



Demographic Analysis & Enrollment Projections Report

San Luis Coastal Unified School District

January 2022

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San Luis Coastal Unified School District

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EXECUTIVE SUMMARY

This Demographic Analysis and Enrollment Projections Report for the San Luis Coastal Unified School District (SLCUSD) was prepared by King Consulting to supply the District with relevant and accurate information on its demographics and enrollment trends. The report contains a vast array of information that District staff in many areas will find useful and informative. This Executive Summary provides the most pertinent findings as they relate to the District's enrollment trends.

King Consulting accounts for a range of plausible demographic trends with Low, Moderate, and High projections of SLCUSD enrollment. While the Low and High projections are useful to see how enrollment could trend if the most extreme recent variables become normalized in the coming years, the Moderate projection is recommended for planning purposes and will be shown here.

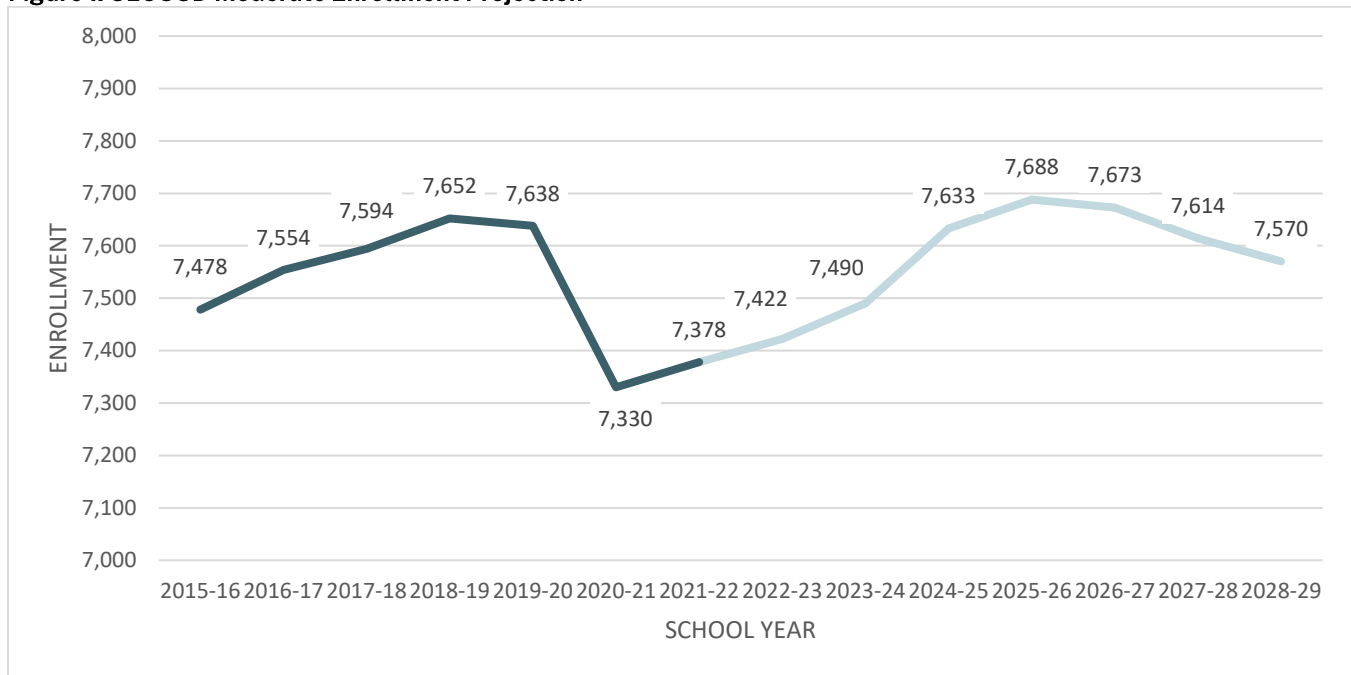
Historically, San Luis Coastal USD enrollment increased steadily from 2008 through 2019 (though enrollment did not reach the previous peak levels of the late 1990s). In 2020, due to the COVID 19 pandemic, SLCUSD enrollment decreased by more than 300 students, a onetime drop that set a new baseline for trends moving forward as the students who left the District at that time appear unlikely to return.

SLCUSD's future enrollment trends will be affected by three main factors in the coming years, two creating more short-term enrollment and one leading to longer-term enrollment decreases:

- Residential Development - For the next few years, the increased rate of new residential development, primarily in the City of San Luis Obispo, will generate additional students for the District and continue the trend of growth that had been observed prior to the COVID 19 pandemic.
- Universal Transitional Kindergarten – Beginning next year, Transitional Kindergarten will begin expanding, adding increasingly younger students each year until 2025, when every four year old in the District will be eligible to enroll in what will become an effective new grade level. This will lead to more enrolled TK students each year of the rollout, thereby boosting the District's total enrollment.
- Smaller Cohorts from Reduced Birth Rate - However, the local birth rate has been decreasing consistently since 2014, and the reduced population of young children will lead to smaller incoming TK and kindergarten cohorts compared with recent historical cohorts. Each year that the incoming cohort of students is smaller than the graduating cohort, a decrease in total enrollment is likely, and in the later years of the enrollment projection this factor is the most significant as total enrollment in the District is projected to begin decreasing after the 2025-26 school year.

Figure 1 visualizes SLCUSD's Moderate enrollment projection through the 2028-29 school year, along with several years of recent historical enrollment. Projected enrollment is shown in a lighter color. The chart shows peak projected enrollment in 2025-26 with full Universal TK implementation and the construction of hundreds of new homes, followed by decreasing enrollments as smaller cohorts continue to enter the District without as many offsetting factors. Should additional residential development occur, or births begin increasing again, these projections for the furthest years of the projection period could change significantly.

Figure 1. SLCUSD Moderate Enrollment Projection



- Total SLCUSD enrollment is projected to increase from 7,378 in the current year to a peak of 7,688 by 2025-26 (plus 310), before decreasing back to 7,570 by 2028-29.
- TK-6th grade enrollment will increase from 3,706 to a peak of 4,098 in 2025-26 (plus 392)
- 7th-8th grade enrollment will increase from 1,114 to a peak of 1,148 in 2026-27 (plus 34)
- 9th-12th grade enrollment will decrease from 2,558 a low of 2,400 by 2028-29 (minus 158)

The District's existing capacity across all grade levels and sites is dependent on portable classrooms that are only intended as temporary facility solutions. While there is currently sufficient capacity to house current and projected students, the District should plan to replace portable classrooms with permanent facilities so that this capacity can be available for future students.

Conclusion and Recommendations

Despite the one-time drop in enrollment caused by COVID-19, the San Luis Coastal USD can expect enrollment to increase for the next few years as hundreds of new homes are built in the District and more Transitional Kindergarten students enroll as 4-year-old students. While enrollments will not reach the previous highs of more than twenty years ago, they will increase from current levels and should exceed the totals from just before the pandemic by 2025-26. After that time, however, absent additional residential development or a change in demographics, the demographics occurring throughout the State of fewer births and fewer school age children will assert themselves as the predominant influencing factor. With fewer students in each incoming cohort, total enrollment will begin to decrease as previous larger cohorts matriculate out of the District. Even with continuing residential development, there will simply be fewer school age children living in the District and total enrollment will reflect that demographic shift. Again,

these projections in the furthest years of the projection are highly subject to change based on local development trends or shifting demographics and birth trends.

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

1. The District should plan for how it will house the additional Transitional Kindergarten students it will enroll, whether at its elementary schools or in a centralized location.
2. Plan to replace portable classrooms with permanent facilities as possible to convert temporary capacity to long-term capacity to serve future students.
3. Continue to closely monitor residential development throughout the District, as increased enrollments in these areas can impact existing school facilities.
4. Consider boundary adjustments to reduce enrollment at schools with enrollment that exceeds target capacity values, especially if large neighborhoods have not yet been fully constructed.
5. The District should consider, develop, and adopt educational specifications for all school sites.
6. Incorporate these findings into the District's Facility Master Plan.

San Luis Coastal Unified School District Demographic Analysis & Enrollment Projections Study 2021-22

This report is divided into eight major components:

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

SECTION A: INTRODUCTION

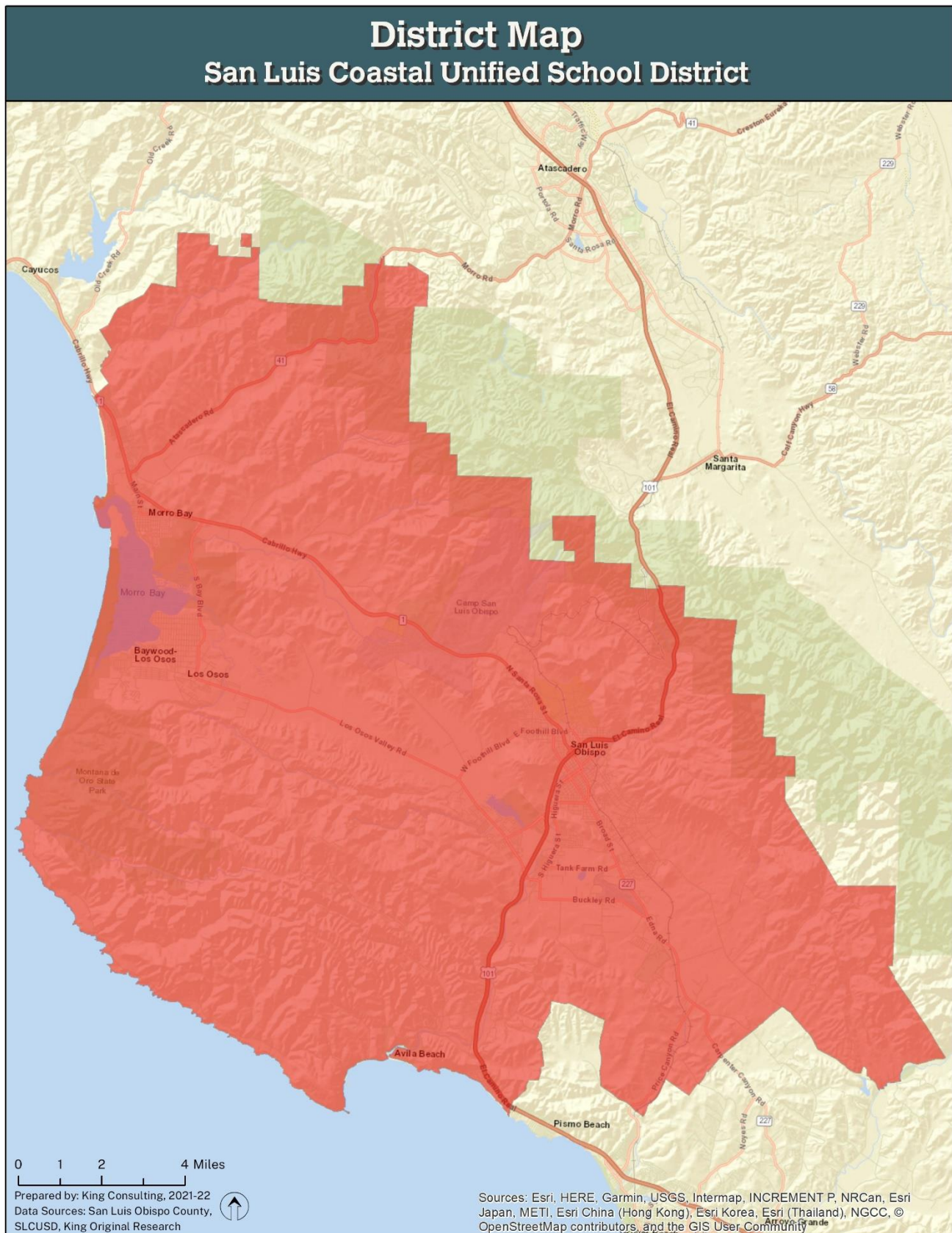
The San Luis Coastal Unified School District is located in San Luis Obispo County, California. The District serves the entirety of the City of San Luis Obispo and the City of Morro Bay, as well as a small portion of the City of Pismo Beach. The District also serves unincorporated areas of San Luis Obispo County including the community of Los Osos. Figure 2 depicts the extend of the District's boundary.

The San Luis Coastal Unified School District serves grades TK-12 and has a total 2021-22 enrollment of 7,537 students as provided by the District. Table 1 shows enrollment totals for each San Luis Coastal USD school site. The San Luis Coastal Unified School District currently operates 10 elementary school sites, 2 middle school sites, 3 high school sites (including the continuation high school), and an alternative special education program. The Bellevue Santa Fe charter school is authorized by the District, but since the District does not receive direct funding for these students, the charter enrollment is shown separately. Preschool students are not included in these enrollment counts.

Table 1. School Sites and 2021-22 Enrollments

Elementary Schools	Grade Levels	2021-22 Enrollment
Baywood ES	K-5	337
Bishop's Peak ES	TK-6	377
CL Smith ES	TK-6	423
Del Mar ES	TK-5	308
Hawthorne ES	K-6	382
Los Ranchos ES	K-6	394
Monarch Grove ES	TK-5	346
Pacheco ES	K-6	472
Sinsheimer ES	TK-6	380
Teach ES	4-6	148
<i>Subtotal</i>		3,567
Middle Schools	Grade Levels	2021-22 Enrollment
Laguna	7-8	729
Los Osos	6-8	520
<i>Subtotal</i>		1,249
High Schools	Grade Levels	2021-22 Enrollment
Morro Bay	9-12	856
Pacific Beach	9-12	53
San Luis Obispo	9-12	1,636
<i>Subtotal</i>		2,545
Other Programs	Grade Levels	2021-22 Enrollment
Prepare	K-12	17
Grand Total		7,378
Bellevue Santa Fe Charter	K-6	159

Figure 2. San Luis Coastal Unified School District



SECTION B: DISTRICT AND COMMUNITY DEMOGRAPHICS

District Enrollment Trends

Historical Enrollments

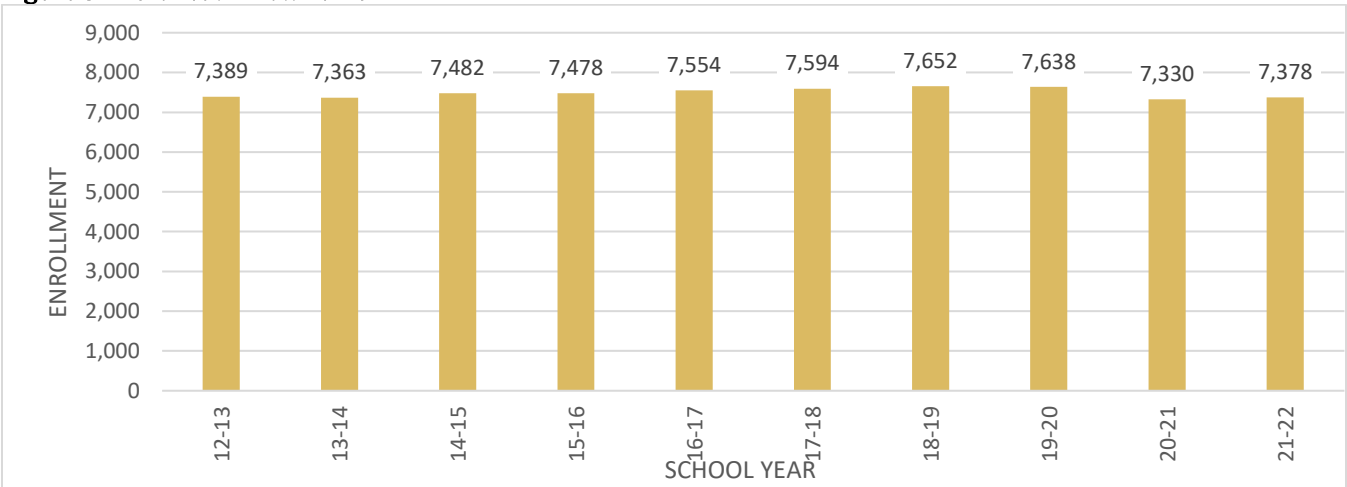
Historical enrollment trends are based on certified State enrollment totals for historical years and uncertified enrollments for 2021-22. From 2012-13 through 2019-20, San Luis Coastal USD enrollment steadily increased, with a total gain of 3.4% during that time. In 2020-21, however, due to the COVID-19 pandemic, enrollment decreased by 4% in one year and have remained lower. The students who left the District during the pandemic are not anticipated to return, with this one time drop setting a new baseline for the District moving forward. Enrollment in 2021-22 showed the same steady growth as the District previously demonstrated, but now from the new, lower baseline.

Additional demographic factors affecting the District's historical enrollments will be discussed in the following sections. Figure 3 illustrates the District's enrollment pattern since 2012-13 (these values do not include the Bellevue Santa Fe charter). Figure 4 provides current year enrollments by school, while Table 2 analyzes the District's enrollment balance across its schools with attendance boundaries. As shown, District elementary school enrollments are reasonably well balanced between school with boundaries, with the smallest being 16.4% below the average size and the largest being 14.8% more. Aided by the fact that Los Osos Middle School serves an additional grade level, the two middle schools are closer in size than the high schools, which see a 31.3% deviation in size.

Figure 5 illustrates annual growth/decline in student enrollment and highlights the growth the District had been experiencing before the pandemic occurred. A closer examination of historical enrollments by grade level demonstrates that the enrollment loss during the pandemic occurred mostly from elementary students (Figure 6).

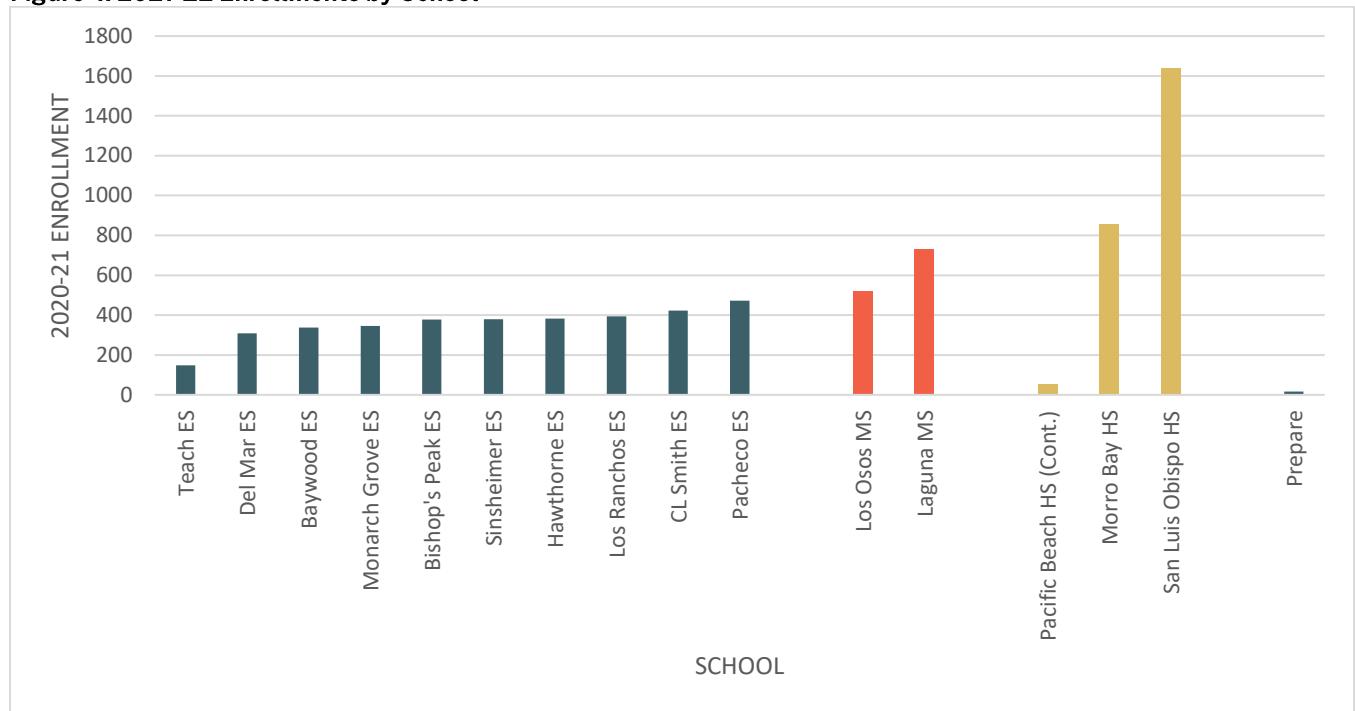
Table 3 provides historical enrollments by school since 2012-13.

Figure 3. Historical Enrollments



Source: California Department of Education and SLCUSD.

Figure 4. 2021-22 Enrollments by School

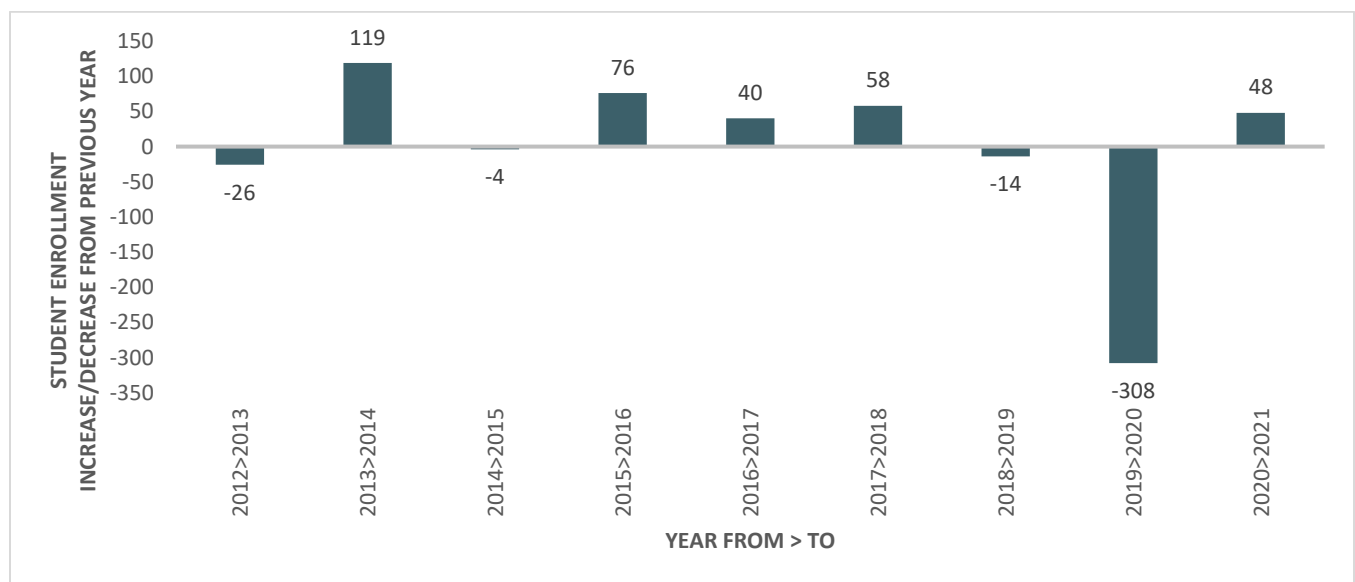


Source: California Department of Education and SLCUSD.

