell where enrollment exceeds the school's target capacity.

Table 30. Most Likely Enrollment Projection by School and Capacity

| Elementary Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Chapman | 329 | 341 | 328 | 335 | 334 | 330 | 334 | 334 | 334 | 334 | 335 |
| Citrus | 307 | 323 | 342 | 342 | 352 | 343 | 340 | 339 | 339 | 340 | 342 |
| Emma Wilson | 627 | 642 | 639 | 638 | 618 | 619 | 629 | 629 | 629 | 630 | 632 |
| Hooker Oak | 360 | 355 | 349 | 342 | 322 | 323 | 329 | 330 | 329 | 330 | 331 |
| Little Chico Creek | 497 | 536 | 574 | 579 | 576 | 584 | 583 | 575 | 569 | 554 | 539 |
| Marigold | 477 | 513 | 529 | 545 | 551 | 552 | 533 | 528 | 524 | 524 | 526 |
| McManus | 430 | 440 | 451 | 462 | 468 | 464 | 452 | 450 | 447 | 446 | 448 |
| Neal Dow | 355 | 360 | 353 | 371 | 375 | 382 | 377 | 377 | 376 | 376 | 377 |
| Parkview | 380 | 381 | 392 | 397 | 409 | 419 | 406 | 407 | 406 | 406 | 408 |
| Rosedale | 555 | 554 | 551 | 551 | 555 | 552 | 552 | 553 | 552 | 554 | 556 |
| Shasta | 654 | 683 | 687 | 704 | 710 | 720 | 702 | 695 | 687 | 684 | 686 |
| Sierra View | 560 | 568 | 566 | 546 | 544 | 545 | 540 | 537 | 535 | 536 | 538 |
| <i>Elementary School Totals</i> | 5,531 | 5,697 | 5,762 | 5,813 | 5,815 | 5,833 | 5,778 | 5,752 | 5,728 | 5,714 | 5,718 |
| Junior High Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| Bidwell | 992 | 1,018 | 1,063 | 1,099 | 1,151 | 1,135 | 1,159 | 1,157 | 1,174 | 1,151 | 1,137 |
| Chico | 908 | 909 | 963 | 994 | 1,041 | 1,034 | 1,062 | 1,061 | 1,077 | 1,055 | 1,043 |
| Marsh | 885 | 865 | 877 | 913 | 952 | 946 | 973 | 969 | 978 | 955 | 942 |
| <i>Junior High School Totals</i> | 2,785 | 2,792 | 2,903 | 3,006 | 3,144 | 3,115 | 3,194 | 3,187 | 3,229 | 3,161 | 3,122 |
| High Schools | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| Chico | 1,747 | 1,799 | 1,875 | 1,899 | 1,926 | 1,973 | 2,016 | 2,079 | 2,116 | 2,132 | 2,141 |
| Pleasant Valley | 1,913 | 1,994 | 2,032 | 2,076 | 2,128 | 2,179 | 2,213 | 2,280 | 2,314 | 2,344 | 2,358 |
| <i>High School Totals</i> | 3,660 | 3,793 | 3,907 | 3,975 | 4,054 | 4,152 | 4,229 | 4,359 | 4,430 | 4,476 | 4,499 |

Figures 58-60 provide Chico USD's Most Likely projected enrollment compared to total capacity across all grade levels.

- Elementary school enrollments will exceed District-wide target capacity during the projection period. The District may consider adding facility capacity to accommodate this growth.
- Junior high school enrollments will exceed District-wide facility capacity during the projection period. The District may consider adding facility capacity to accommodate this growth.
- High school enrollments will exceed District-wide facility capacity during the projection period. The District may consider adding facility capacity to accommodate this growth.

