



# Demographic Analysis & Facility Capacity Study

September 4, 2015

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## Glossary of Terms

### Attendance Boundary

An attendance boundary is defined by a physical boundary which is specific to an elementary, middle, or high school. Students with a physical address which is located within that boundary are residents of that “attendance boundary,” and will be assigned to attend that boundary’s school by default if no other options are pursued.

### Board of Education (BOE)

The BOE is the governing board of the West Contra Costa Unified School District.

### California Basic Educational Data System (CBEDS)

An annual data collection administered in October to collect information on student and staff demographics.

### California Department of Education (CDE)

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

### California Department of Finance (DOF)

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

### California Department of Public Health (CDHP)

California birth, death, fetal death, still birth, marriage and divorce records are maintained by the CDHP, Office of Vital Records.

### Class Size Reduction (CSR)

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

### Cohort

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

### Division of the State Architect (DSA)

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



**Environmental Systems Research Institute (ESRI)**

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

**General Obligation Bond**

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

**Geocoding**

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

**Geographic Information System (GIS)**

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

**Intra-district Transfers**

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

**Inter-district Transfers**

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

**Local Agency Formation Commission (LAFCO)**

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

**Office of Public School Construction (OPSC)**

The Office of Public School Construction, as staff to the State Allocation Board (SAB), implements and administers the School Facility Program and other programs of the SAB. The OPSC is also charged with the responsibility of verifying that all applicant school districts meet specific criteria based on the type of funding which is being requested. The OPSC also prepares recommendations for the SAB's review and approval.

It is also incumbent on the OPSC staff to prepare regulations, policies and procedures which carry out the mandates of the SAB, and to work with school districts to assist them throughout the application process. The OPSC is responsible for ensuring that funds are disbursed properly and in accordance with the decisions made by the SAB.

The OPSC prepares agendas for the SAB meetings. These agendas keep the Board Members, school districts, staff and other interested parties apprised of all actions taken by the SAB. The agenda serves as the underlying source document used by the State Controller's Office for the appropriate release of funds. The agenda further provides

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

**Sphere of Influence (SOI)**

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

**State Allocation Board (SAB)**

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

## EXECUTIVE SUMMARY

The purpose of the 2014-15 Demographic Analysis & Facility Capacity Study is to provide detailed demographic information about the communities served by the District, and the effects of those demographics on WCCUSD enrollments and residents, as well as the impact on long range planning for facilities in order to assure that appropriate and equitable facilities are provided for the students of the District. It is imperative that the District remain proactive in planning, as the construction and modernization of school facilities cannot be accomplished in a short time period.

School districts are inextricably linked to the communities they serve. Therefore, any analysis of a school district must include an analysis of the communities served by the District, including the growth or decline in population, jobs, and residential development. The impact of the local planning agency policies, the health of the economy, and the migration of the population within the community have long term effects on District enrollments.

This study provides a historical perspective on the District, including historical demographic information about the communities served by the District as well as a thorough analysis of WCCUSD historical enrollments, the current student population, and projected enrollments and residents. As these factors change and timelines are adjusted, the study will be revised to reflect the most current information.

The consultant conducted research with relevant planning agencies and governmental offices in order to identify current economic, demographic, and development trends. This research was then correlated with WCCUSD historical enrollment trends. Having gathered and analyzed this information, the consultant prepared projections of student enrollments and residents in order to assist the District in reviewing school attendance boundaries, potential grade level reconfigurations, and planning for the location and size of future facilities.

The specific purpose of this study is to provide the District with projections of future students based on the comprehensive demographic analysis and to provide an analysis of those projections compared to facility capacity. Facility capacity has been analyzed utilizing both District and State loading factors and a “range” of capacities has been provided to assist the District in maximizing site utilization while providing capacity allowances for the diverse programmatic needs of each individual school site.

Therefore, a capacity “range” is provided to assist the WCCUSD in planning for current and future students.

Historically, the District has experienced steady enrollment decreases since 2004, with stable enrollment from 2012 to 2014 due to the addition of the transitional kindergarten program. This period of enrollment decline occurred at a time when births in the District were stable, and each incoming kindergarten cohort was about the same size as the year before. The decline in enrollment was due in large part to negative migration numbers from grade to grade. In other words, the District tends to lose students each year as cohorts matriculate from grade to grade, particularly at the elementary school levels in recent years.

Looking forward, the District is beginning to see much smaller incoming kindergarten cohorts due to a steep decline in the number of births beginning in 2009 (the 2014-15 kindergarten class). Births continued to decline each year until a slight increase in 2013 (the 2018-19 kindergarten class), meaning that the small 2014 kindergarten cohort is the first in a four year period of record low kindergarten enrollment. Kindergarten enrollment is expected to begin gradually increasing again beginning in 2018, but is not projected to get back even to 2014 levels until after 2024. All of these smaller cohorts are entering the District in successive years, as larger cohorts graduate out, meaning that net enrollment for WCCUSD will decline every year for several years. While current overall facility capacity is adequate to house all enrollments over the projection period, it is imperative the district analyze projections versus capacities by site, as the district does not grow or decline at the same rate throughout the district.

The implementation of the transitional kindergarten program and some new housing construction will assist in slightly offsetting this decline, but the low births in the areas served by the District are far and away the greatest factor driving the projections downward over the course of the study period.

It is important to note that JSA monitors all residential development projects bi-annually. Current build-out timelines are unknown for the projects outlined herein, and due to this uncertainty students generated from these projects have not been included in the enrollment or resident projections. As planning progresses and JSA is provided a definitive build-out of each project, projections will be updated to include the anticipated number of students each project will reliably generate, by grade and school. Again, however, any students generated from new housing will only help to offset the enrollment losses due to historically small incoming cohorts, and are unlikely to completely balance out those losses.

Since enrollments are driven primarily by the size of the incoming transitional kindergarten and kindergarten class sizes, and since there is a great potential for variability of these cohorts, it was critical that JSA provide the District with a range of projections. JSA prepared a Low, Most Likely, and High projection District-wide in order to account for the uncertainty inherent in this complex analysis.

Based on the Most Likely projection, TK-12<sup>th</sup> grade enrollments are projected to decline to 23,950 by 2024-25.

- TK-6<sup>th</sup> grade enrollments will begin to decline significantly over the next few years as the small cohorts begin entering the school system through at least the end of the decade.
- Enrollments of the 7<sup>th</sup>-8<sup>th</sup> grades will remain stable until 2021, when the current kindergarten cohort enters 7<sup>th</sup> grade. From 2021 on, the middle/junior high school level will experience the same succession of smaller cohorts that passed through the elementary grades earlier.
- Similarly, the high school grades will not see a sharp decline until 2023, when the current kindergarten cohort enters 9<sup>th</sup> grade, but from then on will see consecutive years of declining enrollment.

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

### **Recommendations**

- WCCUSD values neighborhood schools and, therefore, should develop a plan to accommodate students within attendance area boundaries.
- Many elementary schools' current enrollments exceed their ideal facility capacity. The District should analyze current and projected enrollments *and* residents along with current and planned facility capacities by site, as the movement of programs, grade level reconfigurations, and/or boundary changes may be necessary to accommodate future students.
- Monitor residential development as some projects could cause increased enrollments upon completion, and overfill facilities.
- Consider ways to utilize vacant/under-enrolled school sites as District enrollment continues to decline over the next few years, without declaring any District property as surplus.

- Consider ways to attract WCCUSD resident students who are not attending WCCUSD schools.
  - Approximately 27% of the relevant school-age population (5-17) that live within the WCCUSD boundary do not enroll in WCCUSD schools<sup>1</sup>.
    - Although a comprehensive comparison to large neighboring school districts could not be performed due to unavailability of detailed student data, the consultant used available data to determine that WCCUSD's proportion of the relevant school age population not being served by WCCUSD schools is only slightly higher than San Francisco USD's, and about six percentage points higher than Oakland USD's.
    - Even though neighboring school districts are experiencing similar challenges with serving a higher proportion of their resident students, there remains an opportunity for WCCUSD to attract more of its own resident 5-17 year olds back into District schools who are currently choosing other options.
  - Due to low high housing prices and low inventories in neighboring school districts, The West Contra Costa Unified School District (WCCUSD) has the opportunity to attract new school age residents in the coming years. This in-migration would boost District enrollment, as more school age residents leads to more enrolled students in District schools.
    - As a demonstration of these housing trends, the median home value (per Zillow) in Richmond is \$329,800. Meanwhile, the median home value is \$498,100 in Martinez, \$549,300 in Oakland, \$815,200 in Albany, \$836,900 in San Rafael, \$969,000 in Berkeley, and \$1,076,000 in San Francisco. This push/pull effect away from other areas and into cities within the West Contra Costa USD is likely to create an increased student resident population over the next few years.
  - Bond spending/renovations/improvements could potentially attract students back to improved campuses.
  - Magnet programs could potentially attract students back to the District who otherwise choose charter or private schools that offer specialized programs.
- Develop and adopt educational specifications for each elementary school site which incorporate the recommended optimal school enrollment of 350-650 students based on the Facility Analysis undertaken as part of this plan.

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<sup>1</sup> U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2014 and 2019.

- Develop and adopt educational specifications for each middle and high school.
- Replace 20+ year old portable buildings on all campuses with permanent structures when fiscally possible.
- Incorporate these findings into the District's 2025 Facilities Master Plan.
- 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.
- 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.
- Maintain relationships with all cities served by the District and Contra Costa County in order to continue to plan for the most effective use of its facilities in addition to the potential for new facilities.
- Consider federal, state, and local sources of funding, including the consideration of a local school bond in 2016 to assist in constructing new facilities for housing current and future students.
- These recommendations will be reviewed annually as part of the 2025 Facilities Master Plan.

**SECTION A: INTRODUCTION**

The West Contra Costa Unified School District is located in Contra Costa County, California. The District serves the Cities of El Cerrito, Hercules, Pinole, Richmond, and San Pablo, as well as unincorporated areas of the County. The West Contra Costa Unified School District serves grades TK-12 and has a total 2014-15 enrollment of 28,888 students as provided by the District. The West Contra Costa Unified School District currently operates 36 elementary school sites, 6 middle school sites, 6 high school sites, and 5 alternative programs (Table 1).

**Table 1. School Sites and 2014-15 Enrollments**

Elementary Schools	Current Grades Housed	2014-15 Enrollment
Bayview	TK-6	679
Chavez	TK-6	615
Collins	K-6	385
Coronado	TK-6	430
Dover	TK-6	767
Downer	TK-6	646
Ellerhorst	K-6	379
Fairmont	K-6	569
Ford	TK-6	474
Grant	TK-6	563
Hanna Ranch	K-5	474
Harding	TK-6	367
Highland	K-6	477
Kensington	K-6	514
King	K-6	460
Lake	TK-6	428
Lincoln	K-6	465
Lupine Hills	TK-5	410
Madera	K-6	519
Mira Vista	K-8	519
Montalvin Manor	TK-6	419
Murphy	K-6	489
Nystrom	TK-6	505
Ohlone	K-5	344
Olinda	TK-6	329
Peres	TK-6	534
Riverside	K-6	415
Shannon	TK-6	343
Sheldon	TK-6	401
Stege	TK-6	335
Stewart	K-8	474
Tara Hills	K-6	545



**Table 1 (cont.)**

Valley View	K-6	320
Verde	K-6	323
Washington	K-6	467
Wilson	K-6	506
<b>Middle/Junior High Schools</b>	<b>Grade Levels</b>	<b>2014-15 Enrollment</b>
Crespi	7-8	606
DeJean	7-8	625
Helms	7-8	1,039
Hercules	6-8	636
Korematsu	7-8	539
Pinole	7-8	562
<b>High Schools</b>	<b>Grade Levels</b>	<b>2014-15 Enrollment</b>
De Anza	9-12	1,263
El Cerrito	9-12	1,364
Hercules	9-12	935
Kennedy	9-12	865
Pinole Valley	9-12	1,205
Richmond	9-12	1,486
<b>Other Schools</b>	<b>Grade Levels</b>	<b>2014-15 Enrollment</b>
Greenwood Academy	9-12	261
Harbour Way	K-8	7
Middle College High	9-12	267
North Campus Continuation	9-12	180
Vista High	7-12	159
<b>Grand Total</b>		<b>28,888</b>

Source: California Department of Education.

*This analysis does not include 83 Non-Public School students or 150 Ungraded Secondary Students or 43 District Office students.*



**West Contra Costa Unified School District Demographic Analysis & Facility Capacity Study 2014-15**

This report is divided into eleven major components:

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

Enrollment data presented in this report was compiled from West Contra Costa 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;
- California State Department of Public Health;
- Contra Costa County Assessor's Office;
- Contra Costa County GIS Division;
- Contra Costa County Planning Department;
- Cities of El Cerrito, El Sobrante, Hercules, Pinole, Richmond, and San Pablo Planning Departments;
- Environmental Systems Research Institute, Inc. (ESRI);
- ESRI Business Analyst Online (BAO);
- National Center for Education Statistics.

## **SECTION B: MISSION AND EQUITY STATEMENT**

### **Our Mission**

We provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.

We provide excellent learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees. We develop and maintain productive community partnerships and individual and collective accountability.

### **Equity Statement**

The belief that all students can achieve at high levels of proficiency and that the effects of institutionalized racism can be mitigated is central to how equity is viewed in West Contra Costa Unified School District.

## SECTION C: CHOICE IN THE PUBLIC SCHOOL SYSTEM

### School “Choice”<sup>2</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, 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>2</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>3</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>4</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 2009, more than 4,700 charter schools enroll over 1.4 million children in 40 states and the District of Columbia.

The ranks of charters grow by hundreds each year. Even so, more than 365,000 names linger on charter school wait lists. There is no doubt that both supply and demand in the charter sector are strong.<sup>5</sup>

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

<sup>4</sup> *Ibid*, page v.

<sup>5</sup> Center for Research on Education Outcomes, Stanford University. 2009, page 11.

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>6</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

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<sup>6</sup> *Charter School and Equal Access*. University of North Texas.

magnet schools come from one or two adjacent attendance areas, and WCCUSD's magnet programs definitively corroborate this trend.

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.

West Contra Costa Unified School District offers or has approved a variety of choices within their school system, including the following eight dependent charter schools:

- Benito Juarez Elementary (K-5)
- Richmond College Preparatory (K-6)
- Manzanita Middle School (6-8)
- Richmond Charter Academy (6-8)
- Leadership Public School (9-12)
- John Henry (9-12)
- Aspire (K-5)
- Aspire (6-12)
- Summit #2 (7-12)

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

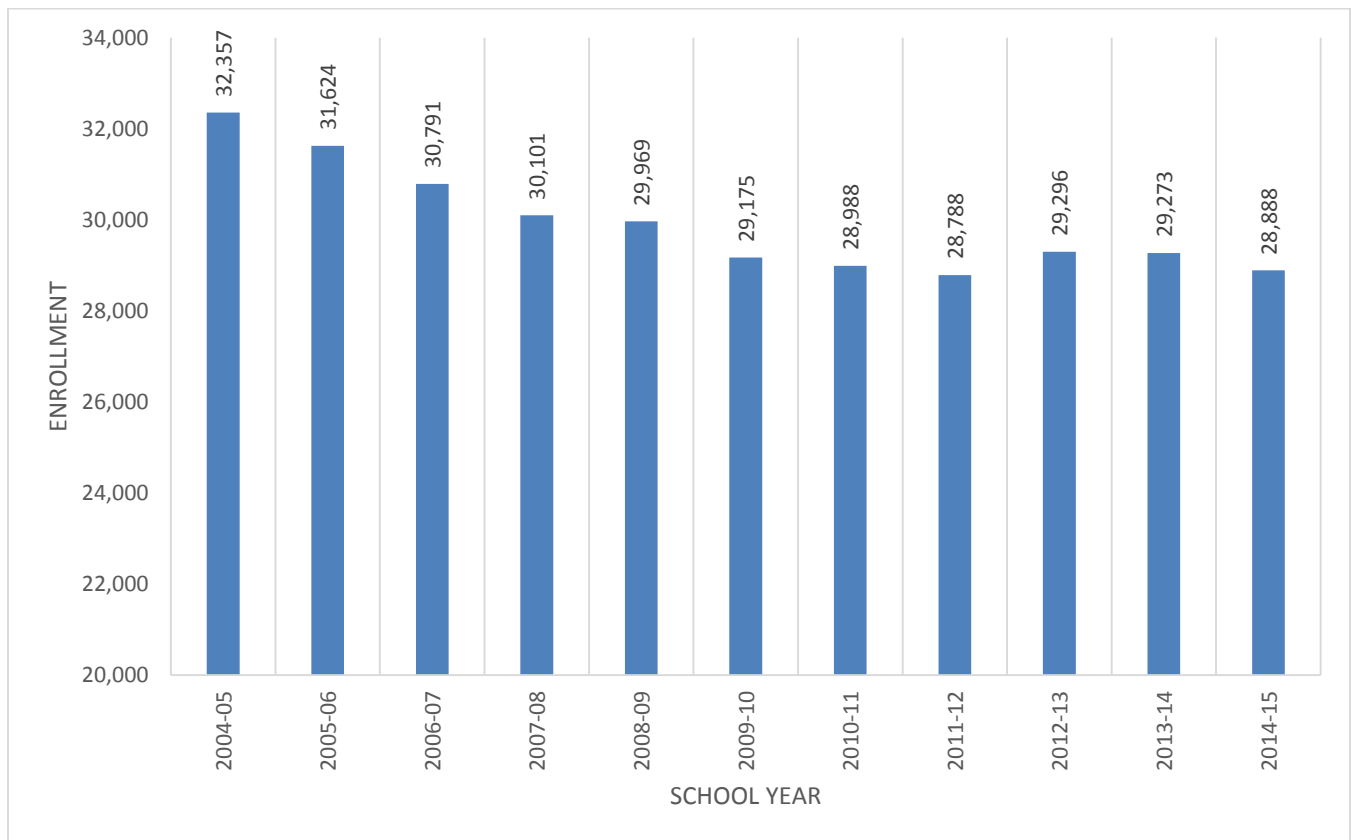
## SECTION D: DISTRICT AND COMMUNITY DEMOGRAPHICS

### District Enrollment Trends

#### *Historical Enrollments*

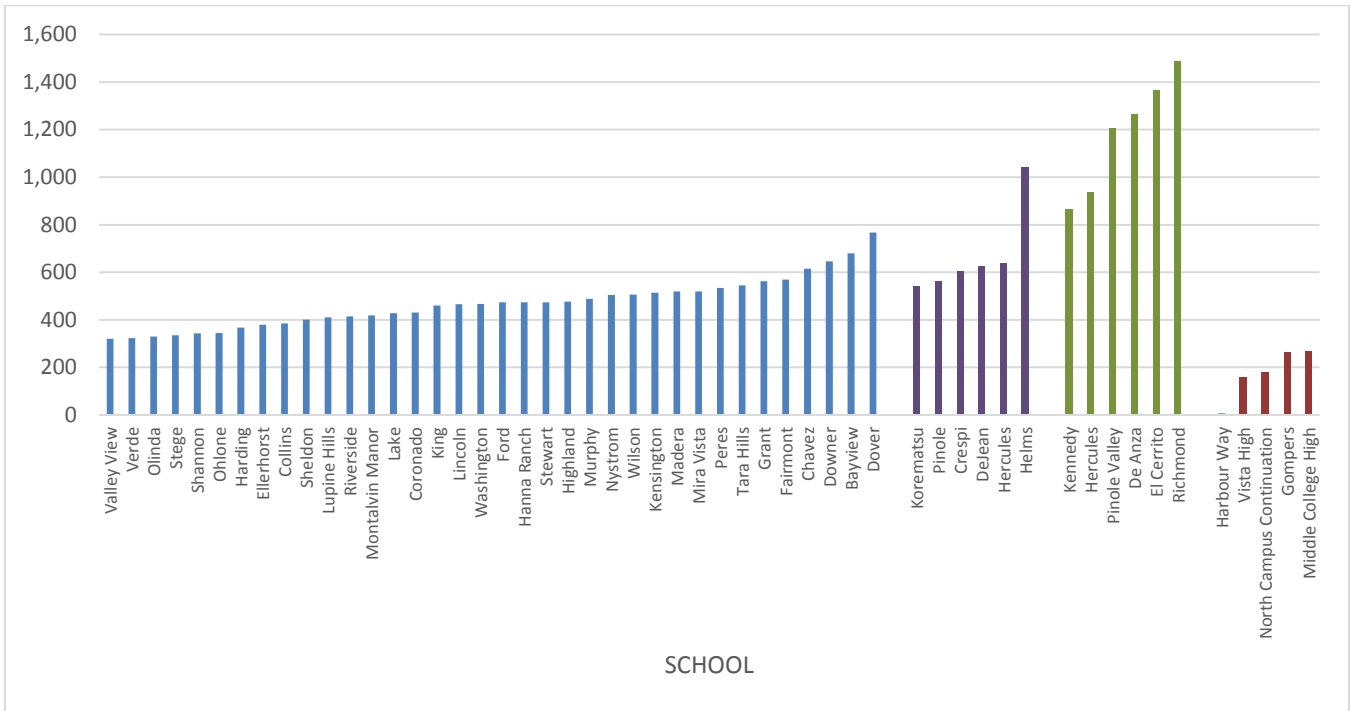
Like many school districts in California, the West Contra Costa Unified School District is in a period of declining enrollments. Enrollments decreased from 32,357 students in October 2004 to 28,888 students in October 2014, representing an overall loss of 10.7% over that time. There was a small uptick in enrollment in 2012 that coincides with the beginning of the transitional kindergarten program, but otherwise, the trend is one of steady enrollment loss. The various demographic factors affecting the District’s historical enrollments will be discussed in the following sections. Figure 2 illustrates the District's enrollment pattern since 2004-05. Figure 3 provides current year enrollments by school. Figure 4 illustrates annual growth/decline in student enrollment (overall, the District has experienced annual declines in student enrollment with the exception of 2011 to 2012, the first year transitional kindergarten was offered).

**Figure 2. Historical Enrollments**



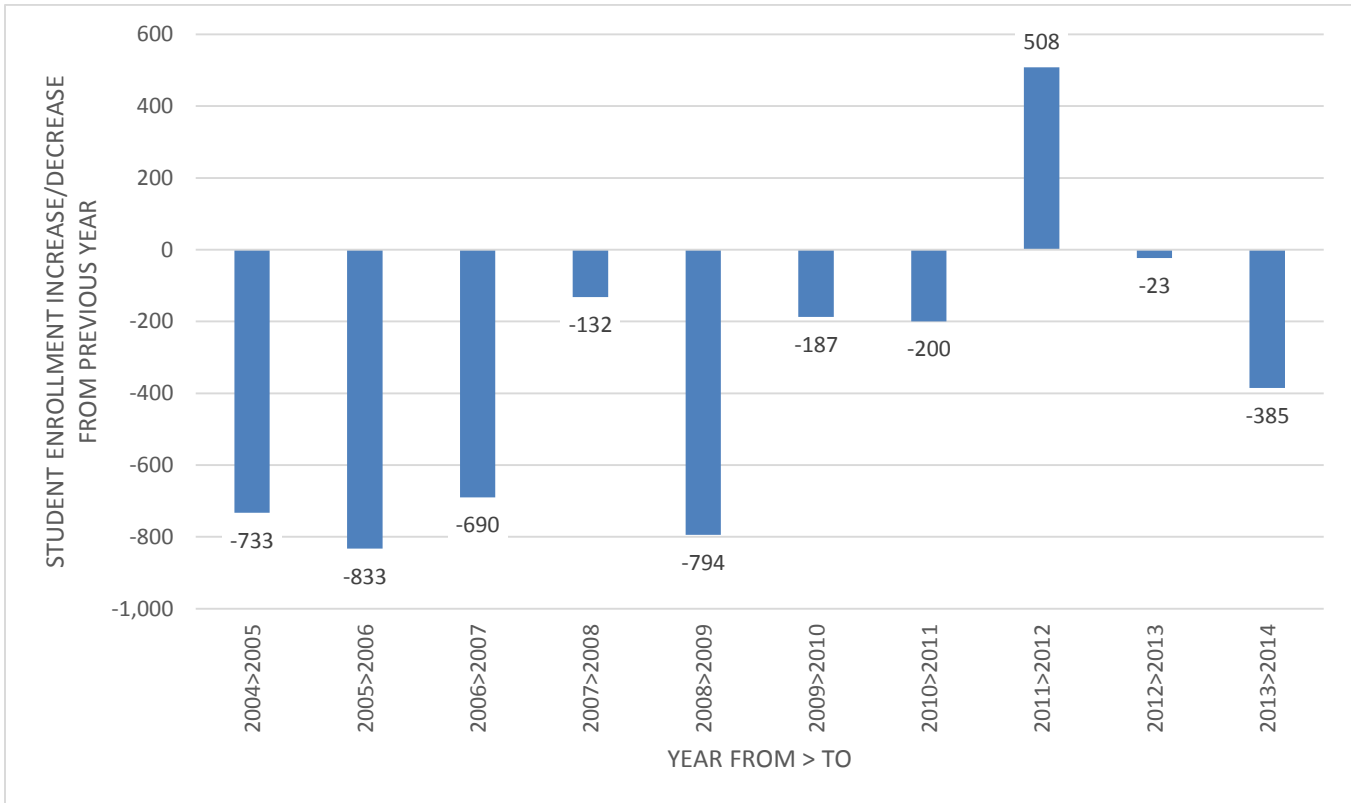
Source: California Department of Education and WCCUSD.

Figure 3. 2014-15 Enrollments by School



Source: California Department of Education and WCCUSD.

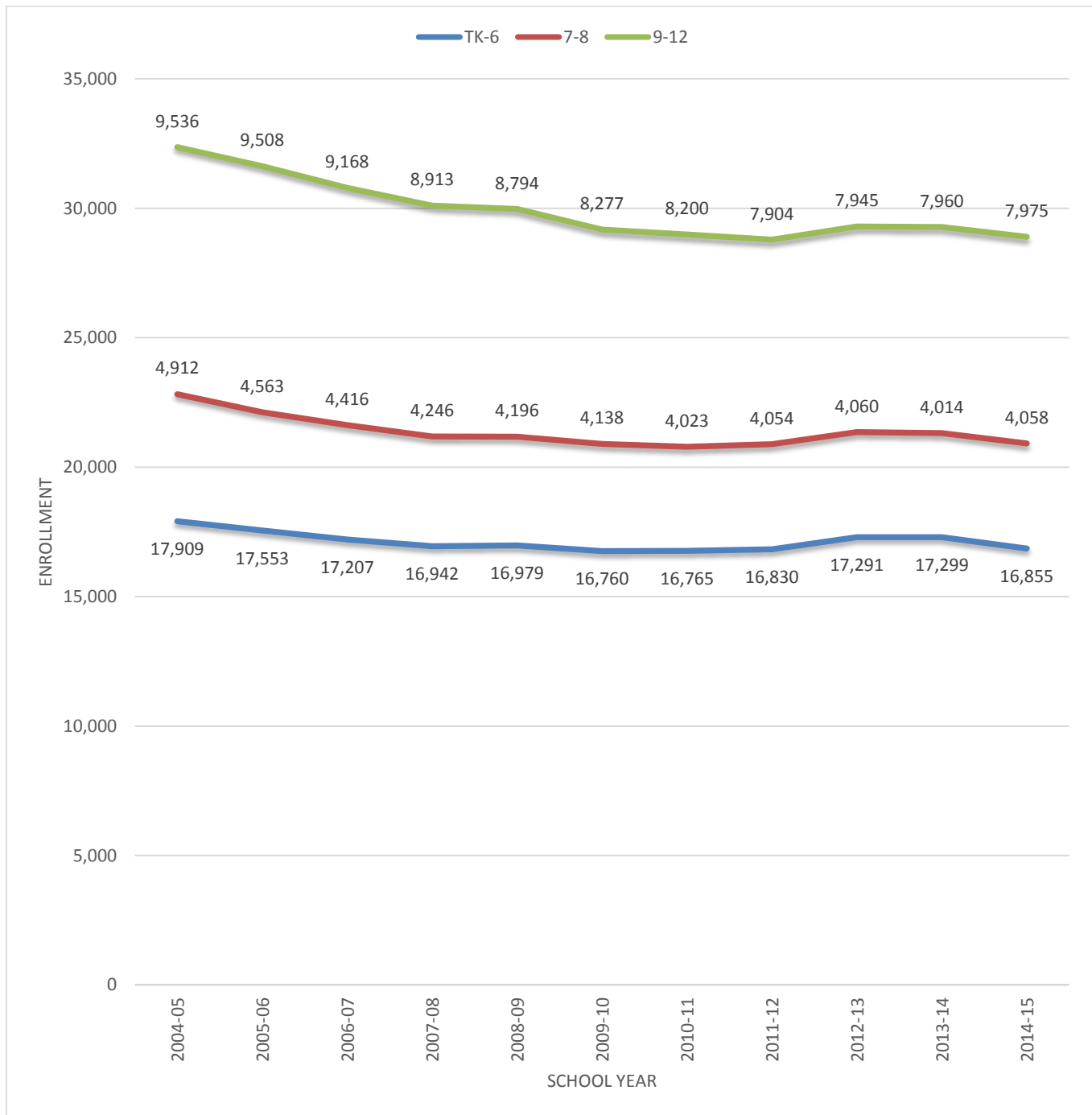
Figure 4. Annual Growth in Student Enrollment



Source: California Department of Education and WCCUSD.

A closer examination of historical enrollments by grade level demonstrates that enrollment has decreased substantially at the high school level and middle school levels, while declining less drastically at the elementary school level (Figure 5). Table 2 provides historical enrollments by school since 2007-08.

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



Source: California Department of Education and WCCUSD.

**Table 2. Historical Enrollments by School**

Elementary Schools	Grade Levels*	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Bayview	TK-6	548	562	578	585	629	685	697	679
Castro		260	234	Closed					
Chavez	TK-6	612	592	660	645	673	703	672	615
Collins	K-6	429	425	405	394	370	369	364	385
Coronado	TK-6	376	390	438	448	451	466	457	430
Dover	TK-6	581	567	683	711	706	773	772	767
Downer	TK-6	707	678	672	677	660	659	679	646
El Sobrante		212	220	Closed					
Ellerhorst	K-6	436	441	435	418	421	420	415	379
Fairmont	K-6	299	330	486	520	555	590	572	569
Ford	TK-6	458	421	383	397	393	494	491	474
Grant	TK-6	630	612	579	584	605	604	579	563
Hanna Ranch	K-5	449	449	441	449	471	481	488	474
Harding	TK-6	317	327	369	367	365	343	370	367
Highland	K-6	536	525	493	482	476	517	519	477
Kensington	K-6	547	554	558	565	559	561	521	514
King	K-6	328	348	414	438	465	505	498	460
Lake	TK-6	478	463	448	434	404	399	427	428
Lincoln	K-6	407	378	428	423	435	468	462	465
Lupine Hills	TK-5	390	407	424	387	405	417	399	410
Madera	K-6	377	398	430	466	525	551	543	519
Mira Vista	K-8	388	405	399	496	558	523	546	519
Montalvin Manor	TK-6	448	472	468	475	420	404	414	419
Murphy	K-6	303	295	445	460	478	472	490	489
Nystrom	TK-6	372	351	410	419	429	451	500	505
Ohlone	K-5	471	456	441	402	398	379	353	344
Olinda	TK-6	336	361	344	317	306	326	352	329
Peres	TK-6	499	501	494	509	511	530	556	534
Riverside	K-6	339	378	417	418	402	438	424	415
Shannon	TK-6	344	317	308	296	291	314	352	343
Sheldon	TK-6	373	356	345	384	415	411	367	401
Stege	TK-6	299	317	349	362	344	359	347	335
Stewart	K-8	493	519	525	514	506	472	465	474
Tara Hills	K-6	479	498	533	549	549	566	556	545
Valley View	K-6	413	407	387	359	345	317	336	320
Verde	K-6	310	321	307	316	318	317	317	323
Washington	K-6	462	471	448	444	437	469	479	467
Wilson	K-6	476	504	548	550	548	538	514	506
<i>Elementary School Totals</i>		<i>16,182</i>	<i>16,250</i>	<i>16,492</i>	<i>16,660</i>	<i>16,823</i>	<i>17,291</i>	<i>17,293</i>	<i>16,889</i>

Table 2 (cont.)

Middle Schools	Grade Levels	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Adams		864	817	Closed					
Crespi	7-8	594	551	581	543	580	567	581	606
DeJean	7-8	718	663	664	618	635	623	629	625
Helms	7-8	689	755	976	952	905	889	966	1,039
Hercules	6-8	762	767	753	772	767	724	673	636
Korematsu	7-8	582	553	599	497	466	525	526	539
Pinole	7-8	687	719	754	711	663	681	629	562
<i>Middle School Totals</i>		<i>4,896</i>	<i>4,825</i>	<i>4,327</i>	<i>4,093</i>	<i>4,016</i>	<i>4,009</i>	<i>4,004</i>	<i>4,007</i>
High Schools	Grade Levels	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
De Anza	9-12	1,039	952	907	838	848	1,028	1,124	1,263
El Cerrito	9-12	1,207	1,208	1,243	1,295	1,303	1,297	1,341	1,364
Hercules	9-12	1,187	1,107	1,008	1,018	1,001	1,006	1,015	935
Kennedy	9-12	895	920	847	978	883	817	826	865
Pinole Valley	9-12	1,693	1,652	1,622	1,538	1,454	1,347	1,258	1,205
Richmond	9-12	1,731	1,724	1,671	1,684	1,539	1,581	1,491	1,486
<i>High School Totals</i>		<i>7,752</i>	<i>7,563</i>	<i>7,298</i>	<i>7,351</i>	<i>7,028</i>	<i>7,076</i>	<i>7,055</i>	<i>7,118</i>
Other Schools	Grade Levels	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Delta Cont.		75	78	2	Closed				
Greenwood Acad.	9-12	213	231	121	161	184	193	153	261
Harbour Way	K-8	37	34	14	8	14	6	3	7
Kappa Cont.		94	99	81	Closed				
Middle College High	9-12	308	307	311	294	285	279	275	267
North Campus Cont.	9-12	162	189	155	168	206	243	182	180
Omega Cont.		82	79	65	Closed				
TLC		73	52	56	Closed				
Vista High	7-12	227	262	253	253	232	199	308	159
<i>Other School Totals</i>		<i>1,271</i>	<i>1,331</i>	<i>1,058</i>	<i>884</i>	<i>921</i>	<i>920</i>	<i>921</i>	<i>874</i>
<b>Grand Total</b>		<b>30,101</b>	<b>29,969</b>	<b>29,175</b>	<b>28,988</b>	<b>28,788</b>	<b>29,296</b>	<b>29,273</b>	<b>28,888</b>

\*TK was implemented in 2012-13.

Figures 6-8 demonstrate the net five year enrollment difference for each elementary, middle/junior high, and high school in the District. Enrollment change between 2009-10 and 2014-15 are depicted on each map. It is important to keep in mind when viewing the elementary school net enrollment data that some schools, such as Mira Vista, have changed grade configurations during that time, and that many schools have added a transitional kindergarten program.

Figure 6. Net Elementary School Enrollment, 2009-2014

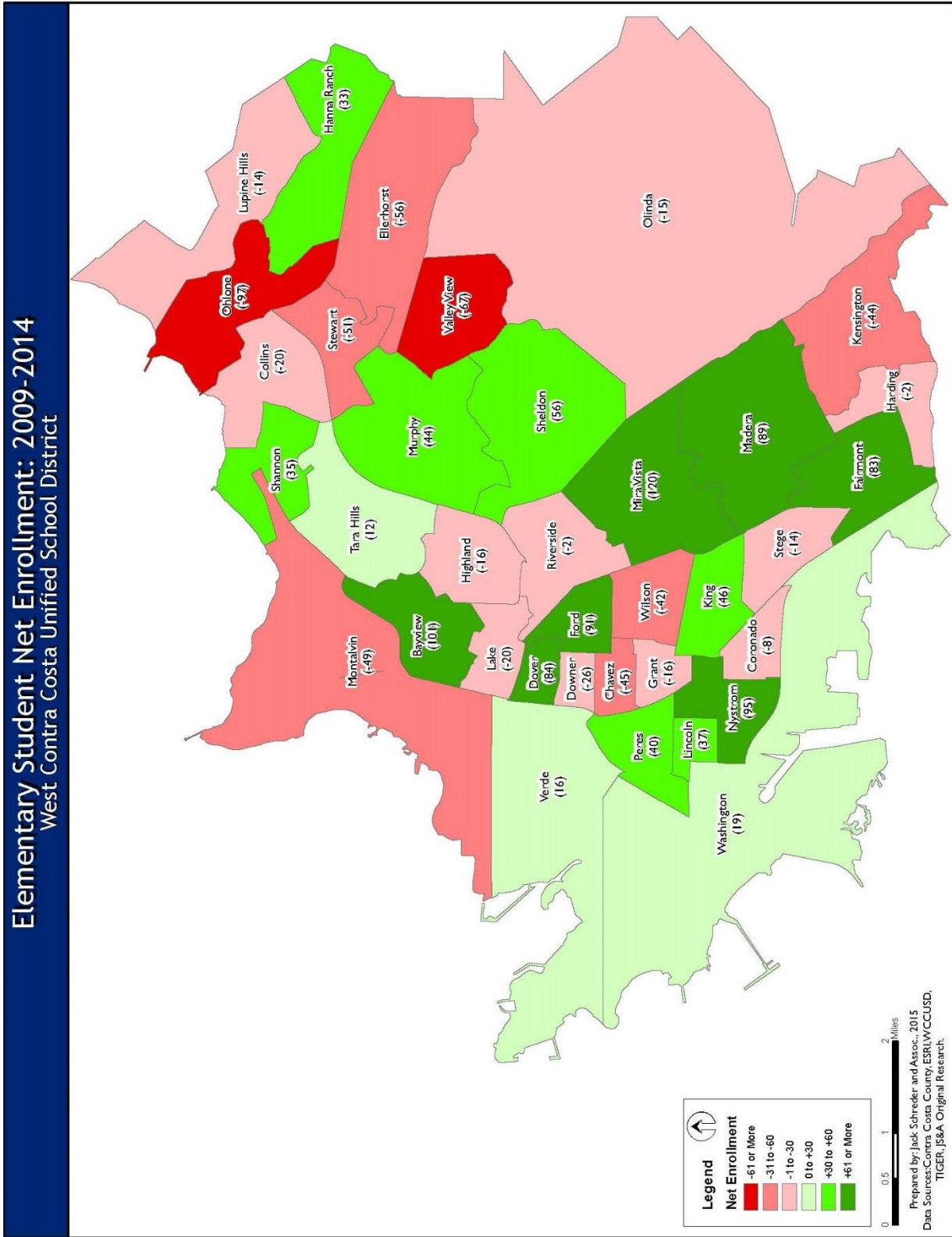




Figure 7. Net Middle/Junior High School Enrollment, 2009-2014

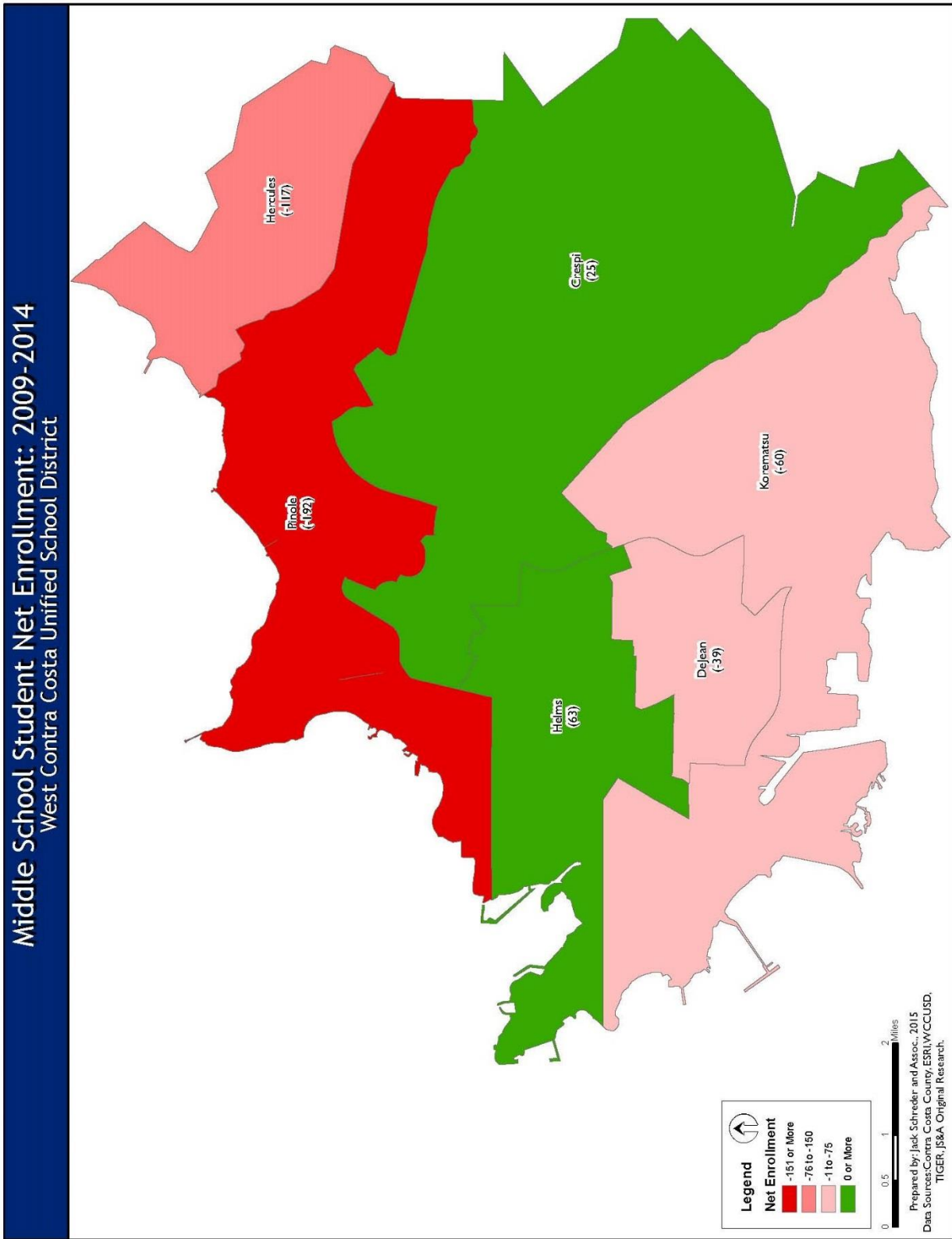
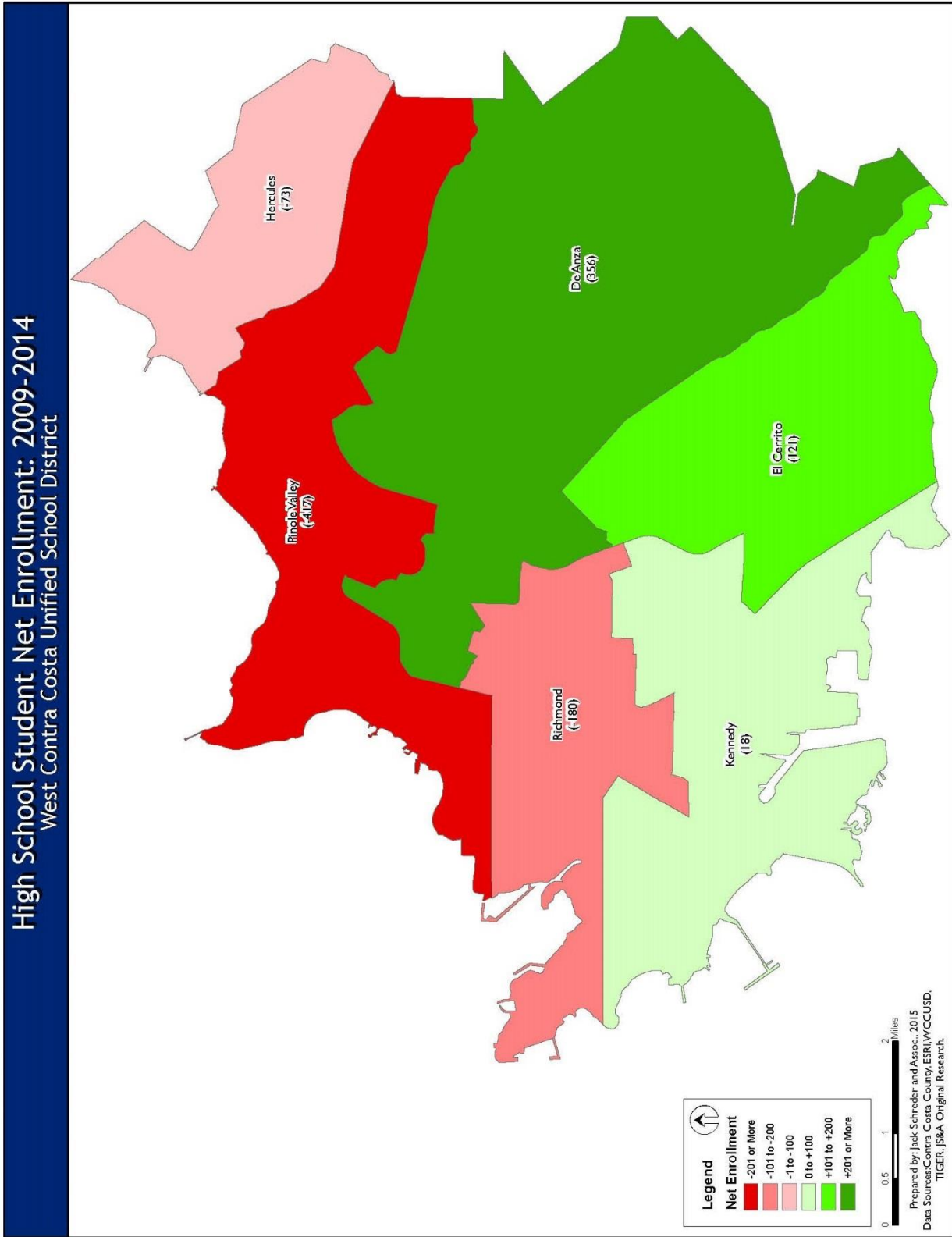


Figure 8. Net High School Enrollment, 2009-2014



Kindergarten enrollment has remained stable in recent years (Figure 9). 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 is recent legislation that changes 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.

