Pierce Joint Unified School District

Carol Geyer - Superintendent

Final

Facility Master Plan

December 2, 2015

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GIS SERVICES • DEMOGRAPHICS • SCHOOL FACILITY PLANNING

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Acknowledgements
The development of this Facility Master Plan has occurred with the guidance and assistance from District staff. The following are acknowledged for their contributions to the process.

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Glossary of Terms

California Department of Education (CDE)
The California Department of Education (CDE) is a dedicated service agency that provides leadership, resources and technical support to school districts, schools, and educators. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, they prepare students to live, work, and thrive in a highly connected world.

Attendance Boundary
An attendance boundary is defined by a physical boundary which is specific to an elementary, middle, junior high, or high school. Students with a physical address which is located within that boundary are student residents of that "attendance boundary".

Board of Education (BOT)
The BOT is the governing board of the Pierce Joint Unified School District.

Cohort
A cohort is a group of subjects who have a shared experience during a particular time span (in this case, students). 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.

PJUSD
Pierce Joint Unified School District.

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

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 PJUSD 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 PJUSD.

Local Agency Formation Commission (LAFCO)
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.

Transiency
The stability at which students enter and exit the district.

EXECUTIVE SUMMARY

The purpose of the 2014-15 Facility Master Plan (FMP) is to provide detailed demographic information about the Pierce Joint Unified School District's (PJUSD) community, and the effects of those demographics on the PJUSD's enrollments and 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.

The 2014-15 FMP for the Pierce Joint Unified School District provides not only a historical perspective on the PJUSD, including historical demographic information on the communities served by the district as well as the district's residents, enrollments and individual school facilities, but also provides an analysis of current and projected residents and enrollments. As these factors change and timelines are adjusted, the study will be revised to reflect the most current information.

The consultant conducted research with all relevant planning agencies, and governmental offices in order to identify current economic and development trends. This research was then correlated with PJUSD historical enrollment and resident trends. Having gathered and analyzed this information, the consultant prepared projections of student enrollments and projections of student residents by area in order to assist the District in annual budgeting, reviewing district attendance boundaries, and planning for the location and size of future facilities.

The District has experienced steady enrollment growth for the last few years, after a period of stability. Projections indicate that this recent trend of overall growth will persist for one more year, before stabilizing for the remainder of the projection period. In addition, total average grade by grade migration has been stable at nearly every grade level, which contributes to the stability of the ten-year enrollment projections.

Based on the Most Likely projection, TK-12th grade enrollments are projected to decrease to 1,418 by 2024-25. The overall decline is due to several years of lower births, and corresponding smaller kindergarten cohorts. The number of District births from 2011 on closely resembles the number of District births from about 2000 to 2004, meaning enrollment will return closer to the levels it was when those cohorts were enrolled.

- TK-5th grade enrollments are projected to decline slightly for the next two years, then decline more steeply in 2017, as smaller cohorts due to lower births begin entering school. *However, it is critical the District continue to monitor the kindergarten to birth ratio annually, as well as student migration trends, in order to detect any changes to these enrollment determinants.*
- Enrollments of the 6th-8th grades will see a larger increase beginning in 2017 due to the migration of some larger cohorts, before gradually falling back closer to 2014 enrollment levels by 2023.
- 9th-12th grade enrollment will grow the most over the projection period, as larger cohorts due to previous years of high births will matriculate into high school during the projection period. 9th-12th grade enrollment will also begin to decline once the more recent, smaller cohorts arrive.

Facility capacity, especially at the high school level, should be monitored closely in order to be prepared to accommodate this growth, and to ensure the District will have equitable facilities to house all PJUSD students through the projection period.

The data analyzed for this study 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.

SECTION A: INTRODUCTION

The Pierce Joint Unified School District (PJUSD) is located in Colusa and Yolo Counties in California, and serves the communities of Arbuckle, Grimes, Dunnigan, and College City, among other populations. PJUSD serves grades TK through 12, and as of October 2014, has a total enrollment of 1,443 students. The District includes 2 elementary school sites, 1 junior high school site, 1 high school site, and 1 alternative high school site. Figure 1 depicts the extent of the PJUSD boundary. Table 1 provides current year enrollments for all District schools, while Figure 2 provides their geographic location within the District boundary.

Figure 1. District Map

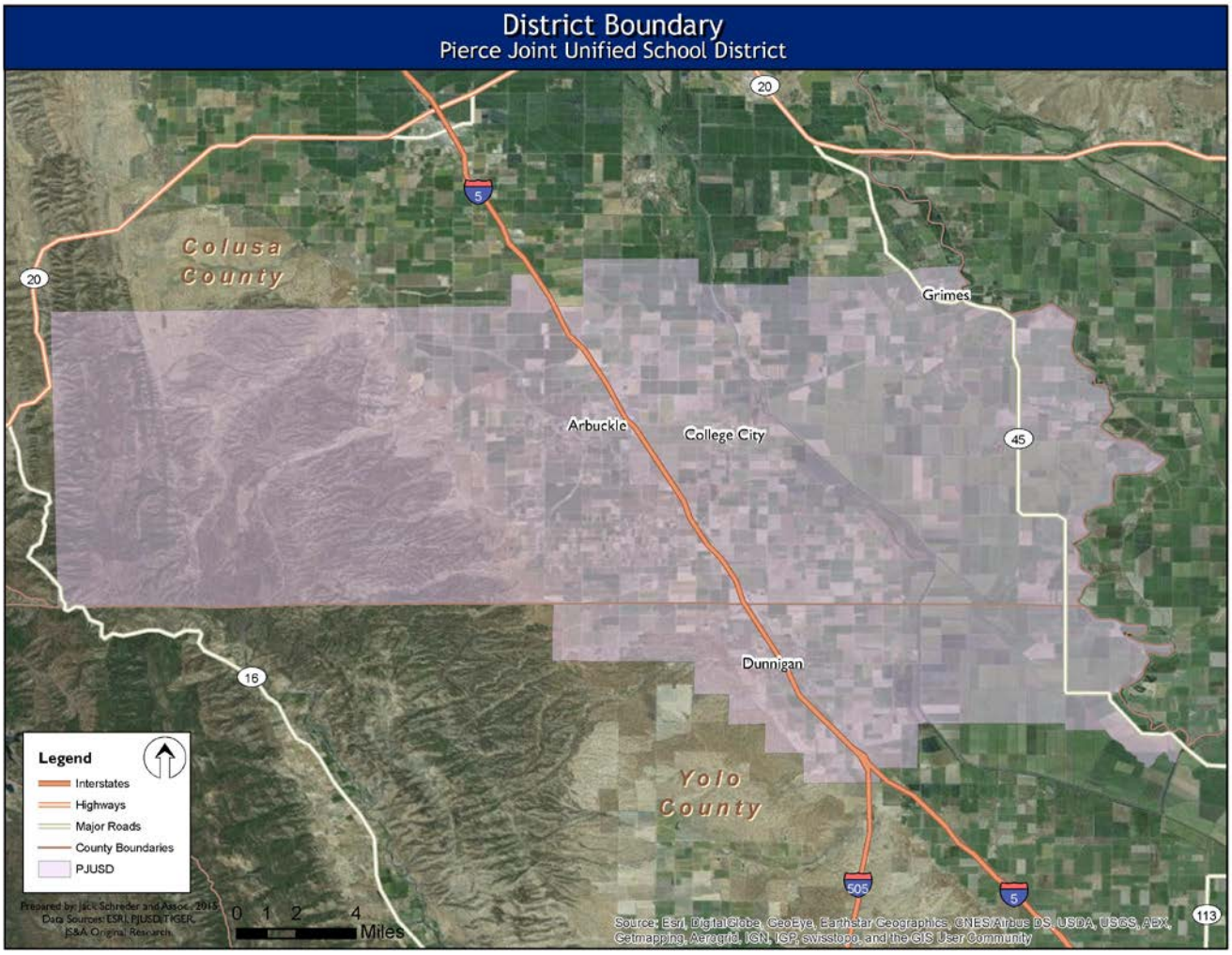
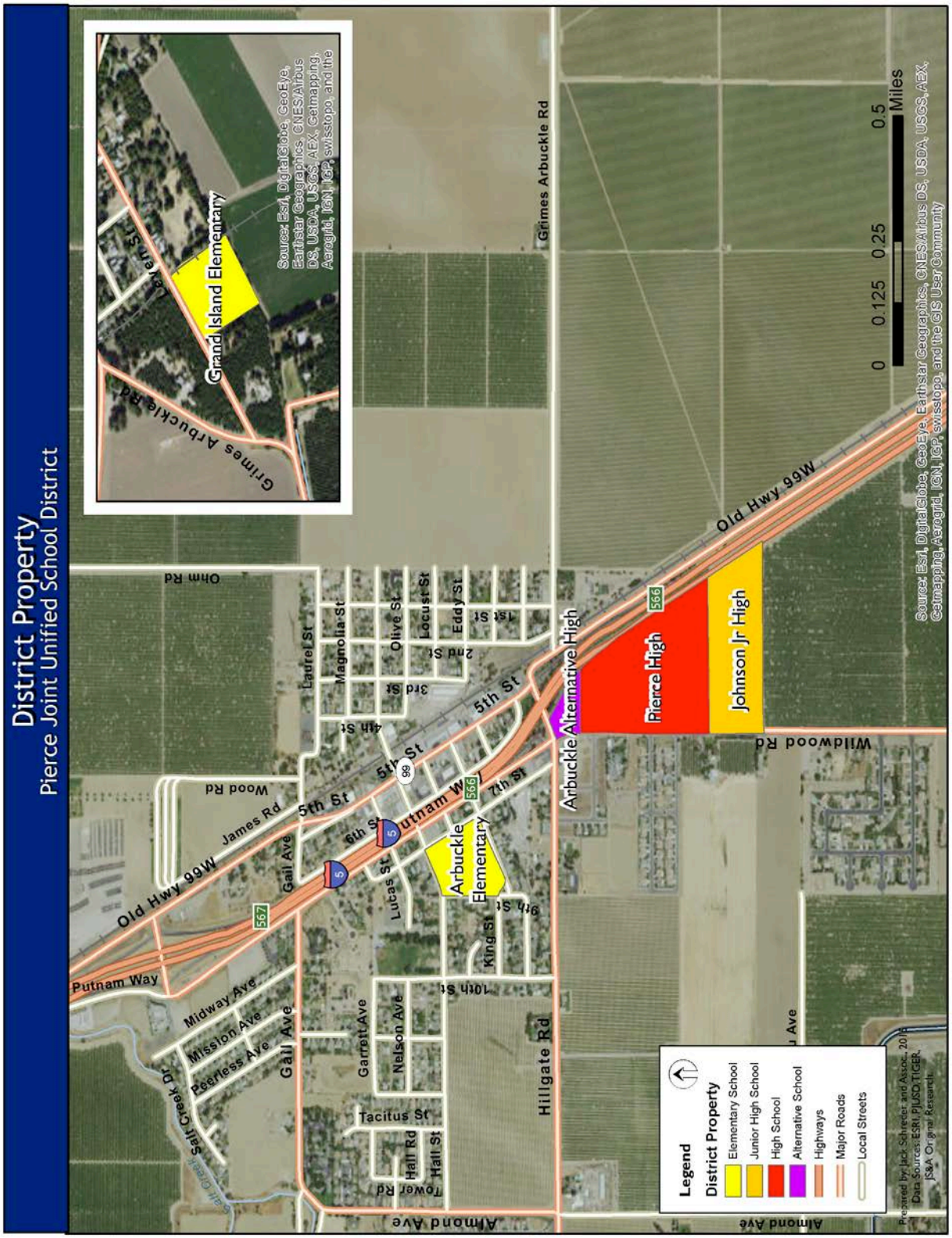


Table 1. School Sites and 2014-15 Enrollments

Elementary Schools	**Grade Levels**	**2014-15 Enrollment**
Arbuckle Elementary	TK-5	622
Grand Island Elementary	K-6	64
Middle School	**Grade Levels**	**2014-15 Enrollment**
Lloyd G. Johnson Junior High	6-8	319
High School	**Grade Levels**	**2014-15 Enrollment**
Pierce High	9-12	424
Alternative High School	**Grade Levels**	**2014-15 Enrollment**
Arbuckle Alternative High	9-12	14
Total		**1,443**

Source: California Department of Education and PJUSD

Figure 2. District Owned Property



Pierce Joint Unified School District 2014-15 Facility Master Plan

This report is divided into ten major components:

A. Introduction
B. District and Community Demographics
C. Tapestry Segmentation Analysis
D. Land Use and Planning
E. Spatial Analysis
F. Enrollment Projections
G. Facility Analysis
H. Individual School Analysis
I. Funding Analysis
J. Recommendations

Enrollment data presented in this report was compiled from Pierce Joint Unified School District and 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;
- Colusa County Planning Department;
- Environmental Systems Research Institute, Inc. (ESRI)
- ESRI Business Analyst Online (BAO);
- National Center for Education Statistics.

SECTION B: DISTRICT AND COMMUNITY DEMOGRAPHICS

District Enrollment Trends

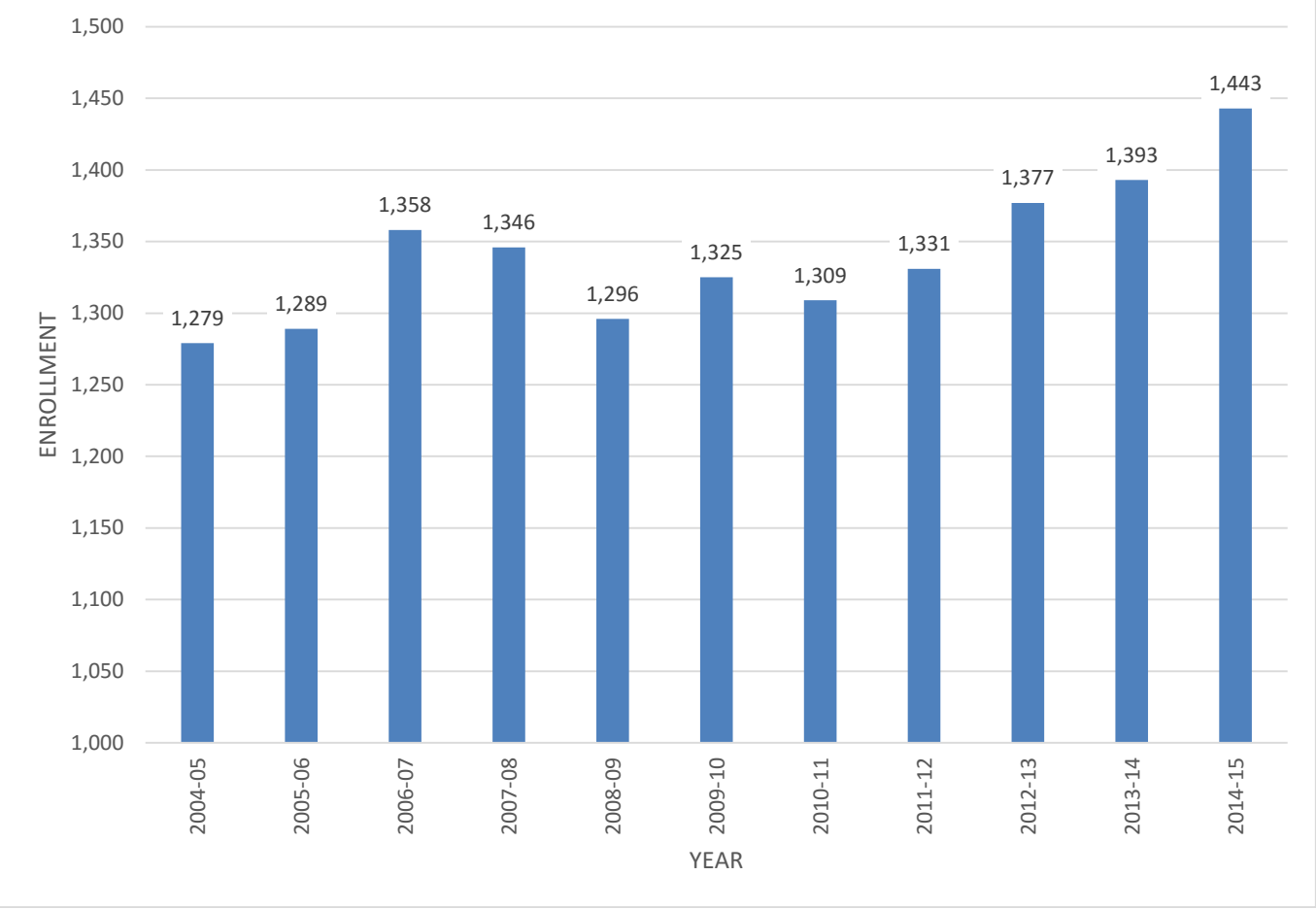
Historical Enrollments

Pierce Joint Unified School District experienced a trend of increasing enrollment from 2010 through 2014, following a decline during the Recession years. Enrollments between October 2010 and October 2014 increased from 1,309 to 1,443, representing an overall increase of 10.2% over four years.

Figure 3 illustrates the District's enrollment pattern since 2004-05. Figure 4 provides current year enrollments by school. Figure 5 illustrates annual growth/decline in student enrollment. Table 2 provides historical enrollments by school since 2004-05.

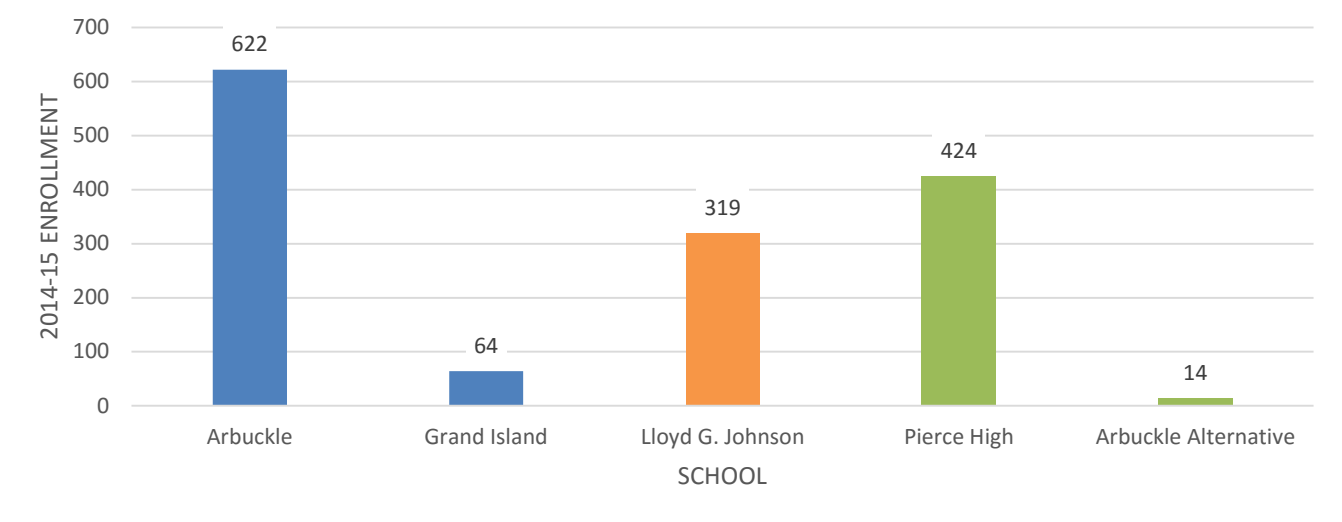
The various demographic factors affecting the District's historical enrollments will be discussed in greater detail in the following sections.

Figure 3. Historical Enrollments



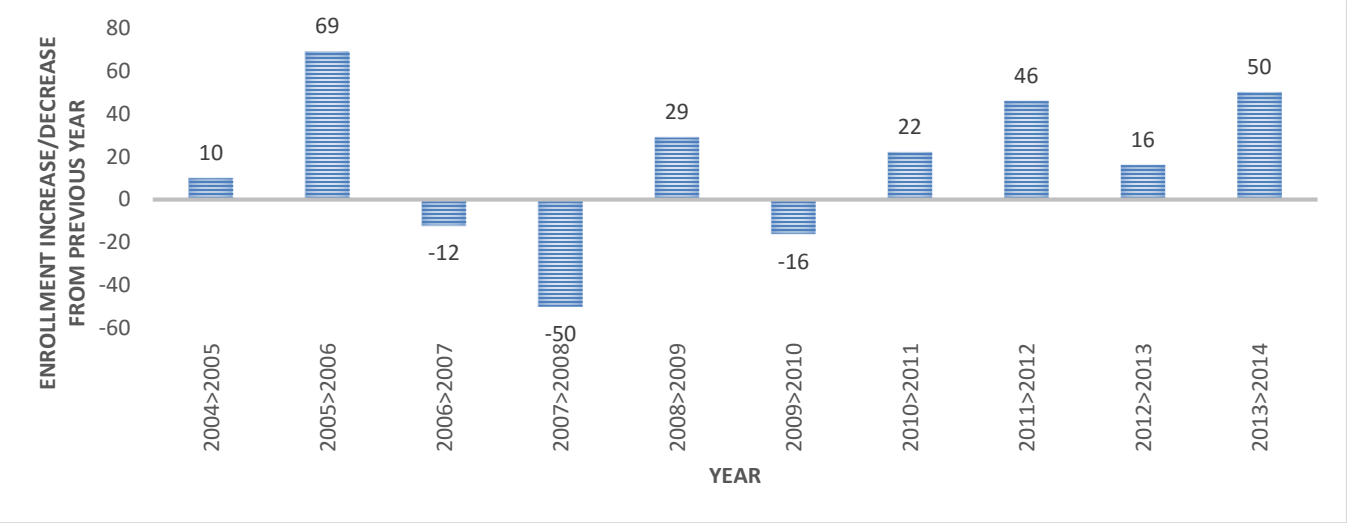
Source: California Department of Education and PJUSD.

Figure 4. 2014-15 Enrollments by School



Source: California Department of Education and PJUSD.

Figure 5. Annual Growth in Student Enrollment



Source: California Department of Education and PJUSD.

Table 2. Historical Enrollments by School

Elementary Schools	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Arbuckle	519	544	563	588	562	553	551	546	602	586	622
Grand Island	84	79	85	83	77	88	79	79	78	76	64
Jr. High School	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Lloyd Johnson Jr. High	285	281	309	266	272	301	314	336	308	326	319
High Schools	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Pierce High	377	369	381	391	370	373	354	363	378	391	424
Arbuckle Alternative	14	16	20	18	15	10	11	7	11	14	14
Total Districtwide	**1,279**	**1,289**	**1,358**	**1,346**	**1,296**	**1,325**	**1,309**	**1,331**	**1,377**	**1,393**	**1,443**

Kindergarten enrollment was more variable over the study period, with total transitional kindergarten and kindergarten enrollment falling from 2013 to 2014, and with no recent year having a higher kindergarten enrollment than 2007 (Figure 6). 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.