Figure 58. Elementary School Projected Enrollment vs. Capacities

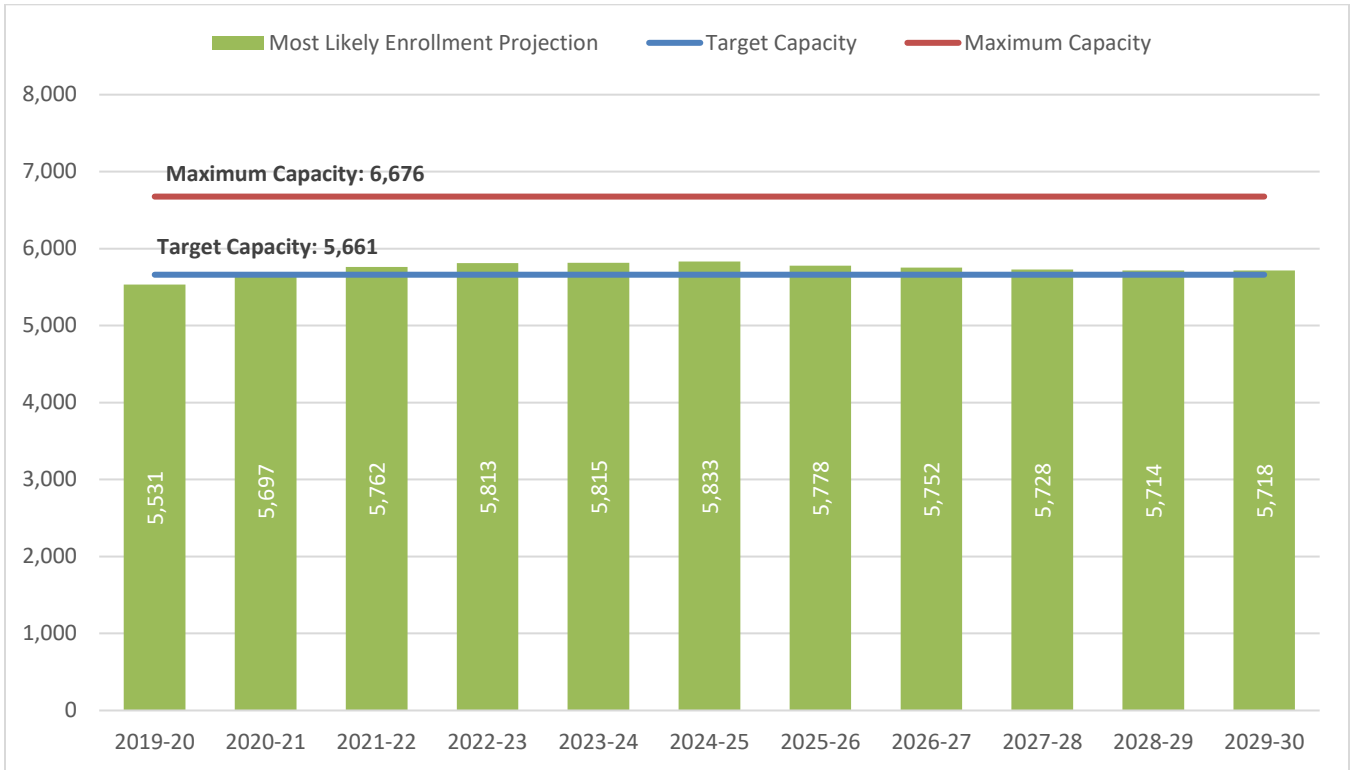


Figure 59. Junior High