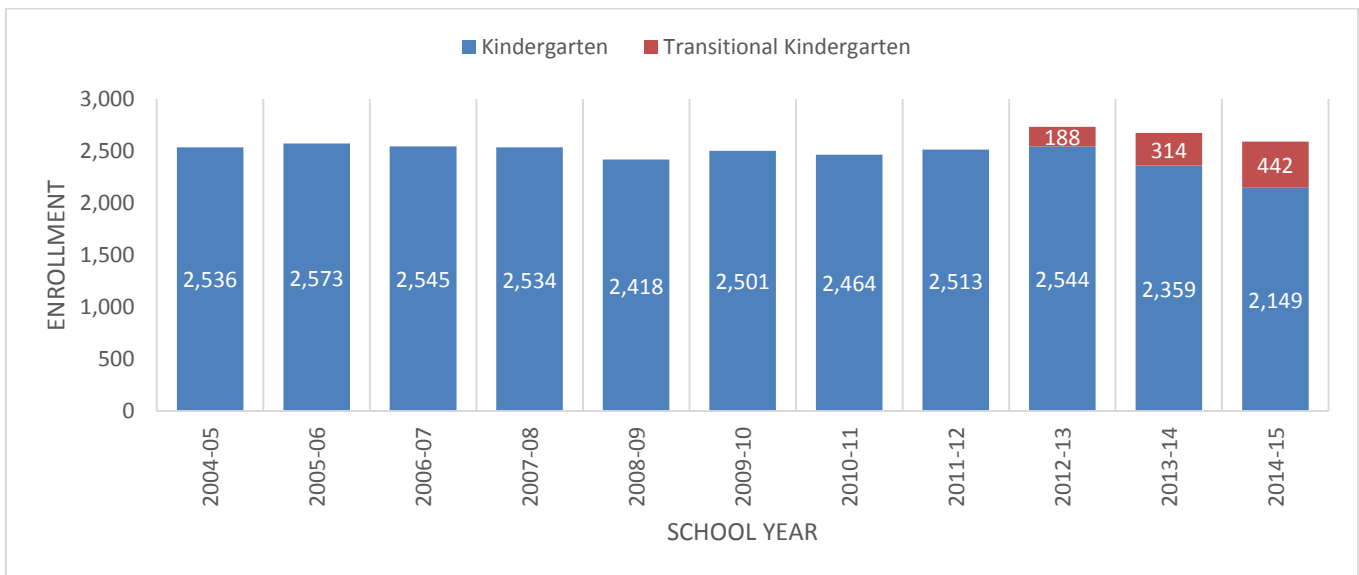
- 2012-13: Child must be 5 by November 1
- 2013-14: Child must be 5 by October 1
- 2014 -15: Child must be 5 by September 1

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

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

Enrollment in transitional kindergarten is likely 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 9. Kindergarten Enrollment**



Source: California Department of Education and WCCUSD.

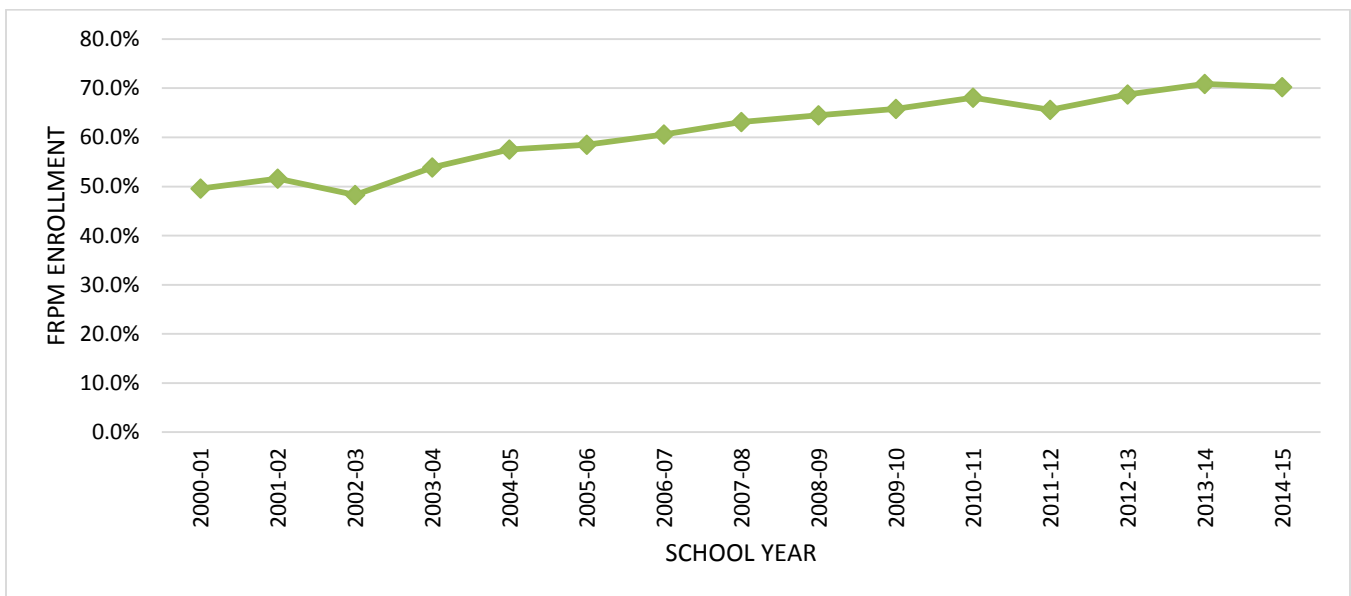
**Historical Enrollment by Socioeconomic Status**

In order to analyze the District's socioeconomic profile, the consultant utilized participation in Free or Reduced Price Meals (FRPM) program as a socioeconomic indicator. Table 3 provides the number of WCCUSD students participating in the FRPM program from 2000-01 to 2014-15. Since 2000, participation in the program increased by 3,911 students, and participation as a percentage of total enrollments increased from 49.6% to 70.2%. Figure 10 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
2000-01	17,875	49.6%
2001-02	18,713	51.6%
2002-03	16,545	48.3%
2003-04	18,326	53.9%
2004-05	18,890	57.5%
2005-06	18,491	58.5%
2006-07	18,842	60.6%
2007-08	19,232	63.1%
2008-09	19,768	64.5%
2009-10	19,759	65.8%
2010-11	20,282	68.1%
2011-12	19,083	65.6%
2012-13	20,872	68.7%
2013-14	21,786	70.9%
2014-15	21,471	70.2%

**Figure 10. Historical Students Enrolled in Free or Reduced Price Meals**

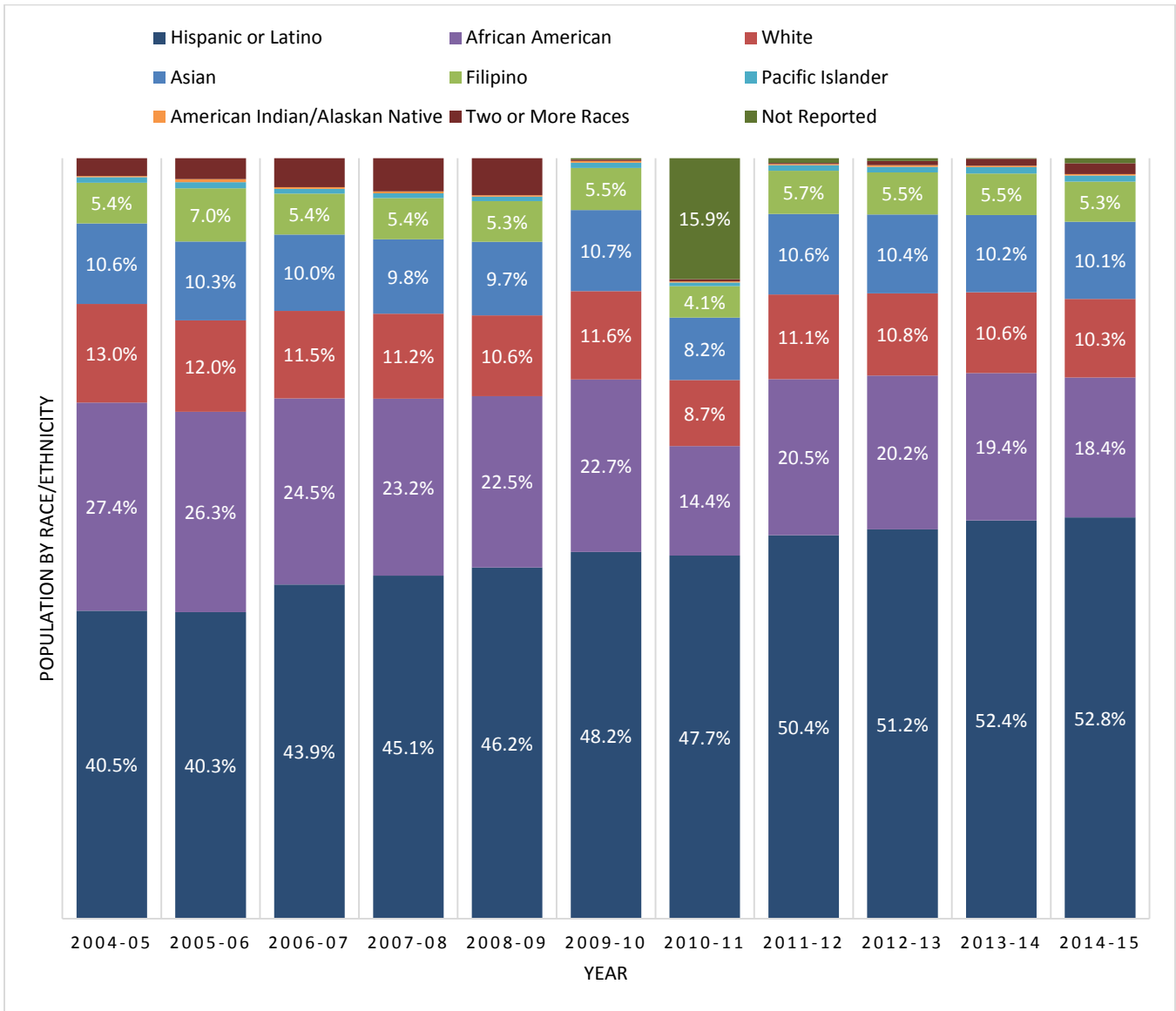


***Historical Enrollment by Ethnicity***

To analyze the District's race/ethnic profile, the 2004-2014 CalPADS enrollments by race/ethnicity were used.

Historically, WCCUSD enrollments have, historically, been very diverse; however, that trend is beginning to lessen as Hispanic/Latino students now constitute over half of all enrollment, with African American and White enrollment declining. The District is comprised predominantly of Hispanic or Latino students (52.8%). The second largest ethnic group is African American students (18.4%) with White students being the third largest ethnic group (10.3%). Figure 11 below demonstrates the race/ethnic trends of the District from 2004-05 to the 2014-15 school years.

**Figure 11. Historical Enrollment by Race/Ethnicity**



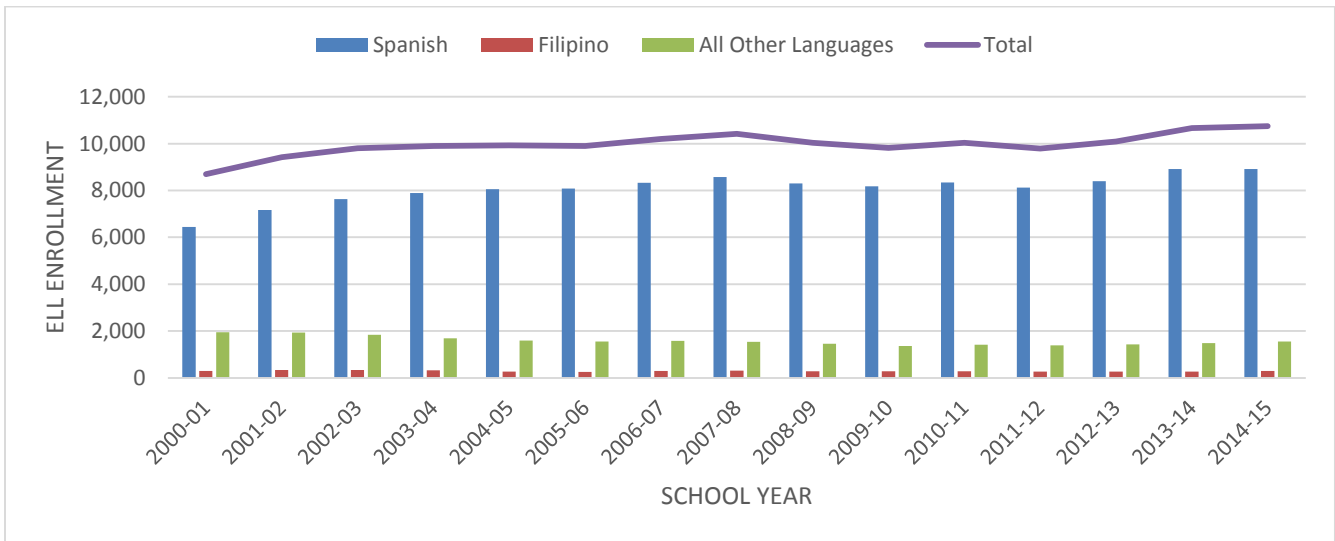
**Historical Enrollment of English Language Learners**

CalPADS enrollments of English Language Learners (ELL) were also compiled and analyzed. Table 4 contains the number of WCCUSD students enrolled as ELL students from 2000-01 to 2014-15, as well as a breakdown by primary language spoken. ELL enrollment has risen steadily as a percentage of total District enrollment, and reached a new high in 2014. The composition of the ELL student population has consisted of predominantly Spanish speaking students, with Filipino speakers as a distant second largest primary language. Filipino speakers, however, have remained mostly stable while Spanish speakers have increased greatly. All other languages have been declining in aggregate, though have been rising again for the past three years. Figure 12 graphically depicts this trend over time.

**Table 4. Historical Students Enrolled as English Language Learners**

School	Total ELL Students	Spanish	Filipino	All Other	Percent ELL
2000-01	8,699	6,448	298	1,953	25.2%
2001-02	9,429	7,169	330	1,930	27.2%
2002-03	9,811	7,633	337	1,841	28.1%
2003-04	9,904	7,888	323	1,693	29.4%
2004-05	9,925	8,056	272	1,597	30.3%
2005-06	9,907	8,090	259	1,558	30.8%
2006-07	10,207	8,333	293	1,581	32.4%
2007-08	10,418	8,573	311	1,534	33.8%
2008-09	10,037	8,301	285	1,451	32.6%
2009-10	9,822	8,178	279	1,365	32.6%
2010-11	10,042	8,339	284	1,419	33.5%
2011-12	9,785	8,127	270	1,388	32.7%
2012-13	10,095	8,396	275	1,424	33.2%
2013-14	10,672	8,913	269	1,490	34.7%
2014-15	10,751	8,911	291	1,549	35.1%

**Figure 12. Historical Students Enrolled as English Language Learners**



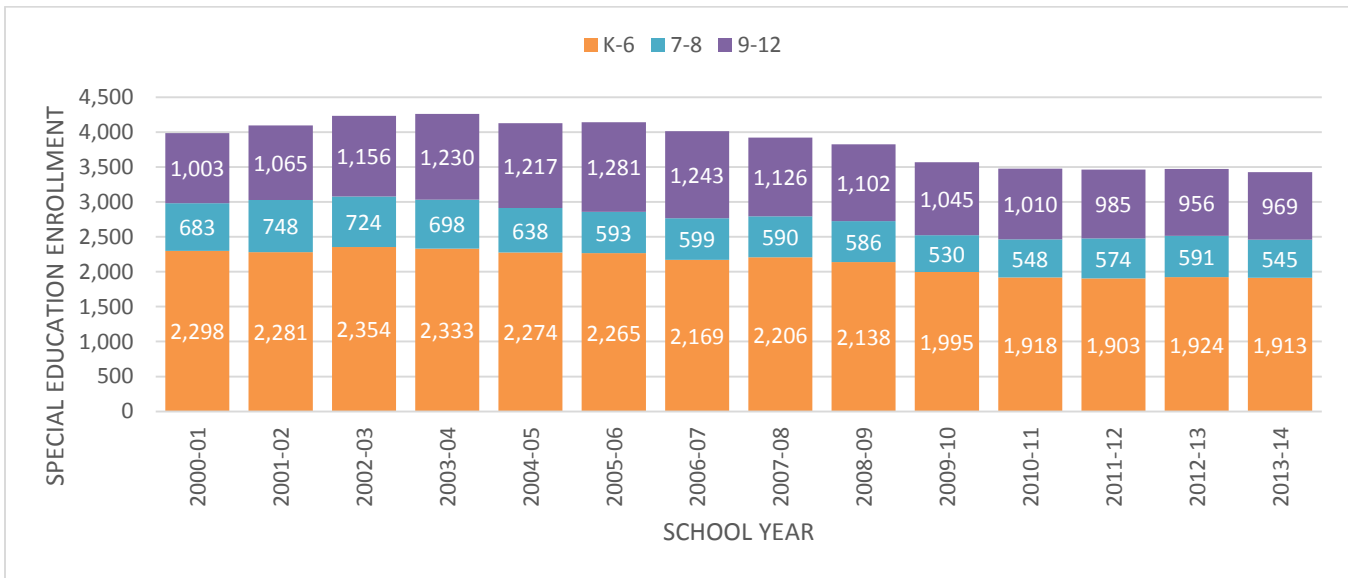
**Historical Enrollment of Special Education Students**

Data on students classified by the State as being enrolled in Special Education classes were also collected from CalPADS. Table 5 provides the number of WCCUSD students enrolled in K-12 Special Education classes from 2000-01 to 2013-14, broken down by the most common WCCUSD grade configuration. Special Education enrollment reached its peak in 2003, and has since steadily declined, reaching a study period low of 3,427 and 11.2% of total enrollment in 2013. In general, high school (9-12) special education enrollment has decreased only slightly, while elementary (K-6) and middle school (7-8) special education enrollment has decreased more discernably. Figure 13 depicts this trend from year to year in a visual format.

**Table 5. Historical Students Enrolled in Special Education Classes**

School Year	Total Special	K-6 Students	7-8 Students	9-12 students	Percent Special
2000-01	3,984	2,298	683	1,003	11.5%
2001-02	4,094	2,281	748	1,065	11.8%
2002-03	4,234	2,354	724	1,156	12.1%
2003-04	4,261	2,333	698	1,230	12.7%
2004-05	4,129	2,274	638	1,217	12.6%
2005-06	4,139	2,265	593	1,281	12.9%
2006-07	4,011	2,169	599	1,243	12.7%
2007-08	3,922	2,206	590	1,126	12.7%
2008-09	3,826	2,138	586	1,102	12.4%
2009-10	3,570	1,995	530	1,045	11.9%
2010-11	3,476	1,918	548	1,010	11.6%
2011-12	3,462	1,903	574	985	11.6%
2012-13	3,471	1,924	591	956	11.4%
2013-14	3,427	1,913	545	969	11.2%

**Figure 13. Historical Students Enrolled in K-12 Special Education Classes**



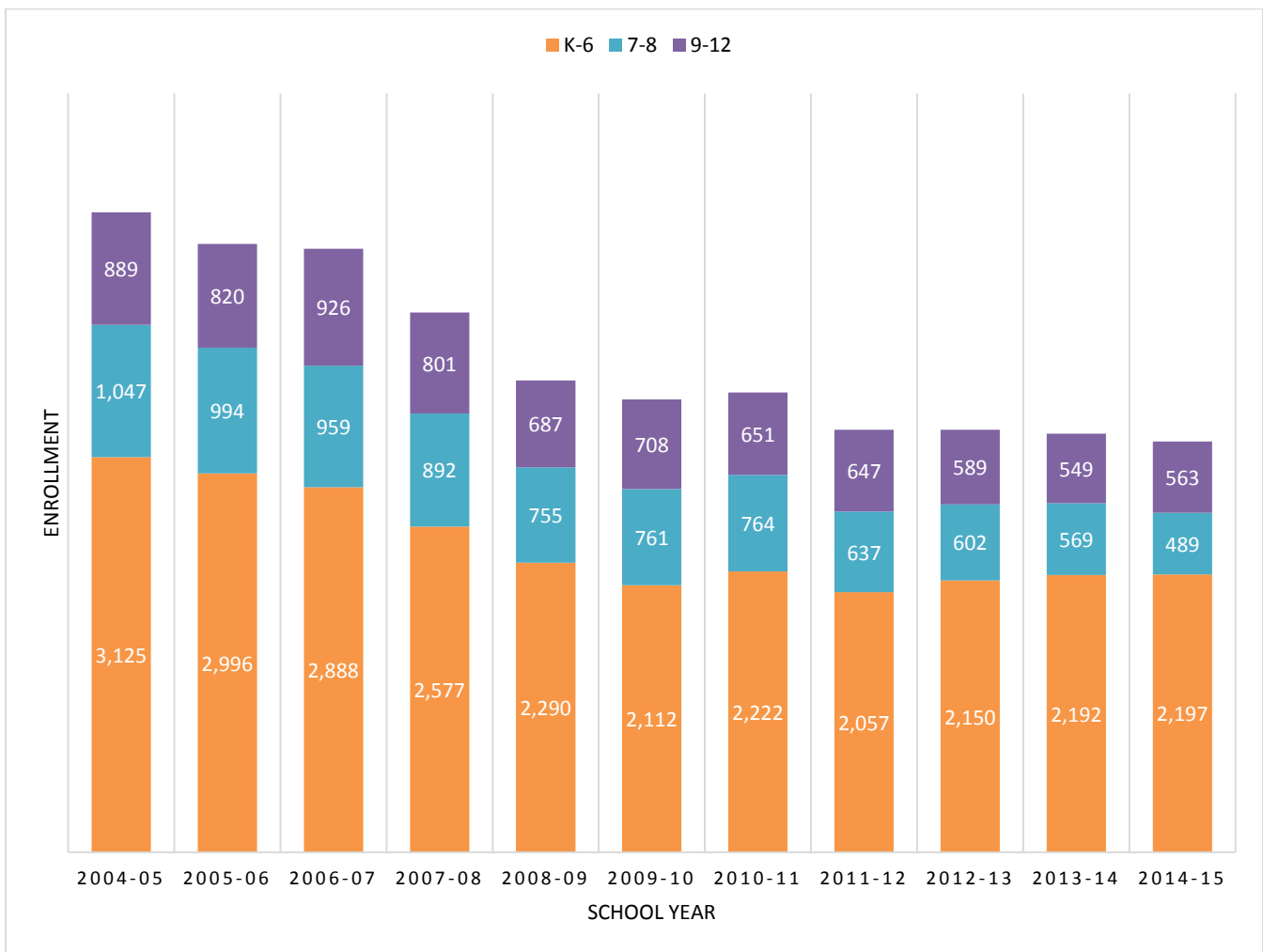


**Private School Trends**

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.

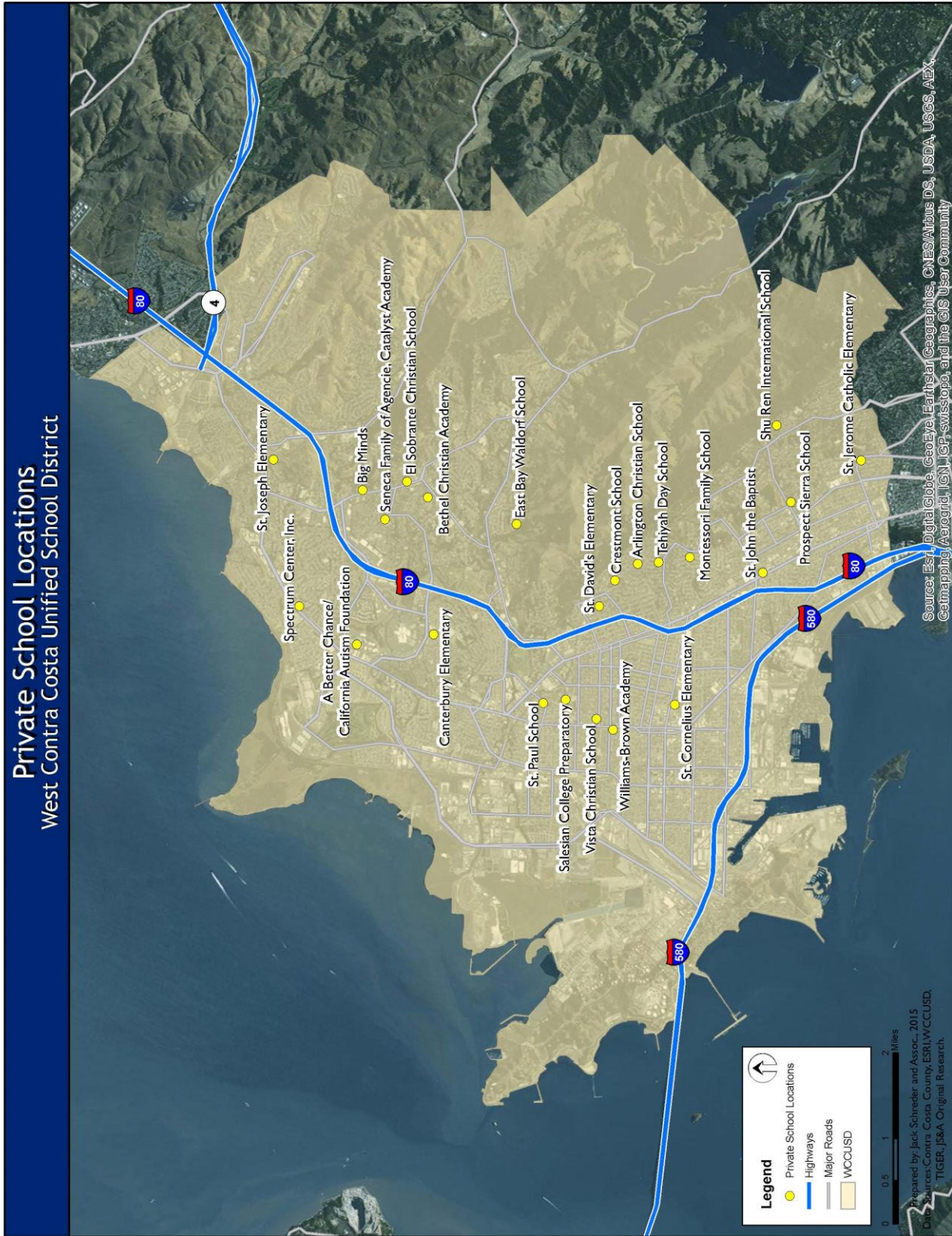
Enrollments for private schools located within the District were collected from the California Department of Education for years 2004 to 2014. Private school enrollment declined significantly, by 34% from 2004 to 2011 (-1,720 K-12 students). Since 2011 private school enrollments have been stable (Figure 14). Figure 15 provides the location of all private schools located within WCCUSD.

**Figure 14. Private School Enrollments for Private Schools Located within WCCUSD**



Source: California Department of Education.

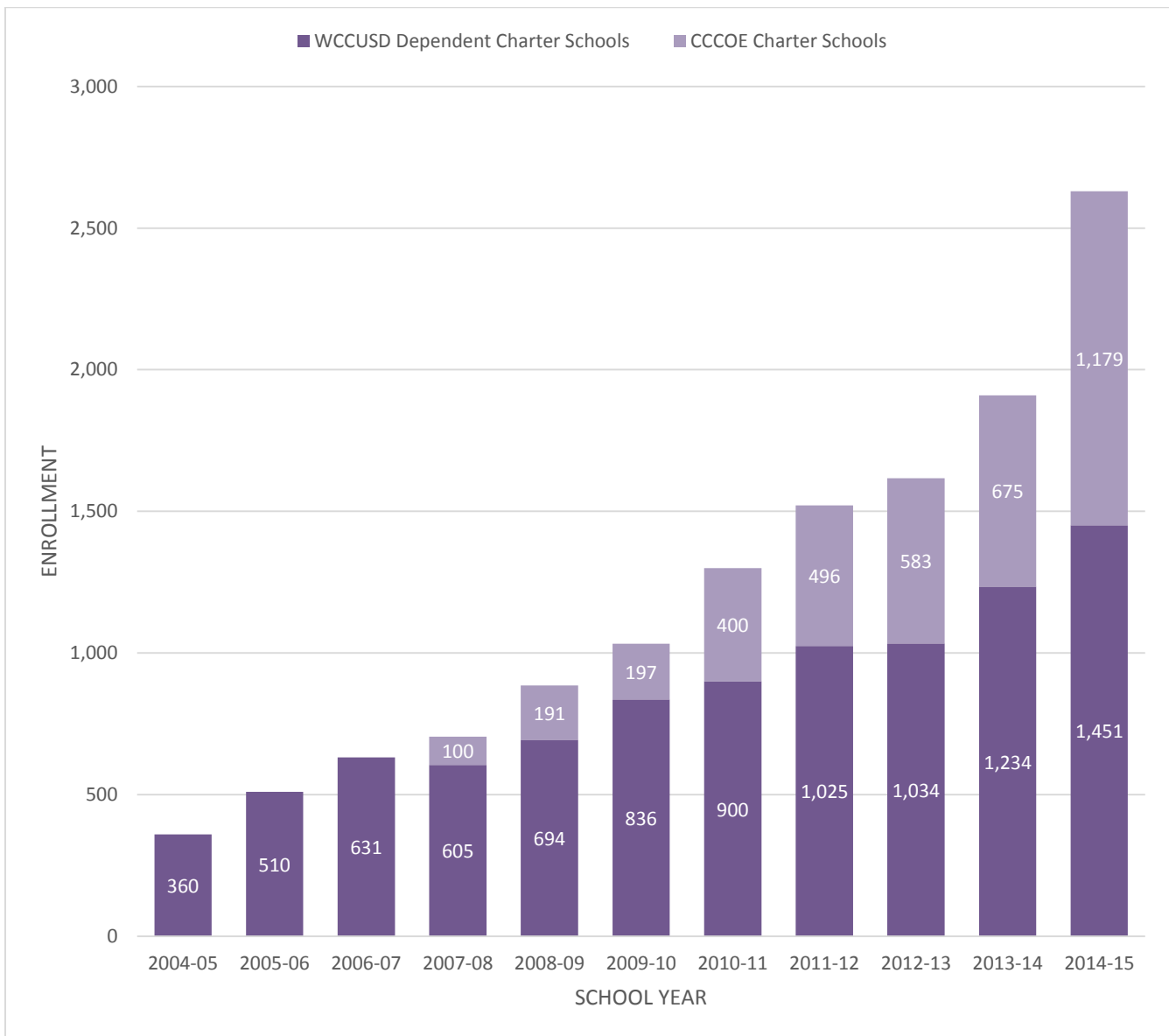
Figure 15. Private School Locations in WCCUSD



**Charter School Trends**

Historical enrollments for charter schools located within the WCCUSD were analyzed in order to calculate the impact to future WCCUSD enrollments. Overall, WCCUSD dependent charter school enrollments have increased significantly, by over 303%, since 2004 (Figure 16). Additionally, the Contra Costa County Office of Education operates three charter schools whose enrollments have increased by more than a factor of ten since 2007. Figures 17-19 provide the location of all charter schools located within WCCUSD by grade levels served. Table 6 provides projected future enrollment for current and future charter schools.

**Figure 16. Charter School Enrollments for Charter Schools Located within WCCUSD**



Source: California Department of Education.

Figure 17. Charter Elementary Schools Located within WCCUSD

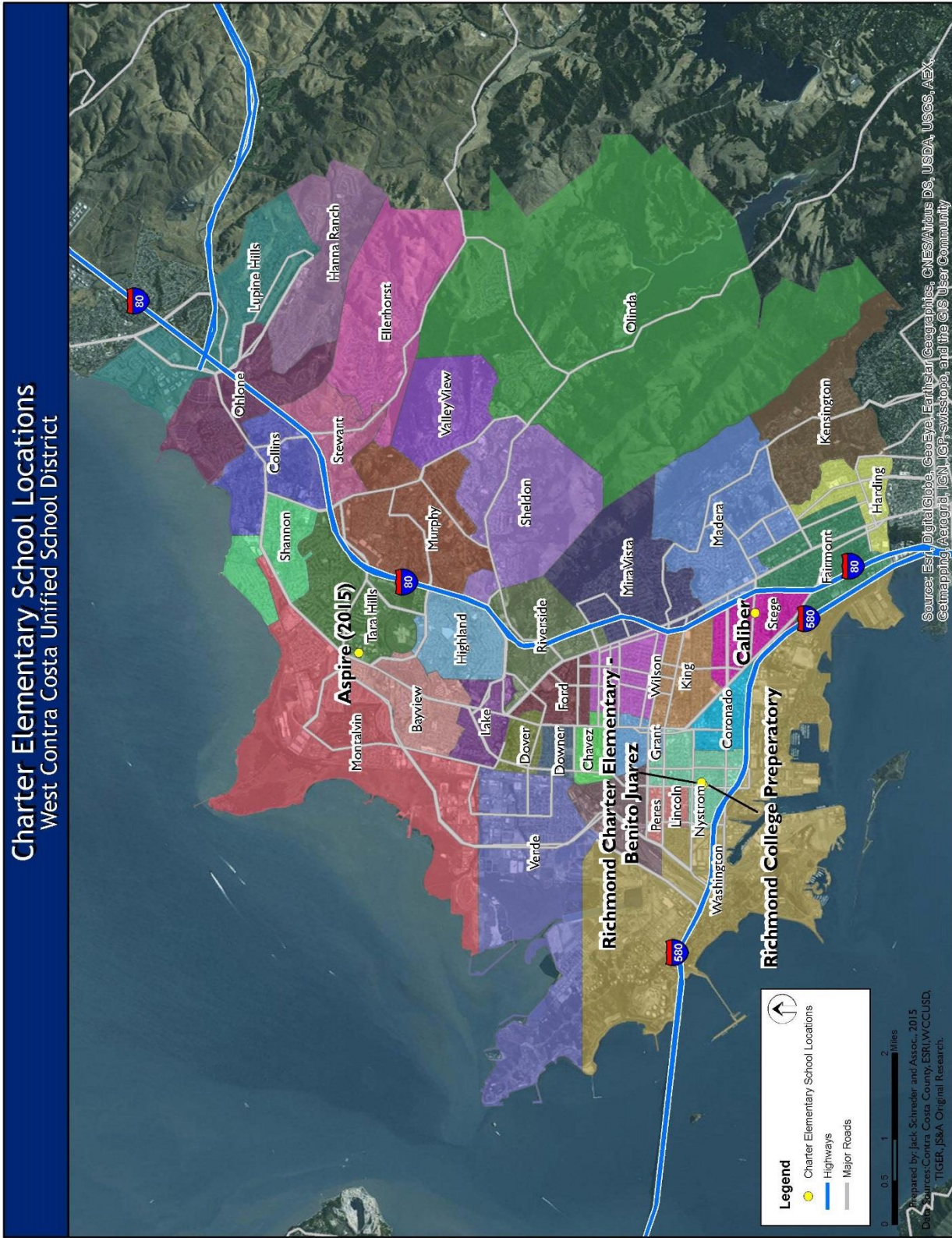
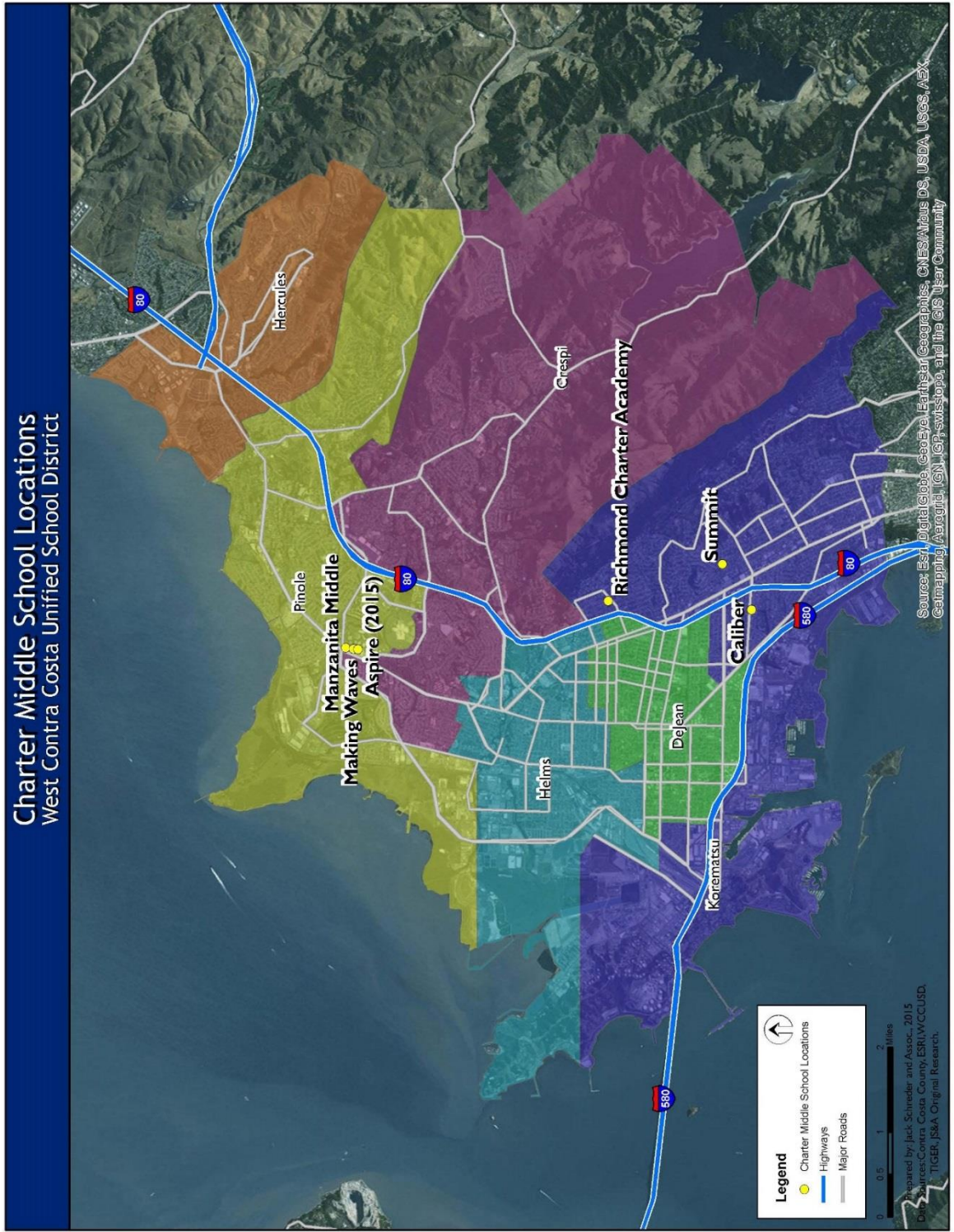
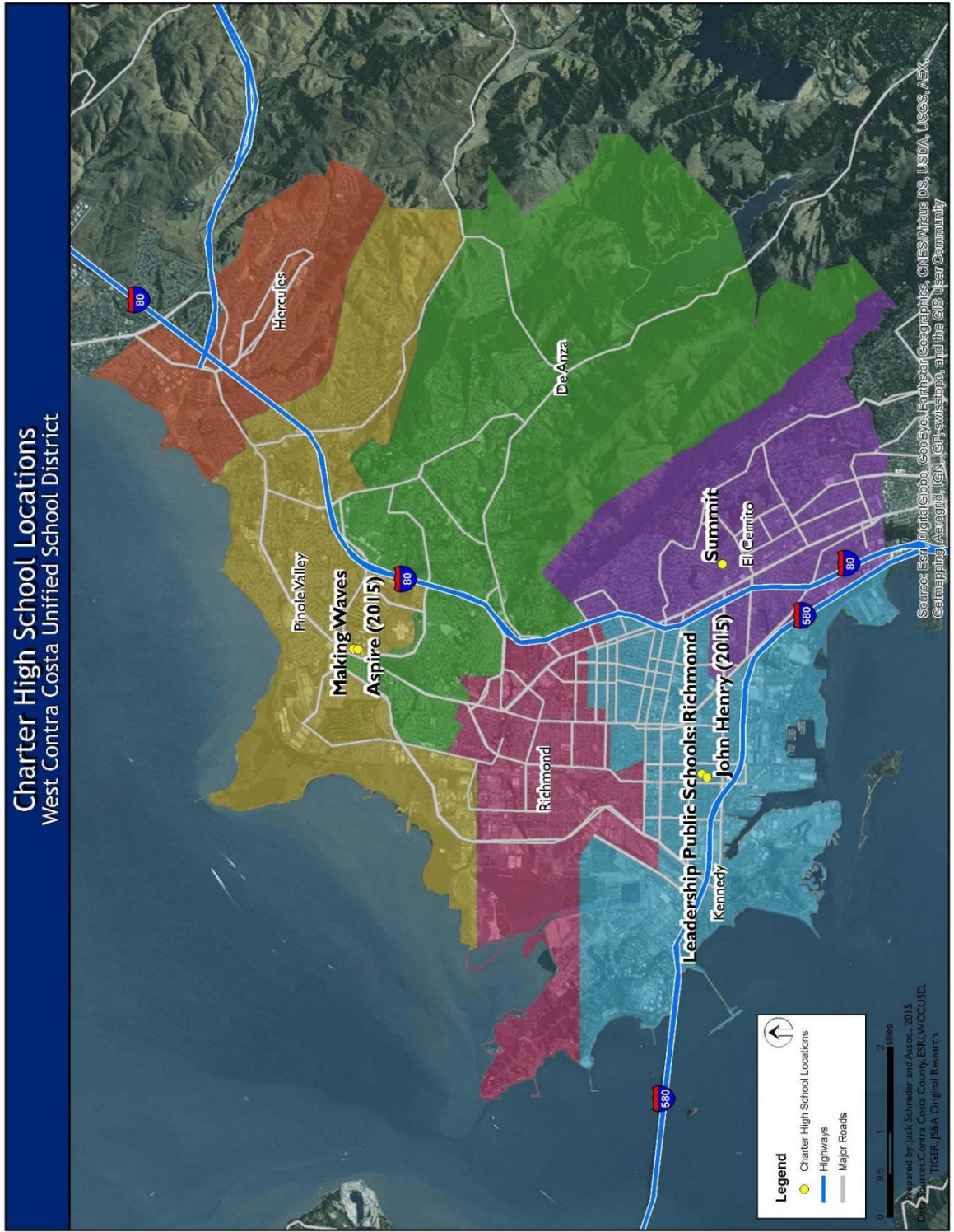


Figure 18. Charter Middle Schools Located within WCCUSD<sup>7</sup>



<sup>7</sup> Location of Summit #2 TBD.