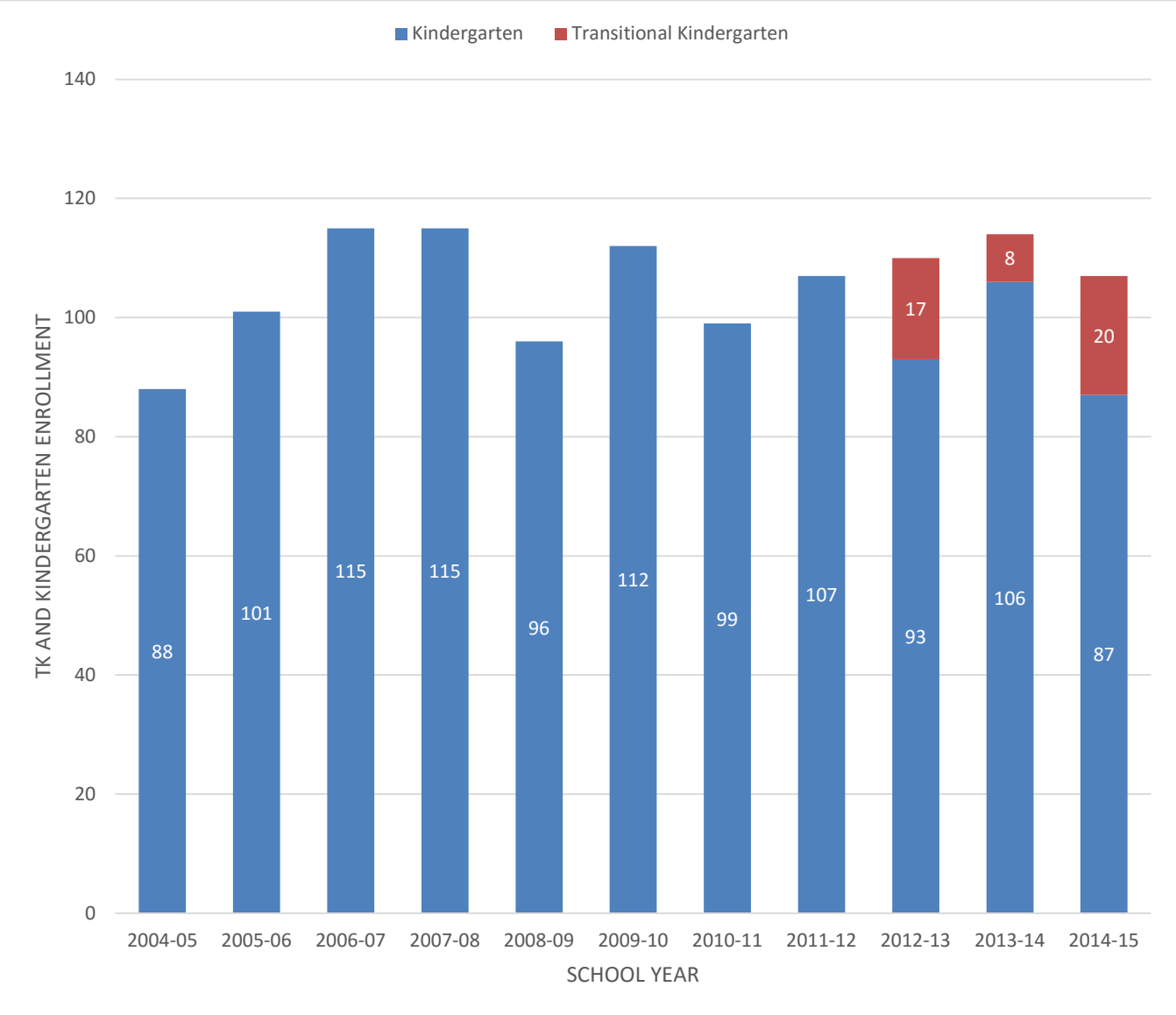
The Kindergarten Readiness Act of 2010 also creates a Transitional Kindergarten (TK) program for those students who miss the cutoff and who will be five years old between:

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

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

PJUSD has experienced fluctuation with its transitional kindergarten enrollment. After an initial program enrollment of 17 in 2012, transitional kindergarten enrollment fell to eight in 2013 before rebounding to 20 in the first year of full implementation in 2014.

Figure 6. Kindergarten Enrollment



Source: California Department of Education and PJUSD.

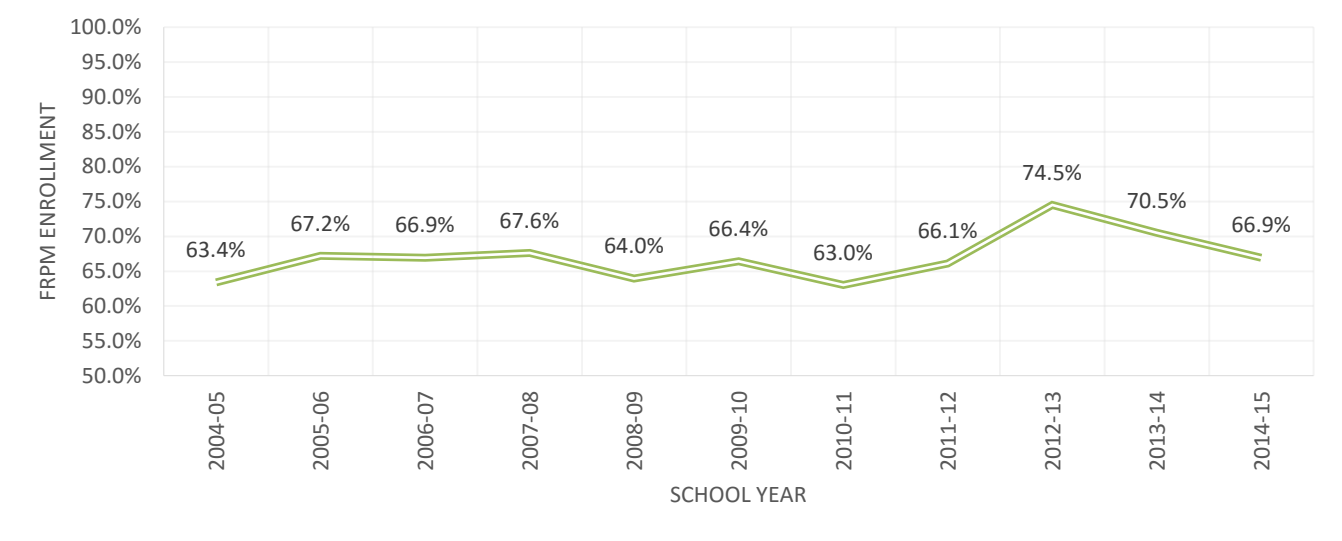
Historical Enrollment by Socioeconomic Status

In order to analyze the District's socioeconomic profile, the consultant utilized participation in the Free or Reduced Price Meals (FRPM) program as a socioeconomic indicator. Table 3 provides the number of PJUSD students participating in the FRPM program from 2004-05 to 2014-15. Since 2004-05, participation in the program increased by 155 students. Participation as a percentage of total enrollments increased from 63.4% in 2004-05 to 66.9% in 2014-15. FRPM enrollment as a percentage of total enrollment was stable for the early part of the study period, before increasing sharply in 2012, then falling back to within historical norms by 2014. Figure 7 graphically demonstrates the change by year.

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

School Year	Students Enrolled in Free or Reduced Price Meals	Percent FRPM
2004-05	811	63.4%
2005-06	866	67.2%
2006-07	909	66.9%
2007-08	910	67.6%
2008-09	829	64.0%
2009-10	880	66.4%
2010-11	825	63.0%
2011-12	880	66.1%
2012-13	1,026	74.5%
2013-14	982	70.5%
2014-15	966	66.9%

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



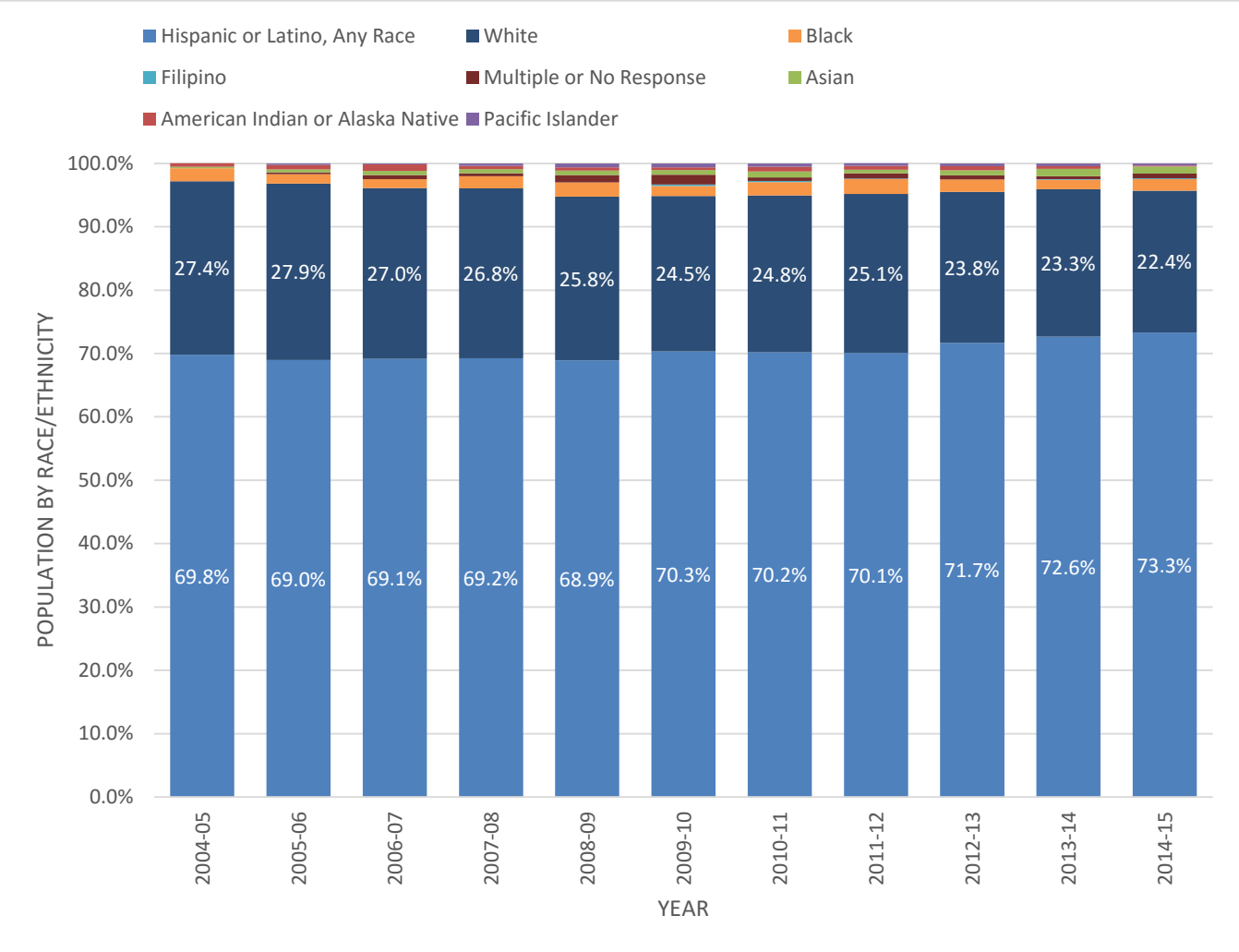
Source: California Department of Education and PJUSD.

Historical Enrollment by Ethnicity

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

Historically, PJUSD enrollments have been comprised predominantly of Hispanic/Latino and White students, with these two ethnicities combining for at least 94.9% of PJUSD enrollment in every year of the study period. The proportion of Hispanic/Latino students remained stable until 2012, then began rising. The proportion of White students began falling in 2008, and has continued in a generally declining trend. These historical trends are reflective of statewide demographic shifts and are expected to continue. Figure 8 below demonstrates the race/ethnicity trends of the District from 2004-05 to the 2014-15 school year.

Figure 8. Historical Enrollment by Race/Ethnicity



Source: California Department of Education.

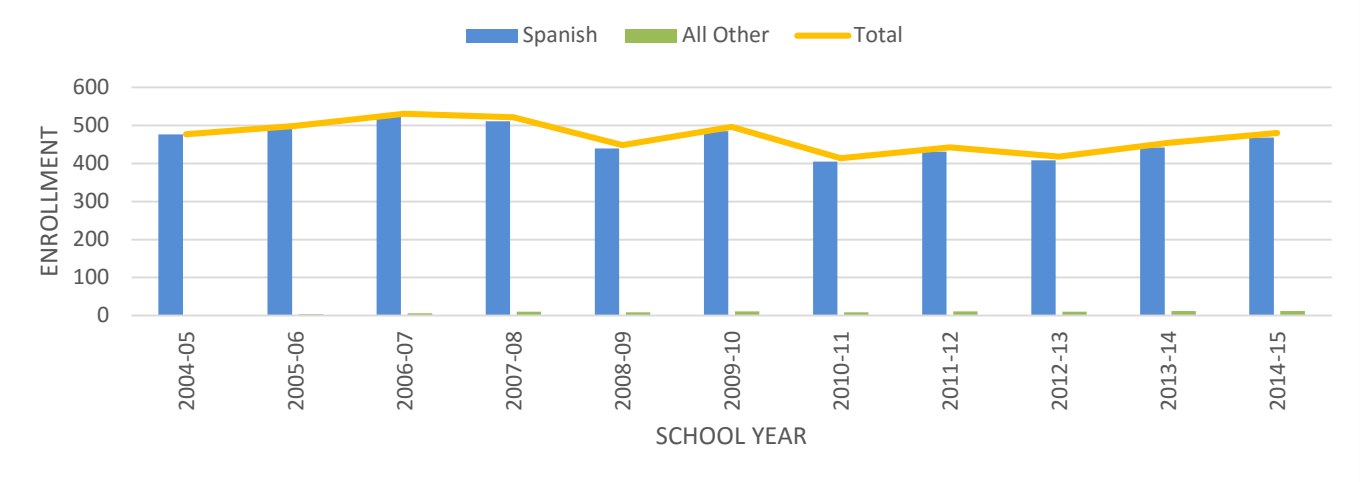
Historical Enrollment of English Language Learners

CalPADS enrollments of English Language Learners (ELL) were also compiled and analyzed. Table 4 contains the number of PJUSD students enrolled as ELL students from 2004-05 to 2014-15, as well as a breakdown by primary language spoken. ELL enrollment has risen and fallen over the course of the last decade, and was only increased by a total of three students from 2004 to 2014. As a percentage of District enrollment, ELL students have declined by about four percent during the study period. The composition of the ELL student population consists almost entirely of Spanish speaking students, with all other languages representing only a small proportion of ELL enrollment. Figure 9 graphically depicts this trend over time.

Table 4. Historical Students Enrolled as English Language Learners

School Year	Total ELL Students	Spanish	All Other	Percent ELL
2004-05	477	476	1	37.29%
2005-06	499	495	4	38.71%
2006-07	531	525	6	39.07%
2007-08	521	511	10	38.71%
2008-09	448	439	9	34.57%
2009-10	496	485	11	37.43%
2010-11	414	405	9	31.63%
2011-12	442	431	11	33.18%
2012-13	418	408	10	30.36%
2013-14	454	442	12	32.59%
2014-15	480	468	12	33.26%

Figure 9. Historical Students Enrolled as English Language Learners



Source: California Department of Education and PJUSD.

Community Demographics

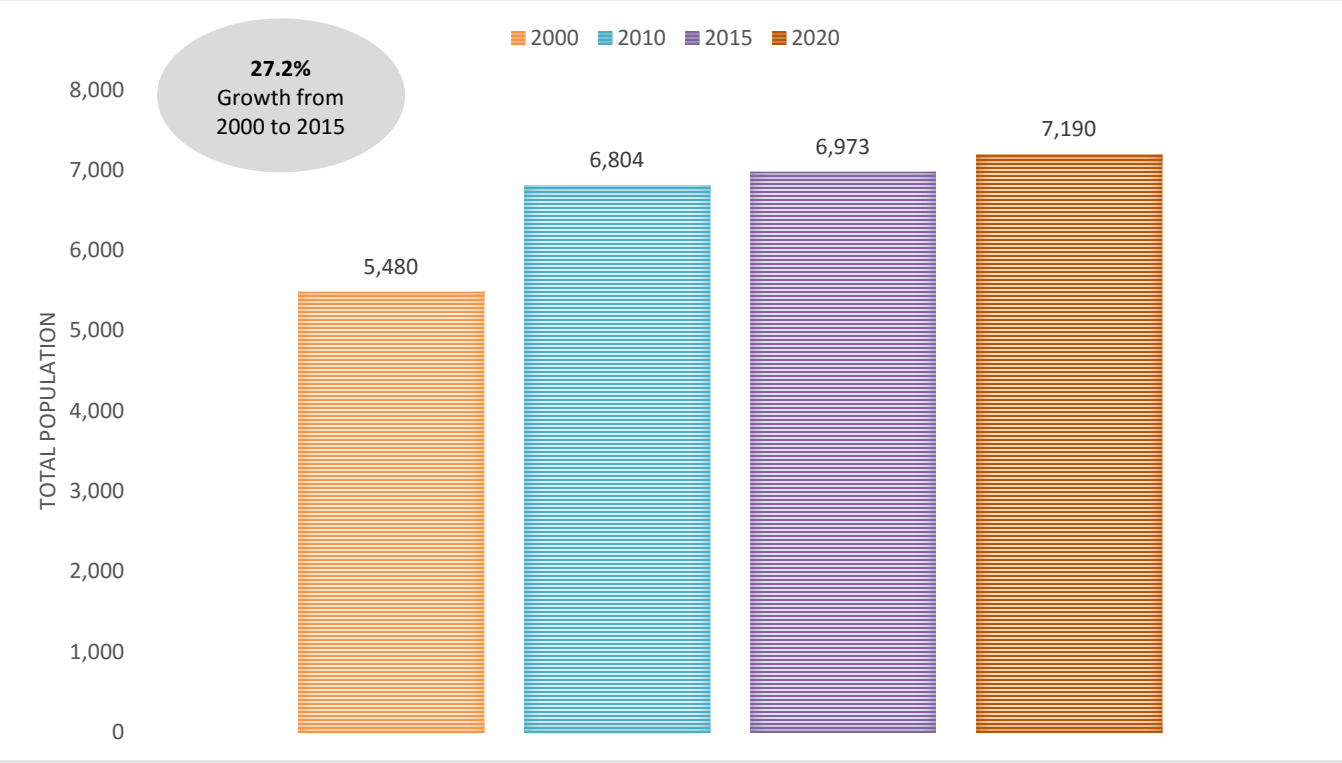
Pierce Joint Unified School District serves a portion of unincorporated Colusa and Yolo Counties, including the communities of Arbuckle, Grimes, Dunnigan, and College City, among others. This community demographic analysis will focus on the general population residing within the School District boundary.

Population Trends

PJUSD has a total population of approximately 6,973 according to United States Census estimates (an increase of 27.2% since 2000) (Figure 10). PJUSD is expected to continue to grow, albeit at a more gradual pace than occurred between 2000 and 2010.

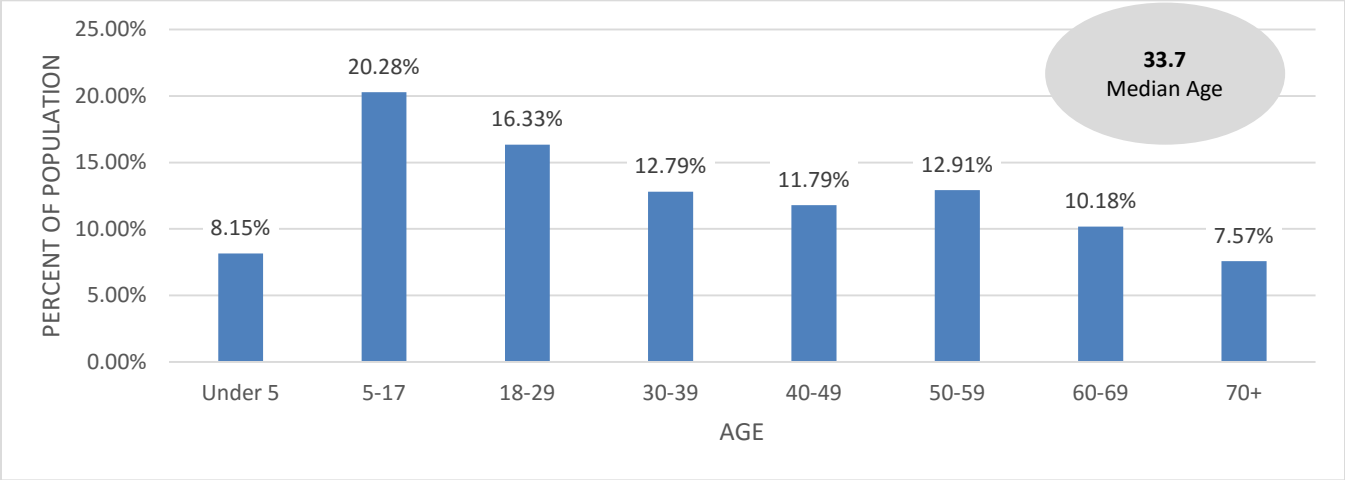
As Figure 11 demonstrates, PJUSD is a younger community with a median age of 33.7 years, and with more than 20% of the population between ages 5 and 17, the relevant school age population. The relevant school-aged population increased from 2000 to 2010, remained stable through 2015, and is expected to increase again in the next few years (Figure 12). PJUSD is predominately Hispanic or Latino (56.5%); however non-Hispanic White residents comprise 34.6% of the population (Figure 13).

Figure 10. Population Growth 2000-2012



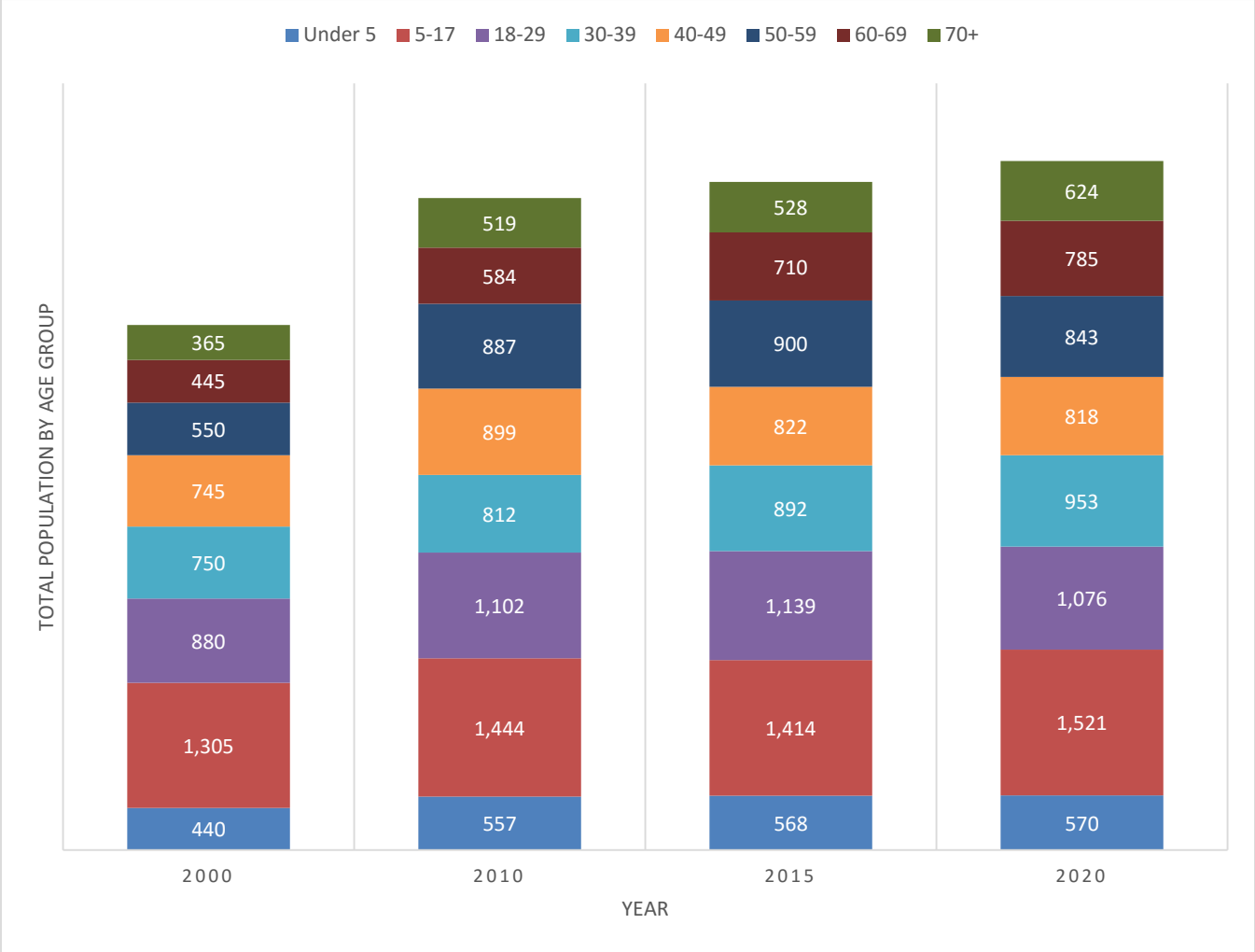
Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020.