School Projected Enrollment vs. Capacities

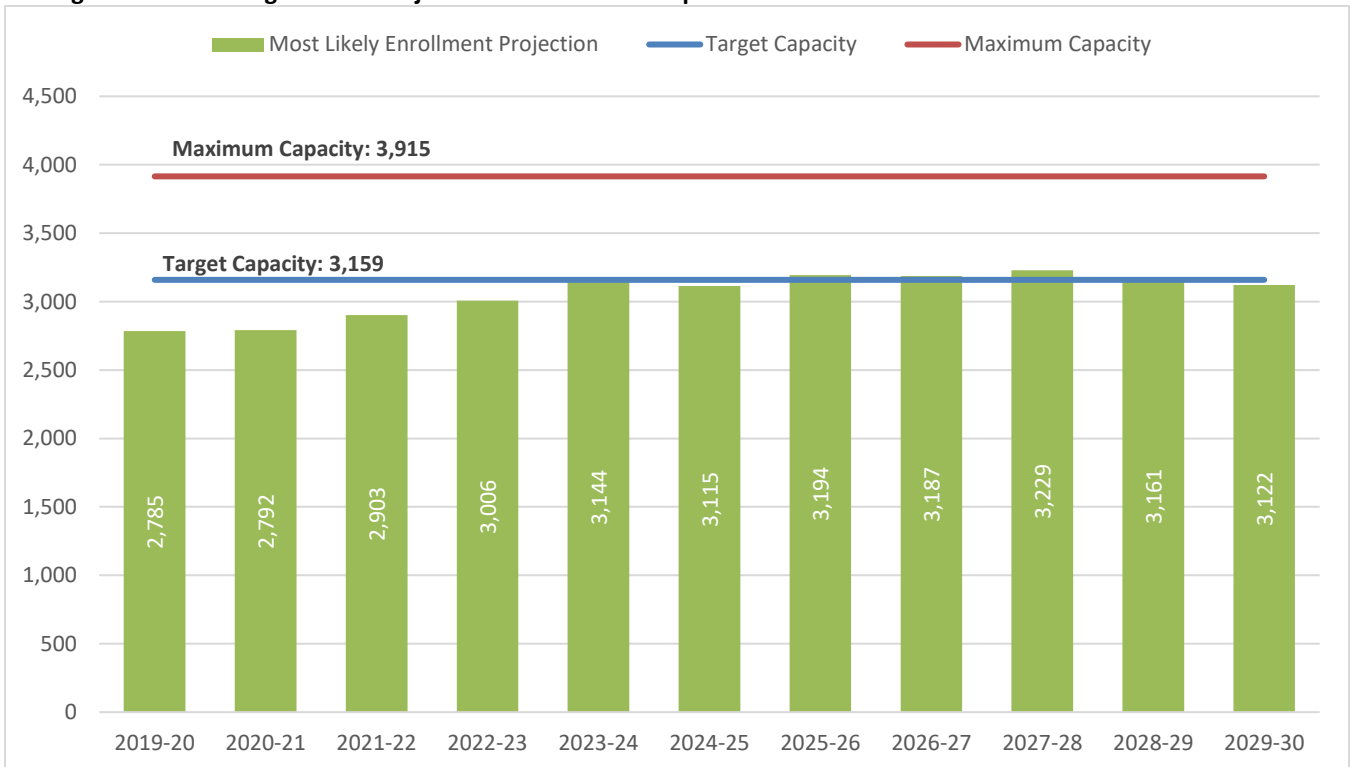
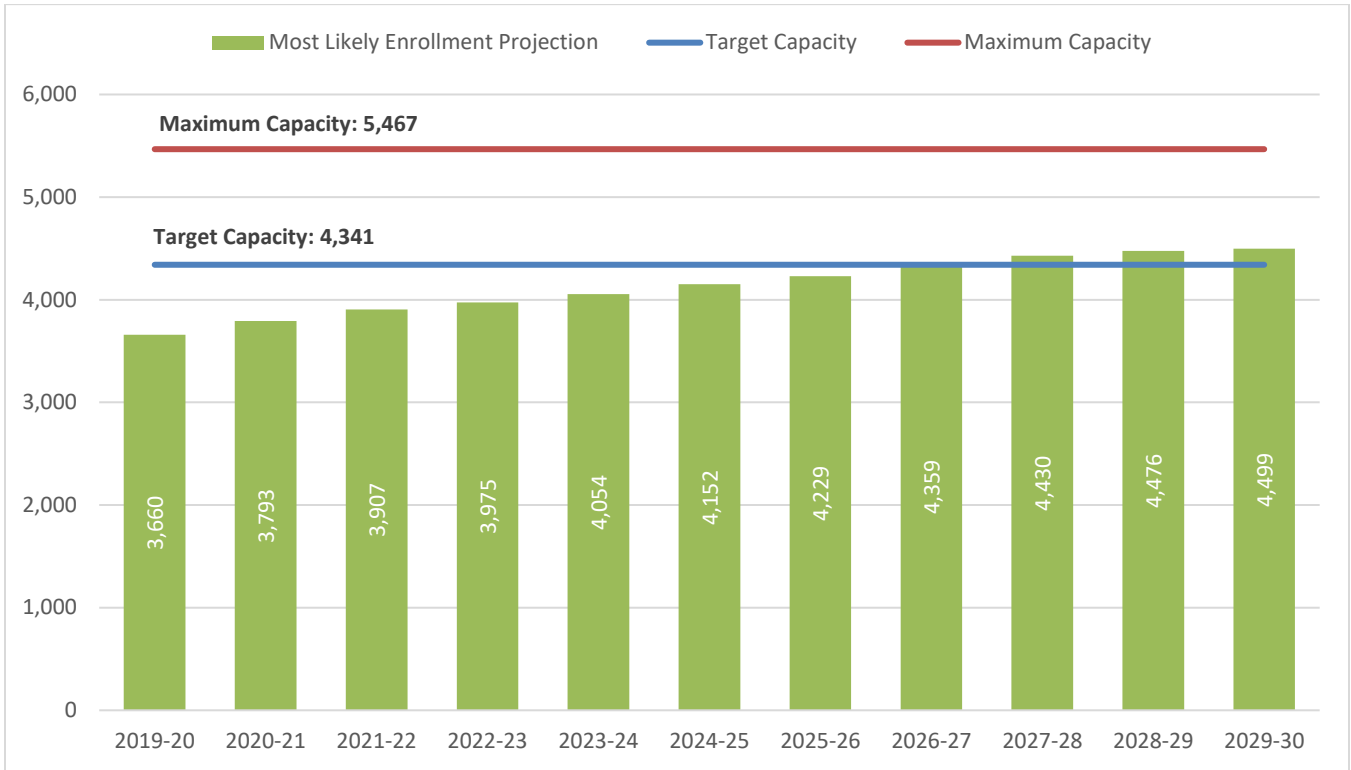


