



**DRAFT**

# Demographic Analysis & Student Housing Report

April 5, 2017

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## EXECUTIVE SUMMARY

The 2016-17 Demographic Analysis & Student Housing Report considers new CUSD enrollment data, as well as updated information regarding residential development in the City of Chico. The effect of this new information is a projection of sustained enrollment increase over the next decade for the Chico Unified School District.

1. CUSD recorded a higher birth-to-kindergarten ratio in 2016 than in 2015.
  - a. At the time, the high ratio in 2015 was assumed to be anomalous.
  - b. With 2016's ratio coming in even higher, and with the additional evidence of a robust residential development market, CUSD is officially seeing birth-to-kindergarten ratios similar to those experienced prior to last decade's Recession.
  - c. Projecting forward with these higher ratios, combined with a higher number of births in recent years, will lead to increasingly larger kindergarten cohorts in the coming years.
2. Grade-to-grade migration of Chico USD's student population was more positive from 2015 to 2016 than in any other year in the last ten years.
  - a. Migration from 5<sup>th</sup> grade to 6<sup>th</sup> grade was especially more positive than usual.
    - i. The District's reconfiguration from a TK-6 elementary/7-8 junior high into a TK-5 elementary/6-8 junior high configuration is potentially responsible, but more data is required before a trend can be confirmed.
  - b. This increasingly positive grade-to-grade migration has been factored into this year's updated enrollment projections, leading to larger enrollment gains than had previously been assumed.
3. 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.
4. The relatively smaller cohorts already enrolled in the District are projected to grow more quickly than did the cohorts before them, also leading to net enrollment gain from year to year.
5. The Most Likely enrollment projection for the Chico Unified School District shows total enrollment increasing from 12,405 students in 2016-17 to 14,048 in 2026-27.

**Conclusions and Recommendations**

In previous years, JMK had projected less rapid enrollment growth for Chico USD. However, as residential development has increased in recent years, Chico USD's birth-to-kindergarten ratio and grade-to-grade migration have both increased. This has resulted in increasing enrollment for the last two years, a trend that is expected to continue through the next decade. The lower migration and birth-to-kindergarten values observed during the Recession and immediate recovery seem to be in the past for CUSD.

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 has driven many families inland to seek more affordable housing.

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 so that another year of data will provide confirmation of the District's birth-to-kindergarten and grade-to-grade migration trends.
2. In order to effectively house future students, the District should consider boundary changes or movement of programs to mitigate current resident imbalances and future enrollment growth.
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. Ensure that the District is maximizing funding 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.

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## SECTION A: INTRODUCTION

The Chico Unified School District is located in Butte County, California. The District serves the City of Chico, as well as unincorporated areas of the County. The Chico Unified School District serves grades TK-12 and has a total 2016-17 enrollment of 12,405 students as provided by the District. The Chico Unified School District currently operates 12 elementary school sites, 3 junior high school sites, 3 high school sites, and 4 alternative programs (Table 1).

**Table 1. School Sites and 2016-17 Enrollments**

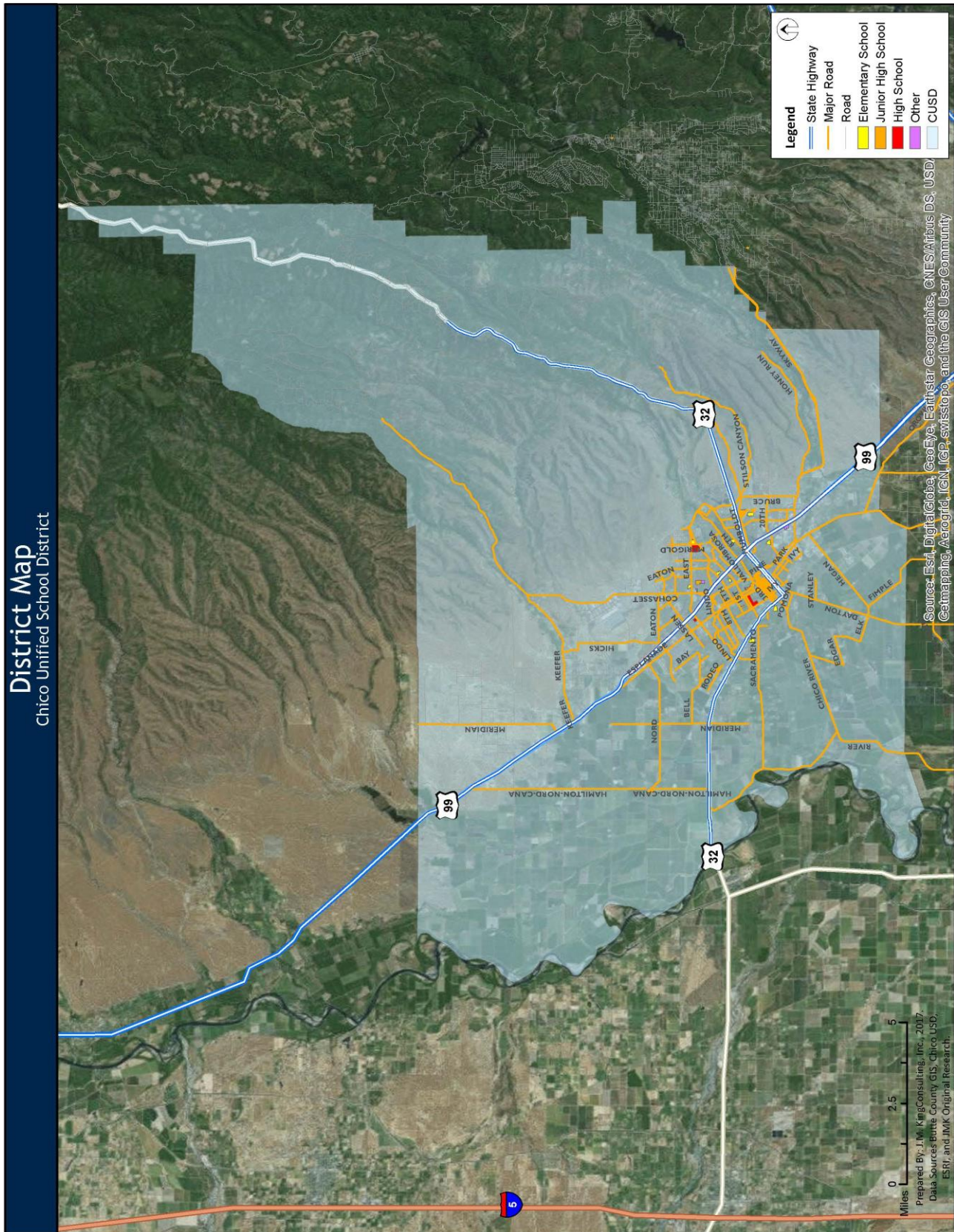
<b>Elementary Schools</b>	<b>Grade Levels</b>	<b>2016-17 Enrollment</b>
Chapman	TK-5	310
Citrus	TK-5	300
Emma Wilson	TK-5	554
Hooker Oak (Open Structured Classroom School)	K-5	318
Little Chico Creek	K-5	474
Marigold	K-5	484
McManus	TK-5	414
Neal Dow	K-5	338
Parkview	TK-5	378
Rosedale (Magnet School for Two Way Spanish Immersion Program)	K-5	524
Shasta	K-5	608
Sierra View (Academics Plus School)	K-5	600
<b>Junior High Schools</b>	<b>Grade Levels</b>	<b>2016-17 Enrollment</b>
Bidwell	6-8	976
Chico	6-8	812
Marsh	6-8	867
<b>High Schools</b>	<b>Grade Levels</b>	<b>2016-17 Enrollment</b>
Chico	9-12	1,835
Pleasant Valley	9-12	1,822
Inspire Charter	9-12	460
<b>Alternative Schools</b>	<b>Grade Levels</b>	<b>2016-17 Enrollment</b>
Academy for Change/Center for Alternative Learning	7-12	49
Fair View Continuation High	9-12	149
Loma Vista (Special Services School)*	PK-12	23
Oakdale Independent Study	K-12	110
<b>Total Enrollment</b>		<b>12,405</b>

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 2016-17**

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;
- 2015 U.S. Census American Community Survey;
- California State Department of Public Health;
- Butte County Association of Governments;
- Butte County LAFCO;
- Butte County Planning Department;
- City of Chico Planning Department;
- Environmental Systems Research Institute, Inc. (ESRI);
- ESRI Business Analyst Online (BAO);
- National Center for Education Statistics.

## SECTION B: DISTRICT GOALS AND MISSION

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

**Goal #1:**

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

**Goal #2:**

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

**Goal #3:**

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

**Goal #4:**

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

**Goal #5:**

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

***2016-2017 Board Area of Focus:***

CUSD will develop and refine a Transitional Kindergarten (TK) through 12<sup>th</sup> grade sequence of common assessments aligned to State Standards, with an emphasis on grades 6-8.

**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”<sup>1</sup>

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 these schools increase in number, 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 have 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

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<sup>1</sup> This chapter applies to K-12 grade levels.

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

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.<sup>3</sup> 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 2015, an estimated 6,800 public charter schools enroll over 3 million children in 42 states and the District of Columbia.

This represents a sixfold increase in the last 15 years, and more charter schools open each year than are closed for any reason. There is no doubt that both supply and demand in the charter sector are strong.

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

<sup>3</sup> *Ibid*, page v.



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

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

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

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.

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<sup>4</sup> *Charter School and Equal Access*. University of North Texas.



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 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 on the subject of 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 within the public school system.

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

- Elementary Magnet program at Rosedale (Two-Way Spanish Immersion)
- Hands-on Thematic Learning Community at Hooker Oak
- STEM program at Parkview
- Academics Plus program at Sierra View
- Inspire Charter High School

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

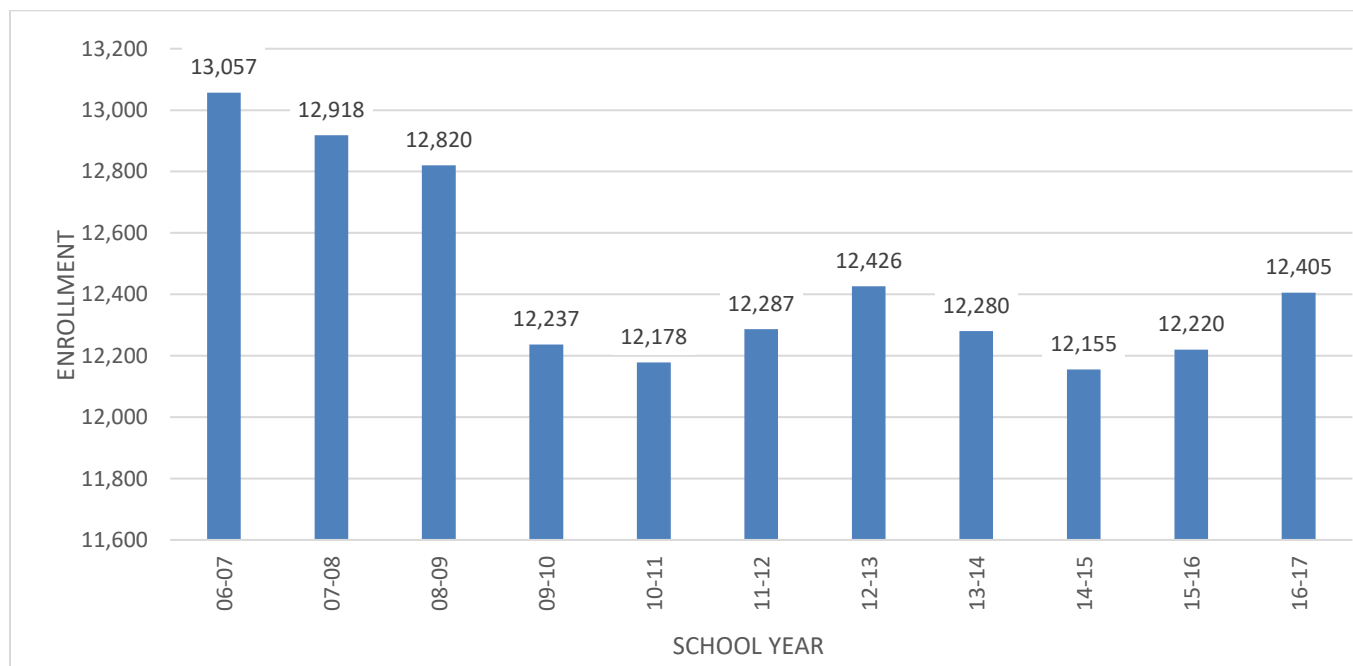
### District Enrollment Trends

#### *Historical Enrollments*

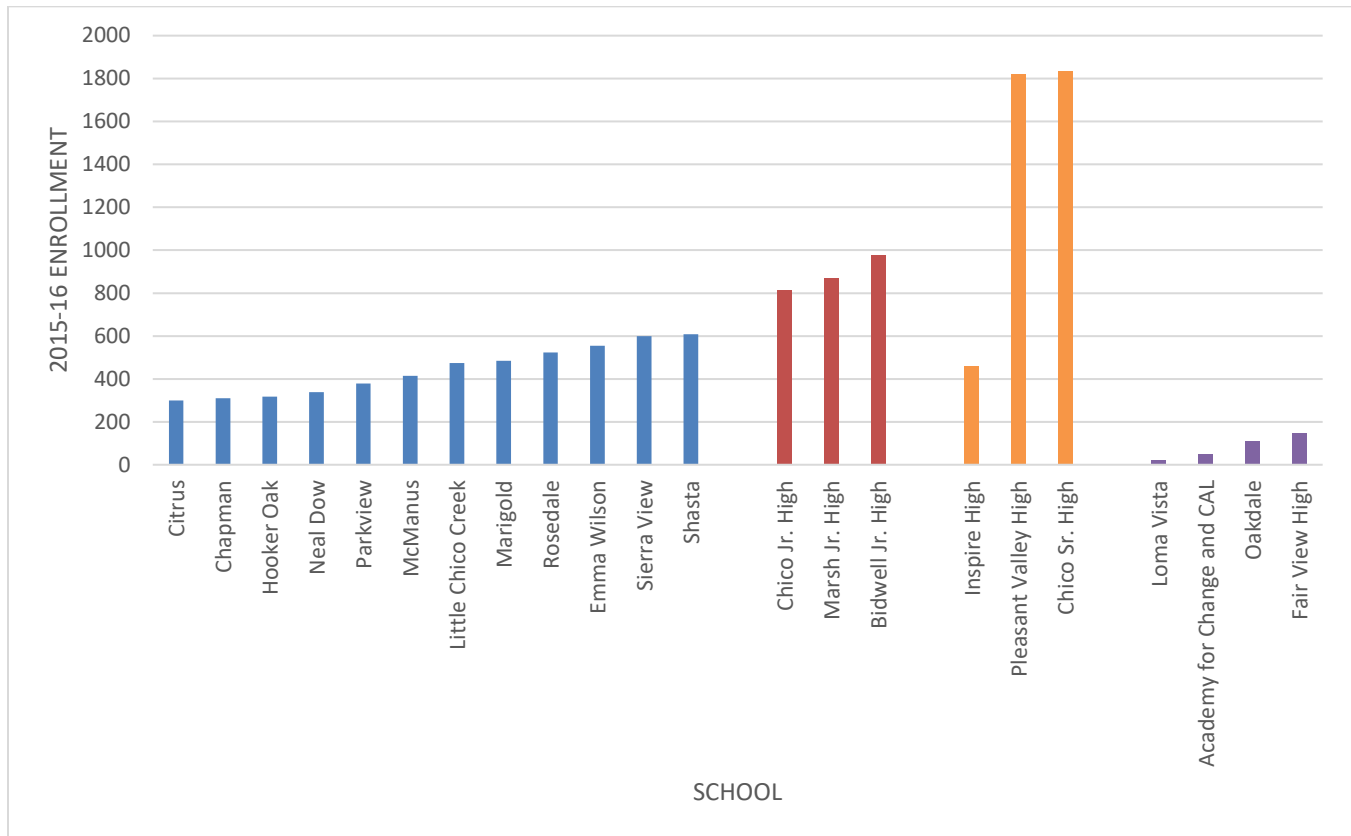
The Chico Unified School District experienced a trend of enrollment decline from 2006 through 2009, followed by a period of relative stability through the current year. Overall, enrollments declined from 13,057 students in October 2006 to 12,405 students in October 2016, representing a total decline of 5% over that period. The enrollment decline from 2008 to 2009 was primarily due to the relocation of District programs and the elimination of the Rosedale elementary school boundary. District enrollment increased from 2010 to 2012 and then declined each year through 2014. Enrollments are up slightly each of the last two years. 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 2006-07. Figure 3 provides current year enrollments by school. Figure 4 illustrates annual growth/decline in student enrollment.

A closer examination of historical enrollments by grade level demonstrates that enrollment declines have occurred at all grade levels (Figure 5). Table 2 provides historical enrollments by school since 2007-08.

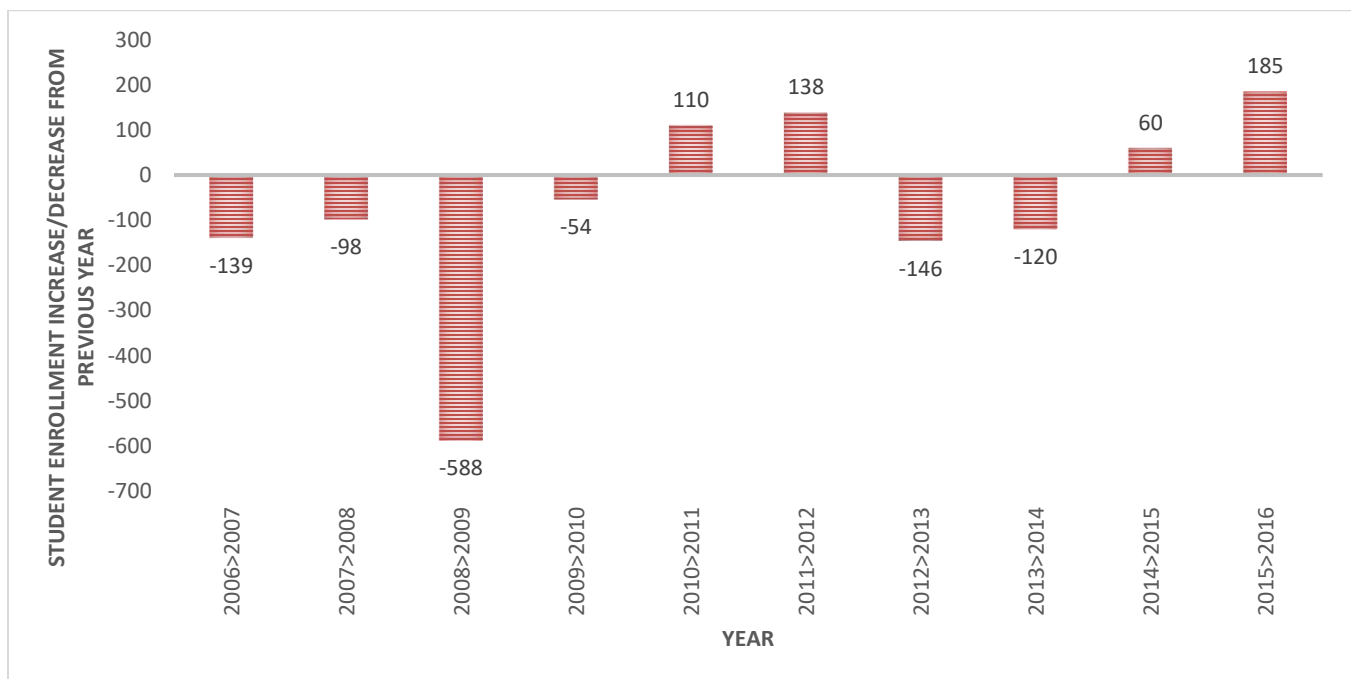
**Figure 2. Historical Enrollments**



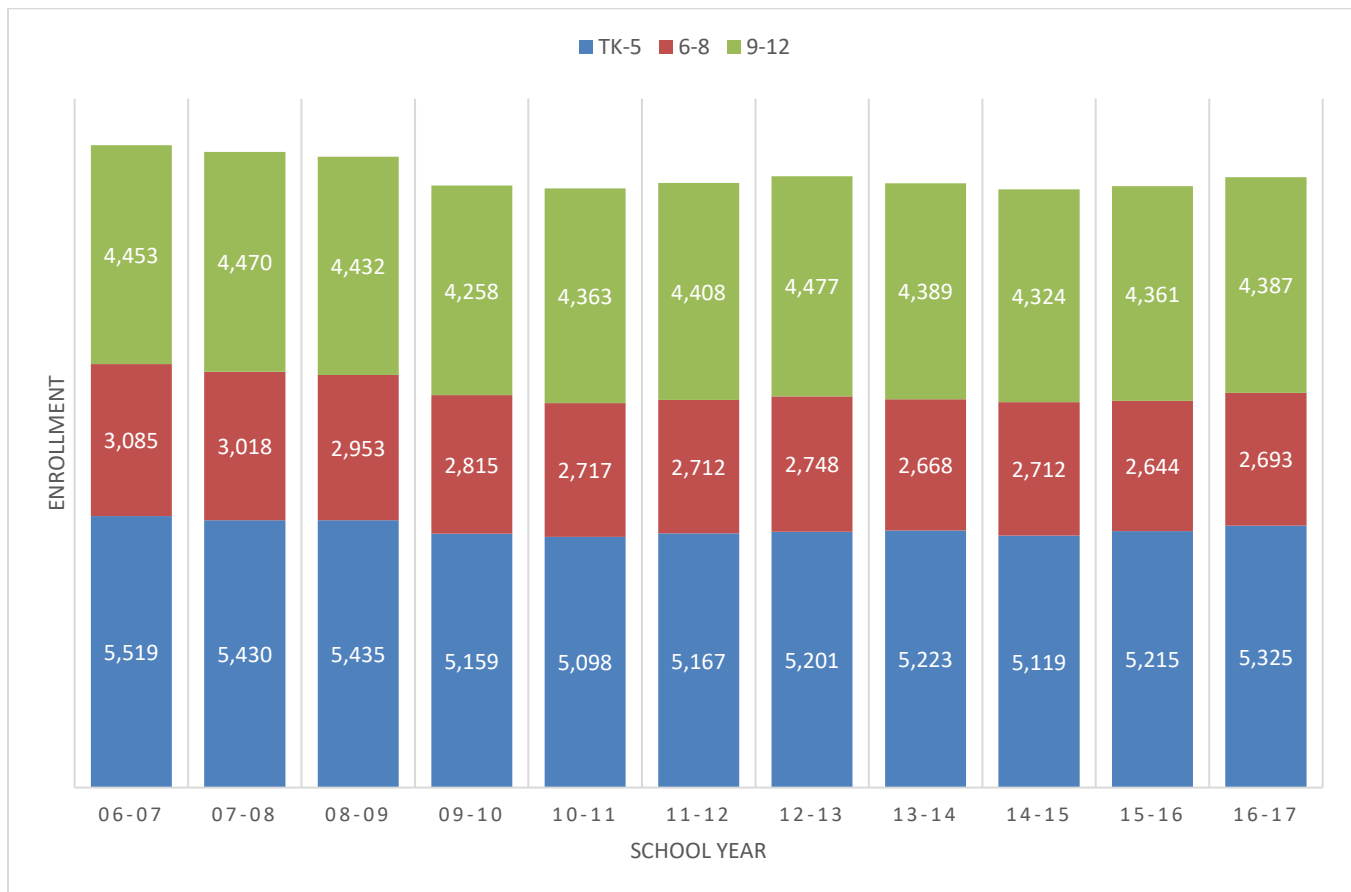
Source: California Department of Education and CUSD.

**Figure 3. 2016-17 Enrollments by School**

Source: California Department of Education and CUSD.

**Figure 4. Annual Growth in Student Enrollment**

Source: California Department of Education and CUSD.

**Figure 5. Historical Enrollments by Grade Level**

Source: California Department of Education and CUSD.

Kindergarten enrollment increased significantly in 2015 and 2016 compared to the three previous years (Figure 6). This will be discussed further in Section H. Kindergarten enrollment has an impact on overall enrollments, as larger or smaller incoming kindergarten class sizes result in larger or smaller overall enrollments as these cohorts matriculate through the system.

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

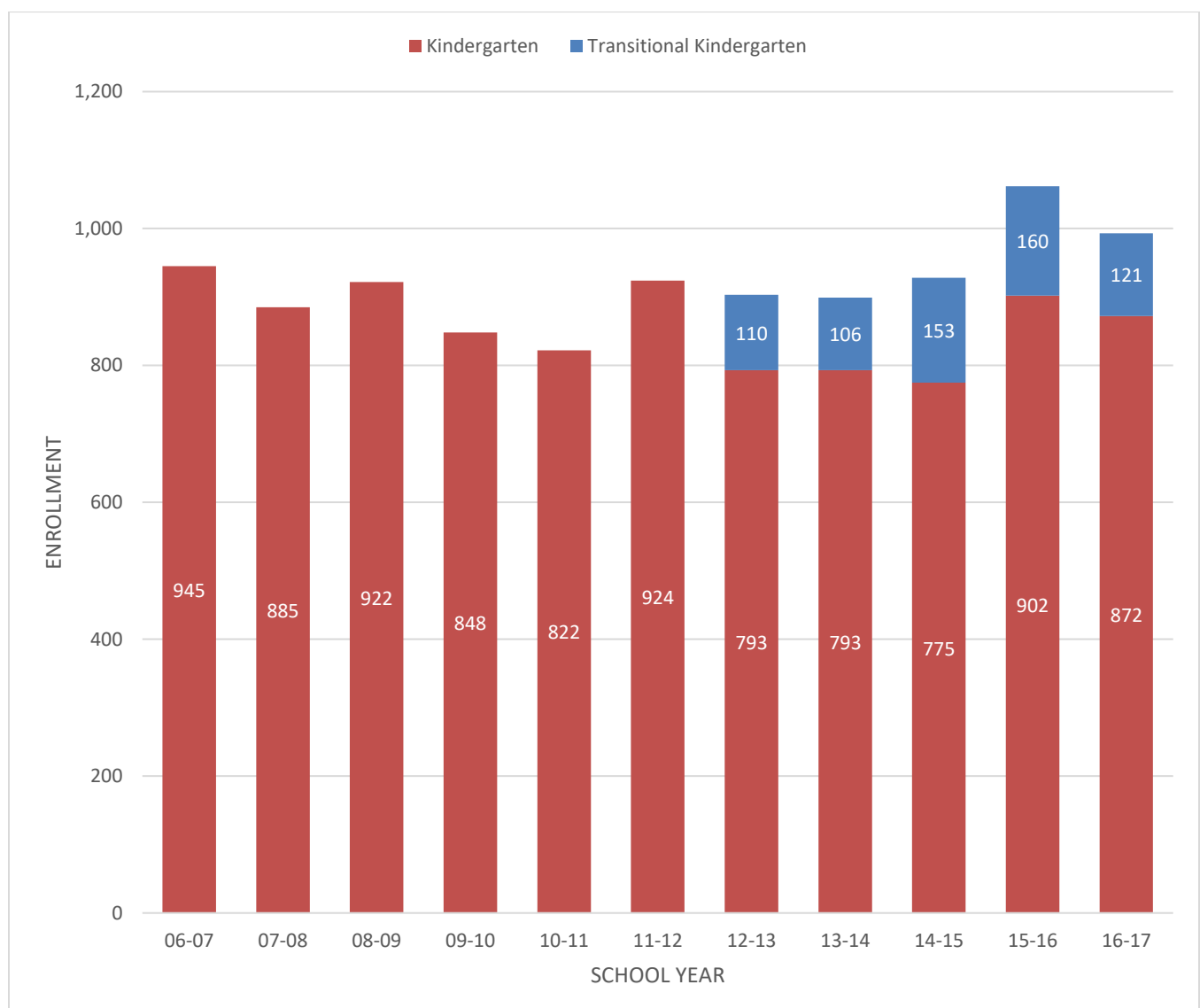
- 2012-13: Child must be 5 by November 1
- 2013-14: Child must be 5 by October 1
- 2014 -15 and beyond: Child must be 5 by September 1

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

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

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

**Figure 6. Kindergarten Enrollment**



Source: California Department of Education and CUSD.

**Table 2. Historical Enrollments by School**

<b>Elementary Schools</b>	<b>Grade Levels*</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Chapman	TK-5	341	331	349	324	311	367	369	351	356	310
Citrus	TK-5	451	431	422	397	394	339	337	328	316	300
Emma Wilson	TK-5	677	710	684	663	641	648	625	609	611	554
Hooker Oak	TK-5	440	452	402	351	328	368	372	366	364	318
Little Chico Creek	K-5	572	609	574	559	583	610	567	541	508	474
Marigold	K-5	531	550	565	558	535	541	577	556	559	484
McManus	TK-5	628	647	645	612	559	525	481	521	520	414
Neal Dow	K-5	463	457	445	434	426	434	412	386	402	338
Parkview	TK-5	460	460	224	243	325	361	369	385	415	378
Rosedale	K-5	436	442	504	531	567	561	575	586	593	524
Shasta	K-5	611	629	628	670	684	674	688	696	713	608
Sierra View	K-5	596	611	596	596	629	640	651	648	662	600
<i>Elementary School Totals</i>		6,206	6,329	6,038	5,938	5,982	6,068	6,023	5,973	6,019	5,302
<b>Junior High Schools</b>	<b>Grade Levels*</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Bidwell	6-8	787	760	686	666	667	672	643	587	568	976
Chico	6-8	688	616	595	560	567	582	601	639	618	812
Marsh	6-8	686	618	582	572	583	561	575	581	592	867
<i>Junior High School Totals</i>		2,161	1,994	1,863	1,798	1,817	1,815	1,819	1,807	1,778	2,655
<b>High Schools</b>	<b>Grade Levels</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Chico	9-12	2,018	1,910	1,874	1,797	1,727	1,785	1,762	1,753	1,782	1,835
Pleasant Valley	9-12	2,017	2,026	1,970	1,944	1,945	1,924	1,865	1,777	1,807	1,822
Inspire	9-12	0	0	0	272	379	427	433	443	444	460
<i>High School Totals</i>		4,035	3,936	3,844	4,013	4,051	4,136	4,060	3,973	4,033	4,117
<b>Alternative Schools</b>	<b>Grade Levels</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Academy for Change	7-12	83	123	72	114	98	78	65	58	36	49
Fair View High	9-12	253	287	252	222	231	229	215	231	202	149
Loma Vista	TK-12	18	20	16	21	30	10	8	21	29	23
Oakdale Ind. Study	K-12	126	131	152	16	78	90	90	92	123	110
<i>Alternative School Totals</i>		480	561	492	373	437	406	378	402	390	331
<i>All Closed Schools</i>		36	0	0	56	0	0	0	0	0	0
<b>Grand Total</b>		<b>12,918</b>	<b>12,820</b>	<b>12,237</b>	<b>12,178</b>	<b>12,287</b>	<b>12,426</b>	<b>12,280</b>	<b>12,155</b>	<b>12,220</b>	<b>12,405</b>

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

Note: The closed schools of Cohasset ES and Green HS are summarized and included so that the Grand Total matches the values in Figure 2.