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

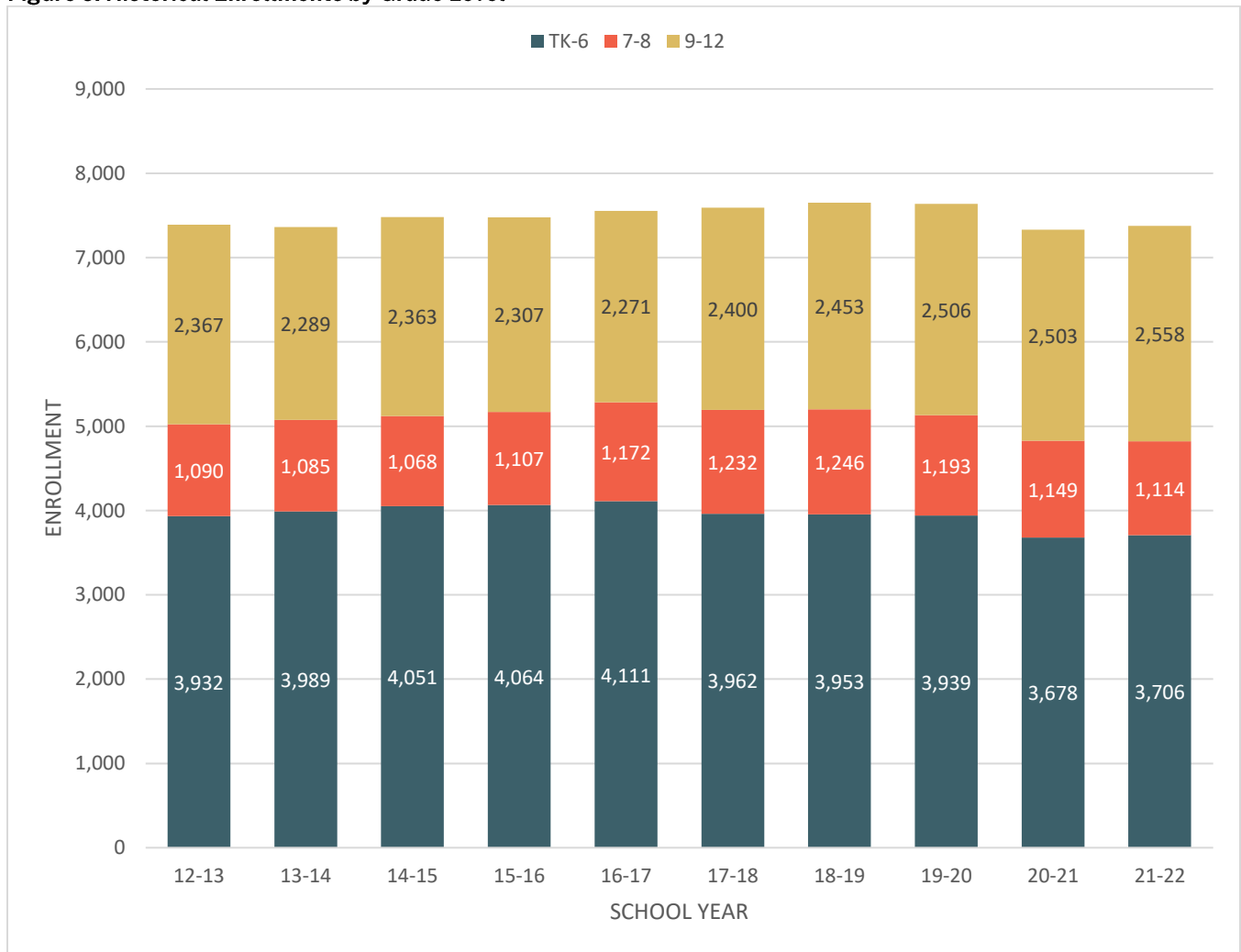
	Average Enrollment	Smallest Enrollment (Deviation)	Largest Enrollment (Deviation)
ES	368	308 (-16.4%)	423 (+14.8%)
MS	625	520 (-16.7%)	729 (+16.7%)
HS	1,246	856 (-31.3%)	1,636 (+31.3%)

Figure 5. Annual Growth in Student Enrollment



Source: California Department of Education and SLCUSD.

Figure 6. Historical Enrollments by Grade Level

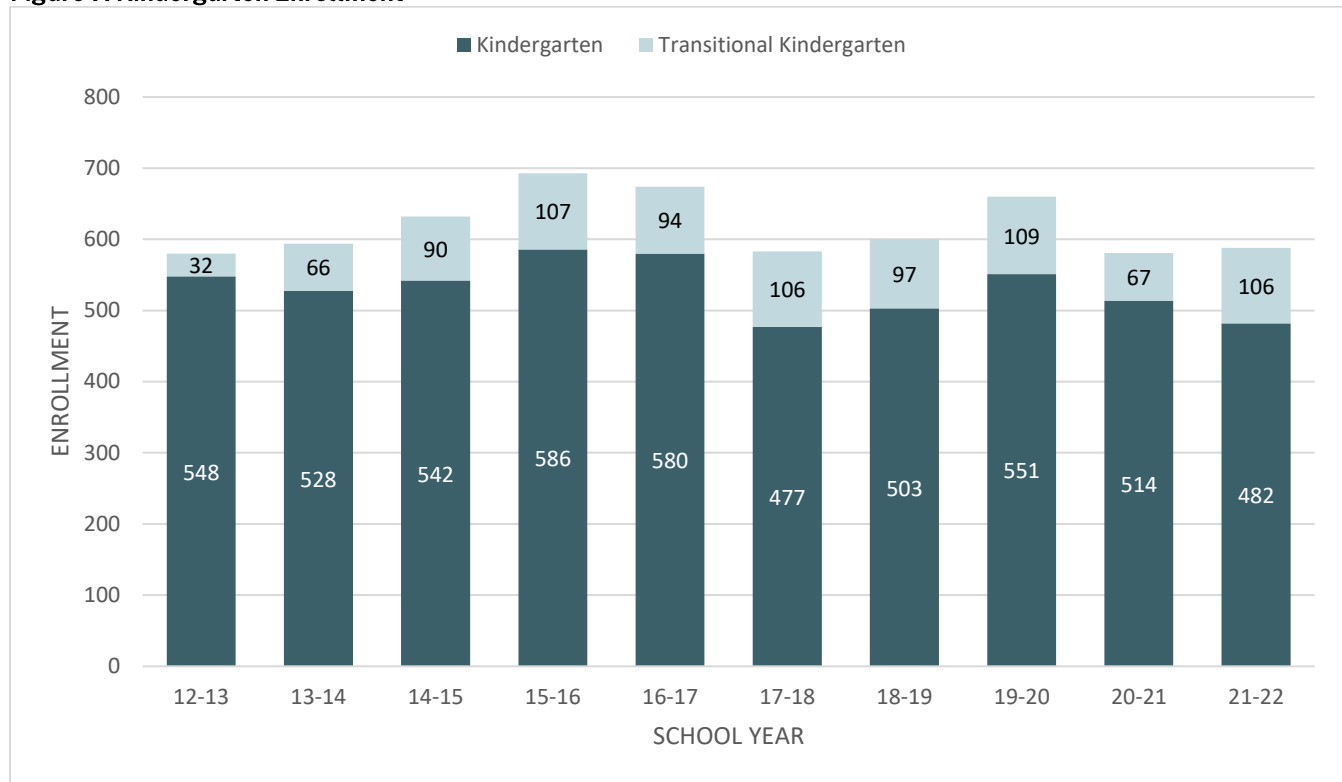


Source: California Department of Education and SLCUSD.

Total kindergarten and transitional kindergarten enrollment peaked in 2015-16, with lower levels already apparent before the pandemic (Figure 7). Recent cohorts of kindergarten students are generally smaller than the cohorts that entered prior to 2016, which will be explored more fully in Section F.

Transitional kindergarten enrollment increased during the program's initial rollout from 2012-13 through 2014-15, then remained high through 2019-20. After a one-year drop during the pandemic, TK enrollment returned to historical levels in 2021-22.

Figure 7. Kindergarten Enrollment



Source: California Department of Education and SLCUSD.

Table 3. Historical Enrollments by School

Elementary Schools	Grade Levels	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Baywood ES	K-5	420	357	352	344	329	305	319	343	337	337
Bishop's Peak ES	TK-6	363	400	426	453	463	468	466	424	383	377
CL Smith ES	TK-6	449	436	418	388	386	367	393	403	371	423
Del Mar ES	TK-5	484	456	443	398	409	375	352	346	319	308
Hawthorne ES	K-6	343	329	310	335	400	372	387	379	370	382
Los Ranchos ES	K-6	449	486	464	483	463	457	432	424	372	394
Monarch Grove ES	TK-5	377	330	347	332	341	347	368	358	296	346
Pacheco ES	K-6	513	535	541	549	562	551	542	530	512	472
Sinsheimer ES	TK-6	375	374	359	390	402	376	376	381	361	380
Teach ES	4-6	156	129	182	185	182	158	156	179	182	148
Middle Schools	Grade Levels	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Laguna	7-8	707	679	688	703	732	817	842	804	781	729
Los Osos	6-8	383	560	583	610	613	599	563	556	541	520
High Schools	Grade Levels	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Morro Bay	9-12	852	825	867	860	813	821	857	841	867	856
San Luis Obispo	9-12	1,444	1,409	1,433	1,395	1,406	1,526	1,558	1,602	1,568	1,636
Pacific Beach	9-12	68	54	62	52	52	53	38	54	56	53
Other Programs	Grade Levels	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Prepare	K-12	6	4	7	1	1	2	3	14	14	17

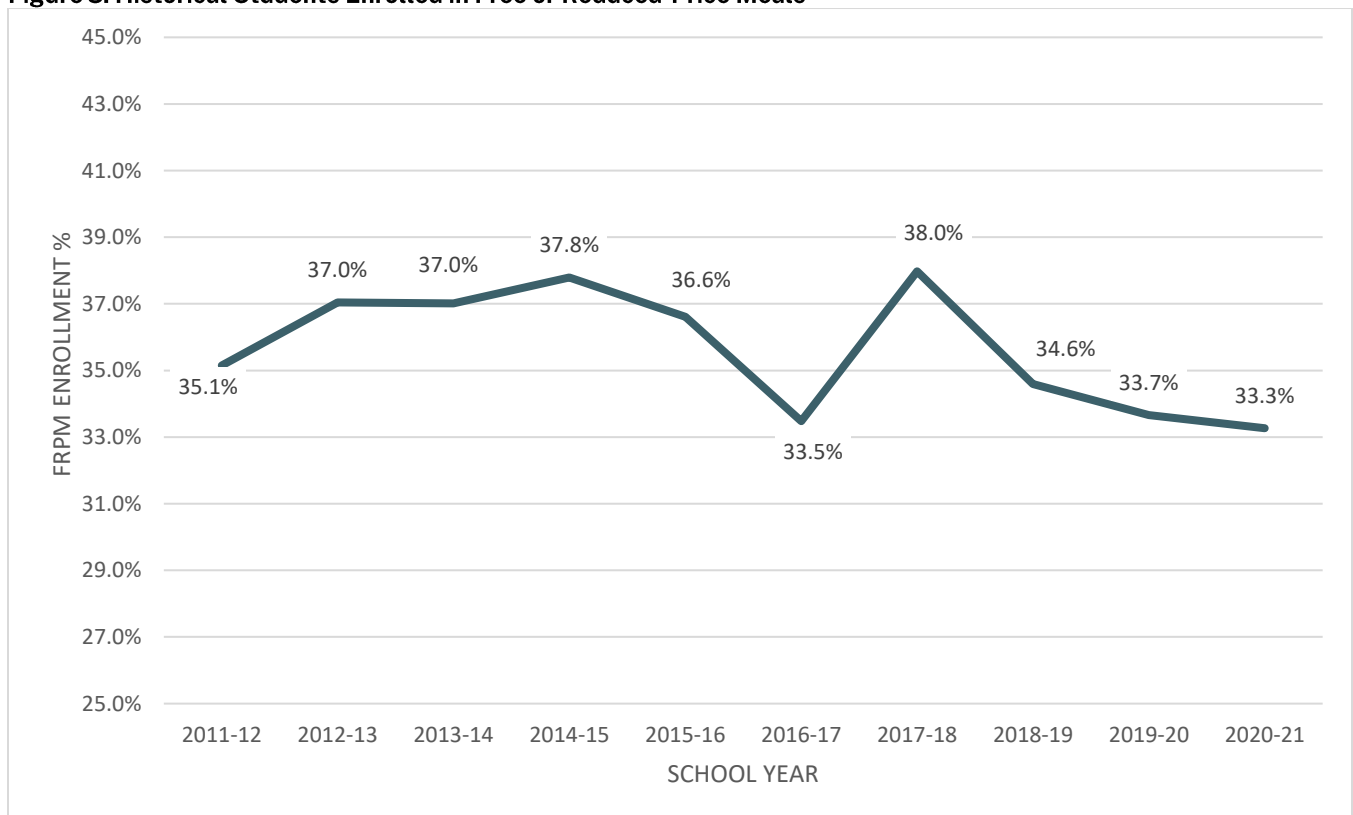
Historical Enrollment by Socioeconomic Status

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 4 provides the number of SLCUSD students participating in the FRPM program from 2011-12 to 2020-21. Participation in the program increased most year until 2017-18, but has since decreased each year and reached a low point for the study period in 2020-21. Figure 8 graphically demonstrates the change by year.

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

School Year	Students Enrolled in Free or Reduced Price Meals	Percent FRPM
2011-12	2,536	35.1%
2012-13	2,791	37.0%
2013-14	2,779	37.0%
2014-15	2,886	37.8%
2015-16	2,796	36.6%
2016-17	2,584	33.5%
2017-18	2,945	38.0%
2018-19	2,703	34.6%
2019-20	2,626	33.7%
2020-21	2,492	33.3%

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

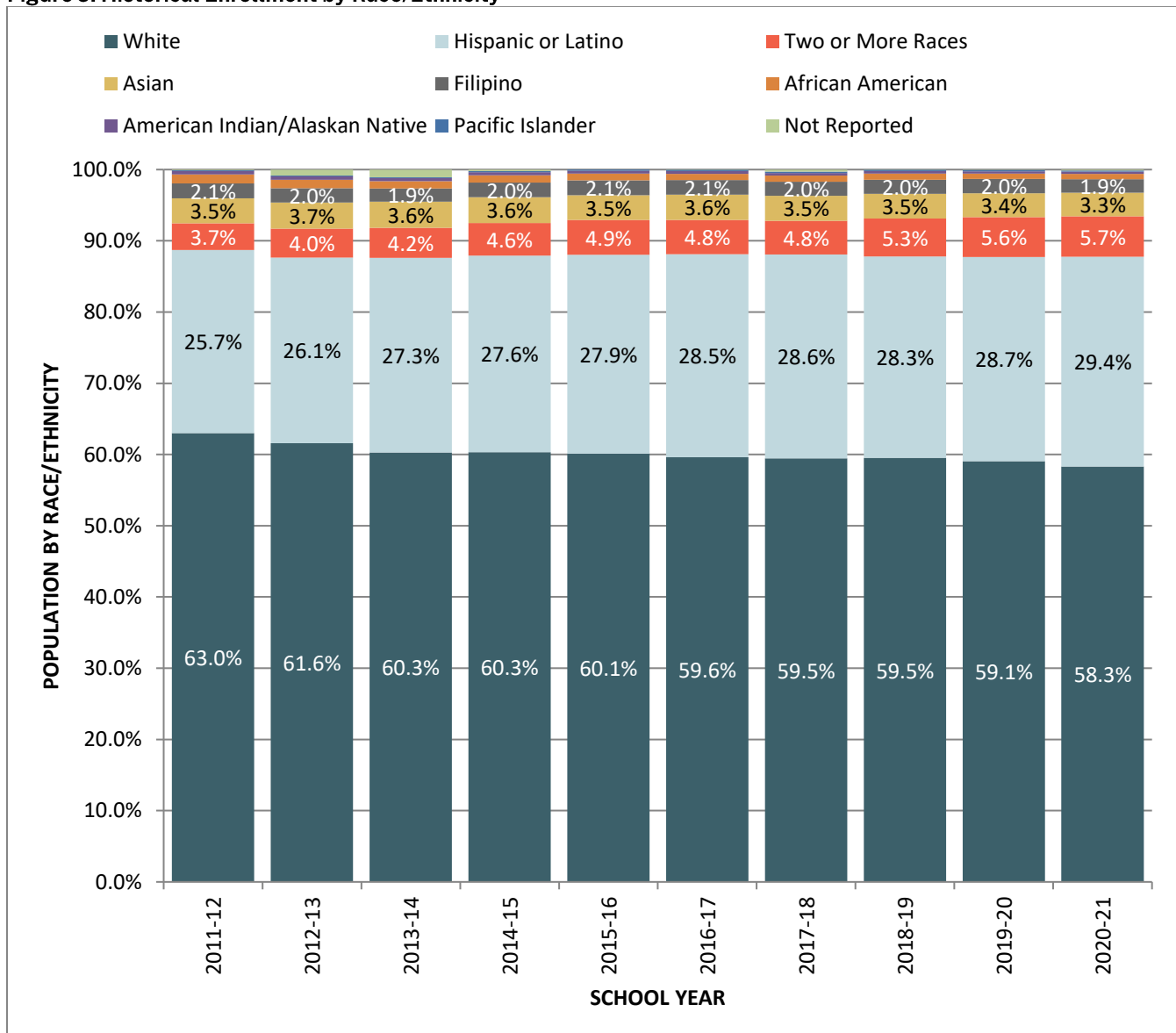


Historical Enrollment by Ethnicity

To analyze the District's race/ethnicity profile, the 2011-2020 CalPADS enrollments by race/ethnicity were used.

Historically, SLCUSD enrollments have been less diverse; however, that trend is changing. The District is still comprised of a majority of White students (58.3%), but students of other races and ethnicities represent a greater proportion of the District every year. The second largest ethnic group is Hispanic or Latino students (29.4%), with students identifying with two or more races being the third largest ethnic group (5.7%). These historical trends are reflective of statewide demographic shifts and are expected to continue. Figure 9 below demonstrates the race/ethnicity trends of the District from 2011-12 to the 2020-21 school year, the most recent for which State data is available.

Figure 9. Historical Enrollment by Race/Ethnicity



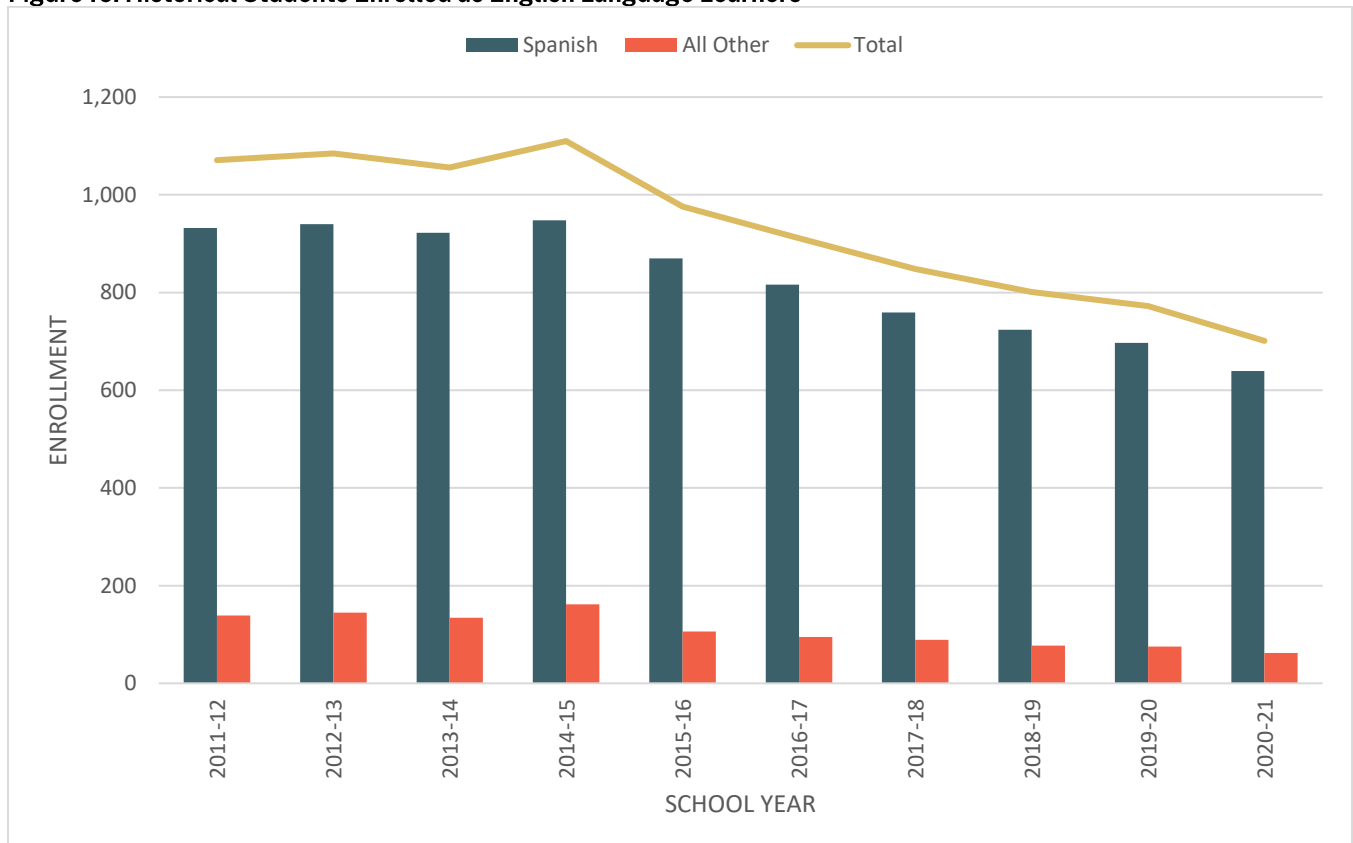
Historical Enrollment of English Language Learners

CalPADS enrollments of English Language Learners (ELL) were also compiled and analyzed. Table 5 contains the number of SLCUSD students enrolled as ELL students from 2011-12 to 2020-21, as well as a breakdown by primary language spoken. ELL enrollment peaked in 2014-15. After which time it has decreased steadily. The percentage of ELL students in the District reflects a similar pattern. The composition of the ELL student population has consisted of predominantly Spanish speaking students. Figure 10 graphically depicts this trend over time.

Table 5. Historical Students Enrolled as English Language Learners

School Year	Total Students Enrolled as ELL	Spanish Speaking	All Other Languages	Percent ELL of Total Enrollment
2011-12	1,071	932	139	14.8%
2012-13	1,085	940	145	14.4%
2013-14	1,056	922	134	14.1%
2014-15	1,110	948	162	14.5%
2015-16	976	870	106	12.8%
2016-17	911	816	95	11.8%
2017-18	848	759	89	10.9%
2018-19	801	724	77	10.3%
2019-20	772	697	75	9.9%
2020-21	701	639	62	9.4%

Figure 10. Historical Students Enrolled as English Language Learners



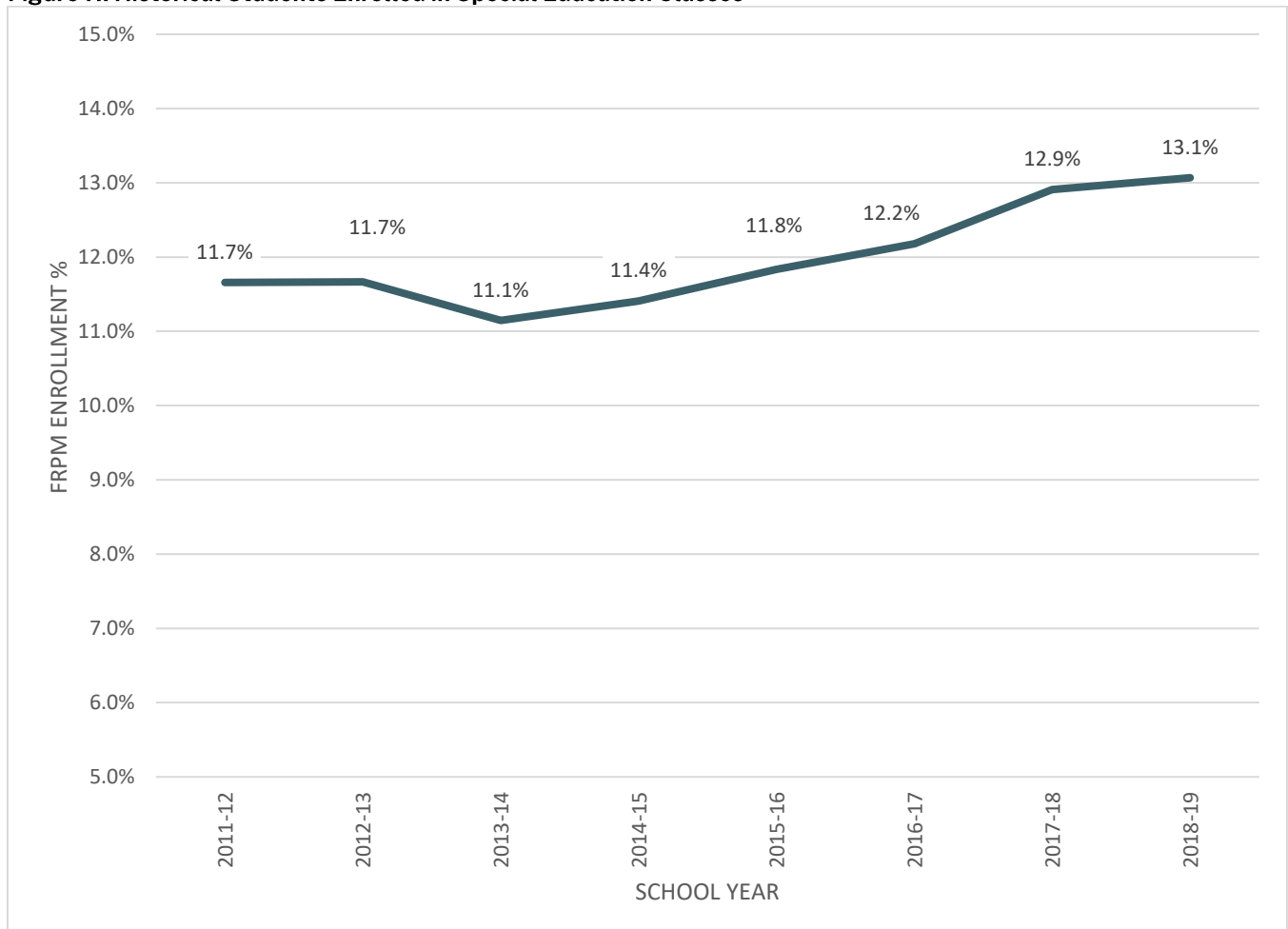
Historical Enrollment of Special Education Students

Data on students classified by the State as being enrolled in Special Education classes were also collected from CalPADS. Table 6 provides the number of SLCUSD students enrolled in Special Education classes from 2011-12 to 2018-19. Special Education enrollment increased steadily after 2013-14 and was at its highest level of the study period in 2018-19 by both raw count and percentage of total enrollment. Figure 11 depicts these trends in a visual format.