Figure 60. High School Projected Enrollment vs. Capacities



SECTION K: FUNDING ANALYSIS

The Chico Unified School District will need to continue to analyze demographic factors such as development and birth rates to monitor enrollments and gauge future facility needs. This section outlines the potential State funding sources available to the District and the District's participation in these programs as well as the Local funding sources available to and utilized by the District.

Since 2004, King Consulting assisted the District in applying for and receiving \$52,718,657 in State funding from the Modernization, New Construction, and Career Technical Education Facilities Programs.

State School Building Program

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

SFP project funding comes exclusively from voter-approved general obligation bonds passed on the State level. State-wide bonds were passed to add funding to the program in 1998, 2002, 2004, 2006, and 2016. Another State-wide bond is on the March 2020 ballot. During periods when the SFP does not have funds to award, school districts can still submit applications so that once new funding is available the applications are ready to be processed.

Relocatable Classroom Facilities

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

School Facility Program Funding Mechanisms***Modernization Funding***

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

If the District chooses to spend their own monies modernizing buildings and/or demolishing and reconstructing eligible classrooms, current policy provides for reimbursement with State modernization dollars¹¹. The District has been proactive in applying for and receiving State funding.

Table 31 outlines the projects completed within the District and the State funding received for those projects. Table 32 shows the status of current Modernization funding applications.

Table 31. Funded Modernization Projects with CUSD/State Funding¹²

| School Site | OPSC Modernization Funding | District Project Match | Year |
|-------------------|----------------------------|------------------------|------|
| Chico Junior HS | \$1,146,119 | \$307,569 | 2001 |
| Bidwell Junior HS | \$2,768,314 | \$1,926,896 | 2004 |
| Chico Senior HS | \$5,075,820 | \$1,292,102 | 2005 |
| Chico Senior HS | \$3,439,355 | \$2,292,203 | 2017 |
| Total | \$12,429,608 | \$5,818,770 | |

¹¹ In order to capture the reimbursement for “like for like” modernization, the District must provide a demolition plan. Additionally, State policy may change, and the consultant strongly urges the District to check with all relevant State departments prior to moving forward with a modernization reimbursement project.

¹² Note: The total amounts outlined in Tables 31-35 reflect District eligibility from State funding programs. Actual project costs were higher than the State and District matches combined.