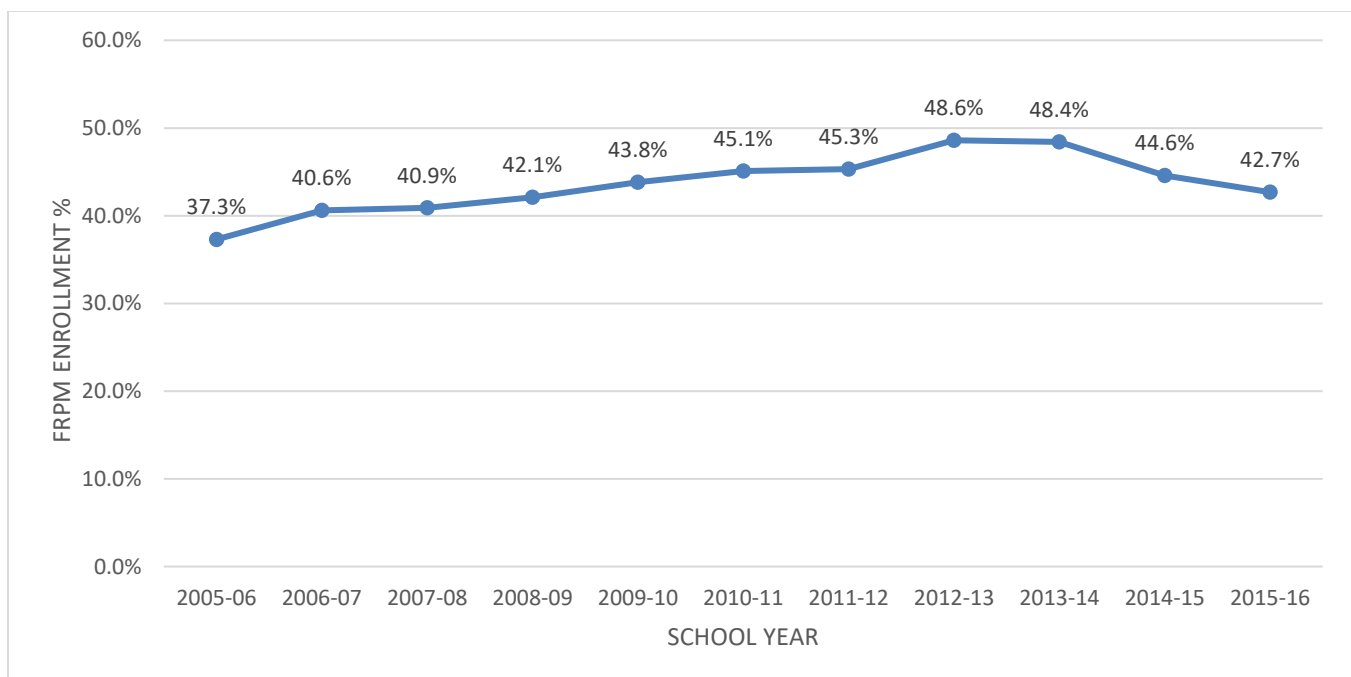


**Historical Enrollment by Socioeconomic Status**

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 2005-06 to 2015-16. Since 2005, participation in the program increased by 990 students, and participation as a percentage of total enrollments increased from 37.3% to 42.7%. However, both the number and percentage of FRPM program participants declined since 2012. 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
2005-06	4,931	37.3%
2006-07	5,349	40.6%
2007-08	5,349	40.9%
2008-09	5,448	42.1%
2009-10	5,524	43.8%
2010-11	5,524	45.1%
2011-12	6,039	45.3%
2012-13	6,746	48.6%
2013-14	6,688	48.4%
2014-15	6,130	44.6%
2015-16	5,921	42.7%

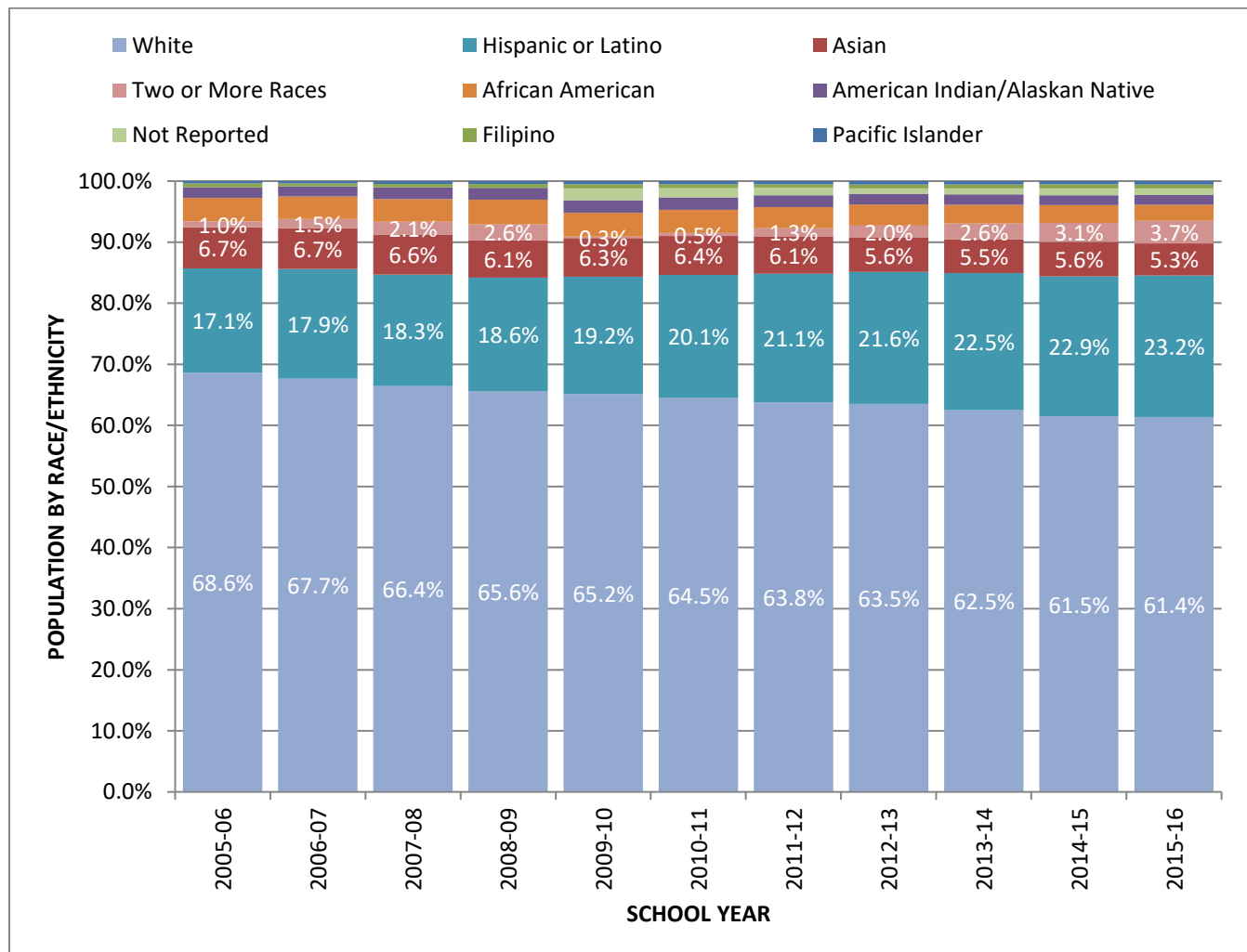
**Figure 7. Historical Students Enrolled in Free or Reduced Price Meals**

Source: California Department of Education.

**Historical Enrollment by Ethnicity**

To analyze the District's race/ethnicity profile, the 2005-2015 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 (61.4%), but students of other races and ethnicities represent a greater proportion of the District every year. The second largest ethnic group is Hispanic or Latino students (23.2%), with Asian students being the third largest ethnic group (5.3%). 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 2005-06 to the 2015-16 school year, the most recent for which State data is available.

**Figure 8. Historical Enrollment by Race/Ethnicity**

Source: California Department of Education.

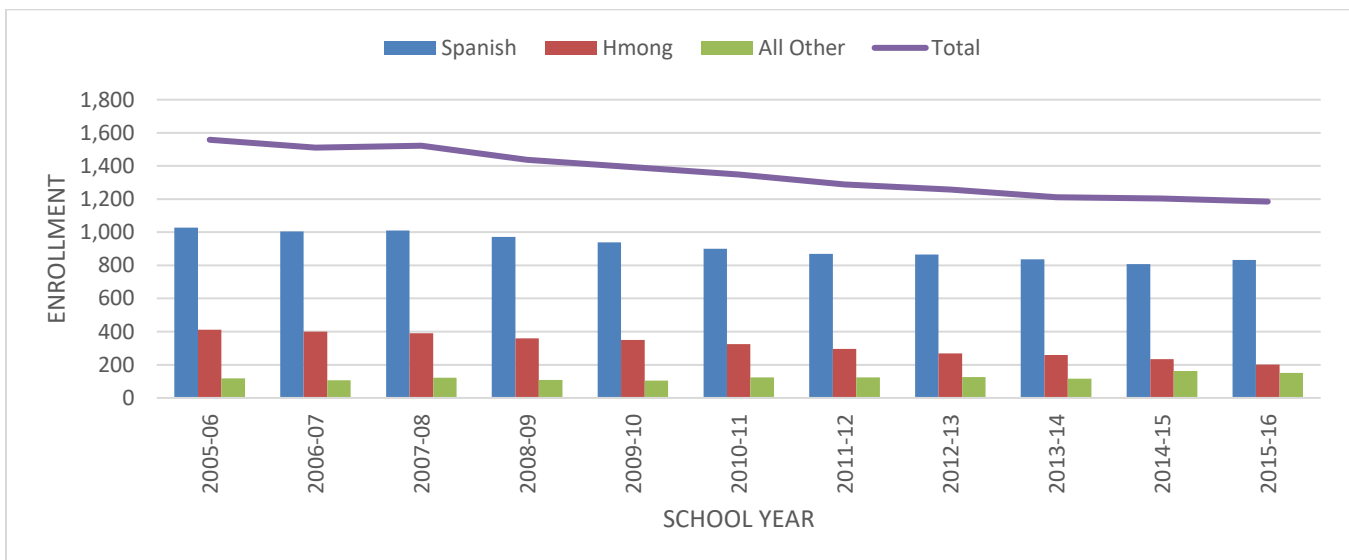
### Historical Enrollment of English Language Learners

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 2005-06 to 2015-16, as well as a breakdown by primary language spoken. ELL enrollment declined consistently since 2005. There was only one year, 2007, in which ELL enrollment increased during this time. The percentage of ELL students of 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 during this period, but is still less than either of the two main groups. 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
2005-06	1,558	1,028	411	119	11.5%
2006-07	1,510	1,004	400	106	11.2%
2007-08	1,522	1,010	390	122	11.3%
2008-09	1,438	971	359	108	10.7%
2009-10	1,393	939	349	105	10.7%
2010-11	1,348	901	324	123	10.3%
2011-12	1,288	869	296	123	9.4%
2012-13	1,258	865	268	125	9.1%
2013-14	1,212	837	259	116	8.8%
2014-15	1,204	808	233	163	8.8%
2015-16	1,185	832	202	151	8.6%

**Figure 9. Historical Students Enrolled as English Language Learners**



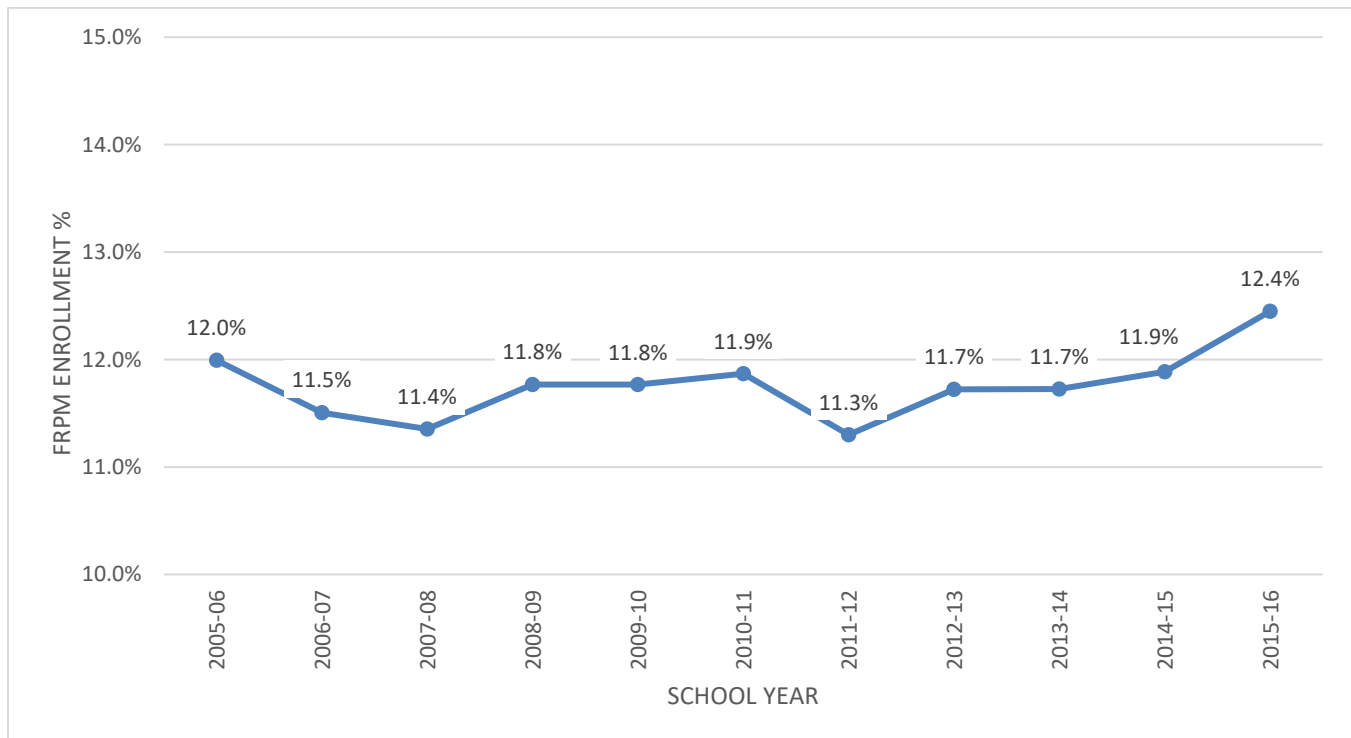
Source: California Department of Education.

**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 2005-06 to 2015-16. Special Education enrollment was generally stable for the last decade, but increased by 91 students between 2014 and 2015, leading to the highest percentage of special education students in the study period. 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
2005-06	1,623	12.0%
2006-07	1,558	11.5%
2007-08	1,531	11.4%
2008-09	1,585	11.8%
2009-10	1,528	11.8%
2010-11	1,550	11.9%
2011-12	1,542	11.3%
2012-13	1,626	11.7%
2013-14	1,620	11.7%
2014-15	1,633	11.9%
2015-16	1,724	12.4%

**Figure 10. Historical Students Enrolled in Special Education Classes**

Source: California Department of Education.

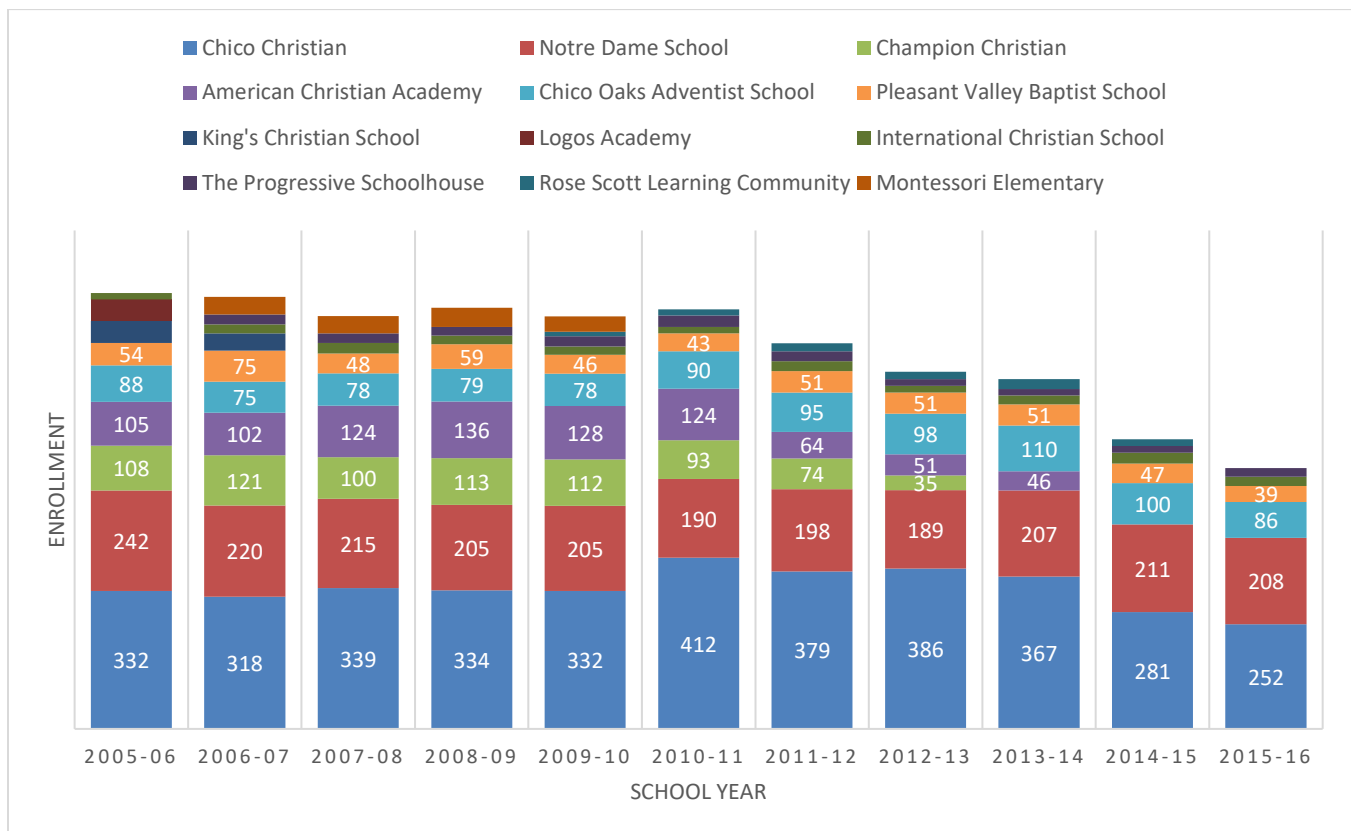
### Private School Trends

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

Private school enrollments for private schools located within the District (Figure 12) were collected from the California Department of Education for years 2005 to 2015. Since 2010, private school enrollment has decreased noticeably, by 37.8% (-382 K-12 students) (Figure 11).

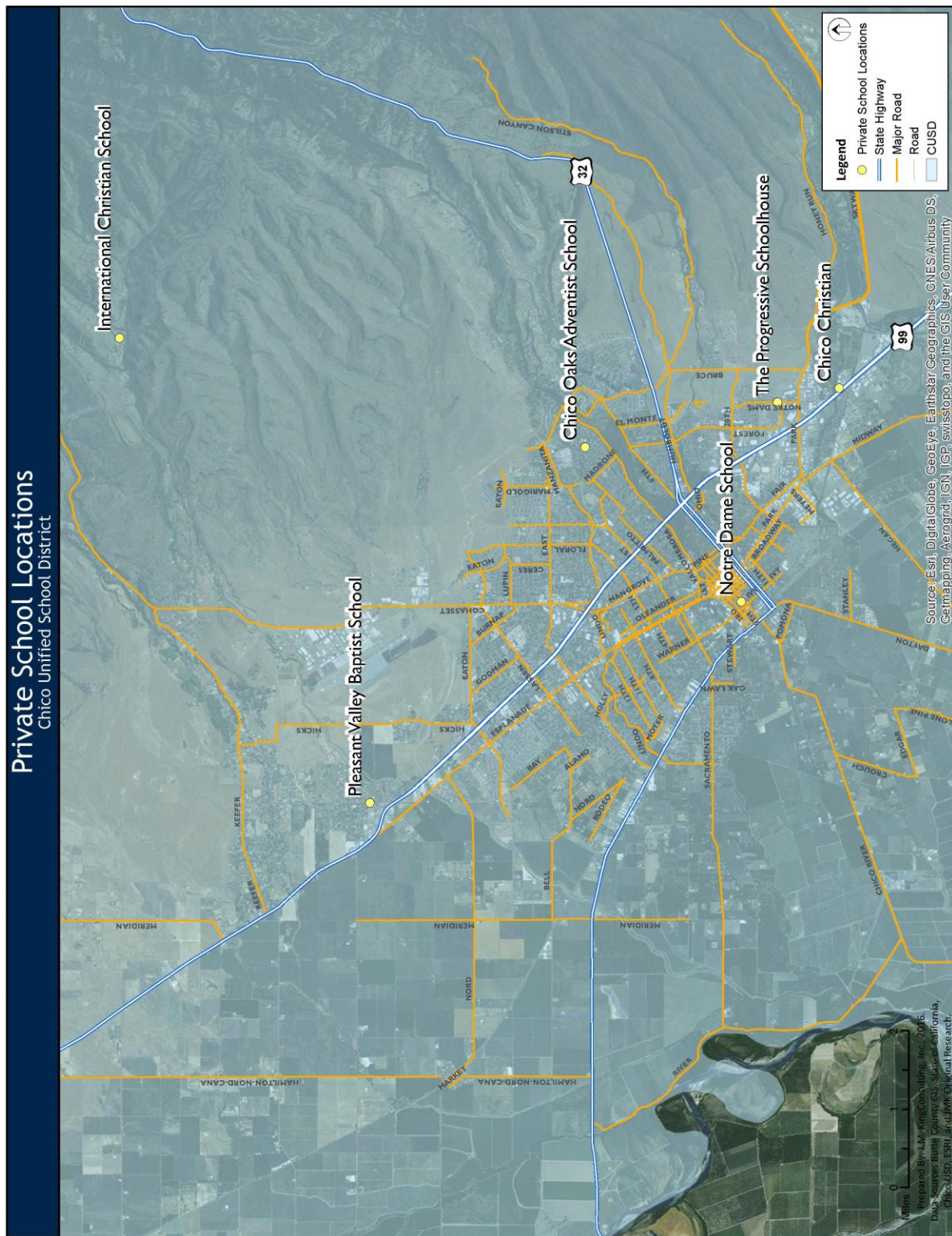
Several private schools located within CUSD closed between 2010 and 2015, while no new private schools opened. This analysis indicates that fewer families are choosing private school as students' educational options increase. This trend is expected to continue with the announced closure of the Chico Christian school after the 2016-17 school year, the largest private school in the area.

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



Source: California Department of Education.

Figure 12. Private School Locations in CUSD

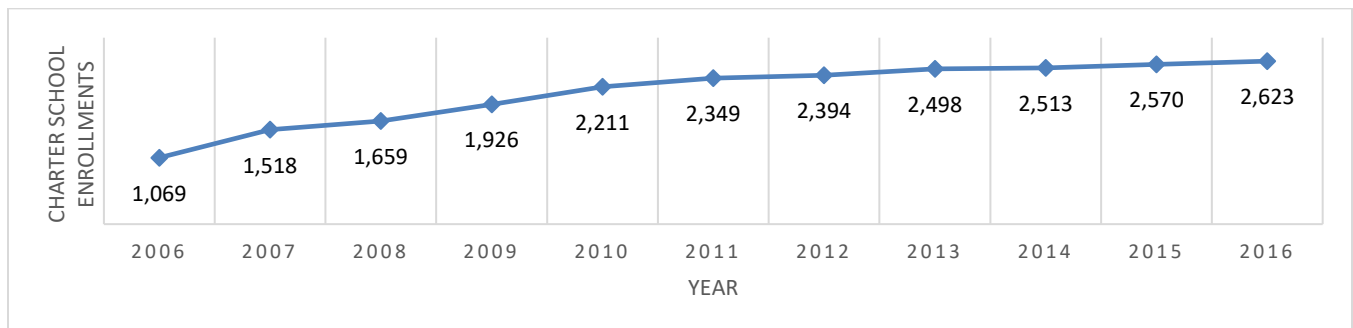




### Charter School Trends

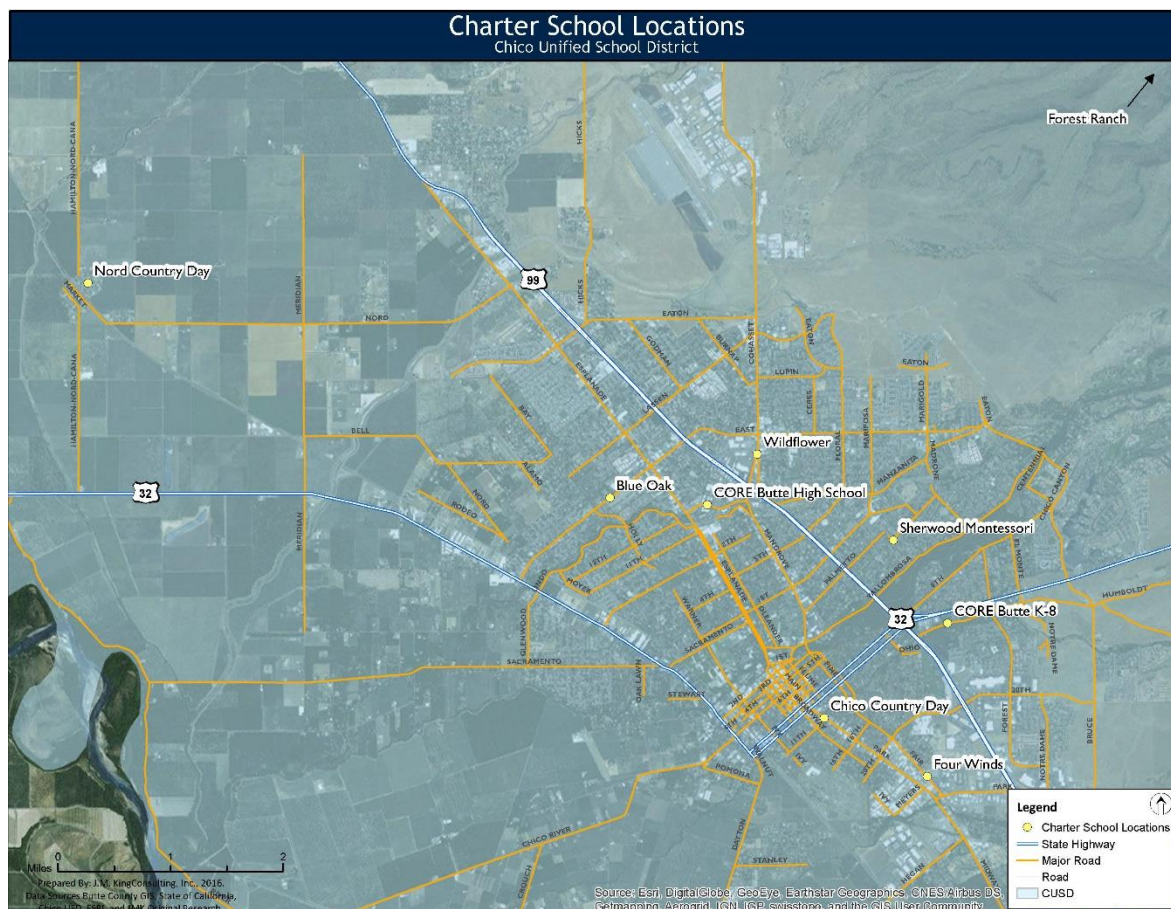
Historical enrollments for charter schools located within the CUSD were analyzed in order to calculate the impact to future CUSD enrollments. Charter school enrollments have increased by 145% since 2006 (Figure 13). Growth was slower in more recent years, however, and overall charter growth from 2015 to 2016 was 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**

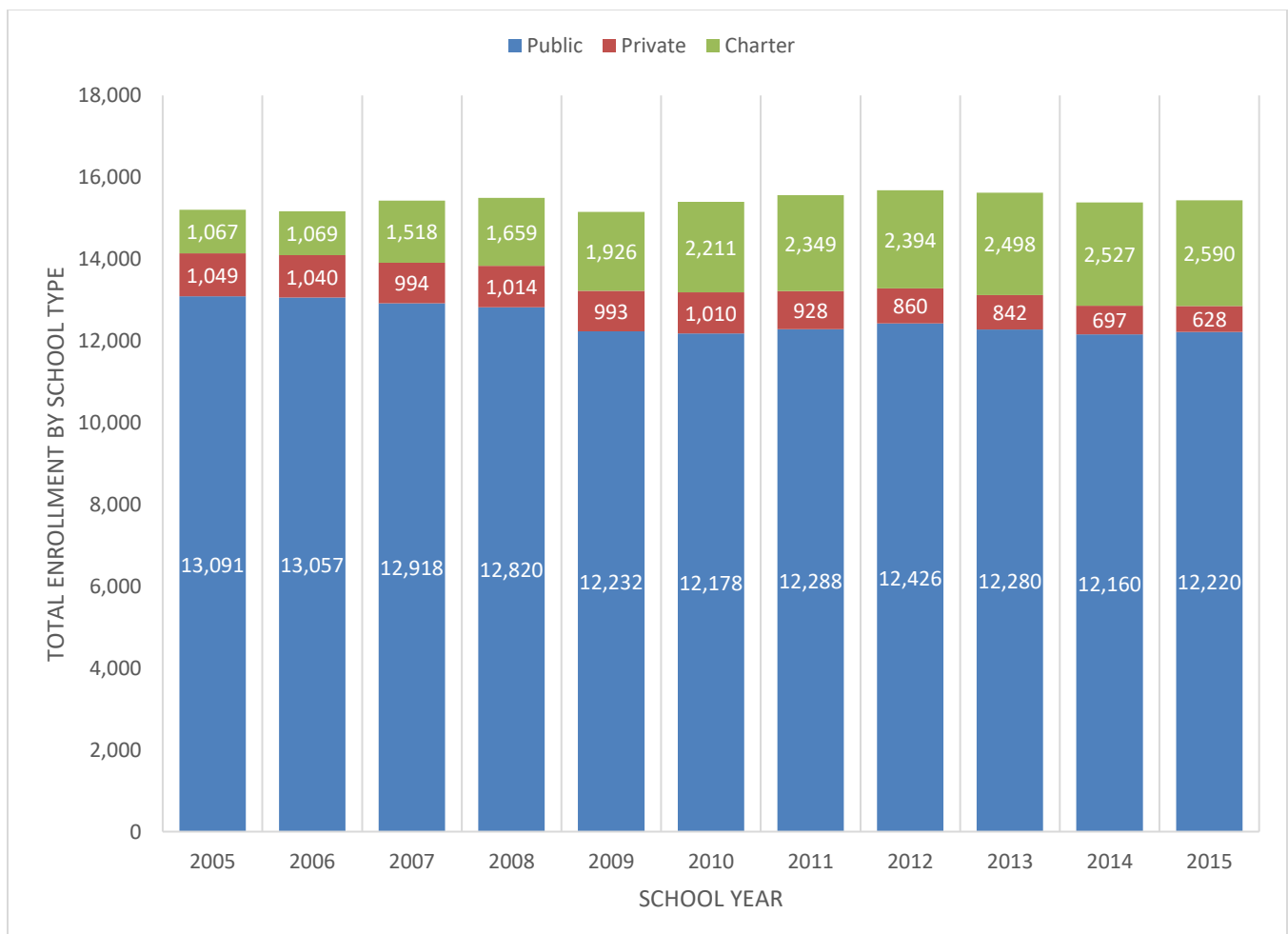


**Comparison of Historical Enrollments by School Type**

In order to better understand historical trends, J.M. King Consulting compared historical enrollments by school type (Public, Private, and Charter) for all schools located within the CUSD boundary. Since private school data is only available through 2015-16, 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 15,207 in 2005 to 15,438 in 2015. 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 -6.7%, while enrollments in non-district charter schools increased by 142.7%, and enrollments in private schools declined by -40.1% (Figure 15).