Table 6. Historical Students Enrolled in Special Education Classes

School Year	Total Special Education Students	Percent Special Education
2011-12	841	11.7%
2012-13	879	11.7%
2013-14	837	11.1%
2014-15	871	11.4%
2015-16	904	11.8%
2016-17	940	12.2%
2017-18	1,001	12.9%
2018-19	1,021	13.1%

Figure 11. Historical Students Enrolled in Special Education Classes

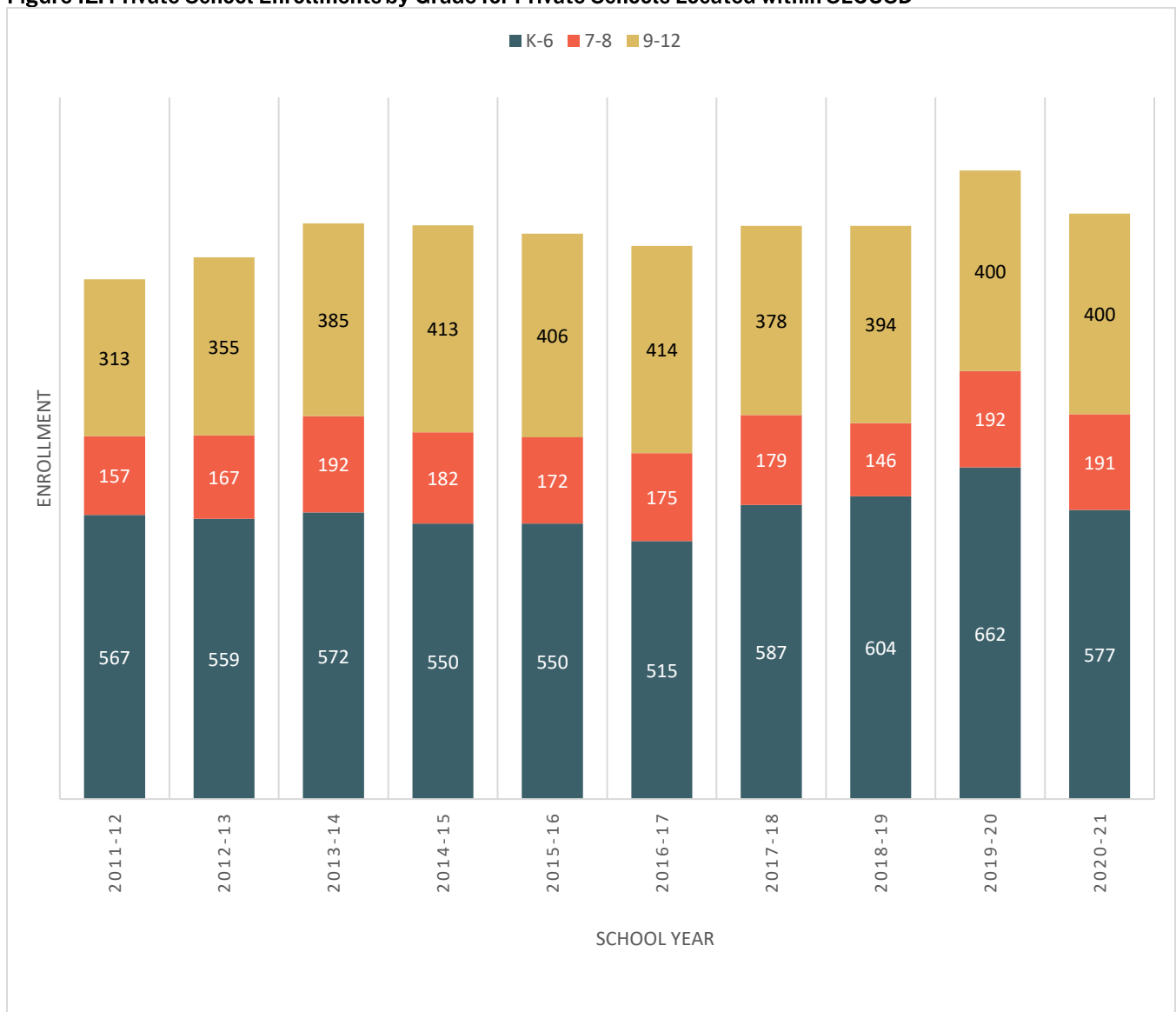


Private School Trends

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

Private school enrollments for private schools located within the District were collected from the California Department of Education for years 2011-12 to 2020-21. From 2011 to 2019, private school enrollments generally increased, ultimately going from 1,037 to 1,254, an increase of 21%. In 2020, however, private school enrollment decreased by 7%, a higher rate than occurred in SCUSD public schools. This indicates that the loss of SCUSD public school students was not due to families choosing private school just for that year. Figure 12 shows private school enrollment by grade level.

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



Source: California Department of Education.

Community Demographics

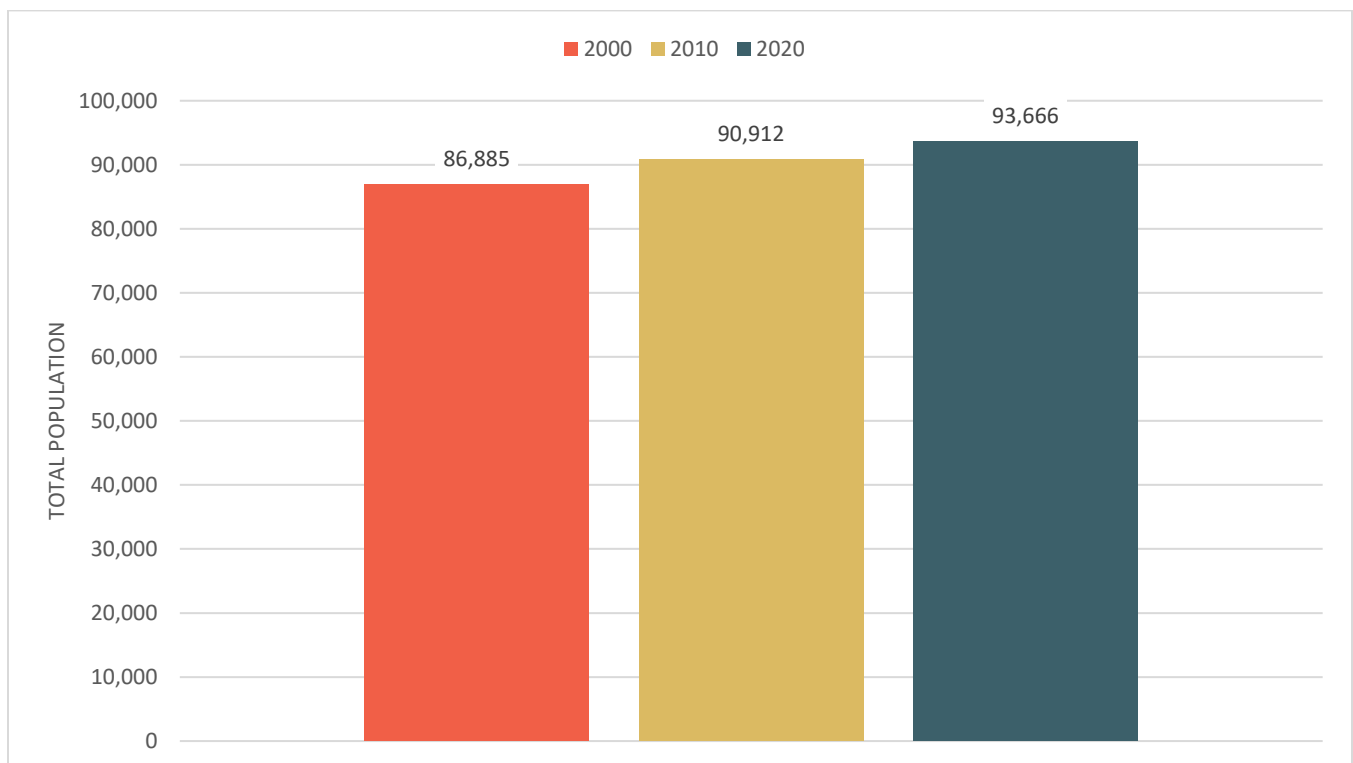
The San Luis Coastal Unified School District serves the Cities of San Luis Obispo and Morro Bay, a portion of the City of Pismo Beach, and much of the surrounding unincorporated area of San Luis Obispo County including the community of Los Osos. This community demographic analysis will focus on the general population residing within the SLCUSD boundary as shown in Figure 2 in Section A of this document.

Population Trends

The SLCUSD boundary has a total population of 93,666 according to the 2020 Decennial United States Census. This represents growth of 3% since 2010 (Figure 13).

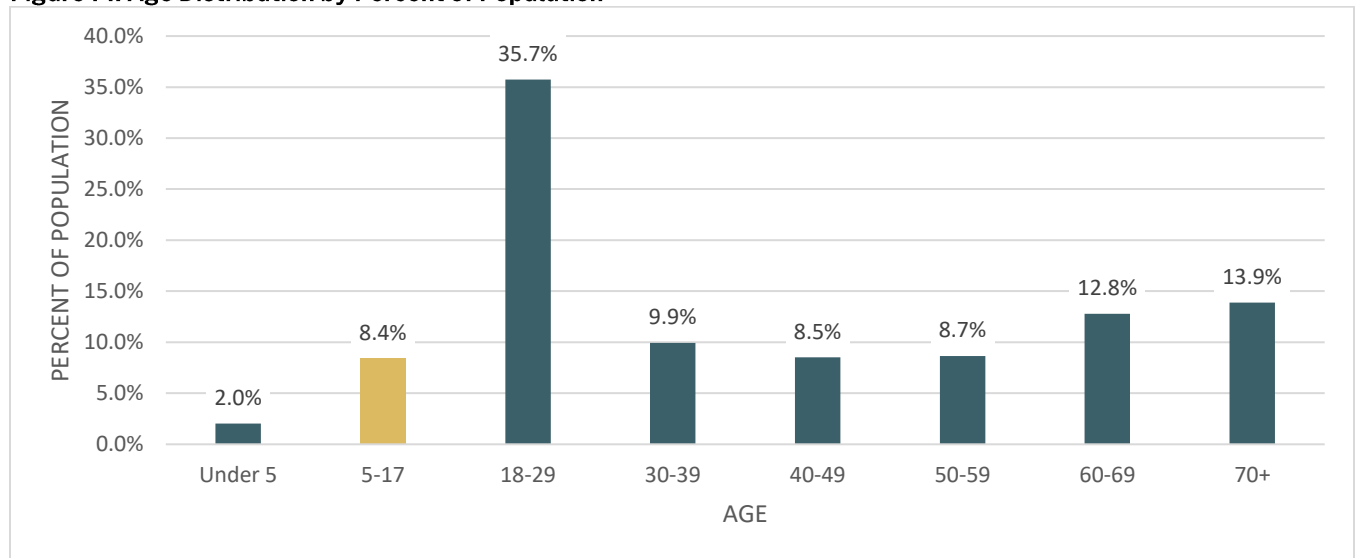
As Figure 14 demonstrates, SLCUSD is a young community, with a median age of 33 years. 12.9% of the total population is under age 18 based on 2020 Census data, while a large portion of the city's residents are college students with no families. Detailed age data is available via the American Community Survey (ACS) from 2019, which showed a lower estimate for the under-18 population. According to ACS data, the District's population of 5-17 year old residents (the age of most of the District's students) decreased from 2010 to 2019, but these figures will almost certainly be revised as more decennial 2020 data is released (Figure 15). The SLCUSD community is predominately White (67.8%) (Figure 16).

Figure 13. Population Growth 2000-2020



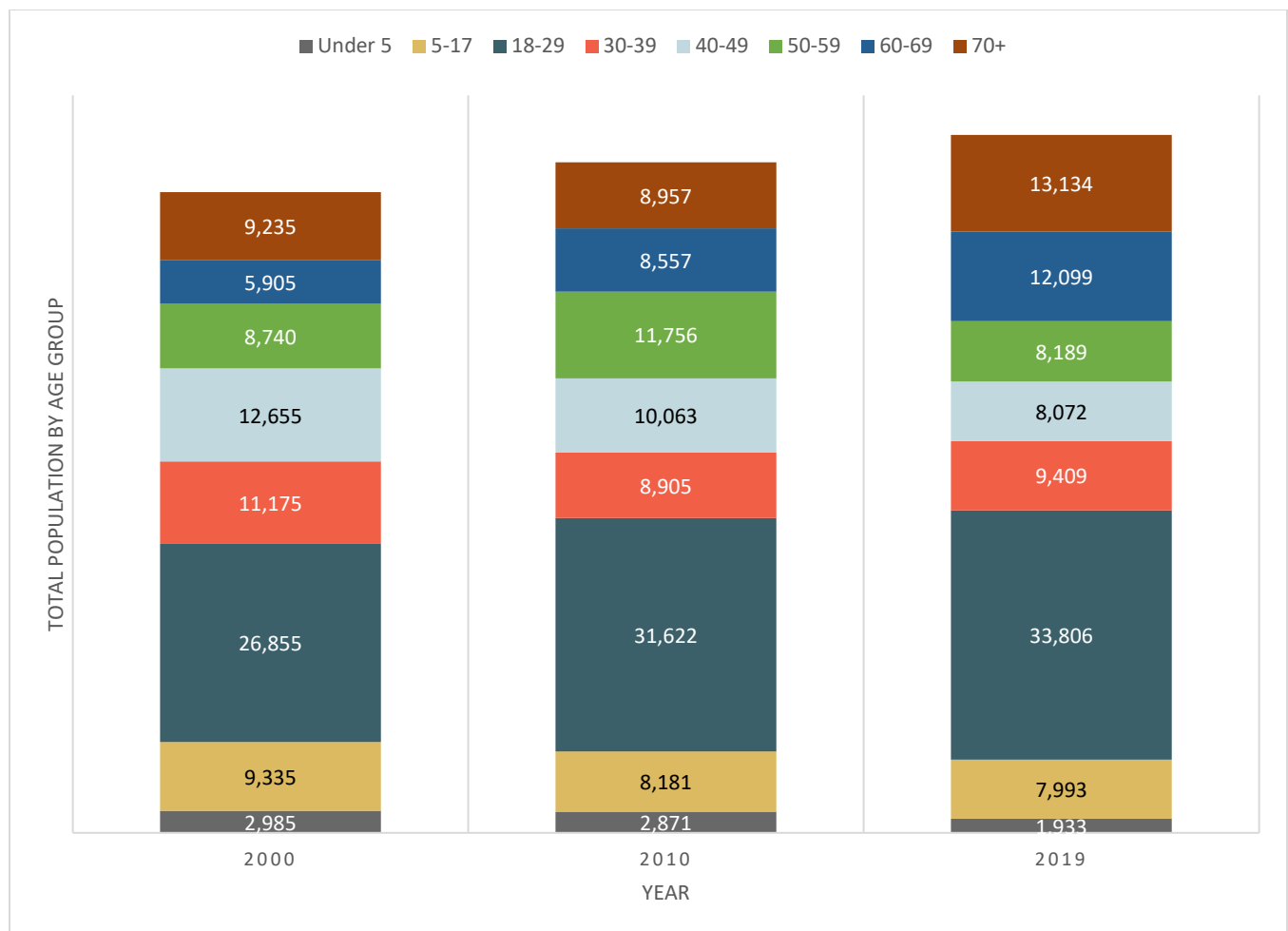
Source: U.S. Census Bureau Decennial Census (2000, 2010, 2020).

Figure 14. Age Distribution by Percent of Population



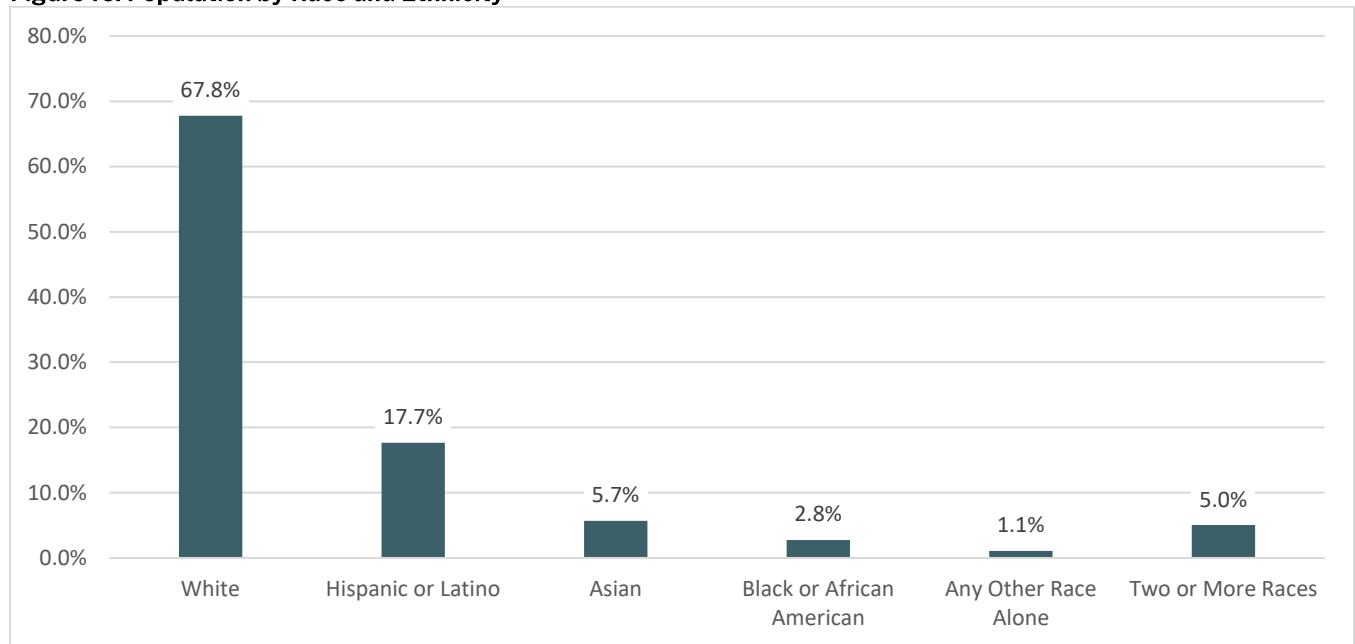
Source: U.S. Census Bureau, ACS, 2019.

Figure 15. Population Growth by Age, 2000-2019



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2019.

Figure 16. Population by Race and Ethnicity

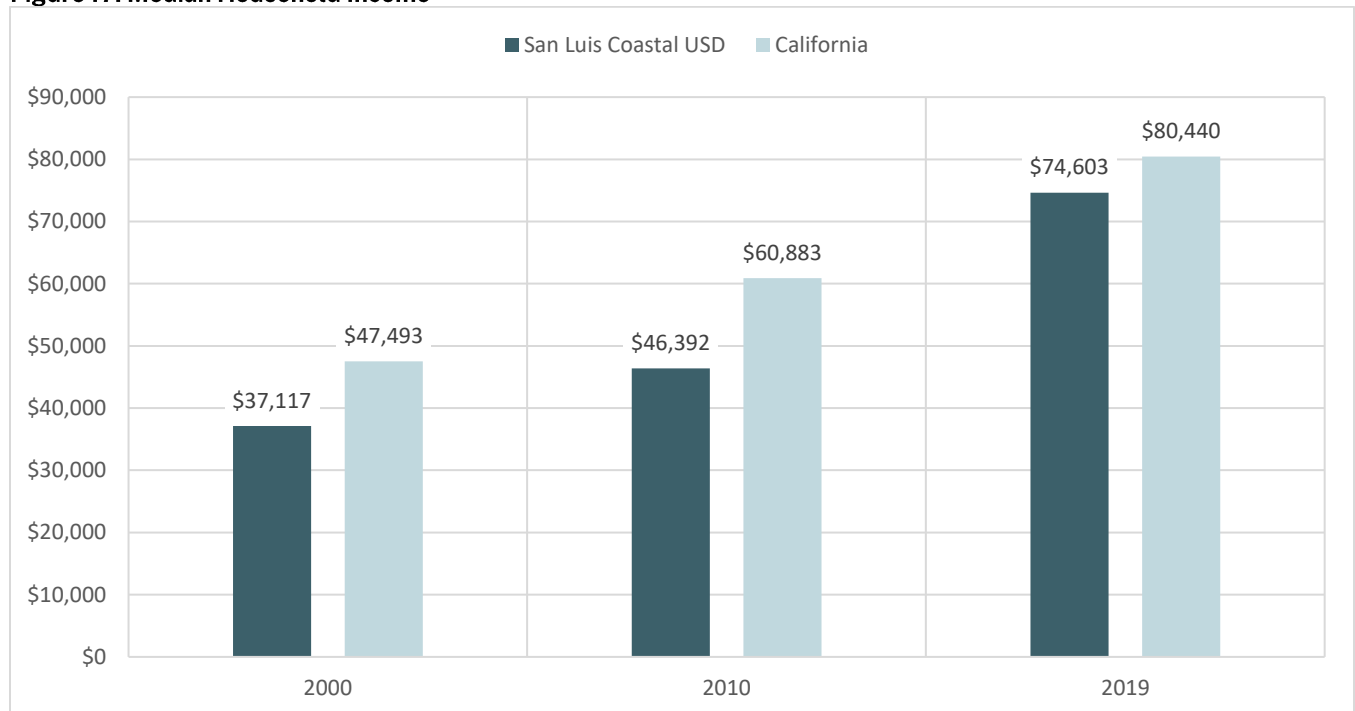


Source: U.S. Census Bureau, ACS 2019.

Household Characteristics

Median household income is lower in SLCUSD compared to the State as a whole (Figure 17). This is largely due to the prevalence of college students residing in San Luis Obispo. If only families are considered, SLCUSD's median income is higher than the State's median value.