Figure 19. Charter High Schools Located within WCCUSD<sup>8</sup>



<sup>8</sup> Location of Summit #2 TBD.

**Table 6. Existing and Approved Charter Schools Located in WCCUSD, with Projected Enrollments**

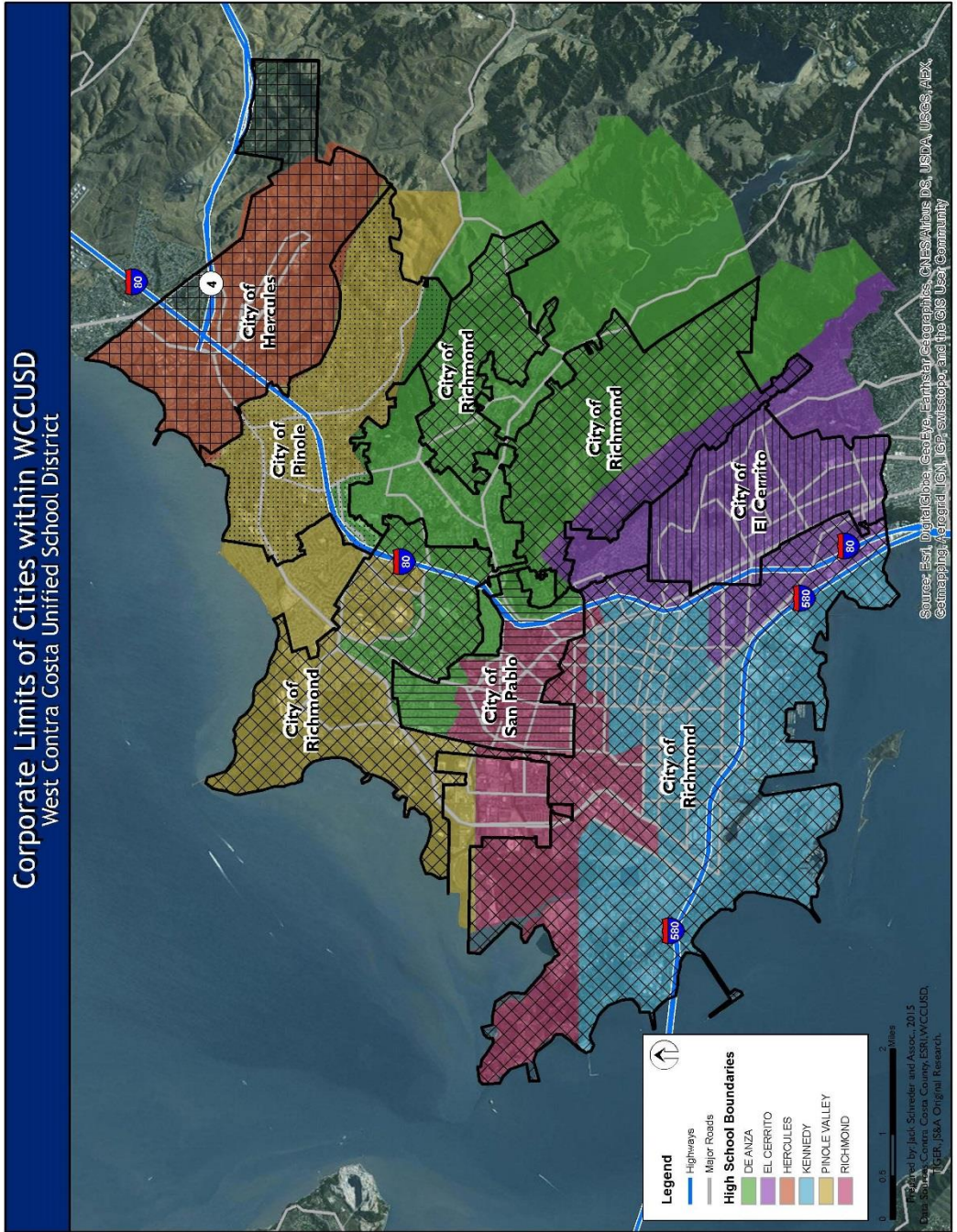
School	Grades	Type	Year Open	Actual	Projected Enrollment				
				14-15	15-16	16-17	17-18	18-19	19-20
Making Waves	5-12	County	2007	747	800	800	800	800	800
Caliber	K-8	County	2014	306	600	800	800	800	800
Summit K2	7-12	County	2014	118	233	355	465	563	663
Manzanita Middle	6-8	District	2001	153	154	154	154	154	154
Leadership Public Schools	9-12	District	2003	488	510	510	510	510	510
Richmond College Prep	K-6	District	2006	447	450	450	450	450	450
Richmond Charter Academy	6-8	District	2012	215	270	270	270	270	270
Richmond Charter Elementary (Benito Juarez)	K-5	District	2014	158	340	340	340	340	340
John Henry	9-12	District	2015		125	225	325	400	400
Aspire	K-5	District	2015		244	268	290	312	312
Aspire	6-12	District	2015		280	405	405	415	420
Summit #2	7-12	District	2016			105	207	310	412
<b>Total</b>				<b>2,632</b>	<b>4,006</b>	<b>4,682</b>	<b>5,016</b>	<b>5,324</b>	<b>5,531</b>



**Community Demographics**

West Contra Costa Unified School District serves five separate and distinct communities, in addition to unincorporated areas of the County. Therefore, it is important to research the demographics of each community in order to understand the changing demographics of the WCCUSD and their impact on the student population. A map of cities served by WCCUSD is included in Figure 20.

**Figure 20. Corporate Limits of Cities within WCCUSD**

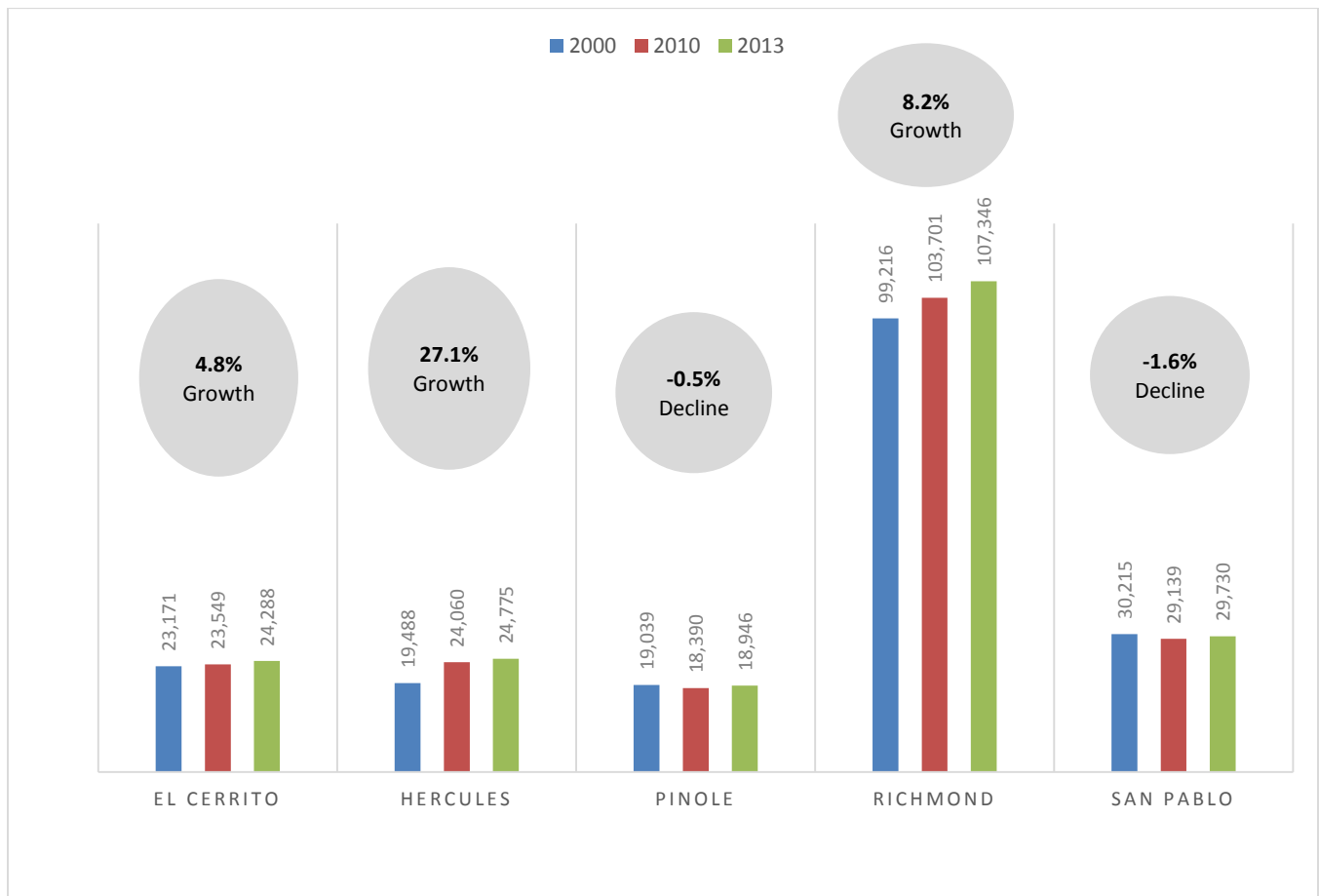


**Population Trends**

As Figure 21 demonstrates, Hercules experienced growth of 27.1% between 2000 and 2015, while Richmond and El Cerrito experienced 8.2% and 4.8% growth, respectively. During the same time, Pinole and San Pablo experienced population declines.

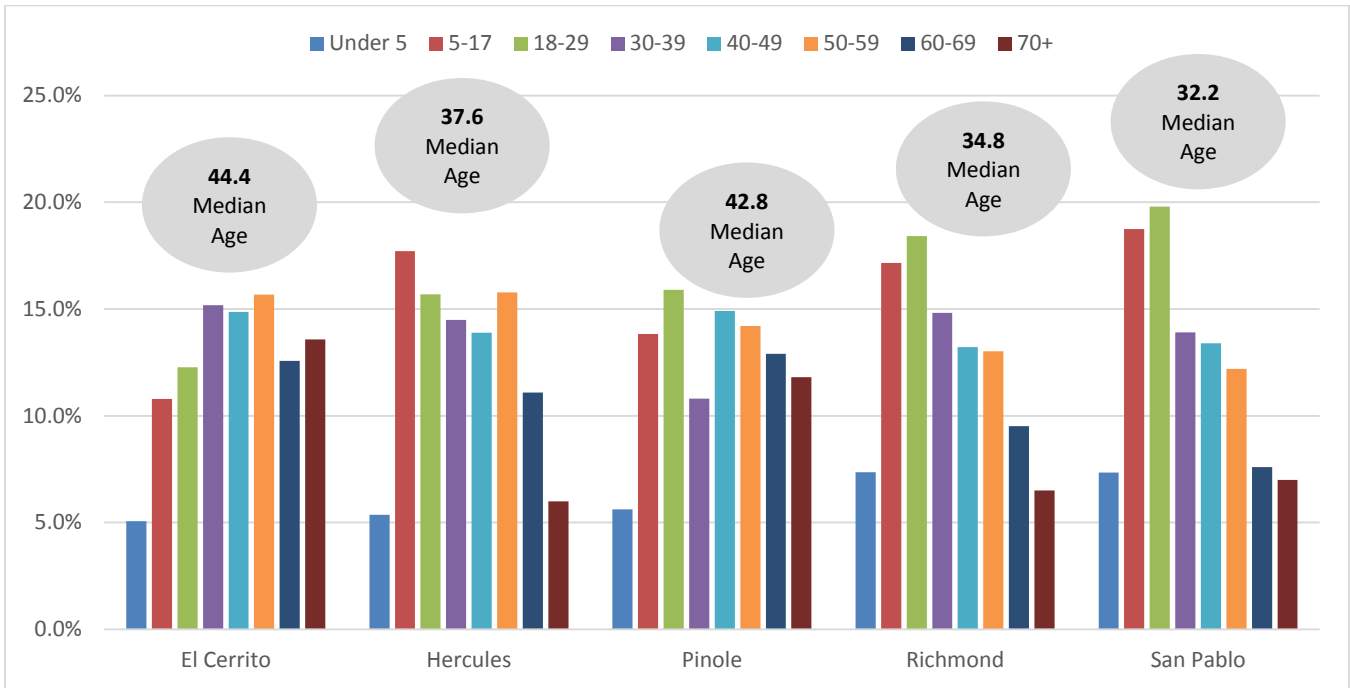
- In El Cerrito, 15.9% of the population is under age 18 and the median age is 44.4 (up from a median age of 43.5 in 2010).
- In Hercules, 23.1% of the population is under age 18 and the median age is 37.6 (older than the 2010 median age of 30.9).
- In Pinole, 19.5% of the population is under age 18 and the median age is 42.8 (up slightly from 42.6 in 2010).
- In Richmond, 24.5% of the population is under age 18 and the median age is 34.8 (no change since 2010).
- In San Pablo, 26.1% of the population is under age 18 and the median age is 32.2 (up slightly from 31.6 in 2010).

**Figure 21. Population Growth 2000-2014**



Source: U.S. Census Bureau, 2000, 2010; State of California, Department of Finance, E-5 Population and Housing Estimates for Cities, Counties and the State — January 1, 2011- 2015. Sacramento, California, May 2015.

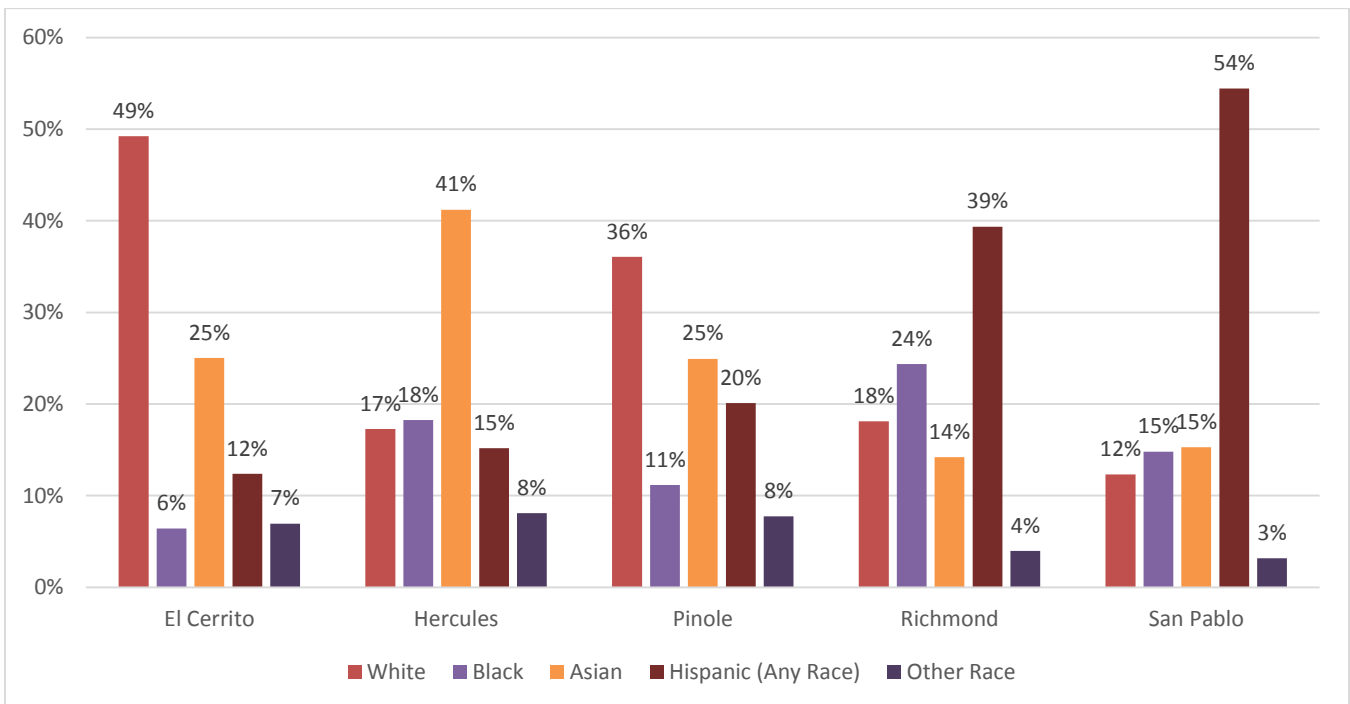
Figure 22. Age Distribution by Percent of Population



Source: U.S. Census Bureau, ACS, 2009-2013 5-Year Estimates

Pinole is the most ethnically diverse of the five communities as outlined in Figure 23, while San Pablo is significantly less diverse by comparison.

Figure 23. Population by Race and Ethnicity

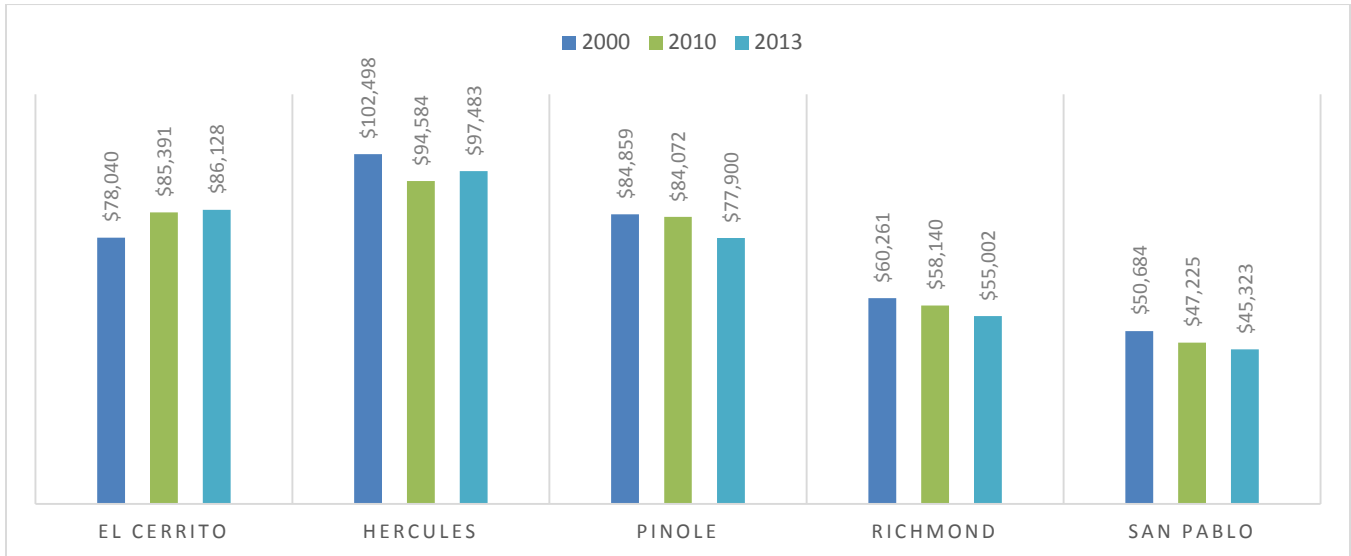


Source: U.S. Census Bureau, ACS, 2009-2013 5-year Estimates

**Household Characteristics**

Median household income is highest in Hercules (\$97,483) with El Cerrito being second highest (\$86,128) and San Pablo being the lowest (\$45,323). Since 2000, median household income increased in El Cerrito but declined in all other cities.

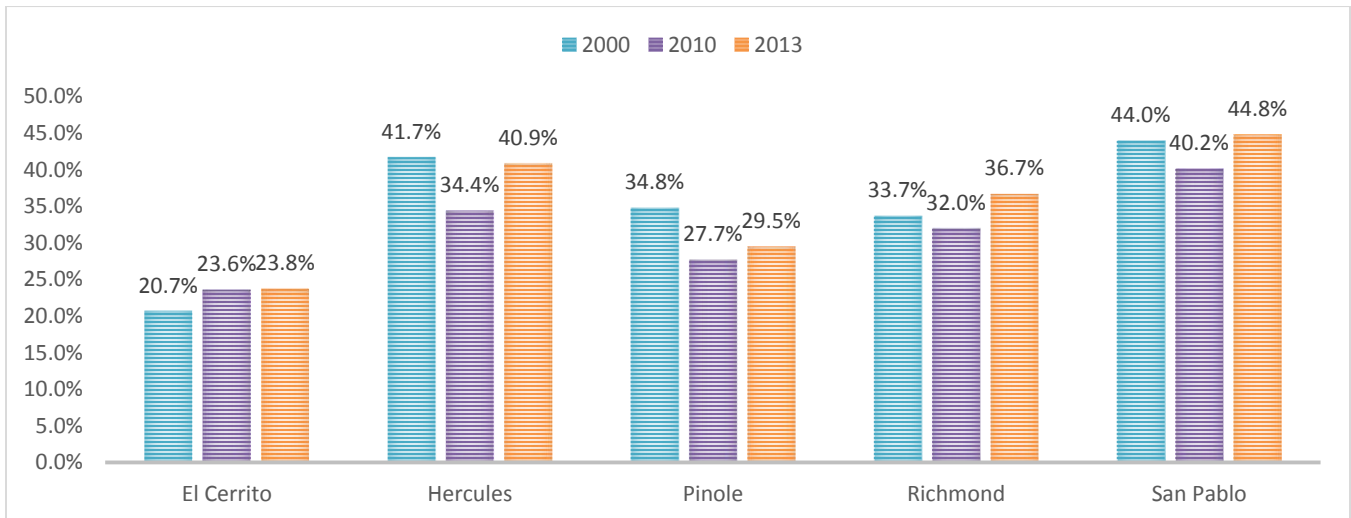
**Figure 24. Median Household Income (Expressed in Current Dollars)**



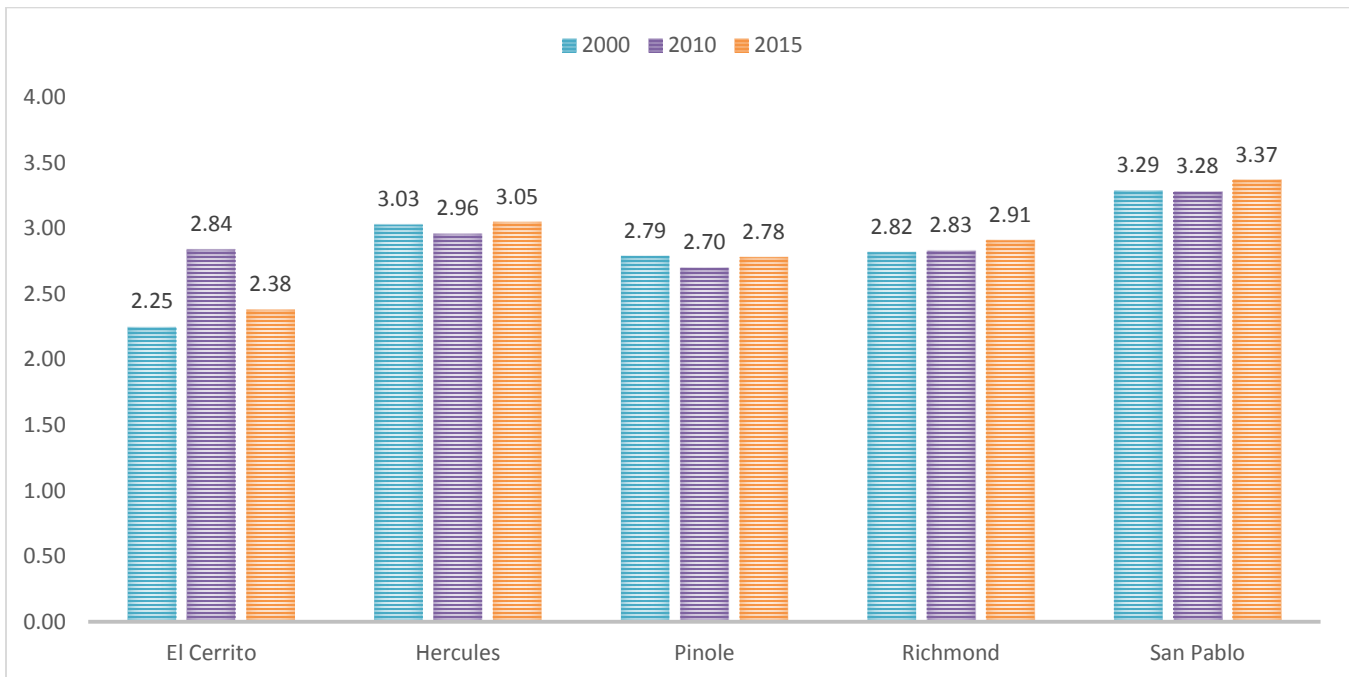
Source: U.S. Census Bureau, ACS, 2009-2013 5-Year Estimates  
Expressed in constant dollars.

The number of households with children under 18 declined in all cities (with the exception of El Cerrito) from 2000-2010; however this trend has since reversed. The same trend is evident in the number of persons per household.

**Figure 25. Percent of Households with Individuals Under 18**



Source: U.S. Census Bureau, 2000, 2010; U.S. Census, ACS, 2009-2013 5-Year Estimates

**Figure 26. Number of Persons per Household**

Source: U.S. Census Bureau, 2000, 2010; State of California, Department of Finance, E-5 Population and Housing Estimates for Cities, Counties and the State — January 1, 2011- 2015. Sacramento, California, May 2015.

## Home Ownership and Median Home Values

### **El Cerrito**

El Cerrito home ownership has remained stable since 2000 and is fairly high at 60.8%. The median home value of units in El Cerrito is \$710,800. El Cerrito home values have gone up 14.1% over the past year and they are expected to rise 6.3% within the next year. The median rent price in El Cerrito is \$2,400, which is lower than the San Francisco Metro median of \$2,800. In El Cerrito 0.9 homes are foreclosed (per 10,000). This is lower than the San Francisco Metro value of 1.2 and also lower than the national value of 3.0.

### **Hercules**

Hercules has a high rate of home ownership (79.1%), though home ownership has declined from 84.4% in 2000. The median home value Hercules is \$482,700. Hercules home values have gone up 17.2% over the past year and they are expected to rise 7.2% within the next year. The median rent price in Hercules is \$2,250, which is lower than the San Francisco Metro median of \$2,800. In Hercules 5.1 homes are foreclosed (per 10,000). This is greater than the San Francisco Metro value of 1.2 and also greater than the national value of 3.0.

**Pinole**

Pinole home ownership has remained stable since 2000 and is fairly high at 74.2%. The median home value Pinole is \$419,100. Pinole home values have gone up 13.4% over the past year and they are expected to rise 6.2% within the next year. The median rent price in Pinole is \$1,800, which is lower than the San Francisco Metro median of \$2,800. In Pinole 1.3 homes are foreclosed (per 10,000). This is greater than the San Francisco Metro value of 1.2 and lower than the national value of 3.0.

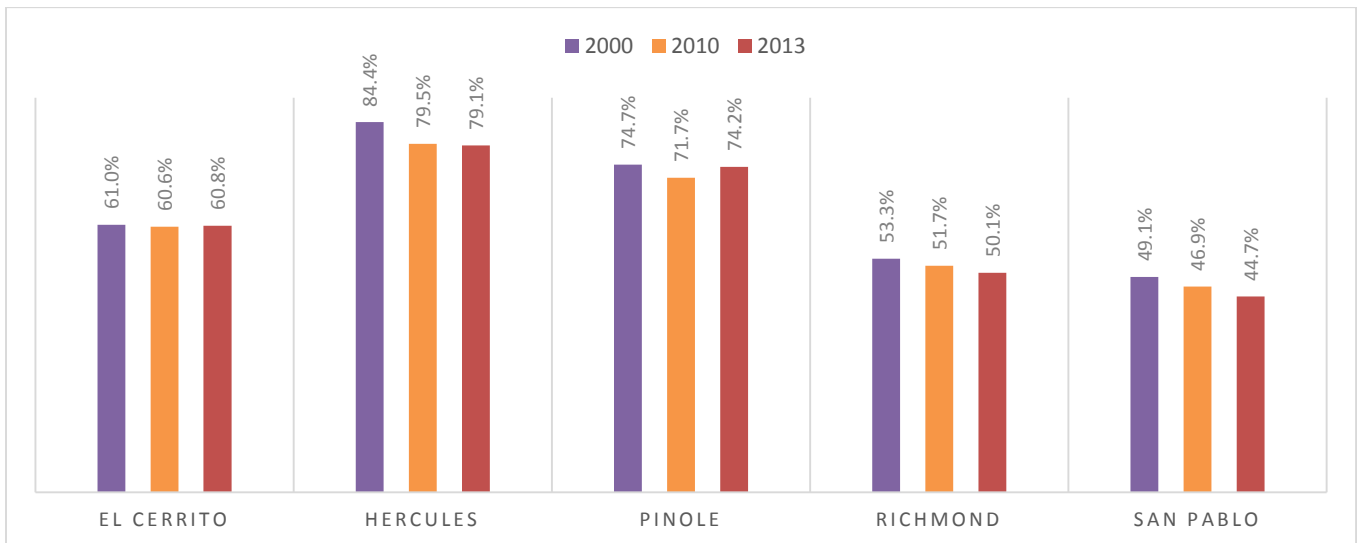
**Richmond**

Richmond home ownership declined from 53.3% in 2000 to 50.1% in 2013. The median home value Richmond is \$138,500. Richmond home values have declined by -0.5% over the past year and they are expected to rise only 2.5% within the next year. The median rent price in Richmond is \$1,000, which is lower than the Richmond Metro median of \$1,075. In Richmond 0.2 homes are foreclosed (per 10,000). This is lower than the Richmond Metro value of 2.7 and the national value of 3.0.

**San Pablo**

Richmond home ownership declined from 49.1% in 2000 to 44.7% in 2013. The median home value San Pablo is \$308,800. San Pablo home values have gone up 18.1% over the past year and they are expected to rise 9.3% within the next year. The median rent price in San Pablo is \$1,800, which is lower than the San Francisco Metro median of \$2,800. In San Pablo 2.4 homes are foreclosed (per 10,000). This is greater than the San Francisco Metro value of 1.2 and lower than the national value of 3.0.

**Figure 27. Home Ownership Rate**



Source: U.S. Census Bureau, 2000, 2010 and U.S. Census, ACS, 2009-2013 5-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.

Jack Schreder & Associates accessed a real-estate database to collect the number of housing units constructed between 2008 and 2014. This database was cross-referenced with the 2014-15 WCCUSD student list to determine the number of students generated per housing unit by grade level, by year of construction, and by housing type.

A total of 463 units were surveyed within the District. The TK-12 District-wide student generation rates by typology are outlined in Table 7.

**Table 7. Student Generation Rates: District-wide**

<b>Grade</b>	<b>Single-Family Detached SGR</b>	<b>Single-Family Attached SGR</b>	<b>Multi-Family SGR</b>	<b>Affordable SGR</b>
TK-5	0.336	0.073	0.192	0.386
6-8	0.044	0.005	0.038	0.114
9-12	0.062	0.010	0.154	0.220
<b>Total TK-12</b>	<b>0.442</b>	<b>0.089</b>	<b>0.384</b>	<b>0.720</b>

***Student Generation Rates: Housing Turnover (Home Re-sales)***

Housing turnover was analyzed to determine the mobility of the population throughout the District in the various areas as well as district-wide. Older neighborhoods “turnover” and, as new people move into the District, younger families may replace empty households. From January 2012 to April 2014, 6,730 housing units re-sold within the WCCUSD boundaries. In order to prepare a student generation rate, a random sample was calculated on these units.

A total of 1,205 single family detached homes were surveyed and a total of 275 condominium units were surveyed. The TK-12 District-wide student generation rates by typology are outlined in Table 8.

**Table 8. Student Generation Rates: Home Re-sales**

<b>Grade</b>	<b>Single-Family Detached SGR</b>	<b>Single-Family Attached SGR</b>
TK-5	0.193	0.105
6-8	0.067	0.047
9-12	0.073	0.025
<b>Total TK-12</b>	<b>0.333</b>	<b>0.177</b>

It is critical the District remain aware of potential development and be proactive in working with the planning agencies serving the District. Further, these student generation rates should be monitored annually to ensure that any significant variations are accounted for in the District’s planning efforts.



## 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 West Contra Costa Unified School District, and the cities 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 cities and the goals of the West Contra Costa Unified School District, planning for the future will be made easier.

West Contra Costa Unified School District serves five main cities and their Spheres of Influence: El Cerrito (and Kensington), San Pablo, Hercules, Pinole (and Tara Hills), and Richmond (and El Sobrante). All cities were contacted to provide information in regards to land use and planning, development and other pertinent information for the West Contra Costa Unified School District. A brief summary of that information is provided in this section.

### **Contra Costa County**

Contra Costa County is home to more than one million residents, and was one of the original 27 counties established in California in 1850 and is comprised of 19 cities in addition to communities in the unincorporated areas.

The West Contra Costa Unified School District is located in an area considered the “West County” area of Contra Costa County, which includes the urbanized shoreline of the San Francisco and San Pablo Bays and is separated from the rest of Contra Costa County by the Briones Hills and open space lands. The cities which the District serves, are located in the “West County” area. These communities have grown over the past ten years and become “bedroom” commuter communities for the Bay area. Due to the more reasonable housing costs and proximity to larger Bay area communities, the population has increased, as has the number of new housing units.

The other distinct areas within Contra Costa County include Central County, which includes the communities between the East Bay Hills and the Diablo Range; and East County, which was predominantly rural, but has had increasing suburban development over the last ten years.

For purposes of planning for the future of school facilities, population and housing trends, housing development, and land use policies must be reviewed for all cities served by the school district. As population increases demand for housing also increases; and new housing generates new students for the District to house in its facilities. Changes in land use plans or types of housing to be constructed will affect the number of students projected to enroll in WCCUSD. An analysis of the demographics of the communities served by the District, as well as an overview of land use policies and current residential projects, will assist the WCCUSD in decision-making for current and future facilities.

### **The City of El Cerrito**

El Cerrito lies in western Contra Costa County along the I-80 corridor. Richmond, the second largest city in the county, lies to the west and north of El Cerrito. The unincorporated Contra Costa County area of East Richmond Heights borders the north and northeastern parts of the city, and Wildcat Canyon Regional Park, owned and operated by the East Bay Regional Park District, lies to the east. The City of El Cerrito encompasses approximately 2,386 acres within its city limits. The City’s Planning Area also includes the neighboring areas of Kensington and portions of East Richmond Heights (both in unincorporated Contra Costa County).

The City of El Cerrito is characterized as a suburban residential community. Residential neighborhoods in the City are fully developed primarily with small, well-kept single-family homes.

### ***Land Use and Planning***

El Cerrito has a predominantly residential pattern of land use. Multi-family dwellings are concentrated along both sides of the BART right-of-way and west of San Pablo Avenue near Central Avenue. Single-family homes spread eastward into the hills and westward beyond I-80 into a small area on either side of Potrero Avenue. Fifty percent of the land area of El Cerrito is used for residential purposes. Approximately 5% of the land area is used for commercial purposes. Commercial development is almost exclusively concentrated along the San Pablo Avenue corridor with the greatest concentrations at the El Cerrito Plaza and in the Del Norte Area. Institutional uses cover almost 8% of the land of El Cerrito. Schools and child care account for most of this land use. Recreational and open space makes up approximately 13% of the land area in El Cerrito. Major areas within the city include the Mira Vista Country Club, the 90-acre Hillside Natural Area and several parks and playgrounds at schools. Vacant land accounts for 124 acres or approximately 5 percent of the land area of El Cerrito. This low inventory of vacant land reflects the city's maturity as it approaches build-out.

### **Residential Land Uses**

The City of El Cerrito has developed Land Use and Zoning regulations in order to provide for orderly development and redevelopment, where applicable.

- 1) Very Low Density: up to 6 units per net acre
- 2) Low Density: up to 9 units per net acre.
- 3) Medium Density: up to 20 units/acre
- 4) High-Density Residential: up to 35 units/acre and up to 45 units/ acre

### ***Housing Element: 2015-2023***

The City of El Cerrito updated its Housing Element is the component of the City's General Plan that addresses housing needs and opportunities for present and future El Cerrito residents through 2023. The El Cerrito Housing Element is based on five strategic goals that have been developed by the community over time:

- 1) Conserve and improve El Cerrito's existing housing supply.

- 2) Facilitate and encourage the development of housing to meet regional housing needs allocations established by the Association of Bay Area Governments (ABAG).
- 3) Expand housing opportunities for the elderly, the handicapped, households with very low- to moderate-income, and for persons with special housing needs.
- 4) Promote housing opportunities for all persons regardless of race, age, marital status, ancestry, national origin or color.
- 5) Promote energy efficiency in the location, construction, renovation and maintenance of housing units.

The City also developed an implementation plan in order to assure housing demand could be satisfied based on income level.

The RHNA identified needs (2015-2023) for El Cerrito indicate that the city would need to provide 50 extremely low income household units, 50 very low income household units, 63 low income household units, 69 moderate income household units, and 166 above-moderate income household units. Based on current planned residential projects, approximately 251 units are being constructed in various projects to meet this RHNA; however, an additional 147 units will need to be constructed to meet the housing needs. There are vacant and underutilized sites throughout the city ranging from very low to high density zoning.

In order to meet the housing needs, the City conducted a site by site analysis of sites suitable for residential development. A majority of the sites are located within the San Pablo Avenue Specific Plan, some of which will need to be rezoned to accommodate residential development. However, the City has identified sites and sufficient rezoning in order to provide housing to meet the RHNA needs.