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

**Figure 15. Comparison of Total Enrollment by School Type**



## Community Demographics

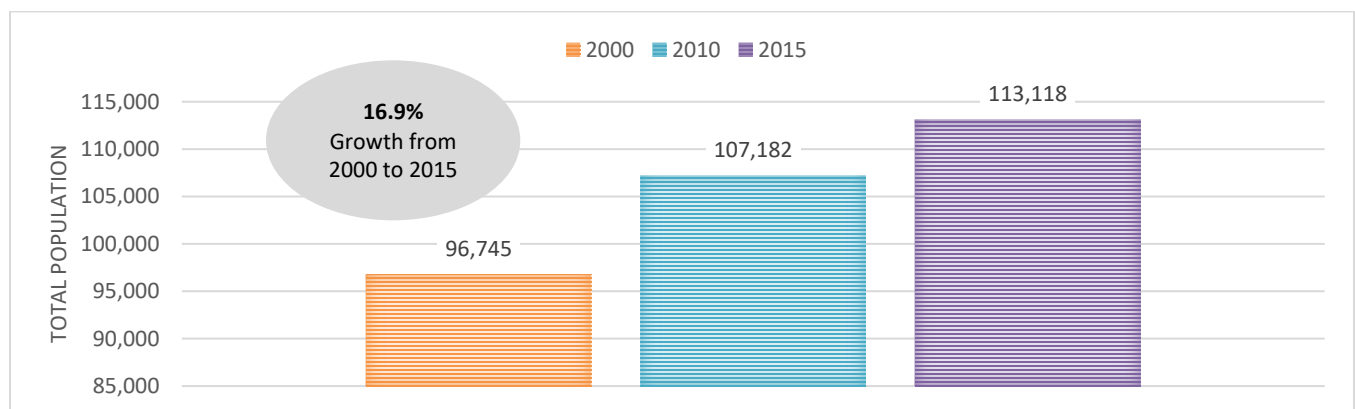
The Chico Unified School District serves the City of Chico, as well as much of the surrounding unincorporated area. This community demographic analysis will focus on the general population residing within the school District boundary.

## Population Trends

The CUSD boundary has a total population of approximately 113,118 according to United States Census estimates (an increase of 16.9% since 2000) (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.

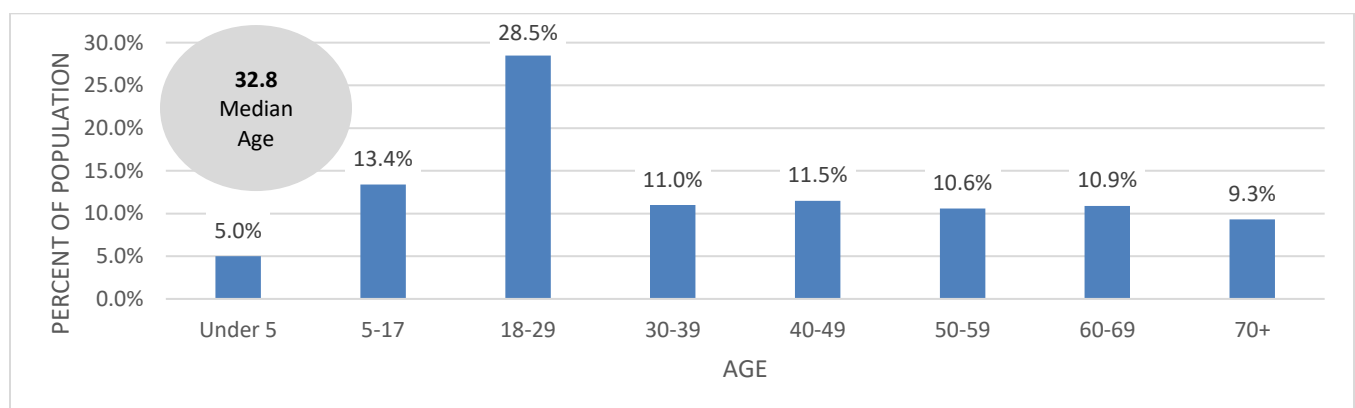
As Figure 17 demonstrates, CUSD is a young community, with a median age of 32.8 years (up from 30.8 in 2010, however). 18.4% of the total population is under age 18, however, as a large portion of the city's residents are college students with no families. CUSD is predominately White (72.4%) (Figure 18).

**Figure 16. Population Growth 2000-2015**

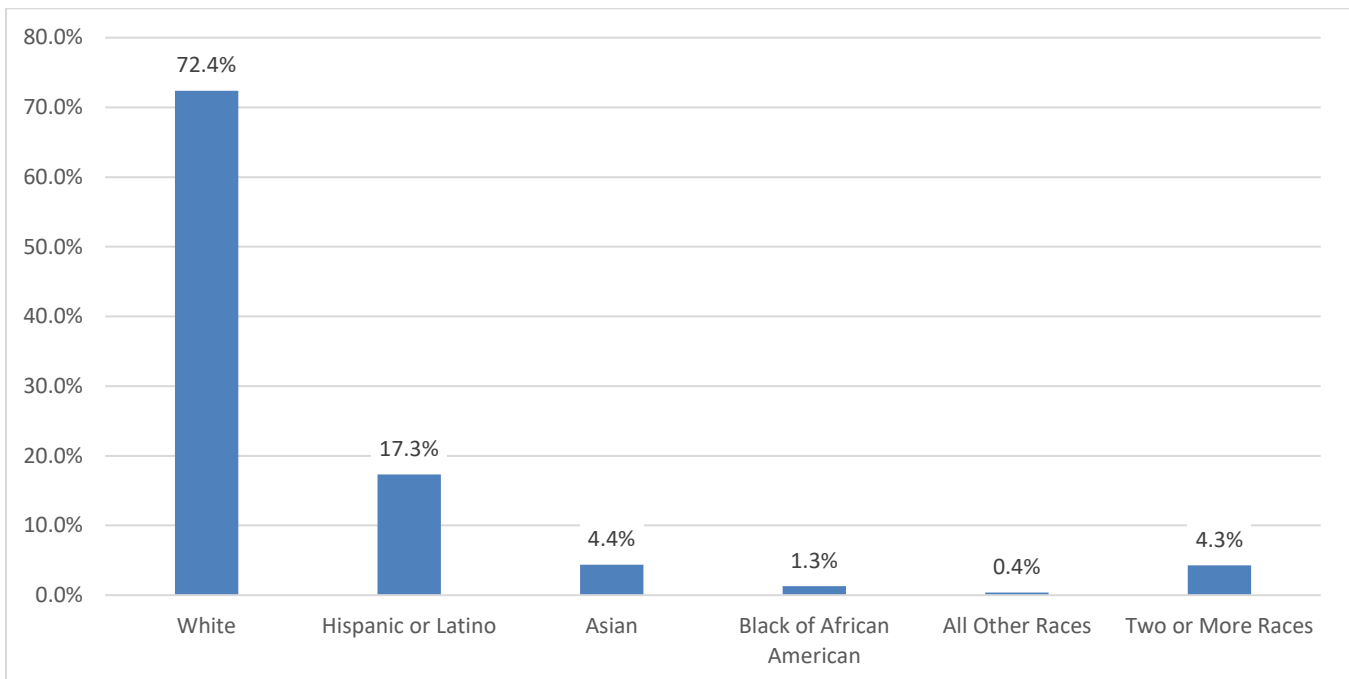


Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 1-Year Estimates.

**Figure 17. Age Distribution by Percent of Population**



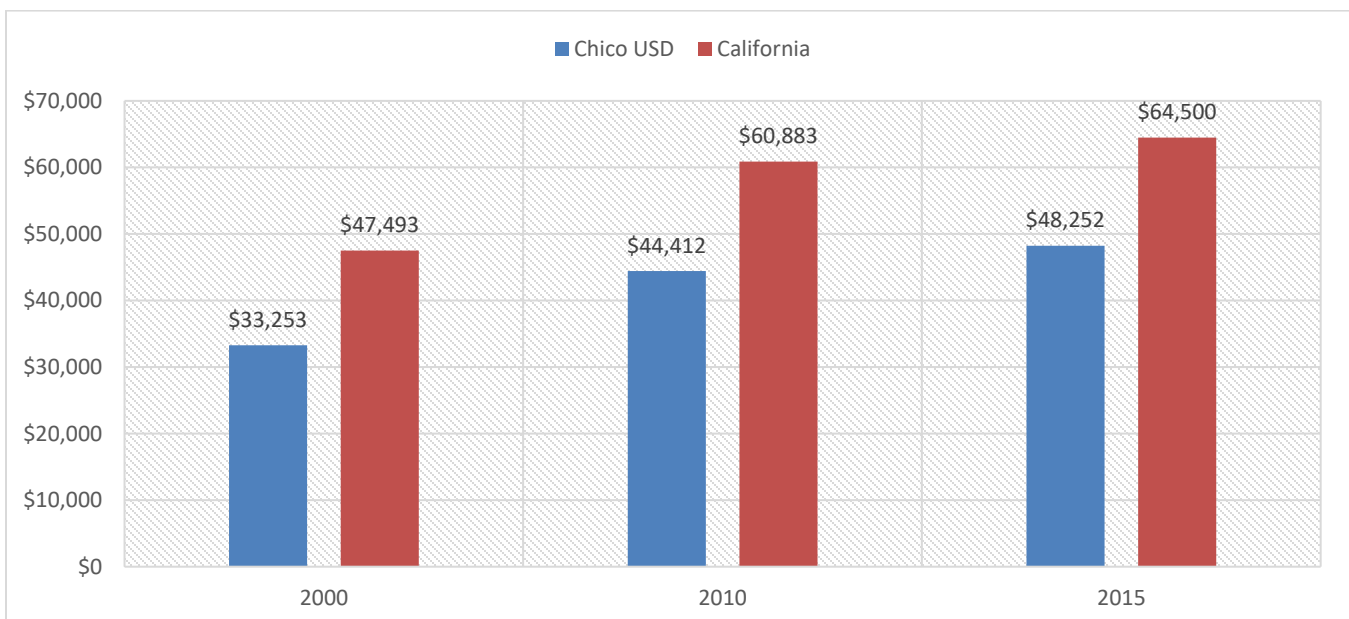
Source: U.S. Census Bureau, ACS 2015 1-Year Estimates.

**Figure 18. Population by Race and Ethnicity**

Source: U.S. Census Bureau, ACS 2015 1-Year Estimates.

### Household Characteristics

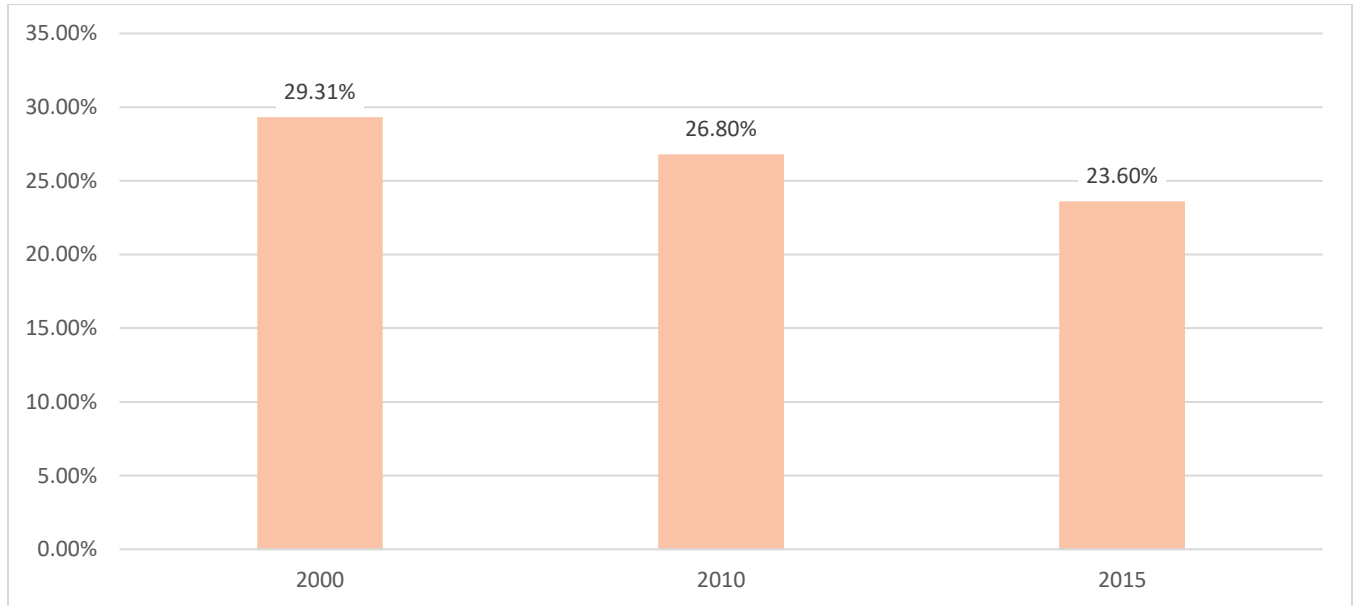
Median household income is low in CUSD compared to the State as a whole (Figure 19). This also is largely due to the prevalence of college students residing in Chico. If only families are considered, CUSD's median income is slightly higher than California's.

**Figure 19. Median Household Income**

Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 1-Year Estimates.

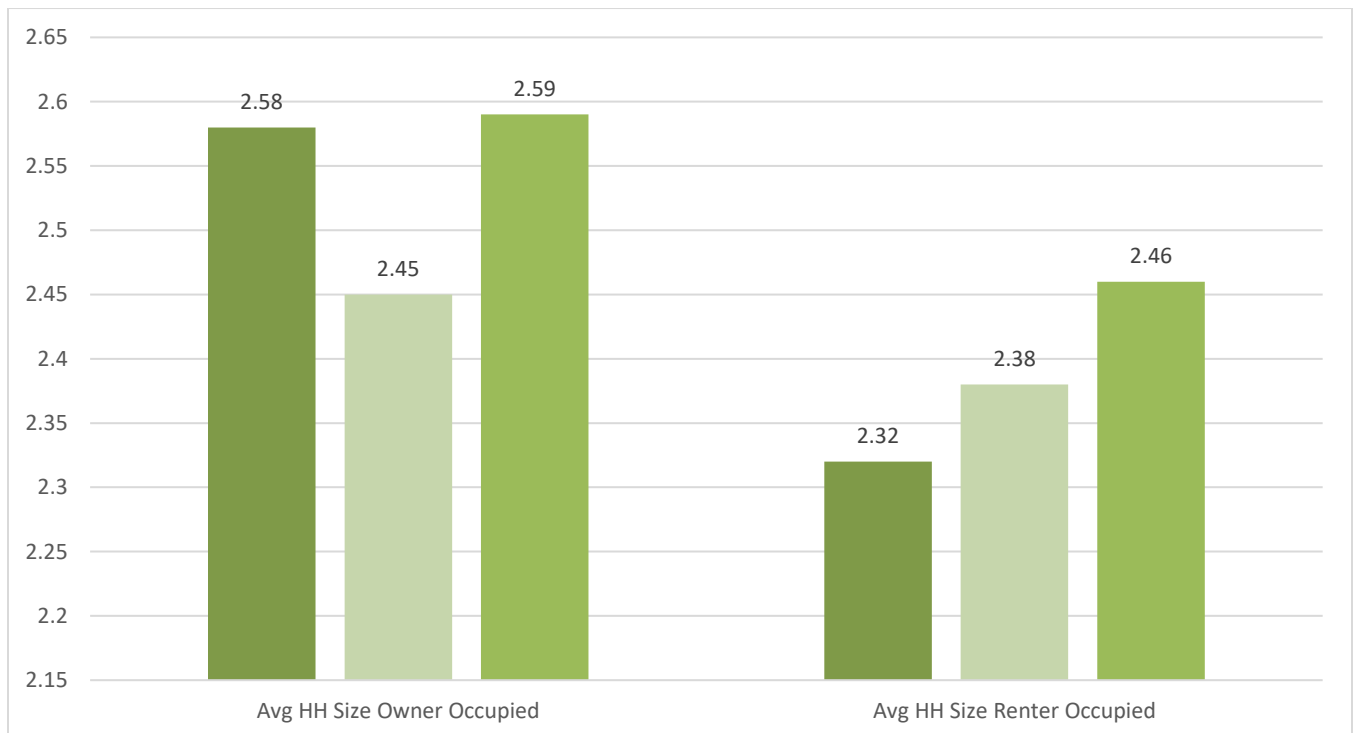
The percent of households with children under 18 declined in CUSD from 2000-2015 while the number of persons per household remained stable in owner-occupied units and increased slightly in renter-occupied units. (Figures 20-21).

**Figure 20. Percent of Households with Individuals Under 18**



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 1-Year Estimates.

**Figure 21. Number of Persons per Household**

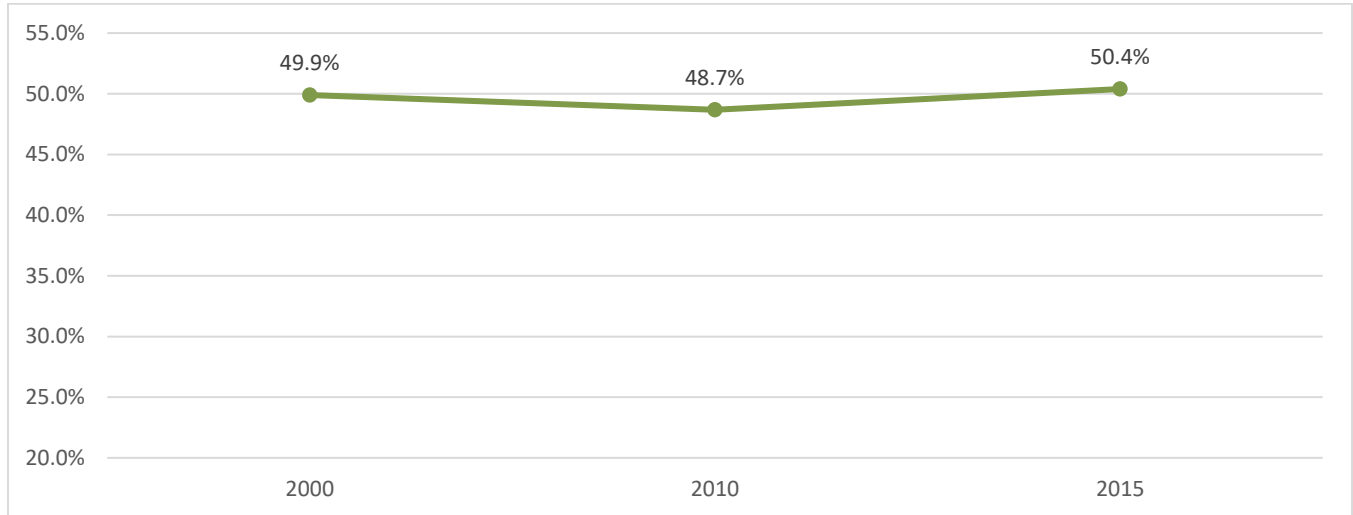


Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 1-Year Estimates.

### Home Ownership and Median Home Values in the City of Chico

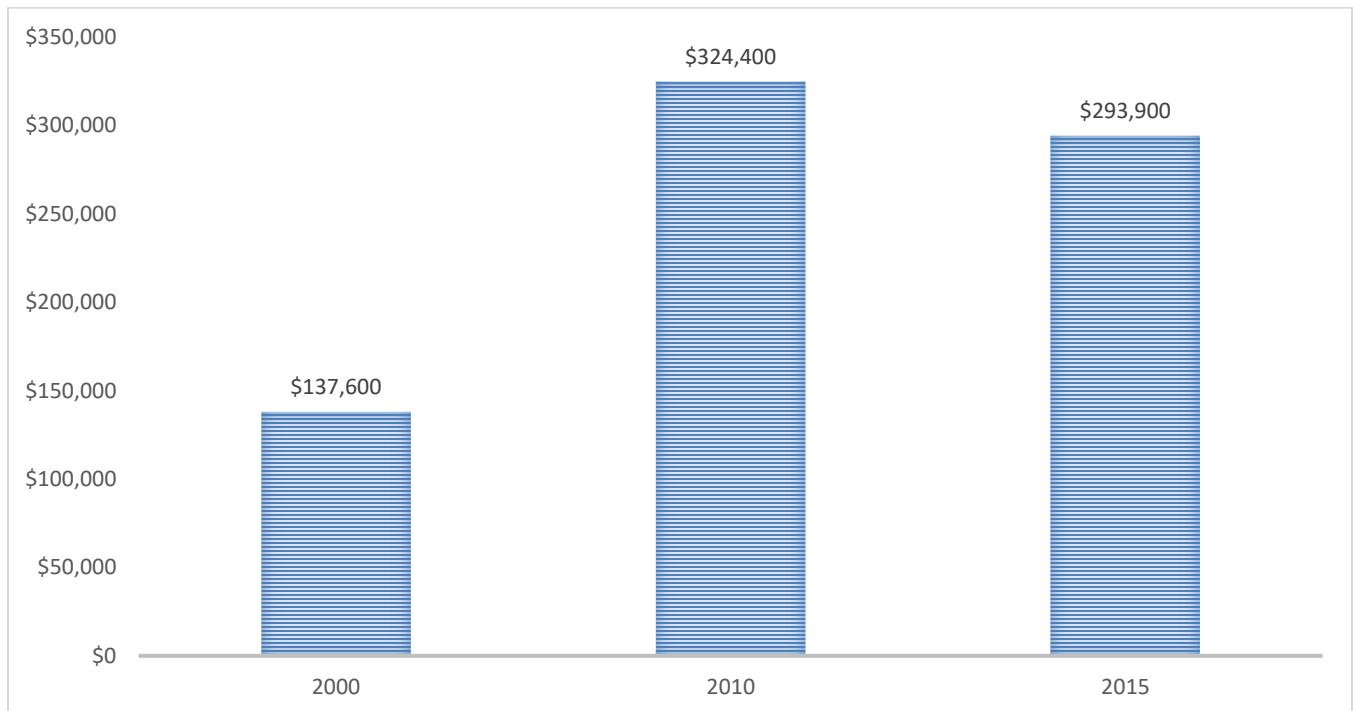
Home-ownership in the District (the percent of non-vacant housing units occupied by the owner) decreased slightly from 2000 to 2010, but since increased back above its previous level in 2015 (Figure 22). The median home value in the District of owner-occupied housing units is currently \$293,900 (Figure 23).

**Figure 22. Home Ownership Rate**



Source: U.S. Census Bureau Decennial Census and ACS 2015 1-Year Estimates.

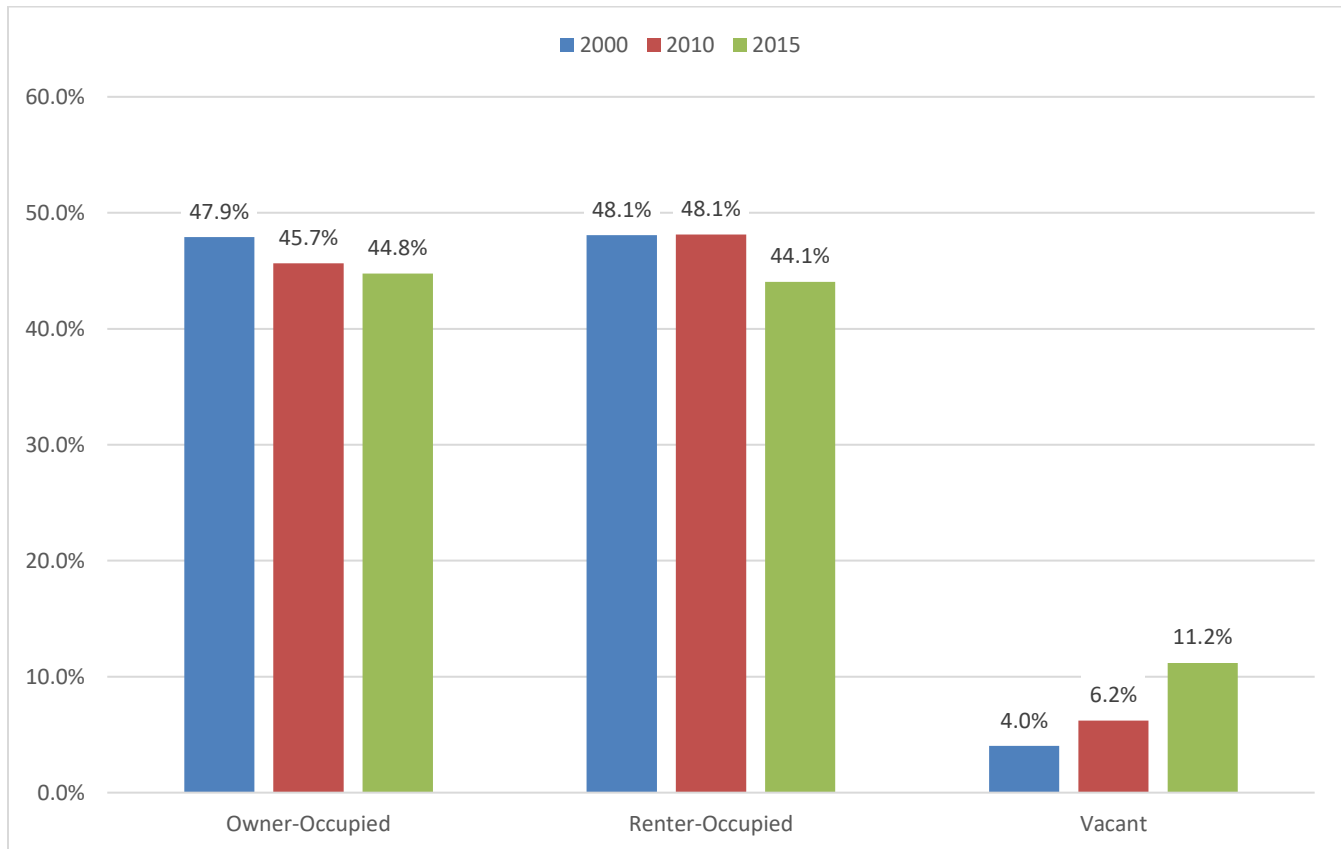
**Figure 23. Median Value of Owner Occupied Units**



Source: U.S. Census Bureau Decennial Census and ACS 2015 1-Year Estimates.

The percent of both owner-occupied and renter-occupied housing units declined from 2000 to 2015. The vacancy rate, meanwhile, increased significantly during that time.

**Figure 24. Housing Units by Occupancy**



Source: U.S. Census Bureau Decennial Census and ACS 2015 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.

J.M. 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 2016-17 CUSD student list to determine the number of students generated per housing unit by grade level and by housing type.

A total of 1,352 single-family detached units, 101 single-family attached units, 1,492 multi-family units, and 413 affordable units were surveyed within the District. The TK-12 District-wide student generation rates by typology are outlined in Table 6. As is common in many other Districts, affordable units in CUSD generate the most students, while single-family attached and multi-family units generate the fewest.

Since last year, student generation rates for all types of housing have increased, with the exception of multi-family which declined. Students generated from newly constructed single-family detached homes increased from 0.274 to 0.322. This is a particularly important measure to observe in the coming years.

**Table 6. Student Generation Rates: New Construction**

Grade	Single-Family Detached SGR	Single-Family Attached SGR	Multi-Family SGR	Affordable SGR
TK-5	0.148	0.069	0.036	0.489
6-8	0.070	0.079	0.021	0.230
9-12	0.104	0.050	0.023	0.208
<b>Total K-12</b>	<b>0.322</b>	<b>0.198</b>	<b>0.080</b>	<b>0.927</b>

***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, JMK 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 2012 and 2016. This database was cross-referenced with the 2016-17 CUSD student list to determine the number of students generated per housing unit by grade level and by elementary school boundary.

A total of 4,969 single-family detached housing units were surveyed within the District, which generated 1,769 TK-12<sup>th</sup> grade students for the District. An additional 420 single-family attached units were surveyed, which generated 60 TK-12<sup>th</sup> grade students. Student generation rates by grade configuration are displayed in Table 7. Single-family detached homes that resell generate more students for the District to house than newly constructed single-family detached homes.