Table 32. Modernization Projects Pending State Funding

| School Site | OPSC Submittal Date | Status | Estimated State Grant Amount* | Estimated District Share* |
|---------------------|---------------------|--------------------|-------------------------------|---------------------------|
| Bidwell Jr High | 10/30/15 | Unfunded approval. | \$931,585 | \$621,057 |
| Neal Dow Elementary | 8/10/18 | On workload list. | \$2,038,050 | \$1,358,700 |
| Marigold Elementary | 8/10/18 | On workload list. | \$2,585,715 | \$1,723,810 |
| Loma Vista | 8/10/18 | On workload list. | \$246,682 | \$164,455 |
| Shasta Elementary | 8/10/18 | On workload list. | \$2,133,364 | \$1,422,243 |
| Total | | | \$7,935,396 | \$5,290,265 |

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

The District calculates its modernization eligibility as needed when it expects to undertake projects at a particular site. The District currently anticipates being able to utilize Modernization Program eligibility for projects at Loma Vista, Marigold, Neal Dow, and Shasta, as reflected by the funding applications currently on OPSC's workload list.

New Construction

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

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

The CUSD has been proactive in applying for and receiving State funding for constructing 18 new classrooms and a Fitness Lab at Chico Senior High School and 24 new classrooms at Pleasant Valley Senior High (Table 33). Table 34 displays additional New Construction projects that have been submitted to OPSC for processing but are still pending State funding. King Consulting is currently updating and will soon submit the District's New Construction eligibility adjustment for 2019-20 to the Office of Public School Construction.

Table 33. Funded New Construction Projects with CUSD/State Funding

| School Site | OPSC New Construction Funding | District Project Match | Year |
|--------------------|-------------------------------|------------------------|------|
| Chico Senior HS | \$6,319,269 | \$6,319,269 | 2011 |
| Chico Senior HS | \$680,725 | \$680,725 | 2014 |
| Pleasant Valley HS | \$7,480,285 | \$7,480,285 | 2014 |
| Total | \$14,480,279 | \$14,480,279 | |

Table 34. New Construction Projects Pending State Funding

| School Site | OPSC Submittal Date | Status | Estimated State Grant Amount* | Estimated District Share* |
|---------------------|---------------------|--------------------|-------------------------------|---------------------------|
| Marsh Jr High | 10/30/15 | Unfunded approval. | \$750,548 | \$750,548 |
| Marsh Jr High | 10/30/15 | Unfunded approval. | \$1,496,807 | \$1,496,807 |
| Chico Jr High | 10/30/15 | Unfunded approval. | \$1,378,982 | \$1,378,982 |
| Neal Dow Elementary | 8/10/18 | On workload list. | \$1,589,066 | \$1,589,066 |
| Marigold Elementary | 8/10/18 | On workload list. | \$656,036 | \$656,036 |
| Loma Vista | 8/10/18 | On workload list. | \$667,338 | \$667,338 |
| Shasta Elementary | 8/10/18 | On workload list. | \$1,691,974 | \$1,691,974 |
| Total | | | \$8,230,751 | \$8,230,751 |

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

Minimum Essential Facilities

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

Career Technical Education

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

CTE provides a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The California Department of Education (CDE) currently recognizes 15 industry sectors; each sector contains several pathways. Districts must submit grant applications (when the cycle is available) to the CDE who then reviews and scores the grants. If the District receives an adequate score, the District then has 12 months to submit DSA/CDE Final Plan Approvals, and a Detailed Cost Estimate to the OPSC for funding. The District already received or is in the process of receiving funding for the projects outlined in Table 35. In addition, the District has four applications submitted for the current round of CTEFP funding that could qualify to receive additional funding apportionments in the near future. The outcome of these current applications should be known by April-May 2020.