***Current Residential Projects: City of El Cerrito***

The most significant constraint on development of new housing in El Cerrito is the overall cost, including land costs and construction costs. Many factors can affect the cost to build, including the low supply of available land, type of construction, materials, site conditions, finishing details, amenities, and structural configuration. In addition to the projects outlined herein, the San Pablo Avenue Specific Plan is a joint venture by the City of El Cerrito and the City of Richmond to create a plan to transform the

Avenue into a multimodal corridor that provides a multitude of opportunities for living, working, and community life.

Ohlone Gardens Project.

A 4 story, mixed use projected that will include 57 units of family rental housing at affordable levels.

1715 Elm St.

This project will provide 14 one and two bedroom dwelling units.

Creekside Walk.

This is a 128 unit development of two condominium buildings. The project includes two three-story buildings above single level parking garages.

**The City of Hercules**

Hercules is on the southeast shore of San Pablo Bay and is bounded generally on the north and northeast by unincorporated Rodeo; on the south and southeast by Pinole; on the east by lands within the jurisdiction of Contra Costa County, including watershed lands owned by the East Bay Municipal Utility District; and on the west by San Pablo Bay waters. The portions of San Pablo Bay adjacent to the City are within the boundaries of Contra Costa County.

The City of Hercules encompasses about eight square miles. The Hercules Sphere of Influence encompasses an area north of the City limit. Most of the City's land area is east of I-80, which runs north-south through the City. Refugio Creek runs east-west through the city, extending to its east and west boundaries.

***Land Use and Planning: City of Hercules General Plan 1998***

The City of Hercules regulates the use of land within the City limits through the General Plan (Land Use Element), Central Hercules Plan (redevelopment area plan), the Zoning Ordinance, and the Subdivision Ordinance. The Land Use Element designates the proposed general distribution, location, and extent of land uses for housing, business, industry, open space, education, public buildings and grounds, and other categories of public and private land uses. The emphasis is on the desired or intended future development of the City. "The goals of the Land Use Element are to preserve and

enhance the community's quality of life with well-balanced growth and development; Enhance and create a community with a wide range of choices, services, and amenities.”<sup>9</sup>

### Residential Land Uses

- 1) Single Family Estate (SFE): (1-2 dwelling units per acre). Minimum parcel size is .5 acres.
- 2) Single Family-Low Density (SFL): (2-7 dwelling units per acre). This category is intended to provide areas of suburban single-family subdivisions. These lots will generally be developed as part of multi-lot subdivisions.
- 3) Multi-Family Low Density (ML): (up to 12 dwelling units per acre). Intended for attached dwelling units, typically two or three stories, which include on-site usable open space. Town homes, apartments, condominiums and planned unit developments.
- 4) Multi-Family Medium Density (MM): (12-30 dwelling units per acre). Intended for attached dwelling units, typically two or three stories, which include on-site usable open space. Town homes, apartments, condominiums and planned unit developments.
- 5) Multi-Family High Density (MH): (30-55 dwelling units per acre). Provides for higher-density multi-family areas, typically two or three stories, usually located near transit corridors or arterial roadways and located in close proximity to commercial services.

### Land Use and Development Policies: Central Hercules Plan Area

The Central Hercules Plan was developed by the City, with community participation as a response to a financial crisis in addition to the desire to be more than a “bedroom” community of residential development. The Central Plan places considerable emphasis on the provision of a diversity of housing types in areas of new development, in addition to the development of a “town center” for residents. “A proper town center is a symbol of a community and reflects its hopes, dreams, and values. It provides the sense of place...”<sup>10</sup> These documents formed a regulatory framework for future development in Hercules. Hercules was the first city in California to adopt a “form based code”, which provides a typological urban design code to follow for all residents, City staff, City policy makers, and developers.

### ***Housing Element: 2009-2014***

The City of Hercules, as mandated by State law, updated its Housing Element which was adopted in June, 2013. The Housing element focuses on the community's housing needs and strategies for meeting those needs.

<sup>9</sup> General Plan. City of Hercules. Land Use Element, p. II-10 and II-11.

<sup>10</sup> Central Hercules Plan. Chapter 1, p. 3.

During the 1990s, housing construction in Hercules continued to emphasize single-family home developments, but with a significant shift towards attached single-family homes (such as townhomes) over detached single-family homes. There was also an increase in the number of larger multi-family developments (five or more units), accounting for 14 percent of the units added to the City's housing stock in the 1990's. The number of households in Hercules increased by 26% between 2000-2010 with the most significant activity between 2004-2005. Development has been limited since 2005.

Hercules' RHNA needs were determined to be a total of 453 units for the planning period. The allocation by income level:

- 143 units affordable to *extremely low/very low income* households (31.6% of the total)
- 74 units affordable to *low income* households (16.3% of the total)
- 73 units affordable to *moderate income* households (16.1% of the total)
- 163 units affordable to *above moderate income* households (36.0% of the total)

#### ***Current Residential Projects: City of Hercules***

The City of Hercules currently has several residential development projects which are in various stages of approvals and construction.

##### Sycamore North

A city owned mixed-use project. The City has entered into an agreement to sell the partially constructed project. The developer proposes to complete the structure as 147 market-rate residential rental units and approximately 10,000 square feet of ground-level restaurants and retail.

##### Parcel C

This 16 acre parcel is located off John Muir Parkway, approximately 4 blocks from the waterfront. In 2014, the City approved zoning entitlements to change the zoning to Planned Commercial Residential and create a 144 lot single family detached residential home subdivision with 3 parks, various trails and several live-work units. Home construction is expected to begin in fall, 2015.

##### Victoria Crescent

This 6 acre, City owned property is part of the Victoria by the Bay project. City Ventures has proposed developing the site with up to 46 single family residential units.

##### Hercules Bayfront

This project consists of a variety of land uses including business industrial services, light manufacturing and retail, commercial, office and service uses. This will be a mixed-use development with an integrated transit system. The project also includes residential

development and a new town center on a total of 104 acres of land. Residential development, as currently planned, will be 336 residential units in addition to 751 high density units that will support the transit station and commercial uses.

### **The City of Pinole**

The City of Pinole is located in the San Francisco Bay Area, on the shores of San Pablo Bay. Interstate-80, which traverses the City, connects the San Francisco/Oakland metropolitan area with Sacramento and points east. Pinole is linked to Central Contra Costa County and the cities of Martinez, Concord, and Pleasant Hill by State Route 4, which begins just north of the City and connects with I-680.

The City of Pinole occupies a land areas of approximately 5.45 square miles with a Planning Area of approximately 13.3 square miles. A Sphere of Influence (SOI) or Planning Area is a boundary that includes incorporated and unincorporated areas. These areas are related to the City's current and future land use planning and growth. The SOI for the City of Pinole includes all lands within the incorporated city limits, as well as additional lands just beyond the city limit line. There are four such areas in the SOI but beyond the city limits: Montalvin Manor, El Sobrante, Tara Hills, and Bayview. The City may identify circumstances under which the City may wish to consider annexing adjoining lands.

### ***Land Use and Planning: City of Pinole General Plan 2010***

The goals, policies and actions of the General Plan are collectively intended to achieve this community vision and guide future decisions related to land use and development. This General Plan ensures that every important land use decision will be scrutinized and assessed for its potential to affect the quality of life and the environment we live in.<sup>11</sup> Policies within the Land Use segment for the City of Pinole are:

1. Protect the Community Character—Preserve and enhance the natural resources.
2. Planning Coordination—Take an active leadership role coordinating planning with neighboring areas.
3. Historic Preservation and Community Design—Preserve the historic resources.
4. Residential Neighborhoods—Preserve and strengthen the identity and quality of life of Pinole's residential neighborhoods.
5. Environmentally Sensitive Sites—Assure any development of environmentally sensitive sites protects important natural resources and recognized hazard constraints.
6. Waterfront Enhancement—Protect and enhance the natural resources of the San Pablo Bay waterfront.
7. Economic Development—Balance housing and employment opportunities.

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<sup>11</sup> City of Pinole, General Plan. Vision and Summary. P. 2.0-1.



8. Commercial Activity Areas—Develop so as not to detract from the overall character of the community.<sup>12</sup>

The Land Use section provides the central framework for the General Plan and serves as a compass to guide the public, planners, decision-makers and city staff on the desired pattern of development in Pinole. It describes both existing and future land use activity and how the city should grow, and identifies the distribution, location and intensity of all land use types throughout the city.

The General Plan specifically identifies four residential land use designations, two single-family and two multiple family. Together these designations provide for a range of development densities from less than one dwelling unit per acre up to 25 dwelling units per acre.

The City's zoning ordinance implements the development policies set forth in the General Plan by providing greater specificity on development standards such as densities, height, parking and setbacks. As with other cities, Pinole's development standards and requirements are intended to protect the long-term health, safety and welfare of the community while implementing the goals and policies of the General Plan. The following residential land use categories are predominant in planning for the City of Pinole.

#### Residential Land Uses

- 1) Low Density Residential (LDR): (0.21 to 1 dwelling unit per acre). Typical of sites with larger lot sizes.
- 2) Suburban Residential (SR): (1.1 to 10 dwelling units per acre). One dwelling unit per parcel, with the potential for a secondary unit. This is the single largest residential category.
- 3) Medium Density Residential (MDR): (10.1 to 20 dwelling units per acre). Intended for attached dwelling units, typically two or three stories, which include on-site usable open space. Town homes, apartments, condominiums and planned unit developments.
- 4) High Density Residential (HDR): (20.1 – 35 dwelling units per acre). Provides for higher-density multi-family areas, typically two or three stories, usually located near transit corridors or arterial roadways and located in close proximity to commercial services.

#### Three Corridors Specific Plan

While the General Plan is the primary guide for growth and development, the Specific Plan establishes a direct connection between the General Plan and the economic and revitalization opportunities within the three Specific Plan Corridors. The purpose of the Specific Plan is to facilitate

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<sup>12</sup> City of Pinole General Plan. Section 3, p.4.

revitalization of the San Pablo Avenue, the Pinole Valley Road, and the Appian Way commercial corridors.

***Housing Element: 2015-2023 (Draft)***

The purpose of the Housing Element is to ensure that a quality, safe, and affordable supply of housing is available for current and future residents of Pinole. In pursuing this goal, the Element focuses on achieving a balance between maintaining the existing character of Pinole and providing housing for low and moderate-income households and those with special needs. The Housing Element is a part of the Pinole General Plan and the only element that must be updated every eight years.

As determined by State law, the major components of the Housing Element are: 1) an assessment of Pinole's housing needs; 2) an analysis of constraints and opportunities; 3) an evaluation of housing accomplishments; and 4) a Housing Plan that establishes specific goals, policies, and programs for meeting housing needs and objectives.<sup>13</sup>

The Regional Housing Needs Allocation (projected by ABAG) indicates that for the 2014-2022 period in the City of Pinole a total of 297 units would need to be provided to the following income groups: 80 units affordable to very low income households; 48 units affordable to low income households; 43 units affordable to moderate income households; and 126 units affordable to above moderate income households.

Currently, there are a total of 31.84 acres zoned for residential use with an estimated potential dwelling unit potential of 71 units. These are small, infill lots designated as single family suburban rural or single family low density and therefore, not appropriate for the RHNA outlined in the Housing Element. Therefore, the City is designating sites that are available for mixed and multi-family units in order to fulfill the housing needs for the above-outlined income groups. In addition to these sites, the housing inventory also identified a number of sites in the Corridor Specific Plan for San Pablo Avenue, Pinole Valley Road and Appian Way. These opportunity sites are outlined in the Housing Element and would provide 196 units to meet the RHNA needs.

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<sup>13</sup> City of Pinole, Housing Element, May, 2003. Page 6-iii.

***Current Residential Projects: City of Pinole***

The City of Pinole is largely built-out. Development has slowed significantly due to the economic downturn and credit crisis with a total of 71 permits issued between 2007 and 2014. Currently in Pinole a total of 165 developable acres exist with an estimated dwelling unit potential of 448-745 units. The majority of vacant or redevelopable sites that are designated in the Land Use Element for single-family or multiple family use within the Pinole Planning Area are infill lots of 1 acre or less.

**The City of Richmond**

The City of Richmond is a medium-sized residential-industrial community located on the northeast edge of San Francisco Bay. The City limits encompass approximately 56 square miles, including 33.7 square miles of land area and 22.3 square miles of water area. Two major highways, Interstate 80 and 580, pass through Richmond and connect the City directly to Marin County and northwestern California. The Baldwin and Southhampton shipping channels provide Richmond with one of the more direct routes through the Golden Gate Bridge.

For purposes of definition, references to the "City of Richmond" include areas within the incorporated limits and which are controlled by the City. The Richmond "Sphere of Influence" includes the City of Richmond and the immediately adjacent unincorporated areas in North Richmond, El Sobrante Valley, and East Richmond Heights. The unincorporated areas are controlled by Contra Costa County but may ultimately be annexed and served by the City. The City's "Planning Area" includes not only the incorporated City and the City's Sphere of Influence, but areas that bear some relation to the City's planning, even though they may not be annexed or served by the City. The Richmond Planning Area covers about 65 square miles.

***Land Use and Planning: Richmond General Plan 2030***

The *Richmond General Plan 2030* was adopted in April 2012 to guide the City's sustainable growth and development. This document provides a comprehensive framework for developing a "healthy city and healthy neighborhoods." The document is the culmination of a five-year community visioning and planning process involving over 2,000 community members from various community organizations and businesses.

The Land Use section of the General Plan 2030 provides land use and development opportunities in relation to key planning areas. Most of the land in Richmond is occupied by residential, commercial, industrial, parks, and open space. These broad land use categories are identified to order to provide for orderly development throughout the City and its Sphere of Influence.

- **Residential Neighborhoods:** There are 39 recognized neighborhoods in the City. Most were developed along a grid street pattern and primarily comprised of single family homes. Multi-family homes and retail uses are typically located along major streets and intersections.
- **Commercial:** These include local retail businesses as well as regional retail businesses. In addition, water-oriented commercial uses are also present.
- **Industrial and Port:** The City operates a commercial port in addition to one of the largest oil refineries and distribution facilities on the west coast as well as multiple manufacturing, assembly and warehousing businesses.
- **Parks and Open Space:** Richmond's variety of parks and open spaces are one of the most diverse and unique in the region. Richmond has 32 miles of shoreline and a network of regional trails. In addition numerous city parks, playgrounds and recreational facilities are dispersed throughout neighborhoods.
- **Downtown and Civic Center:** The historic downtown incorporates a mix of public, civic, commercial and residential uses. The Civic Center is an axis of civic, commercial, and residential uses along Macdonald Avenue.
- **Hilltop:** The Hilltop area includes the Hilltop Mall, the Point Pinole Regional Shoreline, residential areas and numerous neighborhoods.
- **Southern Shoreline:** This area has the most diverse mix of uses in the City, including industrial, residential, commercial, regional open space, parks and public spaces.
- **West Richmond Parkway:** This area includes the San Pablo Peninsula and industrial areas. Most of the peninsula is designated as open space or heavy industrial use.

- El Sobrante Valley: The El Sobrante Valley is located in the northeast part of the City. Most of the developed land is in low-density residential uses and includes various neighborhoods.<sup>14</sup>

Key planning areas are identified: Downtown and Civic Center; Hilltop Area; Southern Shoreline; West Richmond Parkway; and El Sobrante Valley. The development framework portion describes citywide design principles, defines Richmond's land use classifications, discusses urban design features and describes an overarching development strategy for Richmond that includes stable areas, conservation areas, and various "change areas" in which new uses, development and redevelopment are anticipated.

Land Use classification is an important means of shaping future development patterns and character of urban environments. This General Plan uses a "place-based" approach which is inspired by a return to traditional rural-to-urban development patterns. The land use classifications and land use map establish principal types, locations and distribution of activities or uses throughout the City and also establish the levels of density and intensity allowed within each classification. These classifications are organized into the following broad categories: Residential Neighborhoods; Key Corridors; Activity Centers; Business and Industry; and Community Areas. The Zoning Ordinance, utilizing the Land Use categories, develops specific standards to regulate development.

#### Residential Land Use Classifications

- 1) Hillside Residential (0–5 units/net acre): Includes attached and detached single-family housing on subdivided parcels and clustered multi-family residential on developable portions of hillside parcels.
- 2) Low Density Residential (5-15 units/net acre): Includes attached and detached single-family residential development and neighborhood mixed-use development.
- 3) Medium Density Residential (10-40 units/net acre): Includes single and multi-family housing types such as one to three story garden apartments, historic bungalows and cottages on small lots, townhouses and mixed use development.
- 4) Neighborhood Mixed-Use (10-30 units/acre): Includes residential and neighborhood serving retail uses such as shops, markets, professional offices, boutiques, etc. Residential development above ground floor commercial is strongly encouraged.

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<sup>14</sup> City of Richmond. General Plan 2030. Pp. 3.4-3.6.

### Key Corridor Land Use Classifications

- 1) Medium-Density Mixed-Use (Residential Emphasis): (15-50 du/acre) Includes mixed-use development; however, residential only development is allowable, while commercial only development is not allowed. Height restrictions also apply.
- 2) Medium-intensity Mixed-Use (Commercial Emphasis): (up to 50 du/acre) Includes allowances for residential only or commercial only development.

### Activity Center Land Use Classifications

- 1) High-Intensity Mixed-Use (Major Activity Center): (up to 125 du/acre) Includes mid and high-rise mixed-use development at major activity centers. Office, retail and residential uses are allowed.
- 2) Regional Commercial Mixed-Use: (up to 50 du/acre) Office, retail and residential uses in mid-rise buildings.

### Business and Industry Land Use Classifications

- 1) Live/Work (15-50 du/acre) Includes lofts and apartments connected to small-scale production spaces as well as office and storefront retail.

### ***Housing Element: 2014-2022***

The State of California recognizes the vital role local governments play in the availability, adequacy and affordability of housing. State law requires every jurisdiction in California to adopt a comprehensive long term General Plan. The Housing element is one of seven mandated elements of the General Plan. Housing Element law mandates that local government plan to meet the existing and projected housing needs of all economic segments of the community.

The goals of the Housing Element, currently updated and awaiting final review, include enhancing the availability, adequacy and affordability housing, promoting universal access to housing, improving and preserving neighborhoods. The State requires that each city develop local housing programs to meet its “fair share” of existing and future housing needs for all income groups. In order to analyze the need for housing, various factors must be analyzed when preparing the Housing Element: demographic data, socioeconomic data, such as population, household characteristics, housing stock conditions, and employment. These factors assist in determining the present and future housing needs for the City of Richmond for all income levels. Once these factors are analyzed, housing needs are projected for current and future residents of Richmond and an analysis is undertaken of an inventory of suitable land for residential development to meet the identified housing needs. The Housing Element demonstrated

that the regional growth need for Very Low, Low, Moderate and Above Moderate housing could be met with current vacant parcels and allowable densities on various parcels throughout the City.

The Regional Housing Needs Allocation indicates that Richmond will need to provide 438 very low income housing units, 305 low income housing units, 410 moderate income housing units, and 1,282 above moderate income housing units by 2022.

### **Current Residential Projects: City of Richmond**

#### Bay Walk Mixed-Use Project

This project is located on the southeast corner of Marina Way South and Wright Avenue in the Marina Bay neighborhood. The applicant is proposing 76 two-bedroom units, 80 three bedroom units, and 25 two bedroom live-work townhomes and 74 three story live-work townhomes for a total of 255 units.

#### Central Avenue Housing

Located at 5620 Central Avenue with the majority of the site in the City and a portion within the City of El Cerrito. A total of 172 below-market rate apartments are proposed: 127 2-bedroom, 35 3-bedroom, and 10 4-bedroom apartments.

#### Nevin Homes Residential Project

Located on the south side of Nevin Avenue between 21<sup>st</sup> and 23<sup>rd</sup> streets. This project includes 112 studio apartments, 84 one-bedroom, 53 two-bedroom, 30 three-bedroom, and 10 four-bedroom units.

#### Richmond Riviera

Located south of the intersection of Marina Way South and Hall Avenue. Virtual Development proposes to develop the site with 59 single-family detached homes with a proposed population of 167 residents.

#### Shea Homes

Shea Homes proposes to construct 60 market rate condominiums on the Bottoms Property south of Seacliff Estates in Point Richmond.

#### Terminal One Project

This project is located at 1500 Doman Dr. southeast of the intersection of Doman Drive and Brickyard Cove Road. The proposed project includes development of the site with up to 334 residential units of varying types and densities. Residential building heights would increase across the site from south to north and would be two story single family homes and 3-story townhomes, increasing to 4-5 story condominiums in the north portion of the site. The project may be developed in two or more phases. This project is not yet approved.

**Current Residential Projects: Community Housing Development Corporation**

The City of Richmond, through its Community Housing Development Corporation, also constructs affordable housing. Currently three projects are under construction:

**Filbert Townhomes**

This project is located in North Richmond at 1300 Filbert St. and is a mixed use development of 36 units with a projected completion date of 2016.

**Nystrom Village**

This project is located in South Richmond (222 Marina Way) and will consist of 168 multi-family rental units with a projected completion date of 2017.

**Heritage Point**

This project is located in North Richmond (1500 Fred Jackson Way) with 42 units and a mix of commercial space and a projected completion date of 2017.

**The City of San Pablo**

The City of San Pablo is located in West Contra Costa County off Interstate 80, nestled between the cities of Pinole and Richmond and the neighboring cities of El Cerrito and Hercules. Historically one of the oldest Spanish settlements in the region, San Pablo has become a thriving residential and business community and encompasses an area of approximately three square miles. San Pablo's diverse community, affordability, and access to the entire Bay Area region are advantages that are found in this "City of New Directions."

***Land Use and Planning: City of San Pablo General Plan 2030***

The updated San Pablo General Plan was adopted in April 2011. This document provides a vision of how San Pablo should be in the future by establishing guidelines that reflect City policies, goals, and efforts while enhancing quality of life. "The purpose of the Land Use and Physical Design Element of the General Plan is to enhance community character, improve how the city looks, and present a framework to guide future land use decisions and development approved in San Pablo. The element forms the core of the General Plan and its policies articulate the community's land use and growth priorities through 2030."<sup>15</sup>

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<sup>15</sup> City of San Pablo General Plan. Chapter 3. Land Use and Physical Design. Chapter 3, p. 1.



### Residential Land Use Classifications

- 1) Low Density Residential. (1-12 units/acre). This designation is intended for single family detached residential development with a minimum lot size of 5,000 square feet.
- 2) Medium Density Residential. (13-24 units/acre). This designation is intended for a mix of housing types and may accommodate small lot single family, attached single family and apartments, duplexes, triplexes, fourplexes, or townhomes.
- 3) High Density Residential. (25-60 units/acre) This is intended for multifamily apartments and townhomes. Developments in this category are two to four stories high and located along major roads.

### Mixed-Use Centers Classifications

- 1) Mixed Use Center North (60 res units/acre). This designation is intended for small residential units mixed with retail or other active commercial uses at the ground floor.
- 2) Mixed Use Center South. (32 units/acre). This designation is intended for a mix of retail, commercial, office, public/institutional, hotel, and residential. Active uses that promote pedestrian activity are required on the ground floor.

In addition to these classifications, Commercial Mixed Use (office, retail, commercial and public uses) as well as Residential Mixed Use (administrative, financial, business, professional, medical, dental, and public uses) are also allowable with various restrictions.

### ***Housing Element: Adopted 2011***

As stated previously, the Housing Element is one of seven State required elements of the General Plan. This element covers 2007-2014 and includes a study of housing conditions, inventory of sites suitable for housing development and goals, policies and programs affecting housing in San Pablo. The Regional Housing Needs Allocation (RHNA) is determined by the Association of Bay Area Governments (ABAG) for all Bay area communities. This need is based on an analysis of projected population and household growth, existing employment and expected employment growth. The detailed analysis then provides each city with its housing “needs” for a specific time period.

The City of San Pablo’s fair share was 298 total units. As of 2006, the City of San Pablo had projects under construction to meet 60% of its overall RHNA needs.

The only current residential development in the City of San Pablo is the Village at Abella which has approximately 48 homes remaining to be constructed.

**Residential Development by City**

Table 9 outlines the most current information regarding residential development in the Cities served by the District. Figure 28 provides the exact location of each project in the District.

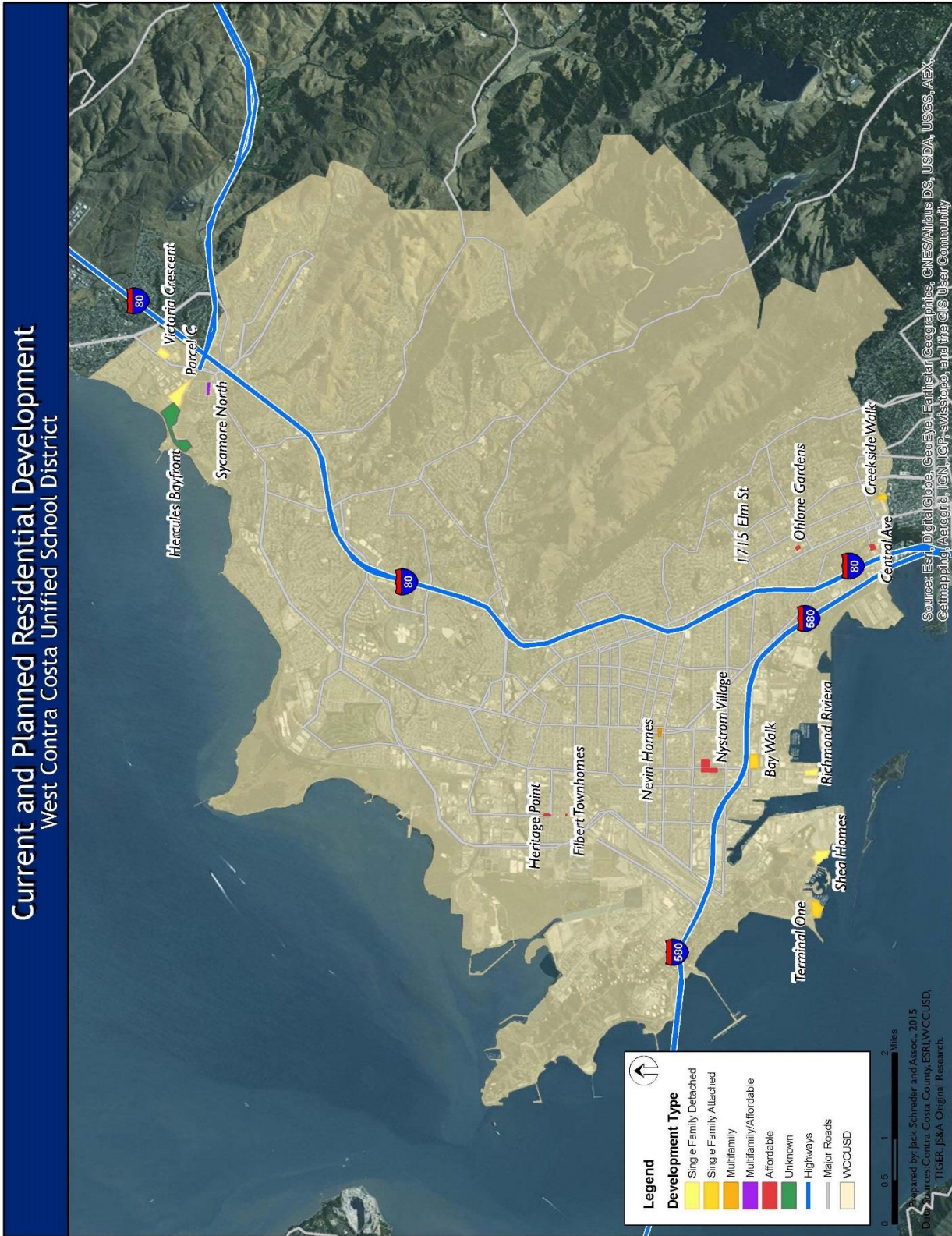
**Table 9. Current Residential Development Projects by City**

<b>Project</b>	<b>Units</b>	<b>City</b>	<b>Type</b>
Central Ave	344	Richmond	Affordable
1715 Elm St	14	El Cerrito	SFD
Ohlone Gardens	57	El Cerrito	Affordable
Filbert Townhomes	36	Richmond	Affordable
Terminal One	334	Richmond	SFA
Nystrom Village	168	Richmond	Affordable
Creekside Walk	128	El Cerrito	SFA
Victoria Crescent	46	Hercules	SFD
Parcel C	144	Hercules	SFD
Hercules Bayfront	336	Hercules	Unknown
Sycamore North	147	Hercules	MF/Affordable
Heritage Point	25	Richmond	Affordable
Bay Walk	255	Richmond	SFA
Richmond Riviera	59	Richmond	SFD
Shea Homes	60	Richmond	SFD
Nevin Homes	289	Richmond	MF

**Impact on Schools**

It is evident that the Cities that are served by the West Contra Costa Unified School District need to work together to improve the coordination of planning and development decisions. 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 the schools.

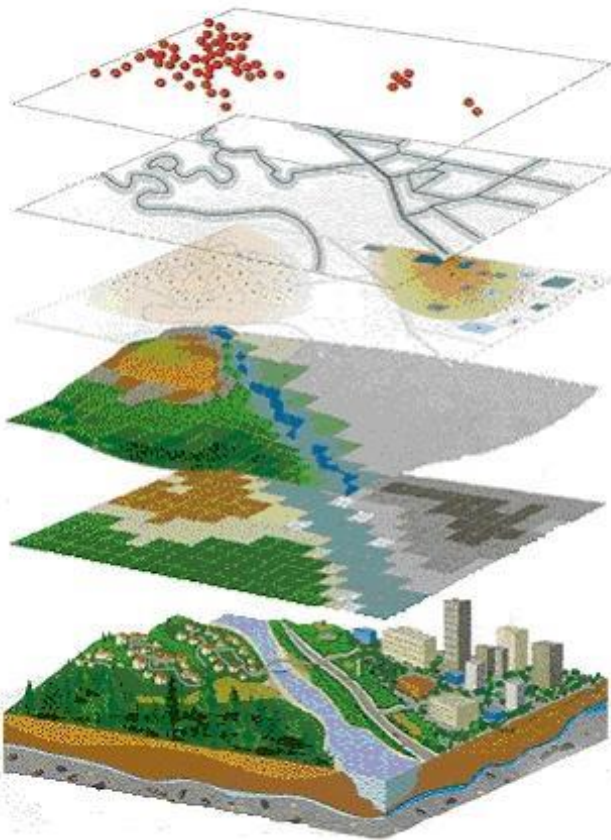
Figure 28. Location of Current Residential Development Projects



## SECTION G: SPATIAL ANALYSIS

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

**Figure 29. WCCUSD GIS Layers**



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

**WCCUSD 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.

Figure 30. 2014-15 Elementary School Boundaries

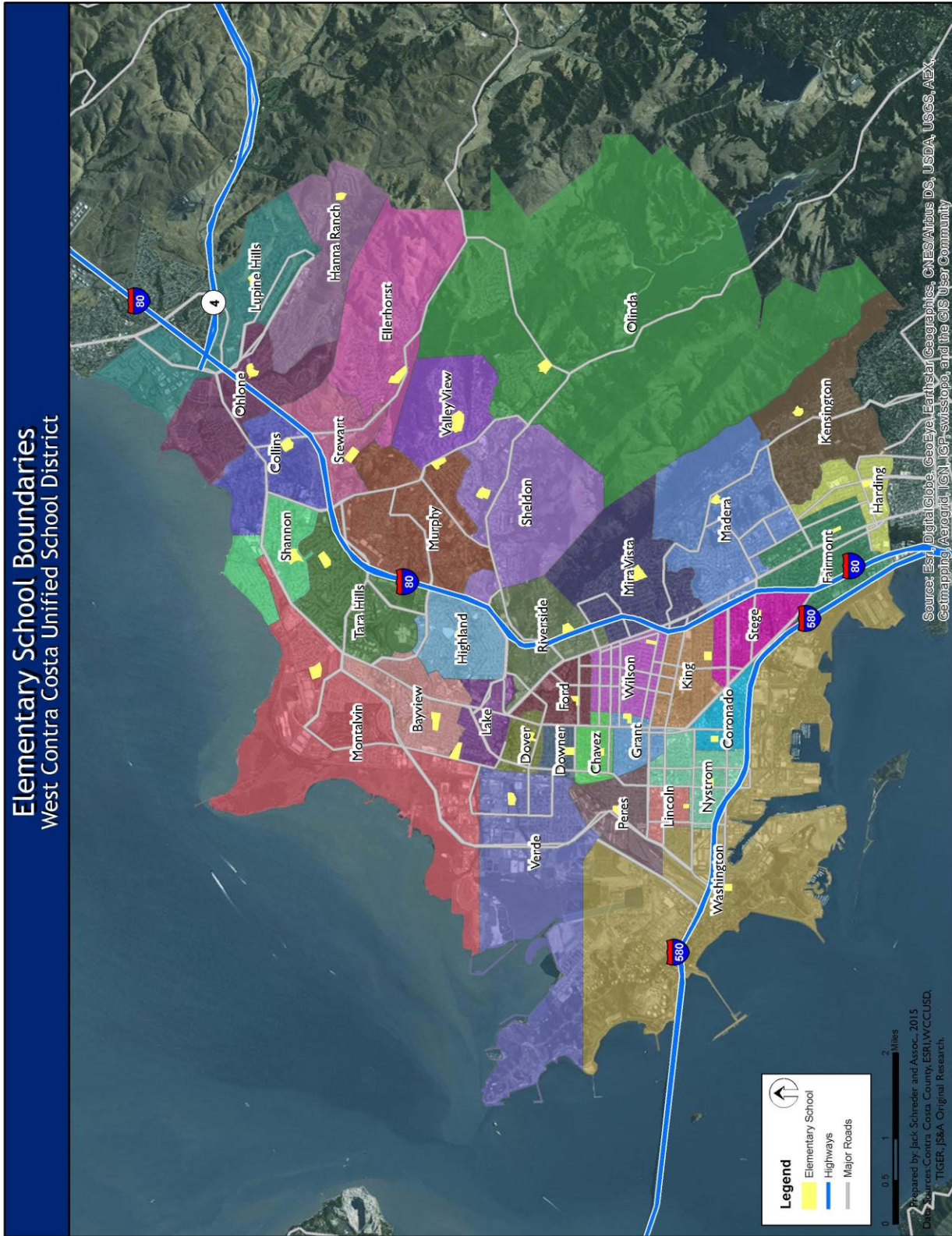


Figure 31. 2014-15 Middle School Boundaries

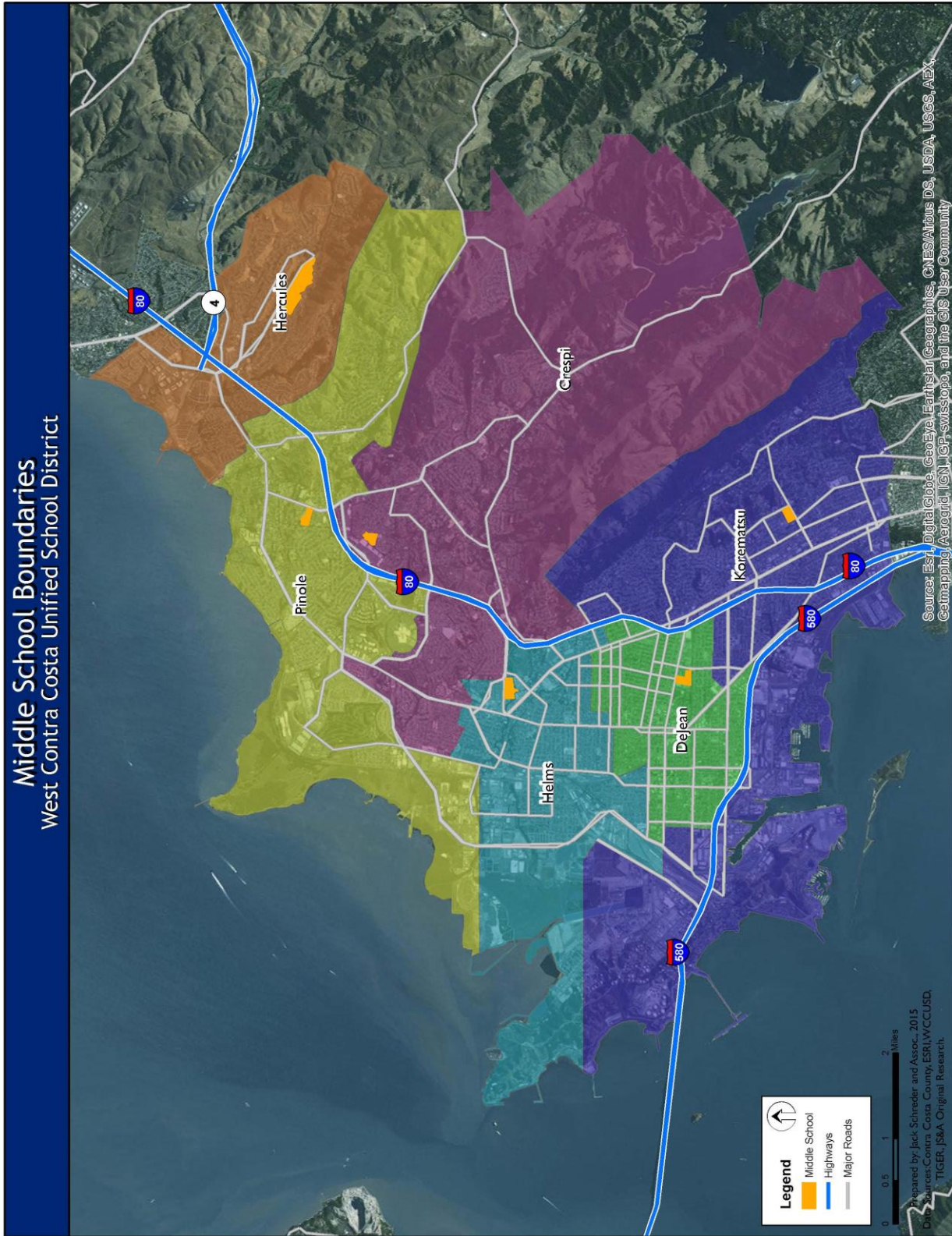
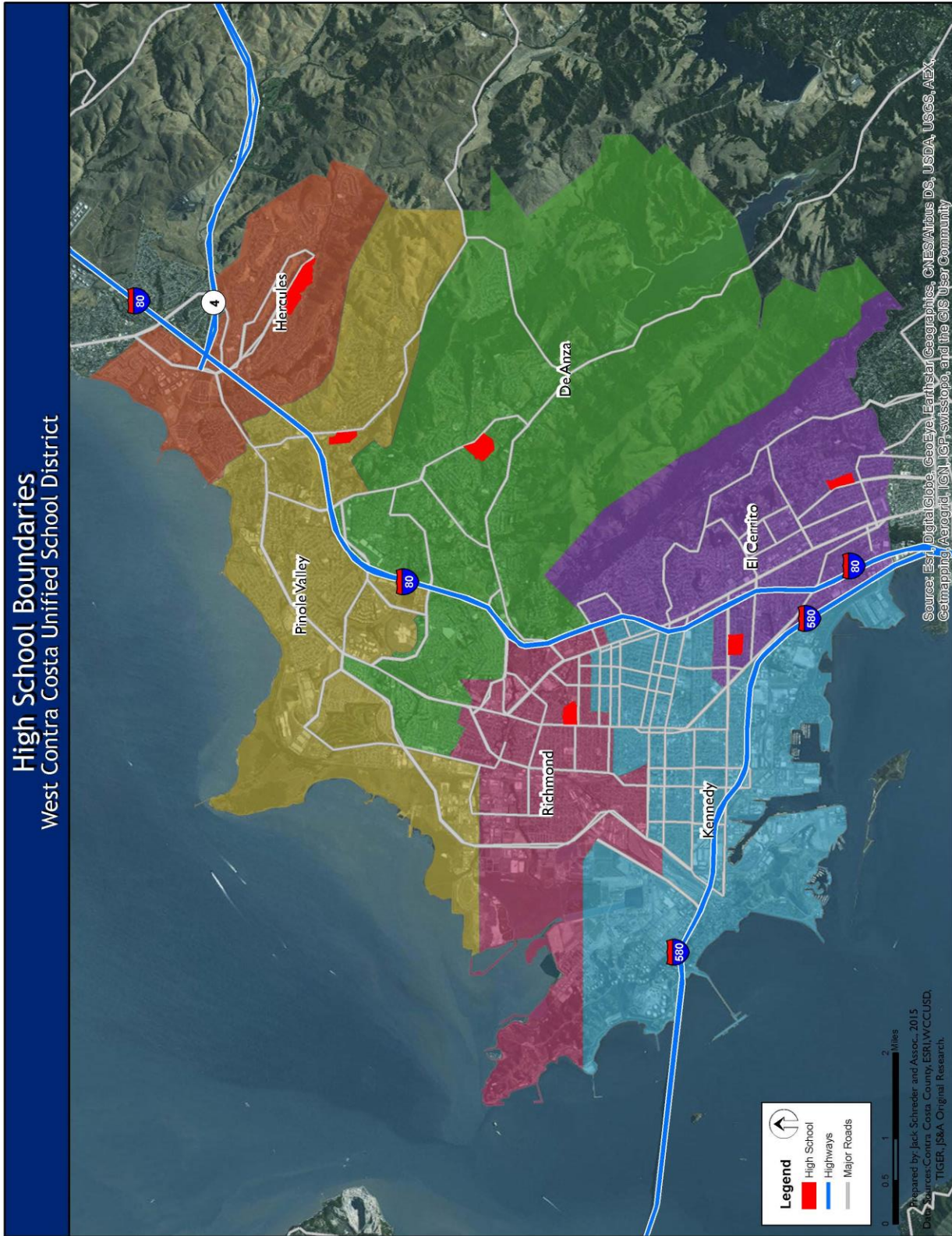


Figure 32. 2014-15 High School Boundaries

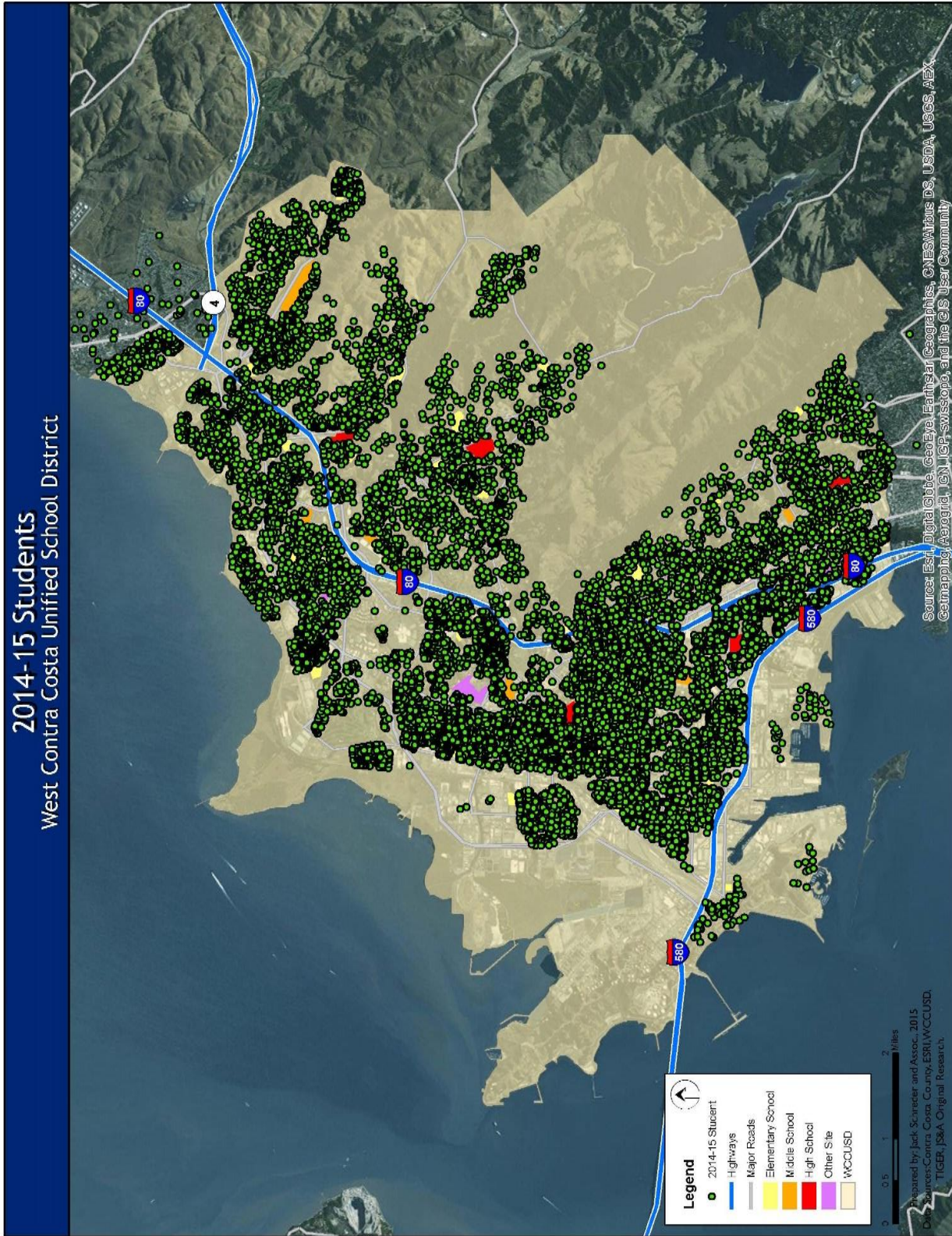




***Student Data***

The consultant mapped the 2014-15 student information database by a process called geocoding. The address of each individual WCCUSD student was matched in the WCCUSD GIS. This resulted in a point on the map for each student (Figure 33). This map demonstrates the distribution of 2014-15 students (or lack thereof) in the various areas of the District.