**Table 7. Student Generation Rates: Home Sales**

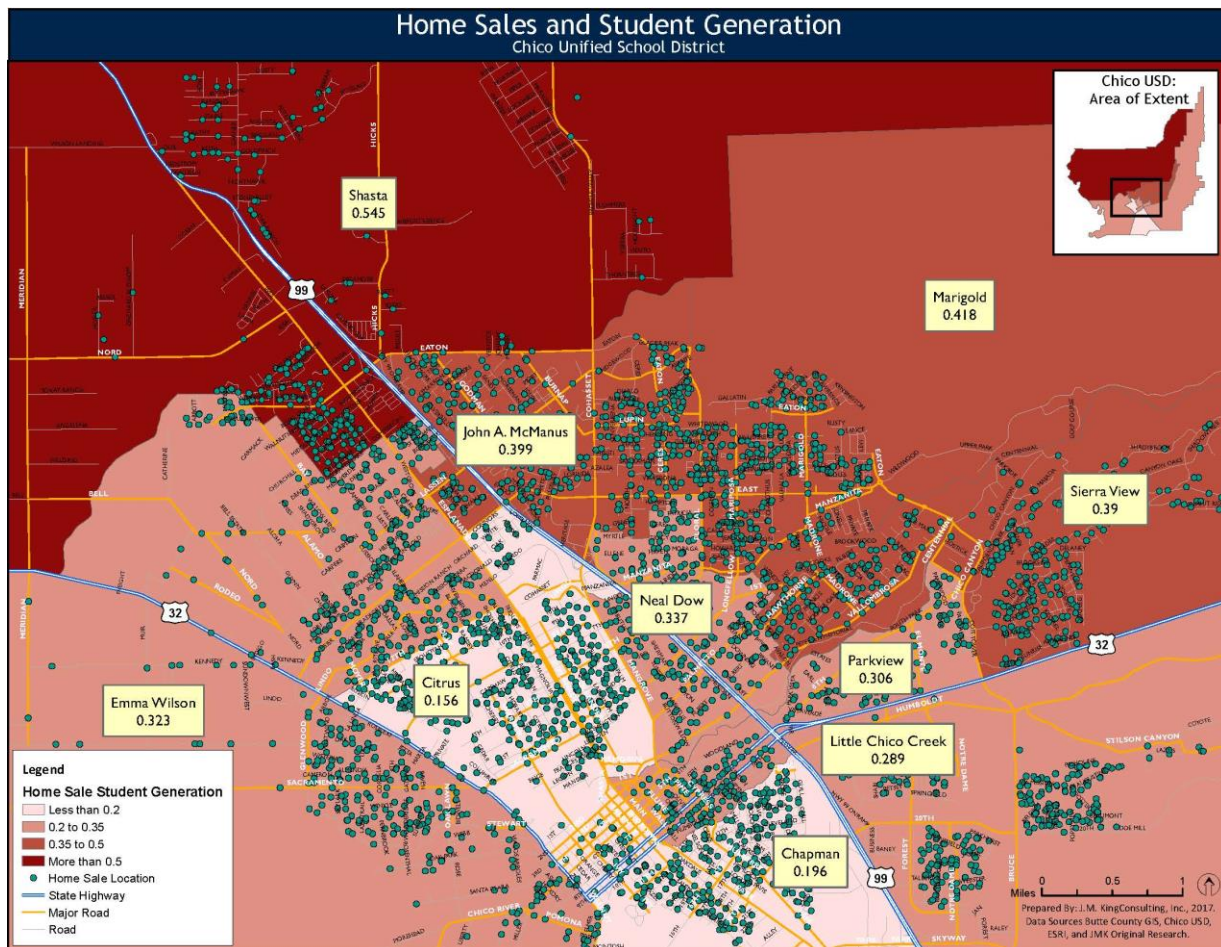
<b>Grade</b>	<b>Single-Family Detached SGR</b>	<b>Single-Family Attached SGR</b>
TK-5	0.175	0.055
6-8	0.079	0.040
9-12	0.102	0.048
<b>Total K-12</b>	<b>0.356</b>	<b>0.143</b>

JSA 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 25, homes sold within the school boundaries in the northern part of the District (Shasta, Marigold, and John A. McManus) generate more students per housing unit than homes sold within other school boundaries in CUSD.

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

Elementary School Boundary	Number of Units	Total Students	Total SGR	SF-Detached SGR	SF-Attached SGR
Chapman	429	84	0.196	0.191	0.286
Citrus	550	86	0.156	0.168	0.041
Emma Wilson	920	297	0.323	0.344	0.110
John A. McManus	612	244	0.399	0.407	0.067
Little Chico Creek	546	158	0.289	0.310	0.119
Marigold	533	223	0.418	0.424	0.235
Neal Dow	416	140	0.337	0.377	0.204
Parkview	310	95	0.306	0.323	0.000
Shasta	539	294	0.545	0.543	0.667
Sierra View	534	208	0.390	0.424	0.059
<b>Total</b>	<b>5,389</b>	<b>1,829</b>	<b>0.339</b>	<b>0.356</b>	<b>0.143</b>

Figure 25. Home Sales and Student Generation Rates





JMK prepared an additional analysis of student generation rates by year of purchase. Although both single-family attached and single-family detached student generation rates have remained fairly stable, there is some correlation between rising purchase prices and declining student generation from single-family detached homes. This trend will need to be observed closely in the coming years. Tables 9 and 10 present the student generation rates for single-family detached and single-family attached homes, respectively.

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

Year Sold	Number of Units	Average Purchase Price	Total Students	Total SGR
2012	970	\$245,000	340	0.351
2013	1087	\$281,000	446	0.410
2014	993	\$288,000	329	0.331
2015	1008	\$304,000	370	0.367
2016*	911	\$316,000	284	0.312
<b>Total</b>	<b>4,969</b>	<b>\$288,000</b>	<b>1,769</b>	<b>0.356</b>

\*2016 records are through August

**Table 10. Student Generation Rates: Single-Family Attached Home Resales by Year Sold**

Year Sold	Number of Units	Average Purchase Price	Total Students	Total SGR
2012	73	\$167,000	6	0.082
2013	174	\$193,000	34	0.195
2014	61	\$143,000	7	0.115
2015	62	\$183,000	8	0.129
2016*	50	\$191,000	5	0.100
<b>Total</b>	<b>420</b>	<b>\$177,000</b>	<b>60</b>	<b>0.143</b>

\*2016 records are through August

## SECTION F: LAND USE & PLANNING

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

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

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

### **Butte County: General Plan 2030**

The County of Butte's General Plan 2030, adopted in 2010 and updated 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.<sup>5</sup>

#### ***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.

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<sup>5</sup> 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.<sup>6</sup> 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.

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<sup>6</sup> Housing Authority of the County of Butte. Mission Statement.

***Local Agency Formation Commission (LAFCO)***

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

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

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

**Butte County LAFCO**

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

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

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

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

### **The City of Chico**

#### ***Chico 2030 General Plan: Five-Year Review, 2016***

The Chico 2030 General Plan, adopted in 2011, 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..."<sup>7</sup>

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.

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<sup>7</sup> *Chico 2030 General Plan, Introduction.*

### 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:

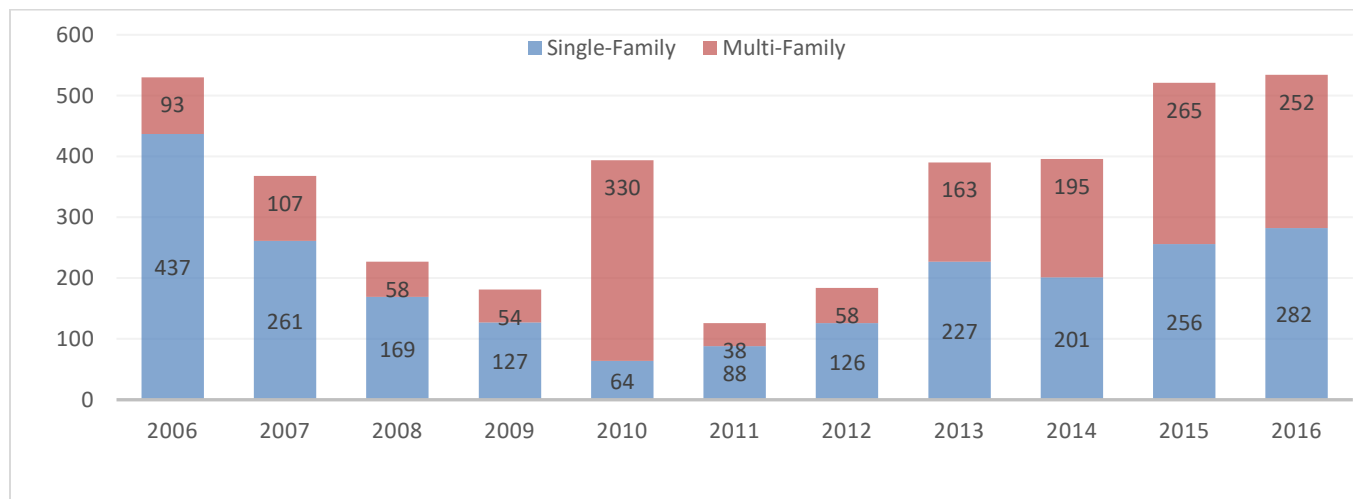
- **Population:** The original General Plan had assumed a sustained 2% annual growth rate, but growth has been closer to 1.2% in recent years. This results in the General Plan's estimated 2030 build-out population of 139,713 not being reached until 2057 with current growth trends.
- **Development Activity:** Development activity is once again increasing, reflecting a recovery from the nationwide economic recession. 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:** Most annexations have 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.
- **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 and Sphere of Influence review, 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 26 outlines building permit activity, demonstrating the decline in single-family building permits between 2006 and 2010, with a gradual increase in permit activity since that time. Multi-Family permits have also increased significantly since 2011.

**Figure 26. Building Permit Activity, 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 11.

**Table 11. Affordable Income and Rent Levels**

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

**Neighborhood Plans**

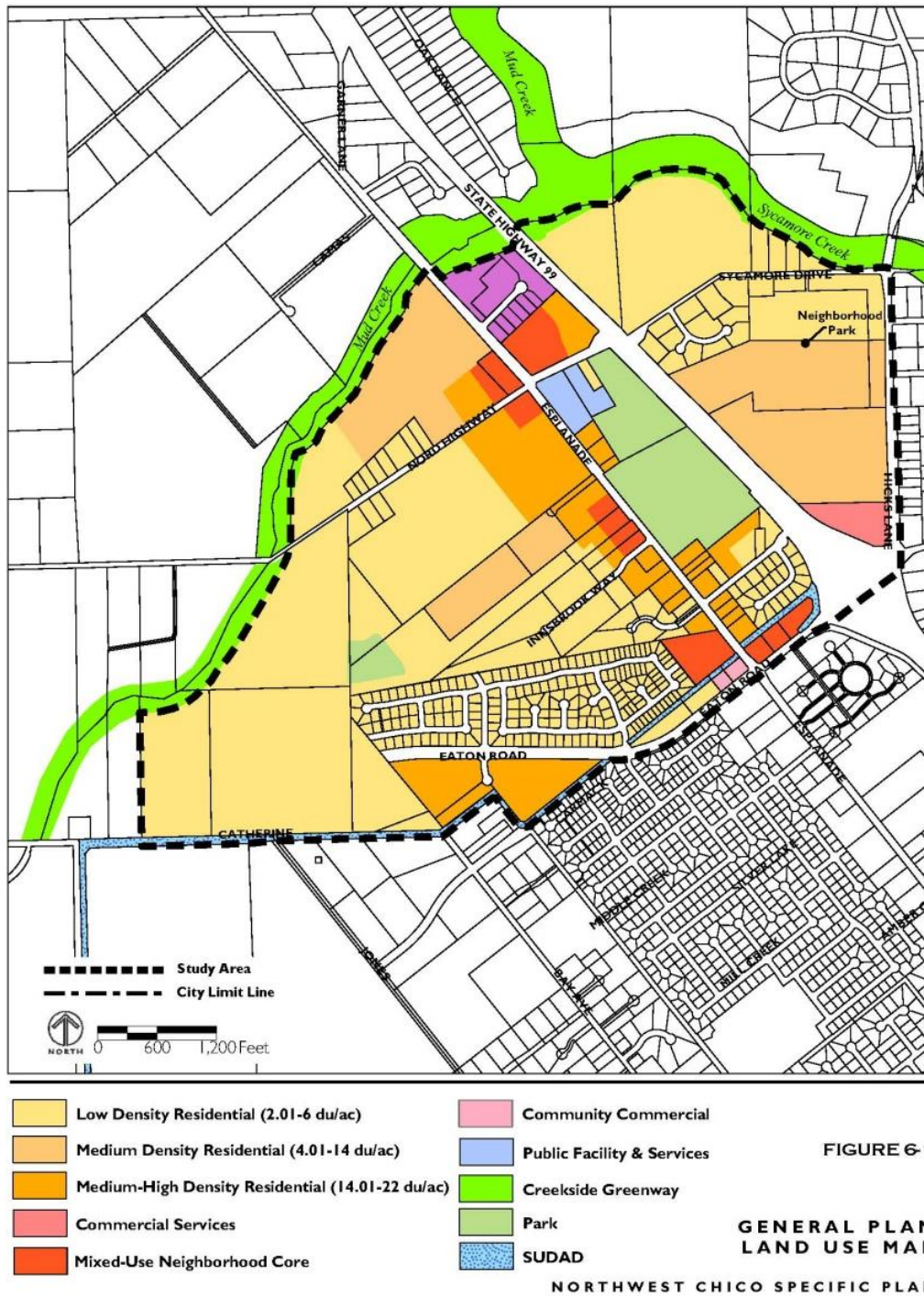
The City of Chico has also adopted three neighborhood plans that provide more fine-grained planning direction for the following areas: The Avenues Neighborhood Improvement Plan, the Southwest Chico Neighborhood Improvement plan and the Chapman/Mulberry Neighborhood Plan. These plans assist the neighborhood 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 27 outlines the Northwest Area boundaries.

**Figure 27. 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 are outlined in Table 12. 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, J.M. King Consulting mapped the location of all development (Figure 28).

**Table 12. Current and Planned Residential Development**

Map #	Type	Name	Units	Status	ESB	JHSB	HSB
1	Single-Family	Lee Estates	7	Recorded	Sierra View	Marsh	Pleasant Valley
2	Single-Family	Sierra Garden Townhomes	72	Approved	Sierra View	Marsh	Pleasant Valley
3	Single-Family	Mariposa Manor	34	Approved	Marigold	Bidwell	Pleasant Valley
4	Single-Family	Belvedere Heights	192	Approved/Recorded	Little Chico Creek	Marsh	Chico Senior
5	Single-Family	Tuscan Village	155	Approved	John A. McManus	Bidwell	Pleasant Valley
6	Single-Family	Misson Vista Ranch 2	17	Approved	Little Chico Creek	Marsh	Chico Senior
7	Single-Family	Humboldt Subdivision	17	Approved	Little Chico Creek	Marsh	Chico Senior
8	Single-Family	Lassen Village	25	Approved	John A. McManus	Bidwell	Pleasant Valley
9	Single-Family	Lassen Subdivision	14	Approved	Emma Wilson	Chico	Chico Senior
10	Single-Family	Montecito Place	105	Approved	Shasta	Bidwell	Pleasant Valley
11	Single-Family	Creekside Landing	265	Approved/Recorded	Shasta	Bidwell	Pleasant Valley
12	Mixed	Meriam Park	2,498	Approved/Recorded	Little Chico Creek	Marsh	Chico Senior
13	Single-Family	Schill Subdivision	152	Recorded	Shasta	Bidwell	Pleasant Valley
14	Single-Family	Twin Creeks	16	Approved	Sierra View	Marsh	Pleasant Valley
15	Single-Family	Harmony Park Circle	18	Recorded	Marigold	Bidwell	Pleasant Valley
16	Single-Family	Tannelli Subdivision	12	Approved	Neal Dow	Bidwell	Pleasant Valley
17	Single-Family	Wildwood Estates	171	Approved/Recorded	Marigold	Bidwell	Pleasant Valley
18	Single-Family	Zamora Subdivision	14	Approved	Marigold	Bidwell	Pleasant Valley
19	Single-Family	Innsbrook Sub 2	38	Approved	Shasta	Bidwell	Pleasant Valley
20	Single-Family	Shastan @ Glenwood 2	26	Recorded	Emma Wilson	Chico	Chico Senior
21	Single-Family	Oak Valley	1,619	Approved/Recorded	Little Chico Creek	Marsh	Chico Senior
22	Single-Family	Sycamore Glen	358	Approved/Recorded	Marigold	Bidwell	Pleasant Valley
23	Single-Family	Westside Place 1 & 2	168	Approved/Recorded	Citrus	Chico	Chico Senior
24	Single-Family	Foothill Park East 7	65	Approved	Marigold	Bidwell	Pleasant Valley
25	Single-Family	Siena @ Canyon Oaks	64	Recorded	Sierra View	Marsh	Pleasant Valley
26	Single-Family	Las Palomas	14	Approved	John A. McManus	Bidwell	Pleasant Valley
27	Single-Family	Mountain Vista	211	Approved/Recorded	Marigold	Bidwell	Pleasant Valley
28	Single-Family	Domicile Subdivision	8	Proposed	Marigold	Bidwell	Pleasant Valley
29	Single-Family	Hampton Court	19	Approved	Marigold	Bidwell	Pleasant Valley
30	Single-Family	The Estates	9	Approved	Sierra View	Marsh	Pleasant Valley
31	Single-Family	Avila Estates	17	Proposed	Sierra View	Marsh	Pleasant Valley
32	Single-Family	Estates at Lindo Ch	22	Proposed	Marigold	Bidwell	Pleasant Valley
33	Single-Family	Stonegate	462	Proposed	Little Chico Creek	Marsh	Chico Senior
101	Multi-Family	N Cedar Student Apts	39	Under Construction	Citrus	Chico	Chico Senior
102	Multi-Family	Fiore di Monte Apartments	156	Plan Check	Shasta	Bidwell	Pleasant Valley
104	Multi-Family	Urban Apartments	36	Plan Check	Citrus	Chico	Chico Senior
105	Multi-Family	Student Apartments	173	Plan Check	Citrus	Chico	Chico Senior
106	Multi-Family	Native Oak Apartments	98	Plan Check	Little Chico Creek	Marsh	Chico Senior



**Chico USD:**  
Area of Extent

**Legend**

- Development**
  - Single-Family
  - Multi-Family
  - Mixed
- Road**
  - State Highway
  - Major Road
  - Road

**Map Labels:** Shasta, Marigold, John A. McManus, Sierra View, Parkview, Neal Dow, Little Chico Creek, Chapman, Emma Wilson, Citrus.

**Map Numbers:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800

### Belvedere Heights

A large portion of the Belvedere Heights development has already been completed, and the District has 2016-17 students residing in homes constructed in the initial phases of the project. 95 additional units remain to be constructed. Additional students projected to be generated by this development have been added to the enrollment projections.

### Creekside Landing

Most of the Creekside Landing development has been completed, with only one new street and 50 housing units remaining to be constructed. Additional students projected to be generated by this development have been added to the enrollment projections.

### Meriam Park

The Meriam Park project, initially approved in 2007, is entering a phase of active development after being acquired by a new development team in 2016. The developers anticipate beginning construction on 500 multi-family units in Spring of 2018, and to begin work on a neighborhood of 200 single-family detached residences in 2019. Students projected to be generated by these developments have been added to the enrollment projections.

### Mountain Vista

Construction is already underway in the Mountain Vista development, and the District has 2016-17 students residing in homes constructed in the initial phase of the project. 178 units remain to be constructed. Additional students projected to be generated by this development have been added to the enrollment projections.

### Schill Subdivision

Construction is already underway in the Schill Subdivision development, and the District has 2016-17 students residing in homes constructed in the initial phase of the project. 109 units remain to be constructed. Additional students projected to be generated by this development have been added to the enrollment projections.

### Westside Place

After being purchased by a new developer, Westside Place is moving forward with the construction of 16 single-family detached homes and 20 multi-family homes. Construction has been underway since

the Fall of 2016. Students projected to be generated by these developments have been added to the enrollment projections.

#### Additional Projects Projected to Generate Students

In addition to the projects detailed above, several other residential development projects are actively constructing homes and are expected to continue to generate new students over the next few years. Students from the following developments have been added to the enrollment projections:

- Foothill Park East (61 additional units)
- Hampton Court (10 additional units)
- Humboldt Subdivision (11 additional units)
- Siena @ Canyon Oaks (18 additional units)
- Sycamore Glen (41 additional units)
- Wildwood Estates (44 additional units)

#### Stonegate

The Stonegate development was officially proposed in the Summer of 2016. If it is approved and built, its 462 units (as currently proposed) would add a significant number of students for the District to house. However, there are potential environmental constraints associated with Stonegate's proposed location, and it is unknown how long it might take for the project to begin construction, and what form the final approved development will take. Until more information on this project is confirmed, no students will be added to the enrollment projections.

#### Residential Development and Land Use Impact on CUSD

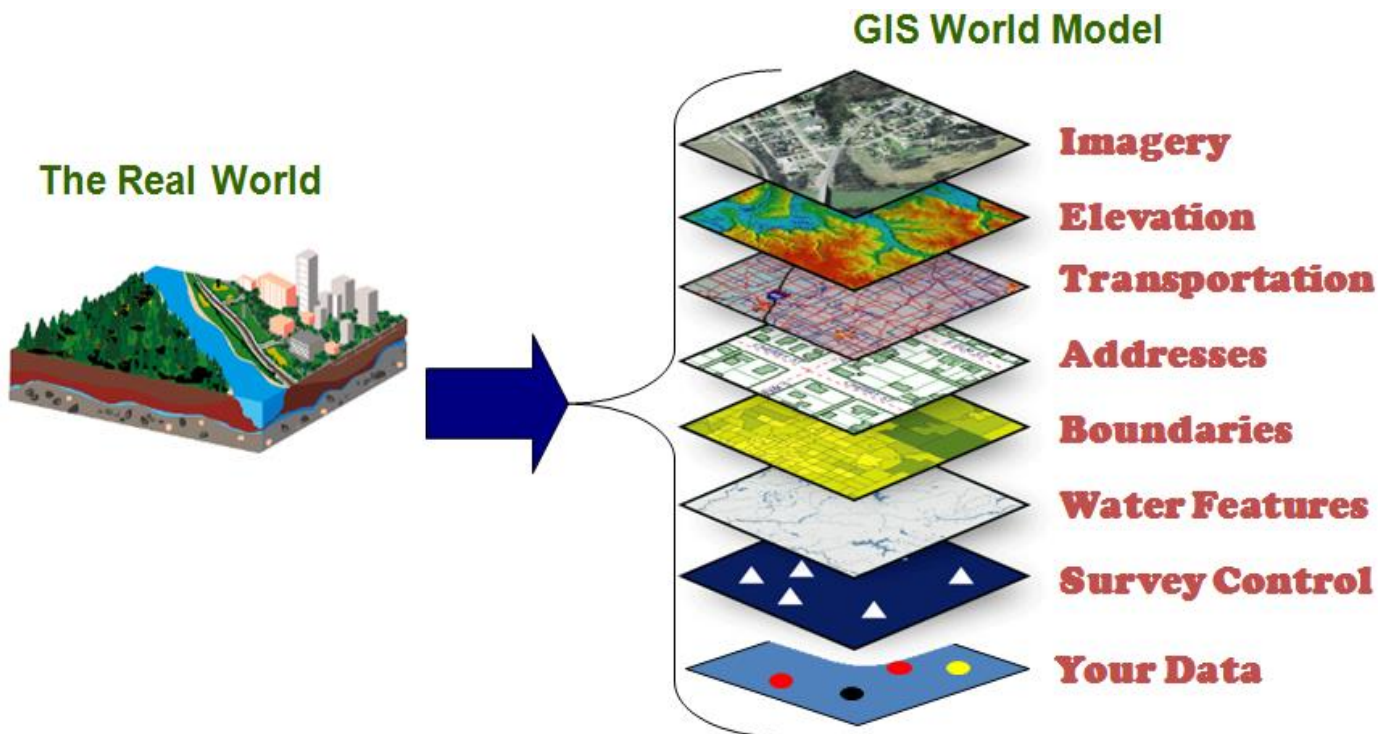
The City of Chico will see the development of numerous residential projects within the projection period as residential development is once again increasing within the City and its SOI. The District will need to remain aware of all new projects and work closely with the City to coordinate adequate school facilities. Coordination is essential in the following three areas: long-range land use and facilities planning, review of individual residential development projects, and review of any proposed reconfiguration of schools.



## SECTION G: SPATIAL ANALYSIS

The consultant utilized computer mapping software, a Geographic Information System (GIS), to map and analyze the Chico Unified School District. A GIS is a collection of computer hardware, software, and geographic data that allows for the capture, storage, editing, analysis, and display of all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers in order to spatially analyze complex relationships. For example, within a GIS you can analyze where students live vs. where students attend school. Figure 29 provides a visualization of the layers developed for the CUSD specific GIS.

Figure 29. 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 basemap data (roads, rivers, school sites, etc.) significantly enhances the decision-making process. Current District boundary maps are provided in Figures 30-32.

**Chico USD:  
Area of Extent**

**Legend**

- Elementary School
- State Highway
- Major Road
- Road

**Shasta**

**John A. McManus**

**Marigold**

**Sierra View  
(Academics Plus)**

**Hooker Oak  
(Open Structured Classroom)**

**Parkview**

**Little Chico Creek**

**Chapman**

**Roseade  
(Magnet: Two Way Dual Immersion)**

**Emma Wilson**

**Citrus**

**Neal Dow**

**Shasta Canyon**

**Chico River**

**Highway 99**

**Highway 32**

**Scale:** 0 0.5 1 Miles

**Source:** Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, AeroGRID, IGN, SPT, Swisstopo, and the GIS User Community

**Prepared By:** J.M. King Consulting, Inc., 2017.  
**Data Sources:** Butte County GIS, Chico USD, ESRI, and JMK Original Research.



Figure 31. 2016-17 Middle School Boundaries

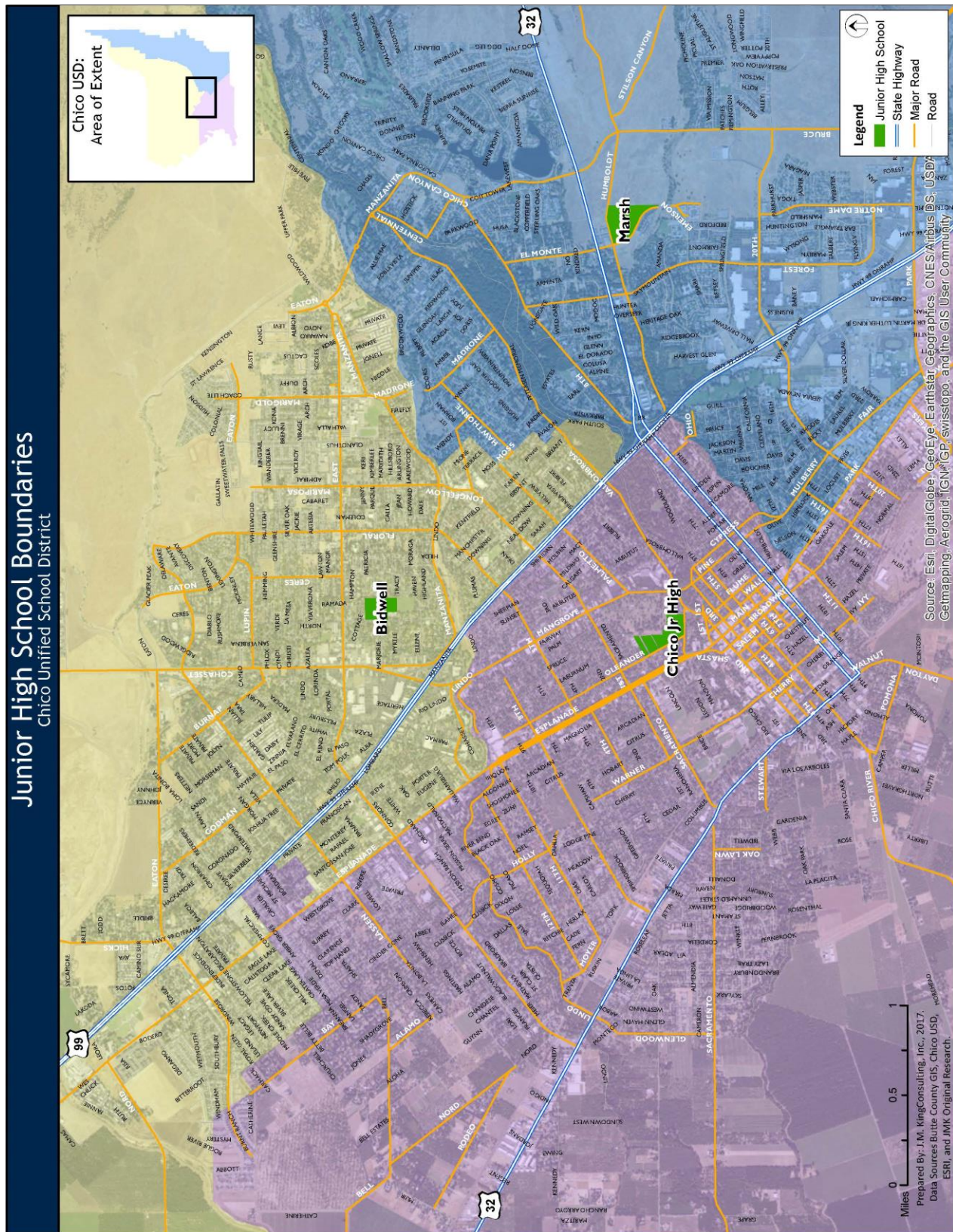
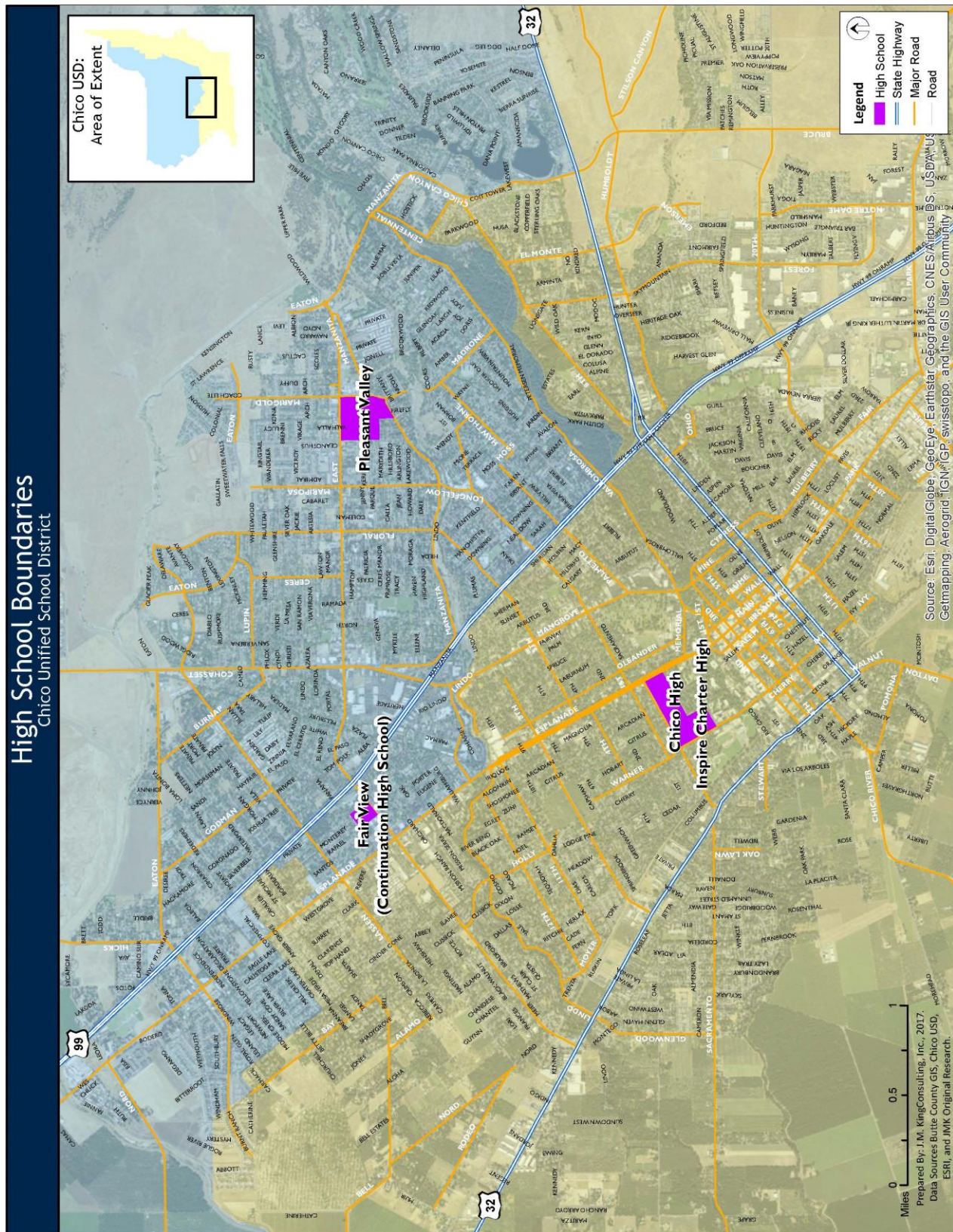