Figure 11. Age Distribution by Percent of Population



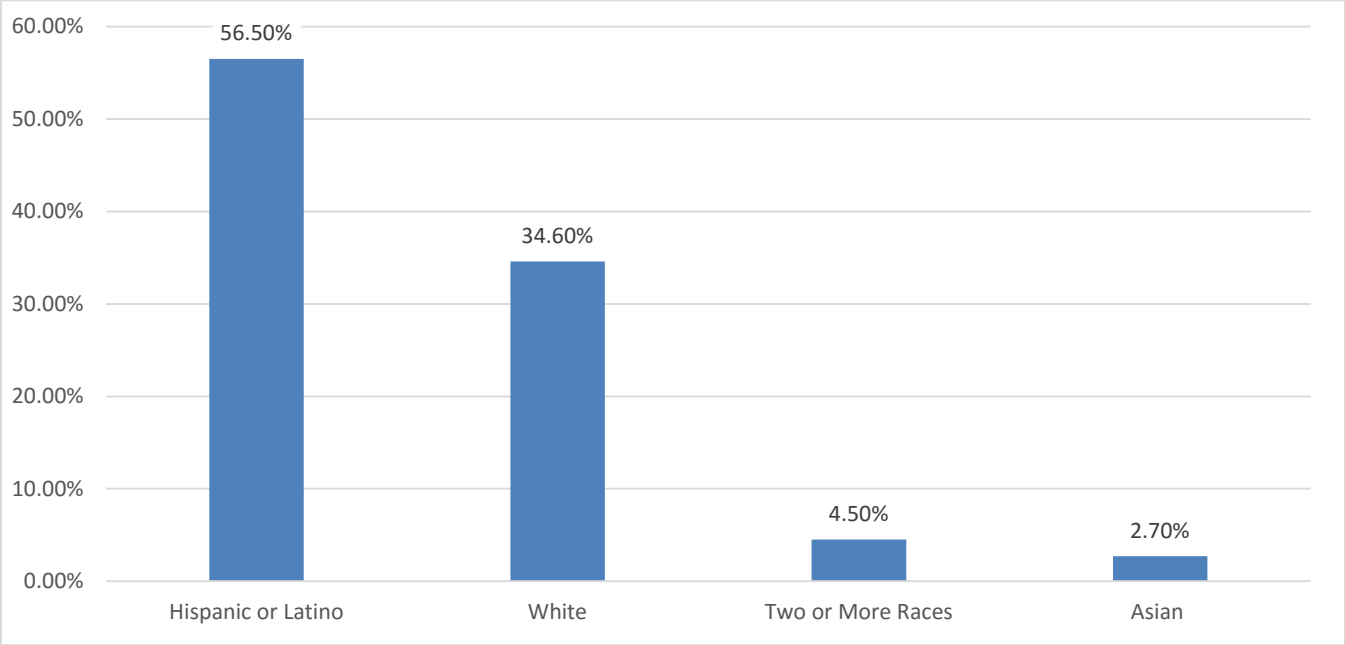
Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020.

Figure 12. Population Growth by Age 2000-2010



Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020.

Figure 13. Population by Race and Ethnicity

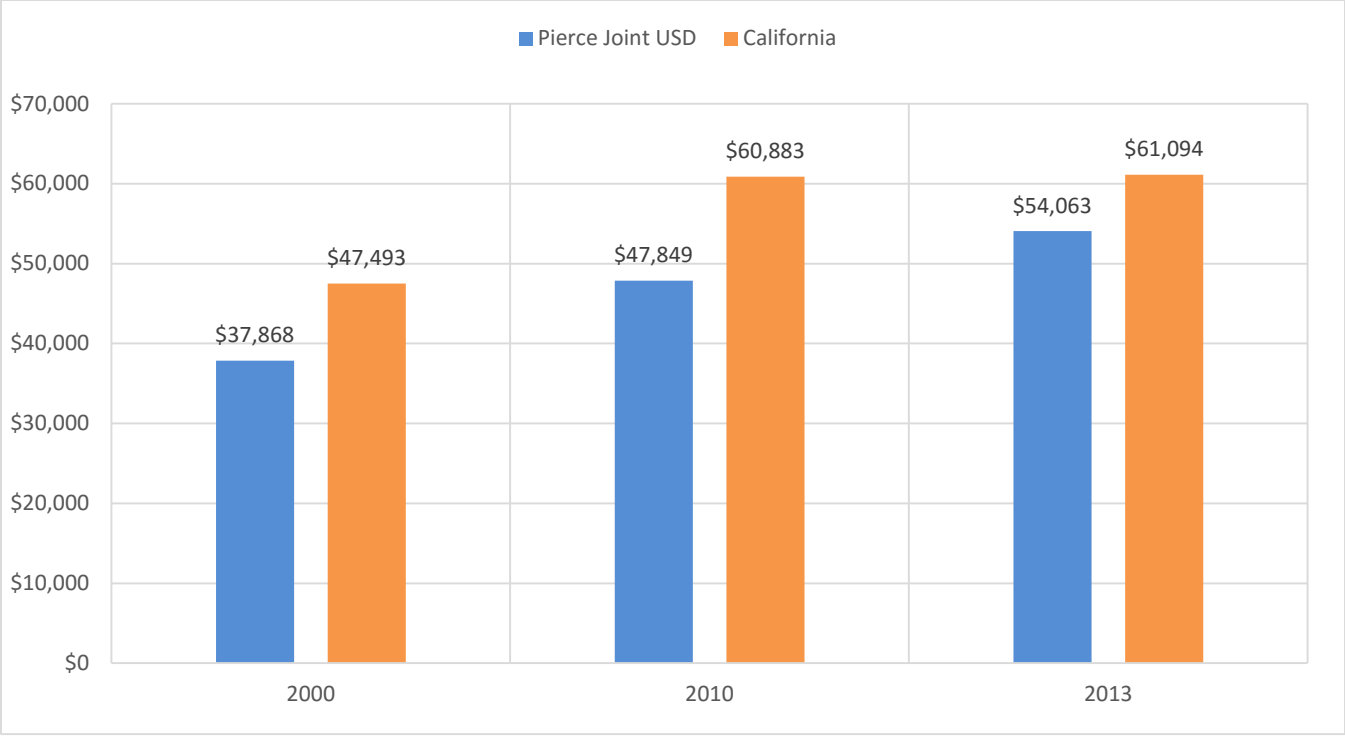


Source: U.S. Census Bureau ACS 2013 5-Year Estimates

Household Characteristics

Median household income is lower in PJUSD compared to the State as a whole (Figure 14).

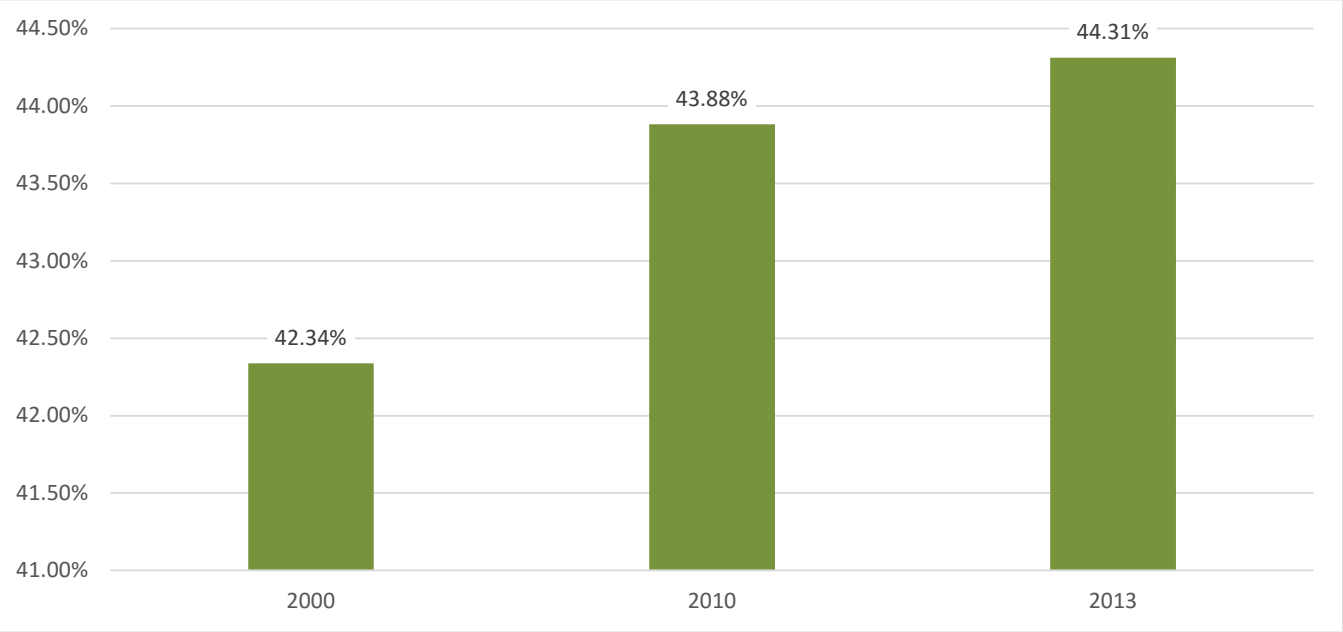
Figure 14. Median Household Income



Source: ESRI Business Analyst Online

The percent of households with children under 18 in PJUSD has increased steadily from 2000-2013 while the number of persons per household has also increased overall (Figures 15-16).

Figure 15. Percent of Households with Individuals Under 18



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

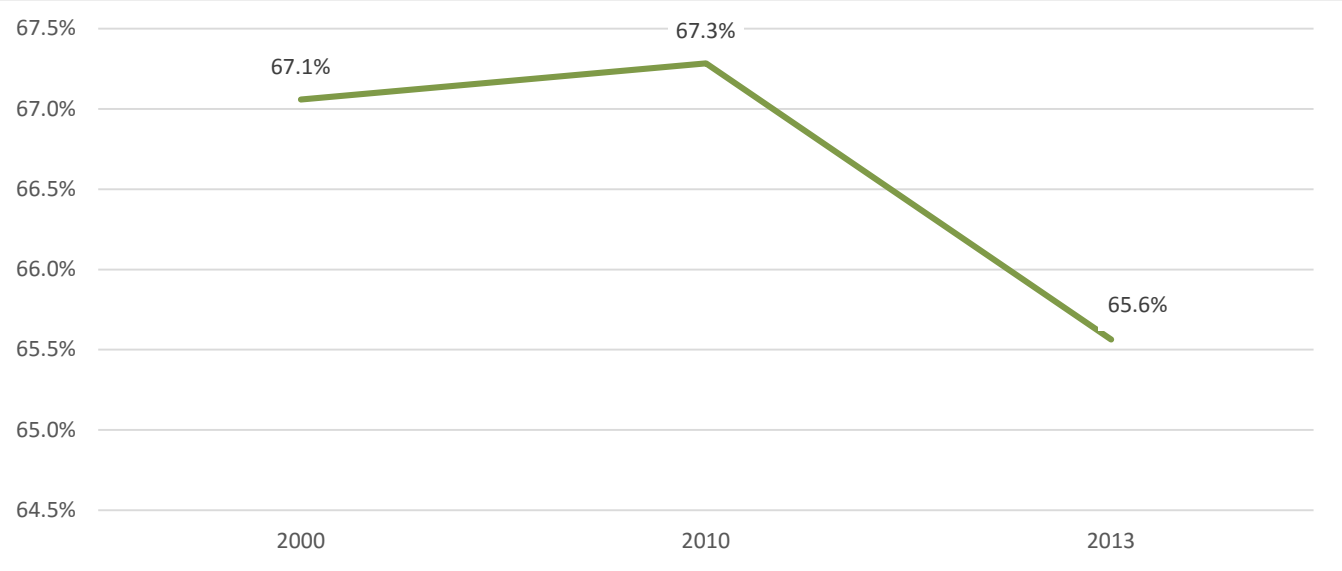
Figure 16. Number of Persons per Household

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

Home Ownership and Median Home Values

Home ownership in the District increased slightly from 2000 to 2010, then decreased in 2013 estimates (Figure 17).

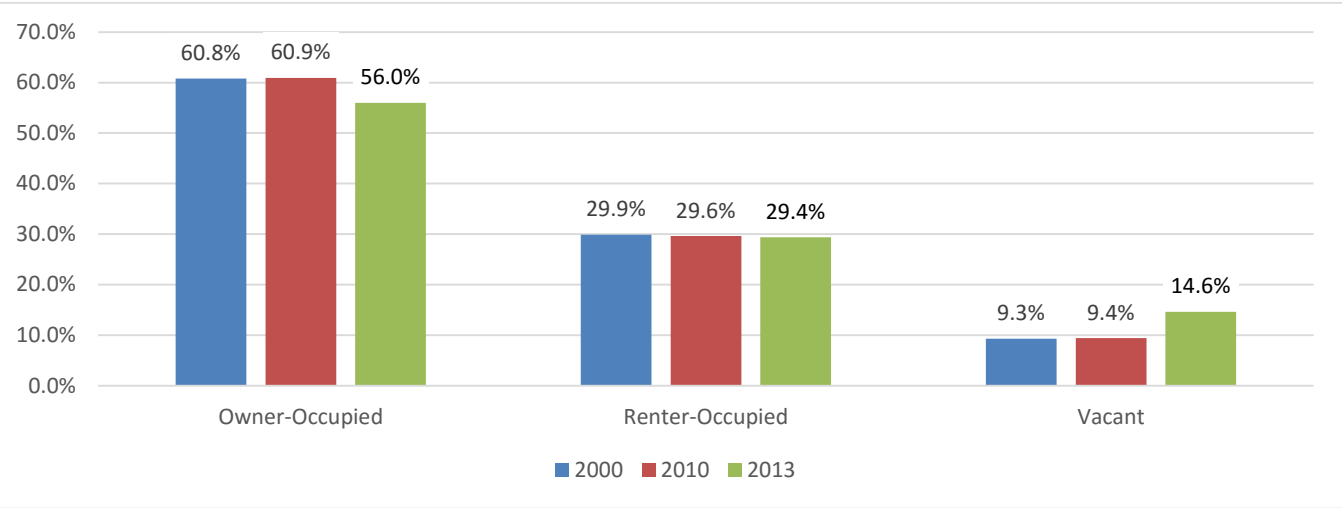
Figure 17. Home Ownership Rate



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ESRI Business Analyst Online.

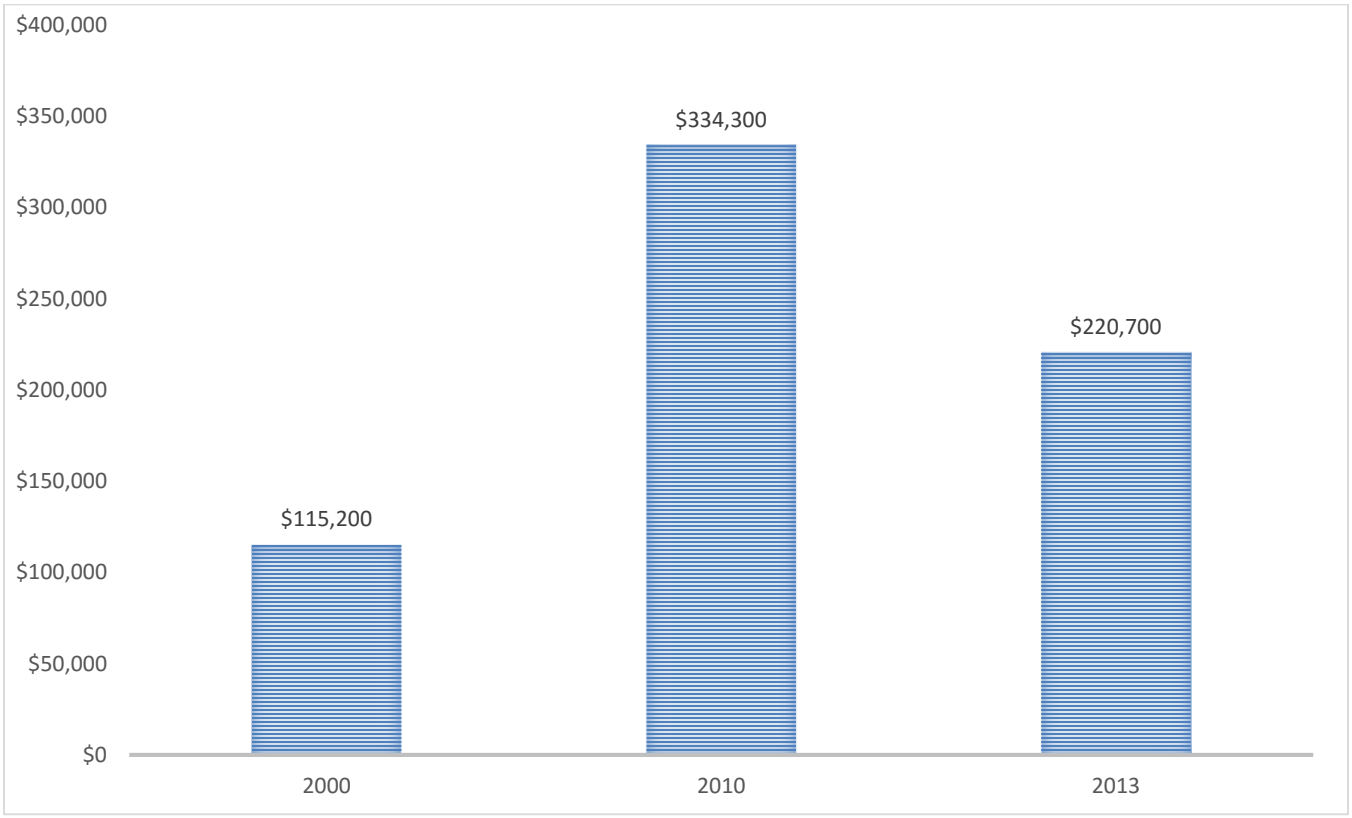
The occupancy trend for PJUSD residents has been an increase in vacant units and a decrease in owner-occupied units. The percentage of renter-occupied units has remained stable (Figure 18). The median value of owner-occupied housing units almost tripled from 2000 to 2010, before decreasing again in 2013 (Figure 19).

Figure 18. Occupancy Status of PJUSD Housing Units



Source: ESRI Business Analyst Online

Figure 19. Median Value of Owner-Occupied Housing Units



Source: ESRI Business Analyst Online

SECTION C: TAPESTRY SEGMENTATION ANALYSIS

Introduction

Segmentation is used by companies, agencies, and organizations to divide and group consumer markets to more precisely target their best customers and prospects. Segmentation explains customer diversity, simplifies marketing campaigns, describes lifestyle and life stages, and incorporates a wide range of data. Segmentation systems operate on the theory that people with similar tastes, lifestyles, and behaviors seek others with the same tastes. ESRI's Tapestry Segmentation system combines the "who" of lifestyle demography with the "where" of local neighborhood geography to create a model of various lifestyle classifications or segments of actual neighborhoods with addresses.

Neighborhoods are natural formations of people drawn together by their common need for a "place". The benefits of segmentation can be clearly understood by anyone who needs accurate information about their consumers, constituents, or members.

This method of analysis applies to the area that makes up a public school district as well, by providing pertinent information about the students who attend PJUSD schools and the community that supports the District.

Major Tapestry Segments

The largest population segment in PJUSD (30.6% of households and 39.7% of students) is composed of young, predominantly Hispanic families, and is identified as "Barrios Urbanos." This segment is characterized by higher household size, lower than average household income, and a high rate of home ownership. Members of Barrios Urbanos tend to be employed in skilled positions across the manufacturing, construction, and retail trade sectors. This segment is mostly located at the periphery of large urban areas in the West and Southwest of the country, but is also heavily represented throughout California's Central Valley.

A further 24.7% of all households and students in PJUSD are made up of a tapestry segment called "Southern Satellites." This segment, generally fond of outdoor activities and country living, is a bit older and tends to have lower household sizes. This segment also has a lower than average household income, but still higher than in the Barrios Urbanos segment. Members of Southern Satellites tend to be employed in skilled positions across the manufacturing, construction, and agriculture trade sectors.

Home ownership rates within this segment are particularly high. Although concentrated within rural settlements of Southern metro areas, this segment is found throughout the country.