Figure 33. 2014-15 Student Resident Distribution



***Student Densities***

Once the 2014-15 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 at most schools), the highest number of students reside in the Bayview and Dover school boundaries, while the fewest number of students reside in the Valley View and Olinda school boundaries (Figure 34).

At the middle school level (7<sup>th</sup>-8<sup>th</sup> grades at most schools), the highest number of students reside in the Helms school boundary, while the fewest number of students reside in the Pinole boundary (Figure 35).

At the high school level (9<sup>th</sup>-12<sup>th</sup> grades), the highest number of students reside in the Richmond High school boundary, while the fewest number of students reside in the Hercules school boundary (Figure 36).

Figure 34. 2014-15 TK-5<sup>th</sup>/6<sup>th</sup> Grade Student Resident Totals

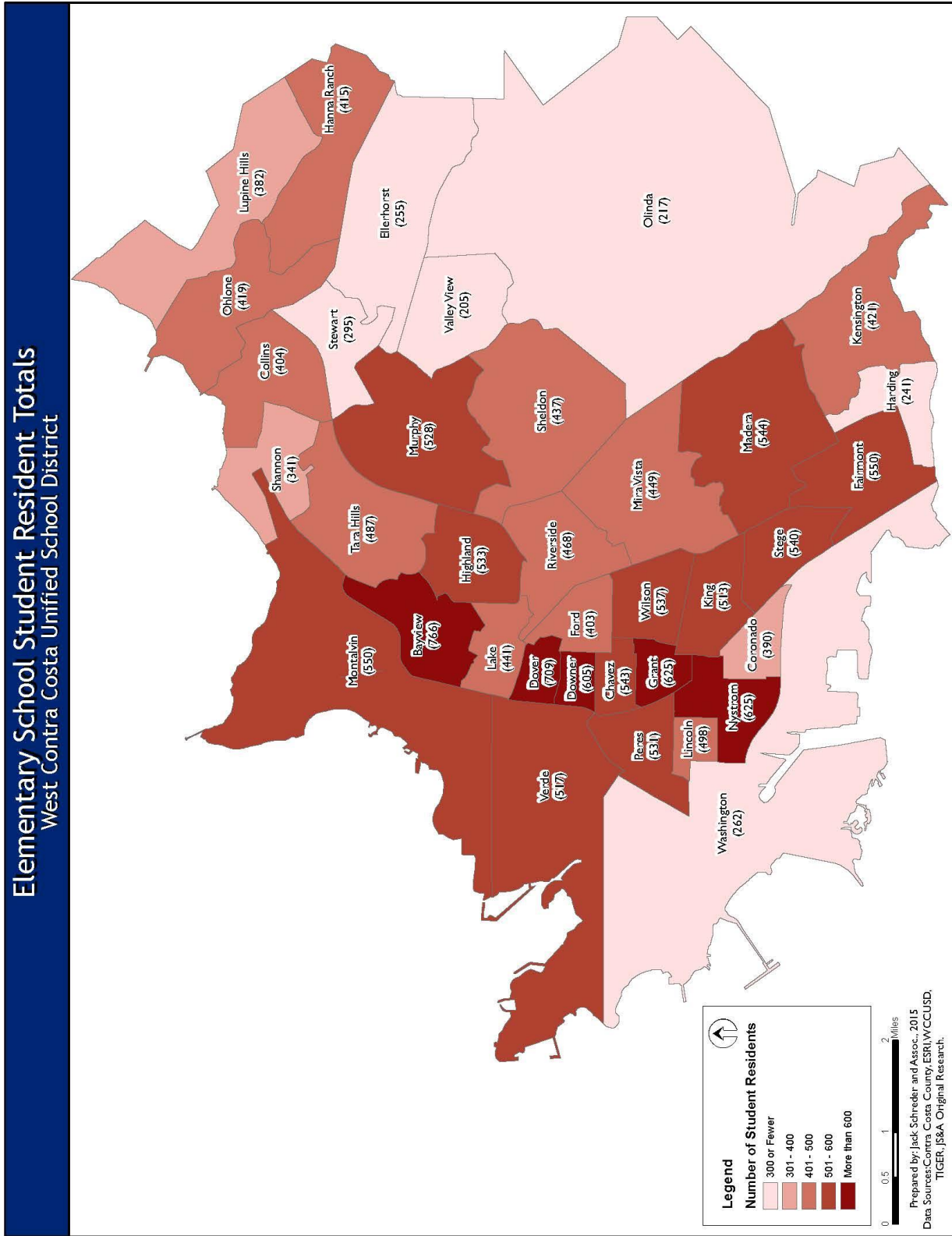


Figure 35. 2014-15 6<sup>th</sup>-8<sup>th</sup> Grade Student Resident Totals

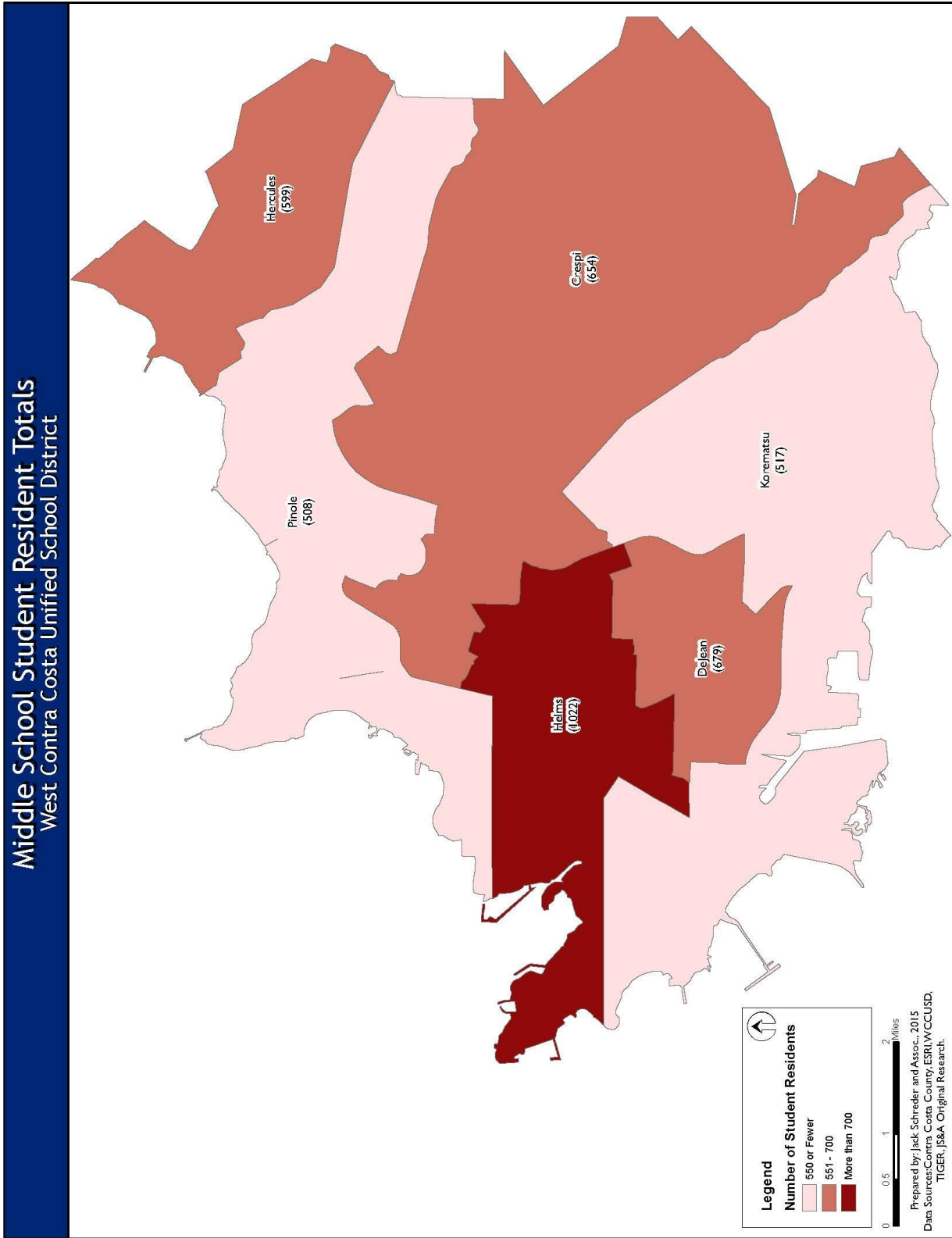
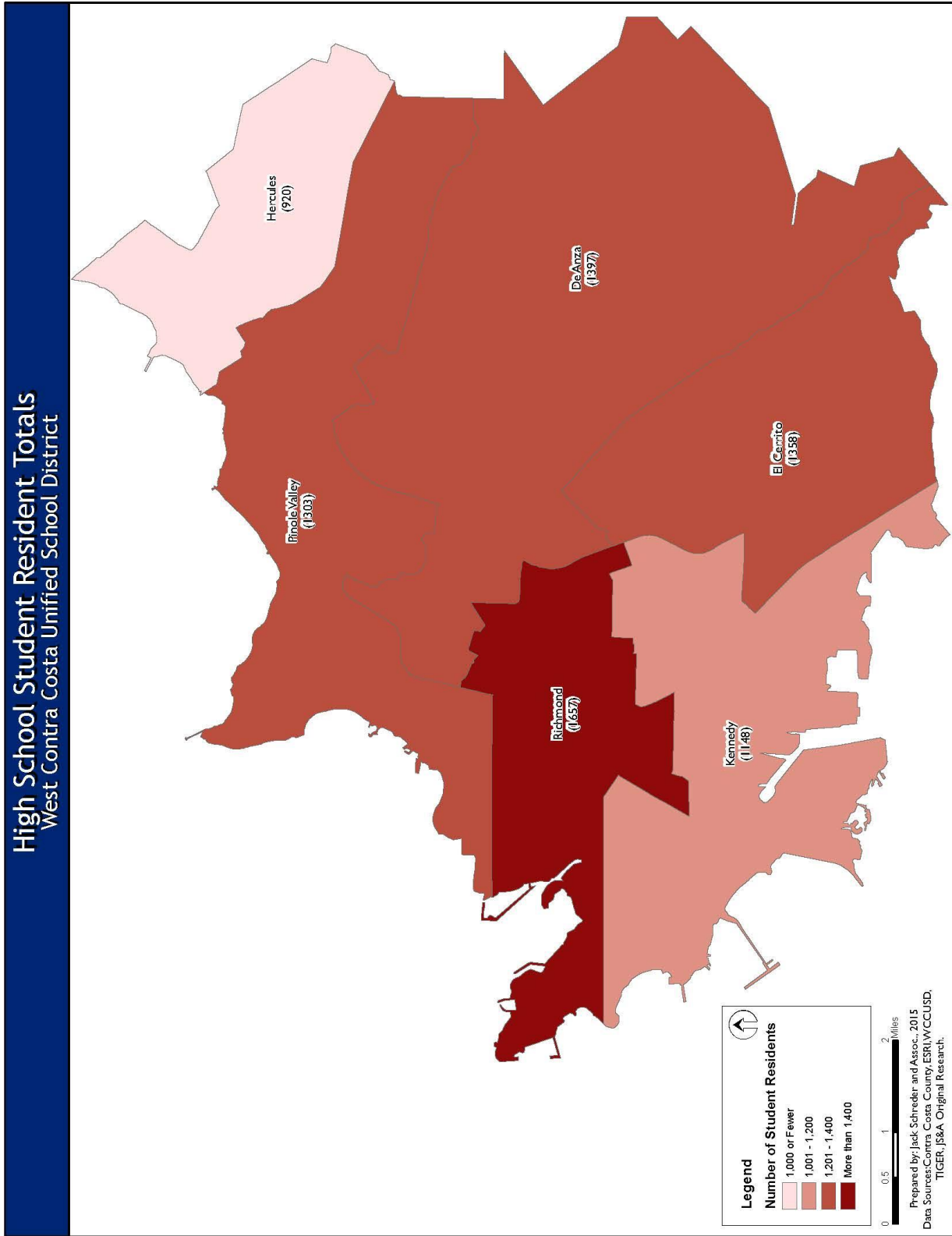


Figure 36. 2014-15 9<sup>th</sup>-12<sup>th</sup> Grade Student Resident Totals



### **Attendance Matrices**

An important factor in analyzing the WCCUSD 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 2014-15 WCCUSD students by their school of residence versus their school of attendance<sup>16</sup>. Tables 10-13 are meant to be read from top to bottom, then right to left.

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. This detailed analysis demonstrates the WCCUSD is experiencing high rates of in-migration and out-migration, particularly at the elementary school level.

### ***Elementary School Matrix***

Table 10 demonstrates the rates of elementary in-migration; from 3.4% at Verde Elementary School to 52.4% at Washington Elementary School (in other words, 52.4% of Washington enrollment is comprised of students not residing within the Washington boundary).

Likewise, the matrix also demonstrates the rates of elementary student out-migration; from 2.9% at Kensington Elementary School to 47.6% at Stege Elementary School (in other words, 47.6% of the elementary students residing in the Stege Elementary School boundary attend a school other than Stege).

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.

Rates of net migration are highest at Washington (+214), Stewart (+165), and Harding (+116). Rates of net migration are lowest at Stege (-211), Verde (-191) and Nystrom (-123).

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<sup>16</sup> These student totals were derived from the geocoded 2014-15 student list and therefore may not match the 2014-15 WCCUSD enrollment data totals.

Table 10. Elementary Attendance Matrix

School of Attendance	School of Residence																
	Bayview	Chavez	Collins	Coronado	Dover	Downer	Ellerhorst	Fairmont	Ford	Grant	Hanna Ranch	Harding	Highland	Kensington	King	Lake	Lincoln
Bayview	519	-	-	1	12	6	-	-	3	4	1	-	26	-	1	44	2
Chavez	5	409	-	7	10	41	-	-	1	49	-	-	-	-	7	6	3
Collins	5	3	298	-	2	2	6	-	-	1	1	-	2	-	1	2	-
Coronado	2	-	-	289	-	1	-	1	-	3	-	-	2	-	13	3	4
Dover	4	13	-	1	578	37	-	-	22	9	-	-	8	-	1	33	3
Downer	7	43	-	1	24	460	-	-	5	18	-	-	5	-	5	8	5
Ellerhorst	7	1	18	1	-	-	217	-	4	1	1	-	6	-	1	8	-
Fairmont	4	2	-	4	4	-	-	455	3	6	-	2	1	-	11	4	-
Ford	-	13	-	2	17	16	-	1	312	15	-	-	9	-	4	1	-
Grant	1	18	-	9	4	-	-	4	5	430	-	-	1	-	16	-	6
Hanna Ranch	4	-	1	-	-	1	-	1	1	-	372	-	-	-	-	2	-
Harding	2	1	-	1	2	4	1	37	1	3	-	223	1	5	5	3	5
Highland	14	2	1	2	2	-	-	1	3	2	1	-	388	-	6	7	-
Kensington	-	-	-	1	-	-	-	13	1	3	2	12	1	409	4	1	-
King	3	2	2	16	3	2	1	-	4	1	4	-	1	-	344	1	2
Lake	83	1	-	-	8	3	-	-	6	1	-	-	12	-	2	263	-
Lincoln	1	-	-	3	4	1	-	1	1	10	-	-	1	-	5	2	375
Lupine Hills	2	-	2	1	-	1	1	-	-	-	14	-	3	-	1	4	-
Madera	-	2	-	-	1	-	-	8	-	2	-	4	-	4	2	-	-
Mira Vista	5	3	1	4	1	2	1	4	1	13	-	-	7	1	6	7	3
Montalvin	4	1	2	1	5	-	-	1	1	1	2	-	3	-	-	-	1
Murphy	7	1	2	-	2	1	1	-	4	-	1	-	5	-	2	4	2
Nystrom	-	1	-	12	3	1	-	-	5	12	1	-	1	-	6	-	33
Ohlone	1	-	3	-	-	-	-	-	-	-	12	-	1	-	1	-	-
Olinda	6	1	5	4	4	1	9	-	1	1	2	-	5	1	4	5	-
Peres	8	5	-	5	1	4	-	-	1	13	-	-	1	-	3	3	29
Riverside	6	-	-	1	2	1	-	1	9	2	-	-	2	-	3	1	-
Shannon	4	-	28	1	1	-	-	-	1	-	1	-	7	-	-	4	1
Sheldon	6	2	1	-	2	2	-	1	2	-	-	-	3	-	2	2	-
Steger	1	-	-	2	-	-	-	7	-	-	-	-	5	-	8	-	2
Stewart	17	2	25	1	-	3	13	-	2	2	2	-	11	1	3	5	1
Tara Hills	18	2	9	-	5	3	2	-	1	1	1	-	4	-	3	7	1
Valley View	8	1	2	-	2	2	2	2	1	1	1	-	5	-	-	5	1
Verde	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	1
Washington	6	10	4	15	8	5	1	7	5	6	-	-	6	-	14	4	16
Wilson	6	4	-	5	2	4	-	2	4	11	-	-	-	-	29	2	2
<b>Total Residing</b>	<b>766</b>	<b>543</b>	<b>404</b>	<b>390</b>	<b>709</b>	<b>605</b>	<b>255</b>	<b>550</b>	<b>403</b>	<b>625</b>	<b>415</b>	<b>241</b>	<b>533</b>	<b>421</b>	<b>513</b>	<b>441</b>	<b>498</b>
<b>Outflow to Other AA</b>	<b>247</b>	<b>134</b>	<b>106</b>	<b>101</b>	<b>131</b>	<b>145</b>	<b>38</b>	<b>95</b>	<b>91</b>	<b>195</b>	<b>43</b>	<b>18</b>	<b>145</b>	<b>12</b>	<b>169</b>	<b>178</b>	<b>123</b>
<b>Inflow from Other AA</b>	<b>139</b>	<b>196</b>	<b>81</b>	<b>135</b>	<b>176</b>	<b>174</b>	<b>147</b>	<b>110</b>	<b>150</b>	<b>128</b>	<b>93</b>	<b>134</b>	<b>88</b>	<b>94</b>	<b>122</b>	<b>154</b>	<b>90</b>
<b>Inflow from Other Districts</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>5</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>14</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>% In-Migration 2014-15</b>	<b>21.2%</b>	<b>32.6%</b>	<b>21.8%</b>	<b>31.8%</b>	<b>23.5%</b>	<b>27.4%</b>	<b>41.2%</b>	<b>19.6%</b>	<b>32.5%</b>	<b>23.1%</b>	<b>20.5%</b>	<b>37.9%</b>	<b>18.7%</b>	<b>20.9%</b>	<b>26.2%</b>	<b>36.9%</b>	<b>19.4%</b>
<b>% Out-Migration 2014-15</b>	<b>32.2%</b>	<b>24.7%</b>	<b>26.2%</b>	<b>25.9%</b>	<b>18.5%</b>	<b>24.0%</b>	<b>14.9%</b>	<b>17.3%</b>	<b>22.6%</b>	<b>31.2%</b>	<b>10.4%</b>	<b>7.5%</b>	<b>27.2%</b>	<b>2.9%</b>	<b>32.9%</b>	<b>40.4%</b>	<b>24.7%</b>
<b>Net Migration</b>	<b>-108</b>	<b>62</b>	<b>-25</b>	<b>34</b>	<b>45</b>	<b>29</b>	<b>109</b>	<b>15</b>	<b>59</b>	<b>-67</b>	<b>50</b>	<b>116</b>	<b>-57</b>	<b>82</b>	<b>-47</b>	<b>-24</b>	<b>-33</b>



Table 10. Elementary Attendance Matrix (cont.)

		School of Residence													Total Attend							
		Lupine Hills	Madera	Mira Vista	Montalvin	Murphy	Nystrom	Cholone	Olinda	Peres	Riverside	Shannon	Sheldon	Steger	Stewart	Tara Hills	Valley View	Verde	Washington	Wilson	Other District	
-	-	-	-	-	14	1	3	-	-	2	1	-	-	3	-	5	-	8	-	2	1	659
-	-	-	-	-	4	1	5	-	-	23	1	-	-	3	-	3	-	20	-	7	2	607
2	-	-	16	2	3	2	3	3	1	1	11	-	-	3	4	5	-	2	-	2	2	381
-	-	3	1	-	35	-	35	-	-	7	3	-	1	43	-	-	-	3	2	8	-	424
-	1	1	7	1	2	1	2	-	-	3	6	2	2	4	-	-	15	-	1	2	2	756
-	-	-	3	-	11	-	11	2	-	3	5	-	1	3	-	-	19	-	6	-	-	634
4	-	-	5	8	2	7	2	7	3	1	2	14	7	-	32	9	-	3	-	1	5	369
1	11	9	1	1	4	1	4	-	-	3	3	-	-	28	-	1	-	3	-	4	1	566
-	-	5	2	1	6	1	6	1	-	7	19	-	-	1	-	1	-	8	-	21	-	462
1	-	1	1	-	18	-	18	-	-	11	3	-	1	7	-	3	3	3	3	15	1	559
35	1	-	5	-	-	-	-	37	-	-	1	-	3	-	-	-	-	1	-	-	3	468
-	25	11	-	-	2	4	4	-	1	4	2	-	-	10	-	1	-	-	2	1	2	359
2	1	-	6	7	3	3	3	3	1	1	8	1	4	2	-	5	-	2	-	1	1	477
-	23	11	1	2	-	2	-	-	2	1	-	-	1	9	-	-	-	1	4	1	14	517
-	-	1	1	-	8	-	8	-	-	6	1	-	-	50	-	1	-	2	1	14	-	466
-	-	-	17	-	-	-	1	-	-	3	-	-	-	-	-	1	-	13	-	3	-	417
-	-	-	-	-	-	-	29	-	-	13	-	2	-	5	-	-	6	4	2	-	-	465
308	-	1	3	4	-	4	-	43	-	-	-	1	3	-	1	4	-	-	-	1	8	406
-	461	11	1	-	1	1	1	-	1	-	2	-	-	2	1	2	-	1	3	9	1	519
-	11	356	3	6	3	6	3	-	-	3	18	1	1	17	1	-	-	3	-	24	1	507
1	-	-	-	-	379	1	1	-	-	1	2	5	1	-	1	14	-	1	-	-	-	427
2	-	-	2	371	1	1	1	1	3	2	4	6	27	3	1	6	10	2	1	4	1	479
-	-	-	-	-	-	-	403	-	-	12	1	-	-	3	-	-	-	1	4	3	-	502
10	-	1	4	2	-	2	-	295	1	-	-	2	2	-	1	-	-	-	-	1	1	338
2	-	2	5	23	-	1	184	1	1	-	4	5	35	-	1	-	7	1	-	2	1	322
-	-	-	2	-	-	-	13	-	-	389	-	-	-	9	-	1	-	41	4	3	1	536
-	-	-	2	5	3	3	3	-	2	-	344	-	2	7	-	-	3	1	7	1	7	417
1	1	-	10	4	2	2	2	2	2	5	1	226	4	2	5	20	3	3	2	2	2	340
3	-	2	1	22	4	2	4	-	3	1	7	2	299	3	1	8	3	6	-	1	3	392
-	2	1	-	-	-	7	-	-	-	5	2	-	-	283	-	-	2	1	1	-	-	329
4	3	4	10	16	-	15	-	15	4	5	4	25	11	4	238	12	9	7	-	1	4	464
-	-	1	25	10	3	2	1	1	1	1	5	34	4	1	2	374	1	4	1	1	2	529
1	-	3	8	30	1	1	8	1	1	-	5	3	25	5	4	10	174	1	-	-	5	317
-	-	-	-	-	-	-	1	-	-	4	2	-	-	-	-	-	-	316	-	-	-	327
5	3	4	7	8	35	4	35	4	2	12	1	1	2	21	2	5	-	9	228	20	3	479
-	1	9	4	-	14	-	14	2	-	2	10	-	1	9	-	-	-	7	1	368	-	499
382	544	449	550	528	625	419	625	419	217	531	468	341	437	540	295	487	517	262	537	69	16,715	
74	83	93	171	157	222	124	222	124	33	142	124	115	138	257	57	113	201	34	169			
90	57	150	48	107	99	42	99	42	137	146	72	112	90	46	222	153	138	10	248	131		
8	1	1	1	1	-	1	-	1	1	1	1	2	3	-	4	2	5	1	3	3		
24.1%	11.2%	29.8%	11.2%	22.5%	19.7%	12.7%	19.7%	12.7%	42.9%	27.4%	17.5%	33.5%	23.7%	14.0%	48.7%	29.3%	45.1%	3.4%	52.4%	26.9%		
19.4%	15.3%	20.7%	31.1%	29.7%	35.5%	29.6%	35.5%	29.6%	15.2%	26.7%	26.5%	33.7%	31.6%	47.6%	19.3%	23.2%	15.1%	38.9%	13.0%	31.5%		
16	-26	57	-123	-50	-123	-82	-123	-82	104	4	-52	-3	-48	-211	165	40	107	-191	214	368	-38	

Figure 37. Elementary School Student In-Migration

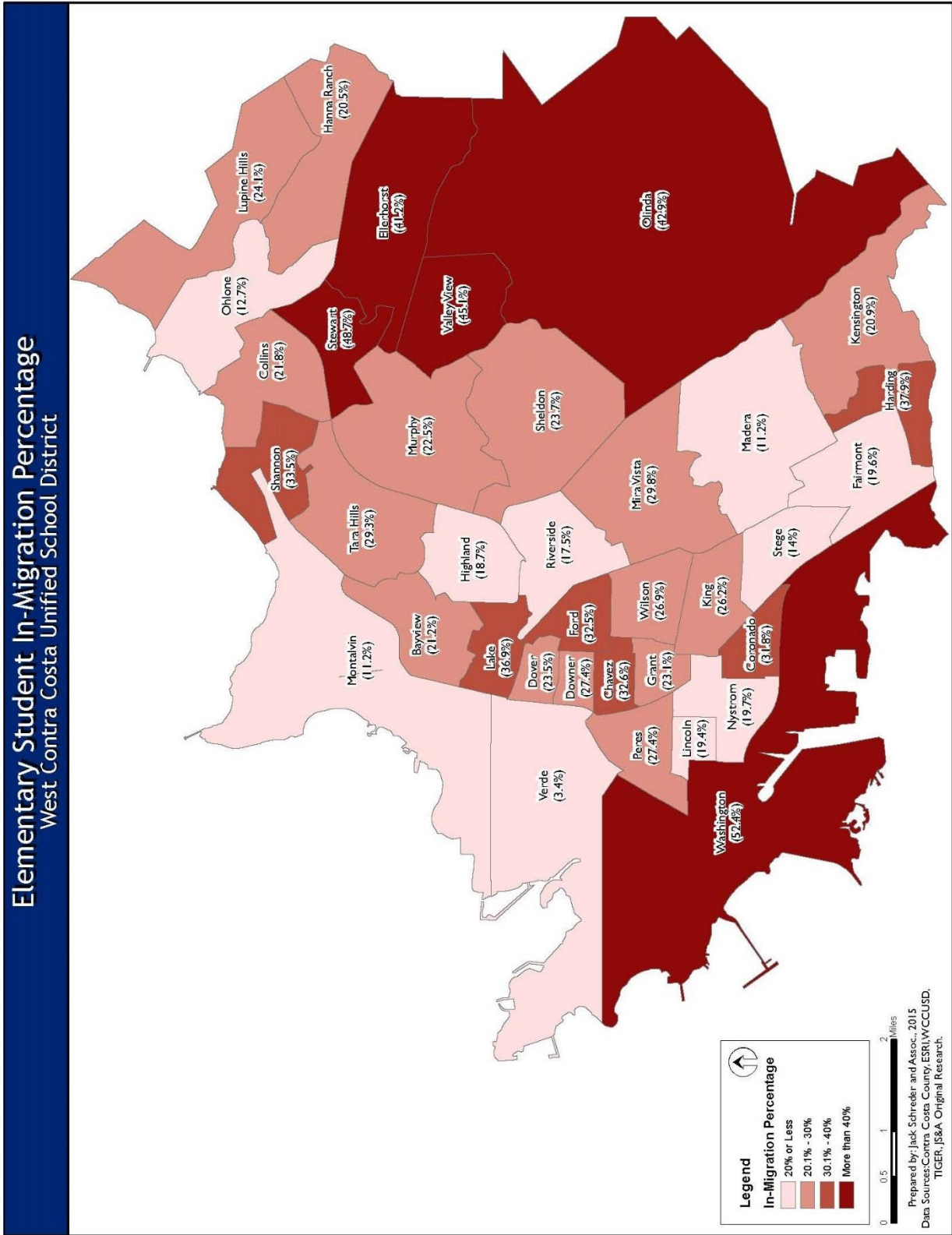


Figure 38. Elementary School Student Out-Migration

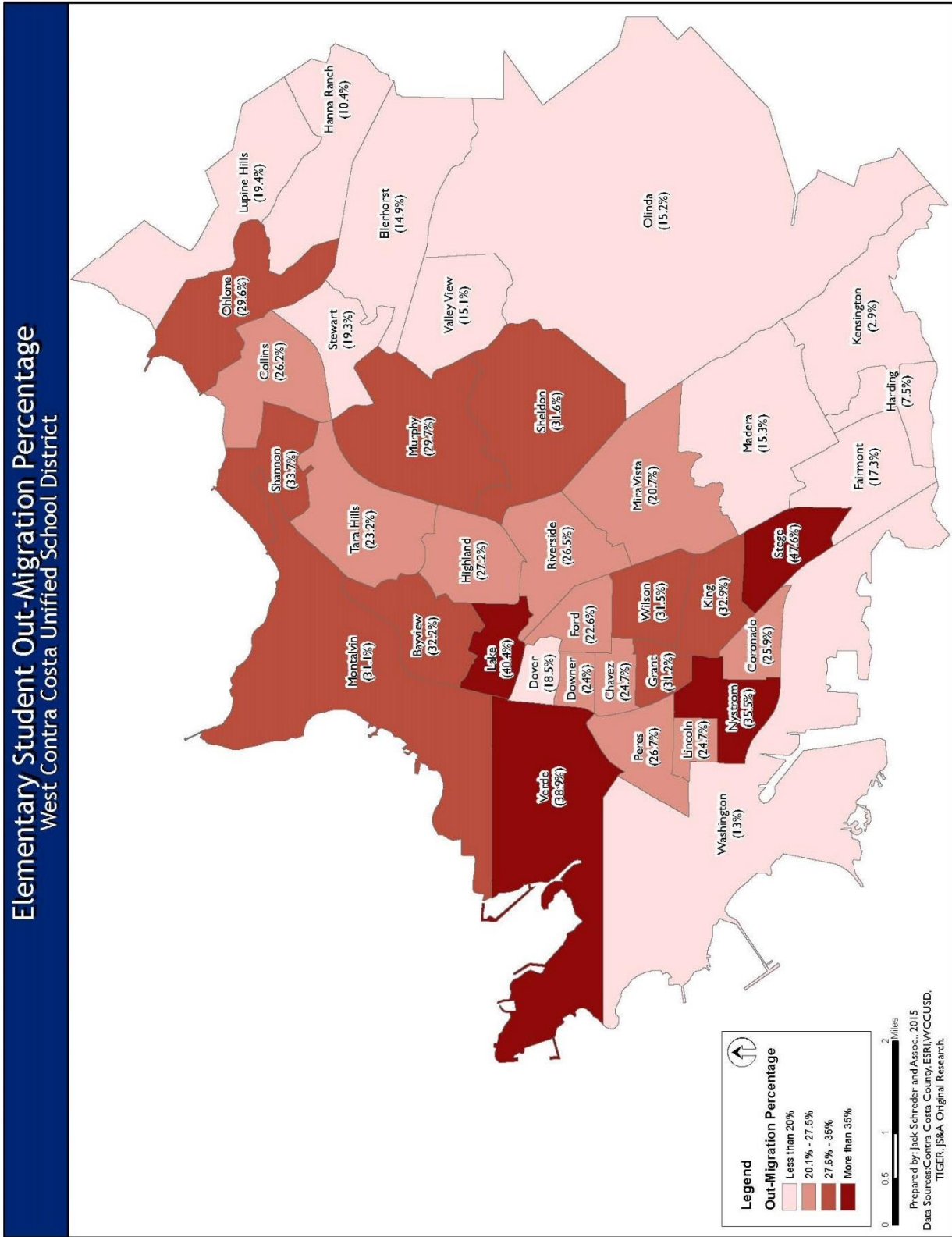
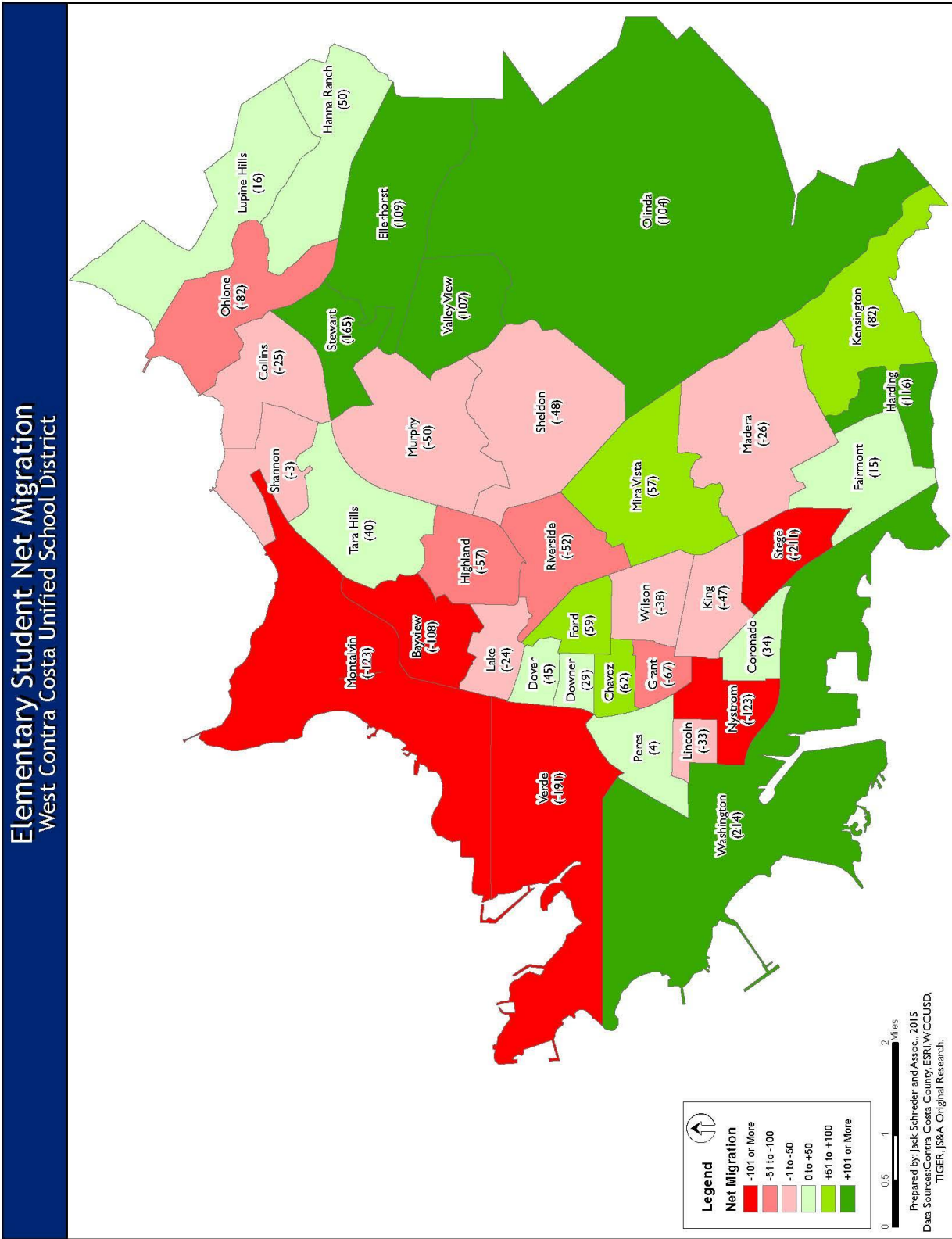


Figure 39. Elementary School Student Net Migration



**Middle School Matrix**

Table 11 demonstrates the rates of middle school in-migration; from 5.1% at Crespi Middle School to 11.9% at Pinole Middle School (in other words, 11.9% of Pinole's enrollment consists of middle school students not residing in the Pinole school boundary).

Likewise, the matrix also demonstrates rates of middle school out-migration; from 2% at Hercules Middle School to 14.4% at DeJean Middle School (in other words, 14.4% of the middle school students residing in the DeJean boundary attend a school other than DeJean).

Figures 40 and 41 demonstrate the rates of in and out-migration for all middle schools. Figure 42 demonstrates the middle 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.

Rates of net migration are stable at the middle/junior high school level.