Figure 32. 2016-17 High School Boundaries

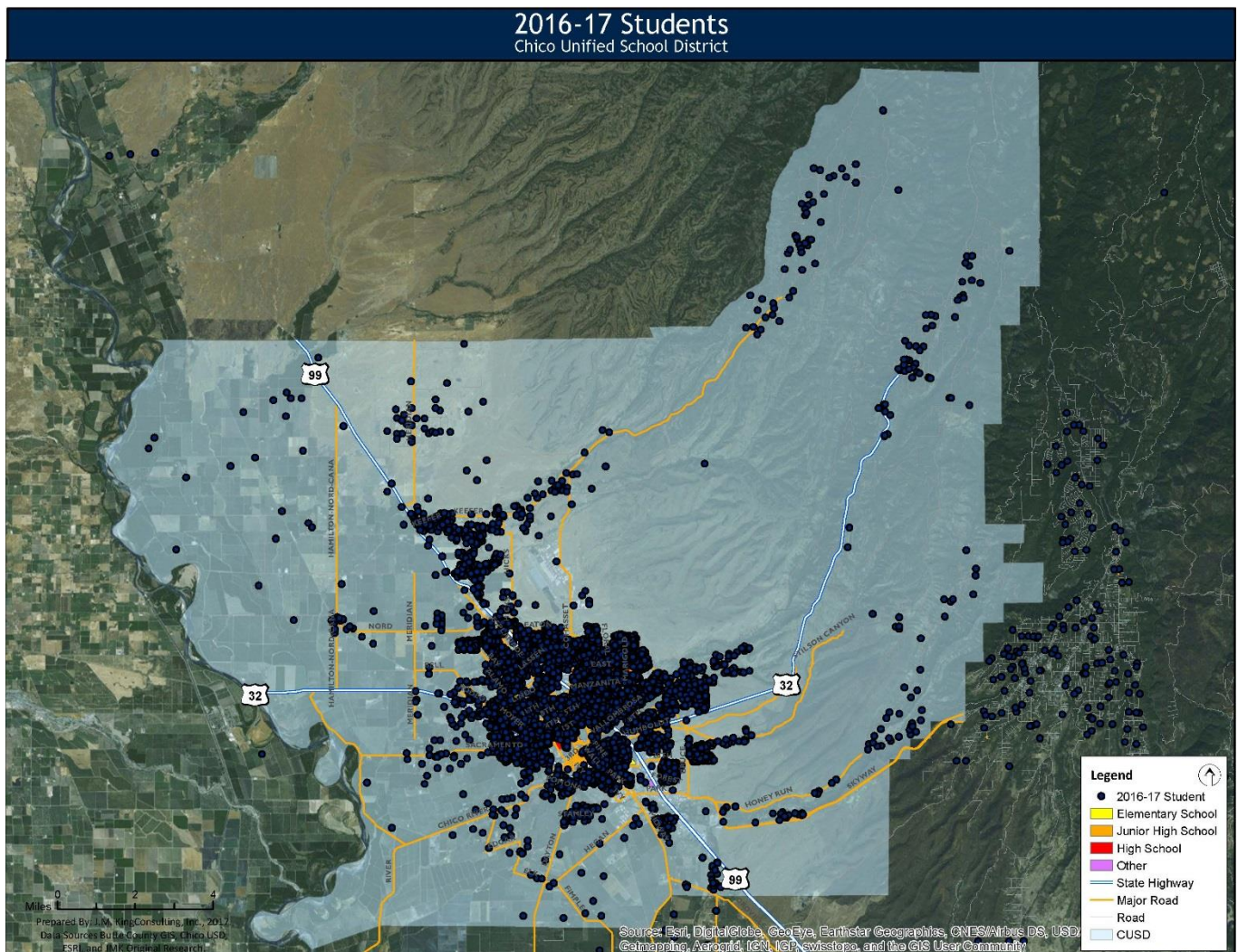




### Student Data

The consultant mapped the 2016-17 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 33). This map demonstrates the distribution of 2016-17 students (or lack thereof) in the various areas of the District.

**Figure 33. 2016-17 Student Resident Distribution**



### Student Densities

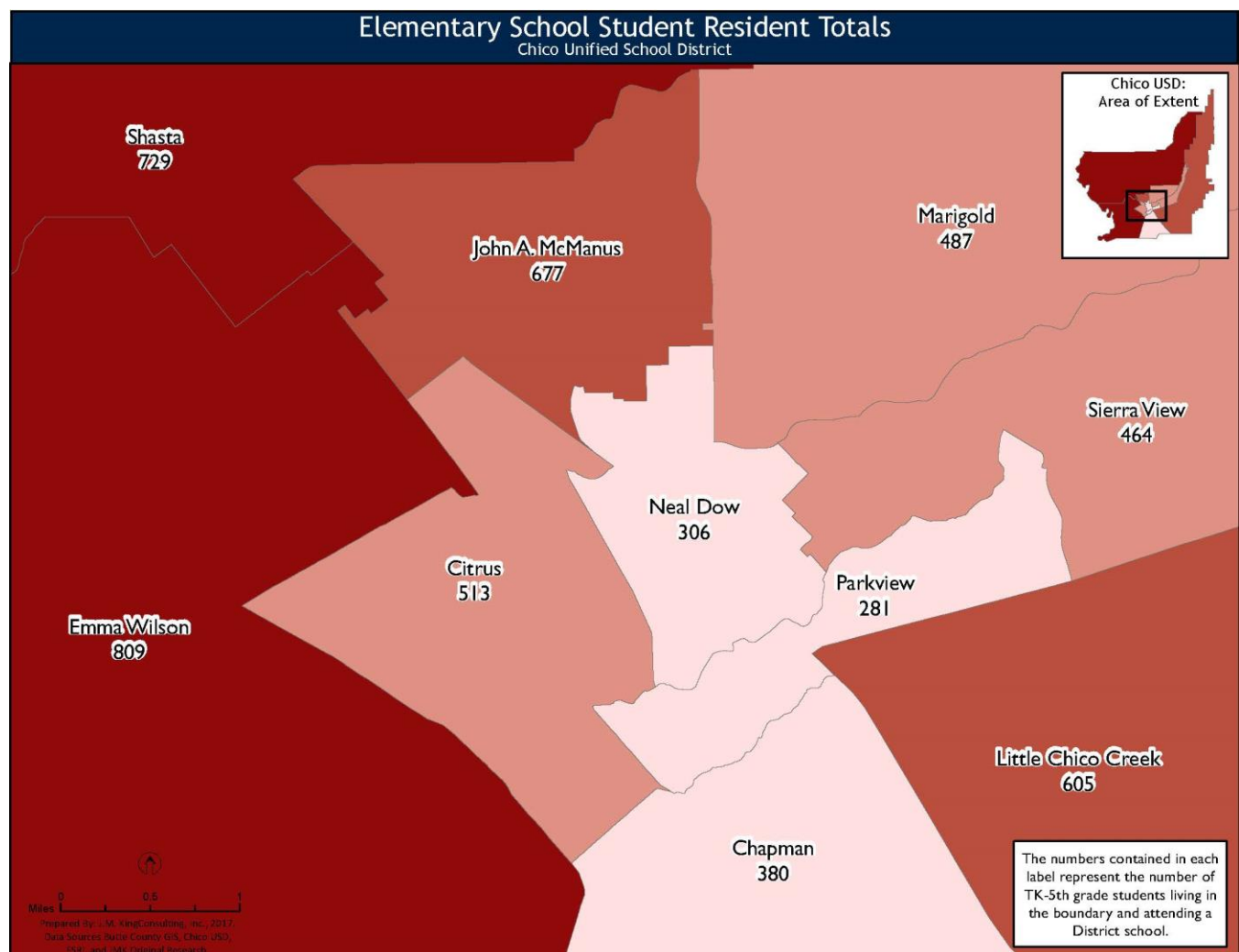
Once the 2016-17 students were mapped, they were analyzed and displayed by grade level. These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity District-wide.

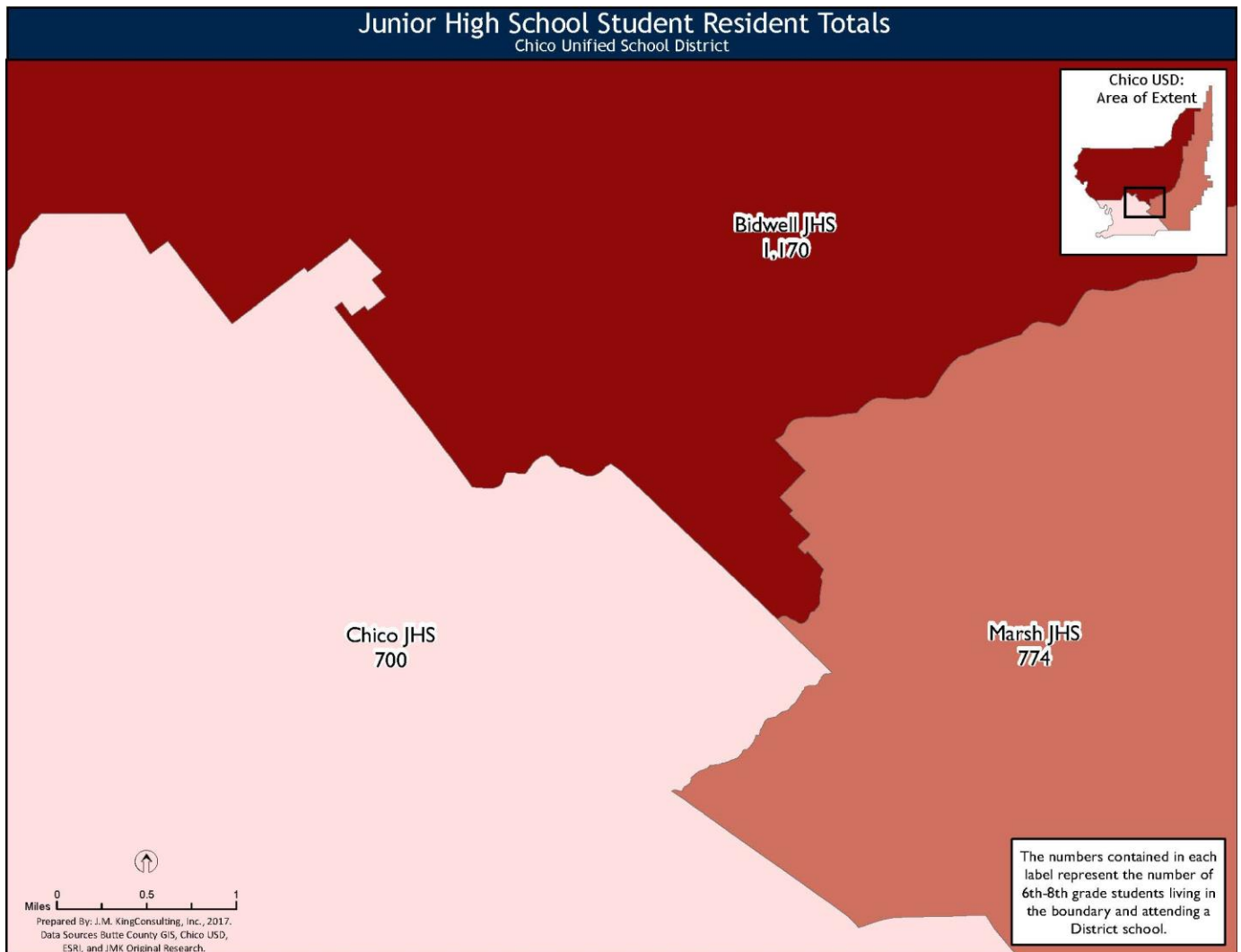
At the elementary school levels (TK-6<sup>th</sup> grades), the highest number of students reside in the Emma Wilson and Shasta school boundaries, while the fewest number of students reside in the Parkview and Neil Dow school boundaries (Figure 34).

At the junior high school level (7<sup>th</sup>-8<sup>th</sup> grades), the highest number of students reside in the Bidwell school boundary, while the fewest number of students reside in the Chico Jr. High boundary (Figure 35).

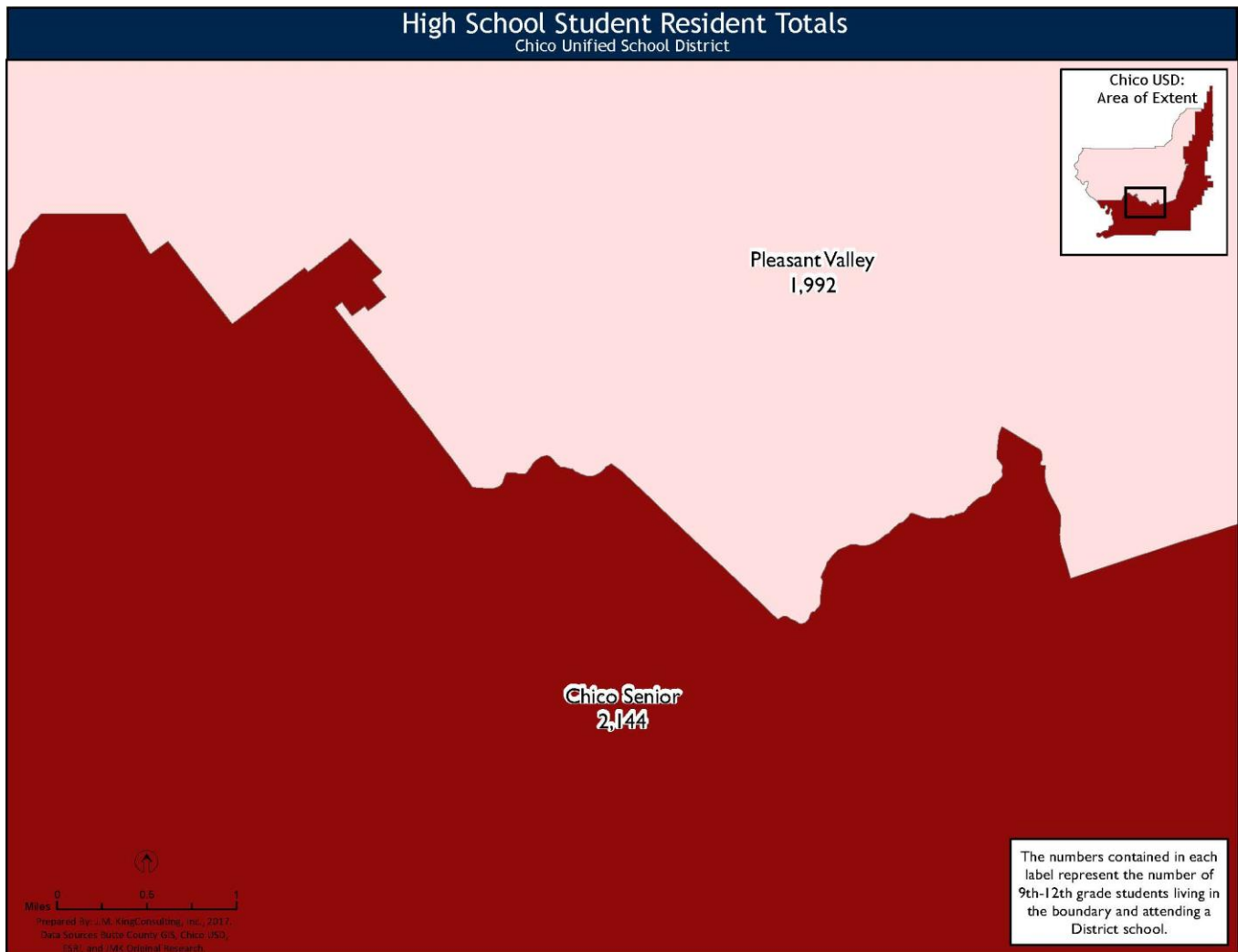
At the high school level (9<sup>th</sup>-12<sup>th</sup> grades), Chico Senior High School has more resident students than Pleasant Valley (Figure 36).

**Figure 34. 2016-17 TK-5<sup>th</sup> Grade Student Resident Totals**



**Figure 35. 2016-17 6<sup>th</sup>-8<sup>th</sup> Grade Student Resident Totals**

**Figure 36. 2016-17 9<sup>th</sup>-12<sup>th</sup> Grade Student Resident Totals**





**Attendance Matrices**

An important factor in analyzing the CUSD student population is determining how well each school is serving its neighborhood population. Attendance matrices have been included to provide a better understanding of where students reside versus where they attend school. The tables on the following page compare the 2016-17 CUSD students by their school of residence versus their school of attendance<sup>8</sup>.

- 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 a school in another zone. 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 13 demonstrates the rates of elementary in-migration; from 10.7% at Shasta Elementary School to 54.3% at Neil Dow Elementary School (in other words, 54.3% of Neil Dow enrollment is comprised of students not residing within the Neil Dow boundary).

Likewise, the matrix also demonstrates the rates of TK-5<sup>th</sup> grade out-migration; from 24.8% at Sierra View Elementary School to 57.9% at Citrus Elementary School (in other words, 57.9% 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. Neal Dow, Chapman, and Citrus all had at least 19.6% of their resident students choose to attend either Hooker Oak or Rosedale.

The impact to student migration caused by special programs at schools with a boundary can be seen in the high positive net migration for Sierra View.

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<sup>8</sup> These student totals were derived from the geocoded 2016-17 student list and therefore may not perfectly match the 2016-17 CUSD enrollment data totals.

Figures 37 and 38 demonstrate the rates of in and out-migration for all elementary schools. Figure 39 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 13. Elementary Attendance Matrix**

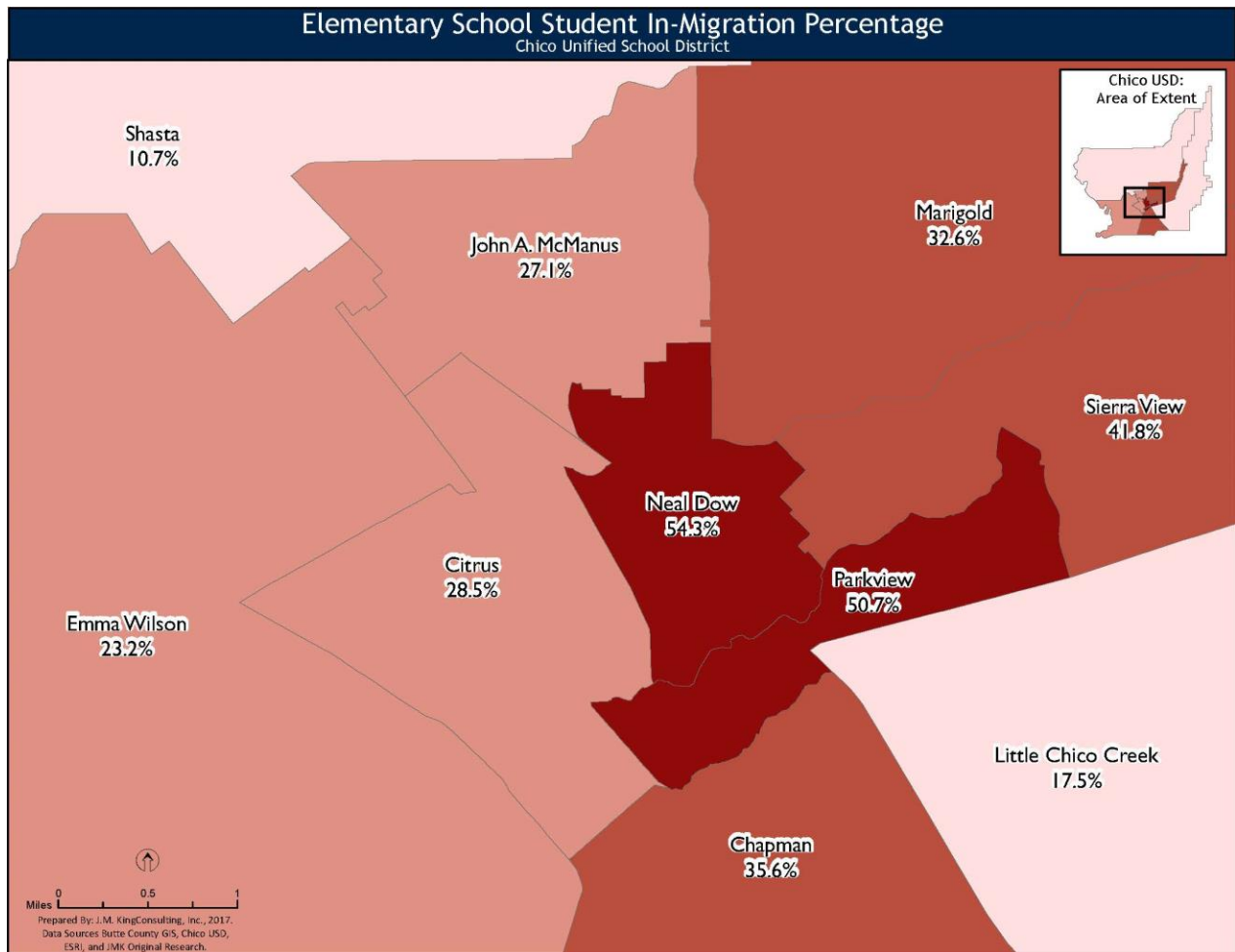
	School of Residence											Total Attending
	Chapman	Citrus	Emma Wilson	Little Chico Creek	Marigold	McManus	Neal Dow	Parkview	Shasta	Sierra View	Other Districts	
Chapman	199	15	16	23	4	19	7	4	6	9	7	309
Citrus	14	216	17	6	7	15	5	6	9	3	4	302
Emma Wilson	13	35	431	7	9	38	7	2	14	2	3	561
Little Chico Creek	11	7	14	390	4	13	4	11	5	5	9	473
Marigold	2	9	33	11	328	57	6	7	12	19	3	487
McManus	7	22	26	3	12	301	19	1	14	3	5	413
Neal Dow	14	24	24	25	14	43	154	1	27	8	3	337
Parkview	18	18	24	34	14	26	15	187	12	26	5	379
Shasta	-	1	36	4	4	13	1	-	543	5	1	608
Sierra View	18	23	42	35	38	37	24	15	15	349	4	600
Hooker Oak	24	70	45	23	16	57	37	9	16	9	11	317
Rosedale	59	72	99	42	30	55	23	37	53	26	28	524
Loma Vista (K-6)	-	-	1	1	7	2	4	1	3	-	-	19
Oakdale Elementary (K-6)	1	1	1	1	-	1	-	-	-	-	-	5
<b>Total Residing</b>	<b>380</b>	<b>513</b>	<b>809</b>	<b>605</b>	<b>487</b>	<b>677</b>	<b>306</b>	<b>281</b>	<b>729</b>	<b>464</b>	<b>83</b>	<b>5,334</b>

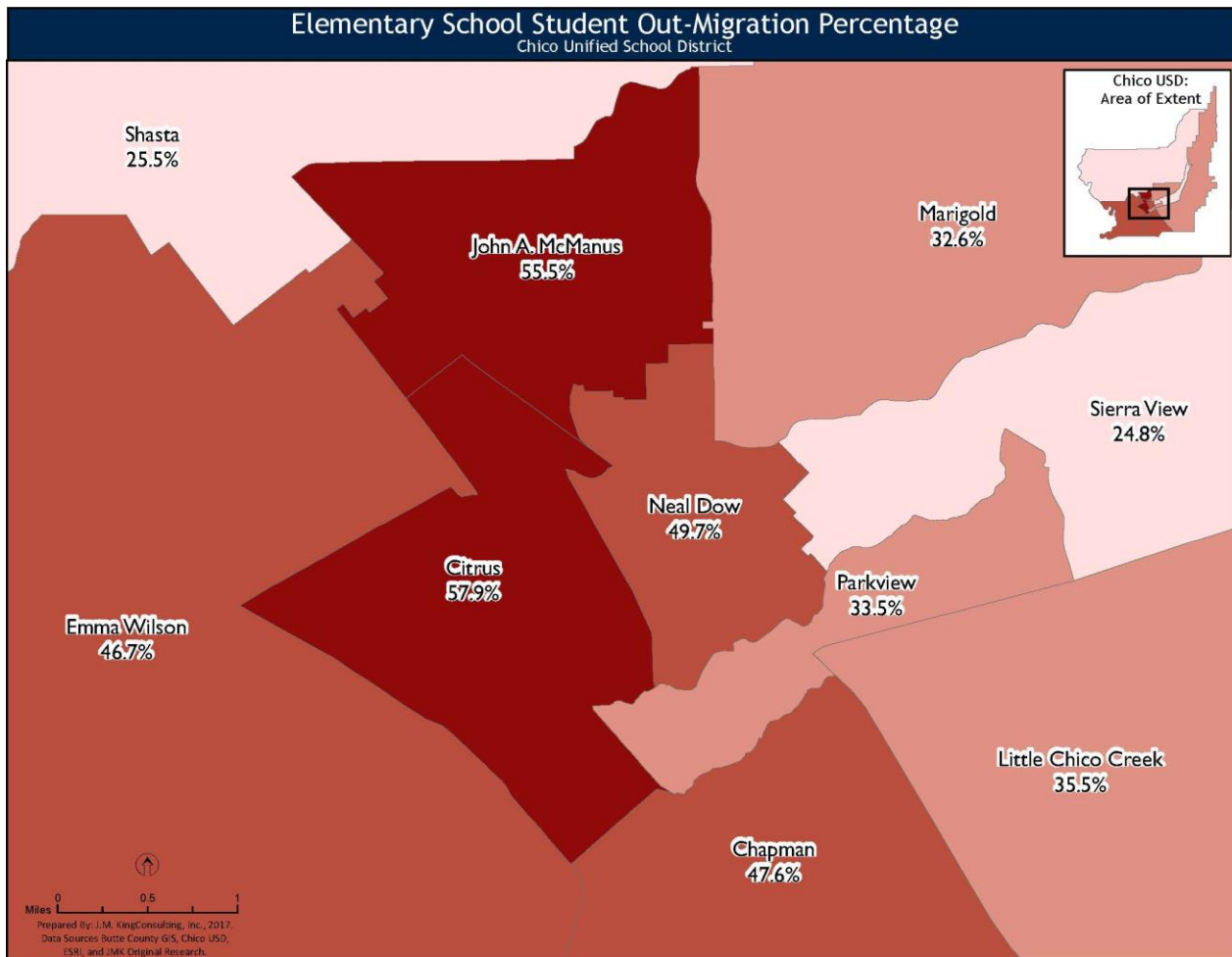
Outflow to other Attendance Areas	97	154	232	148	106	261	88	47	114	80
Inflow from other Attendance Areas	103	82	127	74	156	107	180	187	64	247

Outflow to other CUSD schools	84	143	146	67	53	115	64	47	72	35
Inflow from Other Districts	7	4	3	9	3	5	3	5	1	4

% In-Migration	35.6%	28.5%	23.2%	17.5%	32.6%	27.1%	54.3%	50.7%	10.7%	41.8%
% Out-Migration	47.6%	57.9%	46.7%	35.5%	32.6%	55.5%	49.7%	33.5%	25.5%	24.8%

Net Migration between Attendance Areas	6	-72	-105	-74	50	-154	92	140	-50	167
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**Figure 37. Elementary School Student In-Migration**

**Figure 38. Elementary School Student Out-Migration**

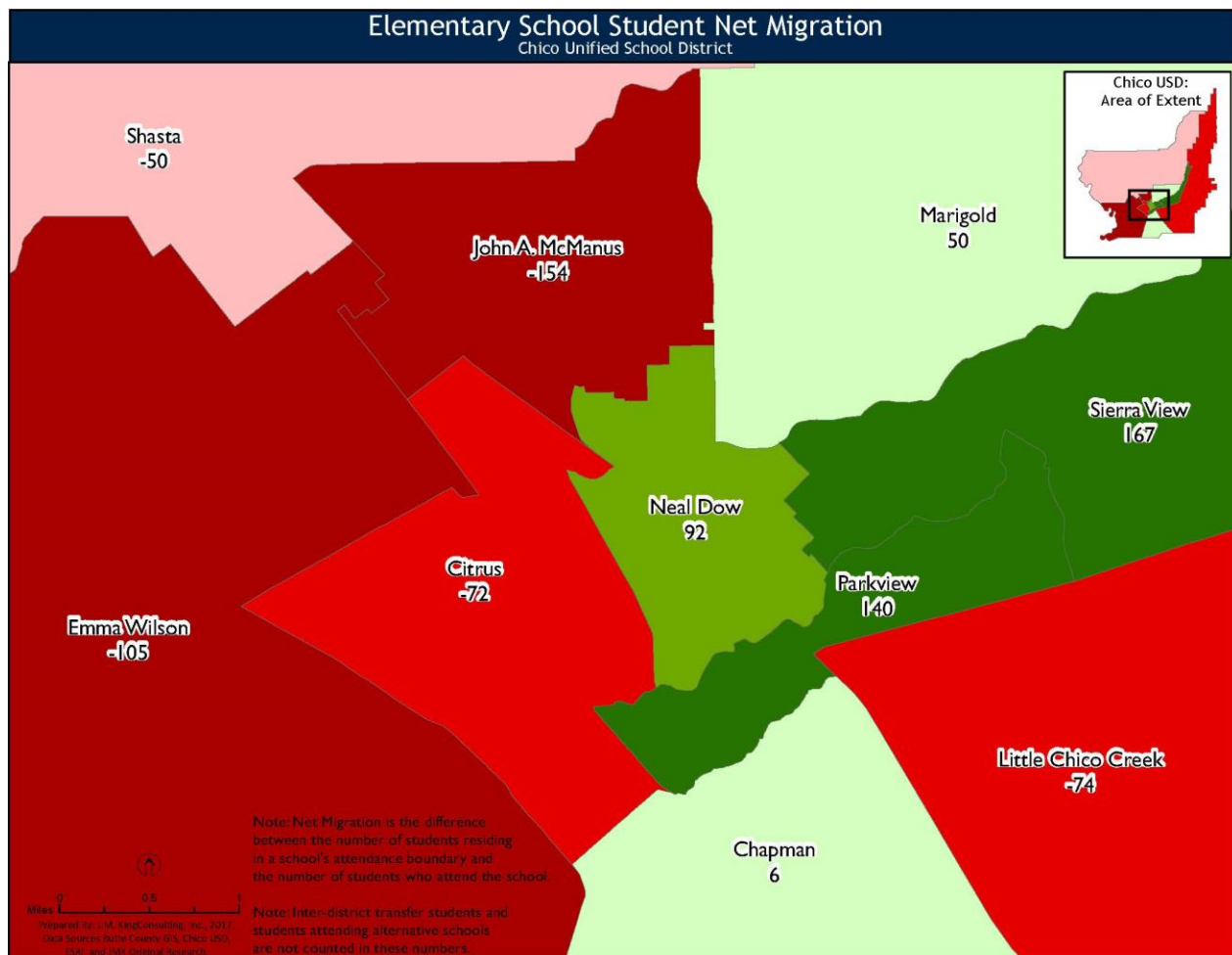
**Figure 39. Elementary School Student Net Migration****Junior High School Matrix**

Table 14 demonstrates the rates of 6<sup>th</sup>-8<sup>th</sup> grade in-migration; from 16.2% at Bidwell Junior High School to 43.4% at Chico Junior High School (in other words, 43.4% of Chico JH's enrollment consists of junior high school students not residing in the Chico Junior High School boundary).