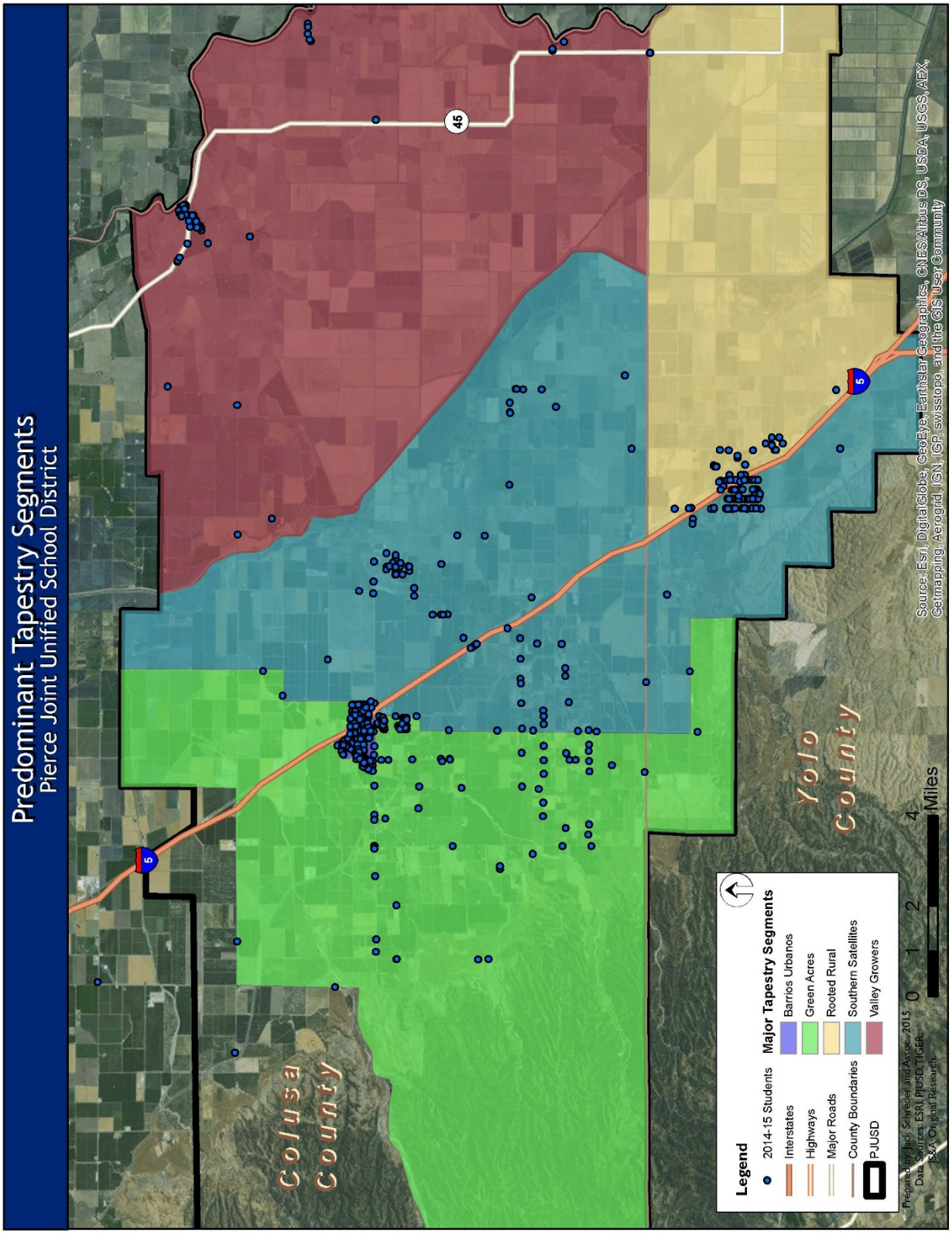
The third largest tapestry segment in Pierce Joint USD is the "Green Acres," a segment composed of rural enclaves and homes with acreage that might have been surrounded by newer housing development in recent years. Of the households in PJUSD, 19.2% belong to this segment, while 17.3% of the District's students reside there. Green Acres is characterized by a higher than average household income, and a slightly lower median household size. Families in this segment are aging, and less likely to have children at home over time. This segment is marked by a trend towards self-reliance and conservatism.

The next largest segment is called "Rooted Rural," and composes 14.6% of all PJUSD households and 6.2% of PJUSD students. As the name implies, this segment is made up of traditional, rural living people. This segment is predominantly non-Hispanic white, and tends to be religious. This segment has the smallest average household size of any of the major PJUSD segments, along with the highest average age. The discrepancy between the proportion of households and the proportion of students in this segment support this demographic analysis. Workers from this segment are concentrated in agriculture and forestry occupations.

The final major tapestry segment of PJUSD, making up 9.4% of all households and 8.1% of students, is called "Valley Growers." This tapestry segment is defined by young, Hispanic families with ties to the agricultural industry. This segment is the youngest out of any major segment in PJUSD, and also has the highest average household size. Members of this segment are also less likely to have finished high school, and have a much lower than average household income. Families in this segment are more likely to live in multifamily dwellings or mobile homes.

The above five tapestry segments collectively account for 98.5% of all of the households in the Pierce Joint Unified School District, and for 96.0% of all PJUSD students. Figure 20 shows the locations where these tapestry segments predominate within the District boundary.

Figure 20. Predominant Tapestry Segments within PJUSD



SECTION D: 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.

The land use policies of the County of Colusa control residential and commercial development in the Pierce Joint Unified School District that will continue to affect the enrollments of the District. As residential development occurs, additional students will have to be housed by the District. This section of the Facility Plan will identify the land use trends in the District and how those trends may affect the District in terms of projected enrollments.

The Pierce Joint Unified School District serves the population of the town of Arbuckle as well as the surrounding unincorporated areas. Development is currently occurring within the District boundaries. As residential development occurs, students will be generated for the District to house. As has been noted previously, residential development is occurring within the communities along the I-5 corridor.

County of Colusa

Colusa County is centrally located in Northern California, approximately 45 miles north of Sacramento and its 1,156 square miles are home to over 21,000 people. The County is predominantly agricultural and agricultural related businesses. Colusa County is rural with two incorporated cities, Williams and Colusa, and several small unincorporated towns, including Arbuckle, Maxwell, Grimes, Princeton, Stonyford, and College City. Interstate 5 bisects the county while to the west lies the Coastal Mountain range. East of I-5 is flat with the eastern boundary of the County being formed by the Sacramento River.

County of Colusa General Plan: July 2012

The County of Colusa General Plan (General Plan) identifies the County's vision for the future and provides a framework that will guide decisions on growth, development, and conservation of open space and resources in a manner consistent with the quality of life desired by the County's residents and

businesses. The General Plan was developed with extensive participation from the County's residents, businesses, local agencies, and other stakeholders. The General Plan applies to lands in the unincorporated area of the County.

Guiding Principles

Through the Visioning process, a distinct set of guiding principles were identified to guide the General Plan update:

- Maintain the County's rural character and quality of life;
- Focus new development in and around existing communities;
- Ensure that growth is orderly;
- Preserve and enhance the County's agricultural heritage;
- Provide opportunities for the expansion of existing businesses and attraction of a diverse range of businesses that provide high-quality jobs;
- Promote a broader range of industries that support the County's agricultural uses;
- Provide the young people in the County a future, in terms of employment and housing opportunities; and
- Ensure that adequate infrastructure is available to serve existing and new development.

General Plan Elements

The General Plan consists of twelve elements (chapters): Agriculture, Circulation, Community Character, Conservation, Economic Development, Housing, Land Use, Noise, Open Space and Recreation, Public Services and Facilities, and Safety. Each of these chapters analyzes the specific element and provides guidelines for policies and actions to be adopted by the County. While all of these elements constitute the General Plan, this study will focus on the Housing Element and Land Use Element as those policies could affect the future population of the PJUSD.

Land Use Element

"The Land Use Element provides for a development and resource conservation pattern that preserves and fosters the rural and agricultural character of Colusa County while allowing for economic

development."[1] In general the land use element outlines policies for providing a balanced mix of land uses, while maintaining the character of the county, providing industrial, commercial, and residential land sufficient to meet the projected growth and economic needs during the planning period. This element provides the minimum parcel size, the maximum dwelling density, and allowed uses for lands located in the unincorporated areas of the county. For purposes of this study, only the residential land uses were analyzed as those areas could generate students for the PJUSD to house. A Land Use Map for Arbuckle is also provided to identify potential development areas.

Table 5. Land Uses (Residential Only)

Land Use Designation	Min. Parcel Size	Dwelling Units/Acre	Allowed Uses
Rural Residential	2 acres	1 DU/2 acres	SF/ 2nd Units
Urban Residential	6,000 sq.ft.	20 DU/Acre	SF/2nd Units/MF
Urban Reserve	40 acres	1 DU/40 acres	

Housing Element

The State of California mandates that every County and City adopt a Housing Element within every General Plan since 1969. The Housing Element is supported by research and analysis of current housing stock, a housing needs assessment, and the development of a housing plan that commits the County to action for meeting the housing need of their constituents.

The Housing Needs Assessment is based on demographic and socioeconomic characteristics as reported by the Bureau of the Census, California Department of Finance, ESRI market profile and other data sources. This research provides an overview of the population, the projected population, the households, current and projected, the median income compared to housing costs, etc. in order to assure the County can meet the housing needs for the current and future population.

The Regional Housing Needs Allocation was developed for Colusa County by the state to ensure that local jurisdictions address not only the needs of their immediate areas but also their fair share of housing needs for all economic segments. Colusa County was allocated a new construction need of 902 housing units ranging from extremely low income household needs (99) to above-moderate income household

[1] County of Colusa: General Plan, Land Use Element. Chapter 8, p. 8-1.

needs (365). Currently, the County has adequate housing sites to accommodate the overall need of 902 new households.

Housing Element Update: 2014

The Housing Element is a stand-alone policy document, supported by research and analysis and is an implementation component that commits the County to specific goals, policies, and actions. The Housing Plan sets forth the County's housing goals and provides policies and programs to address the County's housing needs.

In order to prepare this document, there was an analysis of population and employment trends, an assessment of housing needs, identification of governmental and non-governmental constraints to the development of housing and a description of resources available for the development of housing.[2]

A summary of findings from the needs assessment:

- The number of households in the County remained constant at 3,545 from 2010-2013;
- 65% of households own their own homes;
- Average household size of one to four persons;
- 11% of renter households are overcrowded compared to 7% of owner households;
- Median sales price for single family detached home was $179,500 in 2013;
- Median rental rate was $700 for all units;
- 54% of extremely low, very low, and low income households overpay for housing.

Regional Housing Needs Allocation (RHNA)

The RHNA was developed for Colusa County by the state to ensure that local jurisdictions address that adequate sites and zoning are provided to address existing and anticipated housing demands during the planning period. Colusa County was allocated a new construction need of 499 housing units. Table 6 provides an overview of the housing units allocated by income level.

The County's available housing sites provide more capacity than needed to meet its needs for very low, low, moderate and above moderate income housing. The vacant and underdeveloped sites in the County have the capacity for over 6,000 units.

[2] Colusa County General Plan., Chapter 7. Pages 7-1

Table 6. RHNA Needs Allocation 2014-19

Income Ranges	Allocated Housing Units	Maximum Sales Price	Rent Cost/Month
Extremely Low	53	$61,300	$434
Very Low	54	$61,300-$103,925	$435-$724
Low	91	$103,926-$173,325	$725-$1,158
Moderate	91	$173,326-$255,880	$1,159-$1,738
Above Moderate	210	$255,881+	$1,739+

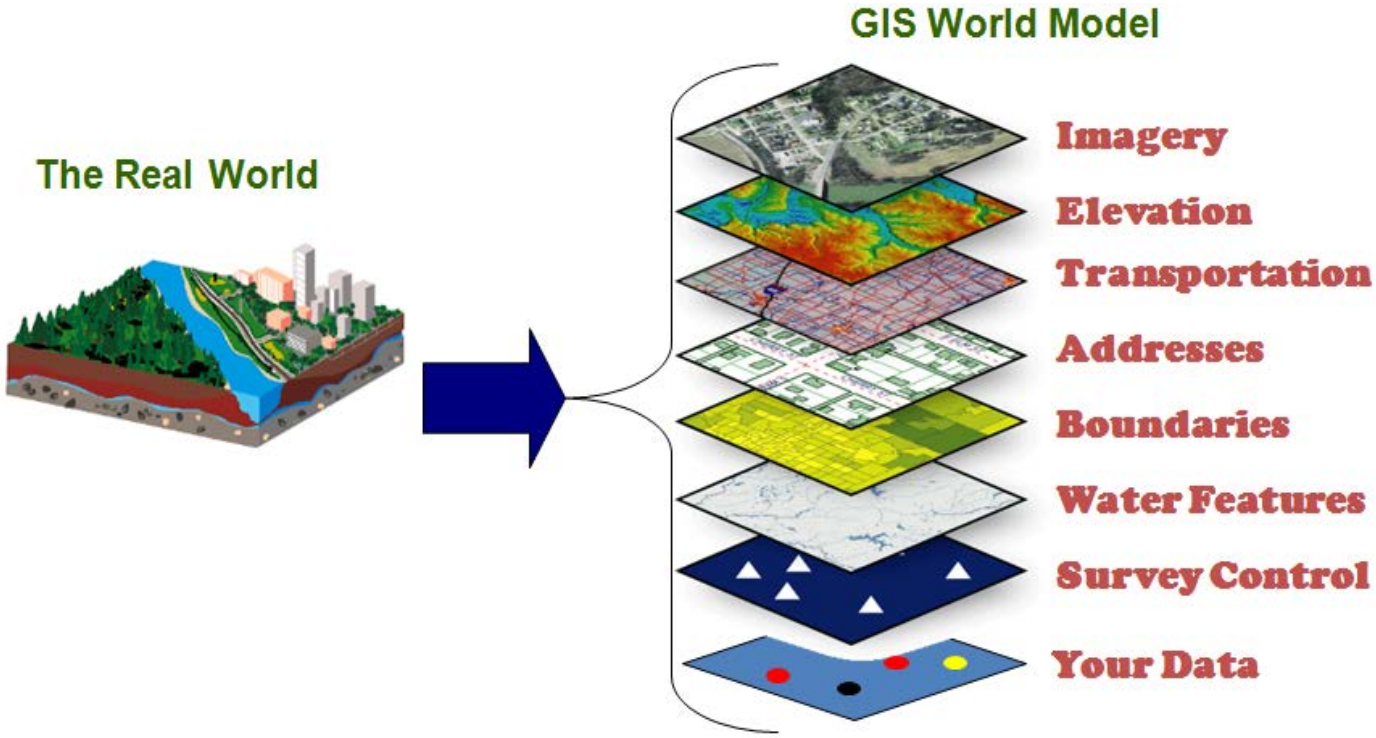
Current Development/Projected Growth

Currently, there are 26 approved residential lots in Wildwood II Estates; however, no construction has started. Residential growth is difficult to project as new construction depends on a variety of factors including economic factors, cost of construction, supply and demand for housing in various areas, job growth or decline, and shifts of population. The PJSUD will need to remain cognizant of any new applications and/or development as students will be generated by new housing. According to County planning staff, no significant residential growth is anticipated in the area.

SECTION E: SPATIAL ANALYSIS

The consultant utilized a computer mapping software, a Geographic Information System (GIS), to map and analyze the Pierce Joint 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 21 provides a visualization of the layers developed for the PJUSD specific GIS.

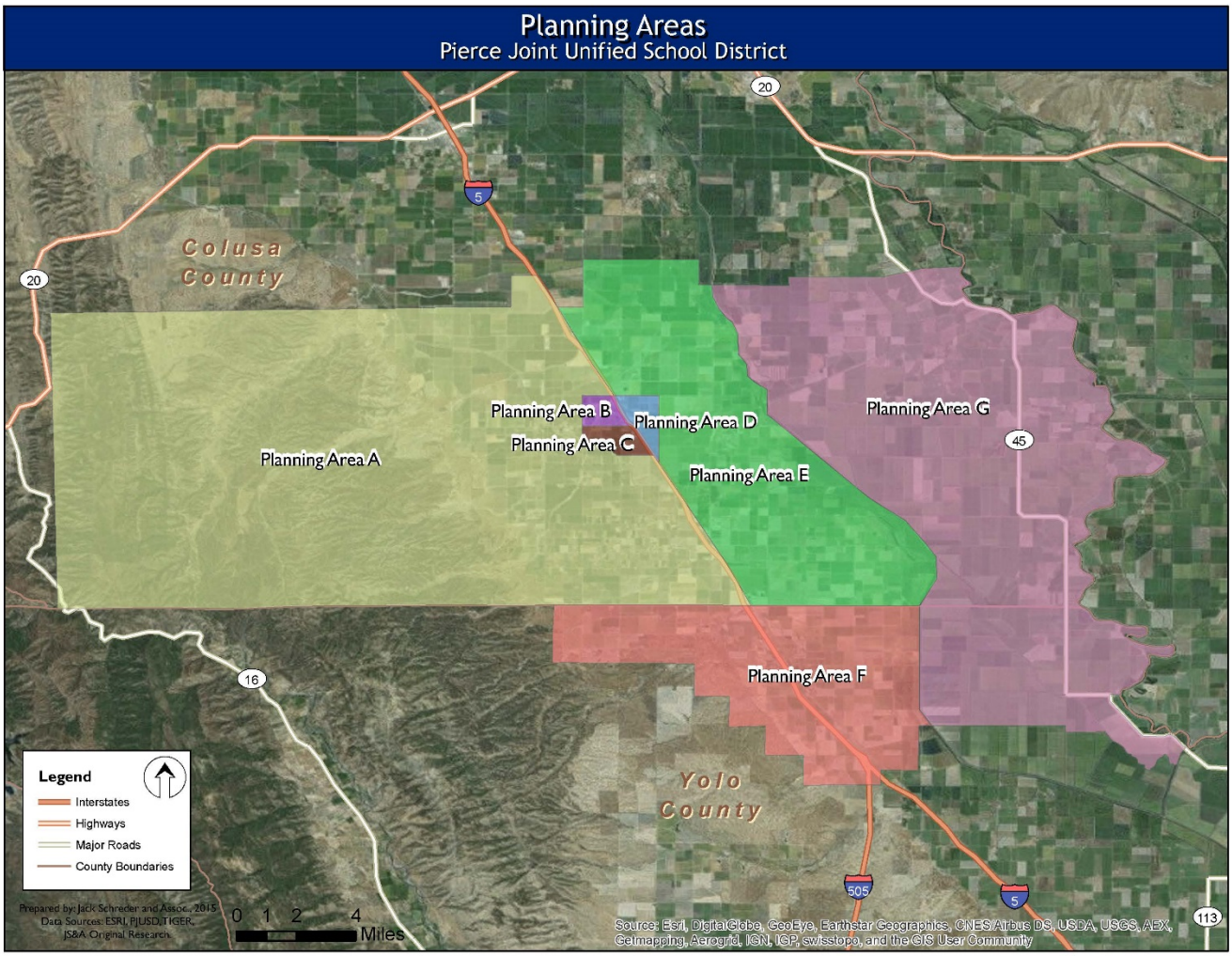
Figure 21. PJUSD GIS Layers



PJUSD 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. Since PJUSD does not utilize any attendance boundaries, JMK created Planning Areas in order to conduct the spatial analysis. These Planning Areas are shown in Figure 22.

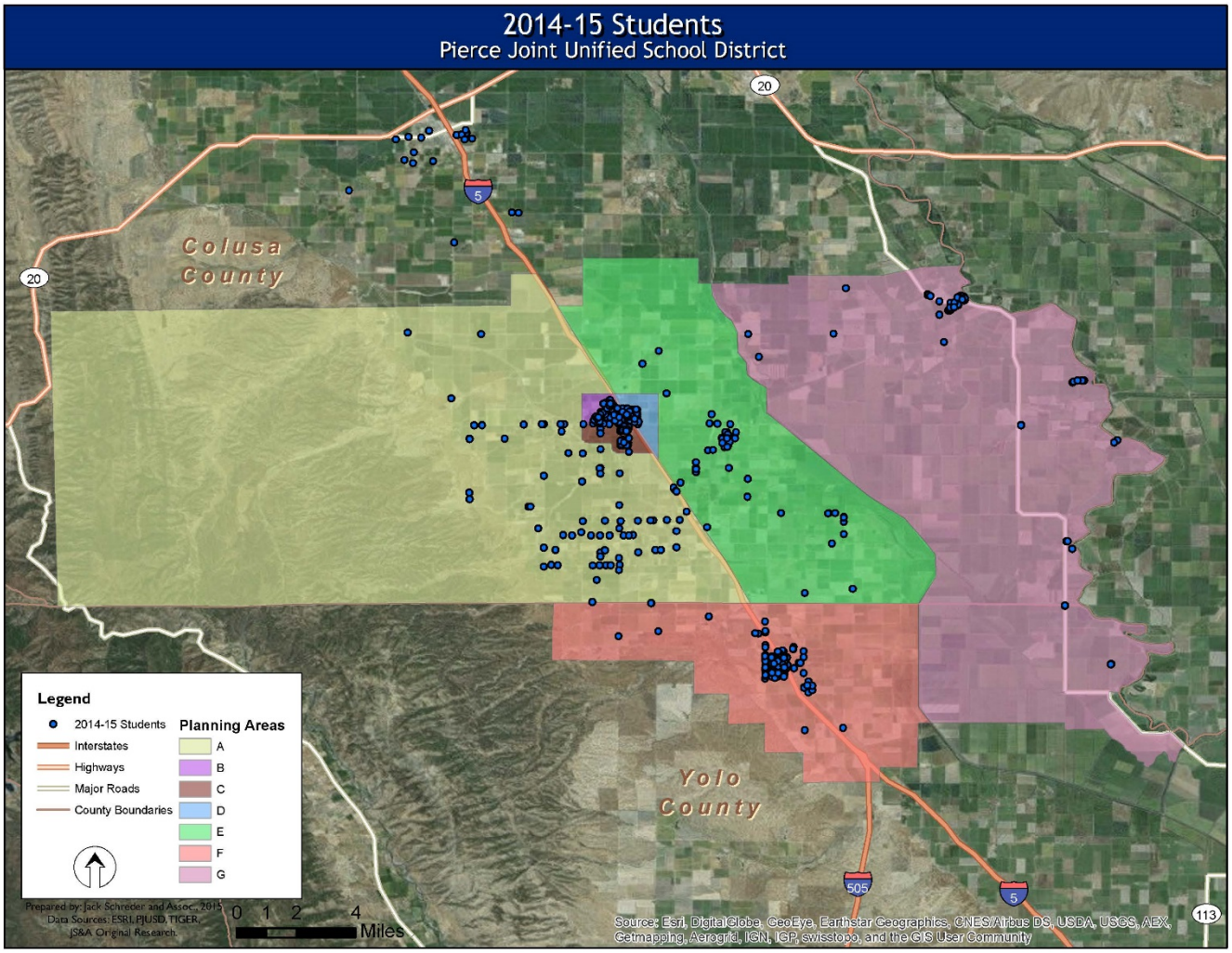
Figure 22. PJUSD Planning Area Boundaries



Student Data

The consultant mapped the 2014-15 student information database by a process called geocoding. The address of each individual PJUSD student was matched in the PJUSD GIS. This resulted in a point on the map for each student (Figure 23). This map demonstrates the distribution of 2014-15 students (or lack thereof) in the various areas of the District.

Figure 23. 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 all three grade ranges analyzed for this study (TK-5th grades, 6th-8th grades, and 9th-12th grades), the highest number of students reside in Planning Area B, which covers the northwestern area of Arbuckle. The fewest number of elementary students reside in Planning Area C, in southwestern Arbuckle. (Figures 24-26).