**Table 11. Middle School Attendance Matrix**

		School of Residence							
School of Attendance		Crespi	DeJean	Helms	Hercules	Korematsu	Pinole	Other Districts	Total Attending
School of Attendance	Crespi	574	11	9	2	1	8	1	606
	DeJean	5	577	23	-	12	1	-	618
	Helms	24	40	957	3	4	6	-	1,034
	Hercules	13	5	7	587	1	10	8	631
	Korematsu	10	26	6	2	483	6	2	535
	Pinole	27	16	15	5	3	485	4	555
	Harbour Way	1	-	2	-	-	1	-	4
	Vista	-	4	3	-	4	-	-	11
		<b>Total Residing</b>	<b>654</b>	<b>679</b>	<b>1,022</b>	<b>599</b>	<b>508</b>	<b>517</b>	<b>15</b>
	<b>Outflow to Other AA</b>	79	98	60	12	21	31		
	<b>Inflow from Other AA</b>	31	41	77	36	50	66		
	<b>Inflow from Other Districts</b>	1	-	-	8	2	4		
	<b>% In-Migration</b>	5.1%	6.6%	7.4%	5.7%	9.3%	11.9%		
	<b>% Out-Migration</b>	12.1%	14.4%	5.9%	2.0%	4.1%	6.0%		
	<b>Net Migration</b>	<b>-48</b>	<b>-57</b>	<b>17</b>	<b>24</b>	<b>29</b>	<b>35</b>		

Figure 40. Middle School Student In-Migration

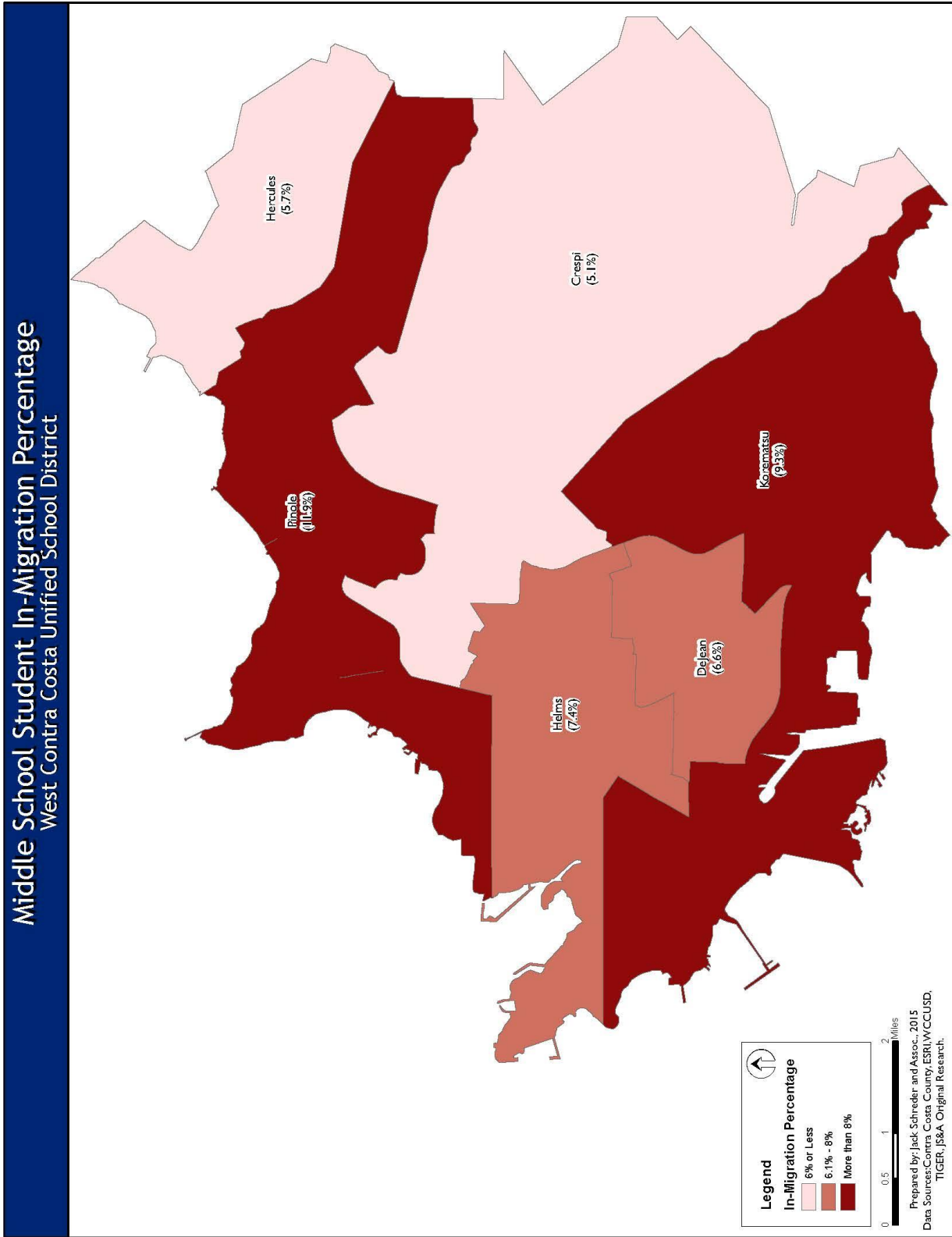


Figure 41. Middle School Student Out-Migration

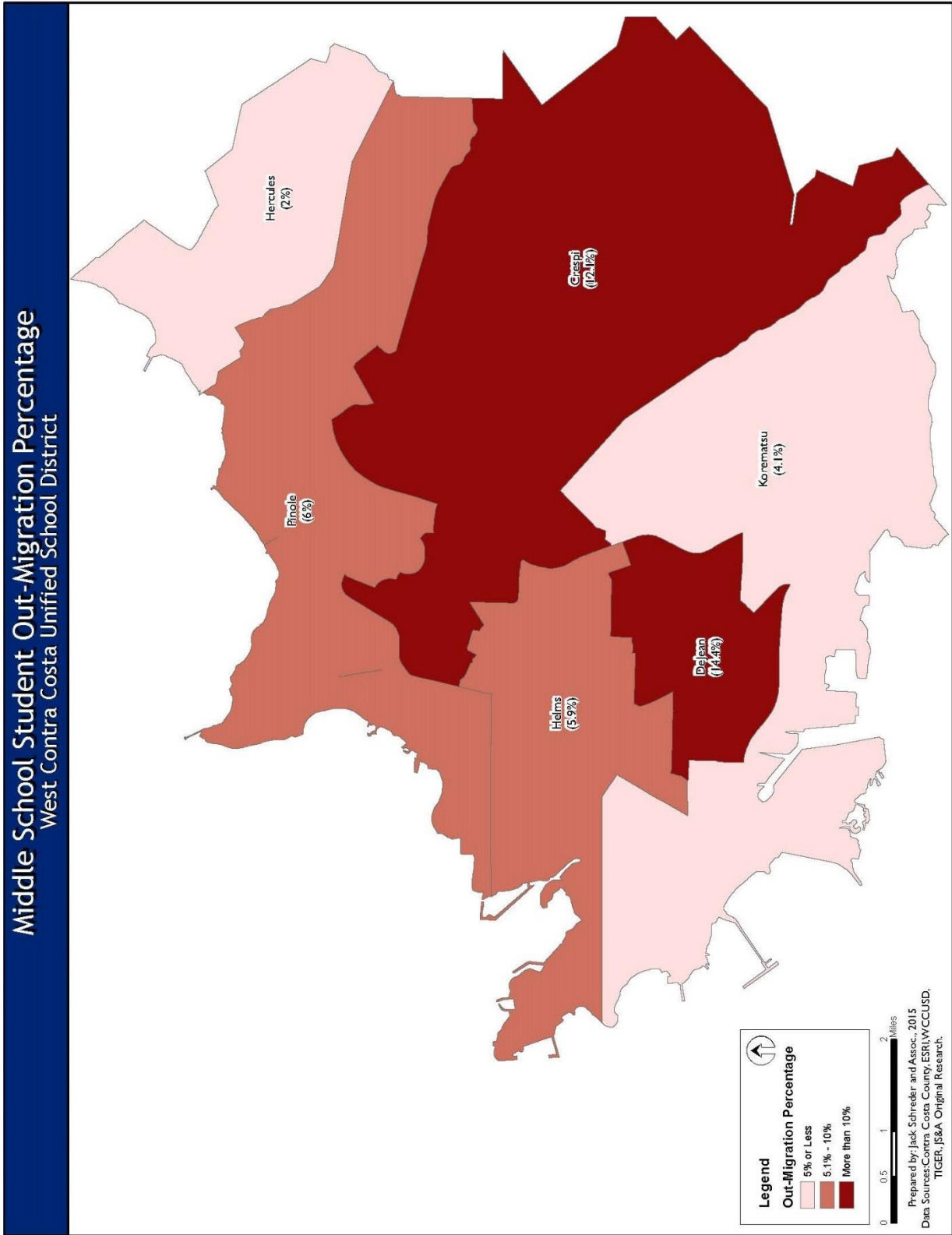
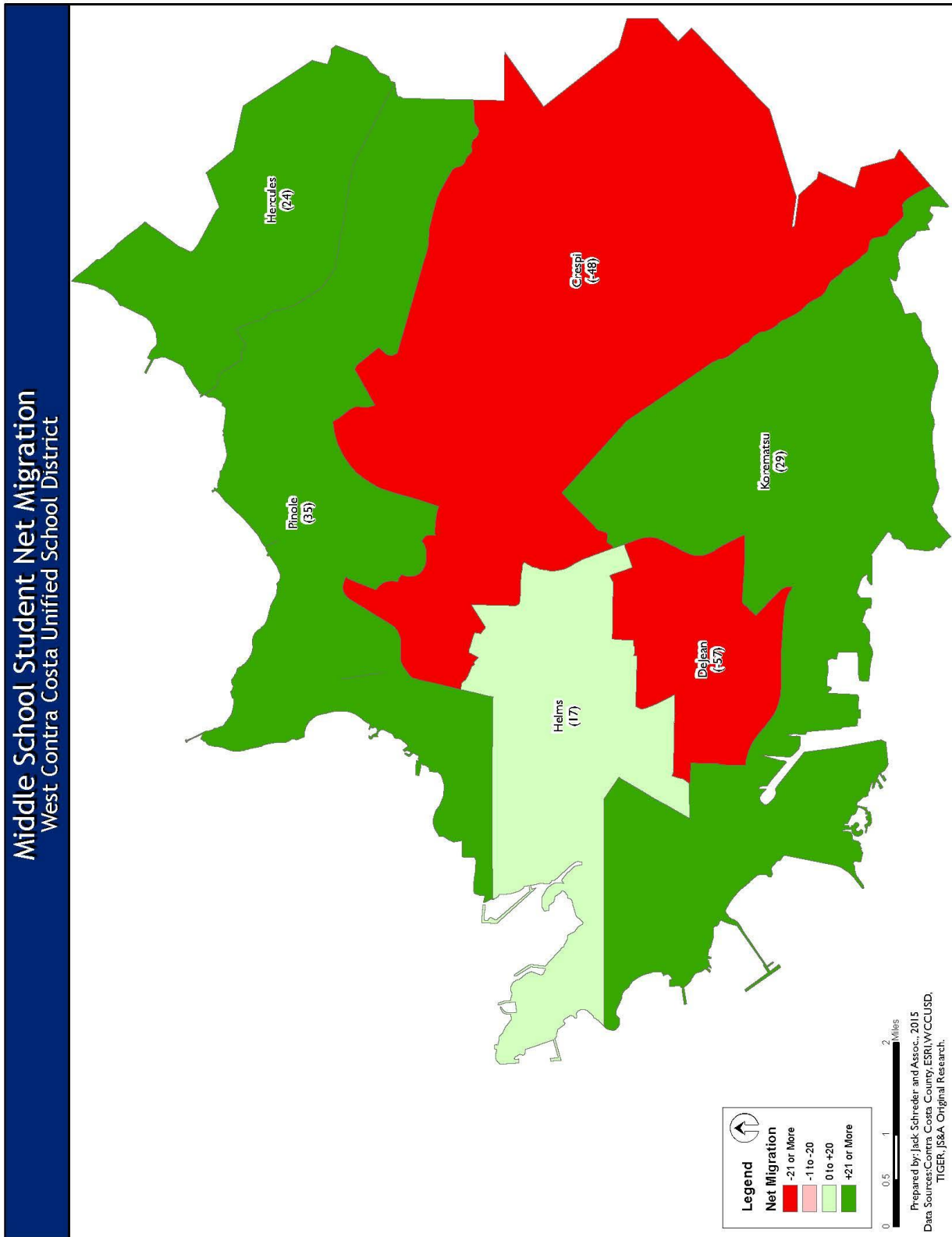


Figure 42. Middle School Student Net Migration





**High School Matrix**

Table 12 demonstrates the rates of high school in-migration; from 7.2% at Hercules High School to 15.2% at Kennedy High School (in other words, 15.2% of Kennedy's enrollment consists of high school students not residing in the Kennedy school boundary).

Likewise, the matrix also demonstrates rates of 9-12 out-migration; from 4.1% at Hercules High School to 22.8% at Kennedy High School (in other words, 22.8% of the high school students residing in the Kennedy High School boundary attend a school other than Kennedy 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.

Rates of net migration are relatively stable at the high school level with the exception of Kennedy (-132).

**Table 12. High School Attendance Matrix**

School of Attendance	School of Residence								Total Attending
	De Anza	El Cerrito	Hercules	Kennedy	Pinole Valley	Richmond	Other Districts		
De Anza	1,084	7	16	42	41	73	9	1,272	
El Cerrito	22	1,217	6	55	12	37	10	1,359	
Hercules	20	3	846	15	20	9	18	931	
Kennedy	11	67	2	725	5	45	3	858	
Pinole Valley	49	3	12	18	1,083	35	9	1,209	
Richmond	45	4	2	132	12	1,258	1	1,454	
Gompers	15	17	3	62	3	47	-	147	
Middle College	78	15	14	47	49	60	4	267	
North Campus	41	4	17	13	53	63	-	191	
Vista	32	21	2	39	25	30	-	149	
<b>Total Residing</b>	<b>1,397</b>	<b>1,358</b>	<b>920</b>	<b>1,148</b>	<b>1,303</b>	<b>1,657</b>	<b>54</b>	<b>7,837</b>	
<b>Outflow to Other AA</b>	147	84	38	262	90	199			
<b>Inflow from Other AA</b>	179	132	67	130	117	195			
<b>Inflow from Other Districts</b>	9	10	18	3	9	0			
<b>% In-Migration</b>	14.1%	9.7%	7.2%	15.2%	9.7%	13.4%			
<b>% Out-Migration</b>	10.5%	6.2%	4.1%	22.8%	6.9%	12.0%			
<b>Net Migration</b>	<b>32</b>	<b>48</b>	<b>29</b>	<b>-132</b>	<b>27</b>	<b>-4</b>			

Figure 43. High School Student In-Migration

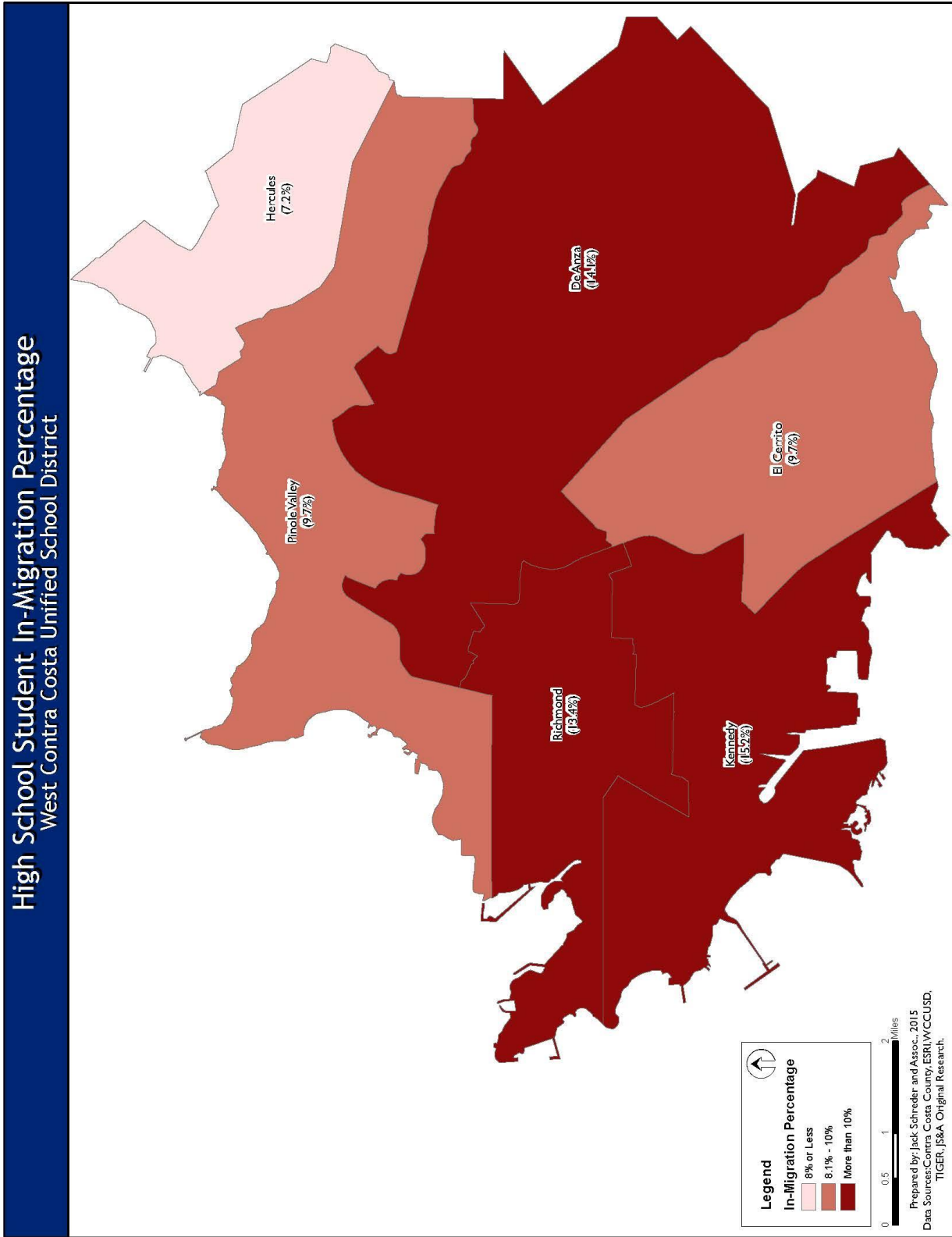


Figure 44. High School Students Out-Migration

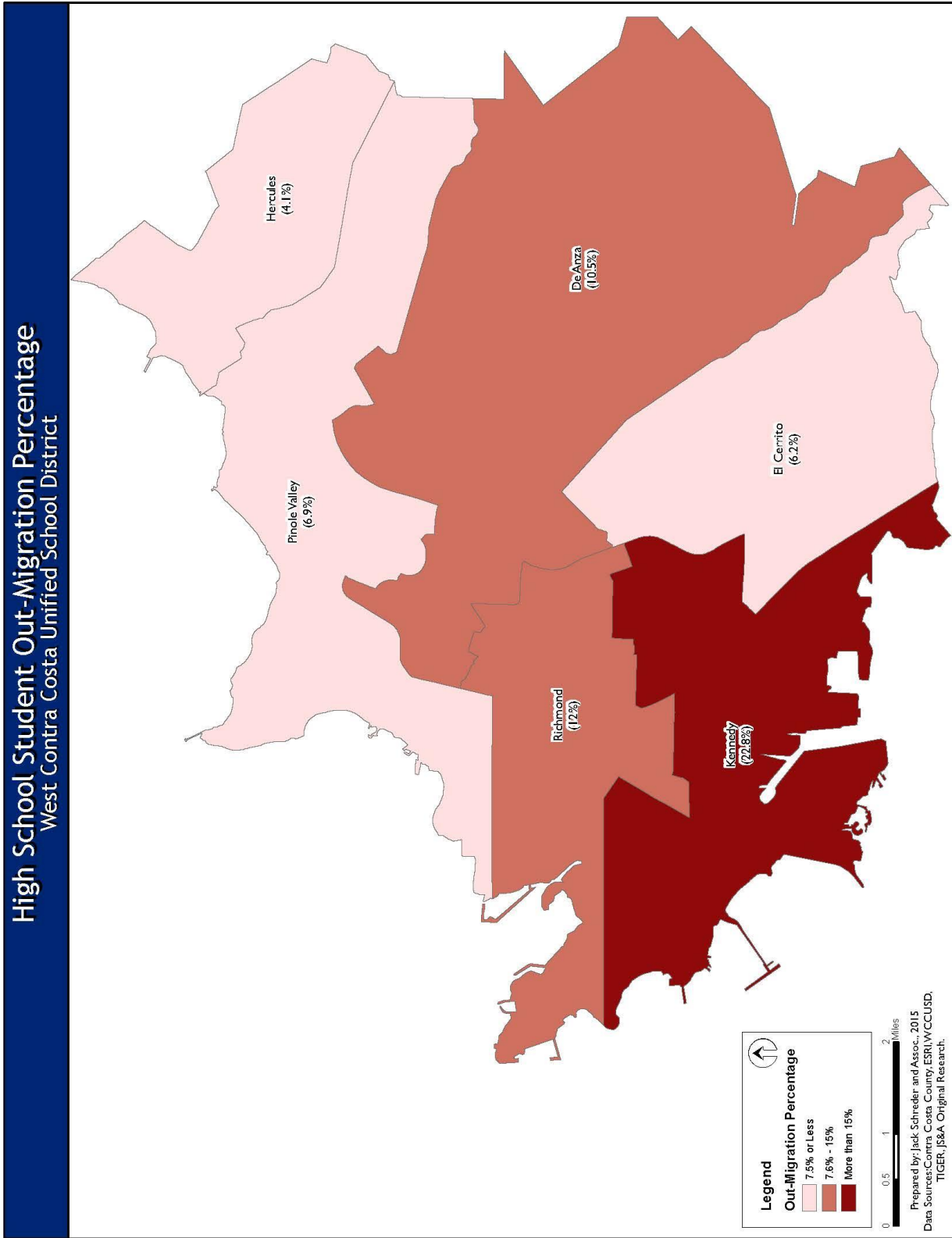
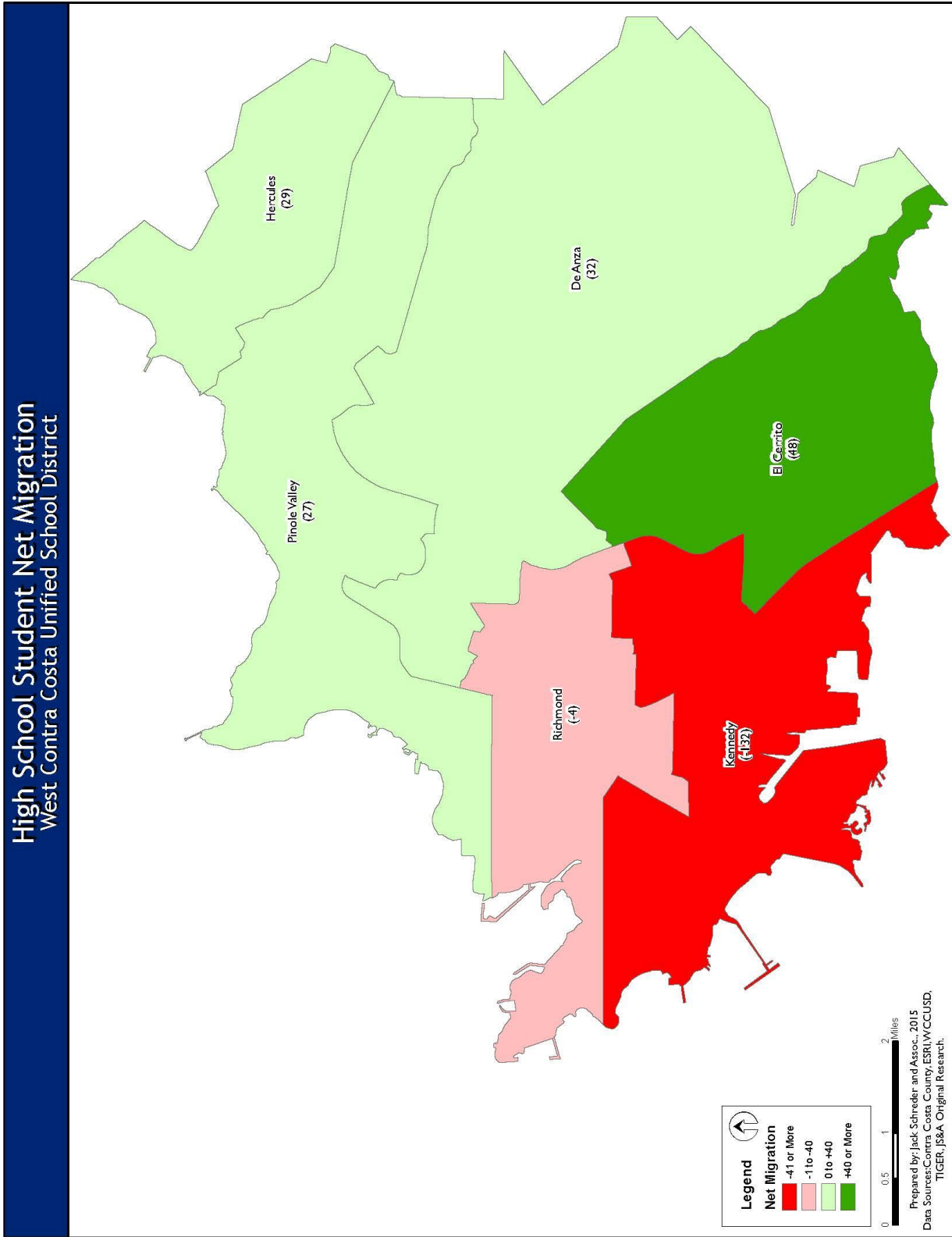


Figure 45. High School Student Net Migration

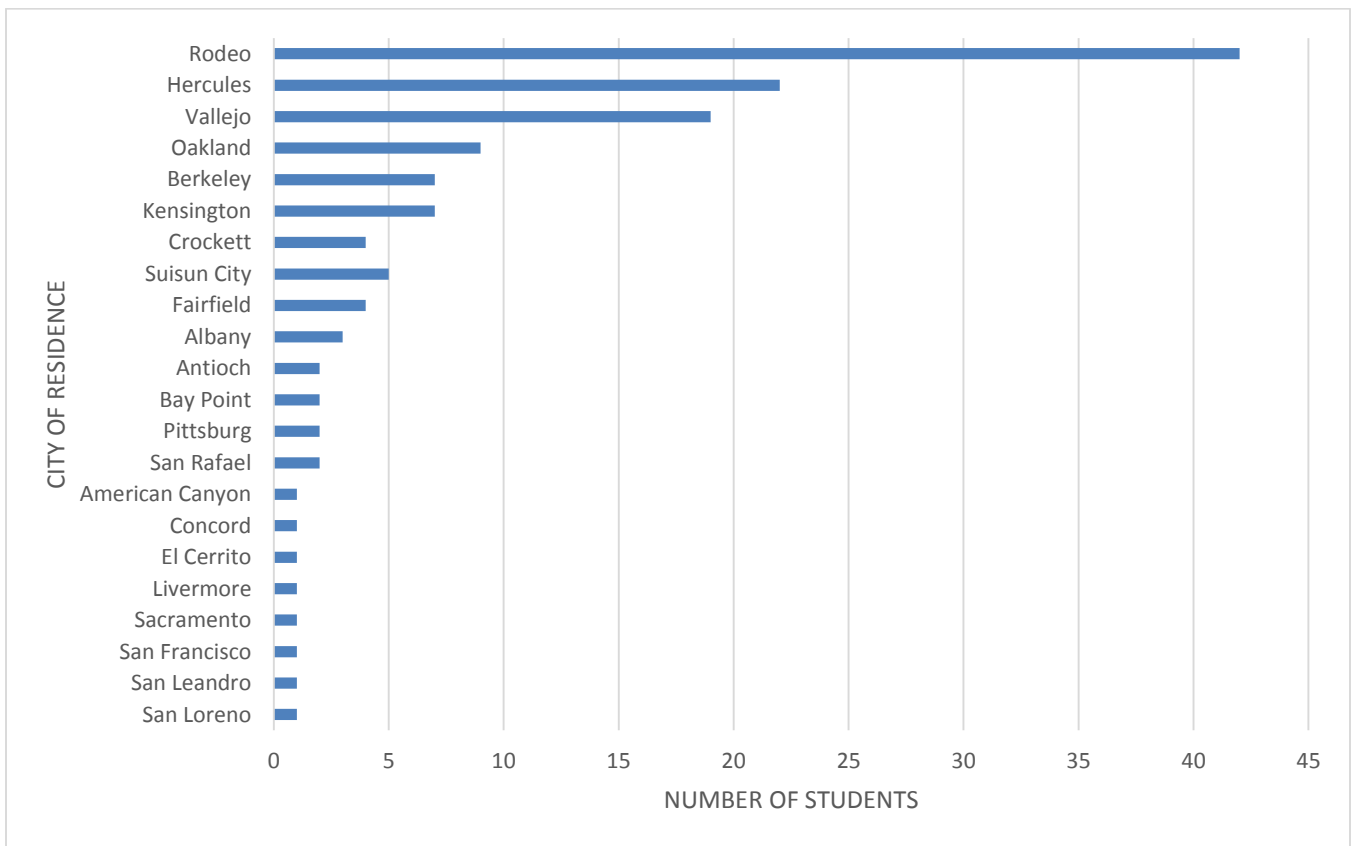


**Inter-district Transfer Student Trends**

***Inter-district Transfer Students in to WCCUSD***

Inter-district transfers into WCCUSD were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. Currently, there are 138 inter-district students enrolled in WCCUSD representing just 0.5% of the District’s 2014-15 TK-12<sup>th</sup> grade enrollments. Figure 46 depicts the current year inter-district students by their city of residence.

**Figure 46. 2014-15 Inter-district Transfer Students into WCCUSD 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 West Contra Costa 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 West Contra Costa Unified School District by the California Department of Health Services using Zip Codes<sup>17</sup> and is used to project future kindergarten class sizes.

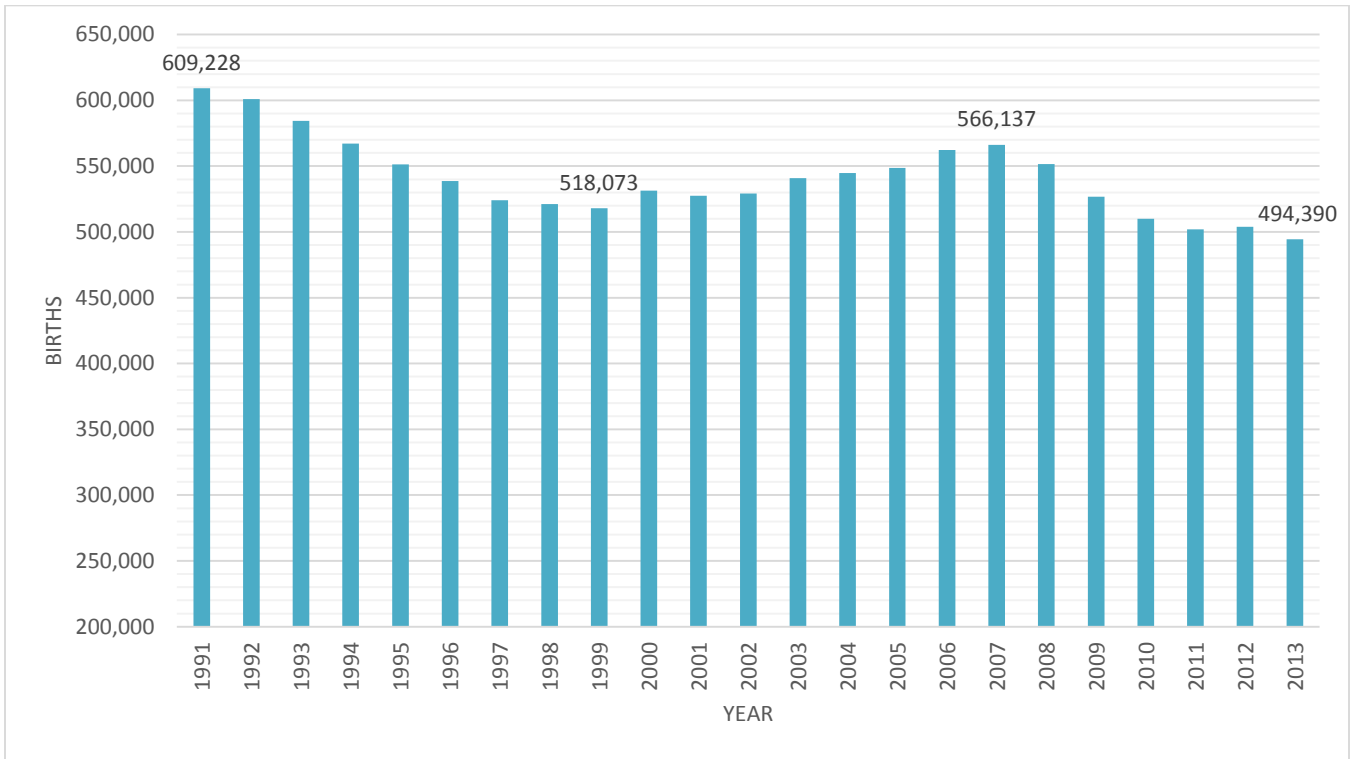
Since 2007, births in California have declined significantly (Figure 47). The decline in births in 2009 and 2010 were the second and third largest since 1990. In 2011, the State realized fewer births than at any time since 1990. Californians gave birth to 494,390 children in 2013, equivalent to 12.9 births per 1,000 residents. That’s the lowest birth rate in California since 1933, the heart of the Great Depression in 1934. Women in California continue to put off having children until later in life. Birth rates in California in 2013 fell for mothers under 30 but rose for mothers 30 and older.

In Contra Costa County, births have also been declining. From 2007 to 2011, births in the County declined significantly; from 13,565 to 12,057. Births have since increased slightly (Figure 48).

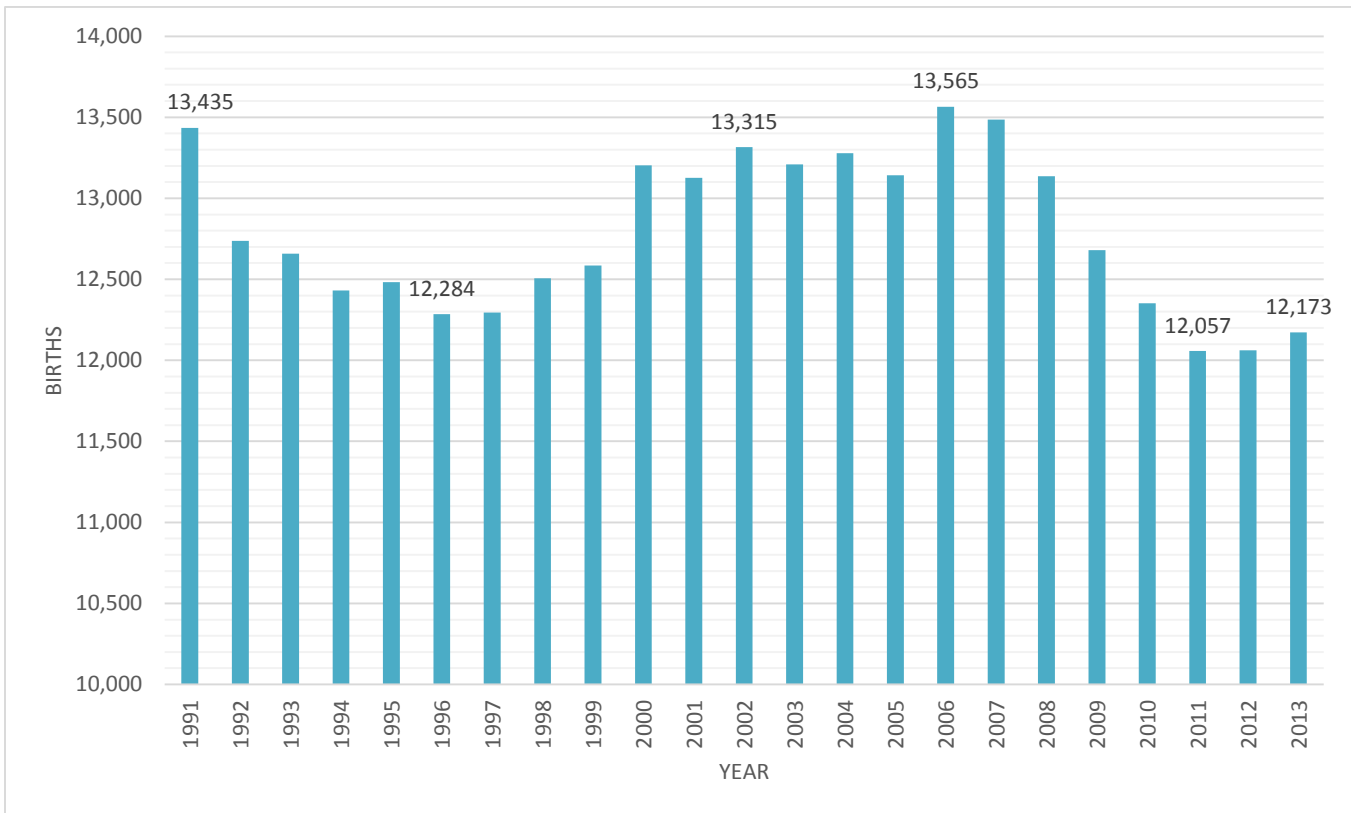
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<sup>17</sup> The consultant utilized Zip Codes 94530, 94547, 94564, 94801, 94803, 94804, 94805, and 94806.

**Figure 47. California Births: 1991-2013**



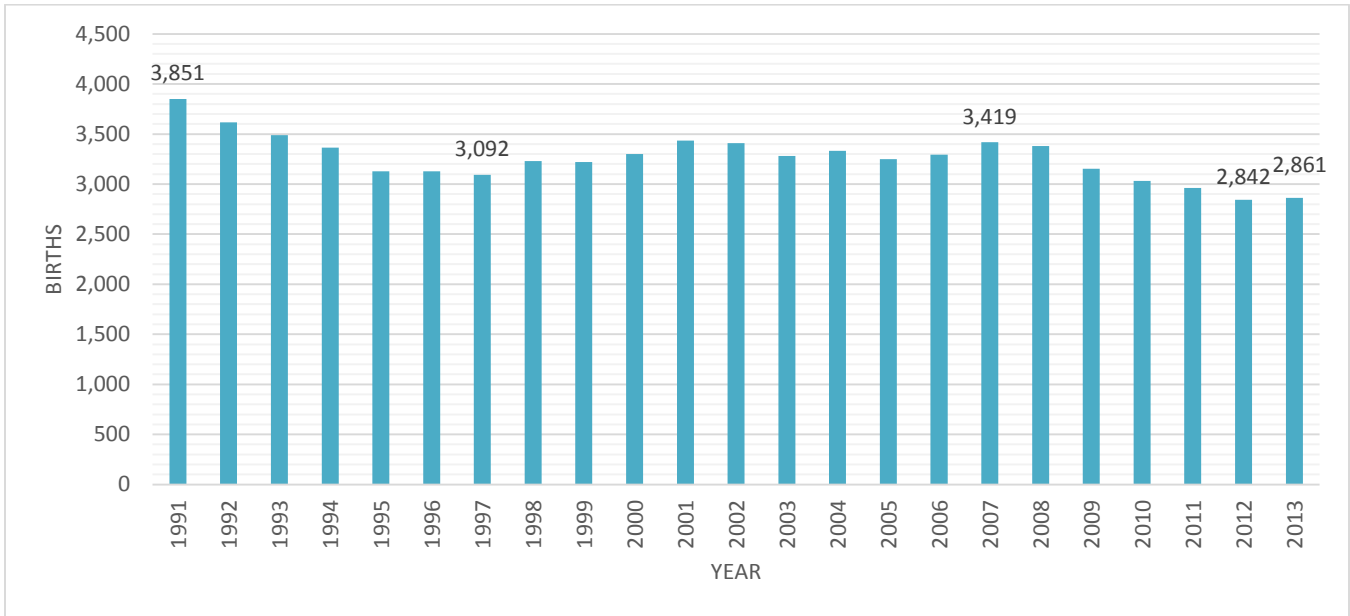
**Figure 48. Contra Costa County Births: 1991-2013**



Source: California Department of Public Health

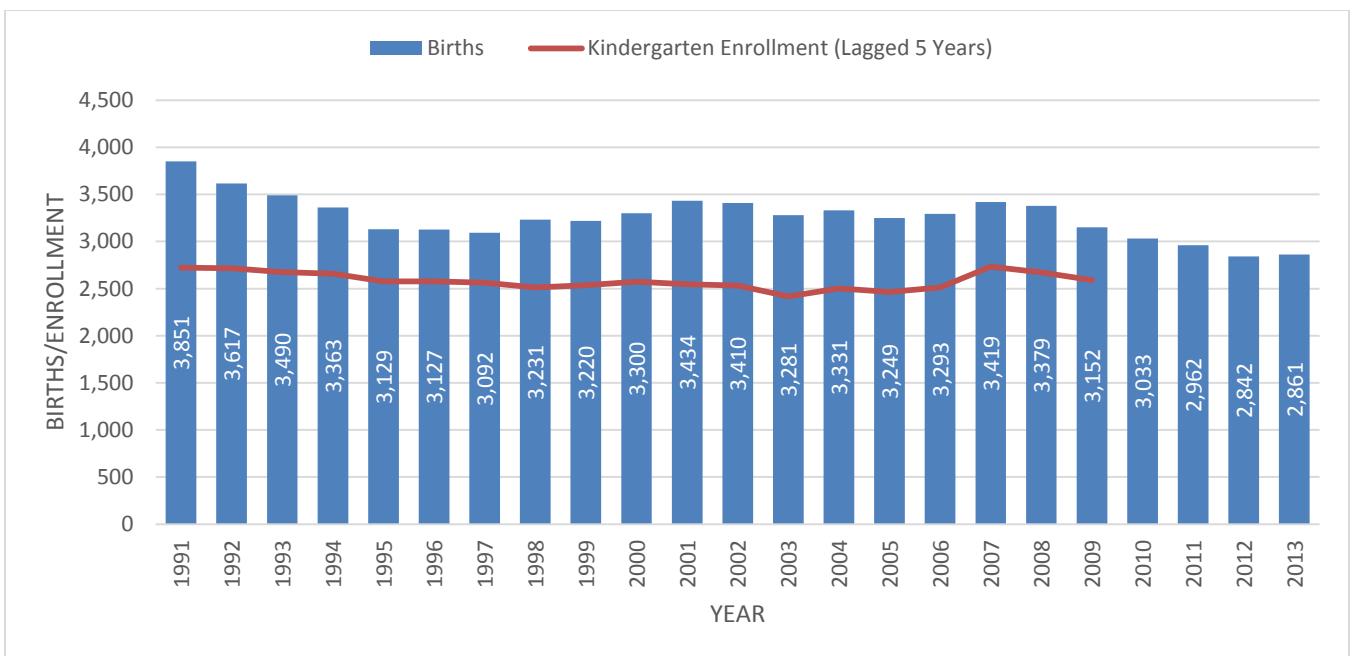
Births in the West Contra Costa Unified School District have mirrored State and County trends. Births increased from 3,092 in 1997 to 3,419 in 2007, and then **declined by 16.9%** to 2,842 in 2012. Figure 49 demonstrates the total number of live births between 1991 and 2013 in West Contra Costa Unified School District.