Likewise, the matrix also demonstrates rates of 6<sup>th</sup>-8<sup>th</sup> grade out-migration; from 30.3% at Bidwell Junior High School to 35.3% at Chico Junior High School (in other words, 35.3% of the junior high school students residing in the Chico JH boundary attend a school other than Chico JH).

Figures 40 and 41 demonstrate the rates of in and out-migration for all junior high schools. Figure 42 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 14. Junior High School Attendance Matrix**

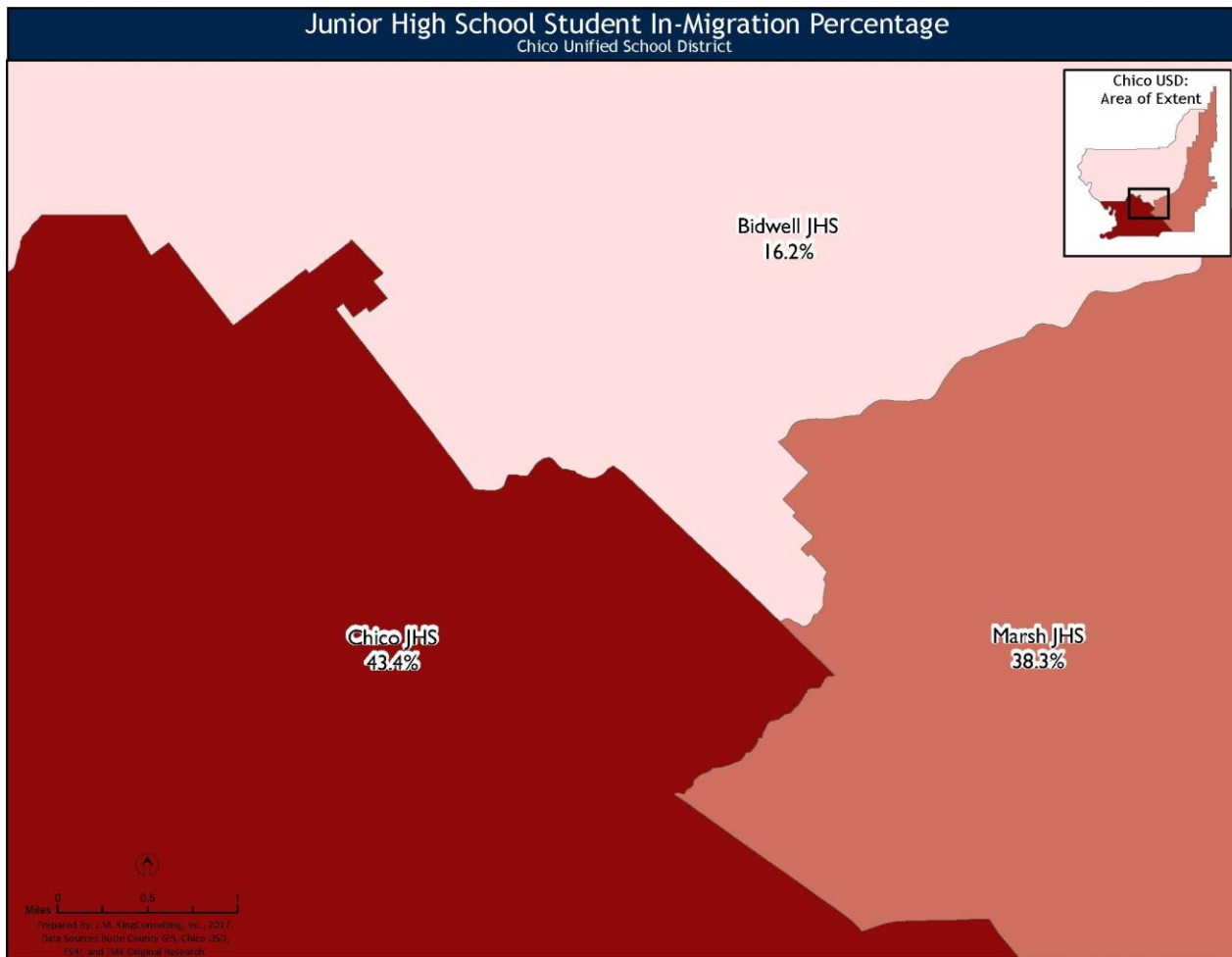
School of Attendance	School of Residence					
	Bidwell Junior	Chico Junior	Marsh Junior	Other Districts	Total Attending	
	Bidwell Junior	816	99	50	9	974
	Chico Junior	161	453	174	13	801
	Marsh Junior	181	136	533	14	864
	Academy for Change (7-8)	2	1	3	-	6
	Oakdale (7-8)	4	8	6	-	18
	Center for Alternative Learning	6	3	8	-	17
	Total Residing	1,170	700	774	36	2,680

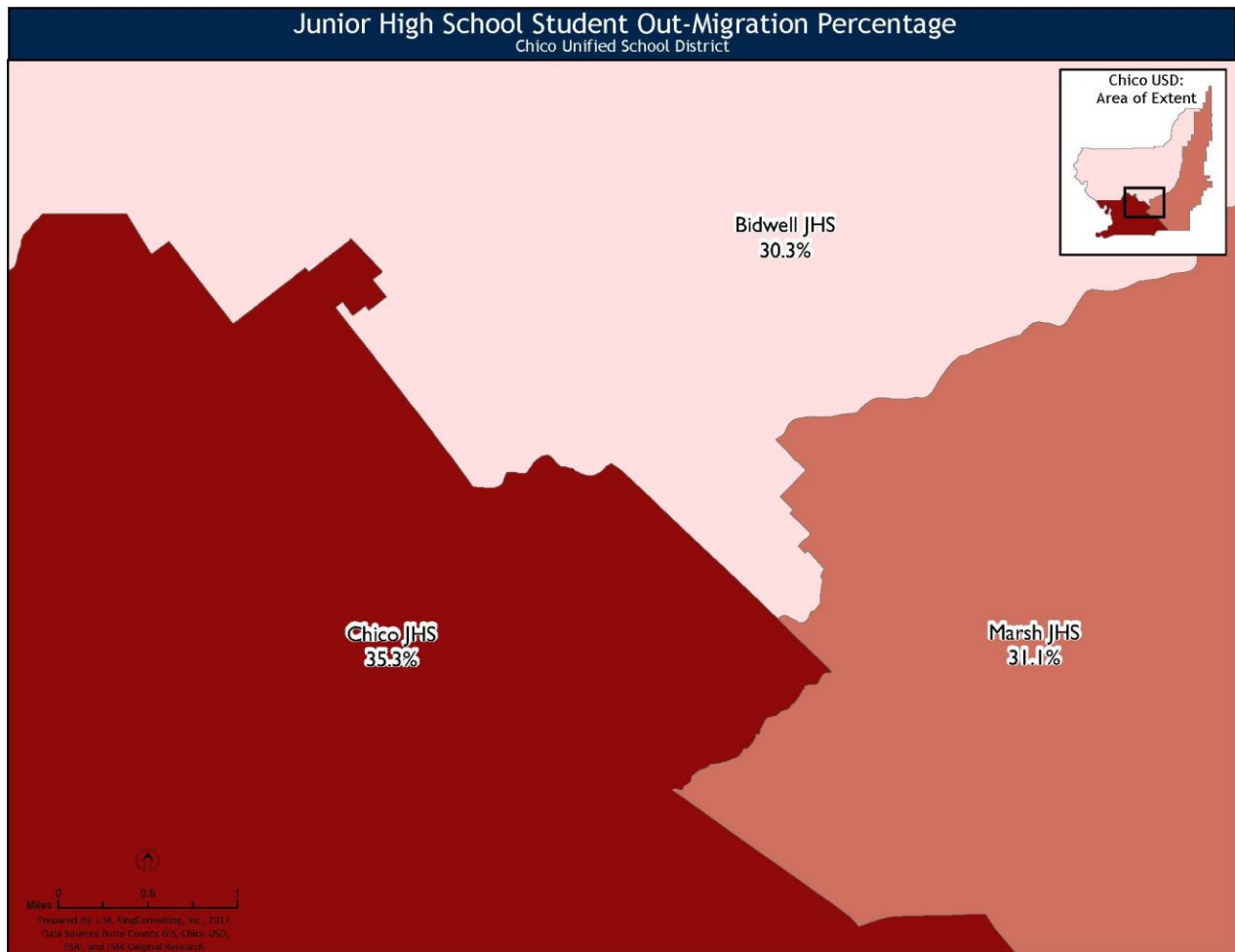
<b>Outflow to other Attendance Areas</b>	342	235	224
<b>Inflow from other Attendance Areas</b>	149	335	317

<b>Outflow to other CUSD schools</b>	12	12	17
<b>Inflow from Other Districts</b>	9	13	14

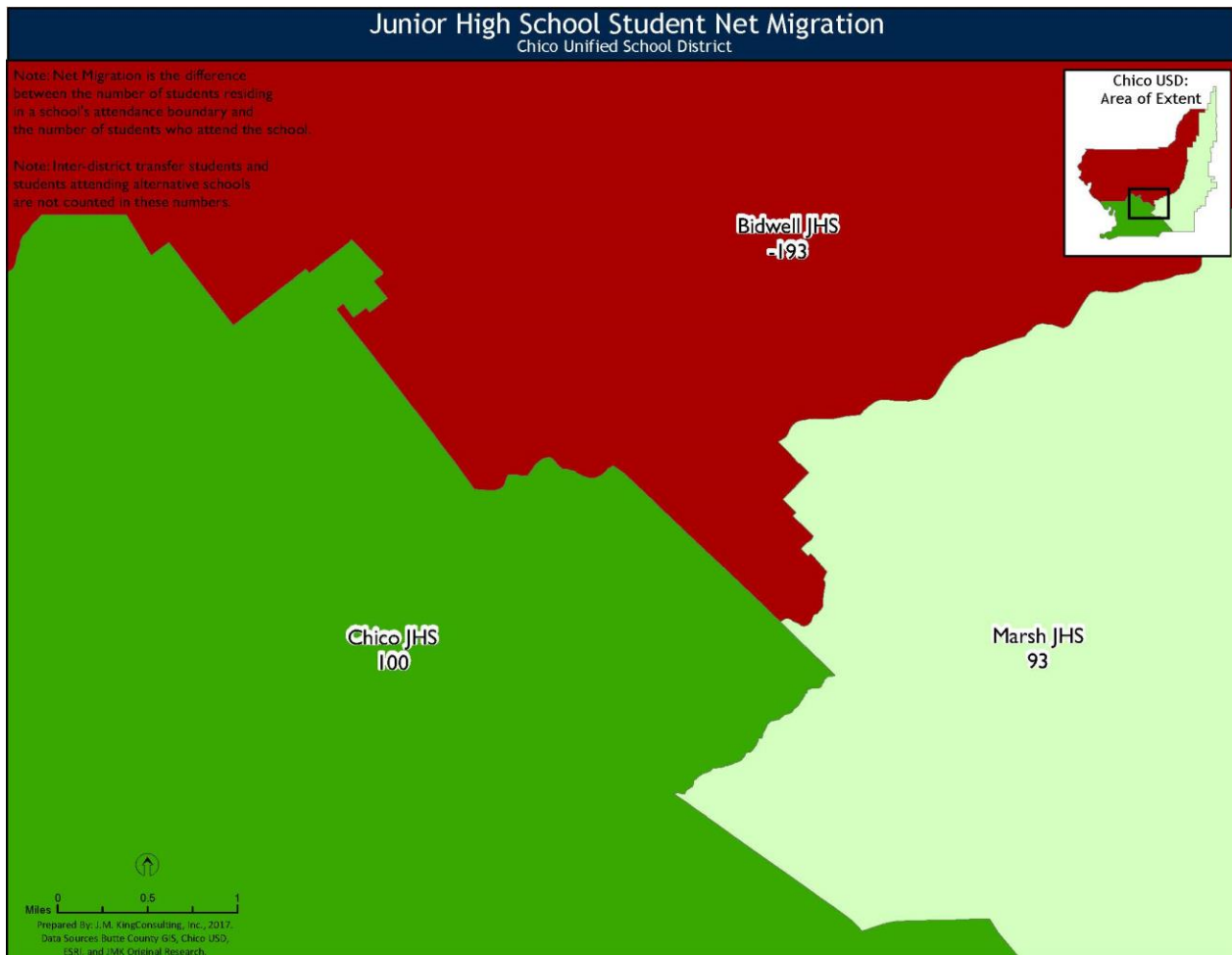
<b>% In-Migration</b>	16.2%	43.4%	38.3%
<b>% Out-Migration</b>	30.3%	35.3%	31.1%

<b>Net Migration between Attendance Areas</b>	-193	100	93
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**Figure 40. Middle School Student In-Migration**

**Figure 41. Middle School Student Out-Migration**



**Figure 42. Middle School Student Net Migration**

### High School Matrix

Table 15 demonstrates the rates of 9<sup>th</sup>-12<sup>th</sup> grade in-migration, which are 31.1% at Chico Senior High School and 31.7% at Pleasant Valley High School (in other words, 31.7% of Pleasant Valley's enrollment consists of high school students not residing in the Pleasant Valley school boundary).

Likewise, the matrix also demonstrates rates of 9<sup>th</sup>-12<sup>th</sup> out-migration, which are 37.7% at Pleasant Valley High School and 41.4% at Chico Senior High School (in other words, 41.4% of the high school students residing in the Chico Senior High School boundary attend a school other than Chico Senior High).

Figures 43 and 44 demonstrate the rates of in and out-migration for all high schools. Figure 45 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 15. High School Attendance Matrix**

School of Attendance	School of Residence				
	Chico Senior	Pleasant Valley	Other Districts	Total Attending	
	Chico Senior	1,257	489	78	1,824
	Pleasant Valley	539	1,242	37	1,818
	Academy for Change	8	8	-	16
	Fair View High	87	63	3	153
	Loma Vista	3	2	-	5
	Oakdale Secondary	42	54	3	99
	Center for Alternative Learning	8	7	-	15
	Inspire	200	127	119	446
Total Residing		2,144	1,992	240	4,376

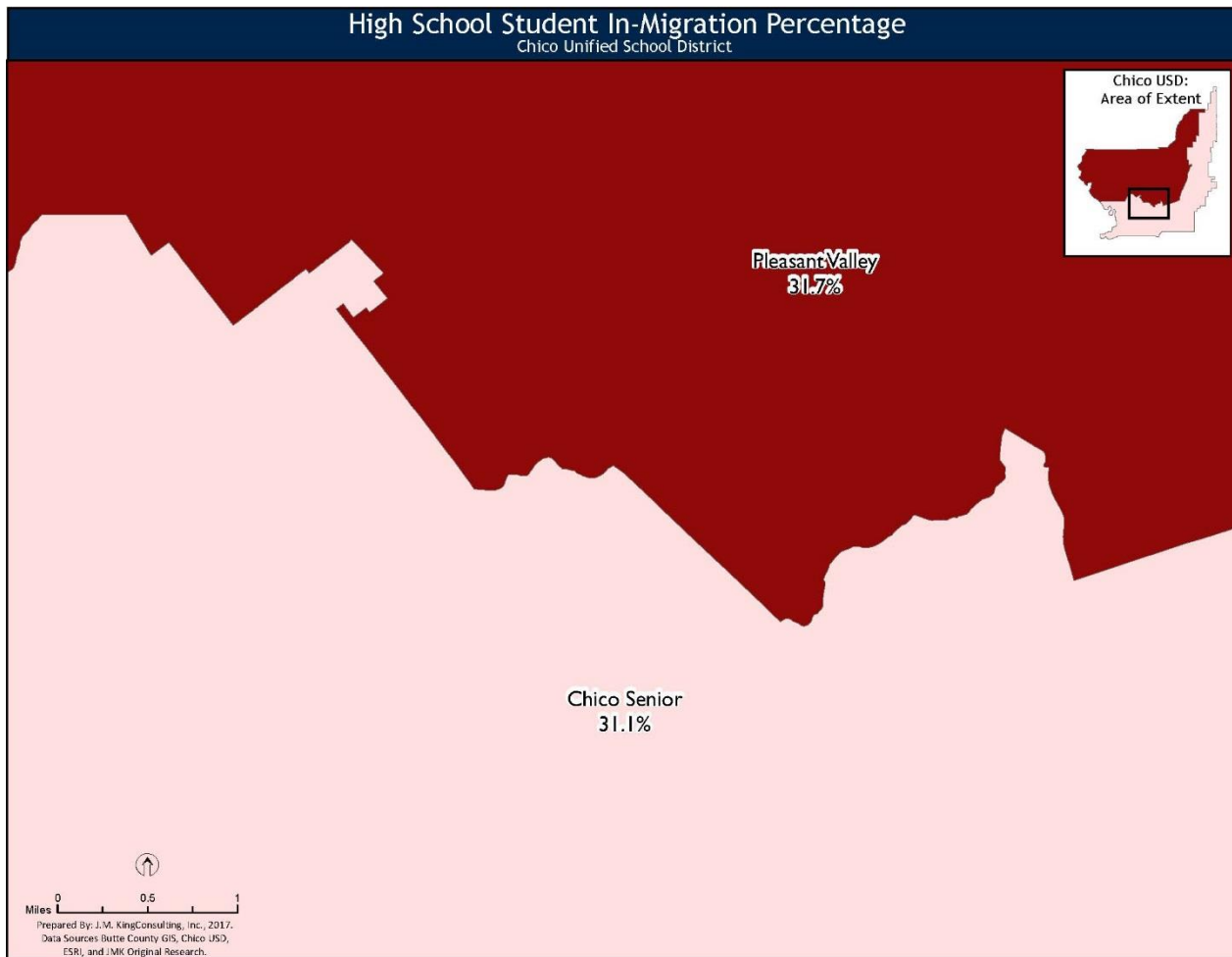
<b>Outflow to other Attendance Areas</b>	539	489
<b>Inflow from other Attendance Areas</b>	489	539

<b>Outflow to other CUSD schools</b>	348	261
<b>Inflow from Other Districts</b>	78	37

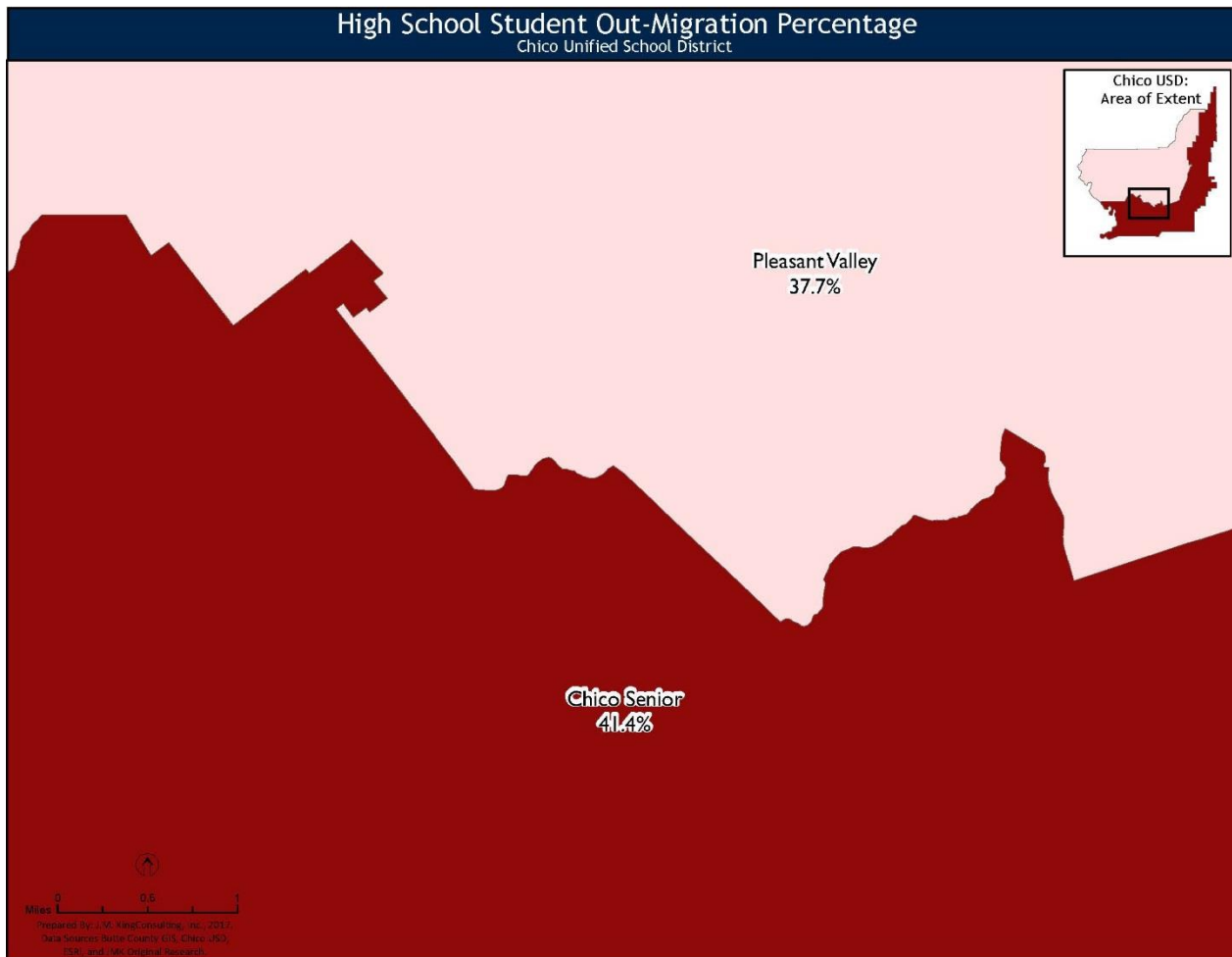
<b>% In-Migration</b>	31.1%	31.7%
<b>% Out-Migration</b>	41.4%	37.7%

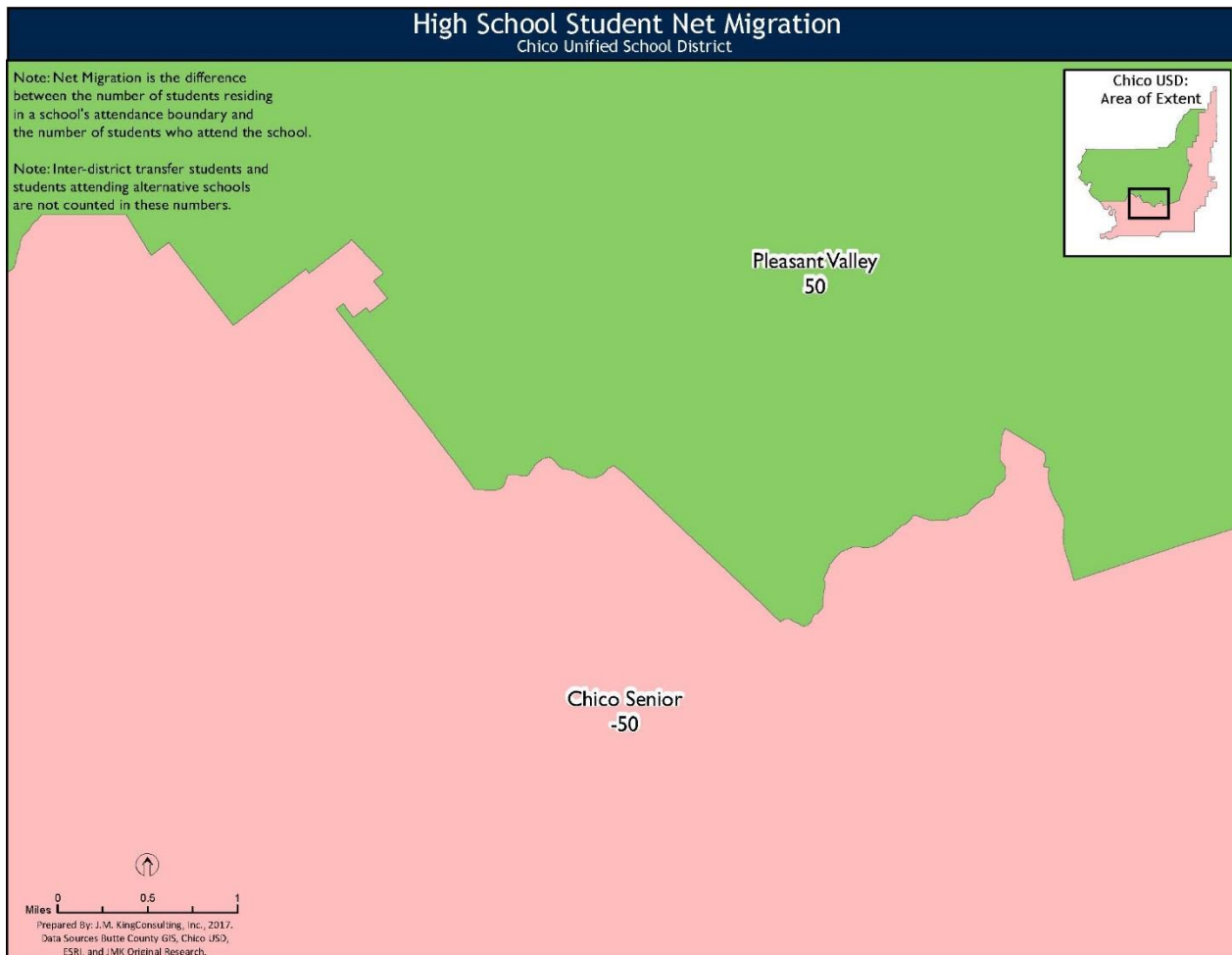
<b>Net Migration between Attendance Areas</b>	-50	50
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**Figure 43. High School Student In-Migration**



**Figure 44. High School Students Out-Migration**



**Figure 45. High School Student Net Migration**

**Migration Trends**

Since we have been preparing these matrices for the CUSD for several years, J.M. King also has the ability to conduct an analysis of student migration trends over time. Table 16 depicts a comparison of in and out migration in 2011-12 and 2016-17.

Across all levels of schools, Chico USD is experiencing more increases than decreases in student migration compared to five years ago. Only five schools out of the fifteen with a boundary have a lower rate of in-migration than in 2011. Only two schools out of fifteen have a lower rate of out-migration than they had in 2011.