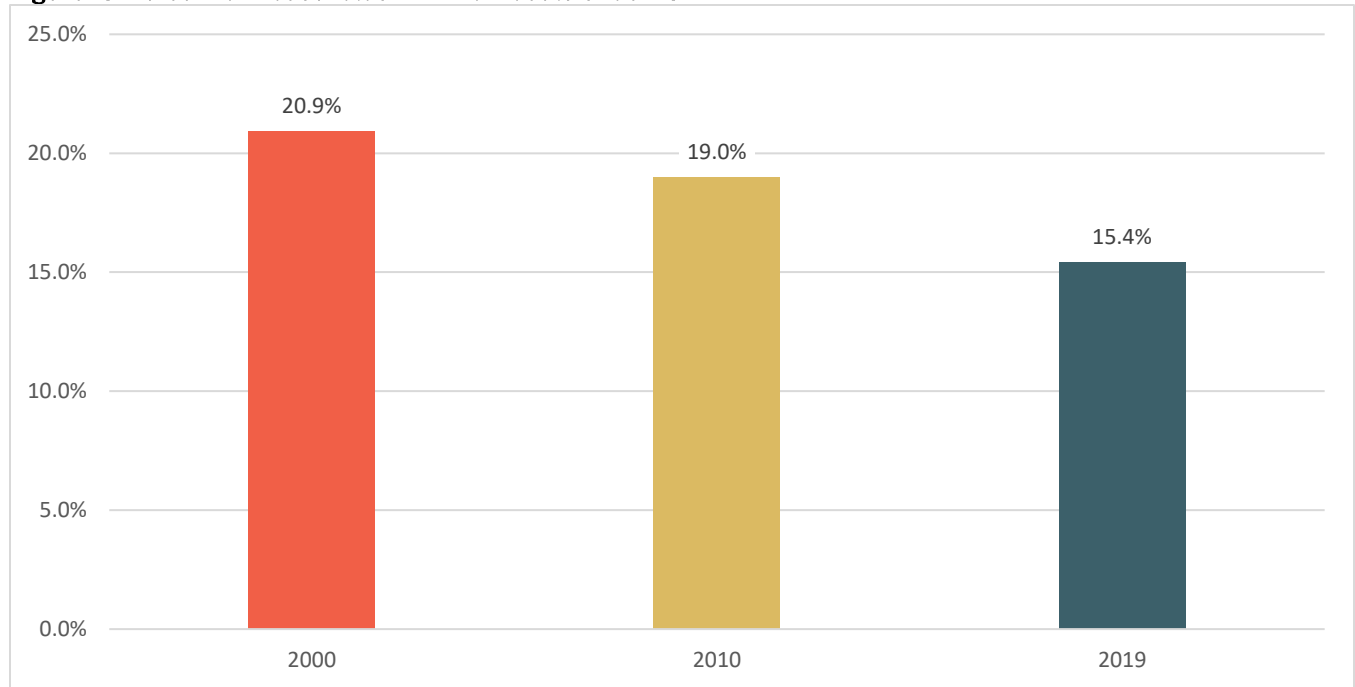
Figure 17. Median Household Income



Source: U.S. Census Bureau, ACS, 2019.

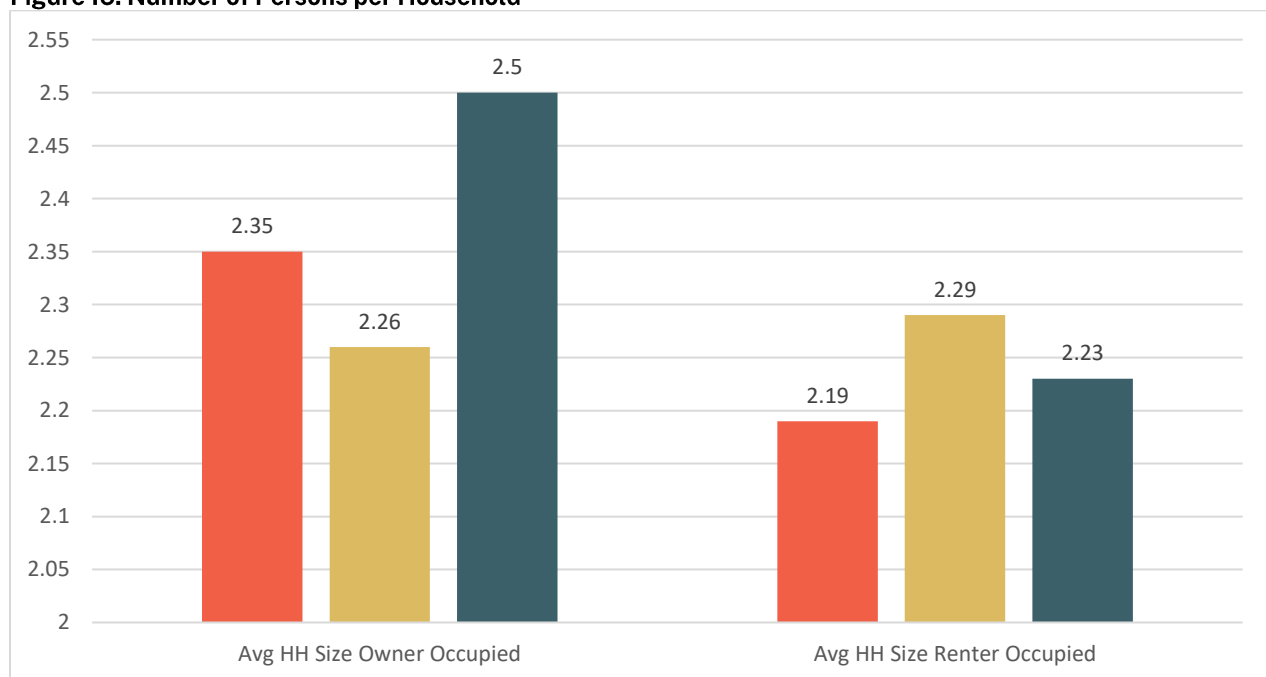
The percent of households with children under 18 declined in SLCUSD from 2000-2019 based on ACS estimates. Meanwhile, the total number of persons per household reached its highest levels since 2000 in 2019 in owner-occupied homes (Figures 18-19).

Figure 18. Percent of Households with Individuals Under 18



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2019.

Figure 19. Number of Persons per Household

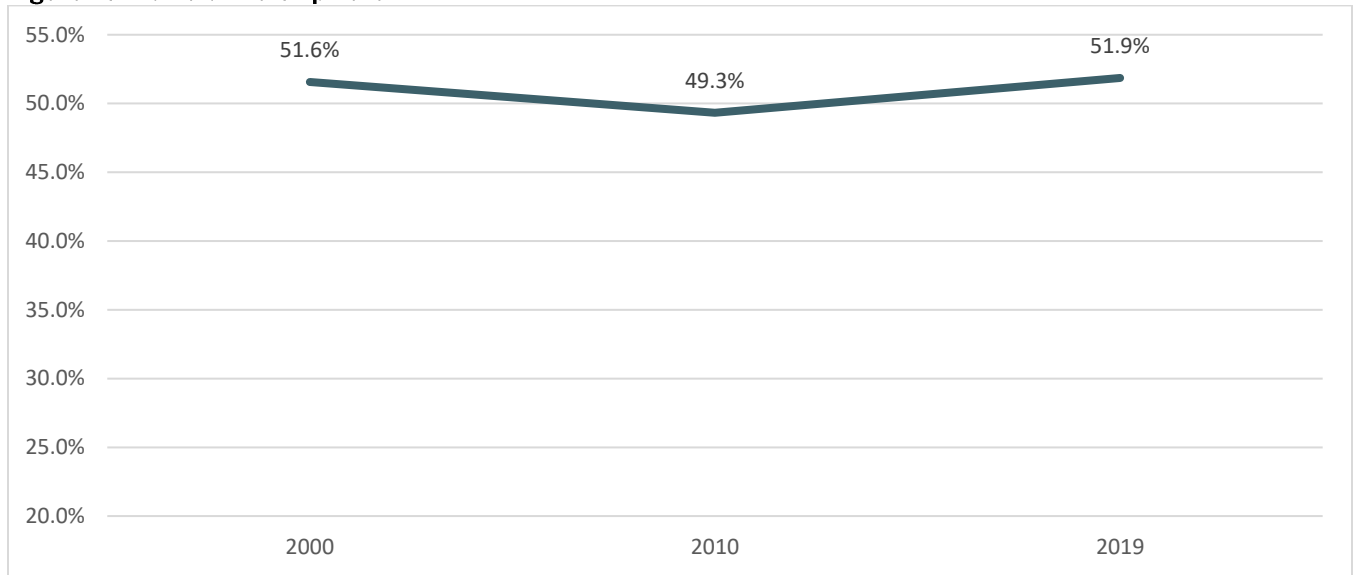


Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2019.

Home Ownership and Median Home Values

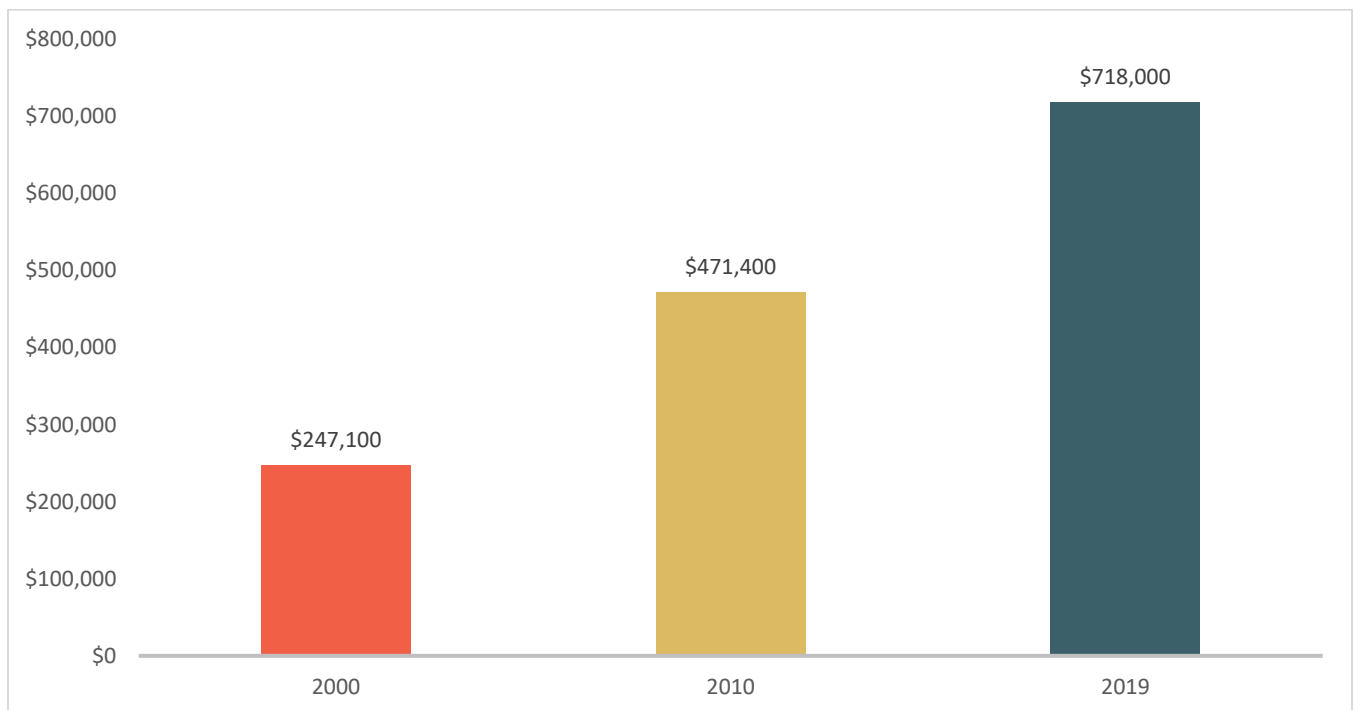
Home-ownership in the District (the percent of non-vacant housing units occupied by the owner) recovered to previous levels in 2019 after dipping in 2010 (Figure 20). The median home value in the District of owner-occupied housing units, according to Census estimates, is currently \$718,000 (Figure 21).

Figure 20. Home Ownership Rate



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2019.

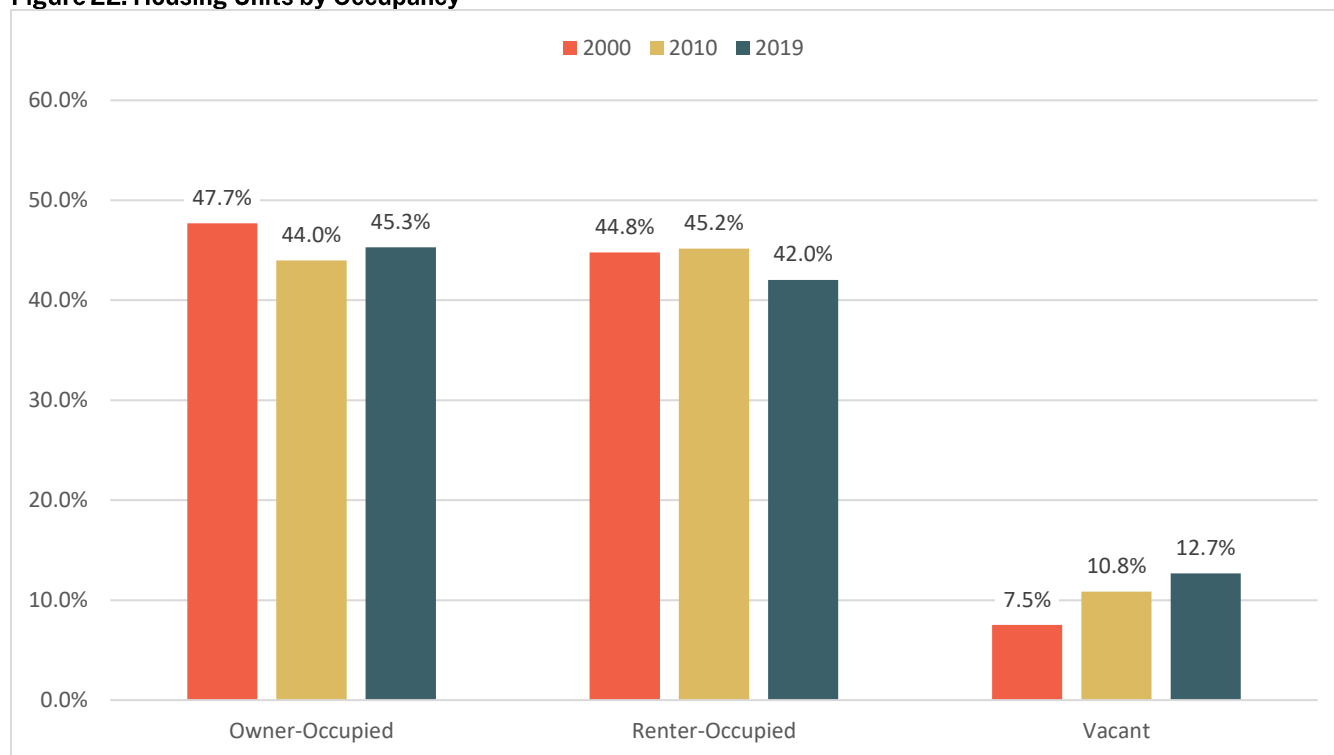
Figure 21. Median Value of Owner-Occupied Units



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2019.

The percent of owner-occupied units increased from 2010 to 2019, while the percent of renter-occupied housing units declined. The vacancy rate also increased, with most vacant units being units for rent or rented but not yet occupied.

Figure 22. Housing Units by Occupancy



SECTION C: STUDENT GENERATION RATES

Student Generation Rates: New Construction

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

King Consulting utilized a real estate database to survey housing units recently constructed within the District. Recently constructed properties were cross-referenced with the 2021-22 SLCUSD student list to determine the number of students generated per housing unit by grade level and by housing type.

A total of 352 single-family detached, 145 single-family attached, 154 multi-family, and 42 affordable units were surveyed throughout the District. The TK-12 District-wide student generation rates by typology are outlined in Table 7. Affordable housing units generate the highest number of students, followed by single-family detached housing. Single-family attached and multi-family housing units generate fewer students.

Table 7. Student Generation Rates: New Construction

Grade	Single-Family Detached SGR	Single-Family Attached SGR	Multi-Family SGR	Affordable SGR
TK-6	0.222	0.034	0.065	0.381
7-8	0.048	0.028	0.013	0.167
9-12	0.068	0.055	0.032	0.143
Total K-12	0.338	0.117	0.110	0.691

SECTION D: RESIDENTIAL DEVELOPMENT

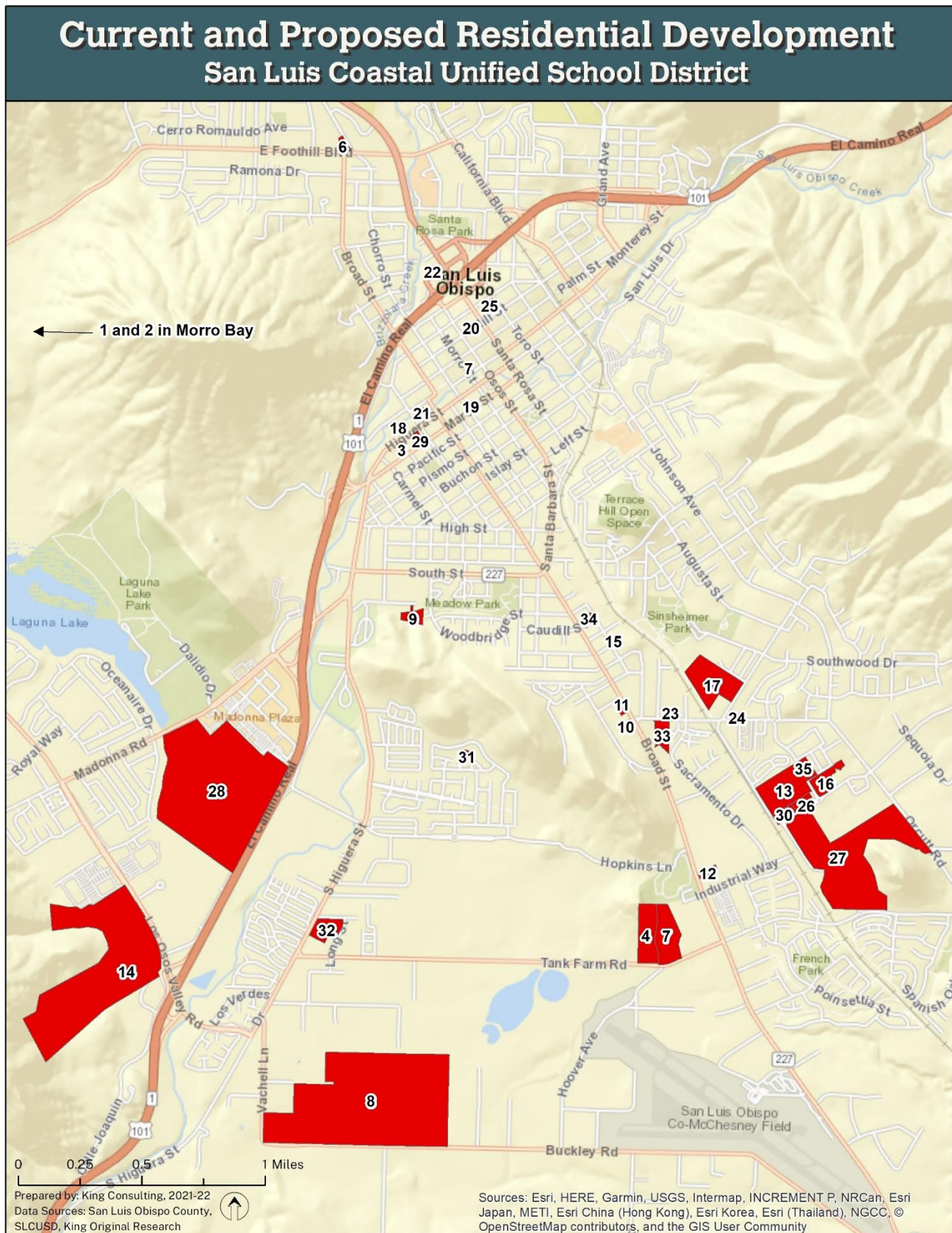
It is imperative to monitor residential development, as new development will generate additional students for the school district to house and will affect where and how schools will be constructed as well as the fate of older schools within the District. San Luis Coastal Unified School District serves the Cities of San Luis Obispo and Morro Bay, part of the City of Pismo Beach, and unincorporated areas of San Luis Obispo County including the community of Los Osos. These entities were contacted to provide information and documents regarding current and planned residential development.

Most of the residential development set to occur during the seen-year projection period will be within the City of San Luis Obispo. The City of Morro Bay was the only other planning entity to detail any specific projects. All told, as shown in Table 8 and Figure 23, currently proposed and approved projects constitute a total of 3,228 units to that are anticipated to be constructed, mostly within the City of San Luis Obispo and mostly within the next five years. Some larger projects, such as Avila Ranch, will build out over a longer period, so not all units are included in the enrollment projection period.

Table 8. City of San Luis Obispo Residential Projects

Map #	Type	Name	ESB	Units
1	AFF	405 Atascadero Rd	Del Mar	35
2	SFA	545 Atascadero Rd	Del Mar	15
3	SFA	545 Higuera MU	Hawthorne	64
4	SFA	600 Tank Farm	Hawthorne	280
5	SFA	650 Tank Farm	Hawthorne	249
6	SFA	790 Foothill Blvd	Bishops Peak	78
7	SFA	956 Monterey MU	Hawthorne	20
8	SFD	Avila Ranch	Los Ranchos	720
9	AFF	Bridge St	Hawthorne	94
10	SFA	Broad St Collection	Hawthorne	32
11	SFA	Broad St Mixed Use	Hawthorne	10
12	SFA	Broad Street Place	Hawthorne	40
13	SFA	Bullock Ranch	Los Ranchos	192
14	MF	Froom Ranch	Smith	130
15	SFD	Froom Ranch	Smith	44
16	AFF	HASLO Victoria	Hawthorne	32
17	SFA	Jones Subdivision	Los Ranchos	43
18	SFA	Laurel Creek	Sinsheimer	98
19	SFA	Lofts at the Creamery	Hawthorne	36
20	SFA	Marsh and Chorro MU	Hawthorne	50
21	SFA	Mill Street Commons	Hawthorne	5
22	SFA	Monterey Place	Hawthorne	29
23	SFA	Olive Mixed Use	Bishops Peak	15
24	SFA	Orcutt MU	Hawthorne	15
25	MF	Orcutt Rd Apartments	Sinsheimer	15
26	SFD	Peach Street Commons	Hawthorne	5
27	SFD	Pratt Ranch Ph 1	Los Ranchos	35
28	SFD	Righetti Ranch Sub	Los Ranchos	114
29	AFF	San Luis Ranch	Smith	77
30	SFD	San Luis Ranch	Smith	281
31	SFA	San Luis Square	Hawthorne	63
32	SFA	Tiburon Place	Los Ranchos	68
33	AFF	Toscana Inclusionary	Hawthorne	38
34	SFA	Tribune Work/Live	Hawthorne	43
35	MF	Twin Creeks	Hawthorne	90
Total				3,155

Figure 23. San Luis Coastal USD Residential Projects



Residential Development and Land Use Impact on SLCUSD

The San Luis Coastal Unified School District will see the development of numerous residential projects within the projection period as the pace of residential development continues to increase. Since the District has already seen an increased pace of development from single-family detached homes, and this increase is captured in birth-to-kindergarten ratios and grade-to-grade migration rates, no additional students were added to the enrollment projections from single-family detached housing. However, all other types of housing are set to build out at a much greater pace than the District has previously seen, so all students generated from single-family attached, multi-family, and affordable units will be directly added to the projected enrollment. The details of the enrollment projections are shown in Section F.

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

SECTION E: SPATIAL ANALYSIS

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

Combining District-specific GIS data (students, attendance areas, land use data, etc.) with basemap data (roads, rivers, school sites, etc.) enables the District to understand data in new ways and enhance its decision-making processes. Maps showing District school site locations and the attendance boundaries are provided in Figures 24-26.