**Figure 49. WCCUSD Births: 1991-2013**



Source: California Department of Public Health

**Figure 50. Births Compared to Kindergarten Enrollments (Lagged 5 Years)**



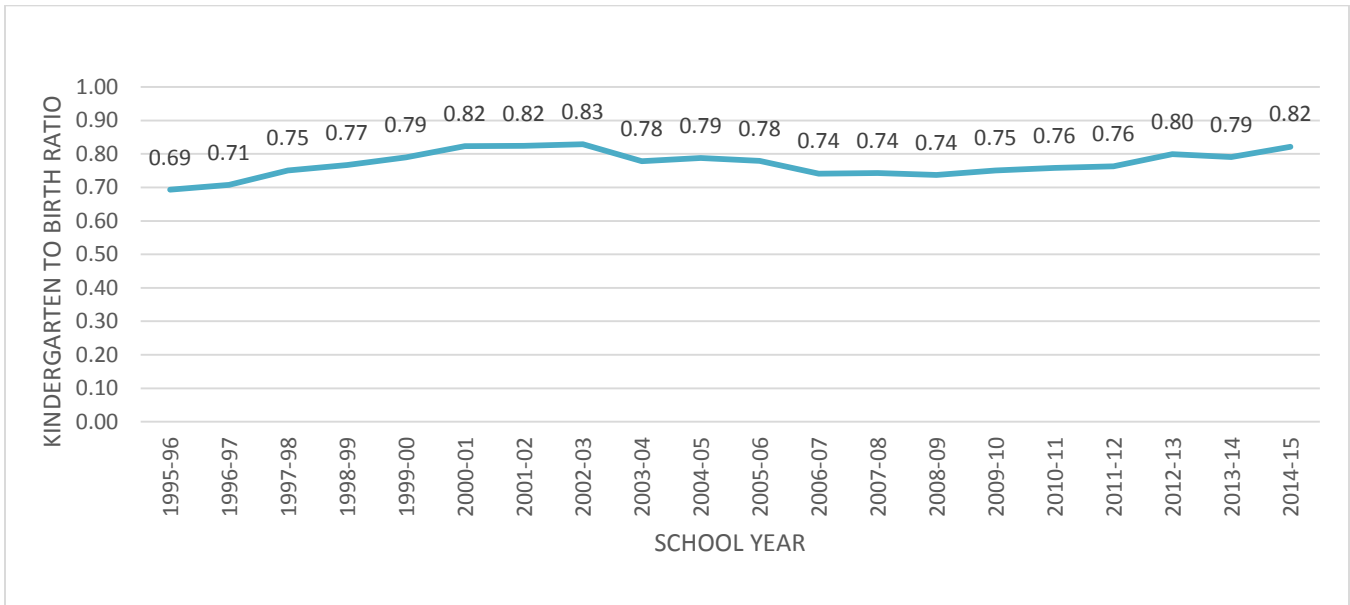


There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 13 and Figures 50 and 51 demonstrate the WCCUSD kindergarten-birth ratio. It provides the percentage of births that result in kindergarten enrollments in the District five years later. It is a net rate, because children move both into and out of the District. The ratio of WCCUSD births to WCCUSD kindergarten enrollments declined sharply between 2004 and 2008, then increased again gradually before beginning a steep ascent in 2012 with the addition of transitional kindergarten. Currently, the kindergarten to birth ratio is 0.82, meaning that for every 100 births in 2009, about 82 children enrolled in WCCUSD kindergarten classes five years later in 2014. The kindergarten to birth ratios are analyzed and statistical calculations are applied to estimate future kindergarten to birth ratios.

**Table 13. Kindergarten Enrollment to Live Birth Ratio**

Birth Year	Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Births to Kindergarten Enrollment
1991	3,851	-3.3%	1996-97	2,723	0.71
1992	3,617	-6.1%	1997-98	2,716	0.75
1993	3,490	-3.5%	1998-99	2,677	0.77
1994	3,363	-3.6%	1999-00	2,657	0.79
1995	3,129	-7.0%	2000-01	2,577	0.82
1996	3,127	-0.1%	2001-02	2,577	0.82
1997	3,092	-1.1%	2002-03	2,564	0.83
1998	3,231	4.5%	2003-04	2,514	0.78
1999	3,220	-0.3%	2004-05	2,536	0.79
2000	3,300	2.5%	2005-06	2,573	0.78
2001	3,434	4.1%	2006-07	2,545	0.75
2002	3,410	-0.7%	2007-08	2,534	0.74
2003	3,281	-3.8%	2008-09	2,418	0.73
2004	3,331	1.5%	2009-10	2,501	0.75
2005	3,249	-2.5%	2010-11	2,464	0.76
2006	3,293	1.4%	2011-12	2,513	0.76
2007	3,419	3.8%	2012-13	2,732	0.80
2008	3,379	-1.2%	2013-14	2,673	0.79
2009	3,152	-6.7%	2014-15	2,590	0.82
2010	3,033	-3.8%			
2011	2,962	-2.3%			
2012	2,842	-4.1%			
2013	2,861	0.7%			

**Figure 51. Kindergarten Enrollment to Live Birth Ratio: District-wide**



The projected kindergarten to birth ratios are multiplied by the number of births each year to project kindergarten enrollments. We anticipate the birth to kindergarten ratio will increase once again in 2015 as the Transitional Kindergarten program continues to become a more popular choice among District parents. In order to project kindergarten classes beyond 2018, 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 they progress to the next grade level.

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, a cohort of 100 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>18</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

<sup>18</sup> This is a net measurement.

transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.

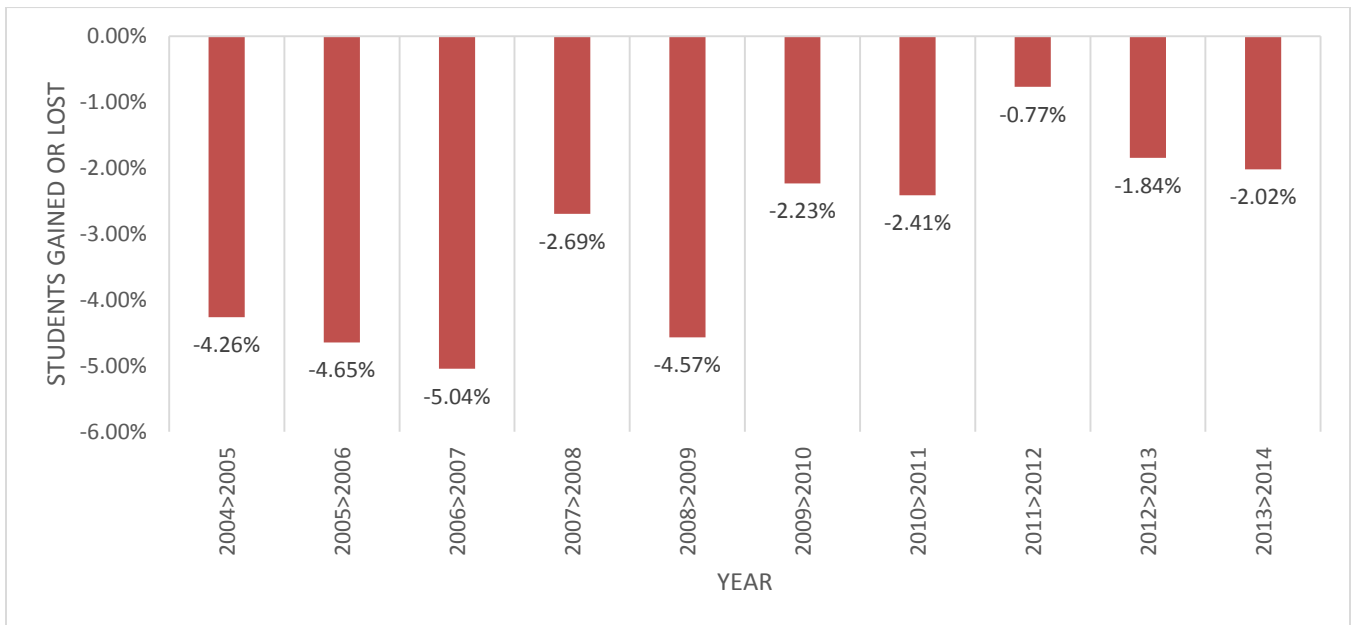
- Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, a cohort of 100 1<sup>st</sup> grade students becomes a cohort of 75 2<sup>nd</sup> grade students the following year. In this case, 25 new students who were present the prior year are not enrolled in the current year.
  - These losses could be indicative of numerous influences including the closure of schools, District policy changes toward inter-district transfer students, losses to private schools or other Districts, out-migration of families due to economic decline, etc.

As an example, in 2011-12 the District’s class of 3rd graders was 2,384. A year later, this class became a fourth grade class of 2,405. Using this example, the rate of migration is calculated in the following way:

$$(2,405-2,384)/2,384 = +0.9\%$$

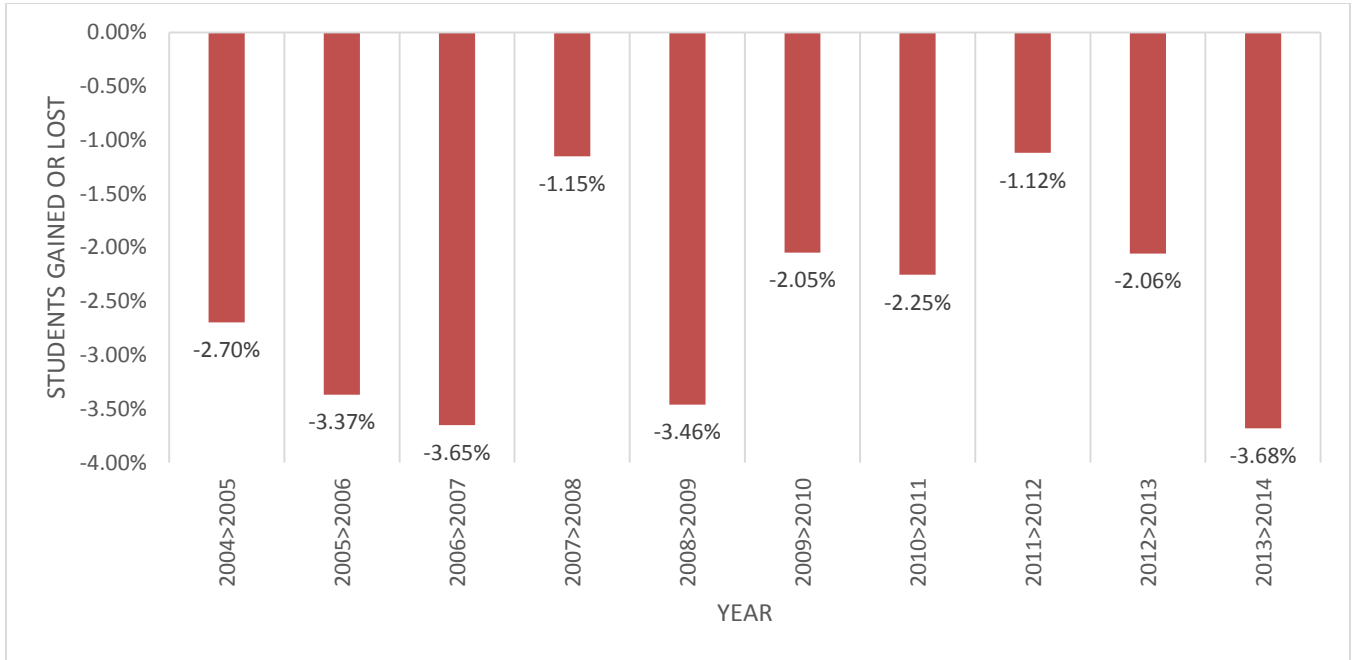
The +0.9% increase is a measure of the likelihood our third grade class will become larger or smaller as the class passes into the fourth grade the following year. Migration rates are calculated for all grade levels by year and then analyzed by the current grade level configuration. Overall, WCCUSD experienced negative migration since 2004 (Figure 52). From 2013 to 2014, migration was a net -2.02% loss.

**Figure 52. Migration Grades K-11 > Grades 1-12**



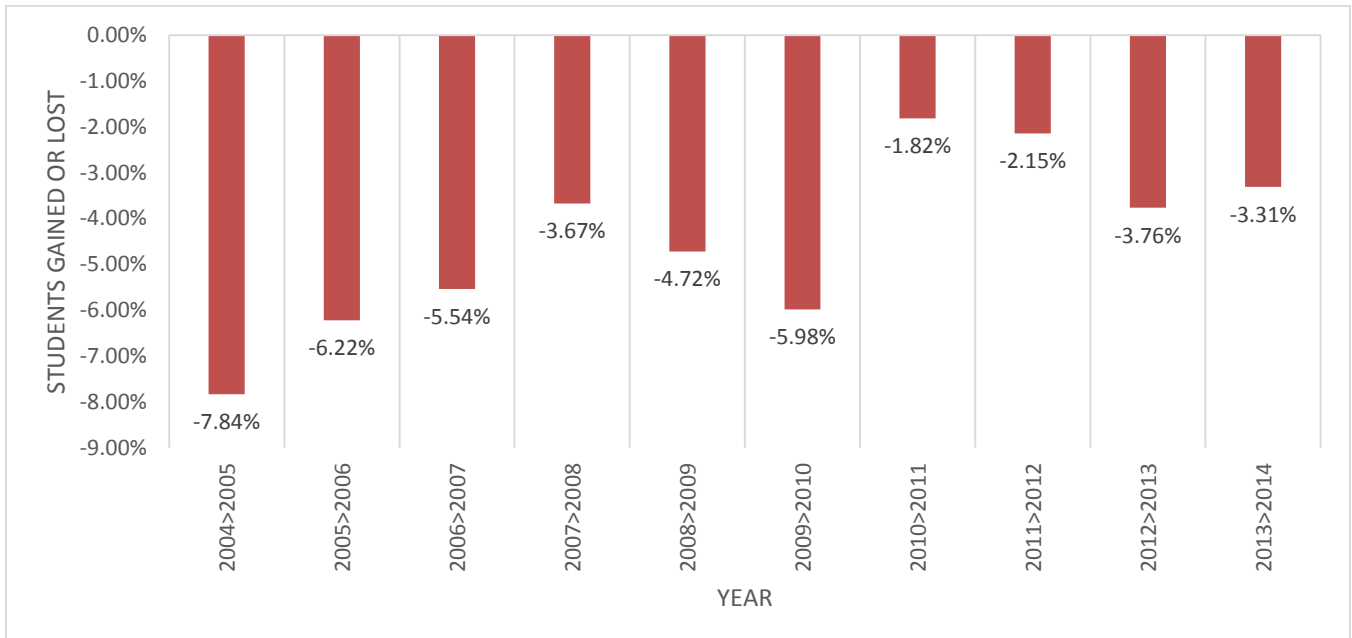
A closer examination of WCCUSD migration by grade level grouping provides additional insight. Overall, WCCUSD experienced negative migration at the K-6<sup>th</sup> grade levels since 2004, with similar patterns to the overall District numbers (Figure 53).

**Figure 53. Migration Grades K-5 > Grades 1-6**



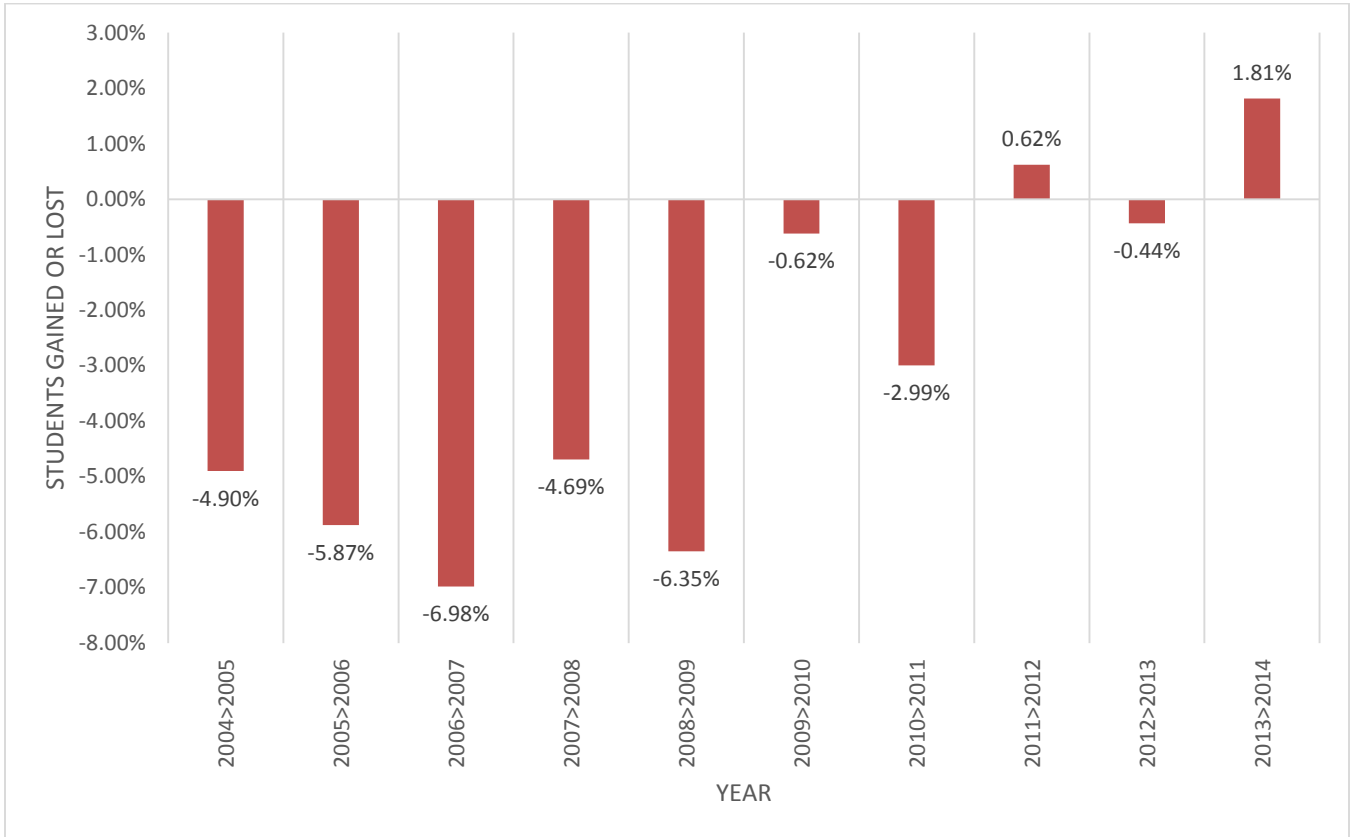
WCCUSD has also experienced negative migration at the 6<sup>th</sup>-8<sup>th</sup> grade levels since 2004, though net loss has been lessening with time in general (Figure 54).

**Figure 54. Migration Grades 5-7 > 6-8**



WCCUSD actually experienced some positive migration at the 9<sup>th</sup>-12<sup>th</sup> grade levels in recent years, though migration was negative for the majority of the study period (Figure 55).

**Figure 55. Migration Grades 8-11 > 9-12**



To minimize the effects of an exceptional migration, rates are calculated by averaging and weighting historical migration (Table 14).

**Table 14. Migration by Grade**

Year From > To	Grade From>To											
	K>1	1>2	2>3	3>4	4>5	5>6	6>7	7>8	8>9	9>10	10>11	11>12
2006>2007	3.7%	-3.9%	-2.5%	-2.9%	-5.5%	-11.1%	-4.8%	-6.3%	21.3%	-18.7%	-13.9%	-12.0%
2007>2008	3.9%	-1.8%	-0.2%	-1.4%	-4.4%	-3.3%	-3.5%	-3.9%	7.3%	-10.4%	-9.4%	-4.1%
2008>2009	2.5%	-4.9%	-2.6%	-2.9%	-6.4%	-6.5%	-4.1%	-5.4%	-5.9%	-6.0%	-8.0%	-5.3%
2009>2010	4.9%	-3.1%	-1.8%	-2.2%	-5.5%	-5.2%	-6.9%	-5.0%	2.7%	2.1%	-1.7%	-5.0%
2010>2011	3.2%	-3.4%	-0.7%	-1.3%	-5.8%	-5.6%	-3.5%	0.0%	-7.2%	-1.4%	-0.5%	-3.0%
2011>2012	5.7%	-2.2%	-1.3%	0.9%	-3.5%	-6.7%	-5.0%	0.8%	-3.7%	2.6%	1.8%	1.9%
2012>2013	5.5%	-3.1%	-1.3%	-0.8%	-6.1%	-7.0%	-6.9%	-0.4%	-4.8%	0.4%	0.9%	1.8%
2013>2014	3.3%	-5.2%	-4.7%	-1.0%	-4.2%	-10.1%	-7.2%	1.0%	0.1%	3.2%	2.5%	2.0%

### **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 WCCUSD. Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2014 first graders become year 2015 second graders, and the following year's third graders, and so on. As a cohort moves through the grades, its total population will, most likely, change. WCCUSD has experienced largely negative migration for the last several years, leading to historic enrollment decline throughout a period of stable births and evenly sized incoming kindergarten cohorts.

Based on the Most Likely projection, TK-12<sup>th</sup> grade enrollments are projected to decline to 23,511 by 2024-25. TK-6<sup>th</sup> grade enrollments will decline substantially as a result of the small cohort sizes resulting from an enormous decline in WCCUSD births beginning in 2009 (the 2014-15 kindergarten class). Births continued to decline each year until a small increase in 2013 (the 2018-19 kindergarten class), meaning that the small 2014 kindergarten cohort is the first in a four year period of record low kindergarten enrollment. Kindergarten enrollment is expected to begin gradually increasing again beginning in 2018, but is not projected to get back even to 2014 levels until after 2024. All of these smaller cohorts are entering the District in successive years, as larger cohorts graduate out, meaning that net enrollment for WCCUSD will decline every year for several years.

The implementation of the transitional kindergarten program and some new housing construction will assist in slightly offsetting this decline, but the low births in the areas served by the District are far and away the greatest factor driving the projections downward over the course of the study period.

Enrollments of the 7<sup>th</sup>-8<sup>th</sup> grades will remain stable until 2021, when the current kindergarten cohort enters 7<sup>th</sup> grade. From 2021 on, the middle/junior high school level will experience the same succession of smaller cohorts that passed through the elementary grades earlier. Similarly, the high school grades

will not see a sharp decline until 2023, when the current kindergarten cohort enters 9<sup>th</sup> grade, but from then on will see consecutive years of declining enrollment.

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 2024-25, including the low and high projections, are provided in Tables 15 through 17.

**Table 15. District-wide 10-Year Most Likely Enrollment Projection**

Grade	Actual		Projected								
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
TK	442	428	418	401	404	405	408	410	412	415	417
K	2,149	2,058	2,014	1,931	1,944	1,950	1,965	1,974	1,987	1,997	2,009
1	2,431	2,226	2,166	2,122	2,039	2,052	2,058	2,073	2,082	2,095	2,105
2	2,545	2,304	2,130	2,070	2,026	1,943	1,956	1,962	1,977	1,986	1,999
3	2,452	2,452	2,242	2,069	2,009	1,965	1,882	1,895	1,901	1,916	1,925
4	2,428	2,434	2,409	2,225	2,051	1,991	1,947	1,864	1,877	1,883	1,898
5	2,376	2,309	2,316	2,264	2,106	1,932	1,872	1,828	1,745	1,758	1,764
6	2,032	2,171	2,135	2,141	2,089	1,931	1,758	1,698	1,654	1,571	1,584
7	2,018	1,869	2,038	2,001	2,008	1,956	1,798	1,624	1,564	1,520	1,437
8	2,040	2,018	1,839	2,038	2,001	2,008	1,956	1,798	1,624	1,564	1,520
9	1,995	1,899	1,957	1,778	1,977	1,941	1,947	1,895	1,737	1,564	1,504
10	2,019	1,985	1,889	1,988	1,808	2,007	1,971	1,977	1,926	1,767	1,594
11	1,994	2,016	1,996	1,876	2,012	1,833	2,032	1,995	2,002	1,950	1,792
12	1,967	2,007	2,000	1,997	1,850	2,025	1,846	2,045	2,008	2,015	1,963
<b>TK-5</b>	<b>16,855</b>	<b>16,383</b>	<b>15,830</b>	<b>15,223</b>	<b>14,668</b>	<b>14,170</b>	<b>13,846</b>	<b>13,704</b>	<b>13,636</b>	<b>13,621</b>	<b>13,701</b>
<b>6-8</b>	<b>4,058</b>	<b>3,887</b>	<b>3,877</b>	<b>4,039</b>	<b>4,009</b>	<b>3,964</b>	<b>3,754</b>	<b>3,422</b>	<b>3,189</b>	<b>3,085</b>	<b>2,958</b>
<b>9-12</b>	<b>7,975</b>	<b>7,907</b>	<b>7,842</b>	<b>7,638</b>	<b>7,648</b>	<b>7,806</b>	<b>7,796</b>	<b>7,913</b>	<b>7,673</b>	<b>7,296</b>	<b>6,852</b>
<b>Total</b>	<b>28,888</b>	<b>28,177</b>	<b>27,549</b>	<b>26,901</b>	<b>26,325</b>	<b>25,940</b>	<b>25,396</b>	<b>25,039</b>	<b>24,497</b>	<b>24,001</b>	<b>23,511</b>

**Table 16. District-wide 10-Year Low Enrollment Projection**

Grade	Actual		Projected								
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
TK	442	412	403	387	389	390	393	395	398	400	402
K	2,149	1,984	1,937	1,857	1,870	1,876	1,890	1,899	1,911	1,921	1,933
1	2,431	2,219	2,092	2,045	1,965	1,978	1,984	1,998	2,007	2,019	2,029
2	2,545	2,294	2,120	1,993	1,946	1,866	1,879	1,885	1,899	1,908	1,920
3	2,452	2,444	2,231	2,057	1,930	1,883	1,803	1,816	1,822	1,836	1,845
4	2,428	2,432	2,391	2,211	2,037	1,910	1,863	1,783	1,796	1,802	1,816
5	2,376	2,307	2,311	2,237	2,090	1,916	1,789	1,742	1,662	1,675	1,681
6	2,032	2,162	2,130	2,134	2,060	1,913	1,739	1,612	1,565	1,485	1,498
7	2,018	1,860	2,027	1,995	1,999	1,925	1,778	1,604	1,477	1,430	1,350
8	2,040	2,017	1,822	2,026	1,994	1,998	1,924	1,777	1,603	1,476	1,429
9	1,995	1,885	1,952	1,757	1,961	1,929	1,933	1,859	1,712	1,538	1,411
10	2,019	1,975	1,865	1,982	1,787	1,991	1,959	1,963	1,889	1,742	1,568
11	1,994	2,006	1,979	1,838	2,004	1,809	2,013	1,981	1,985	1,911	1,764
12	1,967	2,007	1,983	1,977	1,802	2,017	1,822	2,026	1,994	1,998	1,924
TK-5	16,855	16,254	15,615	14,921	14,287	13,732	13,340	13,130	13,060	13,046	13,124
6-8	4,058	3,877	3,849	4,021	3,993	3,923	3,702	3,381	3,080	2,906	2,779
9-12	7,975	7,873	7,779	7,554	7,554	7,746	7,727	7,829	7,580	7,189	6,667
<b>Total</b>	<b>28,888</b>	<b>28,004</b>	<b>27,243</b>	<b>26,496</b>	<b>25,834</b>	<b>25,401</b>	<b>24,769</b>	<b>24,340</b>	<b>23,720</b>	<b>23,141</b>	<b>22,570</b>

**Table 17. District-wide 10-Year High Enrollment Projection**

Grade	Actual		Projected								
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
TK	442	438	428	411	413	415	418	420	422	425	427
K	2,149	2,115	2,065	1,980	1,993	2,000	2,015	2,024	2,037	2,048	2,060
1	2,431	2,237	2,227	2,177	2,092	2,105	2,112	2,127	2,136	2,149	2,160
2	2,545	2,312	2,142	2,132	2,082	1,997	2,010	2,017	2,032	2,041	2,054
3	2,452	2,462	2,253	2,083	2,073	2,023	1,938	1,951	1,958	1,973	1,982
4	2,428	2,436	2,426	2,237	2,067	2,057	2,007	1,922	1,935	1,942	1,957
5	2,376	2,311	2,319	2,289	2,120	1,950	1,940	1,890	1,805	1,818	1,825
6	2,032	2,179	2,138	2,146	2,116	1,947	1,777	1,767	1,717	1,632	1,645
7	2,018	1,877	2,048	2,007	2,015	1,985	1,816	1,646	1,636	1,586	1,501
8	2,040	2,021	1,856	2,051	2,010	2,018	1,988	1,819	1,649	1,639	1,589
9	1,995	1,911	1,964	1,799	1,994	1,953	1,961	1,931	1,762	1,592	1,582
10	2,019	1,996	1,912	1,998	1,833	2,028	1,987	1,995	1,965	1,796	1,626
11	1,994	2,022	2,008	1,906	2,024	1,859	2,054	2,013	2,021	1,991	1,822
12	1,967	2,011	2,015	2,015	1,891	2,041	1,876	2,071	2,030	2,038	2,008
TK-5	16,855	16,490	15,998	15,455	14,956	14,494	14,217	14,118	14,042	14,028	14,110
6-8	4,058	3,898	3,904	4,058	4,025	4,003	3,804	3,465	3,285	3,225	3,090
9-12	7,975	7,940	7,899	7,718	7,742	7,881	7,878	8,010	7,778	7,417	7,038
<b>Total</b>	<b>28,888</b>	<b>28,328</b>	<b>27,801</b>	<b>27,231</b>	<b>26,723</b>	<b>26,378</b>	<b>25,899</b>	<b>25,593</b>	<b>25,105</b>	<b>24,670</b>	<b>24,238</b>



***Enrollment Projections by School***

Table 18 provides enrollment projections by school. JSA 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. 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. These district policies have significant effect on the individual school enrollments as students may be shifted out of their attendance area due to the lack of available classrooms, or other programmatic issues. Thus, these projections are *not* meant for staffing or budgeting purposes, but for long-term facility planning District-wide.

**Table 18. Enrollment Projections by School**

<b>Elementary Schools</b>	<b>Actual 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Bayview	679	666	658	651	629	604
Chavez	615	584	548	503	464	434
Collins	385	383	380	375	356	347
Coronado	430	405	379	356	331	305
Dover	767	759	725	718	720	689
Downer	646	636	615	584	561	537
Ellerhorst	379	359	344	327	313	305
Fairmont	569	551	534	517	495	475
Ford	474	483	492	493	502	489
Grant	563	553	516	497	473	447
Hanna Ranch	474	459	452	441	424	414
Harding	367	356	333	319	320	302
Highland	477	472	453	436	415	408
Kensington	514	494	451	419	404	393
King	460	445	436	421	406	396
Lake	428	417	396	360	328	303
Lincoln	465	466	473	464	450	443
Lupine Hills	410	395	373	364	344	344
Madera	519	489	466	432	416	398
Mira Vista	519	504	492	477	454	438
Montalvin	419	402	389	375	368	352
Murphy	489	499	495	481	456	439
Nystrom	505	516	515	514	504	490
Ohlone	344	327	309	294	279	263
Olinda	329	325	306	304	297	291
Peres	534	526	503	486	461	442
Riverside	415	408	398	388	372	360
Shannon	343	348	355	351	355	352
Sheldon	401	393	386	365	345	326
Stege	335	307	291	276	260	248
Stewart	474	458	450	442	428	418
Tara Hills	545	526	502	468	429	417
Valley View	320	324	325	326	326	325
Verde	323	326	325	320	313	300
Washington	467	464	454	446	421	397
Wilson	506	485	448	418	389	373
<i>Elementary School Totals</i>	<i>16,889</i>	<i>16,512</i>	<i>15,970</i>	<i>15,407</i>	<i>14,810</i>	<i>14,262</i>
<b>Middle Schools</b>	<b>Actual 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Crespi	606	566	561	584	585	591
DeJean	625	605	600	625	625	631
Helms	1,039	931	925	963	962	971
Hercules	636	668	658	679	674	663
Korematsu	539	512	508	529	531	536
Pinole	562	593	589	613	613	619
<i>Middle School Totals</i>	<i>4,007</i>	<i>3,874</i>	<i>3,841</i>	<i>3,993</i>	<i>3,990</i>	<i>4,011</i>

**Table 18. Enrollment Projections by School (cont.)**

<b>High Schools</b>	<b>Actual 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
De Anza	1,263	1,315	1,320	1,303	1,268	1,275
El Cerrito	1,364	1,395	1,415	1,372	1,363	1,371
Hercules	935	930	918	861	900	905
Kennedy	865	862	881	839	813	818
Pinole Valley	1,205	1,126	1,086	1,066	1,060	1,067
Richmond	1,486	1,479	1,484	1,440	1,436	1,444
<i>High School Totals</i>	<i>7,118</i>	<i>7,106</i>	<i>7,103</i>	<i>6,880</i>	<i>6,840</i>	<i>6,880</i>
<b>Alternative Schools</b>	<b>Actual 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Harbour Way Community Day	7	7	7	7	7	7
Vista High	159	158	155	154	150	155
Middle College High	267	265	263	256	258	262
North Campus High	180	177	175	172	168	172
Greenwood Academy	261	255	253	249	240	250
<i>Alternative School Totals</i>	<i>874</i>	<i>861</i>	<i>854</i>	<i>838</i>	<i>823</i>	<i>846</i>
<b>Grand Total*</b>	<b>28,888</b>	<b>28,354</b>	<b>27,768</b>	<b>27,119</b>	<b>26,464</b>	<b>25,999</b>

\*Due to rounding, the sum of individual school projections does not always match the districtwide projection.

**SECTION I: FACILITY ANALYSIS**

In order to determine the future facility needs of the West Contra Costa Unified School District, it is necessary to identify the ability of the District's existing facilities to adequately serve enrollments. This section identifies the adequacy of the West Contra Costa Unified School District's existing facilities. Table 19 provides the age of the District's schools.

**Table 19. School Site Information**

<b>Elementary School Sites</b>	<b>Current Grades Housed</b>	<b>Initial Yr. Constructed</b>	<b>Additions/Modernization</b>
Bayview	TK-6	1952 (1957)	2005
Castro		1950	2013
Chavez	TK-6	1996	Not Eligible
Collins	K-6	1949 (1954,1960)	1989
Coronado	TK-6	1952 (1960,1962)	2003
Dover	TK-6	1958	2007/2011
Downer (replacement)	TK-6	1955	2005
El Sobrante		1950 (1959)	2003/2005
Ellerhorst	K-6	1959	2004
Fairmont	K-6	1957	2003
Ford (replacement)	TK-6	1949	2009/2011
Grant	TK-6	1945	2003
Hanna Ranch	K-5	1994	Not Eligible
Harding	TK-6	1943 (1949,1954)	2005
Highland	K-6	1958 (1992)	n/a
Kensington	K-6	1949	2005
King (replacement)	K-6	1943 (1948)	2010
Lake	TK-6	1956 (1962,1968)	2003
Lincoln	K-6	1948 (1994)	2005
Lupine Hills (Hercules replacement)	TK-5	1966 (all PCR's)	2004
Madera	K-6	1955	2005
Mira Vista	K-8	1949 (1955)	2005
Montalvin Manor	TK-6	1965	2005
Murphy	K-6	1952 (1954,1965)	2005
Nystrom	TK-6	1942 (1948,1949,1953)	2003/2012
Ohlone	K-5	1965 (all PCR's)	2003/2013
Olinda	TK-6	1957 (1989)	n/a
Peres	TK-6	1948 (1953,1954,1955)	2003
Riverside	K-6	1940 (1943,1948)	2005
Seaview		1972	Closed
Shannon	TK-6	1967	2005
Sheldon	TK-6	1951 (1958)	2005
Stege	TK-6	1943 (1944,1952)	2000
Stewart	K-8	1963	2005
Tara Hills	K-6	1958	2005
Valley View	K-6	1962	2003
Verde	K-6	1950 (1959,1968)	2005
Washington	K-6	1940 (1948)	2005
Wilson	K-6	1953	2003

**Table 19. School Site Information (cont.)**

<b>Middle/Junior High School Sites</b>	<b>Current Grades Housed</b>	<b>Initial Yr. Constructed</b>	<b>Additions/Modernization</b>
Adams		1957	Closed
Crespi	7-8	1964	Submitted
DeJean	7-8	2002	Not Eligible
Helms (replacement)	7-8	1953 (1966,1998)	2007
Hercules	6-8	2000	Not Eligible
Pinole	7-8	1966	2007/2011
Korematsu (replacement)	7-8	1950 (1988)	2013
<b>High School Sites</b>	<b>Current Grades Housed</b>	<b>Initial Yr. Constructed</b>	<b>Additions/Modernization</b>
De Anza	9-12	1955	2009/2012
El Cerrito	9-12	1938 (1949,1953,1965)	2008/2015
Hercules	9-12	2000	Not Eligible
Richmond	9-12	1946 (1953,1965,1968,1979)	2012
Kennedy	9-12	1965	2013
Pinole Valley	9-12	1968	Submitted
<b>Other School Sites</b>	<b>Current Grades Housed</b>	<b>Initial Yr. Constructed</b>	<b>Additions/Modernization</b>
Greenwood Academy (Gompers)	9-12	1934 (1935,1944)	2013
Harbour Way	K-8	1998/1999 (all PCR's)	
Leadership Public Schools	9-12	N/A	2012/2014
Middle College High	9-12		
North Campus Continuation	9-12	1964	
Vista High	7-12	N/A	

Source: West Contra Costa Unified School District

### **Facility Capacity**

To identify the ability of the West Contra Costa Unified School District to house future enrollments, it is necessary to identify the student capacity of the District's facilities. Capacity can be defined as the number of students who can be housed in any particular building without compromising the instructional program. Programs determine capacity, not square footage.

Capacity is analyzed in order to have accurate numbers for planning, whether the district is communicating the need for a new building or additions, planning for possible closures, additions or new school buildings, planning for boundary studies or bus routes, making decisions for new/additional programs and services, or developing a Facility Master Plan.

Student capacities can be measured differently depending on which rooms are identified as classrooms and how many students are loaded into each classroom.

- Teaching Station: An area used for large group instructional purposes. Table 20 provides the loading factors for regular group classroom instruction.
- Computer Lab: Space set aside usually a full teaching station or a section of the library/resource center.

- Flexible Area: One or more teaching stations set aside in a particular building for use in assigning space for special programs or needs such as student government, community room, or future growth.
- Set asides: Teaching stations for a given level for program, schedule, or principal discretion purposes.
- Special Programs: Any program housed within a regular classroom, but used for special education, physical therapy, intervention teachers, reading coaches, etc.
- Exception: Rooms that the site administrator has excepted for special uses, i.e. Parent Volunteer Center, Science Club Office Area, etc.

### **Capacity Definitions**

**Total Capacity:** Using every teaching station during every period of a traditional day and following State guidelines for loading factors. This number is the total number of students who could be assigned to a building and does not take into account space for special education, special programs, therapy, testing, counseling, etc.

**Adjusted Capacity:** In order to provide an adequate educational environment for students, and assuming that set aside rooms are necessary to carry on an adequate instructional program, the adjusted capacity would be the number of students assigned to the site without compromising the instructional program. This capacity allows for special uses, i.e. special education, resource rooms.

**Ideal Capacity:** This capacity takes the adjusted capacity and uses a percentage for a given level that has historically been shown to be a good measure in allowing for differences in scheduling, student movement, teacher assignment, and creative programming to meet the needs of all students. For this capacity calculation, 85% of the ideal capacity was utilized at the elementary and middle school level, and 90% of the ideal capacity was utilized at high school level.

The loading factors in Table 20 serve as a guideline for classrooms; however, each site varies due to the factors outlined previously in this section. The capacity factors do not reflect actual class sizes.

**Table 20. Classroom Loading Factors for Standard Size Rooms**

Grade Level	WCCUSD	State School Facility Program
K (A.M. and P.M.)	48	50
K	24	25
1-2	24	25
3	24	25
4-6	33	25
7-8	32	27
9-12	32	27
Alternative H.S.	15	27
K-6 Resource Specialist	0	25
Special Education	13/9	13/9

**Current Facility Capacities**

In order to provide a capacity for each school site the consultant worked closely with District staff and contacted individual school sites to verify any questions regarding room uses. WCCUSD has adopted loading standards which have been utilized in addition to the State loading factors outlined in Tables 21-24.

**Table 21. Elementary School Facility Capacities**

Elementary School Sites	Current	Ideal Capacity	Working Capacity	Total Capacity
Bayview	TK-6	620	729	875
Chavez	TK-6	582	685	788
Collins	K-6	411	483	595
Coronado	TK-6	426	501	600
Dover	TK-6	791	930	925
Downer	TK-6	590	694	856
Ellerhorst	K-6	361	425	535
Fairmont	K-6	488	574	631
Ford	TK-6	441	519	709
Grant	TK-6	528	621	839
Hanna Ranch	K-5	425	500	534
Harding	TK-6	458	539	585
Highland	K-6	428	504	693
Kensington	K-6	500	588	565
King	K-6	451	531	702
Lake	TK-6	393	462	600
Lincoln	K-6	462	543	675
Lupine Hills	TK-5	407	479	526
Madera	K-6	441	519	550
Mira Vista	K-8	485	570	626
Montalvin Manor	TK-6	441	519	675
Murphy	K-6	447	526	615
Nystrom	TK-6	495	582	650
Ohlone	K-5	288	339	425
Olinda	TK-6	316	372	425
Peres	TK-6	602	708	734
Riverside	K-6	400	471	509
Shannon	TK-6	312	367	443
Sheldon	TK-6	344	405	475
Stege	TK-6	352	414	450
Stewart (K-8)	K-8	492	579	591
Tara Hills	K-6	501	589	613
Valley View	K-6	326	383	426
Verde	K-6	296	348	500
Washington	K-6	432	508	572
Wilson	K-6	402	473	535

**Table 22. Middle/Junior High School Capacities**

Middle/Junior High School Sites	Current Grades Housed	Ideal Capacity	Working Capacity	Total Capacity
Crespi	7-8	817	908	1,205
DeJean	7-8	699	777	981
Helms	7-8	1,074	1,193	1,332
Hercules	6-8	563	625	633
Korematsu	7-8	567	630	805
Pinole	7-8	994	1,104	1,209

**Table 23. High School Facility Capacities**

High School Sites	Current Grades Housed	Ideal Capacity	Working Capacity	Total Capacity
De Anza	9-12	1,386	1,540	1,629
El Cerrito	9-12	1,479	1,643	1,803
Hercules	9-12	924	1,027	1,223
Kennedy	9-12	1,241	1,379	1,565
Pinole Valley	9-12	836	929	1,051
Richmond	9-12	1,725	1,917	1,951

**Table 24. Alternative/Other School Facility Capacities**

Other School Sites	Current Grades Housed	Ideal Capacity	Working Capacity	Total Capacity
Greenwood Academy	9-12		135	270
Harbour Way	K-8		15	27
Middle College High	9-12			
North Campus Continuation	9-12		135	270
Vista High	7-12		75	135

***It is important to note that Nystrom and Coronado Elementary, Korematsu Middle School, Pinole Valley High School, and Greenwood Academy are currently housed in temporary housing and will be moving to permanent buildings once construction is completed.***

With the exception of these schools under reconstruction, these capacities should be utilized when outlining facility options for the WCCUSD for the next ten years.