Table 35. CTE Projects CUSD/State Funding

| School Site | OPSC Funding | District Project Match | Year |
|---------------------|--------------------|------------------------|------|
| Pleasant Valley HS | \$9,425 | \$9,425 | 2010 |
| Pleasant Valley HS | \$242,435 | \$242,435 | 2010 |
| Chico Senior HS | \$831,871 | \$831,871 | 2010 |
| Chico Senior HS | \$963,223 | \$963,223 | 2011 |
| Pleasant Valley HS | \$3,000,000 | \$3,000,000 | 2012 |
| Pleasant Valley HS* | \$3,000,000 | \$3,000,000 | 2018 |
| Pleasant Valley HS* | \$1,231,747 | \$1,231,747 | 2018 |
| Chico Senior HS** | \$363,922 | \$363,922 | 2018 |
| Total | \$9,642,623 | \$9,642,623 | |

*These applications are being processed, with fund release anticipated in mid-2020.

**This application is being processed, with fund release anticipated by early 2021.

Facility Hardship

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

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

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

Full Day Kindergarten Facilities Grant Program

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

The initial allocation of \$100 million dollars from the State general fund was dispersed in 2019. Due to the popularity of the program, and the need demonstrated by the number of applications, there is an additional \$300 million budgeted for this program in 2020. Applications for this funding can be submitted between April 1 and April 30, 2020.

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

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

Seismic Mitigation Program

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

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

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

Local Funding Sources

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

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

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

Developer Mitigation/Developer Fees

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

SECTION L: CONCLUSION AND RECOMMENDATIONS

As has been the case in recent studies, King Consulting continues to project sustained enrollment growth for Chico USD. 2019-20 enrollment increased less than what was anticipated by last year's Most Likely projection, but newly approved residential development, increased local births, and consistently positive cohort growth from grade to grade still combine to result in a Most Likely projection of enrollment growth for Chico USD.

Recent enrollment growth has already resulted in some schools enrolling more students than their target capacity (Chapman, Emma Wilson, Rosedale, Shasta, and Sierra View). Additional schools are projected to experience enrollments higher than their target capacity at some point during the 10-year projection period (Little Chico Creek, Marigold, Parkview, Bidwell Junior High, Chico Senior High, and Pleasant Valley High). As the District continues to grow, additional facilities and/or boundary adjustments may be needed, and the District should carefully monitor its enrollment and capacities.

The increase in development demand and overall population growth for the Chico area are driven in part by Chico's desirability as a place to live and raise families, as well as the ongoing Bay Area housing crisis that continues to push families out of the Bay Area and into other parts of the State to seek more affordable housing. On top of this natural growth, the District is absorbing additional new residents following the Camp Fire, however it appears many of these residents do not have school age children based on decreasing student generation rates in CUSD since the Camp Fire occurred.

The Chico Unified School District has undertaken this study to assist in proactive planning for current and future facility needs for its student population. Based on the analyses prepared for this study, the following steps are recommended for the Chico Unified School District to meet its future facility needs. However, it is important to note that these recommendations may be constrained by broader fiscal and policy issues.

1. It is recommended that the District update this study in the Fall to monitor the District's birth-to-kindergarten and grade-to-grade migration trends, as well as gathering new information on residential development and student generation.
2. Consider reviewing current construction schedules to correspond to new growth projections.
3. Continue to closely monitor residential development throughout the District, as increased enrollments in these areas will impact existing elementary facilities.

4. The District should consider, develop, and adopt educational specifications for all school sites.
5. 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.
6. Incorporate these findings into the District's 2025 Facilities Master Plan.
7. If elementary enrollment continues to increase beyond the District's target capacity, CUSD may consider adding capacity, potentially by constructing a new elementary school.
8. Continue to review and update this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.
9. Consider exploring joint use projects with community groups and organizations, city government agencies, and other resources in order to accommodate and improve these programs which meet the needs of a diverse student population.
10. Maintain relationships with the City of Chico and Butte County in order to continue to plan for the most effective use of its facilities in addition to the potential for new facilities.
11. Continue to apply for State funding in order to ensure that the District is maximizing opportunities from federal, state, and local sources to assist in modernization or the construction of new facilities for housing current and future students.
12. Consider the preparation and adoption of a Level II Developer Fee Study.
13. Consider working with developers to mitigate the impact of their projects to school facilities.
14. These recommendations will be reviewed annually as part of the 2025 Facilities Master Plan.

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