Figure 24. Elementary School Boundaries



Figure 25. Middle School Boundaries

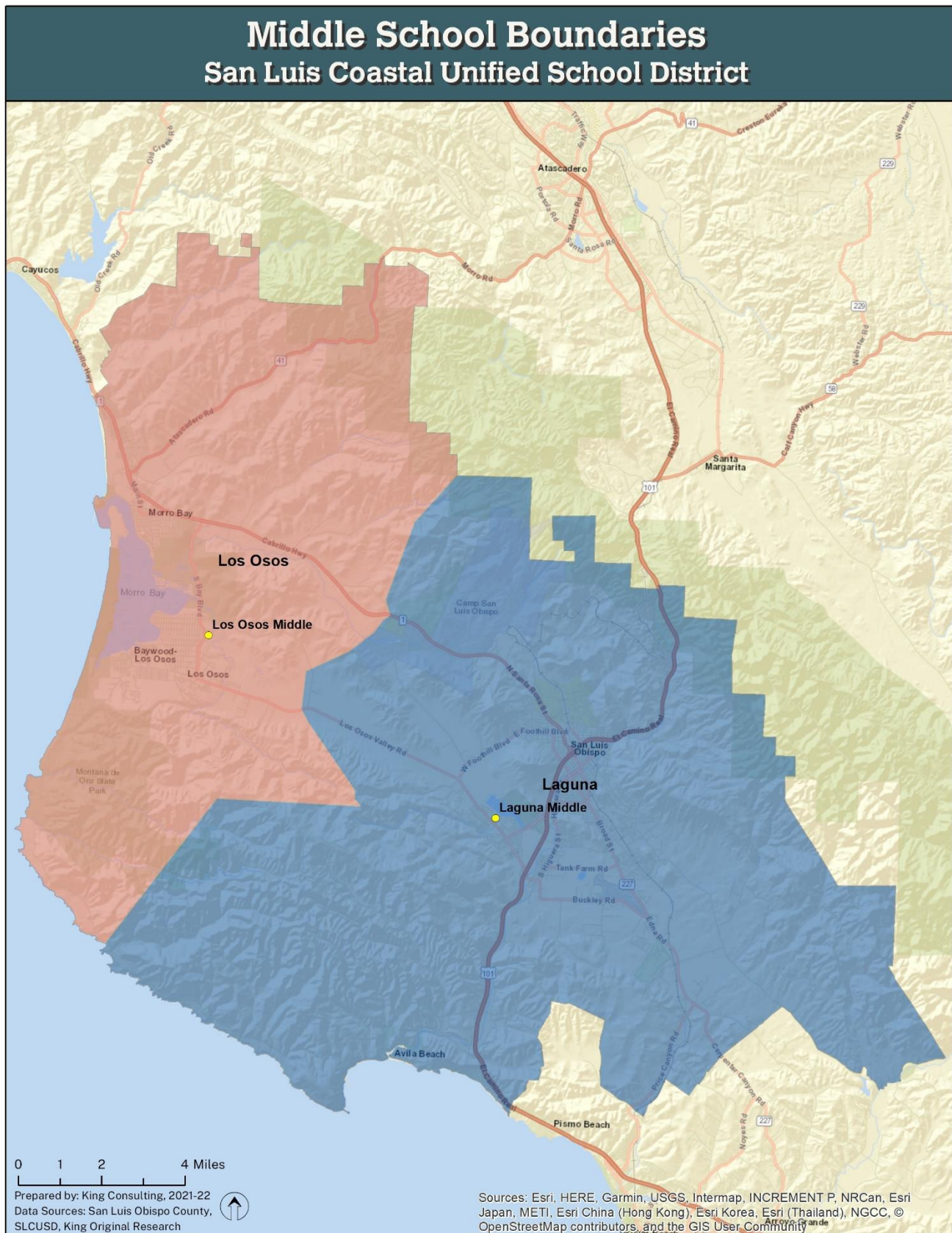
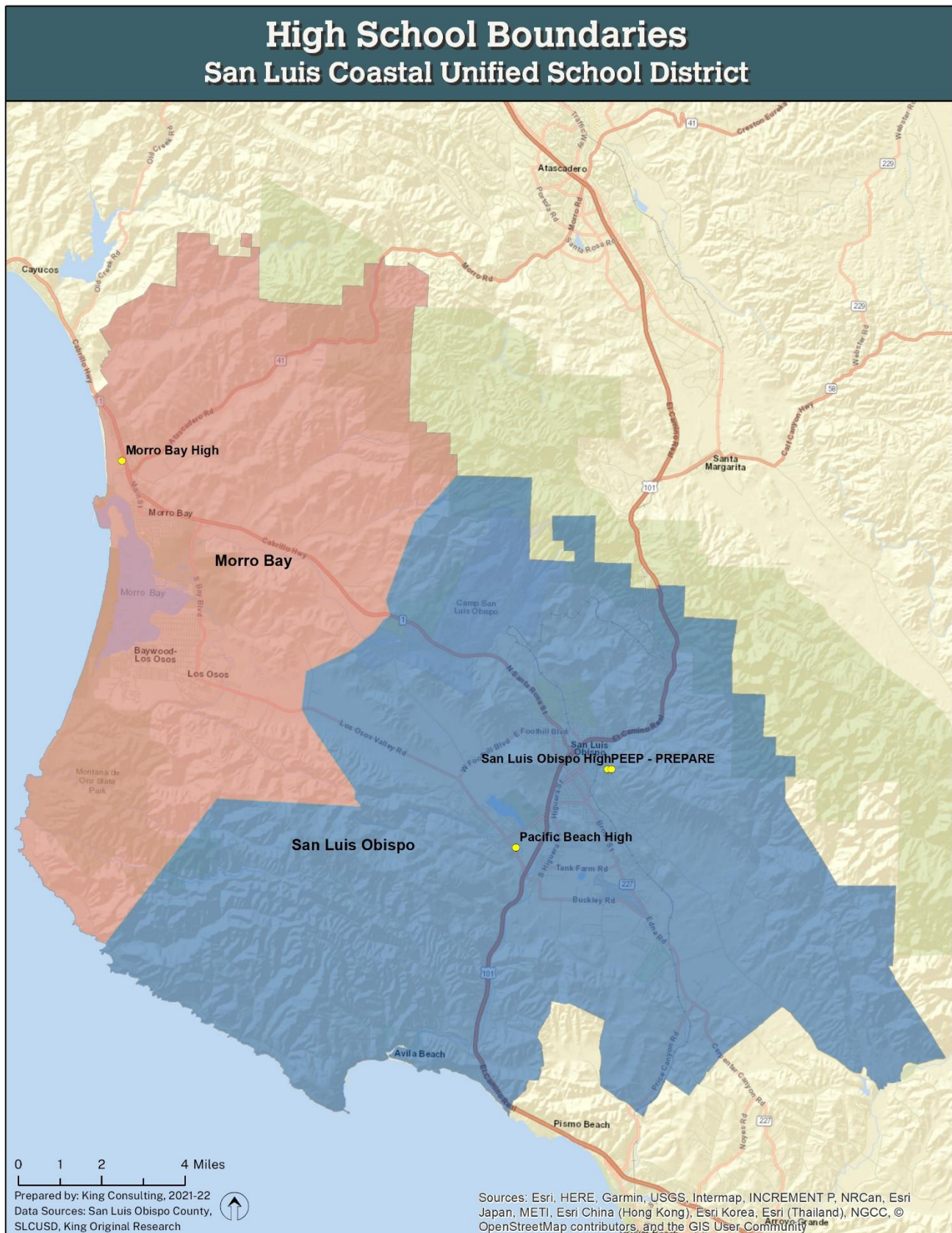


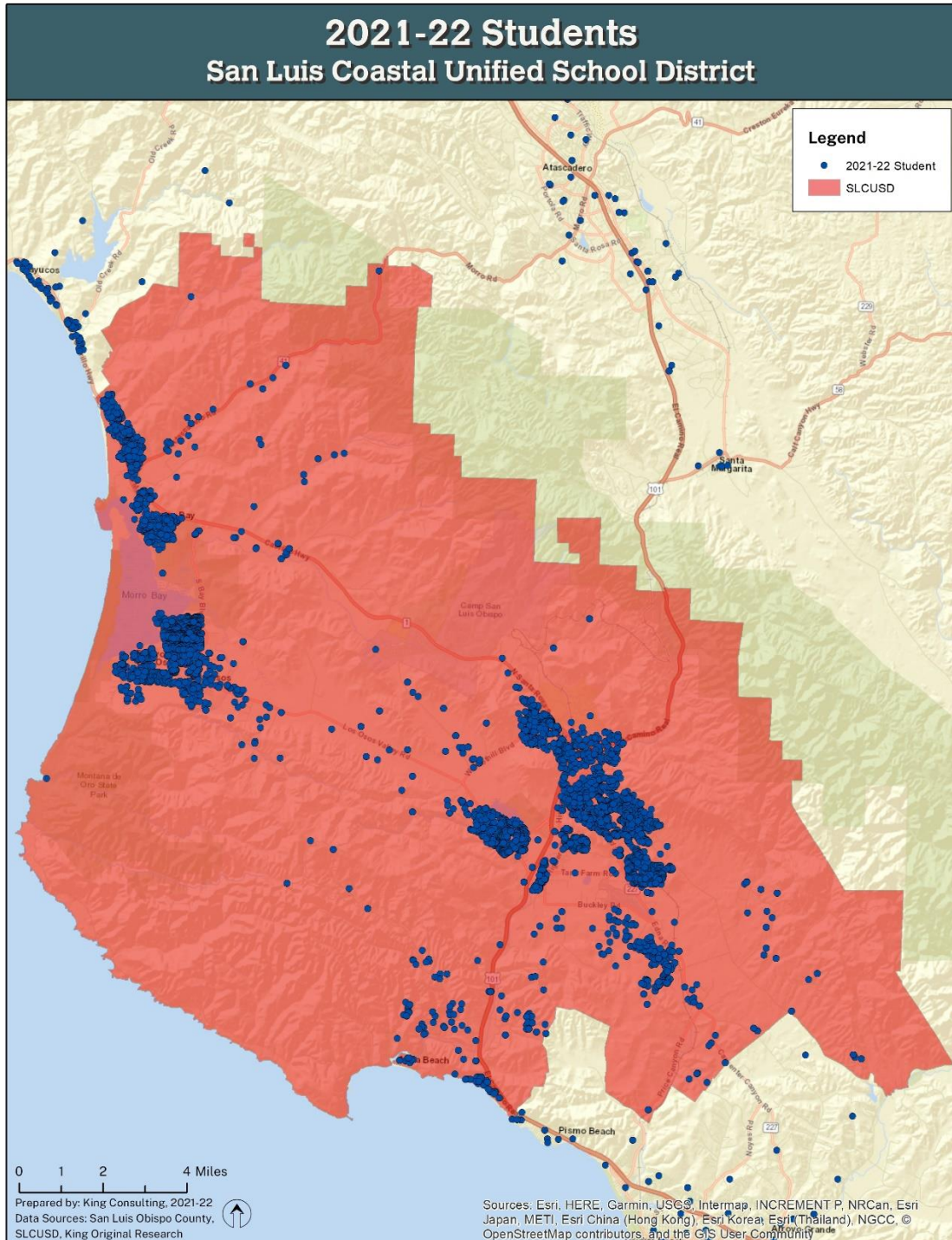
Figure 26. High School Boundaries



Student Data

King Consulting mapped the 2021-22 student information database (which includes Bellevue Santa Fe charter students) by a process called geocoding. The address of each individual SLCUSD student was matched in the SLCUSD GIS. This resulted in a point on the map for each student (Figure 27). This map demonstrates the distribution of 2021-22 students (or lack thereof) in the various areas of the District.

Figure 27. 2021-22 Student Distribution



Student Densities

Once the 2021-22 students were mapped, they were analyzed and displayed by grade level. These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity District-wide.

At the elementary school level (TK-5th grade in Morro Bay and Los Osos, TK-6th grade in San Luis Obispo) (Figure 28):

- The highest number of students reside in the CL Smith school boundary.
- The fewest number of students reside in the Sinsheimer school boundary.

At the junior high school level (6th-8th grades in Morro Bay and Los Osos, 7th-8th grades in San Luis Obispo) (Figure 29):

- More students reside in the Laguna boundary than the Los Osos boundary.

At the high school level (9th-12th grades) (Figure 30):

- More students reside in the San Luis Obispo boundary than the Morro Bay boundary.

Figure 28. 2021-22 Elementary Student Resident Totals

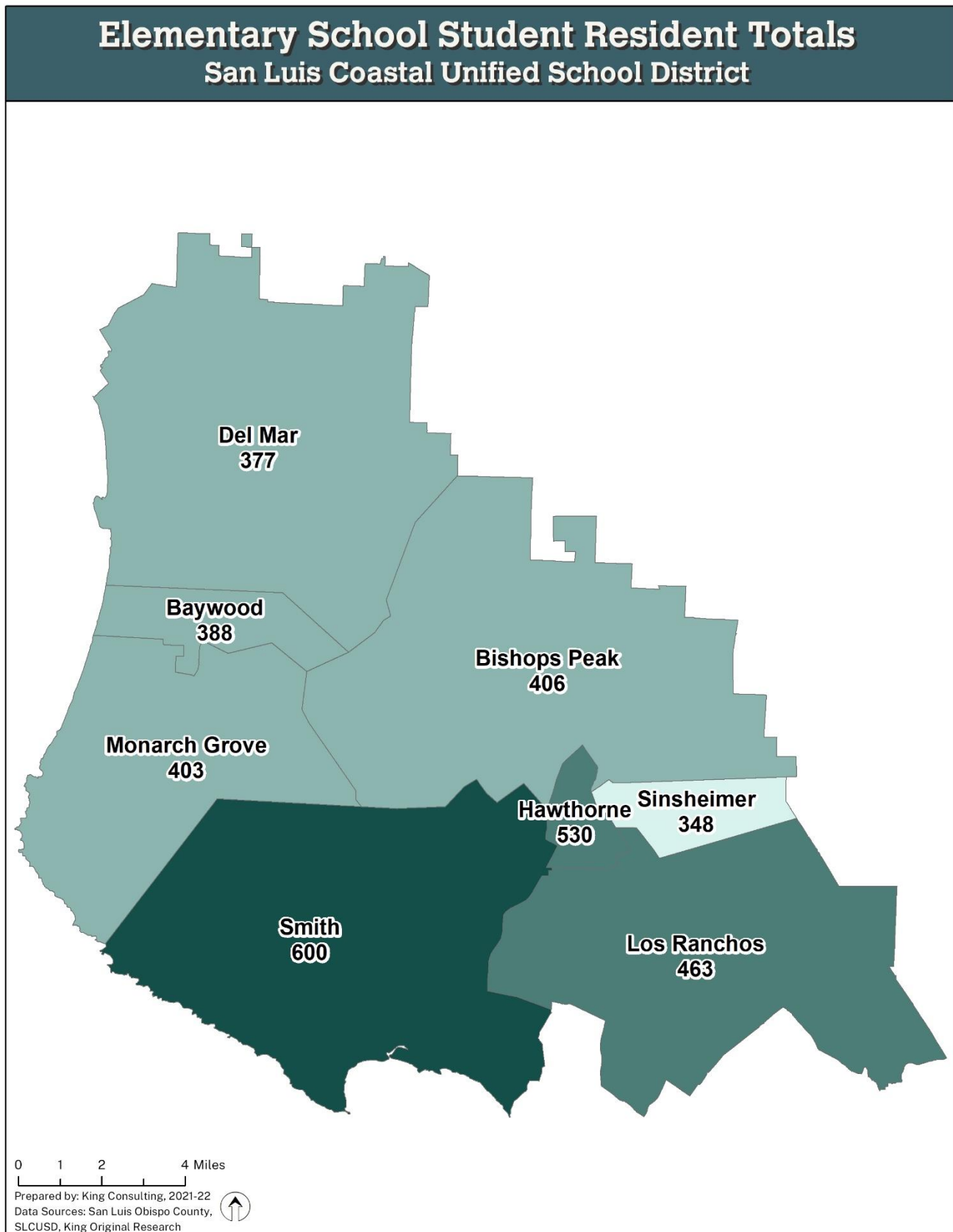


Figure 29. 2021-22 Middle School Student Resident Totals

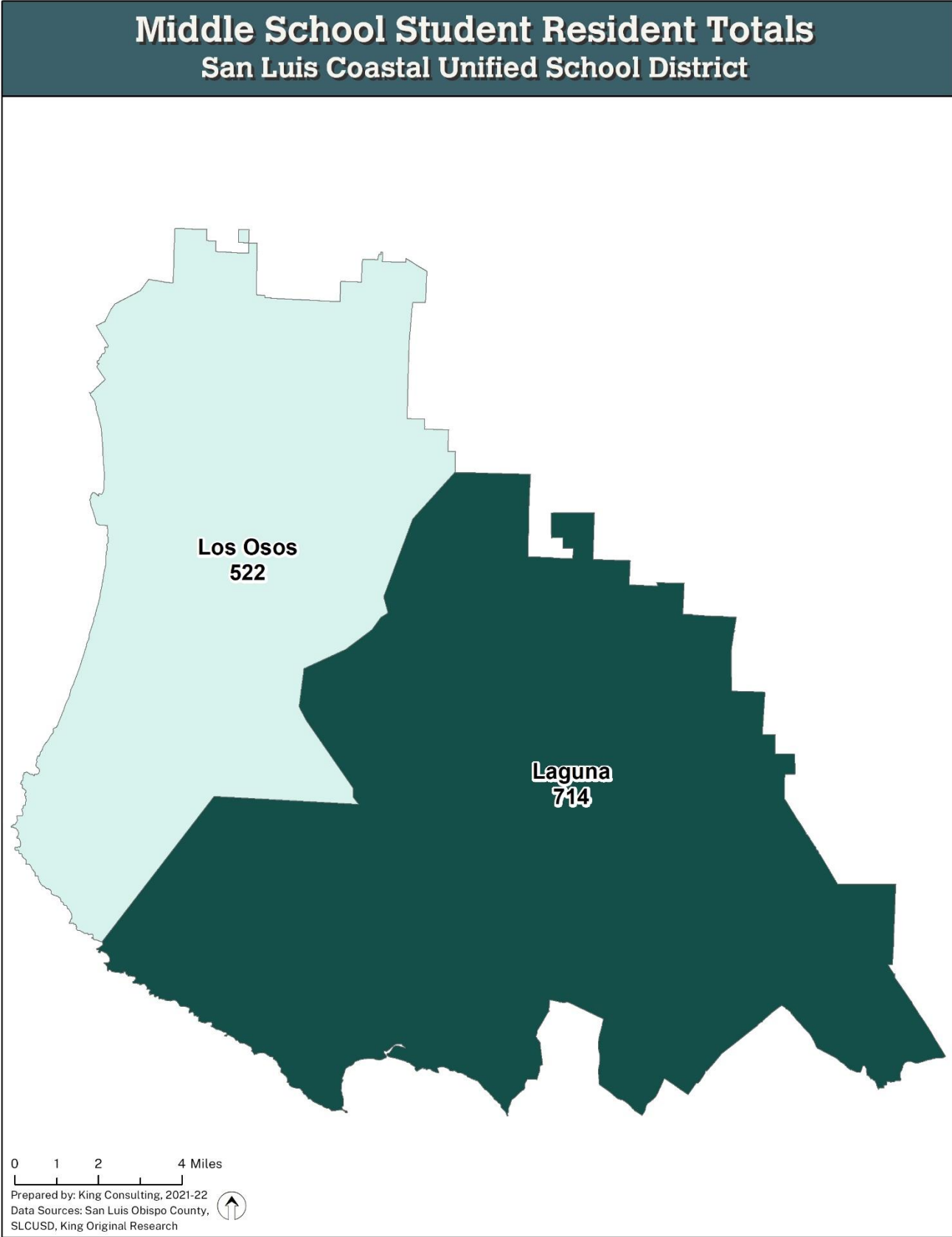
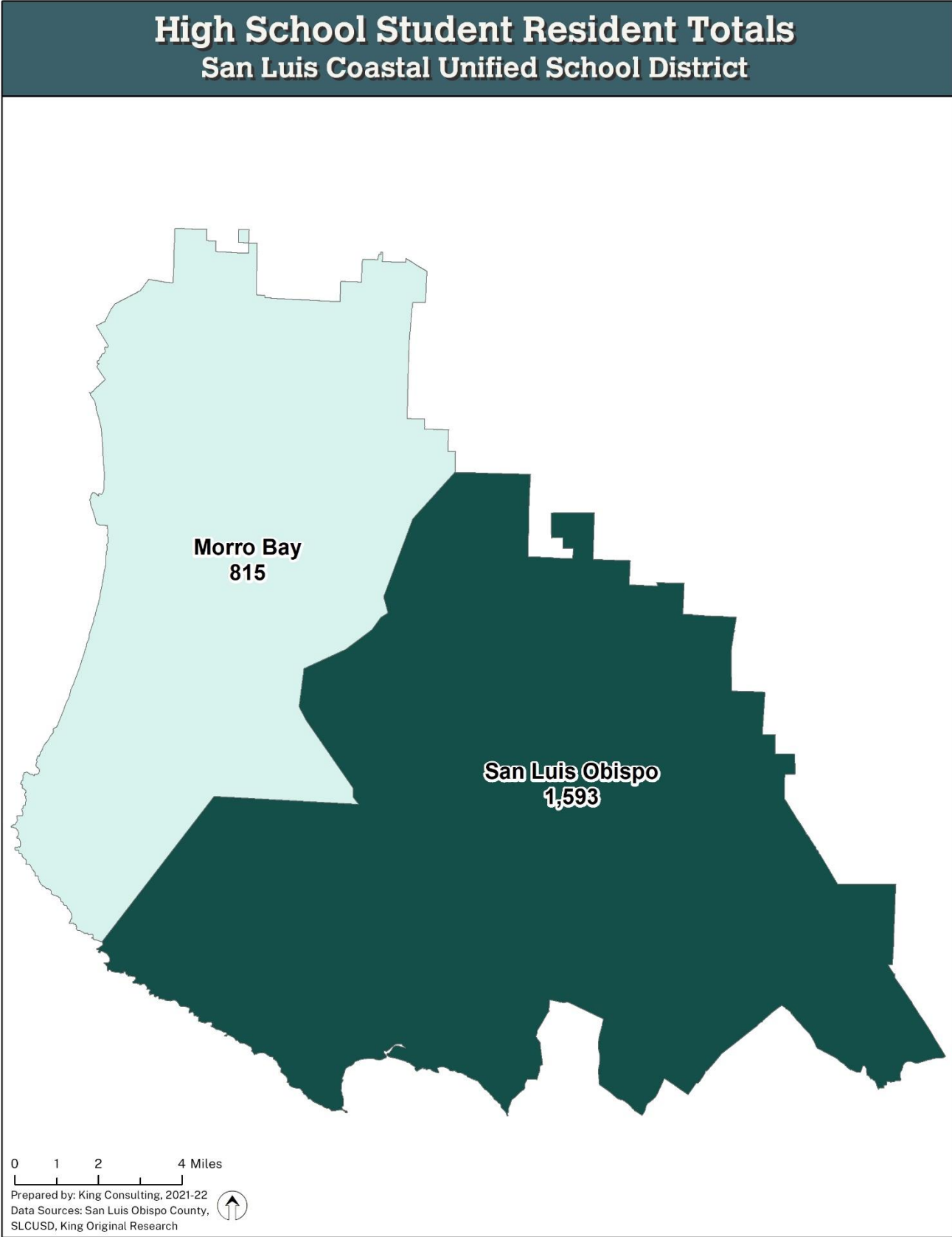


Figure 30. 2021-22 High School Student Resident Totals



Attendance Matrices

An important factor in analyzing the SLCUSD student population is determining how each school is serving its neighborhood population. Attendance matrices are included to provide better understanding of where students reside versus where they attend school. The tables on the following pages compare the 2021-22 SLCUSD students by their school of residence versus their school of attendance¹.

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

In-migration refers to students attending a school but not residing in its boundary. Out-migration refers to students leaving their school boundary to attend a different SLCUSD school. Schools with no attendance boundary, such as Pacheco and Teach, are included in the analysis of out-migration, while inter-district transfer students who live outside of SLCUSD are included in the analysis of in-migration. This detailed analysis demonstrates the District is experiencing significant in-migration and out-migration across many of its school sites. While Bellevue Santa Fe charter students are not counted in the migration numbers, they are included in the matrix to demonstrate which SLCUSD boundaries the school draws students from.

Elementary School Matrix

Table 9 demonstrates the rates of elementary in-migration; from 8.5% at Del Mar Elementary School to 30.3% at Sinsheimer Elementary School (in other words, 30.3% of Sinsheimer enrollment is comprised of students not residing within the Sinsheimer boundary).

Likewise, the matrix also demonstrates the rates of elementary out-migration; from 24.1% at Sinsheimer Elementary School to 47.1% at CL Smith Elementary School (in other words, 47.1% of the elementary students residing in the CL Smith Elementary School boundary attend a school other than CL Smith).

The choice schools with no attendance boundary and their special programs are a significant influencing factor of elementary school student migration in SLCUSD. Rates of out-migration are high at schools whose boundary also includes one of these other choice schools.

Figures 31 and 32 demonstrate the rates of in and out-migration for all elementary schools. Figure 33 demonstrates the elementary school student net migration. Net migration is the difference between the number of students migrating into the school and the number of students migrating out of the school boundary. Net migration only counts students migrating into or out of one of the SLCUSD elementary schools with an attendance boundary and is meant to compare these schools to each other in terms of

¹ These student totals were derived from the geocoded 2021-22 student list and therefore may not precisely match the 2021-22 SLCUSD enrollment data totals as reported to CDE.

where SLCUSD students are choosing to attend. Inter-district students and students attending schools with no boundary are not included in the net migration counts.