**Facility Capacity Compared to Enrollments**

The Most Likely enrollment projections identified in Table 15 can be compared to the existing facility capacity to determine the adequacy of the District's schools to house future enrollments. Tables 25-28 compare the District's facility capacity based on optimal loading standards, coupled with Class Size Reduction loading factors, as compared to current enrollments.

**Table 25. Elementary School Facility Capacity Compared to Enrollment**

Elementary School	Current Grades	Ideal Capacity	2014-15 Enrollment	+/- Ideal Capacity
Bayview	TK-6	620	679	59
Chavez	TK-6	582	615	33
Collins	K-6	411	385	-26
Coronado	TK-6	426	430	4
Dover	TK-6	791	767	-24
Downer	TK-6	590	646	56
Ellerhorst	K-6	361	379	18
Fairmont	K-6	488	569	81
Ford	TK-6	441	474	33
Grant	TK-6	528	563	35
Hanna Ranch	K-5	425	474	49
Harding	TK-6	458	367	-91
Highland	K-6	428	477	49
Kensington	K-6	500	514	14
King	K-6	451	460	9
Lake	TK-6	393	428	35
Lincoln	K-6	462	465	3
Lupine Hills	TK-5	407	410	3
Madera	K-6	441	519	78
Mira Vista	K-8	485	519	34
Montalvin	TK-6	441	419	-22
Murphy	K-6	447	489	42
Nystrom	TK-6	495	505	10
Ohlone	K-5	288	344	56
Olinda	TK-6	316	329	13
Peres	TK-6	602	534	-68
Riverside	K-6	400	415	15
Shannon	TK-6	312	343	31
Sheldon	TK-6	344	401	57
Stege	TK-6	352	335	-17
Stewart	K-8	492	474	-18
Tara Hills	K-6	501	545	44
Valley View	K-6	326	320	-6
Verde	K-6	296	323	27
Washington	K-6	432	467	35
Wilson	K-6	402	506	104
<b>Total</b>		<b>16,134</b>	<b>16,889</b>	<b>755</b>

**Table 26. Middle/Junior High School Facility Capacity Compared to Projected Enrollment**

Middle/Junior High School	Current Grades Housed	Ideal Capacity	2014-15 Enrollment	+/- Ideal Capacity
Crespi	7-8	817	606	-211
DeJean	7-8	699	625	-74
Helms	7-8	1,074	1,039	-35
Hercules	6-8	563	636	73
Korematsu	7-8	567	539	-28
Pinole	7-8	994	562	-432
<b>Total</b>		<b>4,714</b>	<b>4,007</b>	<b>-707</b>

**Table 27. High School Facility Capacity Compared to Projected Enrollment**

High School	Current Grades Housed	Ideal Capacity	2014-15 Enrollment	+/- Ideal Capacity
De Anza	9-12	1,386	1,263	-94
El Cerrito	9-12	1,479	1,364	-144
Hercules	9-12	924	935	11
Kennedy	9-12	1,241	865	-376
Pinole Valley	9-12	836	1,205	369
Richmond	9-12	1,725	1,486	-239
<b>Total</b>		<b>7,591</b>	<b>7,118</b>	<b>-473</b>

**Table 28. Other Program Facility Capacity Compared to Projected Enrollment**

Other Schools	Current Grades Housed	Ideal Capacity	2014-15 Enrollment	+/- Ideal Capacity
Greenwood Academy	9-12	N/A	261	N/A
Harbour Way Community Day	K-8	N/A	7	N/A
Middle College High	9-12	N/A	267	N/A
North Campus	9-12	N/A	180	N/A
Vista High	7-12	N/A	159	N/A
<b>Total</b>			<b>874</b>	<b>N/A</b>

**School Site Size**

The size of a school's site has a direct impact on the educational effectiveness of the school. The site size must be adequate to provide sufficient area for physical education (playgrounds, athletic fields), buildings, and parking. A school site should also be large enough to handle additional classrooms should enrollments increase. The State Department of Education provides school site size guidelines that are identified in the Department's *School Site Analysis and Development Handbook*. The handbook describes the amount of area required for classrooms, offices, athletic fields, etc. The site size utilization is important, as approval from the State Department of Education is required to exceed the site size guidelines at a particular site.

Tables 29-31 outlines the current enrollments at District sites, the useable acreage at those sites, and compares this acreage to the recommended acreage according to State guidelines to effectively accommodate the current enrollments. These tables are sorted not by school name, but by the amount they are over CDE recommended site acreage based on their current enrollments.

**Table 29. Elementary School Enrollments Compared to Usable and CDE Recommended Acreage**

Elementary School	Current Grades Housed	Usable Acreage	CDE Recommended Site Acreage	+/- Recommended Site Acreage	Current Enrollment
Ford	TK-6	2.1	11.5	-9.4	474
Dover	TK-6	5	13.6	-8.6	767
Fairmont	K-6	3.3	11.5	-8.2	569
Coronado	TK-6	2.9	11	-8.1	430
Madera	K-6	3.5	11	-7.5	519
Wilson	K-6	3.5	11	-7.5	506
King	K-6	3.7	11	-7.3	460
Chavez	TK-6	4.7	11.5	-6.8	615
Lincoln	K-6	3.7	10.5	-6.8	465
Nystrom	TK-6	4.8	11.5	-6.7	505
Downer	TK-6	4.9	11.5	-6.6	646
Grant	TK-6	5	11.5	-6.5	563
Riverside	K-6	4.4	10.5	-6.1	415
Hanna Ranch	K-5	5.1	11	-5.9	474
Harding	TK-6	4.5	9.7	-5.2	367
Washington	K-6	3.2	8.3	-5.1	467
Peres	TK-6	7	11.5	-4.5	534
Stewart	K-8	9.2	13.7	-4.5	474
Stege	TK-6	2.7	7	-4.3	335
Bayview	TK-6	9.2	13.1	-3.9	679
Sheldon	TK-6	8.4	11	-2.6	401
Montalvin Manor	TK-6	9	11	-2	419
Tara Hills	K-6	9	11	-2	545
Highland	K-6	9.3	11	-1.7	477
Lake	TK-6	9.3	11	-1.7	428
Lupine Hills	TK-5	5.8	7.3	-1.5	410
Murphy	K-6	10.9	11	-0.1	489
Verde	K-6	8	7.8	0.2	323
Kensington	K-6	10	9.7	0.3	514
Collins	K-6	10.9	10.5	0.4	385
Ellerhorst	K-6	11.1	10.5	0.6	379
Ohlone	K-5	9.2	7.8	1.4	344
Mira Vista	K-8	16.3	13.7	2.6	519
Olinda	TK-6	9.6	7	2.6	329
Shannon	TK-6	10.3	7	3.3	343
Valley View	K-6	13.5	7.8	5.7	320

**Table 30. Middle/Junior HS Enrollments Compared to Usable and CDE Recommended Acreage**

Middle/Junior High School	Current Grades Housed	Usable Acreage	CDE Recommended Site Acreage	+/- Recommended Site Acreage	Current Enrollment
Hercules	6-8	*33.06	*46	-12.94	636
Pinole	7-8	9.36	10.7	-1.34	562
Helms	6-8	15.4	15	0.4	1,039
Korematsu	7-8	11.1	10.7	0.4	539
DeJean	6-8	13.2	11.9	1.3	625
Crespi	7-8	14.1	11.9	2.2	606

\*Includes Hercules High School.

**Table 31. High School Enrollments Compared to Usable and CDE Recommended Acreage**

High School	Current Grades Housed	Usable Acreage	CDE Recommended Site Acreage	+/- Recommended Site Acreage	Current Enrollment
Richmond	9-12	12	38.7	-26.7	1,486
El Cerrito	9-12	15.7	36.4	-20.7	1,364
Kennedy	9-12	17.9	31	-13.1	865
Hercules	9-12	*33.06	*46	-12.94	935
Pinole Valley	9-12	25	36.4	-11.4	1,205
De Anza	9-12	41.2	36.4	4.8	1,263

\*Includes Hercules Middle School.

**Portable Classrooms**

To accommodate enrollment increases due to residential growth, lack of financial resources, and the implementation of Class Size Reduction, the District has added portable classrooms on various sites. Portable classrooms provide a flexible and timely option to housing additional students. However, portable classrooms can over-burden existing ancillary facilities such as libraries, cafeterias, administrative space, playgrounds, and multi-purpose areas. When schools are constructed, the ancillary facilities are built to serve the original buildings and student population. These ancillary facilities become overburdened when portable classrooms are added to campuses without a corresponding expansion of these core ancillary facilities.

Portable classrooms are costly and ineffective when used as a permanent housing solution. While the initial cost to the District may be lower than constructing permanent classrooms, portable classrooms require more maintenance, and have a short life expectancy. Portables should be added only as an interim housing measure while the District constructs new schools or implements other alternatives for housing students. Table 32 shows the number of portable classrooms at each site<sup>19</sup>. Portable classrooms with an asterisk indicate the site is housed in “interim” portable classrooms.

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<sup>19</sup> This portable classroom count was prepared in 2014-15.

**Table 32. Portable Classroom Summary**

<b>Elementary School</b>	<b>Portable Classrooms</b>
Bayview	0
Chavez	8
Collins	7
Coronado	<b>33*</b>
Dover	0
Downer	0
Ellerhorst	0
Fairmont	9
Ford	0
Grant	15
Hanna Ranch	3
Harding	0
Highland	15
Kensington	0
King	0
Lake	4
Lincoln	0
Lupine Hills	0
Madera	2
Mira Vista	0
Montalvin Manor	1
Murphy	2
Nystrom	<b>29*</b>
Ohlone	2
Olinda	10
Peres	0
Riverside	0
Shannon	7
Sheldon	0
Stege	0
Stewart	2
Tara Hills	2
Valley View	<b>26*</b>
Verde	2
Washington	0
Wilson	8

Table 32 (cont.)

<b>Middle/Junior High School</b>	<b>Portable Classrooms</b>
Crespi	0
Dejean	0
Helms	0
Hercules	16
Korematsu	<b>44*</b>
Pinole	0
<b>High School</b>	<b>Portable Classrooms</b>
De Anza	0
El Cerrito	0
Hercules	23
Kennedy	5
Pinole Valley	<b>88*</b>
Richmond	0
<b>Other Schools</b>	<b>Portable Classrooms</b>
Greenwood Academy	<b>12*</b>
Harbour Way	1
Middle College High	
North Campus Continuation	6
Vista High	8

\*These schools are currently being modernized/reconstructed.



## SECTION J: FUNDING ANALYSIS

The West Contra Costa 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. Funding sources for all projects will be reviewed as JSA works with District staff to match local bond dollars to maximize the ability of the WCCUSD to provide 21<sup>st</sup> century learning facilities.

JSA has worked with the WCCUSD since 1994 to obtain funding through various State programs. Through these efforts, JSA has enabled WCCUSD to receive SFP funds totaling **\$163,632,827** for modernization/replacement of numerous school sites, new construction of classrooms and ancillary facilities, and funding from various other State and Federal programs, including the Charter School Program, Overcrowding Relief Program, Emergency Repair Program, and Federal Renovation Program. In addition, the District currently has applications for funding submitted to the SFP totaling an additional \$9,381,443. These applications have not been funded due to a lack of funds at the State. However, if a State bond election were to occur, the District could receive reimbursement for these projects.

This section outlines not only the past funding received by the District, but also the potential State funding sources available to the District. It also outlines the District's participation in programs since 1998 as well as the local funding sources available to and utilized by the District.

### **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 WCCUSD 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>20</sup>. The District has been proactive in applying for and receiving State funding both to modernize and reconstruct facilities.

Table 33 outlines the projects completed within the District and the State funding received for those projects.

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<sup>20</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.

**Table 33. Modernization Projects WCCUSD/State Funding<sup>21</sup>**

Elementary School	OPSC Modernization Funding	District Match	Year
Bayview	\$2,535,074	\$1,690,049	2005
Castro	\$2,751,343	\$1,834,229	2013
Coronado	\$401,400	\$267,600	2003
Dover	\$366,330	\$244,220	2003
Dover	\$3,669,778	\$2,446,519	2011
Downer	\$4,834,933	\$3,223,289	2008
El Sobrante	\$369,339	\$280,027	2003
Ellerhorst	\$1,352,870	\$901,914	2005
Fairmont	\$571,594	\$381,063	2003
Ford	\$3,402,970	\$2,268,647	2011
Grant	\$369,288	\$246,192	2003
Harding	\$1,948,349	\$1,351,435	2005
Kensington	\$1,274,843	\$849,895	2004
King	\$2,531,648	\$0	2011
Lake	\$309,937	\$206,625	2003
Lincoln	\$330,404	\$220,269	2003
Lupine Hills	\$1,147,097	\$764,731	2005
Madera	\$1,216,917	\$811,278	2003
Mira Vista	\$1,528,265	\$1,092,099	2005
Montalvin	\$313,287	\$208,858	2003
Murphy	\$1,595,572	\$1,122,580	2005
Nystrom	\$861,390	\$574,260	2003
Nystrom	\$776,969	\$517,979	2013
Ohlone	\$2,403,971	\$1,602,647	2013
Peres	\$1,468,479	\$1,099,599	2003
Riverside	\$1,191,472	\$794,315	2005
Sheldon	\$331,311	\$220,874	2004
Stewart	\$1,147,062	\$764,708	2005
Tara Hills	\$1,501,831	\$1,001,221	2004
Valley View	\$290,214	\$193,476	2003
Verde	\$1,180,094	\$786,730	2005
Washington	\$2,162,982	\$1,441,987	2004
Wilson	\$323,957	\$215,971	2003

<sup>21</sup> Note: The total amounts outlined in Tables 33-39 reflect District eligibility from State funding programs. Actual project costs were higher than the State and District matches combined.

Table 33. (cont.)

<b>Middle/Junior High School</b>	<b>OPSC Modernization Funding</b>	<b>District Match</b>	<b>Year</b>
Helms	\$3,781,072	\$2,520,715	2008
Pinole	\$1,500,000	\$1,500,000	2007
Pinole	\$3,690,574	\$2,460,383	2011
Portola	\$13,902,896	\$13,902,896	2013
Portola	\$3,728,911	\$2,485,941	2013
<b>High School</b>	<b>OPSC Modernization Funding</b>	<b>District Match</b>	<b>Year</b>
De Anza	\$13,346,561	\$8,897,707	2012
El Cerrito	\$10,985,587	\$7,524,515	2009
Kennedy	\$4,973,266	\$3,315,511	2013
Kennedy	\$1,612,867	\$1,075,245	2013
Richmond	\$4,943,977	\$3,295,985	2012
Richmond	\$6,655,867	\$4,437,245	2012
<b>Total</b>	<b>\$100,179,652</b>	<b>\$65,638,533</b>	

### 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 WCCUSD has been proactive in receiving State funding for construction of DeJean Middle School and construction of facilities at El Cerrito High School (Table 34).

**Table 34. New Construction Funding WCCUSD/State Funding**

School Site	OPSC New Construction Funding	District Project Match	Year
DeJean	\$12,841,930	\$12,841,930	2003
El Cerrito	\$570,548	\$570,548	2010
<b>Total</b>	<b>\$13,412,478</b>	<b>\$13,412,478</b>	

**Overcrowding Relief Program**

The Overcrowding Relief Grant Program enables districts to reduce the number of portable classrooms on overcrowded school sites and replace them with permanent classrooms. Those portables that are replaced with ORG funds must be removed from the eligible school site and from K-12 grade use within six months after the date of initial occupancy of the permanent classrooms. The WCCUSD participated in this program and received funding for two school sites (Table 35).

**Table 35. Overcrowding Relief Grant Funding WCCUSD/State Funding**

School Site	OPSC Funding	District Project Match	Year
Dover	\$3,250,080	\$0	2011
Ford	\$3,842,402	\$0	2011
<b>Total</b>	<b>\$7,092,482</b>	<b>\$0</b>	

**Facility Hardship Program**

The Facility Hardship program assists districts with funding when it has been determined that the district has a critical need for pupil housing because the condition of the facilities, or the lack of facilities, presents an imminent threat to the health and safety of the pupils. Factors which may be included in the analysis are: structural deficiencies, environmental/health hazards, traffic safety, etc. Two types of projects are included for this analysis: 1) Replacement: If the cost to mitigate the health and safety threat is greater than 50% of the replacement costs of the facilities, then funding is provided for replacement; 2) If the cost to mitigate the health and safety threat is less than 50% of the replacement costs, then funding is provided for rehabilitation of the project. There are multiple steps and state agencies involved in this application process. The WCCUSD has two projects funded under this program.

**Seismic Project Funding**

The Seismic Mitigation Program is a subset of the Facility Hardship program that provides for the seismic repair, reconstruction, or replacement of the “most vulnerable” school facilities. The WCCUSD

received funding in 2013 for Portola Junior HS (Table 36). The District currently has two projects submitted to OPSC approved but awaiting funding. In addition, Seismic Projects have been submitted for Crespi and Pinole Valley High School and have received conceptual approval.

**Table 36. Facility Hardship Projects, Including Seismic Projects. WCCUSD/State Funding**

School Site	OPSC Funding	District Project Match	Year
El Sobrante ES (FH)	\$654,759	\$0	2005
Portola Junior HS (Seismic)	\$13,902,896	\$13,902,896	2013
*Greenwood Academy (Seismic)	\$1,472,925		2015
*Valley View (Seismic)	\$245,097		2015
<b>Total</b>	<b>\$14,557,475</b>	<b>\$13,902,896</b>	

\*Unfunded approvals.

#### Charter School Facility Program

The Charter School Facility Program permits a charter school or school district filing on behalf of a charter to apply for a preliminary apportionment (reservation of funds) for new construction projects and rehabilitation of district owned existing facilities that are at least 15 years old. If the application is successful, the charter school that applies independently would receive the funding. In the event that a school district applies on behalf of a charter school, the district would receive the funding. To qualify for funding, a charter school must be deemed financially sound by the California School Finance Authority (CSFA). The preliminary apportionment for a CSFP project must be converted within a four-year period to an adjusted grant apportionment meeting all the School Facilities Program (SFP) criteria, unless a single one-year extension is granted.

**Table 37. Charter School Facility Funding WCCUSD/ State Funding**

School Site	OPSC Funding	District Project Match	Year
Leadership HS	\$14,707,517	\$8,707,517	2015
<b>Total</b>	<b>\$14,707,517</b>	<b>\$8,707,517</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.

**Table 38. Joint Use Funding WCCUSD/ State Funding**

School Site	OPSC Funding	District Project Match	Year
Pinole Middle School	\$1,500,000	\$1,500,000	2007
<b>Total</b>	<b>\$1,500,000</b>	<b>\$1,500,000</b>	

#### Emergency Repair Program

The Emergency Repair Program (ERP) provides grant and/or reimbursement funding to Local Educational Agencies (LEAs) for the cost of repairing or replacing existing building systems or structural components that are broken or not functioning properly and that pose a health and safety threat to students and staff at eligible school sites. The WCCUSD was proactive in identifying projects under these program guidelines. The District received funding to prepare the reports necessary for the evaluation of issues at various sites, in addition to monies for repairs/replacement of building systems or structural components.

**Table 39. Emergency Repair Program WCCUSD/State Funding**

School Site	OPSC Funding	District Project Match	Year
Various Sites	\$10,226,372	\$0	2007-2009
<b>Total</b>	<b>\$10,226,372</b>	<b>\$0</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.

### Local Funding Sources

The West Contra Costa 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 WCCUSD.

### General Obligation Bonds

The WCCUSD has worked within the communities served by the District in order to successfully pass several bonds to assist in matching State dollars, in addition to utilizing those monies to improve current facilities and construct other facilities within the District.

*"The WCCUSD bond program's primary purpose is to rebuild aging schools. As of the end of 2014, more than half of elementary, middle, and high schools have been rebuilt or extensively modernized. In addition, some bond funds have been used to upgrade and expand computer technology in schools, including networking and wi-fi, as well as security cameras and equipment."*<sup>22</sup>

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<sup>22</sup> WCCUSD Citizens' Bond Oversight Committee Annual Report. p 2.



In 1998, the WCCUSD passed a bond in the amount of \$40 million. The District utilized these monies to match State monies for the reconstruction and construction of schools. In addition the WCCUSD passed the following General Obligation Bonds:

- July 2000 for \$150,000,000;
- March 2002 for \$300,000,000;
- November 2005 for \$400,000,000;
- June 2010 for \$380,000,000.
- November 2012 for \$360,000,000

These monies have been and are being utilized to fund modernization and new construction projects for elementary, middle and high schools in addition to various other facility projects, while actively procuring State funding as it becomes available.

#### Developer Mitigation/Developer Fees

The District has been collecting developer fees, both Level I and Level II in order to assist in funding facility needs at its sites. Due to the housing slowdown, these monies have declined; however, the District should remain aware of residential construction, particularly affordable housing construction, which will generate students for the district. The District continues to be proactive in mitigating the impact of large developments by meeting with developers to outline their concerns and resolve capacity issues.

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**APPENDIX A: ENROLLMENT PROJECTIONS BY GRADE AND SCHOOL**

<i>Bayview</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	27	26	26	24	25	25	
K	82	88	86	83	83	83	
1	115	81	87	85	82	82	
2	106	113	79	85	83	80	
3	101	104	111	77	83	81	
4	84	102	105	112	78	84	
5	81	76	94	97	104	70	
6	83	76	71	88	92	99	
<b>Total</b>	<b>679</b>	<b>666</b>	<b>658</b>	<b>651</b>	<b>629</b>	<b>604</b>	

<i>Chavez</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	24	23	23	22	22	22	
K	63	73	71	68	69	69	
1	79	66	76	74	71	72	
2	93	69	56	66	64	61	
3	95	88	64	51	61	59	
4	101	96	89	65	52	62	
5	90	95	90	83	58	46	
6	70	74	79	74	67	43	
<b>Total</b>	<b>615</b>	<b>584</b>	<b>548</b>	<b>503</b>	<b>464</b>	<b>434</b>	

<i>Collins</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	52	42	41	40	40	40	
1	46	56	46	45	43	44	
2	53	46	55	46	45	43	
3	66	56	49	58	49	48	
4	55	70	60	53	62	53	
5	55	56	71	61	54	63	
6	58	57	58	72	63	56	
<b>Total</b>	<b>385</b>	<b>383</b>	<b>380</b>	<b>375</b>	<b>356</b>	<b>347</b>	

<i>Coronado</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	28	27	26	25	26	26	
K	40	56	55	52	53	53	
1	69	38	54	53	50	50	
2	73	65	34	50	49	46	
3	67	69	61	30	46	45	
4	55	58	60	52	21	37	
5	53	47	50	52	43	13	
6	45	44	38	41	44	35	
<b>Total</b>	<b>430</b>	<b>405</b>	<b>379</b>	<b>356</b>	<b>331</b>	<b>305</b>	

<i>Dover</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	24	23	23	22	22	22	
K	95	91	89	86	86	87	
1	120	110	107	104	101	101	
2	126	113	103	100	97	94	
3	94	127	114	104	101	98	
4	99	93	126	113	103	100	
5	120	88	82	114	101	91	
6	89	114	81	75	108	95	
<b>Total</b>	<b>767</b>	<b>759</b>	<b>725</b>	<b>718</b>	<b>720</b>	<b>689</b>	

<i>Downer</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	26	25	25	24	24	24	
K	79	71	70	67	67	67	
1	81	85	77	76	73	73	
2	96	79	83	75	74	71	
3	95	96	79	83	75	75	
4	104	98	99	82	87	79	
5	92	98	93	94	77	81	
6	73	82	89	83	84	67	
<b>Total</b>	<b>646</b>	<b>636</b>	<b>615</b>	<b>584</b>	<b>561</b>	<b>537</b>	

<i>Ellerhorst</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	42	42	41	39	40	40	
1	53	51	51	50	48	49	
2	54	50	48	48	47	45	
3	56	50	46	44	44	44	
4	57	54	49	45	43	43	
5	56	56	53	48	44	42	
6	61	56	56	53	47	43	
<b>Total</b>	<b>379</b>	<b>359</b>	<b>344</b>	<b>327</b>	<b>313</b>	<b>305</b>	

<i>Fairmont</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	81	74	72	69	70	70	
1	76	81	74	72	69	70	
2	92	77	82	75	73	70	
3	87	87	72	77	70	68	
4	79	84	84	69	74	67	
5	79	75	80	80	64	70	
6	75	73	69	74	74	59	
<b>Total</b>	<b>569</b>	<b>551</b>	<b>534</b>	<b>517</b>	<b>495</b>	<b>475</b>	

<i>Ford</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	26	25	25	24	24	24	
K	61	57	55	53	53	54	
1	76	74	69	68	66	66	
2	79	75	72	68	67	65	
3	58	80	76	73	69	68	
4	66	61	83	79	76	72	
5	55	60	55	77	73	70	
6	53	52	57	51	74	70	
<b>Total</b>	<b>474</b>	<b>483</b>	<b>492</b>	<b>493</b>	<b>502</b>	<b>489</b>	

<i>Grant</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	27	26	26	24	25	25	
K	73	76	75	72	72	72	
1	85	75	78	77	74	74	
2	93	76	66	69	68	65	
3	87	92	75	65	68	67	
4	71	76	81	64	54	57	
5	83	62	67	72	54	45	
6	44	70	49	54	59	42	
<b>Total</b>	<b>563</b>	<b>553</b>	<b>516</b>	<b>497</b>	<b>473</b>	<b>447</b>	

<i>Hanna Ranch</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	69	62	60	58	58	58	
1	76	77	70	68	66	66	
2	87	80	81	74	72	70	
3	79	85	78	79	71	70	
4	78	80	86	79	80	72	
5	85	76	78	84	77	78	
<b>Total</b>	<b>474</b>	<b>459</b>	<b>452</b>	<b>441</b>	<b>424</b>	<b>414</b>	

<i>Harding</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	20	19	19	18	18	18	
K	40	36	35	33	34	34	
1	42	44	40	39	37	37	
2	55	41	43	39	38	36	
3	35	55	41	43	39	38	
4	54	39	59	45	47	43	
5	68	58	43	63	48	51	
6	53	64	54	39	59	45	
<b>Total</b>	<b>367</b>	<b>356</b>	<b>333</b>	<b>319</b>	<b>320</b>	<b>302</b>	

<i>Highland</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	76	72	71	68	68	69	
1	75	69	65	64	61	61	
2	70	76	70	66	65	62	
3	74	61	67	61	57	56	
4	66	70	57	63	57	53	
5	65	60	64	51	57	51	
6	51	64	59	63	50	56	
<b>Total</b>	<b>477</b>	<b>472</b>	<b>453</b>	<b>436</b>	<b>415</b>	<b>408</b>	

<i>Kensington</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	65	60	58	56	56	56	
1	70	69	64	62	60	60	
2	70	68	67	62	60	58	
3	72	70	68	67	61	60	
4	87	69	67	65	63	58	
5	95	82	64	62	60	59	
6	55	77	64	46	44	42	
<b>Total</b>	<b>514</b>	<b>494</b>	<b>451</b>	<b>419</b>	<b>404</b>	<b>393</b>	

<i>King</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	71	66	65	62	63	63	
1	78	76	71	70	67	68	
2	69	69	67	62	61	58	
3	67	63	63	61	56	55	
4	63	63	59	59	57	52	
5	55	58	58	54	54	52	
6	57	50	53	53	49	49	
<b>Total</b>	<b>460</b>	<b>445</b>	<b>436</b>	<b>421</b>	<b>406</b>	<b>396</b>	

<i>Lake</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	25	24	24	23	23	23	
K	42	45	44	42	42	42	
1	48	40	43	42	40	40	
2	65	46	38	41	40	38	
3	70	66	47	39	42	41	
4	74	70	66	47	39	42	
5	57	70	66	62	42	35	
6	47	57	70	66	62	43	
<b>Total</b>	<b>428</b>	<b>417</b>	<b>396</b>	<b>360</b>	<b>328</b>	<b>303</b>	

<i>Lincoln</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	65	66	64	62	62	62	
1	84	67	68	66	64	64	
2	70	82	64	66	64	62	
3	73	66	78	60	62	60	
4	65	73	66	78	60	62	
5	51	64	72	65	77	59	
6	57	48	61	68	62	74	
<b>Total</b>	<b>465</b>	<b>466</b>	<b>473</b>	<b>464</b>	<b>450</b>	<b>443</b>	

<i>Lupine Hills</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	26	25	25	24	24	24	
K	61	53	52	50	50	50	
1	51	61	53	52	50	50	
2	72	53	68	55	54	52	
3	60	72	53	68	54	54	
4	75	55	67	48	63	50	
5	65	76	56	68	49	64	
<b>Total</b>	<b>410</b>	<b>395</b>	<b>373</b>	<b>364</b>	<b>344</b>	<b>344</b>	



<i>Madera</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	73	65	63	61	61	61	
1	66	72	64	62	60	60	
2	74	63	69	60	59	57	
3	75	76	65	71	62	61	
4	88	70	71	60	66	57	
5	73	82	64	65	54	60	
6	70	62	71	53	54	43	
<b>Total</b>	<b>519</b>	<b>489</b>	<b>466</b>	<b>432</b>	<b>416</b>	<b>398</b>	

<i>Mira Vista</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	51	50	49	47	48	48	
1	60	54	53	52	50	50	
2	56	56	50	49	48	46	
3	53	56	56	50	49	48	
4	59	49	52	52	46	45	
5	68	64	54	57	57	51	
6	62	68	64	53	55	56	
7	53	54	60	56	46	48	
8	57	53	54	60	56	45	
<b>Total</b>	<b>519</b>	<b>504</b>	<b>492</b>	<b>477</b>	<b>454</b>	<b>438</b>	

<i>Montalvin</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	26	25	25	24	24	24	
K	55	52	51	49	49	49	
1	69	57	54	53	51	51	
2	65	67	55	52	51	49	
3	49	57	59	47	44	43	
4	54	49	57	59	47	44	
5	49	48	43	51	53	41	
6	52	47	46	41	49	51	
<b>Total</b>	<b>419</b>	<b>402</b>	<b>389</b>	<b>375</b>	<b>368</b>	<b>352</b>	

<i>Murphy</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	72	66	64	62	62	62	
1	75	67	61	59	57	57	
2	71	71	62	57	55	52	
3	73	67	67	58	53	51	
4	74	85	79	79	70	65	
5	67	75	86	80	78	71	
6	57	69	77	87	82	81	
<b>Total</b>	<b>489</b>	<b>499</b>	<b>495</b>	<b>481</b>	<b>456</b>	<b>439</b>	

<i>Nystrom</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	29	28	27	26	26	27	
K	75	65	64	61	61	62	
1	76	84	74	73	70	70	
2	78	70	78	68	67	64	
3	74	76	68	76	66	65	
4	61	74	76	68	76	66	
5	63	59	72	74	66	74	
6	49	60	56	68	71	63	
<b>Total</b>	<b>505</b>	<b>516</b>	<b>515</b>	<b>514</b>	<b>504</b>	<b>490</b>	

<i>Ohlone</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	52	53	52	50	50	50	
1	62	48	49	47	45	45	
2	52	54	40	41	40	37	
3	53	52	54	40	40	40	
4	60	56	55	57	43	44	
5	65	64	60	59	61	47	
<b>Total</b>	<b>344</b>	<b>327</b>	<b>309</b>	<b>294</b>	<b>279</b>	<b>263</b>	

<i>Olinda</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	24	23	23	22	22	22	
K	40	38	37	35	36	36	
1	49	44	42	40	39	40	
2	46	49	44	42	40	39	
3	49	48	51	46	44	42	
4	38	46	45	48	43	41	
5	55	35	43	42	45	40	
6	28	43	23	30	30	33	
<b>Total</b>	<b>329</b>	<b>325</b>	<b>306</b>	<b>304</b>	<b>297</b>	<b>291</b>	

<i>Peres</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	30	29	28	27	27	27	
K	60	61	60	57	58	58	
1	75	63	64	63	60	60	
2	79	73	61	62	61	59	
3	79	75	69	57	58	57	
4	74	82	78	72	60	61	
5	76	68	76	72	65	54	
6	61	75	67	75	71	65	
<b>Total</b>	<b>534</b>	<b>526</b>	<b>503</b>	<b>486</b>	<b>461</b>	<b>442</b>	

<i>Riverside</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	45	46	45	43	43	43	
1	60	59	60	59	56	57	
2	66	56	54	56	55	52	
3	66	64	54	52	54	53	
4	64	69	67	57	55	57	
5	60	60	65	63	53	51	
6	54	55	55	60	58	48	
<b>Total</b>	<b>415</b>	<b>408</b>	<b>398</b>	<b>388</b>	<b>372</b>	<b>360</b>	

<i>Shannon</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	24	23	23	22	22	22	
K	57	43	42	41	41	41	
1	54	62	48	47	46	45	
2	47	52	59	46	45	44	
3	43	50	55	62	49	48	
4	43	38	45	50	57	44	
5	36	44	39	46	50	58	
6	39	36	44	38	46	51	
<b>Total</b>	<b>343</b>	<b>348</b>	<b>355</b>	<b>351</b>	<b>355</b>	<b>352</b>	

<i>Sheldon</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	30	29	28	27	27	27	
K	33	39	38	37	37	37	
1	53	38	44	43	41	42	
2	63	55	40	46	45	43	
3	64	63	55	40	46	45	
4	59	60	59	51	36	42	
5	49	60	61	60	52	37	
6	50	49	60	61	60	52	
<b>Total</b>	<b>401</b>	<b>393</b>	<b>386</b>	<b>365</b>	<b>345</b>	<b>326</b>	

<i>Steger</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK	26	25	25	24	24	24	
K	44	41	40	38	39	39	
1	44	46	43	42	40	40	
2	49	39	41	38	37	36	
3	45	42	33	35	32	31	
4	39	41	38	29	31	28	
5	39	36	38	35	26	28	
6	49	36	33	35	32	23	
<b>Total</b>	<b>335</b>	<b>307</b>	<b>291</b>	<b>276</b>	<b>260</b>	<b>248</b>	

<i>Stewart</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	49	35	34	33	33	33	
1	46	57	43	42	40	41	
2	45	45	55	42	41	39	
3	47	46	46	56	43	42	
4	58	54	53	53	63	50	
5	60	57	53	52	52	62	
6	57	63	60	56	55	55	
7	55	54	60	57	53	52	
8	57	47	46	52	49	45	
<b>Total</b>	<b>474</b>	<b>458</b>	<b>450</b>	<b>442</b>	<b>428</b>	<b>418</b>	

<i>Tara Hills</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	68	59	57	55	55	55	
1	54	69	59	58	55	56	
2	68	53	68	58	57	54	
3	89	64	49	64	54	53	
4	92	97	72	57	71	62	
5	88	95	100	75	60	75	
6	86	90	97	102	77	62	
<b>Total</b>	<b>545</b>	<b>526</b>	<b>502</b>	<b>468</b>	<b>429</b>	<b>417</b>	

<i>Valley View</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	32	35	34	33	33	33	
1	69	44	47	46	44	45	
2	46	69	43	47	46	44	
3	49	49	72	46	50	49	
4	43	47	47	70	44	48	
5	45	43	47	47	70	44	
6	36	37	35	37	39	62	
<b>Total</b>	<b>320</b>	<b>324</b>	<b>325</b>	<b>326</b>	<b>326</b>	<b>325</b>	

<i>Verde</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	50	46	45	44	44	44	44
1	48	47	43	42	41	40	40
2	60	53	52	48	47	46	46
3	47	55	48	47	43	42	42
4	46	48	56	49	48	44	44
5	39	41	43	51	43	43	43
6	33	36	38	39	48	41	41
<b>Total</b>	<b>323</b>	<b>326</b>	<b>325</b>	<b>320</b>	<b>313</b>	<b>300</b>	

<i>Washington</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	64	66	65	62	63	63	63
1	73	68	70	69	66	67	67
2	86	68	63	65	64	61	61
3	83	83	65	60	62	61	61
4	63	80	80	62	57	59	59
5	60	56	73	73	55	50	50
6	38	43	39	55	55	37	37
<b>Total</b>	<b>467</b>	<b>464</b>	<b>454</b>	<b>446</b>	<b>421</b>	<b>397</b>	

<i>Wilson</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
TK							
K	72	66	65	62	63	63	63
1	74	71	65	64	61	61	61
2	71	66	63	57	56	53	53
3	78	68	63	60	54	52	52
4	80	78	68	63	59	54	54
5	79	70	68	58	53	50	50
6	52	66	57	55	45	40	40
<b>Total</b>	<b>506</b>	<b>485</b>	<b>448</b>	<b>418</b>	<b>389</b>	<b>373</b>	

<i>Crespi</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
7	297	272	297	291	295	300	
8	309	294	264	293	290	291	
<b>Total</b>	<b>606</b>	<b>566</b>	<b>561</b>	<b>584</b>	<b>585</b>	<b>591</b>	

<i>DeJean</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
7	312	293	320	314	317	322	
8	313	312	281	311	308	309	
<b>Total</b>	<b>625</b>	<b>605</b>	<b>600</b>	<b>625</b>	<b>625</b>	<b>631</b>	

<i>Helms</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
7	506	451	492	483	487	495	
8	533	480	433	480	475	476	
<b>Total</b>	<b>1,039</b>	<b>931</b>	<b>925</b>	<b>963</b>	<b>962</b>	<b>971</b>	

<i>Hercules</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
6	188	210	206	207	202	187	
7	237	213	232	228	231	234	
8	211	245	220	244	241	242	
<b>Total</b>	<b>636</b>	<b>668</b>	<b>658</b>	<b>679</b>	<b>674</b>	<b>663</b>	

<i>Korematsu</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
7	276	244	266	261	265	269	
8	263	268	242	268	266	267	
<b>Total</b>	<b>539</b>	<b>512</b>	<b>508</b>	<b>529</b>	<b>531</b>	<b>536</b>	

<i>Pinole</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
7	275	284	309	304	307	312	
8	287	309	279	309	306	307	
<b>Total</b>	<b>562</b>	<b>593</b>	<b>589</b>	<b>613</b>	<b>613</b>	<b>619</b>	

<i>De Anza</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
9	371	323	333	302	336	330	
10	325	378	330	339	309	343	
11	325	315	368	320	329	299	
12	242	299	289	342	294	303	
<b>Total</b>	<b>1,263</b>	<b>1,315</b>	<b>1,320</b>	<b>1,303</b>	<b>1,268</b>	<b>1,275</b>	

<i>El Cerrito</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
9	361	339	349	317	353	346	
10	364	366	344	353	322	358	
11	337	367	369	347	356	325	
12	302	323	353	355	333	342	
<b>Total</b>	<b>1,364</b>	<b>1,395</b>	<b>1,415</b>	<b>1,372</b>	<b>1,363</b>	<b>1,371</b>	

<i>Hercules</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
9	217	246	253	230	256	251	
10	275	206	235	241	219	245	
11	234	255	186	215	221	199	
12	209	223	244	175	204	210	
<b>Total</b>	<b>935</b>	<b>930</b>	<b>918</b>	<b>861</b>	<b>900</b>	<b>905</b>	



<i>Kennedy</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
9	259	224	231	210	234	229	
10	243	251	216	222	202	226	
11	191	230	238	203	209	189	
12	172	157	196	204	169	175	
<b>Total</b>	<b>865</b>	<b>862</b>	<b>881</b>	<b>839</b>	<b>813</b>	<b>818</b>	

<i>Pinole Valley</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
9	317	298	308	279	311	305	
10	285	307	288	294	269	301	
11	307	254	276	257	263	238	
12	296	267	214	236	217	223	
<b>Total</b>	<b>1,205</b>	<b>1,126</b>	<b>1,086</b>	<b>1,066</b>	<b>1,060</b>	<b>1,067</b>	

<i>Richmond</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
9	381	362	373	338	377	370	
10	402	402	383	393	359	398	
11	368	381	381	362	372	338	
12	335	334	347	347	328	338	
<b>Total</b>	<b>1,486</b>	<b>1,479</b>	<b>1,484</b>	<b>1,440</b>	<b>1,436</b>	<b>1,444</b>	

<i>Greenwood Academy<sup>23</sup></i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
9	3	7	7	6	7	7	
10	18	28	26	28	25	28	
11	67	128	127	119	128	117	
12	173	269	268	267	248	271	
<b>Total</b>	<b>261</b>	<b>431</b>	<b>428</b>	<b>421</b>	<b>408</b>	<b>423</b>	

<sup>23</sup> Beginning in 2015-16, Greenwood Academy and North Campus will consolidate at the Greenwood Academy facility.

<i>Harbour Way</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
7	3	3	3	3	3	3	
8	4	4	4	4	4	4	
<b>Total</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	

<i>Middle College</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
9	74	72	74	67	75	73	
10	67	68	65	68	62	69	
11	64	67	66	62	67	61	
12	62	59	58	58	54	59	
<b>Total</b>	<b>267</b>	<b>265</b>	<b>263</b>	<b>256</b>	<b>258</b>	<b>262</b>	

<i>North Campus<sup>24</sup></i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
9	4	0	0	0	0	0	
10	9	0	0	0	0	0	
11	56	0	0	0	0	0	
12	111	0	0	0	0	0	
<b>Total</b>	<b>180</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

<i>Vista</i>							
Grade	14-15	15-16	16-17	17-18	18-19	19-20	
7	4	4	4	4	4	4	
8	6	6	6	6	6	6	
9	8	8	8	7	8	8	
10	31	32	30	32	29	32	
11	45	47	46	44	47	43	
12	65	62	61	61	57	62	
<b>Total</b>	<b>159</b>	<b>158</b>	<b>155</b>	<b>154</b>	<b>150</b>	<b>155</b>	

<sup>24</sup> Beginning in 2015-16, North Campus and Greenwood Academy will consolidate at the Greenwood Academy facility