Figure 24. 2014-15 TK-5th Grade Student Resident Totals

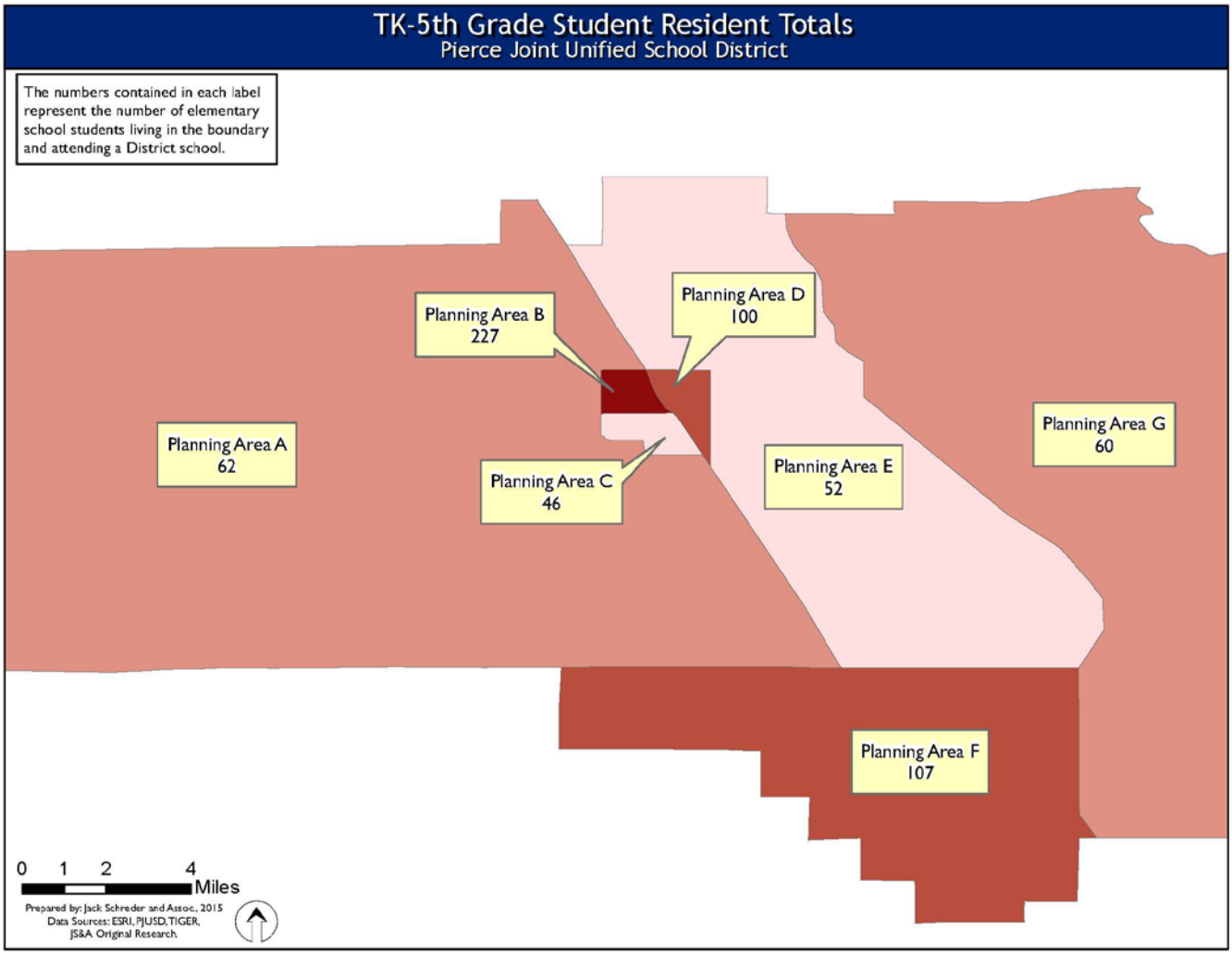


Figure 25. 2014-15 6th-8th Grade Student Resident Totals

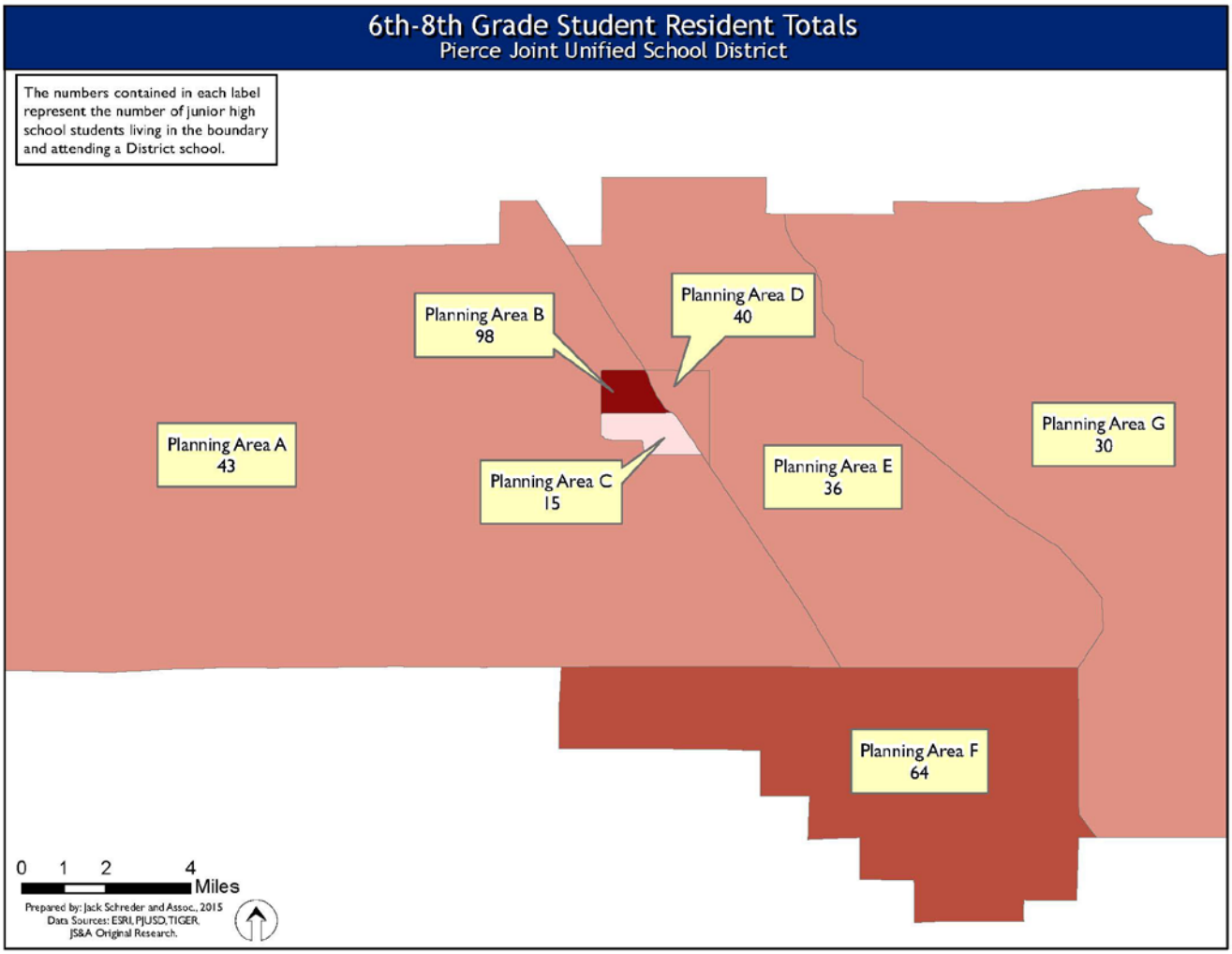
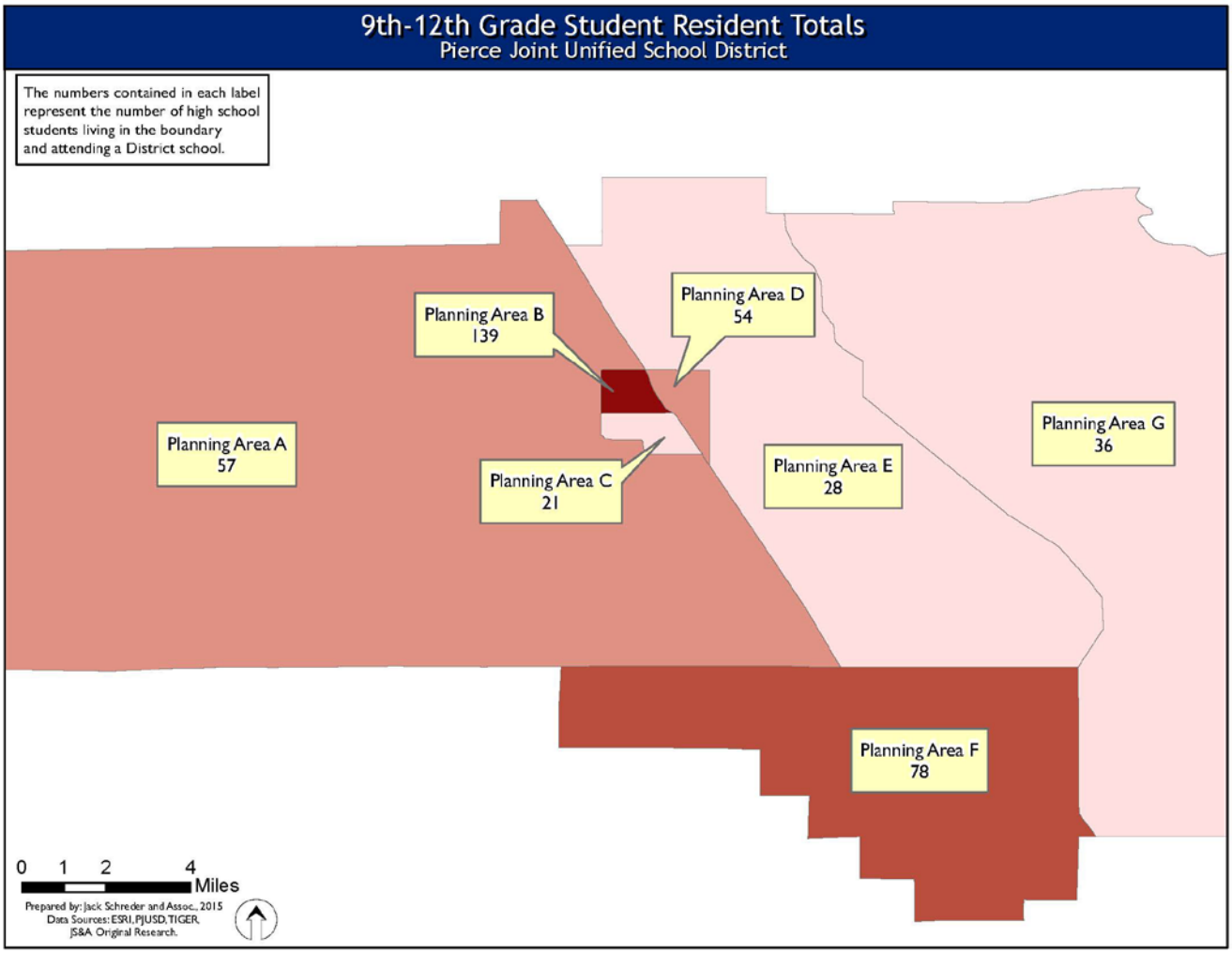


Figure 26. 2014-15 9th-12th Grade Student Resident Totals



Attendance Matrix

An important factor in analyzing the PJUSD student population is determining how well each school is serving its neighborhood population. An attendance matrix has been included to provide a better understanding of where students reside versus where they attend school. The table on the following page compares the 2014-15 PJUSD students by their Planning Area of residence versus their school of attendance[3]. Table 7 is meant to be read from top to bottom, then right to left.

Since PJUSD has only one traditional high school and one junior high school, the primary utility of this matrix is to analyze enrollment patterns for the two elementary schools. The analysis demonstrates that, aside from two out-of-district students, all of the students who attend Grand Island Elementary reside in Planning Area G, where the school is located. Residents of the other six Planning Areas exclusively attend Arbuckle Elementary. Conversely, among residents of Planning Area G, the vast majority attend Grand Island Elementary.

Table 7. Attendance Matrix

School of Attendance \ Area of Residence	Planning Area A	Planning Area B	Planning Area C	Planning Area D	Planning Area E	Planning Area F	Planning Area G	Other Districts	**Total Attending**
Arbuckle Elementary	62	227	46	100	52	107	7	29	**630**
Grand Island Elementary	0	0	0	0	0	0	62	2	**64**
Johnson Jr High	43	98	15	40	36	64	21	10	**327**
Pierce High	56	134	21	52	28	78	36	12	**417**
Arbuckle Alternative High	1	5	0	2	0	0	0	1	**9**
Total Residing	**162**	**464**	**82**	**194**	**116**	**249**	**126**	**54**	**1,447**

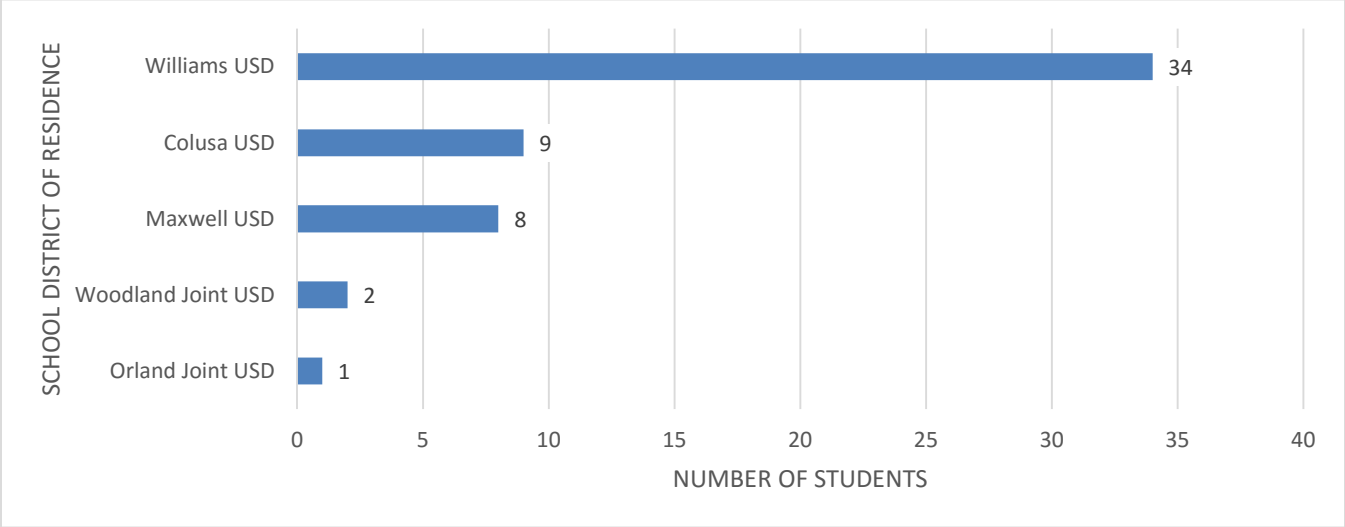
Inter-district Transfer Student Trends

Inter-district transfers into PJUSD were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. For these numbers, all students residing outside of the Pierce Joint Unified School District boundary are considered, though some of them might not require an official inter-district transfer to attend a PJUSD school. Reasons for this could include a parent working for the District, which only requires a transfer application in the first year. Currently, there are 54 inter-

[3] These student totals were derived from the geocoded 2014-15 student list and therefore may not match the 2014-15 PJUSD enrollment data totals.

district students enrolled in PJUSD representing 3.7% of the District's 2014-15 TK-12th grade enrollments. Figure 27 depicts the current year inter-district students by their school district of residence.

Figure 27. 2014-15 Inter-district Transfer Students into PJUSD by District of Residence



SECTION F: 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 Pierce Joint 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 Pierce Joint Unified School District by the California Department of Health Services using ZIP Codes[4] and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly (Figure 28). 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, during the heart of the Great Depression. 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 Colusa and Yolo Counties, births have also been declining. However, unlike State trends, births in the County were higher in 2012 and 2013 than they had been in 2011 (Figure 29).

[4] The consultant utilized Zip Codes 95912 and 95937.

Figure 28. California Births: 1991-2013

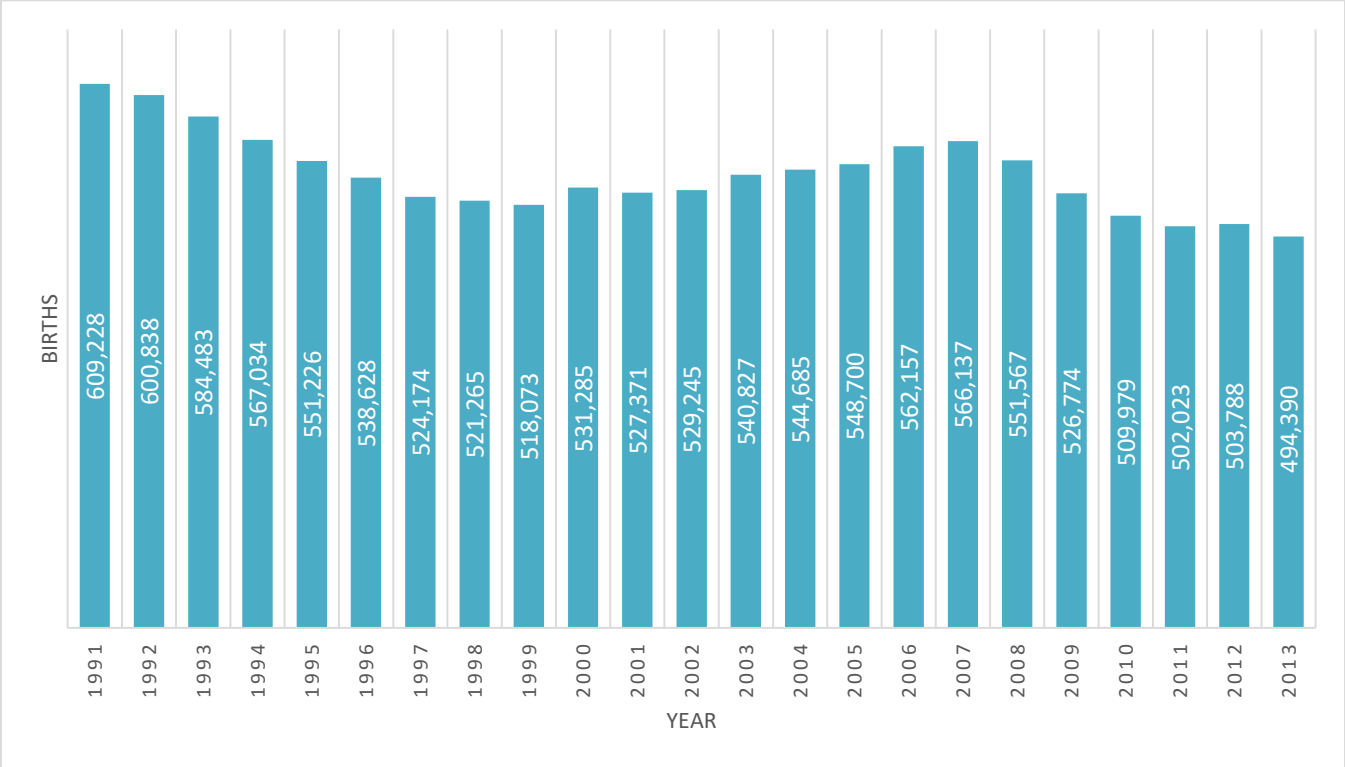
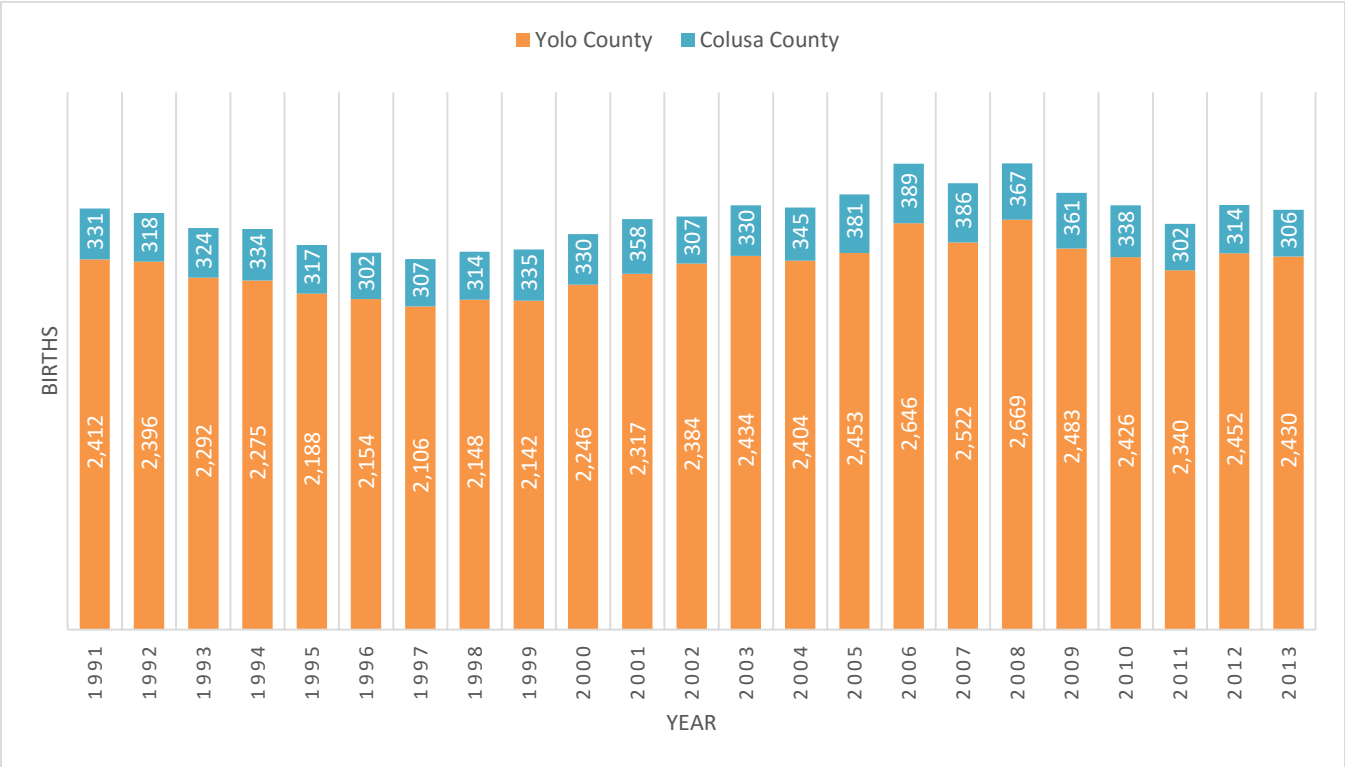


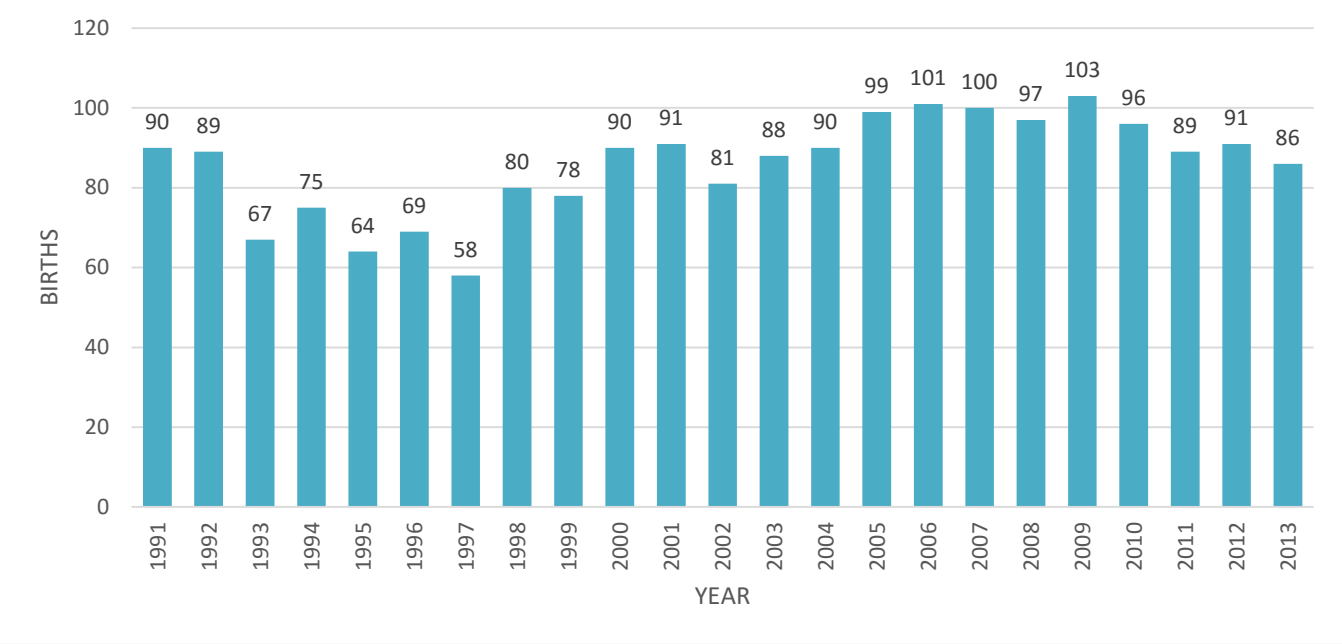
Figure 29. Colusa and Yolo County Births: 1991-2013



Source: California Department of Public Health

Births in the Pierce Joint Unified School District have followed a similar pattern to State and County trends, with a lower number of births in the late 1990s, followed by a trend of increasing births then a period of decline coinciding with the 2008 recession. In PJUSD, however, the peak number of births was in 2009, and was followed by a substantial decline the next year. The number of births increased again in 2011, but is still not back to the level of 2005 through 2009. Figure 30 demonstrates the total number of live births between 1991 and 2013 in the Pierce Joint Unified School District.