**Table 16. Comparison of 2011-12 and 2016-17 Student Migration**

School	In-Migration				Out-Migration		
	2011-12	2016-17	Diff		2011-12	2016-17	Diff
Chapman	25.5%	35.6%	39.6%		51.4%	47.6%	-7.4%
Citrus	19.2%	28.5%	48.4%		52.2%	57.9%	10.9%
Emma Wilson	21.9%	23.2%	5.9%		43.0%	46.7%	8.6%
Little Chico Creek	12.9%	17.5%	35.7%		26.9%	35.5%	32.0%
Marigold	24.7%	32.6%	32.0%		25.8%	32.6%	26.4%
McManus	22.4%	27.1%	21.0%		51.5%	55.5%	7.8%
Neal Dow	55.0%	54.3%	-1.3%		46.4%	49.7%	7.1%
Parkview	61.8%	50.7%	-18.0%		57.7%	33.5%	-41.9%
Shasta	20.2%	10.7%	-47.0%		22.9%	25.5%	11.4%
Sierra View	47.4%	41.8%	-11.8%		24.0%	24.8%	3.3%
Bidwell	17.4%	16.2%	-6.9%		26.1%	30.3%	16.1%
Chico JH	34.5%	43.4%	25.8%		30.1%	35.3%	17.3%
Marsh	30.9%	38.3%	23.9%		22.1%	31.1%	40.7%
Chico Senior	25.9%	31.1%	20.1%		30.6%	41.4%	35.3%
Pleasant Valley	27.7%	31.7%	14.4%		25.2%	37.7%	49.6%

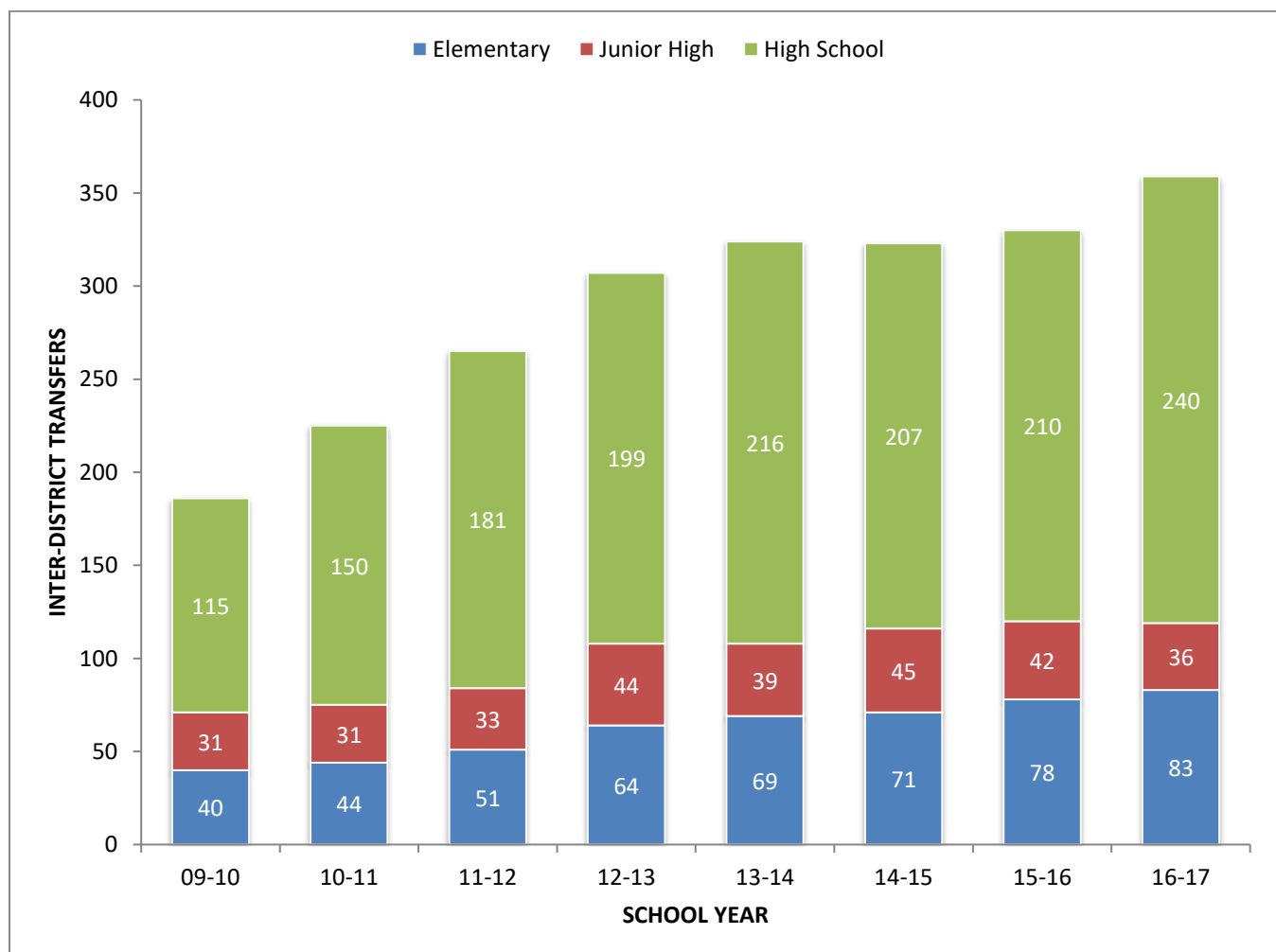
## Inter-district Transfer Student Trends

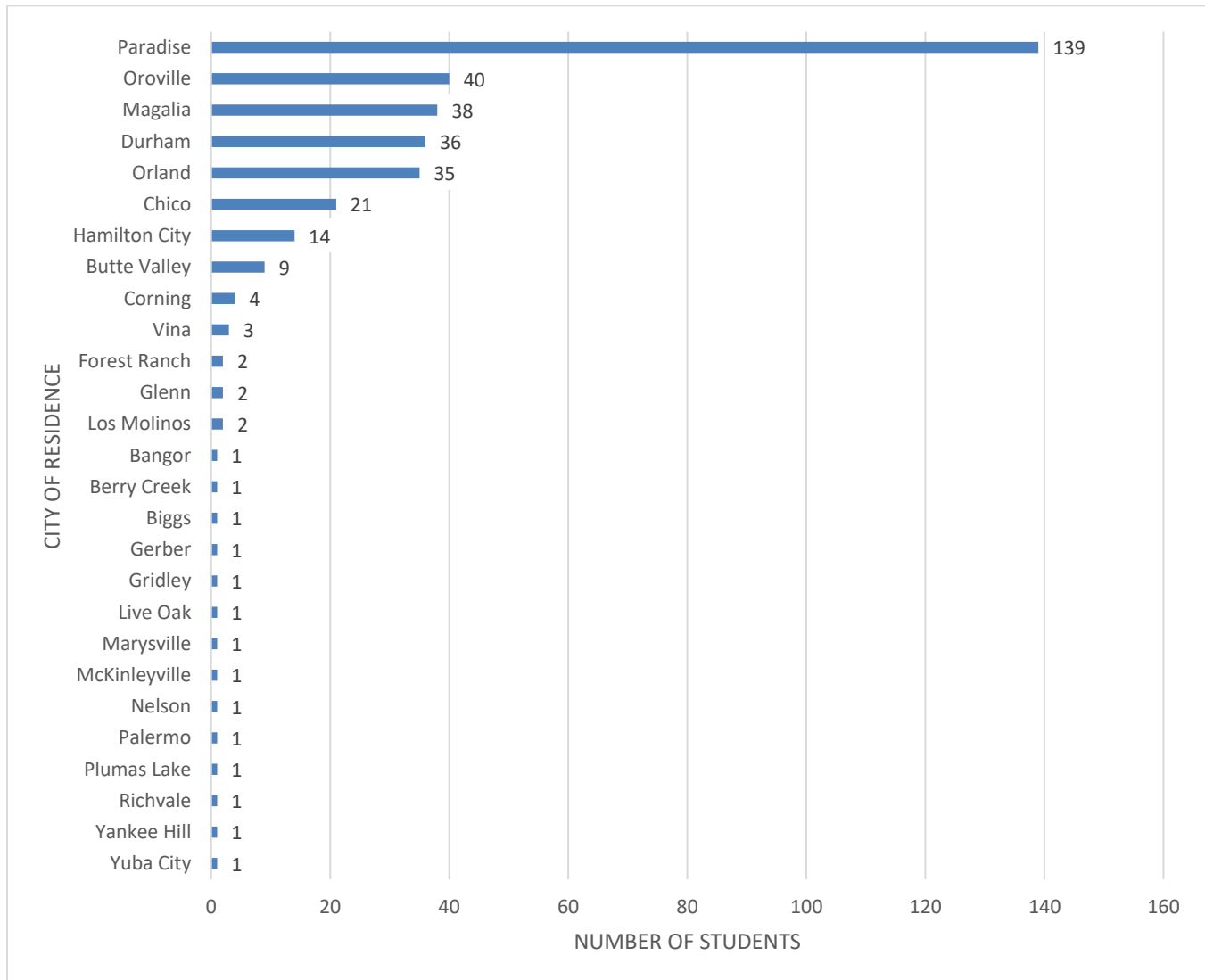
### Inter-district Transfer Students in to CUSD

Inter-district transfers into 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 are considered, though some of them may not have required an official inter-district transfer to attend a CUSD school. Reasons for this could include a parent working for the District, which only requires a transfer application in the first year. The number of these transfer students into CUSD increased steadily from 2009 to 2013, and has increased more gradually since then (Figure 46).

Currently, there are 359 inter-district students enrolled in CUSD representing 2.9% of the District's 2016-17 TK-12<sup>th</sup> grade enrollments. The majority (66.8%) of these students are high school aged. Figure 47 depicts the current year inter-district students by their city of residence, as provided by the District.

**Figure 46. Historical Inter-District Transfer Students into CUSD**



**Figure 47. 2016-17 Inter-district Transfer Students into 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. This projection is dual-purpose: 1) for 1-2 year short-term budgeting and staffing, and 2) for 5-7 year facility planning.

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

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

### **Historical and Projected Birth Data**

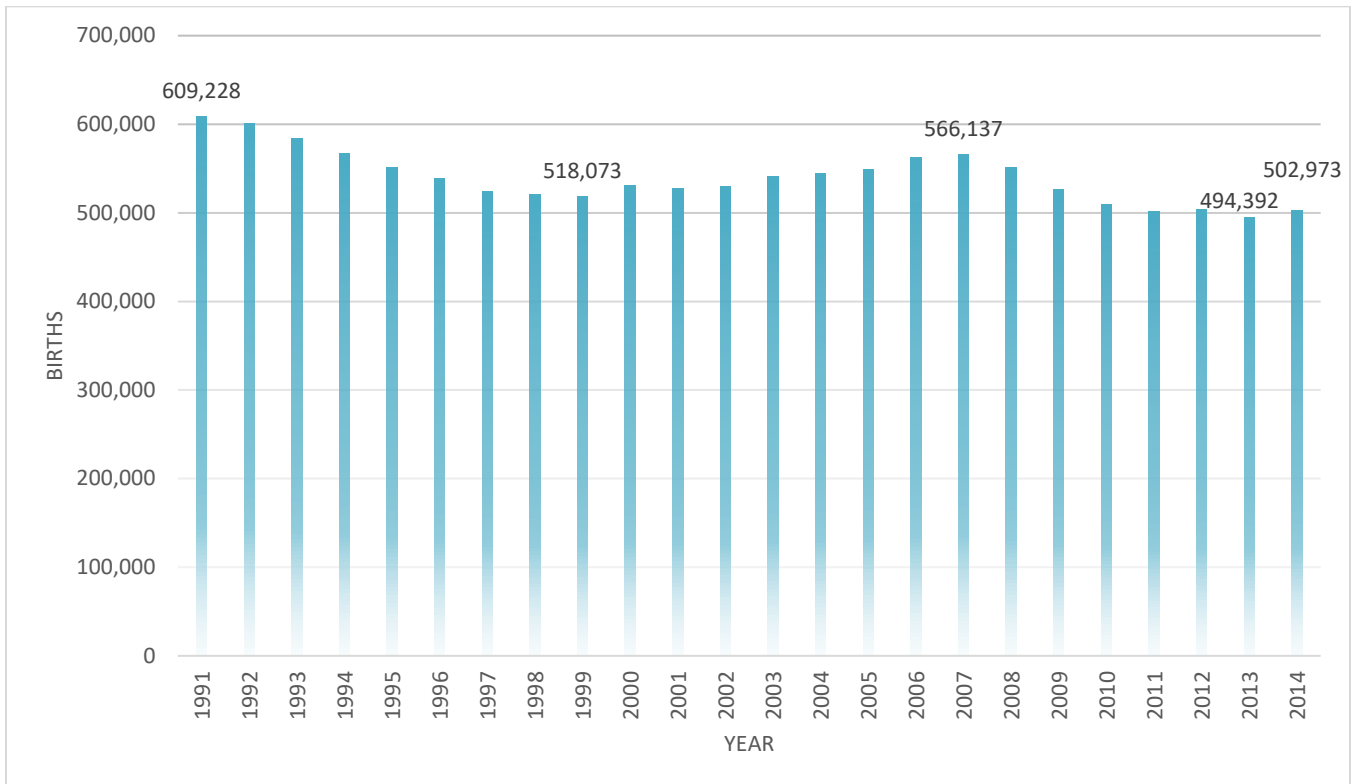
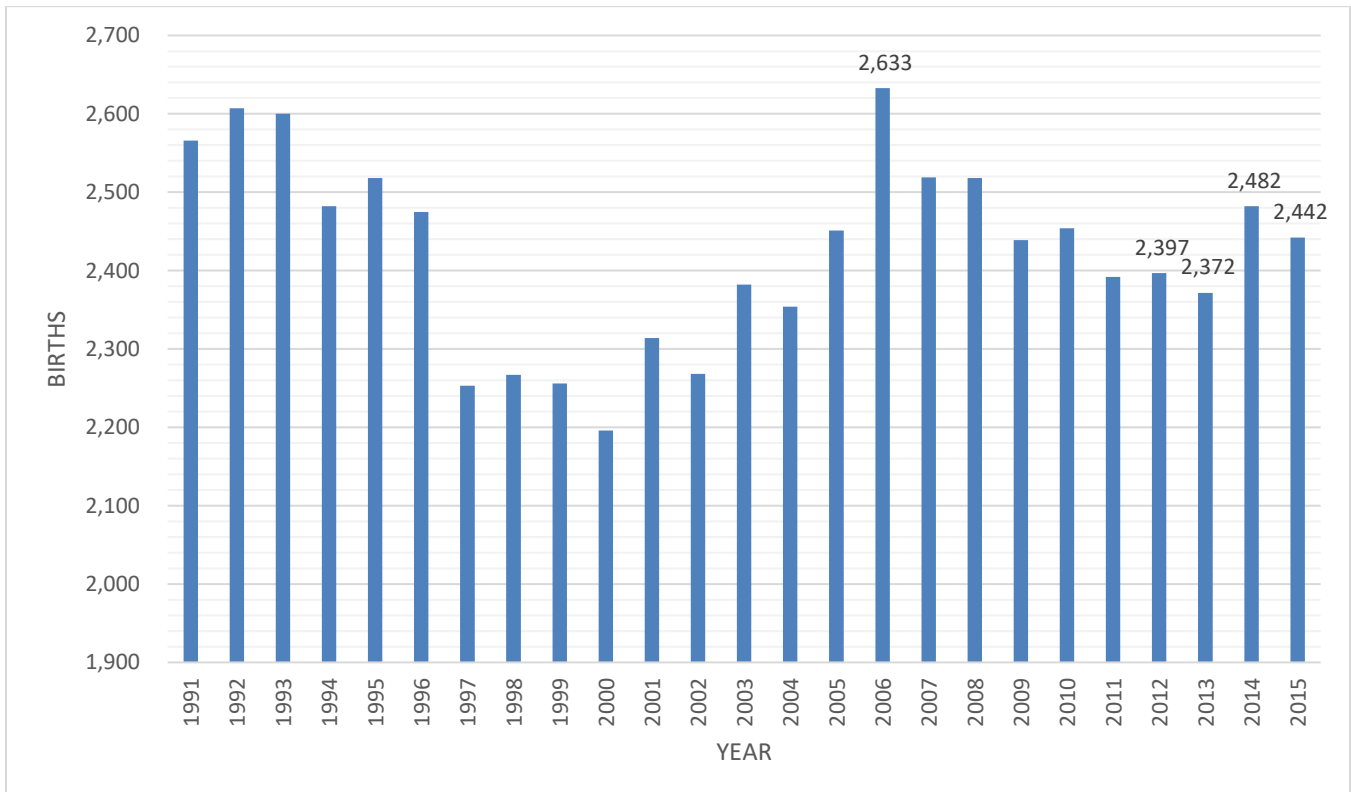
Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the Chico Unified School District by the California Department of Health Services using Zip Codes<sup>9</sup> and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly (Figure 48). The decline in births in 2009 and 2010 were the second and third largest since 1990. In 2013, the State realized fewer births than at any time since 1990, but births increased slightly in 2014. Californians gave birth to 502,973 children in 2014, equivalent to 63.6 births per 1,000 women aged 15-44. That’s higher than the fertility rate in 2013, but still among the lowest in California since the heart of the Great Depression in 1933 and 1934. Women in California continue to put off having children until later in life. Birth rates in California in 2014 fell for mothers under 30 but rose for mothers 30 and older.

In Butte County, births had also been declining, but 2014 saw an increase in births back to the highest level since 2008 (Figure 49). Although 2015 births decreased slightly from the 2014 total, State projections and JMK’s own statistical calculations still indicate a trend of increasing births in coming years.

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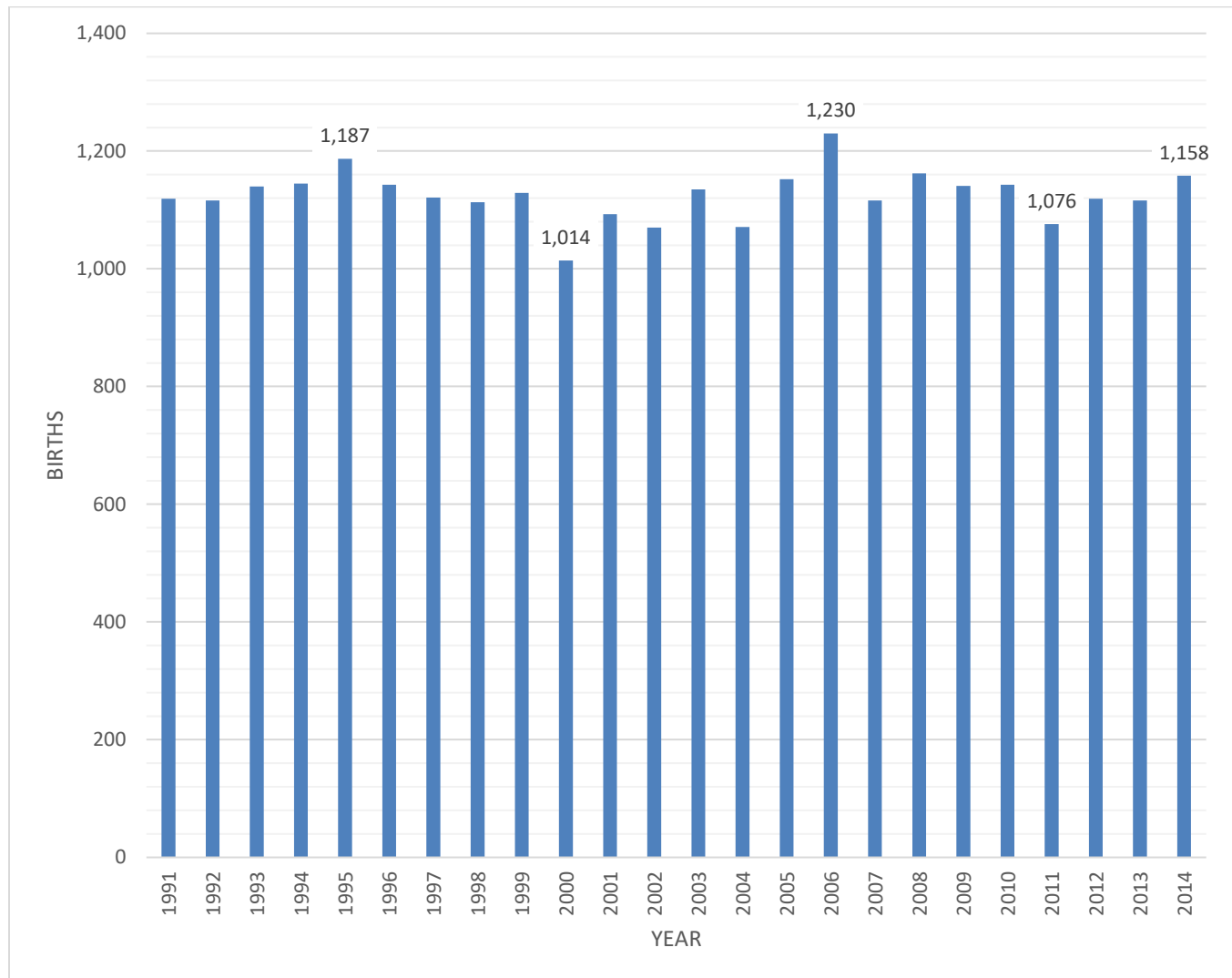
<sup>9</sup> The consultant utilized Zip Codes 95926, 95928, and 95973.

**Figure 48. California Births: 1991-2014****Figure 49. Butte County Births: 1991-2015**

Source: California Department of Public Health

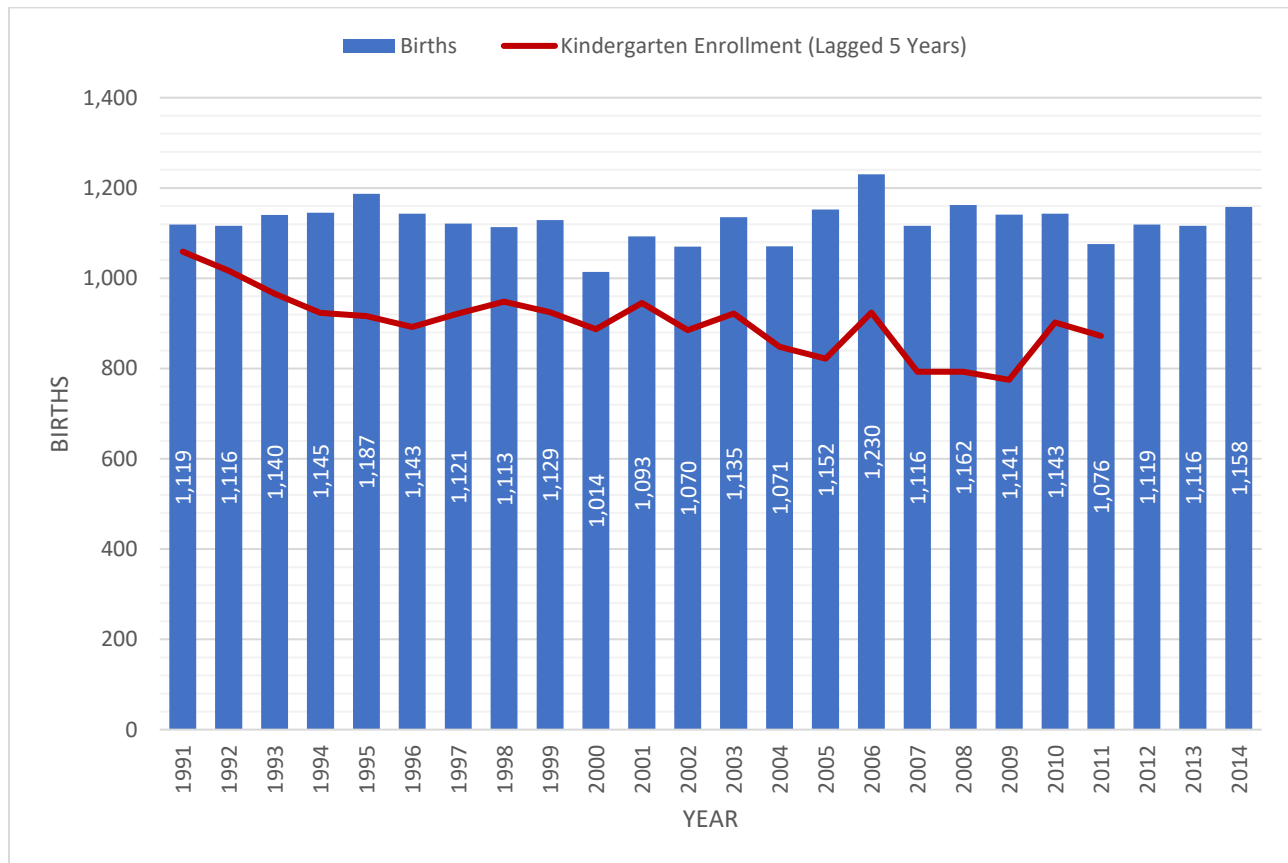
Births in the Chico Unified School District have generally mirrored State and County trends, though the decline has been more gradual. Births increased from 1,014 in 2000 to 1,230 in 2006, and then declined by 12.5% to 1,076 in 2011. From 2011 to 2014, however, **births increased 7.6% to 1,158 and are projected to continue to increase along with Butte County births.** Figure 50 demonstrates the total number of live births between 1991 and 2014 in the Chico Unified School District.

**Figure 50. CUSD Births: 1991-2014**



Source: California Department of Public Health

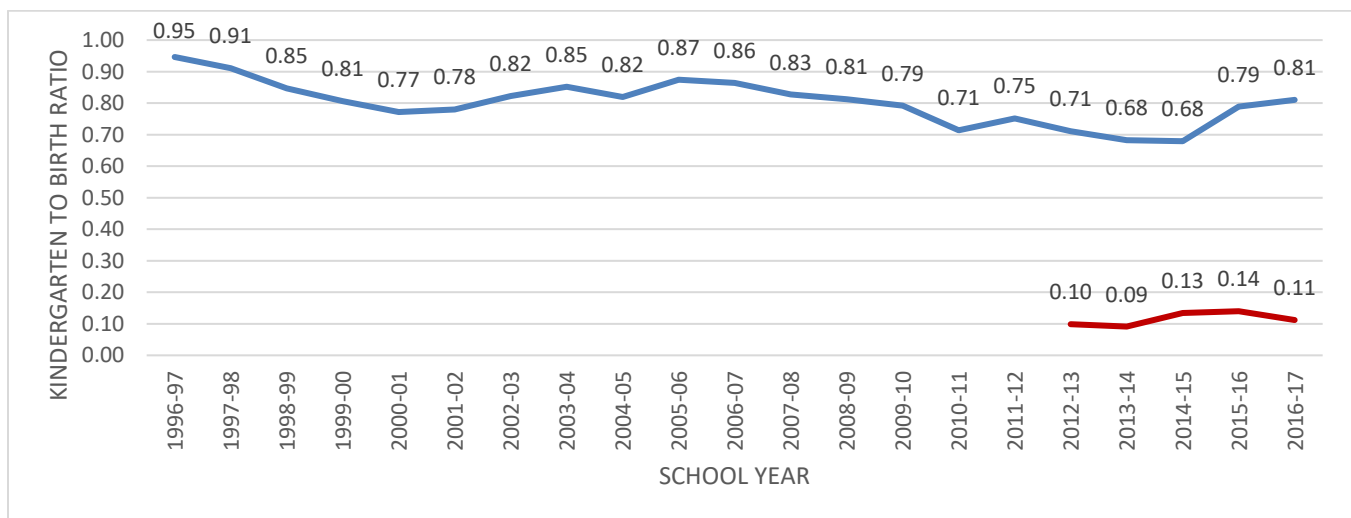
The number of children born to parents who live in CUSD is significantly correlated with the size of the kindergarten class five years later. Therefore, we use recent birth data as the most important factor when projecting future kindergarten students for CUSD to house. Figure 51 demonstrates this relationship.

**Figure 51. Births Compared to Kindergarten Enrollments (Lagged 5 Years)**

There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 17 and Figure 52 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; 2014-2016). Currently, the birth-to-kindergarten ratio is 0.810, meaning that for every 100 births in 2011, 81 children enrolled in CUSD kindergarten classes five years later (in 2016). This ratio is the highest the District has recorded since 2008, and given the current trends in residential development it is expected that the ratio will remain around this level. The transitional kindergarten ratio is currently 0.112, representing a decline from the last two years. The birth-to-kindergarten ratios are analyzed and statistical calculations are applied to estimate future birth-to-kindergarten ratios.

**Table 17. 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
1991	1,119	-3.9%	1996-97	1,059	0.946		
1992	1,116	-0.3%	1997-98	1,017	0.911		
1993	1,140	2.2%	1998-99	966	0.847		
1994	1,145	0.4%	1999-00	923	0.806		
1995	1,187	3.7%	2000-01	916	0.772		
1996	1,143	-3.7%	2001-02	892	0.780		
1997	1,121	-1.9%	2002-03	922	0.822		
1998	1,113	-0.7%	2003-04	948	0.852		
1999	1,129	1.4%	2004-05	925	0.819		
2000	1,014	-10.2%	2005-06	887	0.875		
2001	1,093	7.8%	2006-07	945	0.865		
2002	1,070	-2.1%	2007-08	885	0.827		
2003	1,135	6.1%	2008-09	922	0.812		
2004	1,071	-5.6%	2009-10	848	0.792		
2005	1,152	7.6%	2010-11	822	0.714		
2006	1,230	6.8%	2011-12	924	0.751		
2007	1,116	-9.3%	2012-13	793	0.711	110	0.099
2008	1,162	4.1%	2013-14	793	0.682	106	0.091
2009	1,141	-1.8%	2014-15	775	0.679	153	0.134
2010	1,143	0.2%	2015-16	902	0.789	160	0.140
2011	1,076	-5.9%	2016-17	872	0.810	121	0.112
2012	1,119	4.0%					
2013	1,116	-0.3%					
2014	1,158	3.8%					

**Figure 52. Kindergarten/Transitional Kindergarten Enrollment to Birth Ratio**

The projected birth-to-kindergarten ratios are multiplied by the number of births each year to project kindergarten enrollments. We anticipate the birth to kindergarten ratio will remain stable as residential development continues creating a higher ratio compared to the immediate post-Recession years. The transitional kindergarten ratio is expected to remain stable now that the program is fully implemented. In order to project kindergarten classes beyond 2019, county birth projections from the California Department of Finance (DOF) are utilized.

### **Student Migration Rates**

The methods of projecting student enrollment in grades 1<sup>st</sup>-12<sup>th</sup> 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 1<sup>st</sup> grade students becomes a cohort of 125 2<sup>nd</sup> grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year<sup>10</sup>.
  - 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 1<sup>st</sup> grade students becomes a cohort of 75 2<sup>nd</sup> 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.

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<sup>10</sup> These are net measurements.