Table 9. Elementary Attendance Matrix

School of Attendance	School of Residence										
	Baywood	Bishop's Peak	Del Mar	Hawthorne	Los Ranchos	Monarch Grove	Sinsheimer	Smith	Other Districts	Total Attending	
	Baywood	247	-	21	2	-	63	-	2	2	337
	Bishop's Peak	1	271	1	37	15	2	8	35	6	376
	Del Mar	8	-	280	1	-	5	3	2	7	306
	Hawthorne	1	9	1	310	10	-	9	32	9	381
	Los Ranchos	-	7	-	16	336	-	8	20	4	391
	Monarch Grove	68	-	10	1	-	265	-	-	2	346
	Sinsheimer	1	14	6	32	34	1	265	20	7	380
	Smith	4	6	-	25	10	6	5	359	7	422
	Pacheco	31	79	34	94	43	33	29	118	10	471
	Teach	27	18	23	9	12	28	19	11	1	148
	Prepare	-	-	-	-	1		1	-	1	3
	NPS	-	2	1	3	2	-	1	1	2	12
Total Residing	388	406	377	530	463	403	348	600	58	3,573	
Bellevue Santa Fe Charter	-	9	-	21	7	-	1	79	42	159	

% In-Migration	26.7%	27.9%	8.5%	18.6%	14.1%	23.4%	30.3%	14.9%
% Out-Migration	36.3%	33.3%	25.7%	41.5%	27.4%	34.2%	23.9%	40.2%

Net Migration between Attendance Areas	5	63	-20	-52	-18	2	75	-55
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Figure 31. Elementary School Student In-Migration

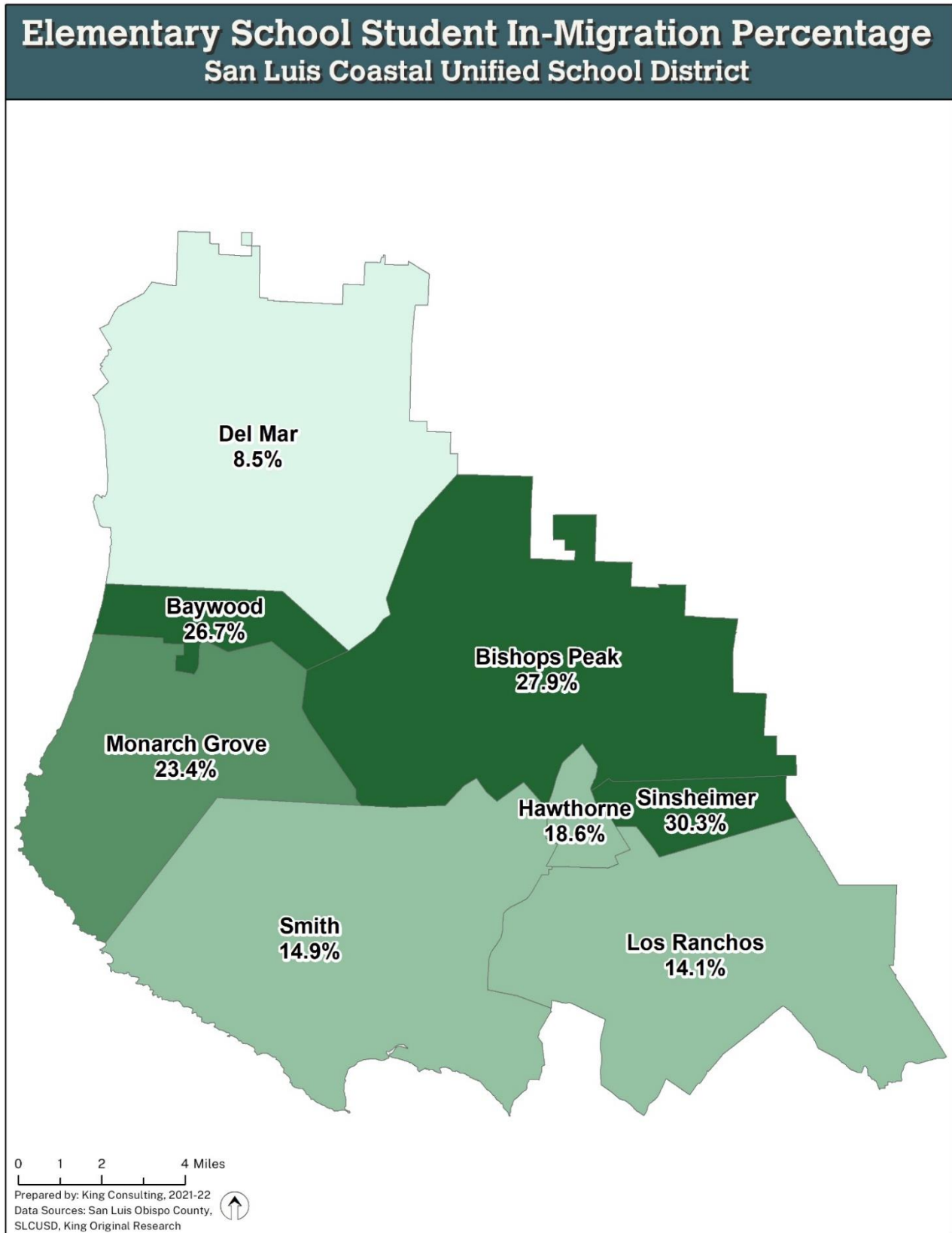


Figure 32. Elementary School Student Out-Migration

Elementary School Student Out-Migration Percentage San Luis Coastal Unified School District

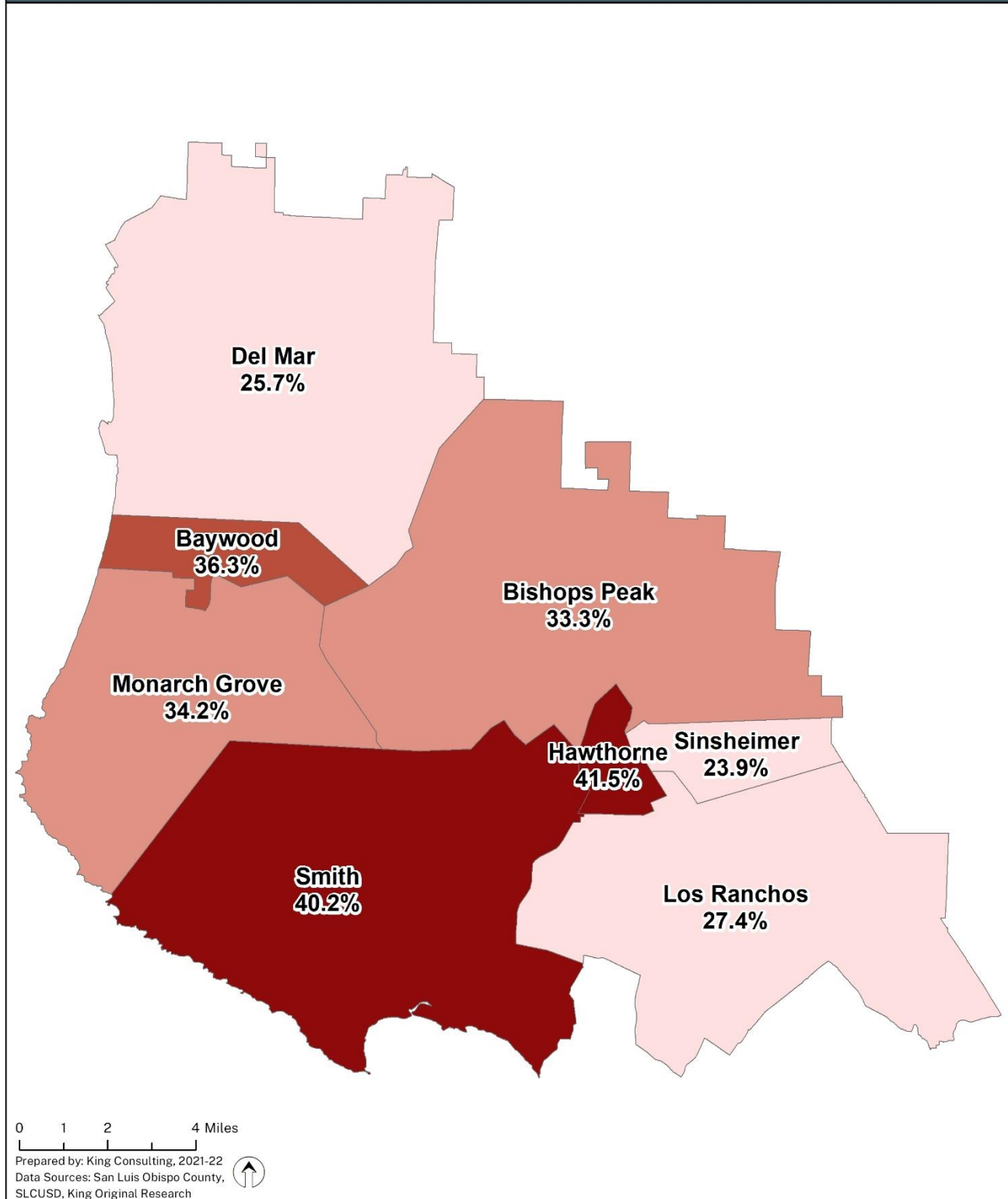
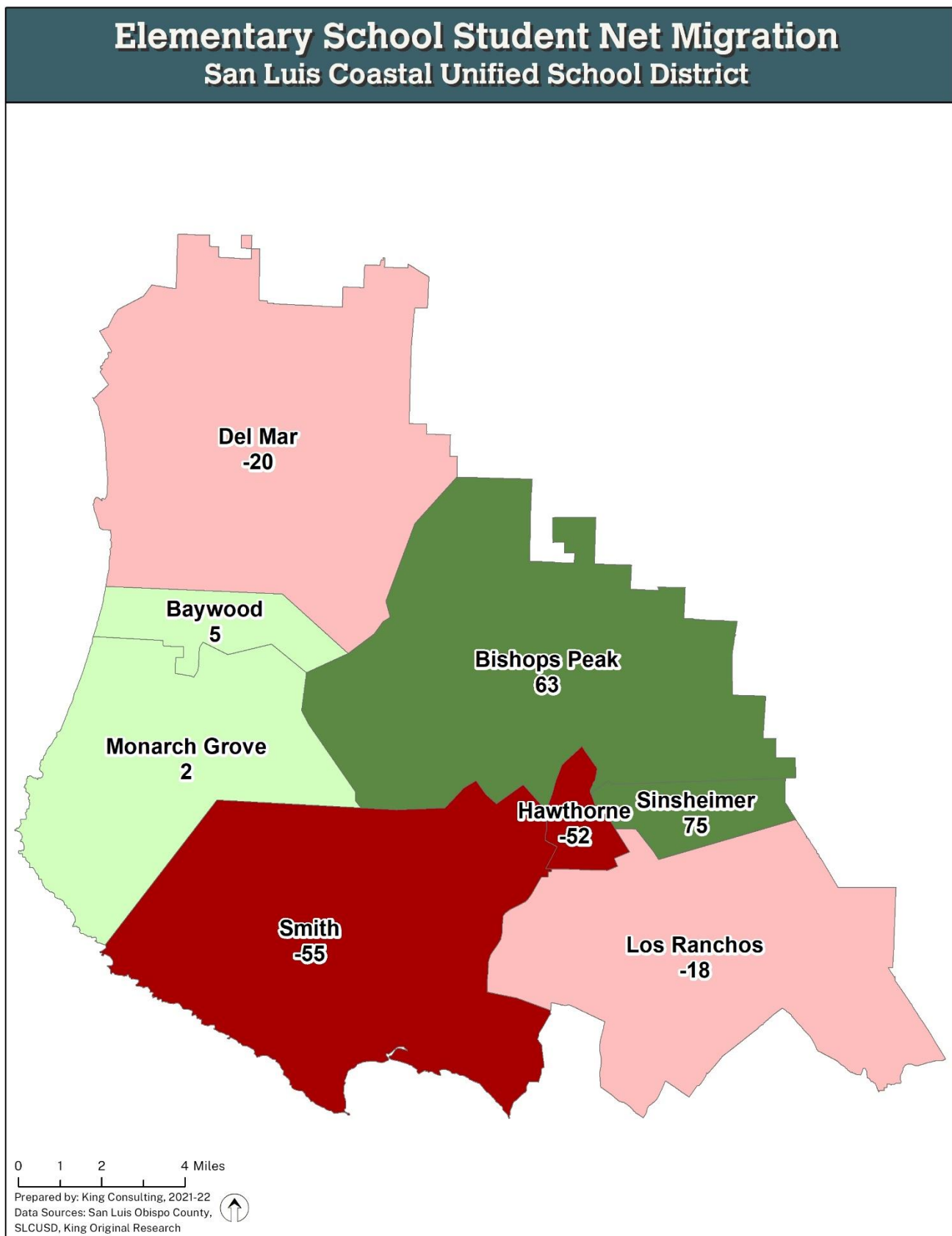


Figure 33. Elementary School Student Net Migration



Middle School Matrix

Table 10 demonstrates the rates middle school in-migration; from 2.7% at Los Osos Middle School to 3.6% at Laguna Middle School (in other words, 3.6% of the enrollment at Laguna Middle School is made up of students not residing in the Laguna boundary).

Likewise, the matrix also demonstrates rates of middle school out-migration; from 1.5% at Laguna Middle School to 3.1% at Los Osos Middle School (in other words, 3.1% of the middle school students residing in the Los Osos boundary attend a school other than Los Osos).

Figures 34 and 35 demonstrate the rates of in- and out-migration for all middle schools. Figure 36 demonstrates the middle school student net migration.

Table 10. Middle School Attendance Matrix

School of Attendance	School of Residence				
		Laguna	Los Osos	Other Districts	Total Attending
	Laguna	703	16	10	729
	Los Osos	10	506	4	520
	Prepare	1	-	-	1
	Total Residing	714	522	14	1,250

% In-Migration	3.6%	2.7%
% Out-Migration	1.5%	3.1%

Net Migration between Attendance Areas	6	-6
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Figure 34. Middle School Student In-Migration

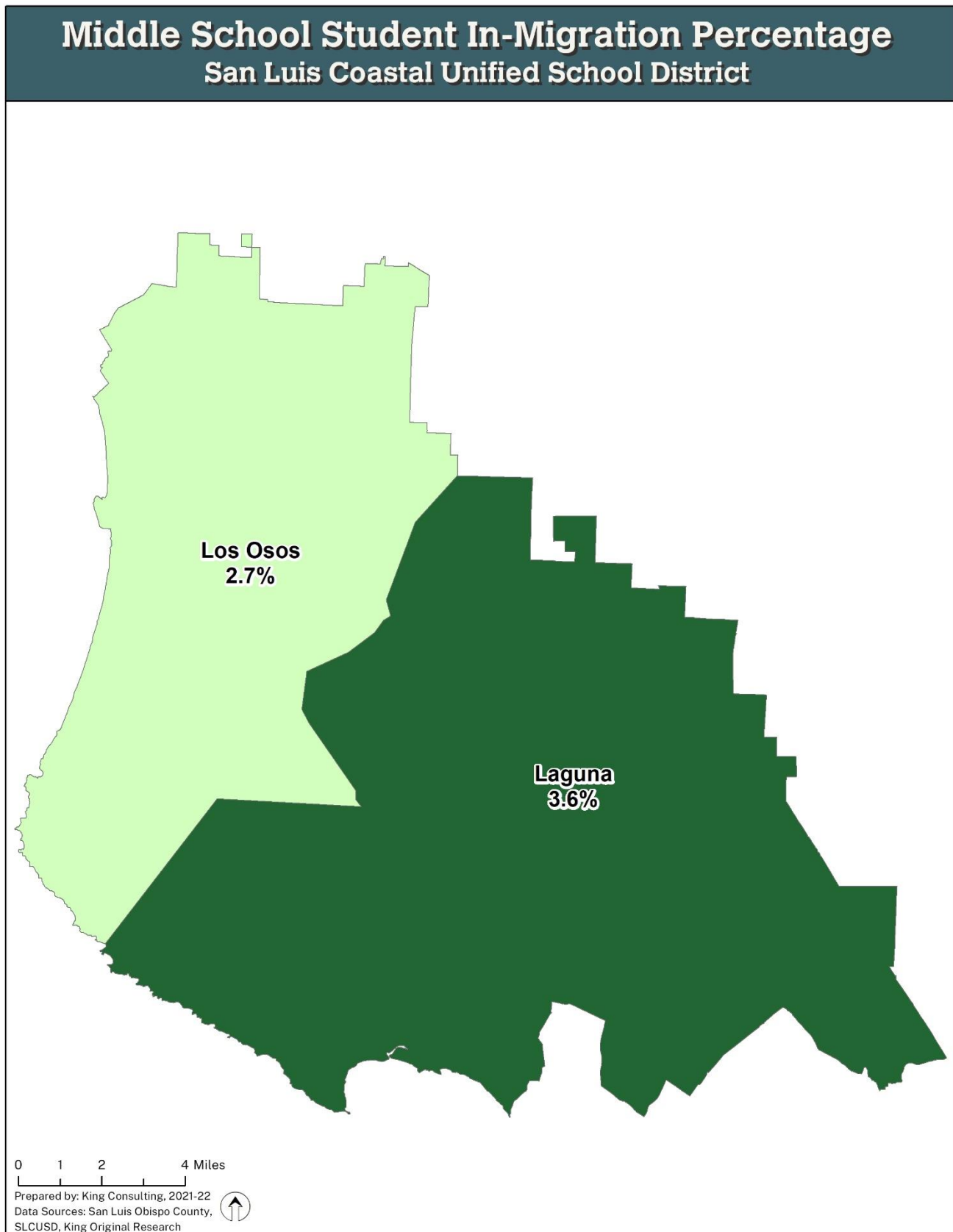


Figure 35. Middle School Student Out-Migration

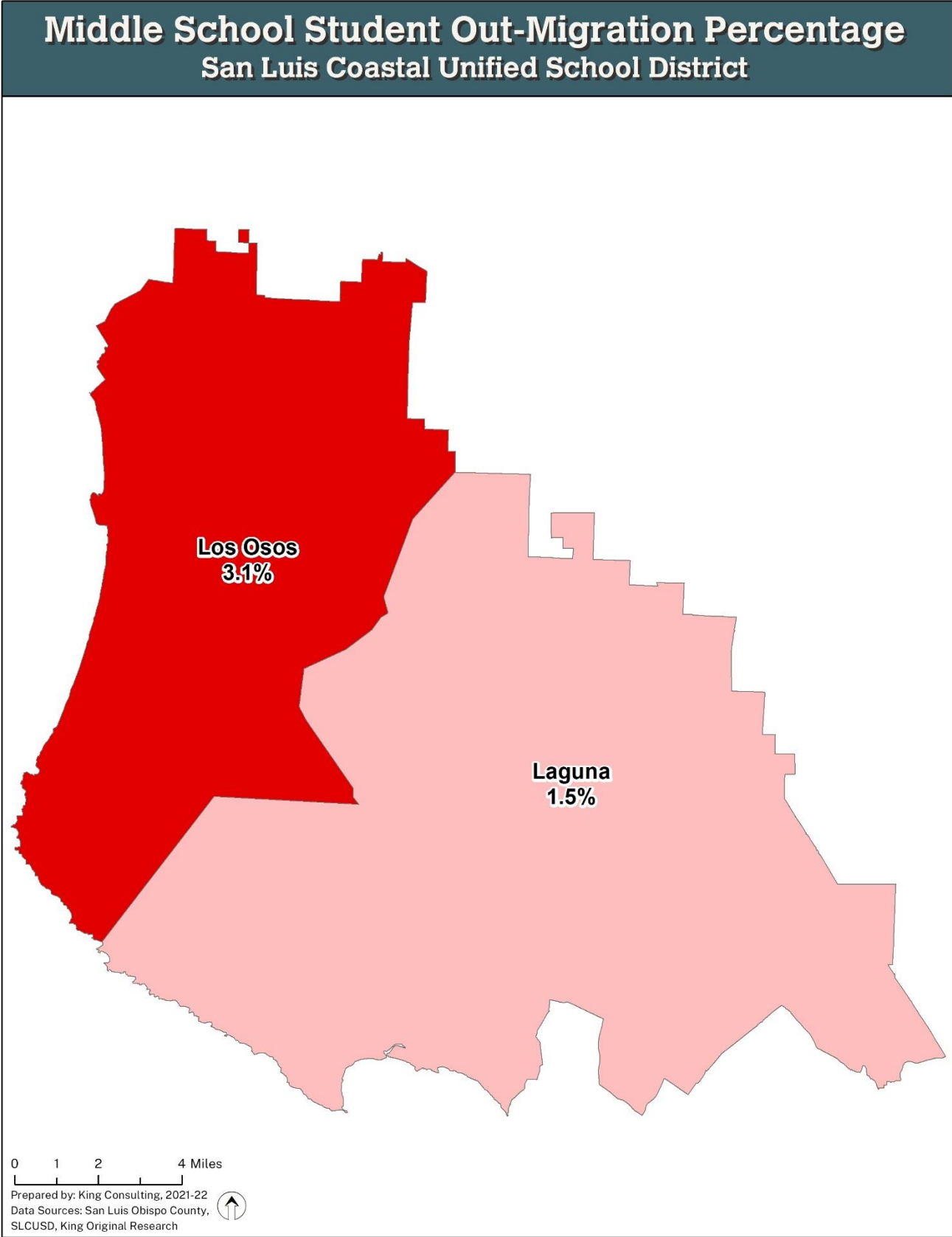
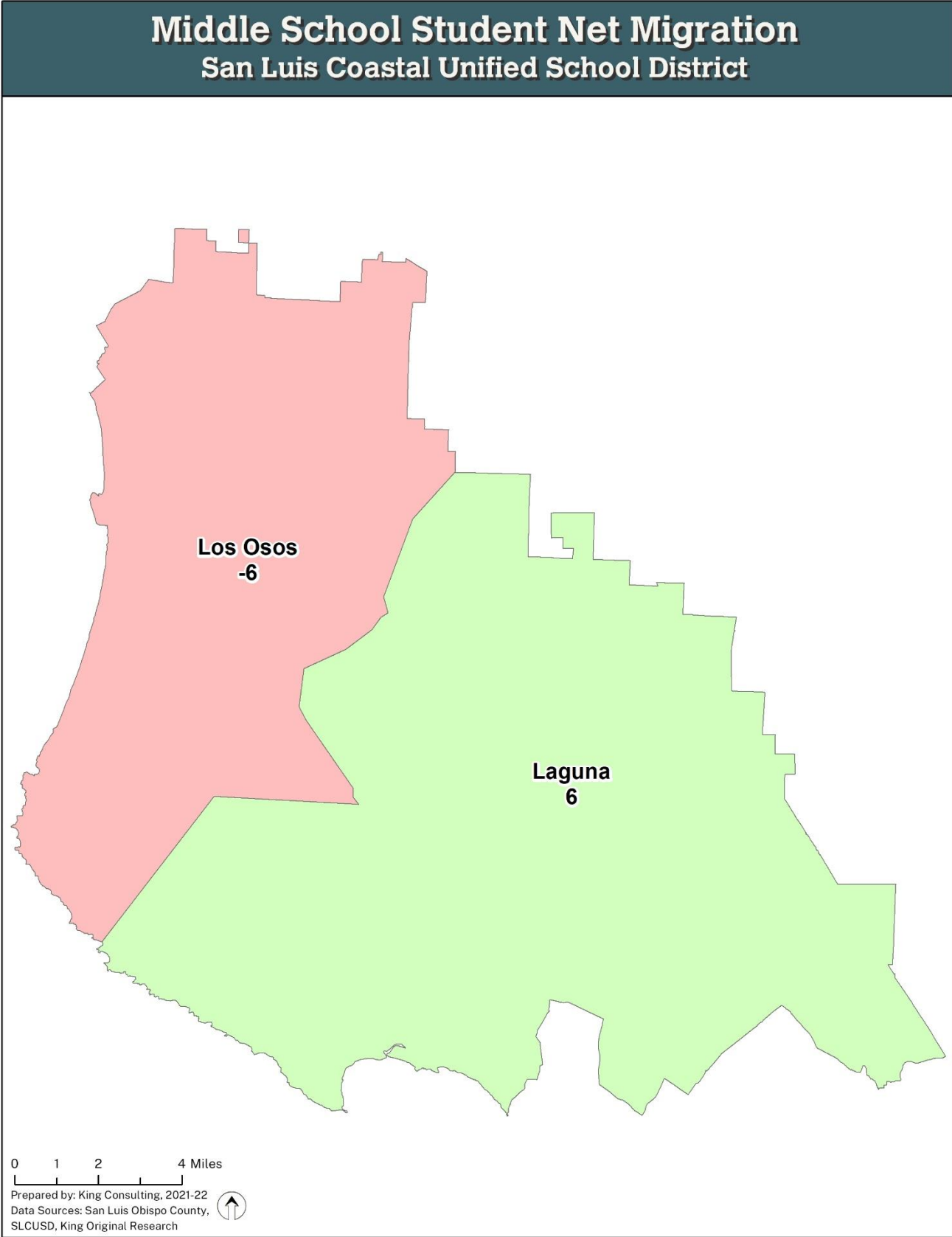


Figure 36. Middle School Student Net Migration



High School Matrix

Table 11 demonstrates the rates of high school grade in-migration, which is 6.8% at San Luis Obispo High School and 15% at Morro Bay High School (in other words, 15% of Morro Bay's enrollment consists of high school students not residing in the Morro Bay school boundary).