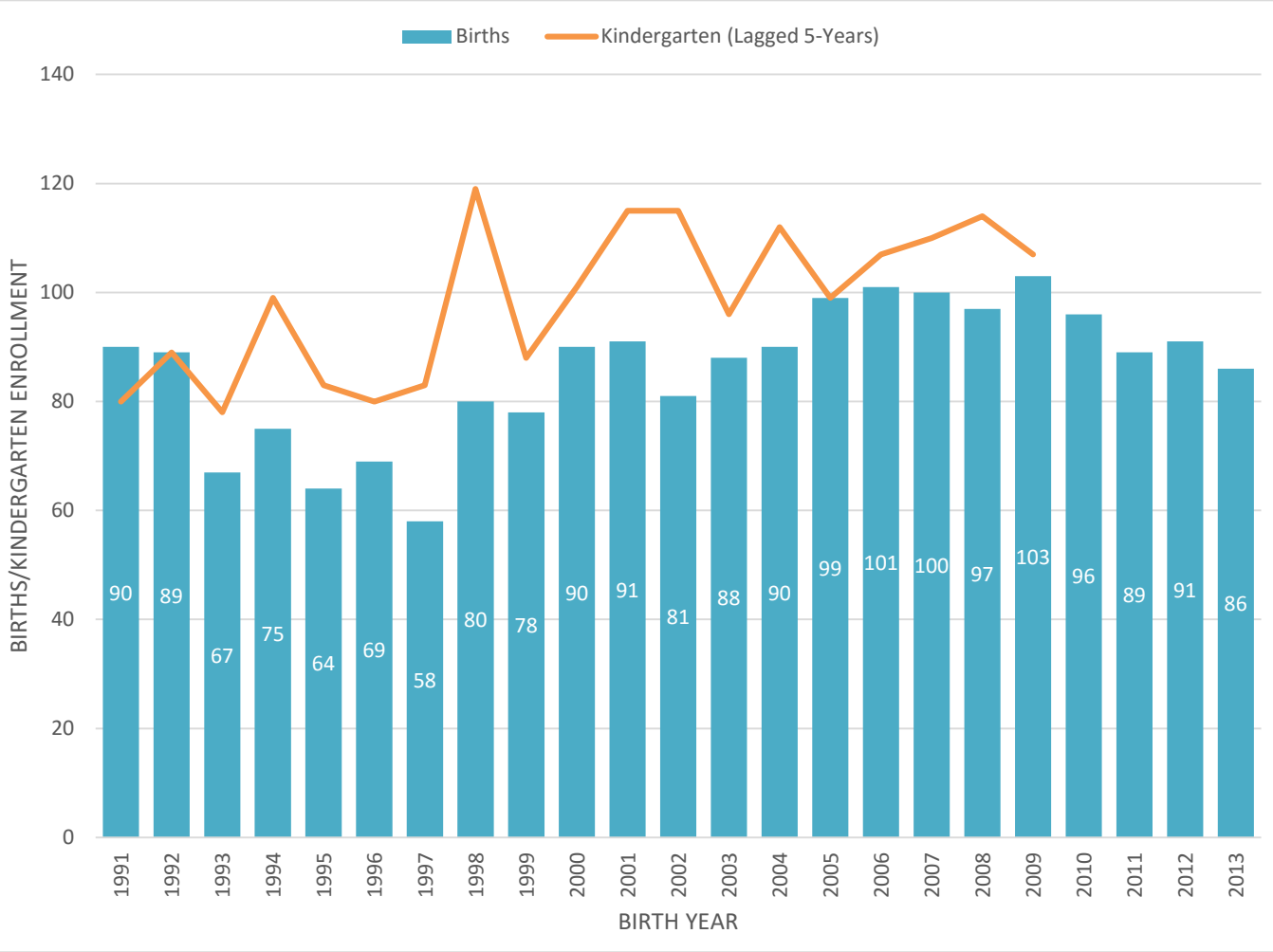
Figure 30. PJUSD Births: 1991-2013



Source: California Department of Public Health

The number of children born to parents who live in PJUSD is significantly correlated with the size of the kindergarten class five years later. Therefore, we use recent birth data as the most important factor when projecting future kindergarten students for PJUSD to house. Figure 31 demonstrates this relationship.

Figure 31. Births Compared to Kindergarten Enrollments (Lagged 5 Years)

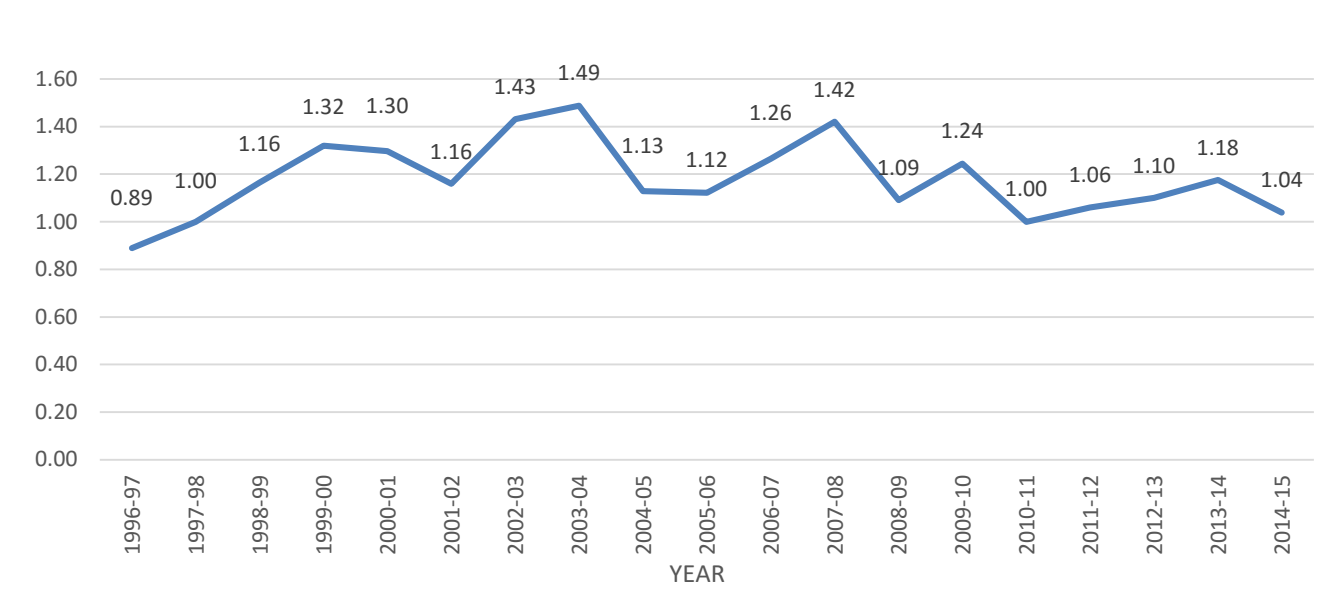


There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 8 and Figure 32 demonstrate the PJUSD kindergarten-birth ratio. It provides the percentage of births that result in kindergarten enrollments in the District five years later. It is a net rate, because children move both into and out of the District. The ratio of PJUSD births to PJUSD kindergarten has gone up and down in waves throughout the study period, but the five year period from 2010 through 2014 has been the lowest five year period in the study period. Currently, the kindergarten to birth ratio is 1.04, meaning that for every 100 births in 2009, 104 children enrolled in PJUSD 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 8. Kindergarten Enrollment to Live Birth Ratio

Birth Year	Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Births to Kindergarten Enrollment
1991	90		1996-97	80	0.89
1992	89	-1.1%	1997-98	89	1.00
1993	67	-24.7%	1998-99	78	1.16
1994	75	11.9%	1999-00	99	1.32
1995	64	-14.7%	2000-01	83	1.30
1996	69	7.8%	2001-02	80	1.16
1997	58	-15.9%	2002-03	83	1.43
1998	80	37.9%	2003-04	119	1.49
1999	78	-2.5%	2004-05	88	1.13
2000	90	15.4%	2005-06	101	1.12
2001	91	1.1%	2006-07	115	1.26
2002	81	-11.0%	2007-08	115	1.42
2003	88	8.6%	2008-09	96	1.09
2004	90	2.3%	2009-10	112	1.24
2005	99	10.0%	2010-11	99	1.00
2006	101	2.0%	2011-12	107	1.06
2007	100	-1.0%	2012-13	110	1.10
2008	97	-3.0%	2013-14	114	1.18
2009	103	6.2%	2014-15	107	1.04
2010	96	-6.8%			
2011	89	-7.3%			
2012	91	2.2%			
2013	86	-5.5%			

Figure 32. 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 remain around 1.1 for the next several years. In order to project kindergarten classes beyond 2018, county birth projections from the California Department of Finance (DOF) are utilized.

The implementation of transitional kindergarten also complicates the application of this ratio, especially as the program is in its early years, and has only one year at full implementation to analyze. This ratio accounts for transitional kindergarten and kindergarten students combined. The transitional kindergarten students are then broken off as a percentage of the total.

Student Migration Rates

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

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year[5].
  - Positive migration could be indicative of numerous influences, including the in-migration of families with small children to the District, private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.
- Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 75 2nd grade students the following year. In this case, 25 students who were present the prior year are not enrolled in the current year.
  - These losses could be indicative of numerous influences including the closure of schools, District policy changes toward inter-district transfer students, losses to private and

[5] This is a net measurement.

charter schools or other Districts, out-migration of families due to economic decline, etc.

As an example, in 2011-12 the District's class of 2nd graders was 102. A year later, this class became a 3rd grade class of 113. Using this example, the rate of migration is calculated in the following way:

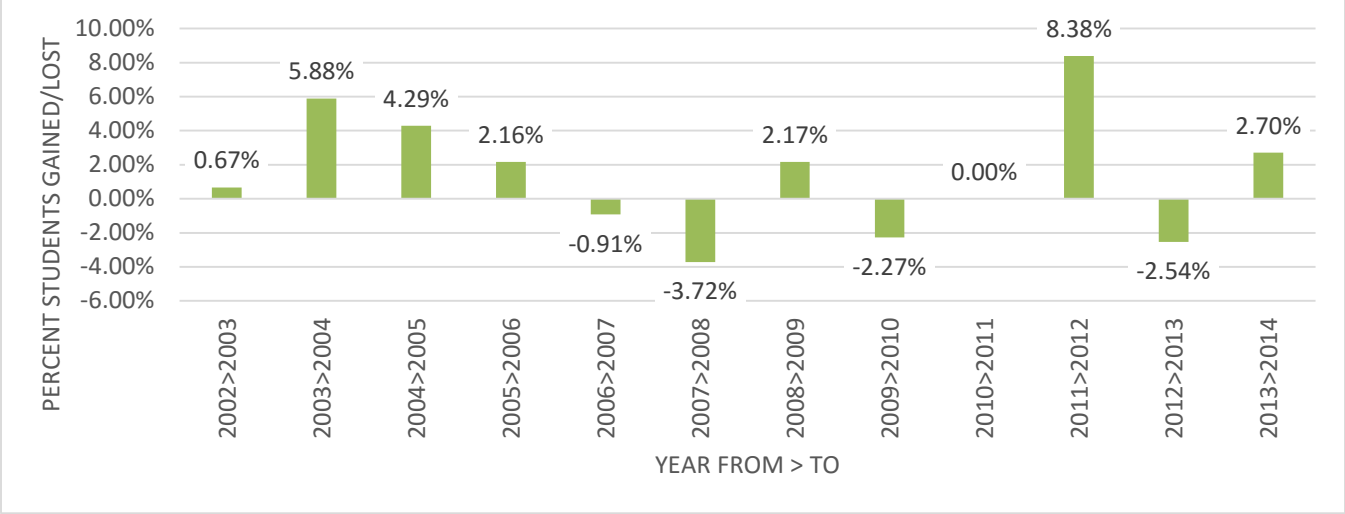
(113-102)/102 = +10.78%

The +10.78% increase is a measure of the likelihood the next third grade class will become larger or smaller as it passes into fourth grade the following year. Migration rates are calculated for all grade levels over several years, and then weighted and analyzed by the current grade level configuration. Exceptionally high or low migration numbers for any given year that are not in line with more established trends are given lower weight, while in general more recent trends are given higher weight. Since 2002, PJUSD has experienced mostly positive migration of the K-11th grade population of one year into 1st through 12th grade students the next year (Figure 33). The primary exception was from 2007 through 2010, when three of the four years had negative migration.

Figure 33. Migration Grades K-11 > Grades 1-12

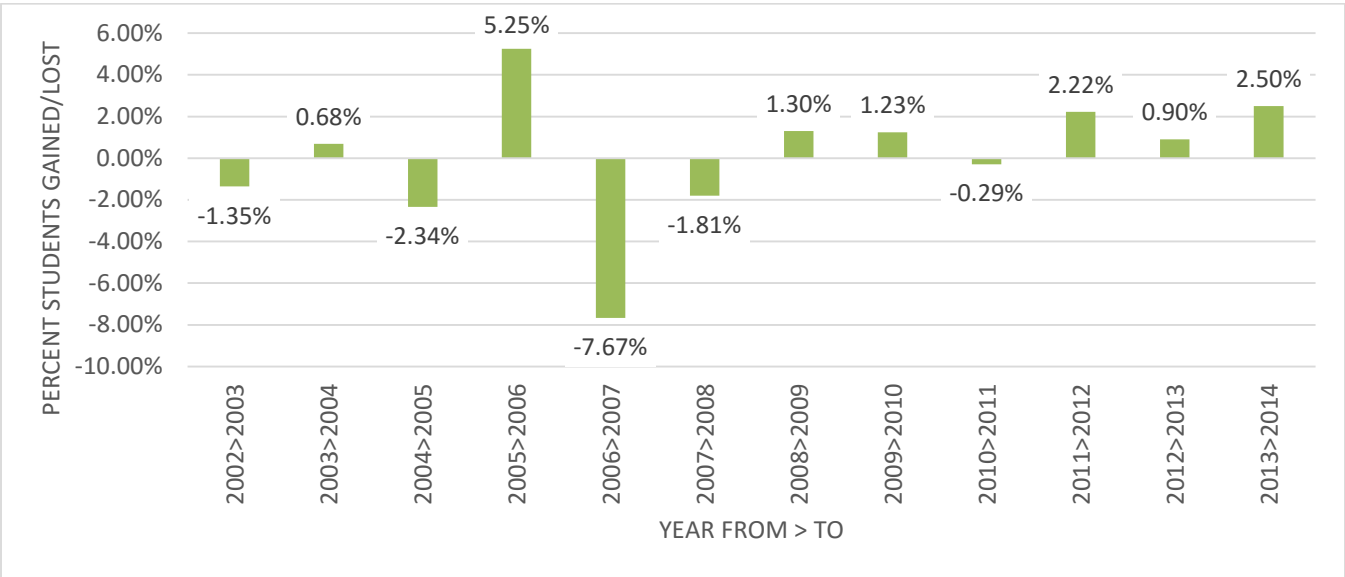
A closer examination of PJUSD migration by grade level grouping provides additional insight. Migration was slightly more variable between grades TK-4th and 1st through 5th, especially with the incidence of negative migration from 2012 to 2013 (Figure 34).

Figure 34. Migration Grades TK-4 > Grades 1-5



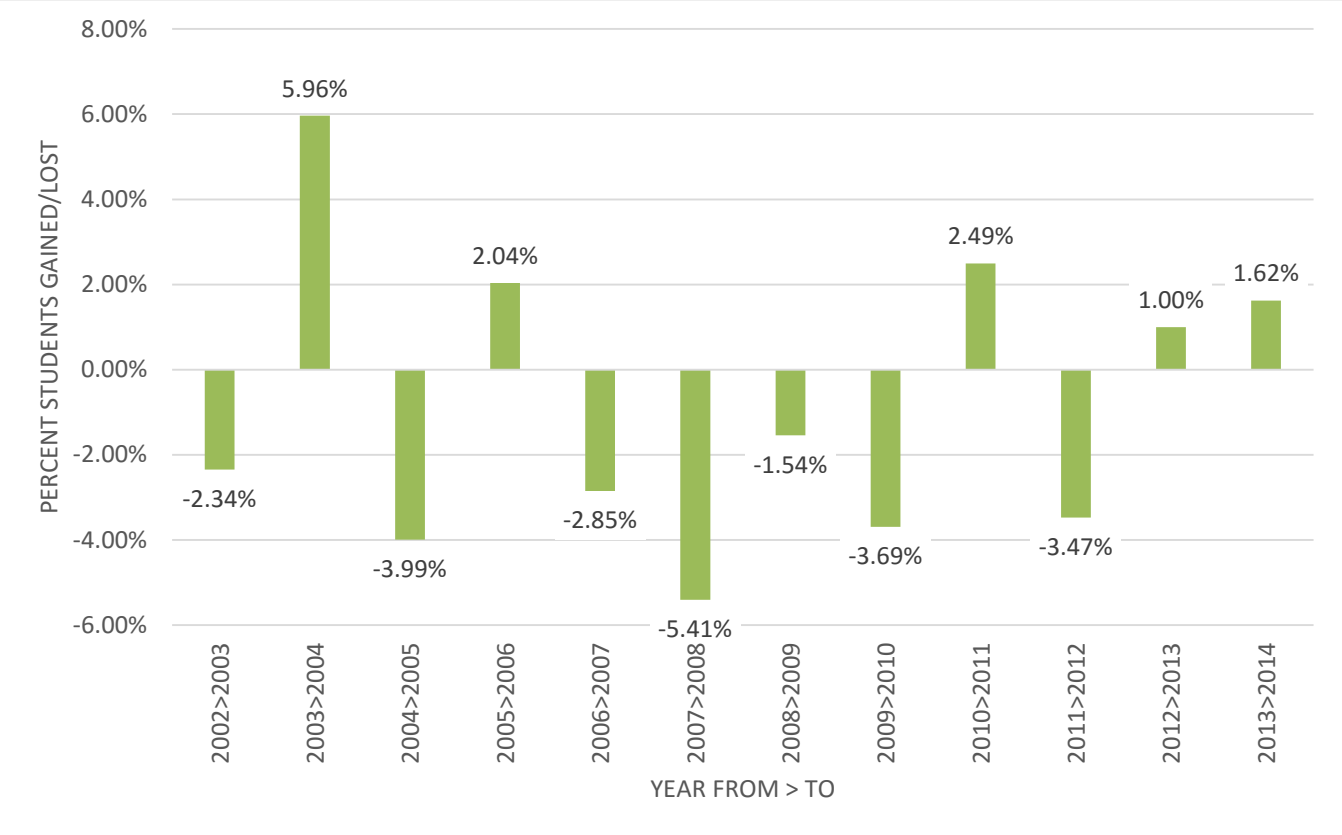
Similarly, at the 6th to 8th grade levels, PJUSD experienced some larger extremes in migration, with particularly high negative migration from 2006 to 2007, the first year that the District as a whole experienced negative migration during the study period (Figure 35).

Figure 35. Migration Grades 5-7 > 6-8



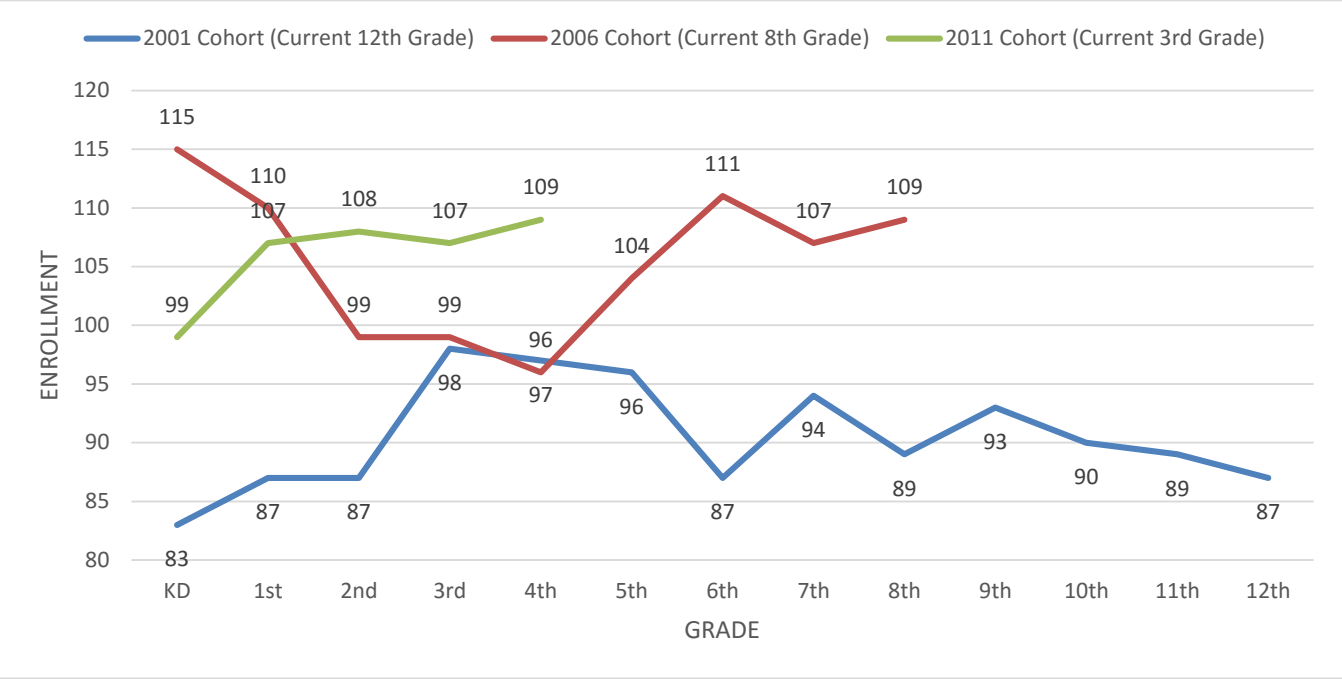
Finally, at the 9th to 12th grade levels, PJUSD experienced less positive migration since 2006 as compared to the TK-8th grade levels (Figure 36).

Figure 36. Migration Grades 8-11 > 9-12



As the above figures demonstrate, PJUSD experienced generally positive migration in recent years, but close inspection shows several large positive and negative shifts within that general trend. As Figure 37 demonstrates, the cohort that began in 2001 as a kindergarten class of 83 students are currently the District's 12th grade class of 87 students, but had as many as 98 students at some point along the way. Alternatively, the cohort that began in 2006 as a kindergarten class of 115 students is currently the District's 8th grade class of 109 students, but dropped to as low as 96 students in the intervening years. The 2011 kindergarten class, meanwhile, has grown steadily from 99 students to 109 current 3rd graders. This visualization emphasizes that the District can expect an overall trend of slight positive migration, but with high incidences of positive or negative migration in any given year from a particular grade to another, all of which indicates that PJUSD's student population is somewhat migratory, with families moving into and out of the District.