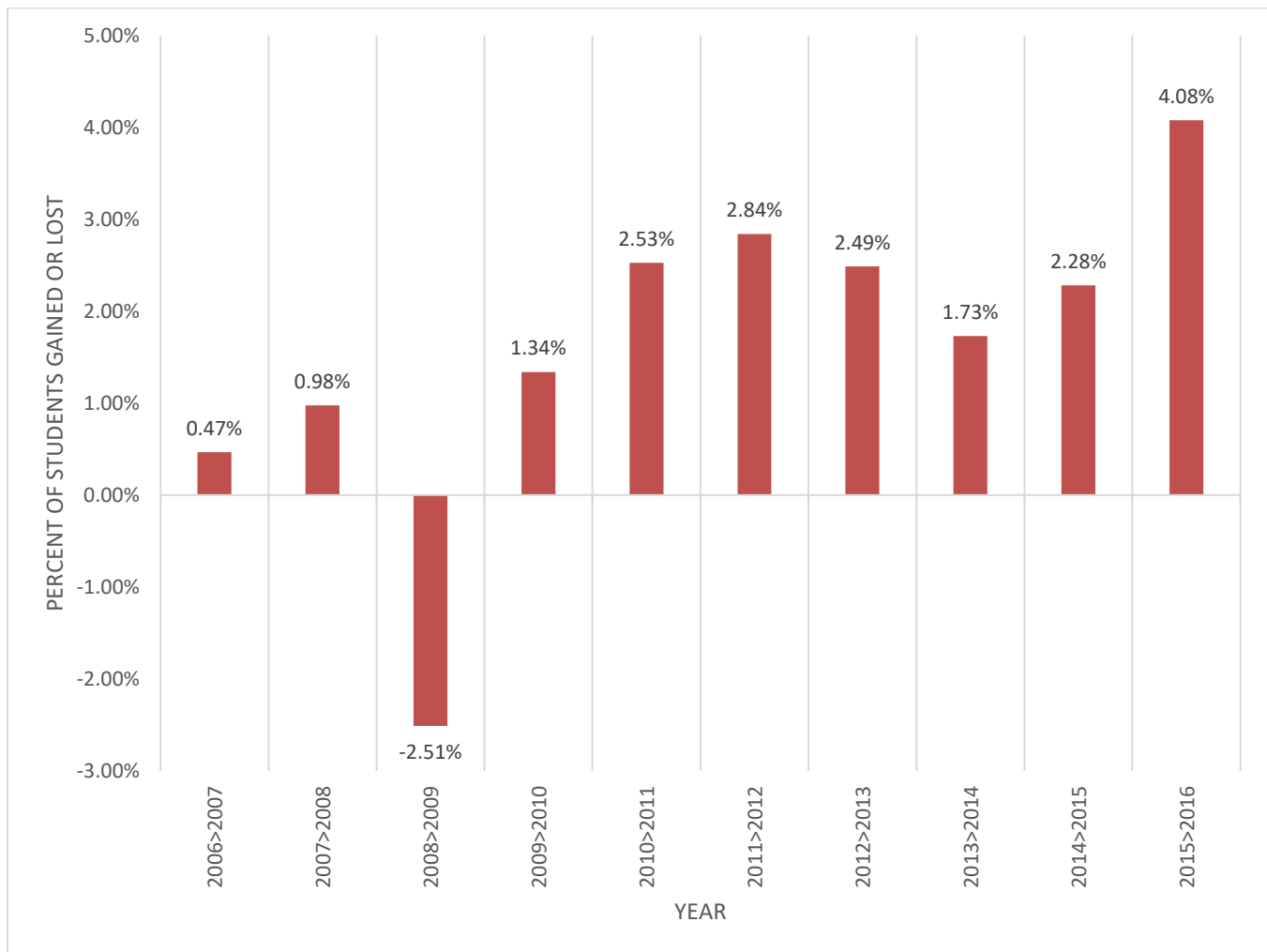
As an example, in 2015-16 the District's class of 3<sup>rd</sup> graders was 883. A year later, this class became a 4<sup>th</sup> grade class of 905. Using this example, the rate of migration is calculated in the following way:

$$(905-883)/883 = +2.5\%$$

The +2.5% increase is a measure of the likelihood that a third grade class will become larger or smaller as it passes into fourth 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.

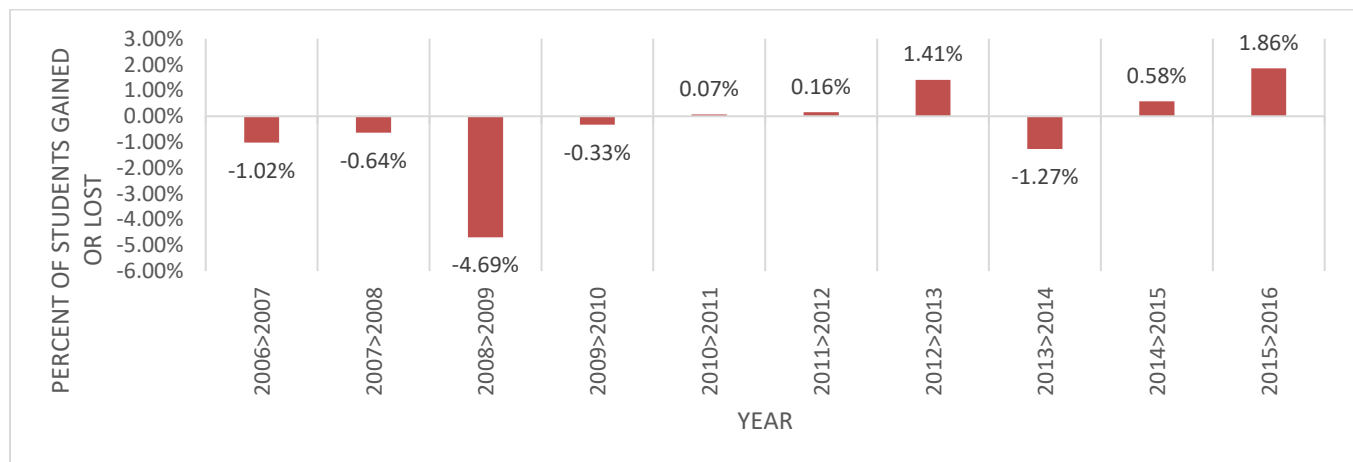
Since 2006, CUSD has experienced mostly positive migration of the K-11<sup>th</sup> grade population of one year into 1<sup>st</sup> through 12<sup>th</sup> grade population the next year (Figure 53). From 2015 to 2016, migration was a net gain 4.08%, the highest value recorded in the study period.

**Figure 53. Migration Grades K-11 > Grades 1-12**



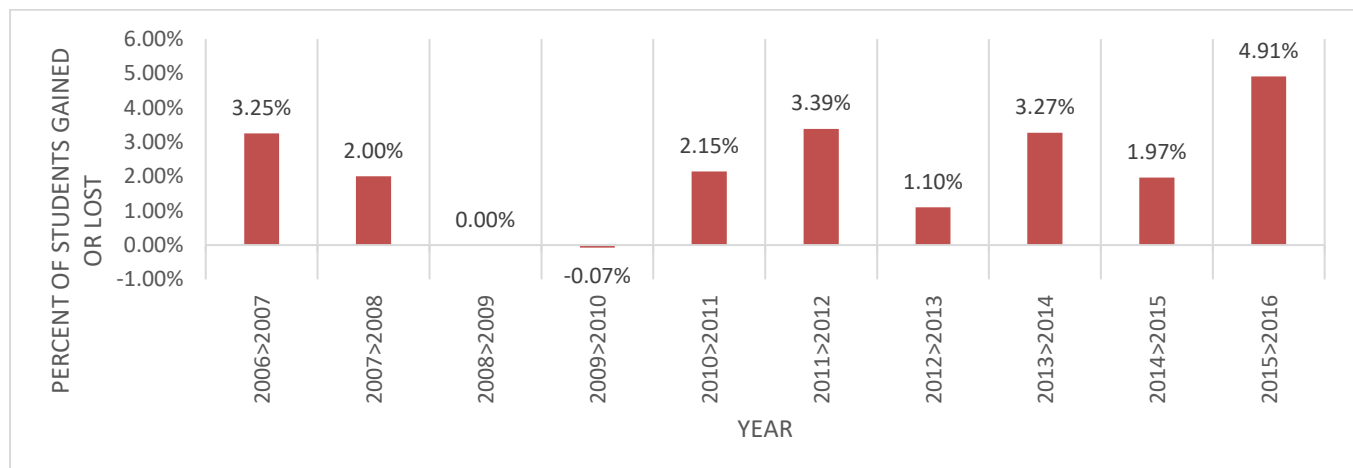
A closer examination of CUSD migration by grade level grouping provides additional insight. Overall, CUSD has generally experienced slightly negative or slightly positive migration at the K-5<sup>th</sup> grade levels since 2006 (Figure 54), though migration into the current 2016-17 school year is the highest in the study period. The decline from October 2008 to October 2009 is considered an exceptional year, and is not reflective of baseline historical enrollment trends. Prior to the 2009 school year, the District relocated programs and dissolved the Rosedale school boundary. These factors often negatively impact enrollments.

**Figure 54. Migration Grades K-4 > Grades 1-5**



Conversely, at the 6<sup>th</sup> to 8<sup>th</sup> grade levels, CUSD experienced significant positive migration in many years, with the current year again being the highest in the study period (Figure 55). This positive migration is due primarily to a large influx of students who are new to the District at 6<sup>th</sup> or 7<sup>th</sup> grade, after attending a private or charter elementary school.

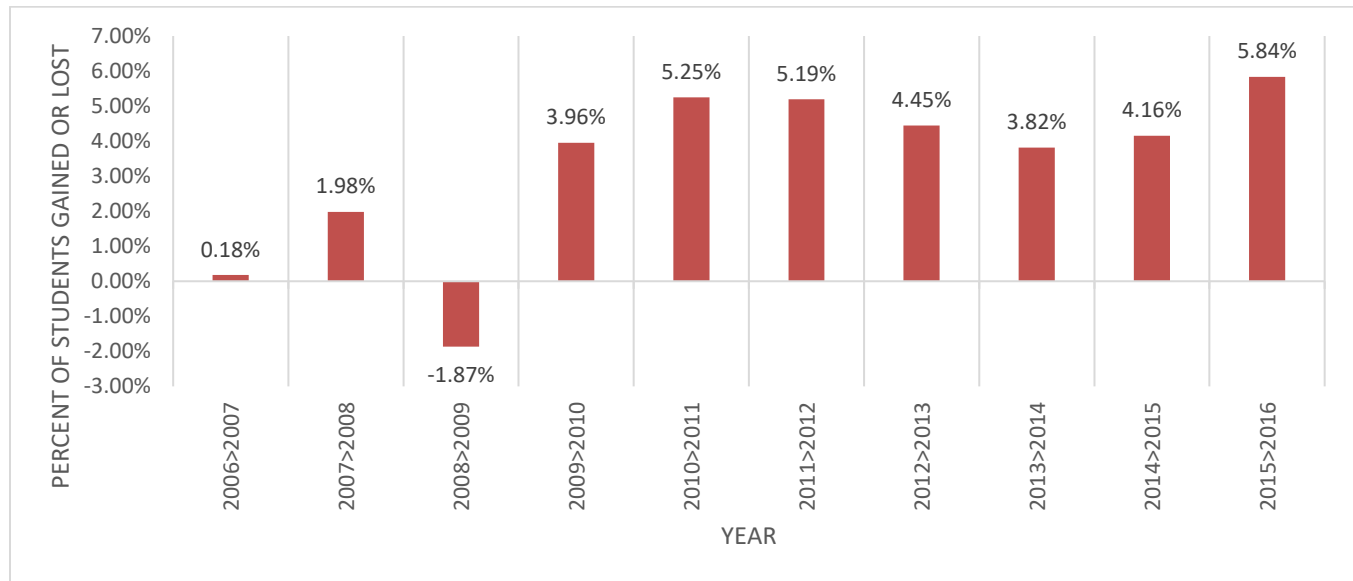
**Figure 55. Migration Grades 5-7 > 6-8**





CUSD experienced additional positive migration at the 9<sup>th</sup>-12<sup>th</sup> grade levels since 2006, with migration into the current year again being the highest in the study period (Figure 56). Since the opening of Inspire Charter High School, migration at the high school levels has increased substantially. Inspire Charter High School opened in 2010 with 9<sup>th</sup>-11<sup>th</sup> grades and added 12<sup>th</sup> grade in 2011.

**Figure 56. Migration Grades 8-11 > 9-12**



### **Enrollment Projections**

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

The cohort survival method is the standard demographic technique for projecting enrollments. This method was utilized to project enrollments for CUSD. Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2016 first graders become year 2017 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. JMK prepared a Low, Most Likely, and High District-wide projection. Individual school projections are based on the Most Likely District-wide projection.

Overall, TK-12<sup>th</sup> grade enrollments are projected to increase to 14,048 by 2026-27. TK-5<sup>th</sup> grade enrollments will increase the most quickly due to the immediate impact of increasingly higher numbers of births in the District leading to larger kindergarten cohorts over the next decade. Enrollments of the 6<sup>th</sup>-8<sup>th</sup> grades will also increase as the larger cohorts begin to reach 6<sup>th</sup> grade. 9-12<sup>th</sup> grade enrollments will likewise follow this general trend.

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 2026-27 are provided in Tables 18 through 20, including a summary of enrollment change by grade level between 2016 and 2026. An analysis of enrollment projections by school, and those projections compared to facility capacities, follows.

**Table 18. District-wide 10-Year MOST LIKELY Enrollment Projection**

	Actual	Projected										
Grade	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	Chg.
TK	121	126	125	130	129	129	128	128	128	127	128	7
K	872	910	908	944	929	929	920	923	920	911	920	48
1	915	887	926	926	959	943	940	931	934	931	922	7
2	816	942	905	950	947	980	960	957	948	951	947	131
3	797	817	941	907	948	945	974	954	951	942	945	148
4	905	809	829	960	908	954	947	977	957	954	945	40
5	899	924	827	848	980	923	968	961	991	971	968	69
6	845	927	949	849	876	992	962	999	992	1,023	1,003	158
7	901	920	1,009	1,034	923	951	1,074	1,041	1,082	1,074	1,108	207
8	947	921	938	1,029	1,052	938	964	1,088	1,055	1,096	1,088	141
9	1,107	1,163	1,121	1,143	1,251	1,278	1,137	1,168	1,318	1,278	1,328	221
10	1,134	1,086	1,165	1,126	1,145	1,251	1,274	1,134	1,165	1,314	1,274	140
11	1,083	1,124	1,079	1,158	1,115	1,133	1,235	1,257	1,119	1,150	1,297	214
12	1,063	1,106	1,154	1,110	1,186	1,141	1,156	1,260	1,283	1,142	1,173	110
TK-5	5,325	5,414	5,462	5,665	5,799	5,801	5,837	5,831	5,829	5,787	5,776	451
6-8	2,693	2,768	2,895	2,912	2,851	2,882	2,999	3,128	3,129	3,194	3,199	506
9-12	4,387	4,479	4,520	4,537	4,697	4,803	4,802	4,819	4,885	4,884	5,073	686
<b>Total</b>	<b>12,405</b>	<b>12,662</b>	<b>12,878</b>	<b>13,114</b>	<b>13,347</b>	<b>13,486</b>	<b>13,638</b>	<b>13,778</b>	<b>13,842</b>	<b>13,865</b>	<b>14,048</b>	<b>1,643</b>

Note: TK and K enrollment projections for 2021-22 and all subsequent years are based on projected births.

**Table 19. District-wide 10-Year LOW Enrollment Projection**

	Actual	Projected										
Grade	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	Chg.
TK	121	112	112	116	114	114	114	114	114	113	114	-7
K	872	888	887	922	907	907	898	901	898	890	899	27
1	915	886	904	904	936	920	917	909	912	908	900	-15
2	816	921	893	912	910	941	922	919	910	913	910	94
3	797	820	926	899	916	912	940	921	918	910	913	116
4	905	800	824	931	902	917	910	939	920	917	908	3
5	899	916	811	836	941	911	924	917	945	926	923	24
6	845	918	936	831	854	960	926	939	932	961	941	96
7	901	915	995	1,016	900	923	1,035	998	1,012	1,004	1,036	135
8	947	911	926	1,008	1,027	909	930	1,042	1,005	1,019	1,011	64
9	1,107	1,148	1,106	1,125	1,221	1,243	1,097	1,122	1,257	1,213	1,230	123
10	1,134	1,101	1,143	1,102	1,119	1,213	1,231	1,087	1,112	1,246	1,202	68
11	1,083	1,126	1,095	1,137	1,095	1,110	1,200	1,218	1,075	1,100	1,232	149
12	1,063	1,104	1,148	1,118	1,158	1,114	1,126	1,218	1,236	1,091	1,116	53
TK-5	5,325	5,343	5,355	5,520	5,626	5,623	5,626	5,620	5,617	5,576	5,566	241
6-8	2,693	2,744	2,857	2,855	2,780	2,792	2,891	2,979	2,949	2,984	2,988	295
9-12	4,387	4,479	4,491	4,483	4,593	4,680	4,654	4,645	4,680	4,650	4,780	393
<b>Total</b>	<b>12,405</b>	<b>12,565</b>	<b>12,703</b>	<b>12,859</b>	<b>13,000</b>	<b>13,095</b>	<b>13,171</b>	<b>13,243</b>	<b>13,246</b>	<b>13,211</b>	<b>13,335</b>	<b>930</b>

Note: TK and K enrollment projections for 2021-22 and all subsequent years are based on projected births.

**Table 20. District-wide 10-Year HIGH Enrollment Projection**

	Actual	Projected										
Grade	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	Chg.
TK	121	151	151	156	154	154	154	154	153	152	154	33
K	872	933	932	968	953	953	944	947	943	935	944	72
1	915	893	956	956	990	974	971	962	965	961	953	38
2	816	931	909	975	972	1,006	986	983	974	977	973	157
3	797	825	942	922	985	981	1,012	992	989	980	983	186
4	905	810	840	959	936	999	992	1,023	1,003	1,000	991	86
5	899	922	827	859	977	952	1,013	1,006	1,038	1,017	1,014	115
6	845	941	966	869	899	1,021	993	1,056	1,049	1,082	1,060	215
7	901	921	1,027	1,056	947	979	1,108	1,077	1,146	1,138	1,174	273
8	947	915	936	1,045	1,071	960	989	1,120	1,089	1,158	1,150	203
9	1,107	1,175	1,136	1,165	1,295	1,327	1,187	1,223	1,384	1,346	1,432	325
10	1,134	1,109	1,178	1,141	1,166	1,296	1,324	1,184	1,220	1,381	1,343	209
11	1,083	1,131	1,108	1,178	1,138	1,162	1,288	1,316	1,177	1,212	1,373	290
12	1,063	1,112	1,162	1,140	1,209	1,167	1,188	1,317	1,345	1,203	1,240	177
TK-5	5,325	5,465	5,556	5,795	5,967	6,019	6,071	6,066	6,065	6,021	6,011	686
6-8	2,693	2,777	2,929	2,969	2,917	2,960	3,090	3,253	3,283	3,378	3,384	691
9-12	4,387	4,528	4,584	4,623	4,808	4,952	4,987	5,040	5,127	5,143	5,387	1,000
<b>Total</b>	<b>12,405</b>	<b>12,770</b>	<b>13,069</b>	<b>13,387</b>	<b>13,692</b>	<b>13,930</b>	<b>14,148</b>	<b>14,359</b>	<b>14,475</b>	<b>14,543</b>	<b>14,782</b>	<b>2,377</b>

Note: TK and K enrollment projections for 2021-22 and all subsequent years are based on projected births.

***Enrollment Projections by School***

Table 21 provides enrollment projections by school. JMK 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, JMK 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 21. Enrollment Projections by School**

<b>Elementary Schools</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
Chapman	310	315	310	321	336	328	331	331	332	330	329
Citrus	300	316	319	321	333	350	344	345	345	343	343
Emma Wilson	554	568	572	595	621	628	628	629	630	626	626
Hooker Oak	318	326	329	341	346	348	351	351	352	350	349
Little Chico Creek	474	476	502	541	554	563	554	546	539	531	529
Marigold	484	490	489	500	507	496	500	495	492	488	486
McManus	414	433	424	446	456	461	465	466	467	464	464
Neal Dow	338	339	345	347	352	346	355	356	357	355	354
Parkview	378	361	357	366	358	325	349	351	352	350	350
Rosedale	524	529	538	551	557	564	569	570	571	568	567
Shasta	608	637	637	668	691	702	700	698	698	693	691
Sierra View	600	603	617	645	667	670	669	671	672	668	667
<i>Elementary School Totals</i>	<i>5,302</i>	<i>5,393</i>	<i>5,441</i>	<i>5,643</i>	<i>5,777</i>	<i>5,779</i>	<i>5,815</i>	<i>5,809</i>	<i>5,807</i>	<i>5,765</i>	<i>5,755</i>
<b>Junior High Schools</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
Bidwell	976	1,032	1,078	1,081	1,059	1,073	1,115	1,163	1,163	1,187	1,189
Chico	812	801	838	841	824	834	869	906	906	925	927
Marsh	867	899	941	948	928	936	975	1,016	1,017	1,038	1,040
<i>Junior High School Totals</i>	<i>2,655</i>	<i>2,731</i>	<i>2,857</i>	<i>2,871</i>	<i>2,811</i>	<i>2,844</i>	<i>2,959</i>	<i>3,085</i>	<i>3,086</i>	<i>3,150</i>	<i>3,155</i>
<b>High Schools</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
Chico	1,835	1,882	1,895	1,900	1,969	2,014	2,010	2,015	2,044	2,045	2,124
Pleasant Valley	1,822	1,883	1,896	1,884	1,945	1,990	1,986	1,990	2,022	2,024	2,100
Inspire Charter	460	457	470	480	505	519	517	517	528	531	550
<i>High School Totals</i>	<i>4,117</i>	<i>4,222</i>	<i>4,261</i>	<i>4,264</i>	<i>4,419</i>	<i>4,523</i>	<i>4,513</i>	<i>4,523</i>	<i>4,594</i>	<i>4,599</i>	<i>4,774</i>
<b>Alternative Schools</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
Academy for Change and CAL	49	47	48	49	50	49	50	52	52	53	54
Fair View	149	131	130	144	146	148	154	157	153	151	159
Loma Vista	23	23	24	24	24	24	24	25	24	24	25
Oakdale	110	115	117	118	120	119	123	128	126	122	127
<i>Alternative School Totals</i>	<i>331</i>	<i>316</i>	<i>319</i>	<i>336</i>	<i>340</i>	<i>340</i>	<i>351</i>	<i>361</i>	<i>355</i>	<i>350</i>	<i>364</i>
<b>Grand Total</b>	<b>12,405</b>	<b>12,662</b>	<b>12,878</b>	<b>13,114</b>	<b>13,347</b>	<b>13,486</b>	<b>13,638</b>	<b>13,778</b>	<b>13,842</b>	<b>13,865</b>	<b>14,048</b>

## 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 22 provides the number of students projected to be residing in each school boundary through the 2026-27 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 13.6% increase in the number of student residents across all grade levels over the next decade. Elementary schools will experience the most immediate population gains over the next five years as larger kindergarten cohorts enroll in CUSD schools. These larger cohorts will eventually move to the junior high and high school levels causing a higher number of student residents within the boundaries of those schools as well.

By 2026-27, the elementary school boundaries will experience a collective 8.3% increase in the number of residents. The elementary school boundaries that will experience the largest gains are Shasta and Sierra View, while the McManus and Parkview boundaries are projected to decline in total student residents over the same period.

All three junior high schools will increase in 6<sup>th</sup> to 8<sup>th</sup> grade student residents by at least 18.2% over the next ten years, while both high schools will increase by at least 16.7% in 9<sup>th</sup> to 12<sup>th</sup> grade student residents.

**Table 22. Student Resident Projections by School Boundary**

<b>Elementary Schools</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>% +/-</b>
Chapman	380	370	366	372	381	370	384	384	385	383	383	0.7%
Citrus	513	523	511	526	530	544	544	545	546	543	541	5.4%
Emma Wilson	809	842	840	875	903	903	907	910	913	910	910	12.5%
Little Chico Creek	605	611	640	684	708	711	712	701	692	681	676	11.7%
Marigold	487	497	498	532	538	530	529	524	519	513	513	5.3%
McManus	677	669	648	649	647	647	668	673	674	668	669	-1.2%
Neal Dow	306	305	320	323	326	330	336	336	338	337	338	10.3%
Parkview	281	268	272	268	271	266	274	274	273	270	270	-3.7%
Shasta	729	777	794	841	879	876	870	869	872	864	861	18.0%
Sierra View	464	475	492	516	534	542	526	529	532	529	528	13.7%
<i>Elementary School Totals</i>	<i>5,251</i>	<i>5,336</i>	<i>5,380</i>	<i>5,586</i>	<i>5,718</i>	<i>5,718</i>	<i>5,750</i>	<i>5,746</i>	<i>5,742</i>	<i>5,699</i>	<i>5,686</i>	<i>8.3%</i>
<b>Junior High Schools</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>% +/-</b>
Bidwell	1,170	1,215	1,277	1,263	1,231	1,242	1,295	1,352	1,352	1,379	1,382	18.2%
Chico	700	730	749	760	743	753	791	825	826	842	844	20.5%
Marsh	774	780	831	844	824	834	865	900	899	918	917	18.5%
<i>Junior High School Totals</i>	<i>2,644</i>	<i>2,725</i>	<i>2,857</i>	<i>2,866</i>	<i>2,799</i>	<i>2,829</i>	<i>2,950</i>	<i>3,077</i>	<i>3,076</i>	<i>3,139</i>	<i>3,143</i>	<i>18.9%</i>
<b>High Schools</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>% +/-</b>
Chico	2,144	2,207	2,227	2,253	2,329	2,384	2,385	2,389	2,421	2,419	2,518	17.5%
Pleasant Valley	1,992	2,064	2,070	2,061	2,150	2,198	2,198	2,205	2,233	2,233	2,325	16.7%
<i>High School Totals</i>	<i>4,136</i>	<i>4,271</i>	<i>4,296</i>	<i>4,314</i>	<i>4,478</i>	<i>4,582</i>	<i>4,583</i>	<i>4,593</i>	<i>4,654</i>	<i>4,652</i>	<i>4,843</i>	<i>17.1%</i>
<b>Grand Total</b>	<b>12,031</b>	<b>12,332</b>	<b>12,533</b>	<b>12,766</b>	<b>12,995</b>	<b>13,129</b>	<b>13,283</b>	<b>13,416</b>	<b>13,472</b>	<b>13,491</b>	<b>13,673</b>	<b>13.6%</b>



## SECTION J: FACILITY CAPACITY ANALYSIS

In order to determine the ability of the District's existing facilities to adequately serve enrollments and residents, J.M. King Consulting obtained facility capacities from the District in order to provide a comparison of student projections to facility capacity. This section identifies the adequacy of Chico Unified School District's existing facilities.

Capacity numbers are taken from the **CUSD Facilities Master Plan Update 2016**, and assume loading standards of 1:24 at kindergarten through 3<sup>rd</sup> grade, 1:30 at 4<sup>th</sup> grade through 6<sup>th</sup> grade, 1:33 at 7<sup>th</sup> grade through 12<sup>th</sup> grade, and 1:12 for special education day classes. Some rooms at each campus were also excluded from capacity calculations under the assumption that they would be used for specialized purposes.

**Table 23. Facility Capacities Compared to Current Residents and Enrollments**

School	2016 Residents	2016 Enrollment	Capacity
Chapman	380	310	450
Citrus	513	300	320
Emma Wilson	809	554	588
Hooker Oak	N/A	318	336
Little Chico Creek	605	474	636
Marigold	487	484	596
McManus	677	414	544
Neal Dow	306	338	494
Parkview	281	378	342
Rosedale	N/A	524	570
Shasta	729	608	726
Sierra View	464	600	522
<i>Elementary School Totals</i>	<i>5,251</i>	<i>5,302</i>	<i>6,124</i>
Bidwell	1,170	976	1,029
Chico Jr	700	812	1,086
Marsh	774	867	924
<i>Junior High School Totals</i>	<i>2,644</i>	<i>2,655</i>	<i>3,039</i>
Chico Sr/Inspire	2,144	1,835/460	2,557
Pleasant Valley	1,992	1,822	2,379
<i>High School Totals</i>	<i>4,136</i>	<i>4,117</i>	<i>4,936</i>
Alternative Education	N/A	308	472
Loma Vista	N/A	23	99
<i>Alternative School Totals</i>	<i>N/A</i>	<i>331</i>	<i>571</i>
<b><i>District Totals</i></b>	<b><i>12,031</i></b>	<b><i>12,405</i></b>	<b><i>14,670</i></b>

## 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 programs since 2000 as well as the Local funding sources available to and utilized by the District. In addition, the District has accessed Federal Grant monies to implement its Voluntary Integration Plan which will impact facility needs.

### **State School Building Program**

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

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

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

### **Relocatable Classroom Facilities**

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

## **Funding Mechanisms**

### ***State Funding Sources***

#### **Modernization Funding**

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

If the District chooses to spend their own monies modernizing buildings and/or demolishing and reconstructing eligible classrooms, current policy provides for reimbursement with State modernization dollars<sup>11</sup>. The District has been proactive in applying for and receiving State funding.

Table 24 outlines the projects completed within the District and the State funding received for those projects.

**Table 24. Modernization Projects CUSD/State Funding<sup>12</sup>**

<b>School Site</b>	<b>OPSC Modernization Funding</b>	<b>District Project Match</b>	<b>Year</b>
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
<b>Total</b>	<b>\$8,990,253</b>	<b>\$3,526,567</b>	

<sup>11</sup> 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.

<sup>12</sup> Note: The total amounts outlined in Tables 24-27 reflect District eligibility from State funding programs. Actual project costs were higher than the State and District matches combined.

New Construction

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

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

The CUSD has been proactive in applying for and receiving State funding for constructing 18 new classrooms and a Fitness Lab at Chico Senior High School and 24 new classrooms at Pleasant Valley Senior High (Table 25).

**Table 25. New Construction Funding CUSD/State Funding**

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

Projects Pending State Funding

Chico Senior HS: The following project has been submitted to OPSC, and is awaiting funding from the State Allocation Board. Depending on the availability of funds and the current bonding authority at the State, these funds may be forthcoming in the next months. The timeline is currently unknown but the project has been reviewed and approved by the State. This project will be funded as a modernization project (Lincoln Hall at CHS).

Bidwell Jr. HS, Marsh Jr. HS, and Chico Jr. HS: These projects have been acknowledged but are not yet processed by the State agency. Therefore, no project match is provided pending project analysis.

**Table 26. Projects Pending State Funding**

School Site	OPSC Funding	District Project Match	Status
Chico Senior HS/Lincoln Hall	\$3,439,355	\$2,292,903	True Unfunded
Bidwell Jr. HS	\$1,318,674	n/a	Acknowledged
Marsh Jr. HS	\$1,254,299	n/a	Acknowledged
Marsh Jr. HS	\$996,122	n/a	Acknowledged
Chico Jr. HS	\$1,162,446	n/a	Acknowledged
<b>Total</b>	<b>\$8,170,896</b>		

**Minimum Essential Facilities**

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

**Career Technical Education**

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

CTE provides a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The California Department of Education (CDE) currently recognizes 15 industry sectors; each sector contains several pathways. Districts must submit grant applications (when the cycle is available) to the CDE who then reviews and scores the grants. If the District receives an adequate score, the District then has 12 months to submit DSA/CDE Final Plan Approvals, and a Detailed Cost Estimate to the OPSC for funding. The District has received funding for the projects outlined in Table 27.

**Table 27. 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
<b>Total</b>	<b>\$5,046,594</b>	<b>\$5,046,594</b>	

**Joint Use Funding**

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

**Local Funding Sources**

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

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

These bond monies will allow the District to access and match State bond funds 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

In previous years, JMK had projected less rapid enrollment growth for Chico USD. However, as residential development has increased in recent years, Chico USD's birth-to-kindergarten ratio and grade-to-grade migration have both increased. This has resulted in increasing enrollment for the last two years, a trend that is expected to continue through the next decade. The lower migration and birth-to-kindergarten values observed during the Recession and immediate recovery seem to be in the past for CUSD.

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 has driven many families inland to seek more affordable housing.

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.

### **Recommendations**

1. It is recommended that the District update this study in the Fall so that another year of data will provide confirmation of the District's birth-to-kindergarten and grade-to-grade migration trends.
2. In order to effectively house future students, the District should consider boundary changes or movement of programs to mitigate current resident imbalances and future enrollment growth.
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. Ensure that the District is maximizing funding 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.

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