Likewise, the matrix also demonstrates rates of 9th grade – 12th grade out-migration, which is 4.7% at San Luis Obispo High School and 10.8% at Morro Bay High School (in other words, 10.8% of the high school students residing in the Morro Bay school boundary attend a school other Morro Bay). Figures 37 and 38 demonstrate the rates of in and out-migration for all high schools. Figure 39 demonstrates the high school student net migration.

Table 11. High School Attendance Matrix

School of Attendance	School of Residence			
	Morro Bay	San Luis Obispo	Other Districts	Total Attending
Morro Bay	727	26	102	855
San Luis Obispo	72	1,518	38	1,628
Pacific Beach	11	37	5	53
Prepare	5	7	1	13
NPS	-	5	-	5
Total Residing	815	1,593	146	2,554

% In-Migration	15.0%	6.8%
% Out-Migration	10.8%	4.7%

Net Migration between Attendance Areas	-46	46
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Figure 37. High School Student In-Migration

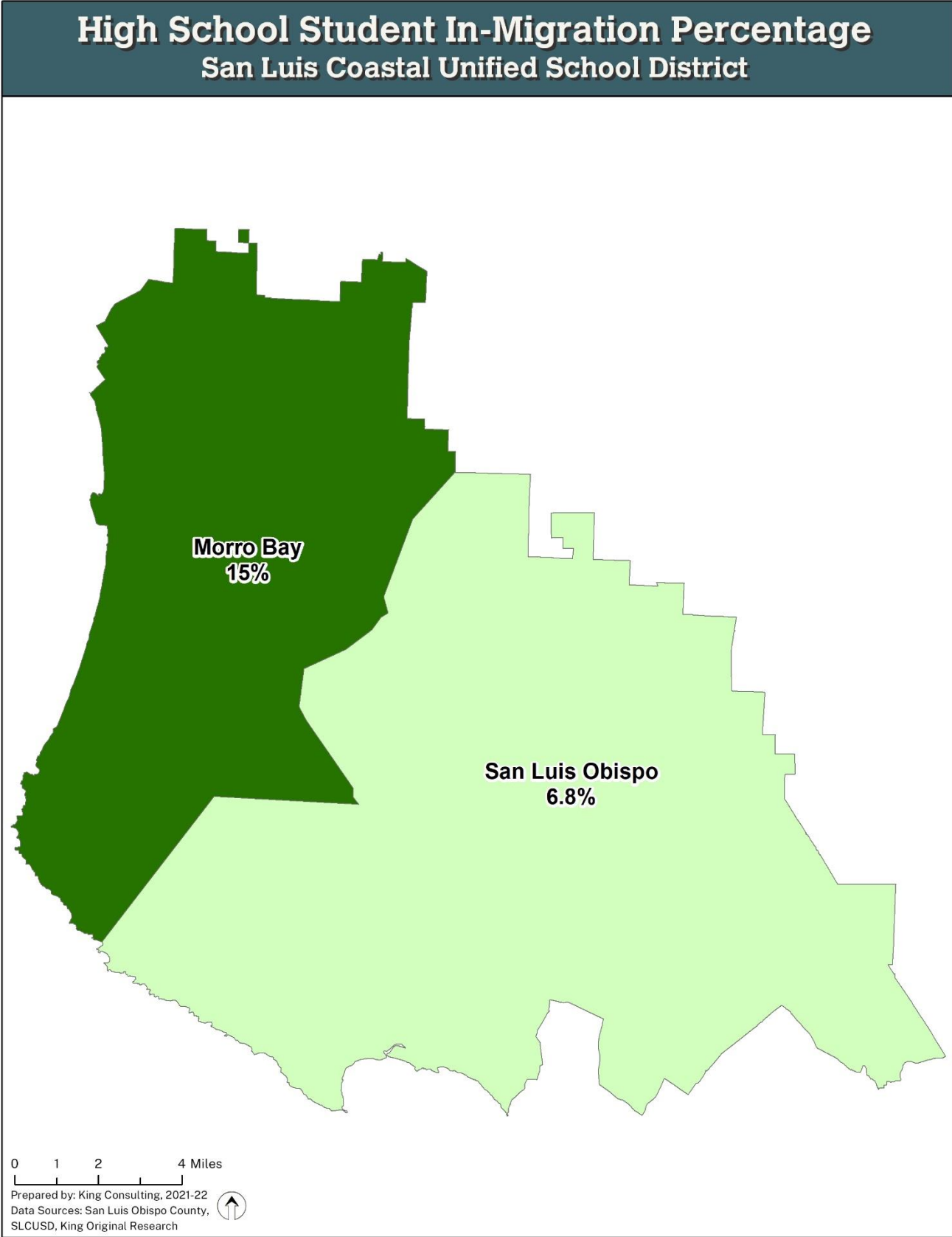


Figure 38. High School Students Out-Migration

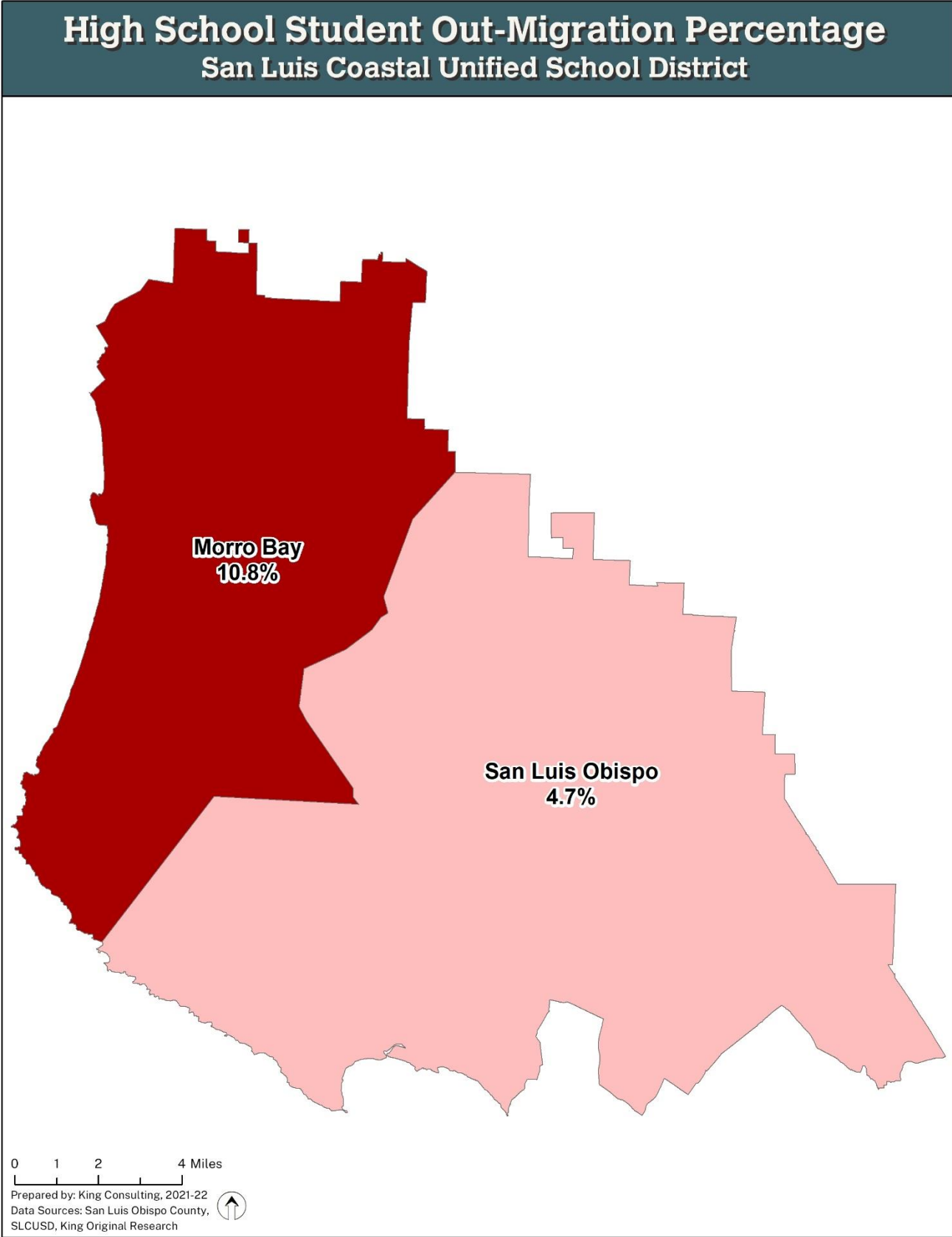
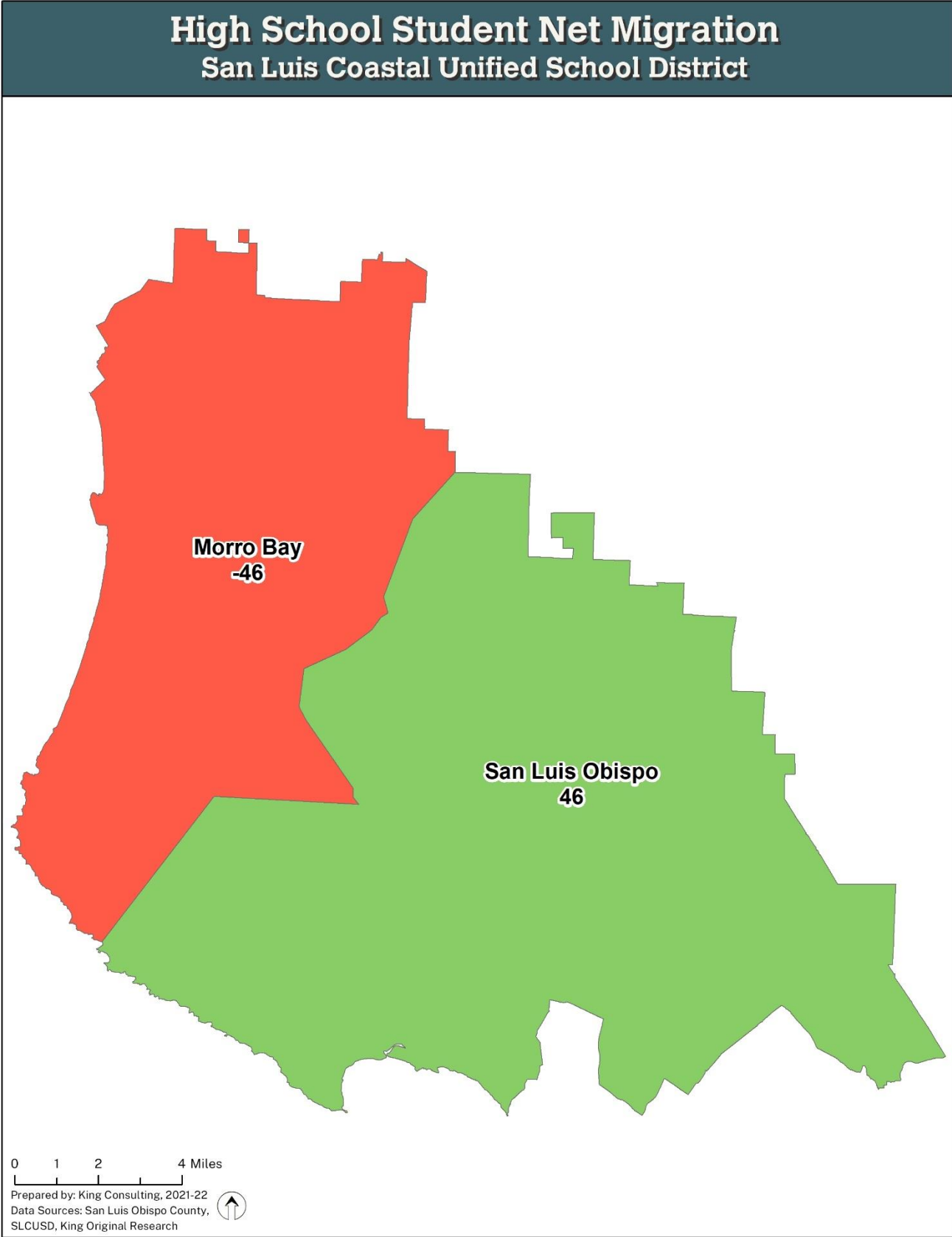


Figure 39. High School Student Net Migration



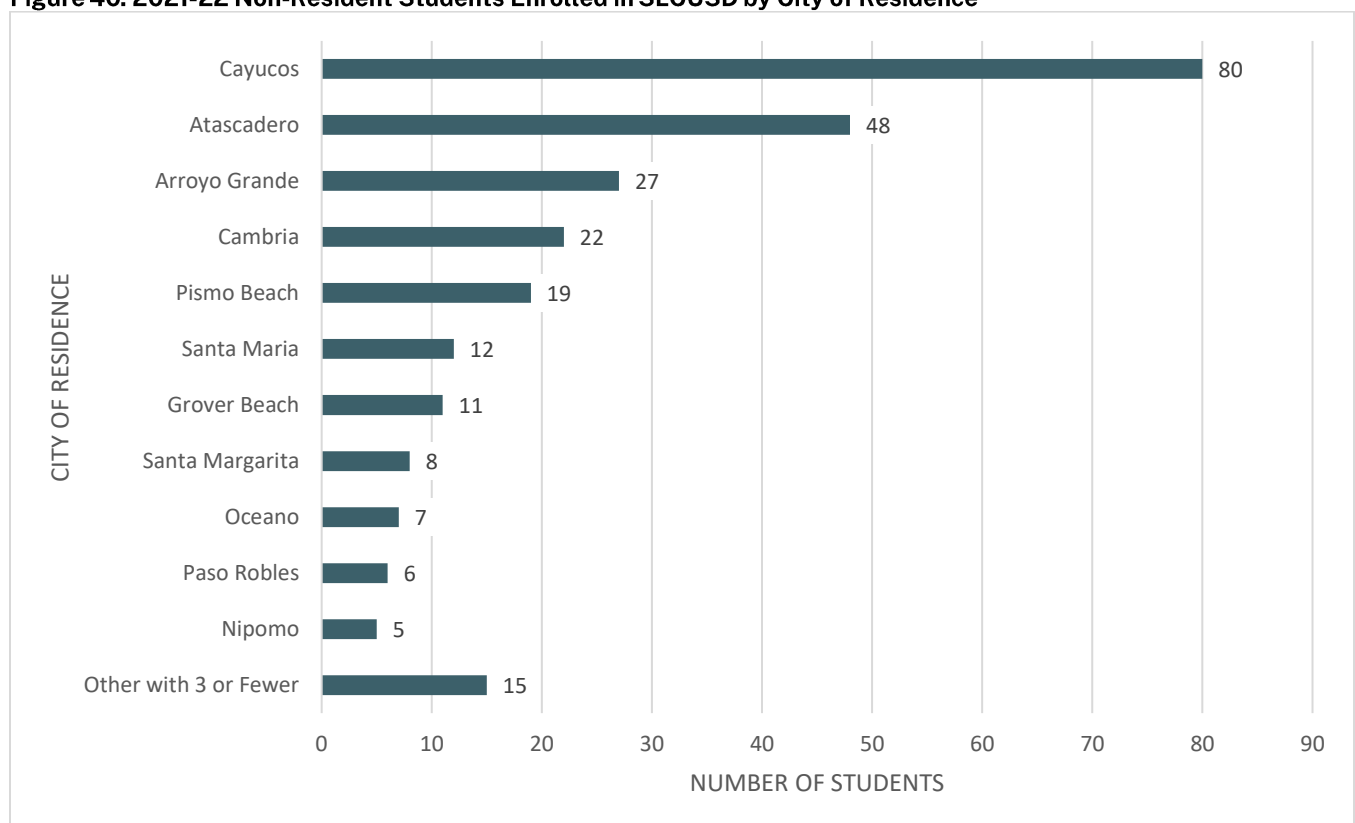
Non-Resident Student Trends

Non-Resident Students Enrolled at SLCUSD

SLCUSD students residing outside of the District were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. Currently, there are 260 non-resident students enrolled in SLCUSD representing 3.4% of the District's 2021-22 TK-12th grade enrollment (these numbers include the Bellevue Santa Fe charter school). Figure 40 depicts the current year non-resident students by their city of residence according to official residence address. Cayucos accounts for the largest number of non-resident students, with over 30% of the total.

More than half (56%) of San Luis Coastal USD's non-resident students are in high school.

Figure 40. 2021-22 Non-Resident Students Enrolled in SLCUSD by City of Residence



SECTION F: ENROLLMENT PROJECTIONS

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

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

Given the ongoing uncertainty about COVID-19 and given the undeniable effect the pandemic had on the District’s enrollments beginning in 2020-21, the enrollment projections must account for a wide range of variance. The study includes Low, Moderate, and High enrollment projections to demonstrate plausible enrollment trends depending on which recent trends ultimately have more influence on the District’s future enrollments.

Historical and Projected Birth Data

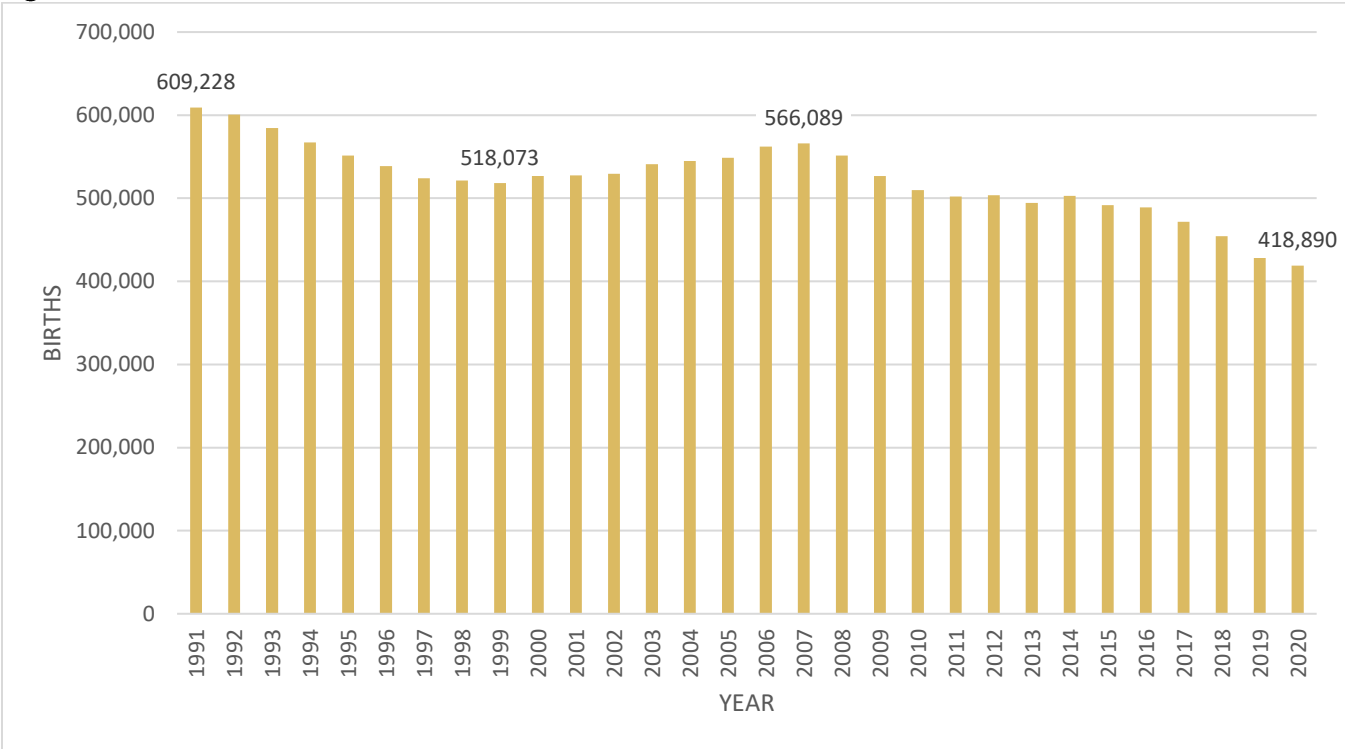
Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the San Luis Coastal Unified School District by the California Department of Health Services using ZIP Codes² and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly (Figure 41). In 2020, Californians gave birth to 418,890 children, setting a record low since 1990 for the sixth straight year. The one-year decrease in births recorded in 2020 is the largest since 1995. Women in California continue to put off having children until later in life. Recent birth rates in California fell for mothers under 30 but rose for mothers 30 and older.

In San Luis Obispo County, births decreased in the late 1990s before increasing again until the Great Recession (as also occurred throughout California). After peaking in 2007 at 2,884 births, San Luis Obispo County births decreased most years, but not as dramatically as the State as a whole. Since 2007, births decreased by a total of 18% through 2020 (Figure 42). 2020 births are slightly below the previous low level recorded in 1999.

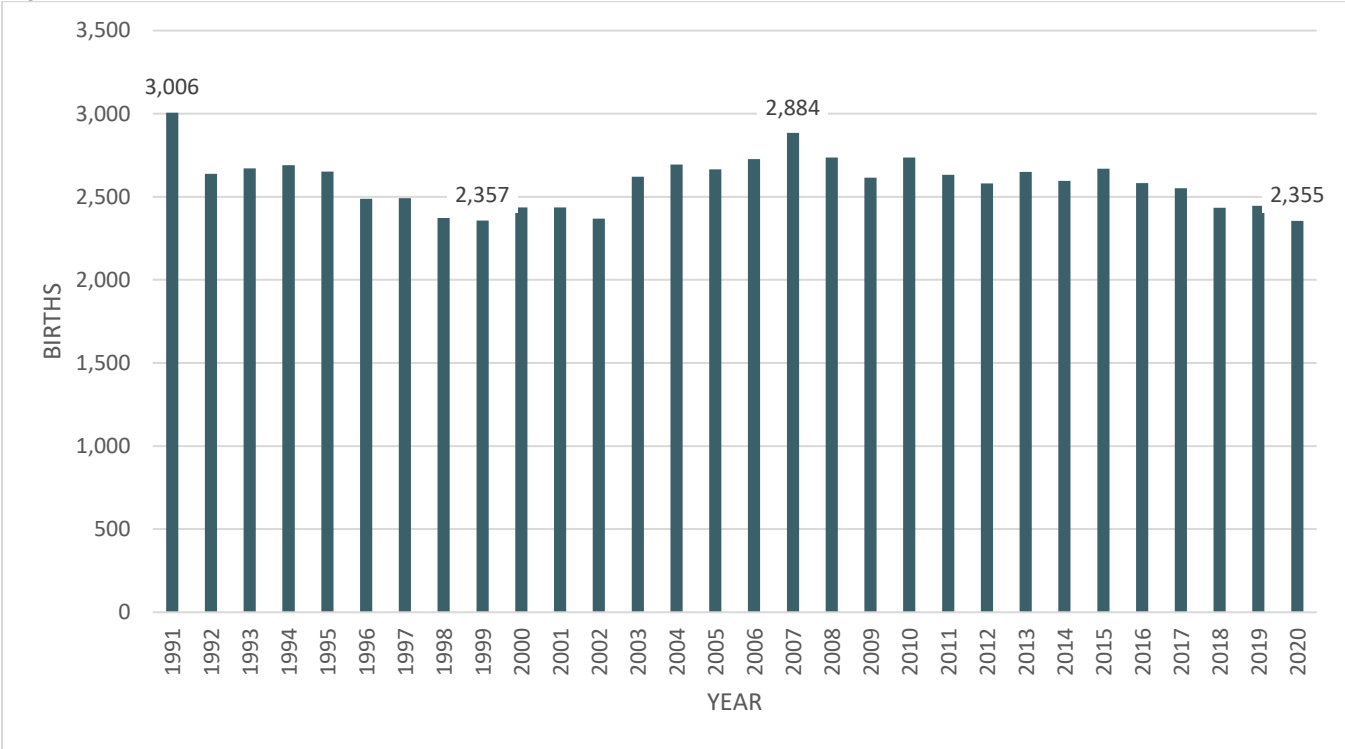
² The consultant utilized ZIP Codes 93401, 93402, 93405, and 93442.