Figure 37. Comparison of Cohorts



To minimize the effects of an exceptional outlier, migration rates are calculated by averaging and weighting historical migration (Table 9).

Table 9. Migration by Grade

	Grade From > To											
Year 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	-4.35%	-0.92%	0.99%	0.78%	-1.03%	-6.98%	-8.18%	-7.69%	2.80%	-1.94%	-7.41%	-4.85%
2007>2008	-2.61%	-10.00%	-2.78%	-5.88%	1.55%	-9.38%	11.25%	-4.95%	1.04%	-11.82%	-1.98%	-8.00%
2008>2009	4.17%	-0.89%	0.00%	1.90%	6.25%	-2.29%	8.05%	0.00%	-5.21%	6.19%	-1.03%	-6.06%
2009>2010	-1.79%	-9.00%	2.70%	-3.03%	-0.93%	3.92%	3.91%	-5.32%	-1.12%	-1.10%	-8.74%	-3.13%
2010>2011	8.08%	-7.27%	-1.10%	-6.14%	8.33%	0.94%	-1.89%	0.00%	4.49%	0.00%	-1.11%	6.38%
2011>2012	14.95%	0.93%	10.78%	7.78%	7.48%	6.73%	0.93%	-0.96%	-5.26%	-3.23%	-6.82%	2.25%
2012>2013	-6.36%	-0.81%	-0.93%	-3.54%	-1.03%	1.74%	-3.60%	4.63%	2.91%	-2.38%	-1.11%	6.10%
2013>2014	2.63%	-1.94%	5.74%	1.87%	4.59%	5.21%	0.85%	1.87%	6.19%	-0.94%	2.44%	-2.25%

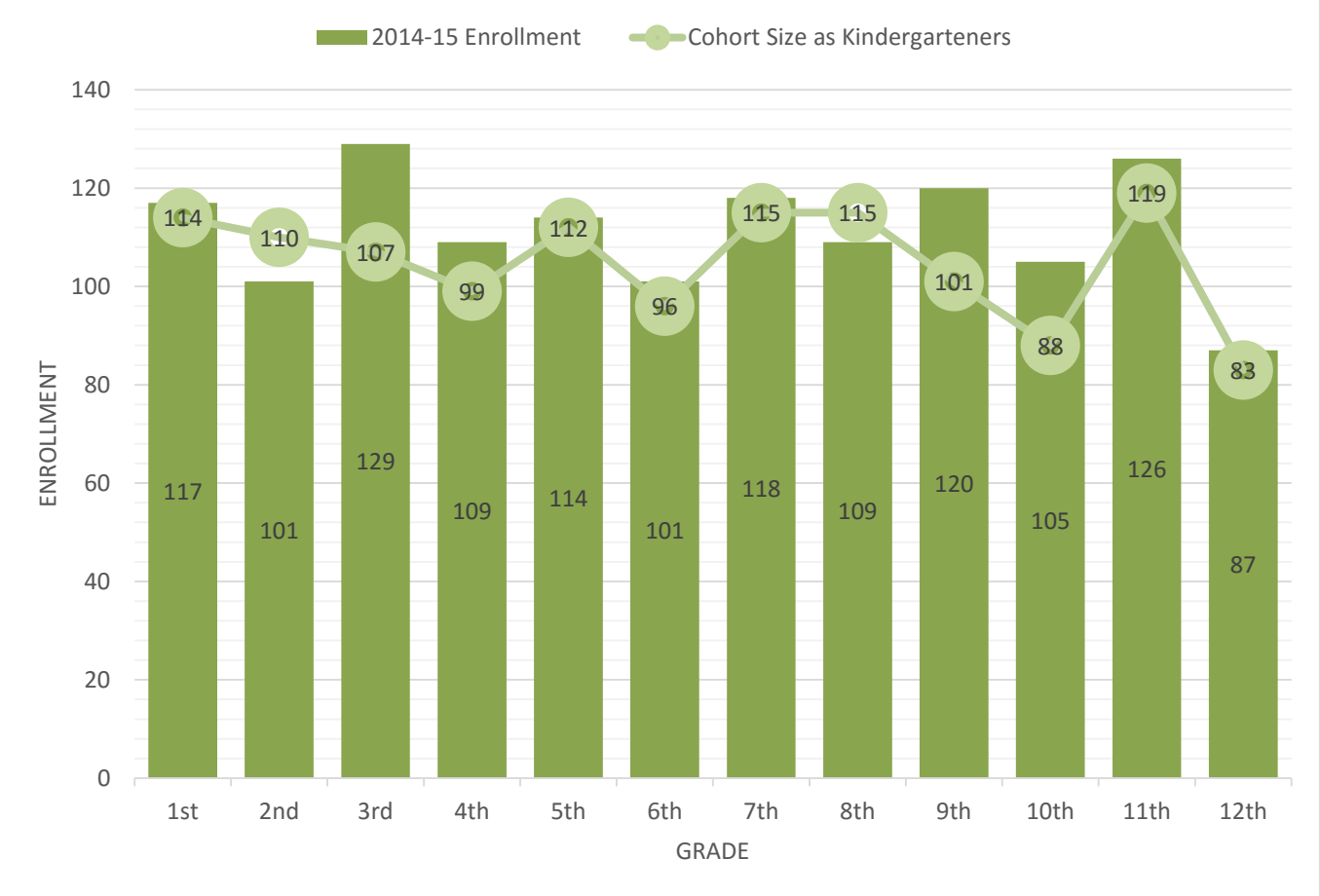
Enrollment Projections

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 PJUSD. 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. In PJUSD, cohort size generally increases overall as it progresses through the grades, but is prone to positive and negative shifts from year to year. Figure 38 shows the 2014-15 1st-12th grade class sizes as compared to their class sizes when they began as kindergarteners. For example, the current 12th grade class of 87 students began as a class of 83 kindergarteners in 2001. Likewise, the current 8th grade class of 109 students began as a class of 115 kindergarteners in 2005.

Figure 38. Cohort Size as Kindergarteners



Enrollment projections were prepared by calculating the kindergarten to birth ratios and migration rates. JMK prepared a Low, Most Likely, and High District-wide projection. The Low and High projections represent the extremes of plausible enrollment scenarios, if both birth to kindergarten ratio and student migration line up at either the highest or lowest ranges of their probability trends. The Most Likely scenario is the enrollment projection that it is recommended to use for planning purposes. Individual school projections are based on the Most Likely District-wide projection.

Some assumptions have been made in the preparation of these enrollment projections, particularly regarding the transitional kindergarten program. It is assumed that the program's enrollment at full implementation will be a stable percentage of total transitional kindergarten and kindergarten enrollment. Should significantly more or fewer students begin enrolling in the transitional kindergarten program, this projections should be revisited.

Based on the Most Likely projection, TK-12th grade enrollments are projected to decrease to 1,418 by 2024-25. The overall decline is due to several years of lower births, and corresponding smaller kindergarten cohorts. The number of District births from 2011 on closely resembles the number of District births from about 2000 to 2004, meaning enrollment will return closer to the levels it was when those cohorts were enrolled.

- TK-5th grade enrollments are projected to decline slightly for the next two years, then decline more steeply in 2017, as smaller cohorts due to lower births begin entering school. *However, it is critical the District continue to monitor the kindergarten to birth ratio annually, as well as student migration trends, in order to detect any changes to these enrollment determinants.*
- Enrollments of the 6th-8th grades will see a larger increase beginning in 2017 due to the migration of some larger cohorts, before gradually falling back closer to 2014 enrollment levels by 2023.
- 9th-12th grade enrollment will grow the most over the projection period, as larger cohorts due to previous years of high births will matriculate into high school during the projection period. 9th-12th grade enrollment will also begin to decline once the more recent, smaller cohorts arrive.

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 are provided in Tables 10 through 12. Individual school enrollment projections are provided in Table 13.

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

	Actual		Projected									
Grade	**14-15**		**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
TK	20		16	16	15	16	16	16	16	16	16	16
K	87		85	87	82	86	85	86	85	85	85	85
1	117		99	97	99	94	98	97	98	97	97	97
2	101		116	98	96	98	93	97	96	97	96	96
3	129		106	121	103	101	103	98	102	101	102	101
4	109		130	107	122	104	102	104	99	103	102	103
5	114		113	134	111	126	108	106	108	103	107	106
6	101		118	117	138	115	130	112	110	112	107	111
7	118		101	118	117	138	115	130	112	110	112	107
8	109		121	104	121	120	141	118	133	115	113	115
9	120		112	124	107	124	123	144	121	136	118	116
10	105		118	110	122	105	122	121	142	119	134	116
11	126		104	117	109	121	104	121	120	141	118	133
12	87		127	105	118	110	122	105	122	121	142	119
TK-5	*677*		*665*	*661*	*629*	*626*	*606*	*604*	*604*	*602*	*604*	*604*
6-8	*328*		*340*	*338*	*375*	*372*	*385*	*359*	*354*	*336*	*332*	*332*
9-12	*438*		*461*	*456*	*456*	*460*	*470*	*490*	*503*	*515*	*510*	*482*
Total	**1,443**		**1,466**	**1,455**	**1,460**	**1,457**	**1,460**	**1,452**	**1,461**	**1,453**	**1,446**	**1,418**

Table 11. District-wide 10-Year LOW Enrollment Projection

	Actual		Projected									
Grade	**14-15**		**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
TK	20		14	15	14	14	14	14	14	14	14	14
K	87		78	80	75	78	77	78	78	78	77	77
1	117		98	89	91	86	89	88	89	89	89	88
2	101		115	96	87	89	84	87	86	87	87	87
3	129		105	119	100	91	93	88	91	90	91	91
4	109		129	105	119	100	91	93	88	91	90	91
5	114		112	132	108	122	103	94	96	91	94	93
6	101		117	115	135	111	125	106	97	99	94	97
7	118		100	116	114	134	110	124	105	96	98	93
8	109		120	102	118	116	136	112	126	107	98	100
9	120		111	122	104	120	118	138	114	128	109	100
10	105		117	108	119	101	117	115	135	111	125	106
11	126		103	115	106	117	99	115	113	133	109	123
12	87		126	103	115	106	117	99	115	113	133	109
TK-5	*677*		*651*	*635*	*593*	*580*	*552*	*543*	*542*	*541*	*543*	*541*
6-8	*328*		*337*	*333*	*367*	*361*	*371*	*342*	*328*	*301*	*290*	*290*
9-12	*438*		*457*	*448*	*444*	*444*	*451*	*467*	*477*	*485*	*476*	*438*
Total	**1,443**		**1,445**	**1,416**	**1,404**	**1,385**	**1,374**	**1,352**	**1,347**	**1,327**	**1,309**	**1,269**

Table 12. District-wide 10-Year HIGH Enrollment Projection

	Actual		Projected									
Grade	**14-15**		**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
TK	20		17	17	16	17	17	17	17	17	17	17
K	87		93	95	90	94	92	93	93	93	92	92
1	117		100	106	108	103	107	105	106	106	106	105
2	101		117	100	106	108	103	107	105	106	106	106
3	129		107	123	106	112	114	109	113	111	112	112
4	109		131	109	125	108	114	116	111	115	113	114
5	114		114	136	114	130	113	119	121	116	120	118
6	101		119	119	141	119	135	118	124	126	121	125
7	118		102	120	120	142	120	136	119	125	127	122
8	109		122	106	124	124	146	124	140	123	129	131
9	120		113	126	110	128	128	150	128	144	127	133
10	105		119	112	125	109	127	127	149	127	143	126
11	126		105	119	112	125	109	127	127	149	127	143
12	87		128	107	121	114	127	111	129	129	151	129
TK-5	*677*		*679*	*686*	*665*	*671*	*660*	*666*	*665*	*663*	*666*	*664*
6-8	*328*		*343*	*345*	*385*	*385*	*401*	*378*	*383*	*374*	*377*	*377*
9-12	*438*		*465*	*464*	*468*	*476*	*491*	*515*	*533*	*549*	*548*	*531*
Total	**1,443**		**1,487**	**1,495**	**1,518**	**1,532**	**1,552**	**1,559**	**1,581**	**1,586**	**1,590**	**1,572**

Table 13. 10-Year Individual School Enrollment Projections

	Actual		Projected									
School	**14-15**		**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
Arbuckle ES	622		610	604	578	577	562	555	555	553	555	555
Grand Island ES	64		62	65	64	58	56	51	56	56	56	56
Johnson JHS	319		333	330	361	363	372	357	347	329	324	325
Pierce HS	424		447	442	442	446	456	476	489	501	496	468
Arbuckle Alternative	14		14	14	14	14	14	14	14	14	14	14
Total	**1,443**		**1,466**	**1,455**	**1,460**	**1,457**	**1,460**	**1,452**	**1,461**	**1,453**	**1,446**	**1,418**

SECTION G: FACILITY ANALYSIS

In order to determine the future facility needs of the Pierce Joint 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 Pierce Joint Unified School District's existing facilities. Table 14 provides the age of the District's schools.

Table 14. School Site Information

Elementary School Sites	**Grade Level**	**Date of Construction**
Arbuckle Elementary	TK-5	1960's
Grand Island Elementary	TK-5	1928
Middle School Site	**Grade Level**	**Initial Yr. Constructed**
Lloyd Johnson Jr. High	6-8	2000/2002
High School Site	**Grade Level**	**Initial Yr. Constructed**
Pierce High	9-12	1930
Arbuckle Alternative High	9-12	1983, 2000

Facility Capacity

To identify the ability of the Pierce Joint Unified School District to house future enrollments, it is necessary to identify the student capacity of the District's facilities. Student capacities can be measured differently depending on which rooms are identified as classrooms and the current program usage of each classroom. In order to provide an adequate educational environment for students, the following factors must be considered in order to attain the goal of optimum capacity for each site: Site size (acreage), portable classrooms, special programming requirements, and appropriate classroom capacity standards to accommodate students. Therefore, each site must be surveyed and assigned a capacity according to these factors. JM King Consulting staff along with PJUSD staff have analyzed all sites within the District to provide capacities for each school site.

Table 15 provides the summary of district capacities by school site. These capacities allow for special program needs in addition to utilizing District capacity standards for regular classrooms.

Table 15. Capacity by School Site

School Site	Grades Served	Capacity
Arbuckle Elementary	TK-5	560
Grand Island Elementary	K-6	97
Lloyd Johnson Jr. High	6-8	397
Pierce High	9-12	497
Arbuckle Alternative High	9-12	15

School Site Sizes

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 capacity be needed in certain areas within the District or enrollments increase. At the same time, it should not be so overcrowded as to negatively impact the site and facility, creating compromise to the educational effectiveness and safety at the site. 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.

Table 16. State Site Size Requirements

Grade Levels	Enrollments	Acreage
Elementary Sites (with CSR)	600 students	10 acres
Middle School (6-8, 7-8, 7-9)	1,200 students	19.9 acres
High School (10-12, 9-12)	1,800 students	46.8 acres

Source: CDE School Site Analysis and Development Handbook

The PJUSD site acreages are outlined in Table 17. The PJUSD must consider these acreages when adding classrooms to accommodate increased enrollments. With the exception of Arbuckle Elementary School, the sites are adequate in size to house the current population. As the elementary enrollments continue to increase, the District may want to consider acquiring land or reconfiguring classrooms at Arbuckle Elementary in order to provide adequate acreage for those enrollments.

Table 17. Acreages of PJUSD School Sites

School	Enrollment	Site Size (Acres)	Recommended Site Size (CDE)	+/- CDE Recommended Acreage
Arbuckle Elementary	622	7.2	7.4	-.2
Grand Island Elementary	64	5.2	3.8	+1.4
Lloyd Johnson Jr. High	319	10	8.8	+1.2
Pierce High	424	29.21	24	+5.21

Portable Classrooms

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. Portable classrooms are considered temporary housing by the Office

of Public School Construction and are considered to have a useful life of 20 years, at which time they are eligible for modernization funding. Table 18 shows the number of portable classrooms at each site[6]. As noted in the table, Arbuckle Elementary campus has added a significant number of portable classrooms in order to accommodate current enrollments.

Table 18. Portable Classroom Summary

School	# of Portable Classrooms
Arbuckle Elementary	13
Grand Island Elementary	0
Lloyd Johnson Jr. High	9
Pierce High	8
Arbuckle Alternative High	3

[6] Portable Classroom counts do not include portable rooms being utilized for other purposes, i.e. Libraries, Restrooms, Offices, Storage, Bookrooms, etc.

SECTION H: INDIVIDUAL SCHOOL ANALYSIS

A critical part of any Facility Master Plan is an assessment of the existing condition of district facilities. Depending on the age of a facility and the building systems, various facility issues will need to be addressed. Newer buildings typically need general maintenance, and function adequately for current administration and programs. Older buildings typically require major renovation and/or replacement, along with expansion of core facilities due to enrollment and/or programmatic requirements.

During the development of the 2015 PJUSD Facility Master Plan, JMK worked closely with District staff and Sommers Architecture to prepare an assessment of the District's facilities. JMK and Trent Sommers, along with District staff, visited each school facility within the Pierce Joint Unified School District, met with site staff to discuss issues, and prepared an analysis for each site. These individual facility assessments compile and summarize facility data for analysis in the development of options relating to facility improvements as well as future facility needs over the foreseeable future. This report provides general observations for all campuses.

No review of district drawings or reports was made. These observations help guide an understanding of facility needs at each of the campuses but are not a comprehensive or inclusive list of deficiencies or needed improvements. A next step, following a review of these findings, would be a detailed facility assessment including engineers, architect, and cost estimator to better define scope and costs for each campus. The District can then prioritize site needs and create a financial plan to move forward with facility projects.

Arbuckle Elementary School

Constructed: 1960's. Portable classrooms added - 1980's; Modernization Project: 2000
Site Size: 7.2 Acres
Capacity: 560
Enrollments: 622

Table 19. Detailed Facility Capacity

Type	Room #	Grade Level/Use	Capacity
Perm	K	Kindergarten/Double Session	48
Perm	1	1st	24
Perm	2	2nd	24
Perm	3	Computer Lab	0
Perm	4	1st	24
Perm	5	1st	24
Perm	6	2nd	24
Perm	7	1st	24
Perm	8	2nd	24
Perm	9	4th	25
Perm	10	4th	25
Perm	11	4th	25
Perm	12	4th	25
Perm	13	Special Education	0
Perm	14	5th	25
Perm	15	5th	25
Perm	16	5th	25
Portable	17	5th	25
Portable	18	Computer Lab	0
Portable	19	After School/Band	0
Portable	20	TK (County Owned)	0
Portable	21	3rd	24
Portable	22	Kindergarten (County Owned)	0
Portable	23	3rd	24
Portable	24	3rd	24
Portable	25	2nd	24
Portable	26	Severe/SDC (County Owned)	0
Portable	27	3rd	24
Portable	28	3rd	24
Portable	29	Library	0
Portable	30	Speech (County Owned)	0
Total Capacity			**560**

Site Summary

Space is limited at Arbuckle Elementary School and the current student load is beyond current capacity. The buildings are overall well maintained and in good operating condition; however many of the building systems are beyond or are approaching the end of their estimated useful life. Portable classrooms should be replaced with permanent structures when possible. The District should consider additional alternatives to house enrollments as the site is over capacity and ancillary facilities are inadequate for the current student population.

Site Challenges

The following site challenges were discussed during our site visit:

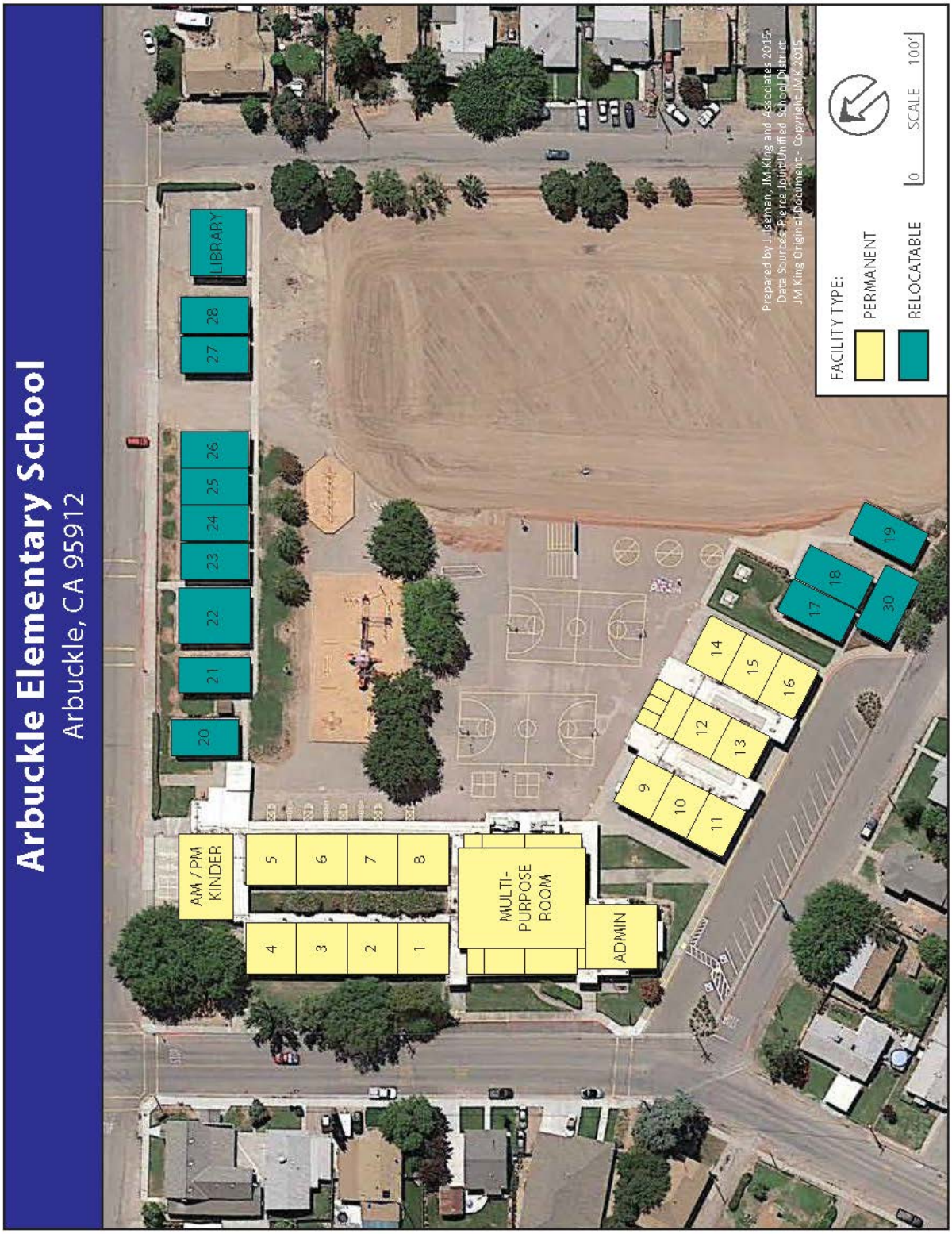
1. Site infrastructure is at the end of its estimated useful life. It is projected that the site will face increasing maintenance needs related to utilities and distribution of services.
2. There are challenges surrounding student Drop-off and Pick-up. Creation of a dedicated area would greatly help staff, students, and parents expedite this process as well as reduce safety concerns. However, street frontage is limited to provide space for this area.
3. Site is beyond its designed capacity. Alternatives should be discussed for housing future enrollments.
4. There is limited space for resource rooms, flex space, the music program, and the library.
5. The current multi-purpose building is undersized for student gatherings, performances and food service.
6. Portable classrooms should be removed and potentially replaced with a permanent building, either modular or site-built.

Site Opportunities

The following site opportunities were discussed during our site visit:

1. A mobile technology program (chrome books or others) would not only free up two classroom spaces it would allow teachers to more thoroughly integrate technology into their curriculum. This would assist in addressing the need for space at this campus.
2. Available Prop 39 funding could be used to address mechanical and controls equipment currently at the end of their estimated useful life.
3. Utilization of Lloyd G. Johnson Jr. High School's kitchen as a central kitchen would help address the campus's kitchen facility need.
4. The adjacent county library building appears to be a great opportunity for a joint use facility. Working with the county to re-open this library in partnership with PJUSD would not only provide a valuable asset for the community but also help address the need for space at this campus.

Figure 39. Site Map



Grand Island Elementary School

Constructed: 1928
Modernized 2002/2005
Site Size: 5.2 Acres
Capacity: 97
Enrollments: 64

Table 20. Detailed Facility Capacity

Type	Room #	Grade Level/Use	Capacity
Perm	1	3rd-4th	24
Perm	2	1st-2nd	24
Perm	3	Kindergarten - Single A.M./ELD use in P.M.	24
Perm	4	5th-6th	25
Total Capacity			**97**

Site Summary

The historic Grand Island Elementary School is operating under its maximum site capacity. The school and grounds are well maintained and, with the exception of the septic system, the building systems are operating as designed and serve the student population well.

Site Challenges

The following site challenges were discussed during our site visit:

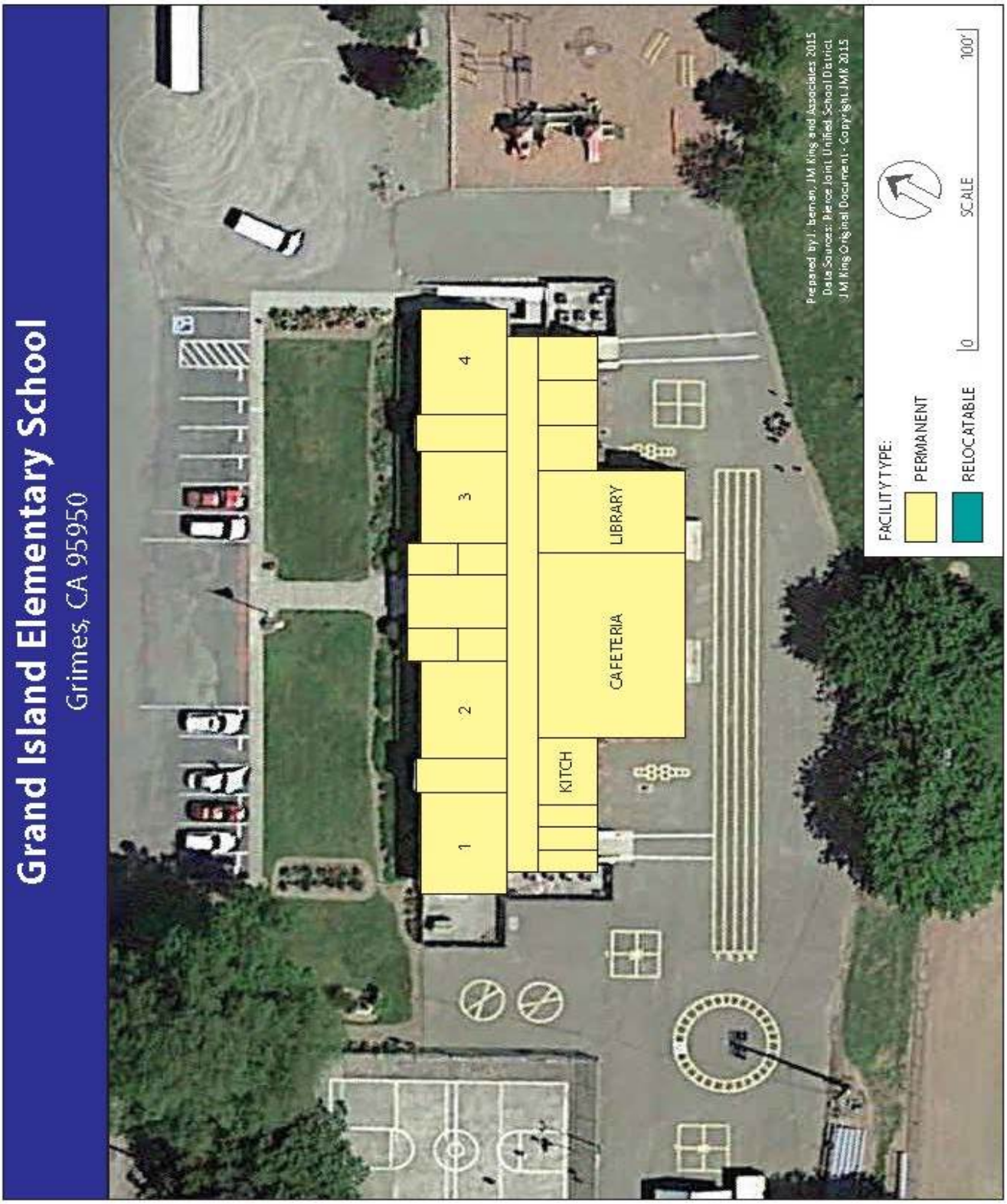
1. The existing sceptic system presents periodic maintenance issues. It is recommended that the District investigate the implementation of an engineered septic system that utilizes a mound leach field to address ground water issues.

Site Opportunities

The following site opportunities were discussed during our site visit:

1. As the building continues to age deferred maintenance efforts should be continued to preserve the architectural integrity of the building.

Figure 40. Site Map



Lloyd Johnson Junior High School

Constructed: 1983 (temporary buildings); Modernized (2003); New Construction: 2003
Site Size: 10 Acres
Capacity: 397
Enrollments: 319
Constructed/Converted: Converted portable classrooms to permanent buildings and constructed new classroom buildings and administration offices (2002). Occupied in 2004.

Table 21. Detailed Facility Capacity

Type	Room #	Grade Level/Use	Capacity
Perm	100	Multi -Purpose Room	0
Perm	201	6th	25
Perm	202	6th	25
Perm	203	6th	25
Perm	204	6th	25
Perm	401	Science 7th	27
Perm	402	Science 8th	27
Perm	403	Prep/Office	0
Perm	404	Prep/Office	0
Perm	405	7th	27
Perm	406	8th	27
Portable	601	8th	27
Portable	602	7th	27
Portable	603	8th	27
Portable	604	7th	27
Portable	300	RSP (County Owned)	0
Portable	500	RSP (County Owned)	0
Portable	800	7th	27
Portable	901	Storage (On High School Campus)	0
Portable	902	Band (On High School Campus)	27
Portable	903	English (On High School Campus)	27
Total Capacity			**397**

Site Summary

The recently constructed Lloyd G. Johnson Jr. High School has very few deferred maintenance concerns. The building systems observed were operating as designed and well within their estimated useful life. The buildings have been well maintained and the student-built site elements are a unique asset to this campus. The site is under capacity at this time.

Site Challenges

The following site challenges were discussed during our site visit:

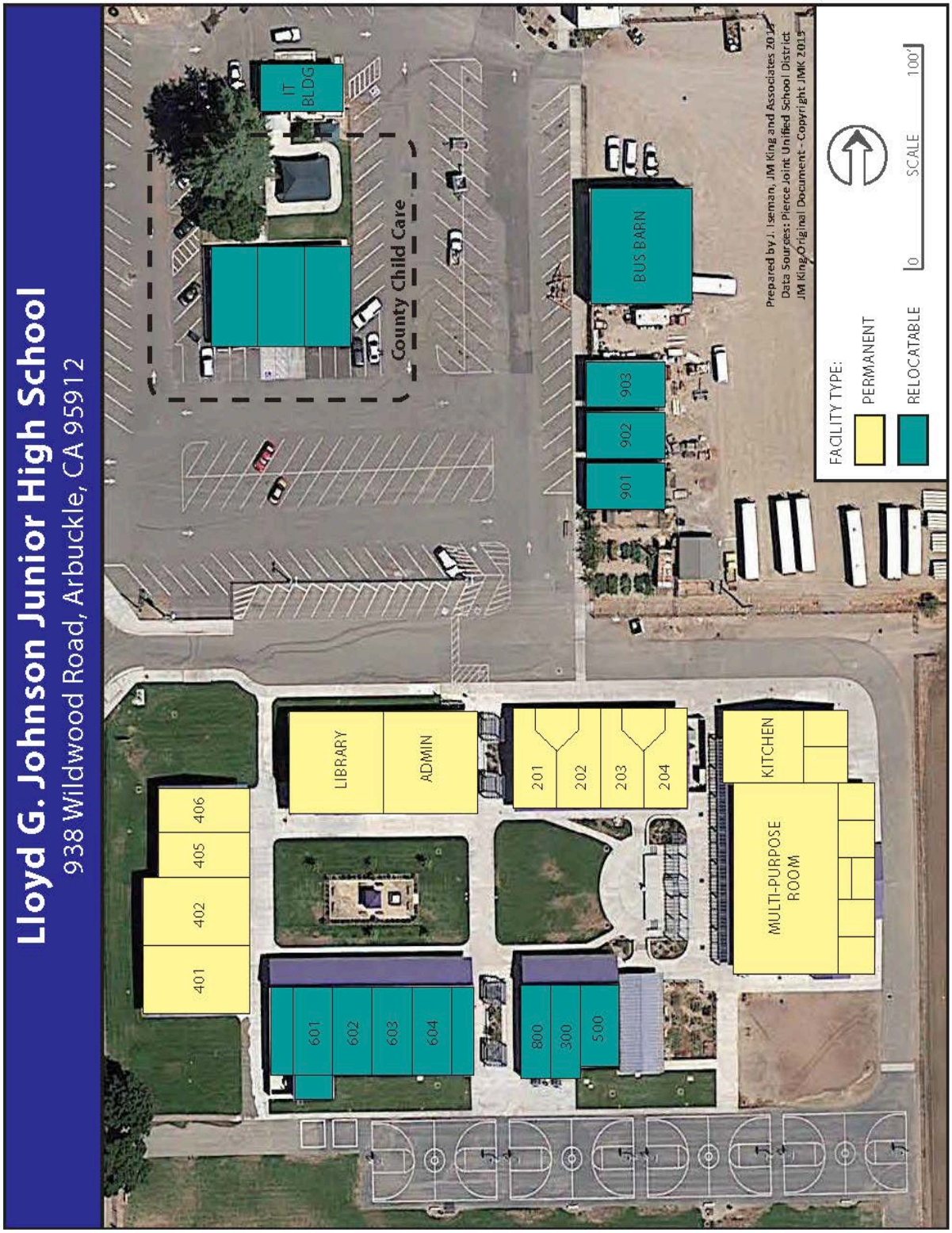
1. The current site offers very few challenges at this time. The campus size is adequate to house the student population and the facilities are well maintained and operating as designed.

Site Opportunities

The following site opportunities were discussed during our site visit:

1. The solar component at this school offsets close to 50% of the campus' total energy consumption. This serves as a very good case study for future solar projects within the district. Please note that as reimbursement prices for solar energy drop, energy storage components are quickly becoming ideal companion projects for future solar projects
2. The kitchen at Lloyd G. Johnson Jr. High School could serve as a central kitchen serving both Arbuckle Elementary School and Grand Island Elementary School.

Figure 41. Site Map



Pierce High School

Constructed: 1930; Modernization: 2007
Site Size: 29.21 Acres
Capacity: 497
Enrollments: 424

Table 22. Detailed Facility Capacity

Type	Room #	Grade Level/Use	Capacity
Perm	1	9th-12th	27
Perm	2	9th-12th	27
Perm	3A	Conference	0
Perm	3B	9th-12th	27
Perm	4	Art/Yearbook	27
Perm	5	9th-12th	27
Perm	6	9th-12th	27
Perm	7	9th-12th	27
Perm	8	Counselor	0
Perm	12	Home Economics	20
Portable	P1	Weight Room	20
Portable	P2	9th-12th	27
Portable	P3	9th-12th	27
Portable	P4	9th-12th	27
Portable	P5	ELD/Drama	20
Portable	P6	9th-12th	27
Portable	P7	RSP	0
Portable	P8	RSP	0
Perm	SCI-1	Chemistry	20
Perm	SCI-2	Science	20
Perm	SCI-Lab	Lab	20
Perm	Wood Shop	Wood Shop	20
Perm	Ag Science Lab	Ag Science Lab	20
Perm	Keyboarding	Keyboarding	20
Perm	Ag Mechanics	Ag Mechanics	20
Perm	Welding Shop	Welding Shop	
Perm	Engineering Shop	Engineering Shop	
Total Capacity			**497**
Portable	Arbuckle Alternative	9th-12th	15
Portable	Arbuckle Alternative	9th-12th	
Portable	Arbuckle Alternative	9th-12th	

Site Summary

Pierce High School is a mix of older historic buildings (Main Building "A") and newer buildings (Ag Shop – 2006). The buildings are overall well maintained and in good operating condition; however, many of the building systems in the older buildings are approaching the end of their estimated useful life. Capacity has not become critical at this point; however, as larger student cohorts move through the elementary and junior high school campuses, it will likely cause an issue for the high school in the coming years. PHS has seen a 25% increase in student population over the past 4 years. In addition, the site is in need of upgrades to provide a 21st century learning environment.

Site Challenges

The following site challenges were discussed during our site visit:

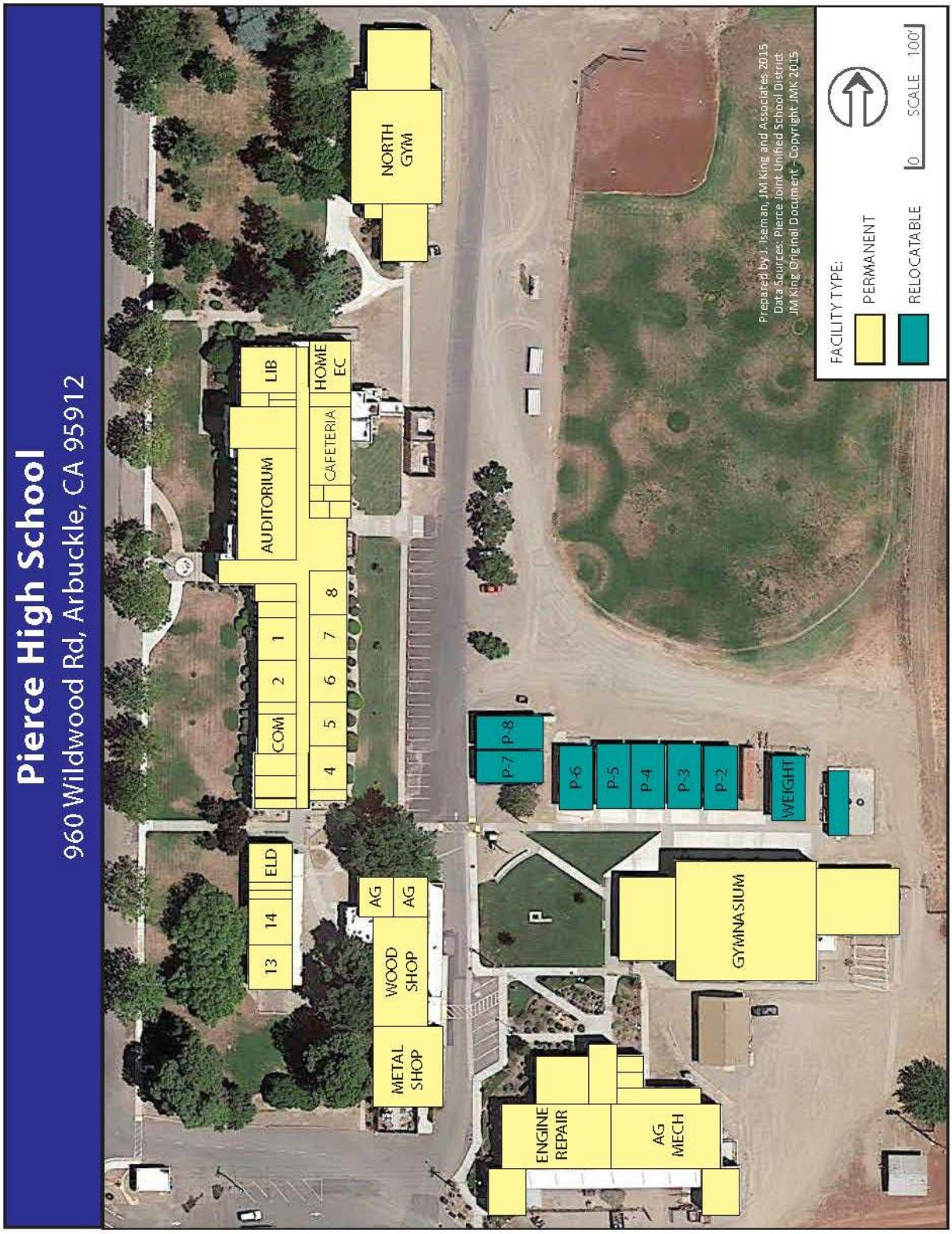
1. The majority of the site infrastructure is at the end of its estimated useful life. It is projected that the site will face increasing maintenance needs related to utilities and distribution of services.
2. The Cafeteria is considerably undersized for the current student population. Minimum Essential Facility calculations were performed to determine state funding eligibility. This space is a critical issue.
3. The gymnasiums do not offer comparable locker room facilities for boys and girls. The addition of comparable locker room facilities should be investigated as soon as economically feasible.
4. Many of the building systems in the older facilities (Main Building "A" and the North Gym) are approaching the end of their estimated useful life. It would be wise to plan a modernization of these spaces as soon as economically feasible.

Site Opportunities

The following site opportunities were discussed during our site visit:

1. Pierce High School may be eligible for over to 1.25 million dollars in state funding to build a cafeteria building (Minimum Essential Facility). This project would require the district to provide matching funds equal to the money available but this facility could provide a cafeteria space, culinary classroom, and snack bar for the football field.
2. Providing comparable locker room facilities at the main gym could allow the existing girls locker room to become a counseling room, a resource center, or a weight training room.
3. Available Prop 39 funding could be used to address mechanical and controls equipment currently at the end of their estimated useful life.
4. The site would benefit from 21th century learning spaces, including technology and learning labs.

Figure 42. Site Map



SECTION I: FUTURE FACILITY NEEDS

It is clearly shown by the enrollment forecasts and the facility analysis that the Pierce Joint Unified School District has current facility needs in addition to future facility needs for housing enrollments and to meet 21st century curriculum requirements. This section provides an overview of current costs per student to construct new facilities, an outline of current funding mechanisms to match local bond dollars, and a summary of past projects completed with State and District monies.

Facility Costs per Student

Any proposal to provide new facilities must include an analysis of costs associated with the various facility options. Student cost calculations based on State cost formulas and information from the Office of Public School Construction and State Department of Education are used to determine the cost of providing facilities for each additional student according to State standards. All costs provided in this report are based on 2015 dollars. The costs in Table 23 are calculated both with the purchase of land to construct a site and without the purchase of land. Based on recent appraisals from the District, land costs are estimated to be $100,000 per acre for undeveloped land. These costs are approximate and will need to be adjusted for actual costs when the District constructs classrooms and other facilities. These costs do not include furniture and equipment, as those costs will vary with the type and size of school and grade level housed on the site.

Table 23. Estimated Cost Per Student

Grade Group	Without Land	With Land
K-5	$24,361	$26,028
6-8	$27,896	$29,896
9-12	$32,335	$35,002

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.

Table 24. Square Footage Allocation by Grade Level

Grade Level	Sq. Ft./Student
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 PJUSD should 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

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[7]. The District has been proactive in applying for and receiving State funding.

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.

A school district's application to the State School Facilities Program for new construction monies is calculated annually. Calculations have been completed annually for PJUSD. Johnson Junior High School was funded, in part, with District funds and matching funds from the State School Facility Program.

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

[7] 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.

District may want to explore this option for funding of a new cafeteria/multi-purpose room at the high school. The current State program calculations demonstrate a potential funding of $1.5 million to be matched with district monies.

Local Funding Sources

The Pierce Joint Unified School District has been proactive in maintaining and constructing facilities in order to serve the student population. 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 PJUSD. Table 25 outlines the various projects funded through the State Programs and the District matching funds for each project. The District has received $9,065,009 from the State program and has matched that with $3,593,401 in local monies.

Table 25. Pierce Joint Unified School District/State and District Funds

School/ Project	District Contribution	State Grant	Funding Year
School Facility Program (SFP)			
Lloyd Johnson Jr. High	$646,959	$3,431,869	2003
Lloyd Johnson Jr. High	$1,261,412	$1,237,846	2003
Lloyd Johnson Jr. High	$485,399	$728,099	2003
Grand Island Elementary	$69,391	$232,423	2002
Grand Island Elementary	$51,583	$77,374	2005
Arbuckle Elementary	$205,918	$768,865	2000
Pierce High	$83,789	$125,683	2007
Pierce High	$767,883	$1,151,824	2007
Sub-Total	*$3,572,334.00*	*$7,753,983.00*	
Lease Purchase Program (LPP)			
Lloyd Johnson Jr. High (Site/Planning)	$21,067	$21,067	1997
Pierce High	$0	$1,200,013	1996
Grand Island Elementary	$0	$40,140	1998
Arbuckle Elementary	$0	$49,806	1998
Total for Projects	**$3,593,401**	**$9,065,009**	

General Obligation Bond

The PJUSD passed a General Obligation Bond for $6,000,000 in 2002. The District utilized these monies to construct Lloyd Johnson Junior High School and modernize Grand Island, Arbuckle Elementary and Pierce High School by matching State funding.

Surplus Property

The District does not currently own any surplus property.

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.

SECTION J: : RECOMMENDATIONS

The Pierce Joint Unified School District has undertaken this Facility Master Plan study in order to assist in proactive planning for current and future facility needs for its student population. This report has analyzed District demographics, provided enrollment projections, and outlined the historical and current state of the Pierce Joint Unified School District's facilities. Based on the analyses prepared for this study, the following steps are recommended for the Pierce Joint Unified School District to meet its current and future facility needs.

Conclusions and Recommendations

- Enrollment projections indicate Pierce High School will continue to increase in enrollments over the projection period, while all other District schools will remain stable or slightly decline (Table 13).

- Arbuckle Elementary is in need of modernization in addition to additional classroom capacity to house current and future students. The District may need to consider the purchase of land or the construction of 2-story classroom buildings.

- Pierce High School is in need of modernization to provide a 21st century learning environment.

- The District should consider the construction of a new Multi-Purpose Room/Cafeteria at Pierce High School.

- Increased technology and 21st century program needs in addition to increased enrollments have impacted the district's capacity at the elementary and high school sites. The District should undertake steps to resolve these issues by the additions of classrooms and ancillary facilities.

- The District should consider replacing portable classrooms with permanent facilities at all sites.

- The District is in need of upgraded infrastructure systems (lighting, HVAC, bell systems, plumbing, etc.) at Arbuckle Elementary and Pierce High School.

- The District may want to consider the use of Grand Island Elementary as it is not only underutilized, but also in need of upgraded systems. The District should review its use of this school in order to remain fiscally responsible to the entire student population.

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