Figure 41. California Births: 1991-2020



Source: California Department of Public Health.

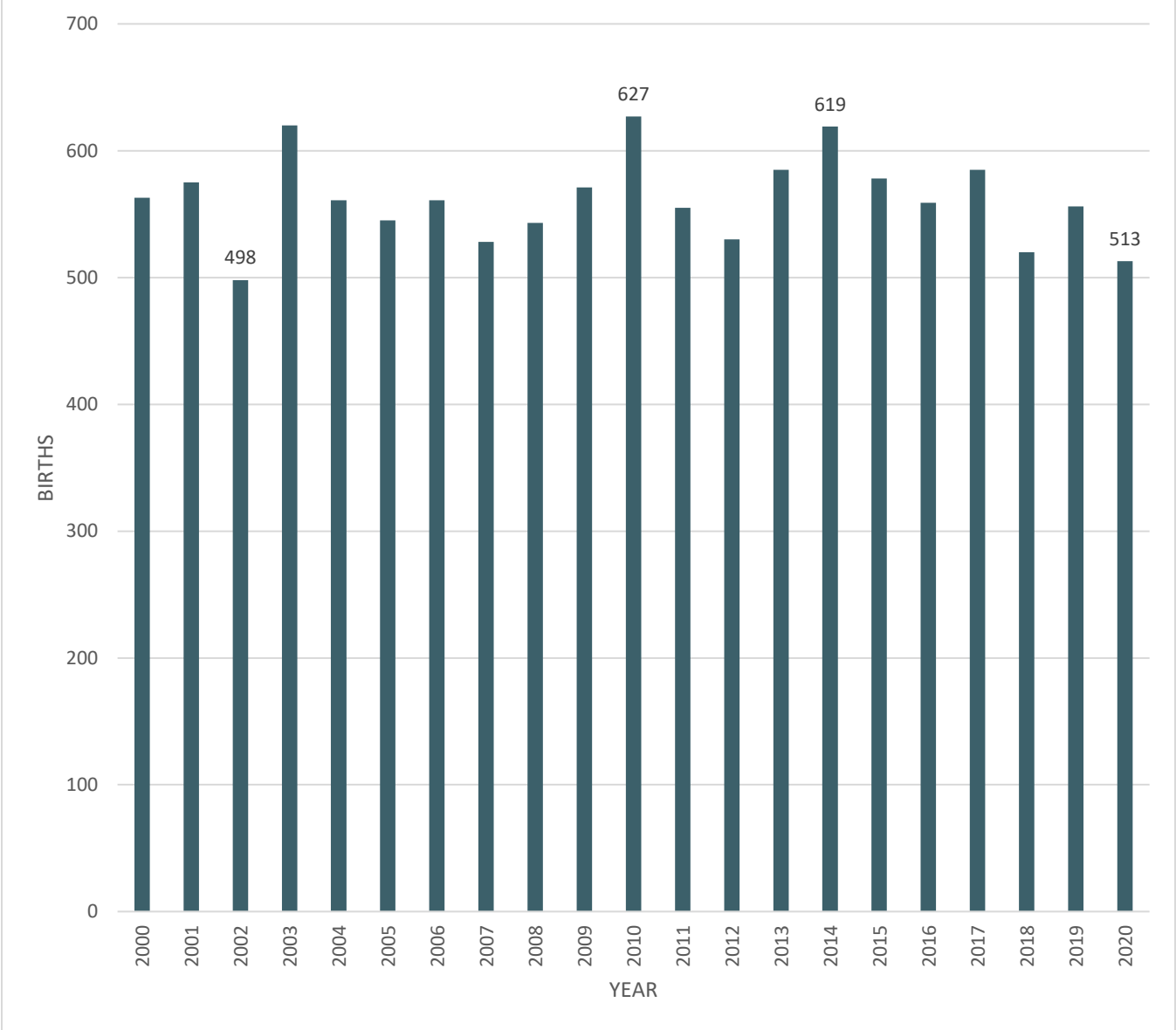
Figure 42. San Luis Obispo County Births: 1991-2020



Source: California Department of Public Health.

Births in the San Luis Coastal Unified School District have been similar to those throughout San Luis Obispo County. Births increased from 498 in 2002 to a recent peak of 627 in 2010, and then declined by 18% to 513 in 2020. Figure 43 demonstrates the total number of live births between 2000 and 2020 in the San Luis Coastal Unified School District.

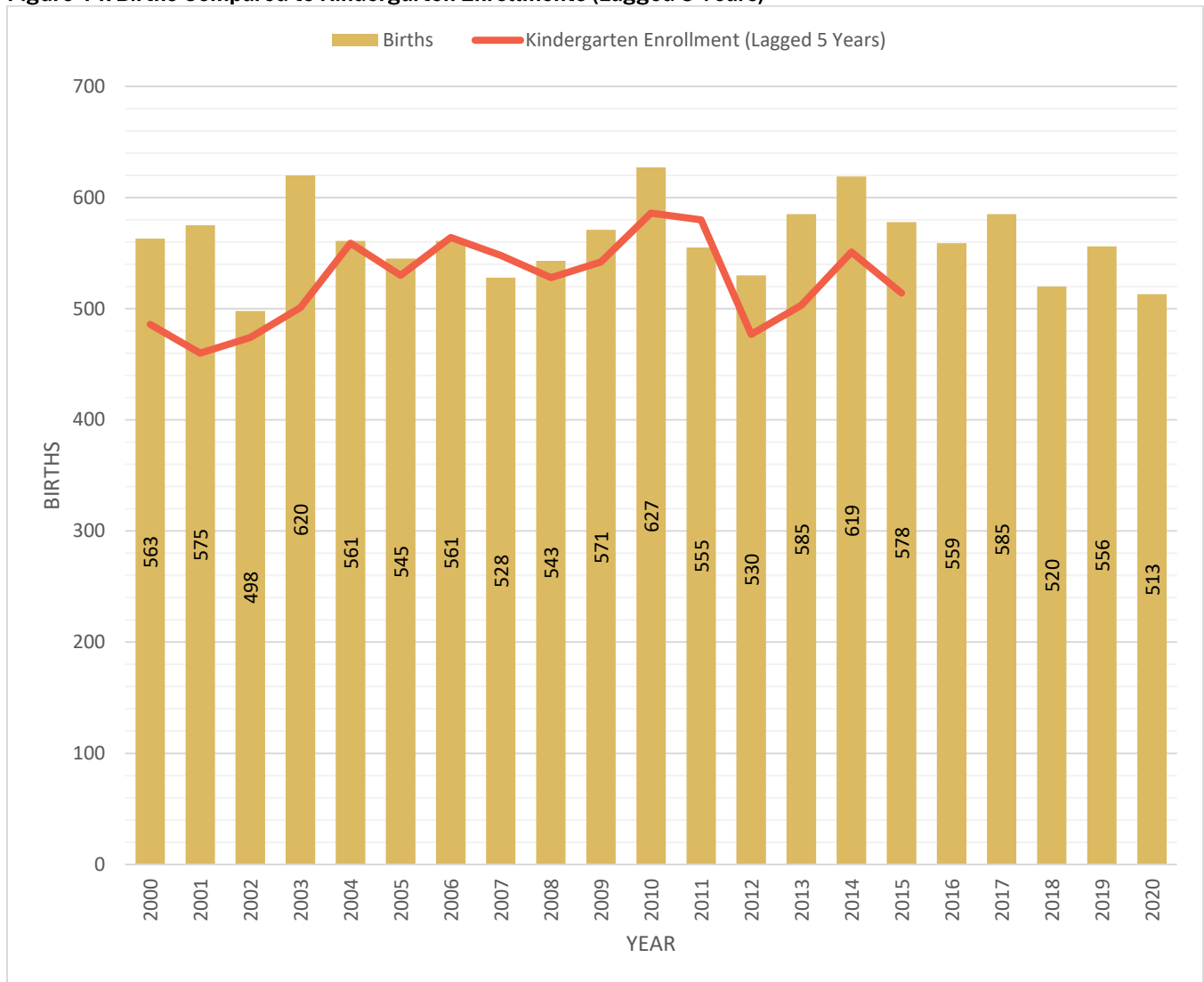
Figure 43. SLCUSD Births: 2000-2020



Source: California Department of Public Health.

The number of children born to parents who live in SLCUSD is correlated with the size of the incoming kindergarten cohort five years later. Therefore, King Consulting uses recent birth data as the most important factor when projecting future kindergarten students for SLCUSD to house. Figure 44 demonstrates this relationship.

Figure 44. Births Compared to Kindergarten Enrollments (Lagged 5 Years)



Source: California Department of Public Health and CDE.

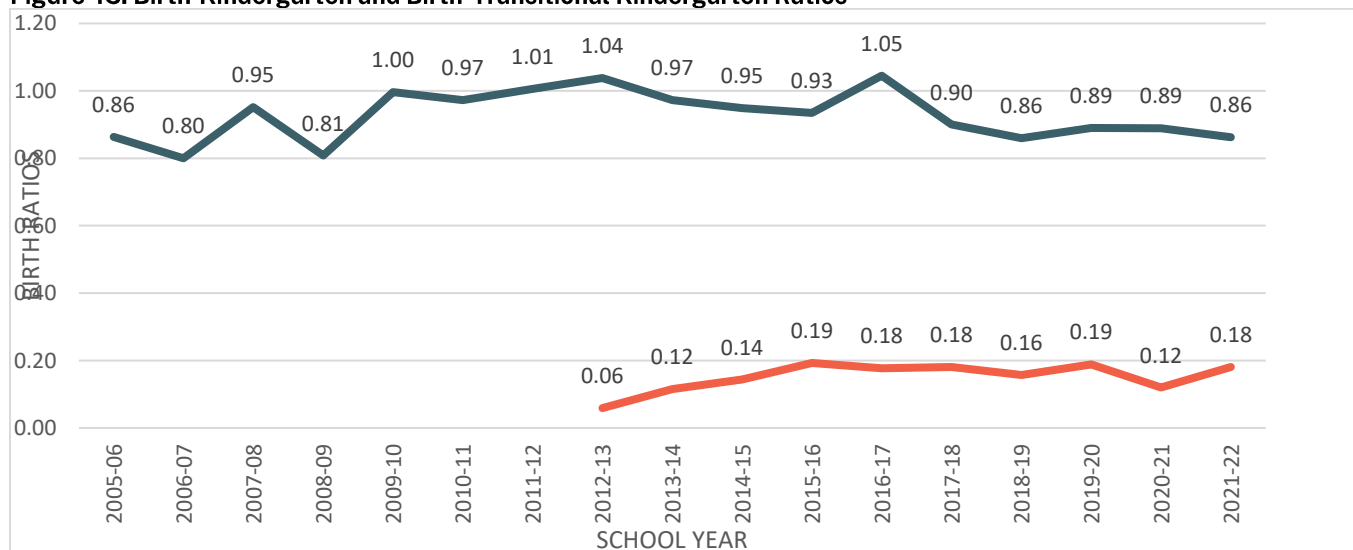
There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 12 and Figure 45 demonstrate the SLCUSD birth-to-kindergarten and birth-to-transitional kindergarten ratios. The ratio provides the percentage of births that result in kindergarten or transitional kindergarten enrollments in the District five years later. It is a net rate because children move both into and out of the District. The ratio of SLCUSD births to SLCUSD kindergarten enrollments has fluctuated since 2005, with lower ratios from 2005 through 2008 followed by higher ratios until 2016. However, from 2017 through 2020, the ratio of kindergarten enrollments to births from five years before decreased markedly. Significantly, the year of the largest impact from COVID-19 in 2020-21 did not show any more decrease than any other year in this range. Currently, the birth-to-kindergarten ratio is 0.86, meaning that for every 100 births in 2016, approximately 86 children enrolled in SLCUSD kindergarten classes five years later (in 2021). The transitional kindergarten ratio is currently 0.18, which compares TK enrollments to births from four

years ago (in 2017). The birth-to-kindergarten ratios are analyzed, and statistical calculations are applied to estimate future birth-to-kindergarten ratios.

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

Birth Year	Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Births to Kindergarten Enrollment	Transitional Kindergarten Enrollment	Ratio of Births to TK Enrollment
2000	563		2005-06	486	0.86		
2001	575	2.1%	2006-07	460	0.80		
2002	498	-13.4%	2007-08	474	0.95		
2003	620	24.5%	2008-09	501	0.81		
2004	561	-9.5%	2009-10	559	1.00		
2005	545	-2.9%	2010-11	530	0.97		
2006	561	2.9%	2011-12	564	1.01		
2007	528	-5.9%	2012-13	548	1.04	32	0.06
2008	543	2.8%	2013-14	528	0.97	66	0.12
2009	571	5.2%	2014-15	542	0.95	90	0.14
2010	627	9.8%	2015-16	586	0.93	107	0.19
2011	555	-11.5%	2016-17	580	1.05	94	0.18
2012	530	-4.5%	2017-18	477	0.90	106	0.18
2013	585	10.4%	2018-19	503	0.86	97	0.16
2014	619	5.8%	2019-20	551	0.89	109	0.19
2015	578	-6.6%	2020-21	514	0.89	67	0.12
2016	559	-3.3%	2021-22	482	0.86	106	0.18
2017	585	4.7%					
2018	520	-11.1%					
2019	556	6.9%					
2020	513	-7.7%					

Figure 45. Birth-Kindergarten and Birth-Transitional Kindergarten Ratios



The projected birth-to-kindergarten ratios are multiplied by the number of births each year to project future kindergarten enrollments. King Consulting anticipates the birth to kindergarten ratio in the moderate enrollment projection to remain consistent with observation from 2017-2020, with a reduced ratio relative to births. To project kindergarten classes beyond 2025, county birth projections from the California Department of Finance (DOF) are utilized.

Student Migration Rates

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

1. Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year³.
 - a. Positive migration could be indicative of numerous influences, including the in-migration of families with young children to the District, private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.
2. Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 75 2nd grade students the following year. In this case, 25 students who were present the prior year are not enrolled in the current year.
 - a. These losses could be indicative of numerous influences including the closure of schools, District policy changes restricting inter-district transfer students, losses to private and charter schools or other Districts, out-migration of families due to economic decline, etc.

As an example, in 2020-21 the District's class of 2nd graders was 481. A year later, this cohort became a 3rd grade class of 493. Using this example, the rate of migration is calculated in the following way:

$$(493-481)/481 = +2.5\%$$

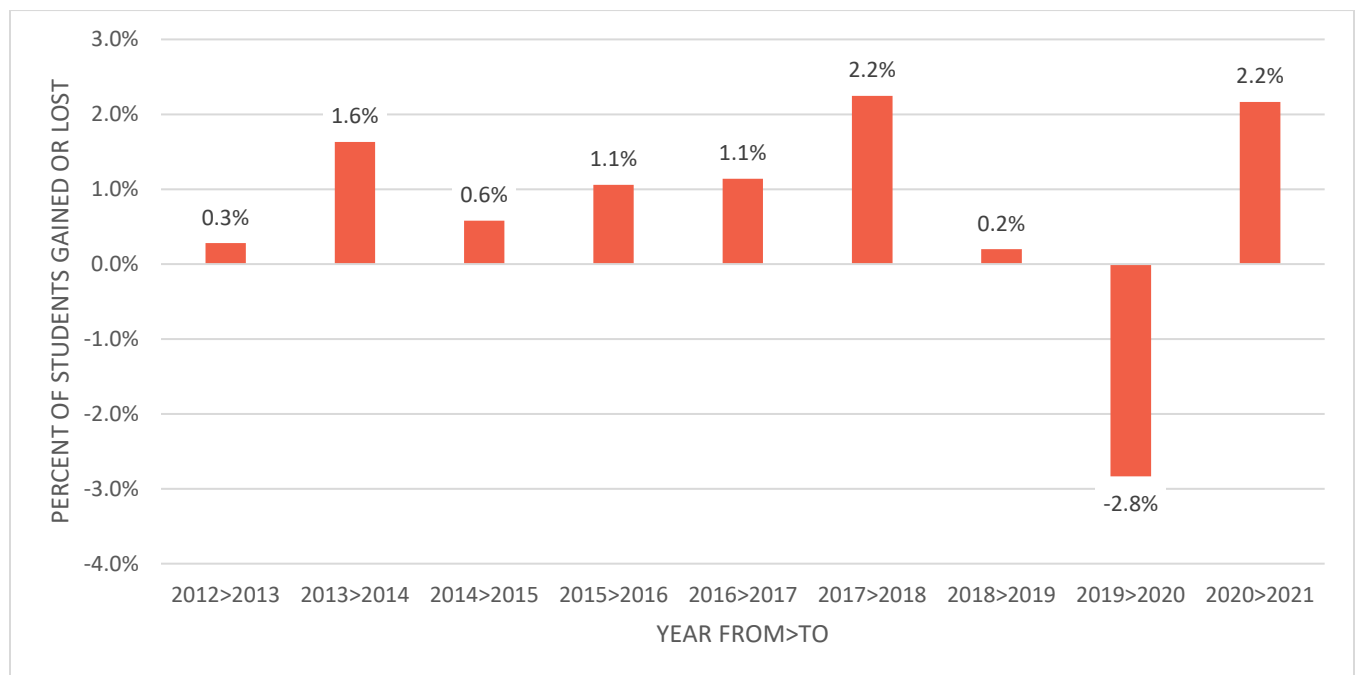
The 2.5% increase is a measure of the likelihood that a 2nd grade class will become larger or smaller as it advances into 3rd grade the following year. Migration rates are calculated for all grade levels by year and then analyzed by the current grade level configuration to find an average rate of change. Exceptionally high

³ These are net measurements.

or low migration numbers are usually given lower weight in the calculations, and more recent data is typically given a higher weight. However, since grade-to-grade migration was heavily affected by COVID-19 in 2020-21 and was more negative than usual across all grade levels, additional steps were taken to exclude this year if it was far out of line with other established trends.

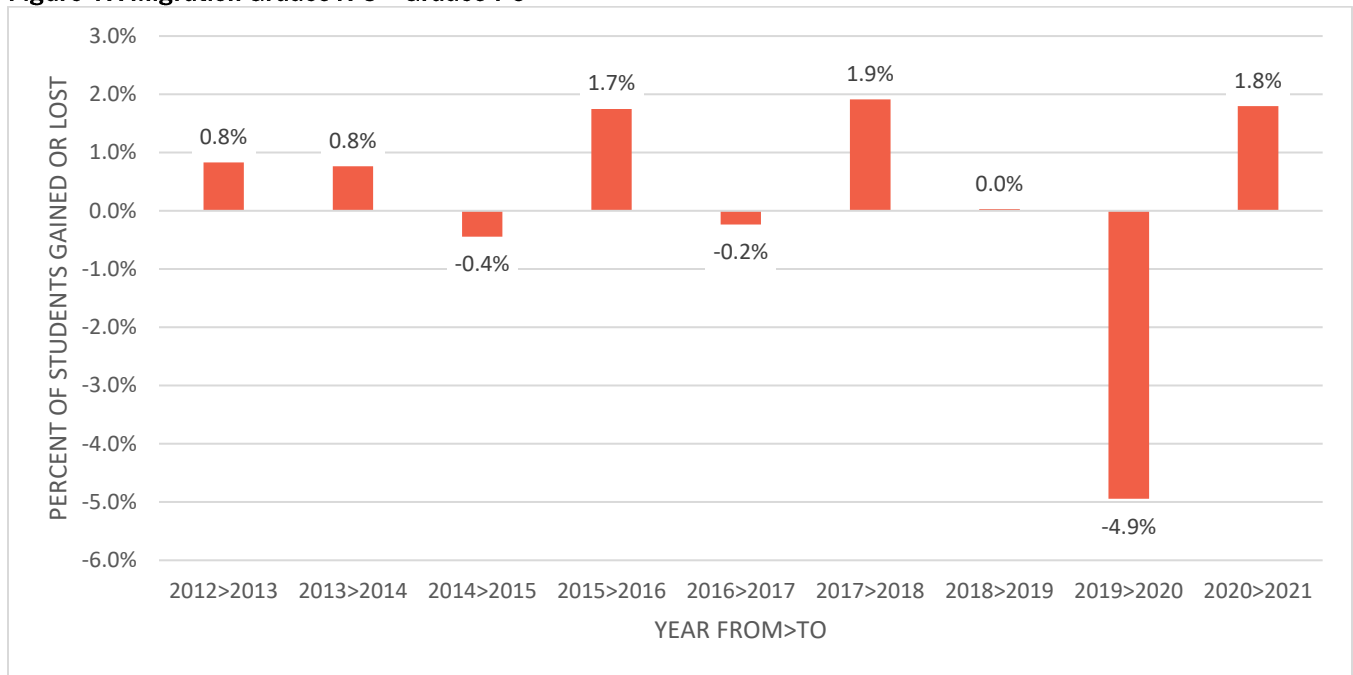
The charts presented in Figures 46-49, which utilize the 2020-21 enrollments, demonstrate the aberrational nature of that year while also demonstrating the consistent trends the District has otherwise experienced. In most years over the last decade, SLCUSD saw slightly positive total cohort migration (Figure 46). In 2021, migration of the previous year's grades K-11 into grades 1-12 was a net increase of 2.2%.

Figure 46. Migration Grades K-11 > Grades 1-12



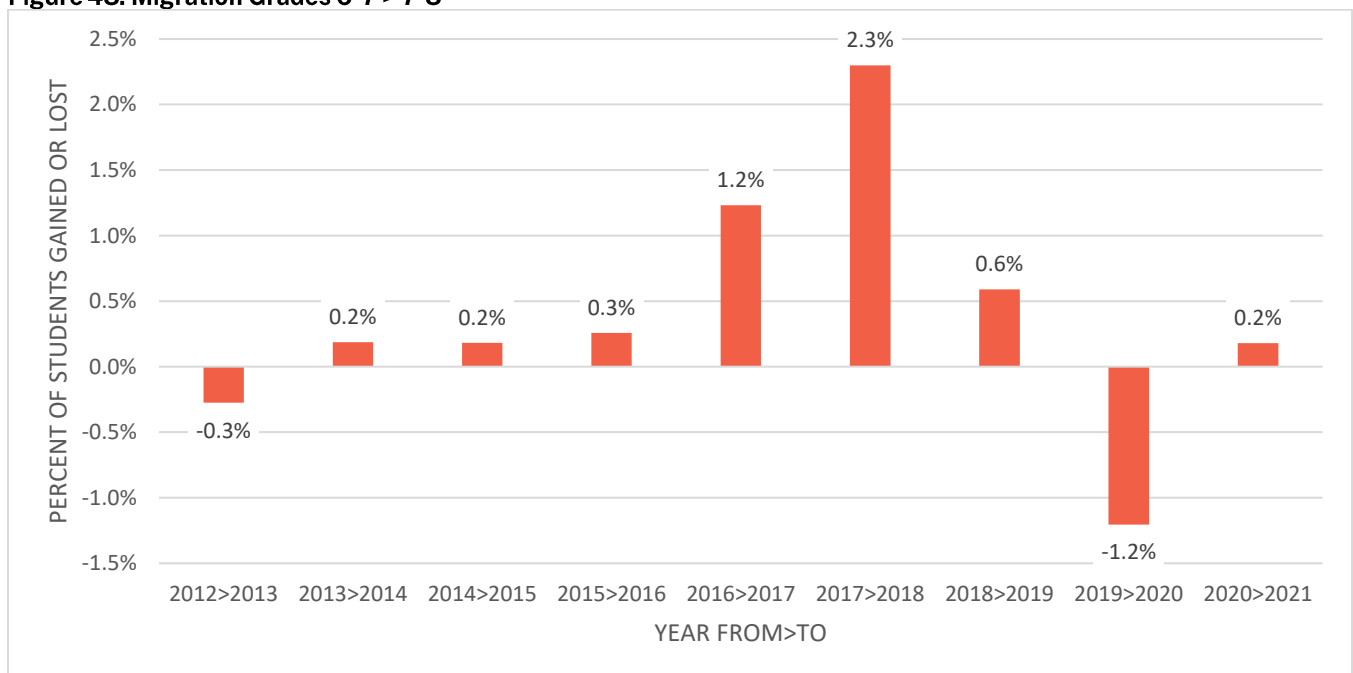
A closer examination of SLCUSD migration by grade level grouping provides additional insight. SLCUSD migration at the K-6th grade levels tends to be slightly positive, following the District-wide trend (Figure 47). However, negative migration in 2020 was the highest among these grades.

Figure 47. Migration Grades K-5 > Grades 1-6



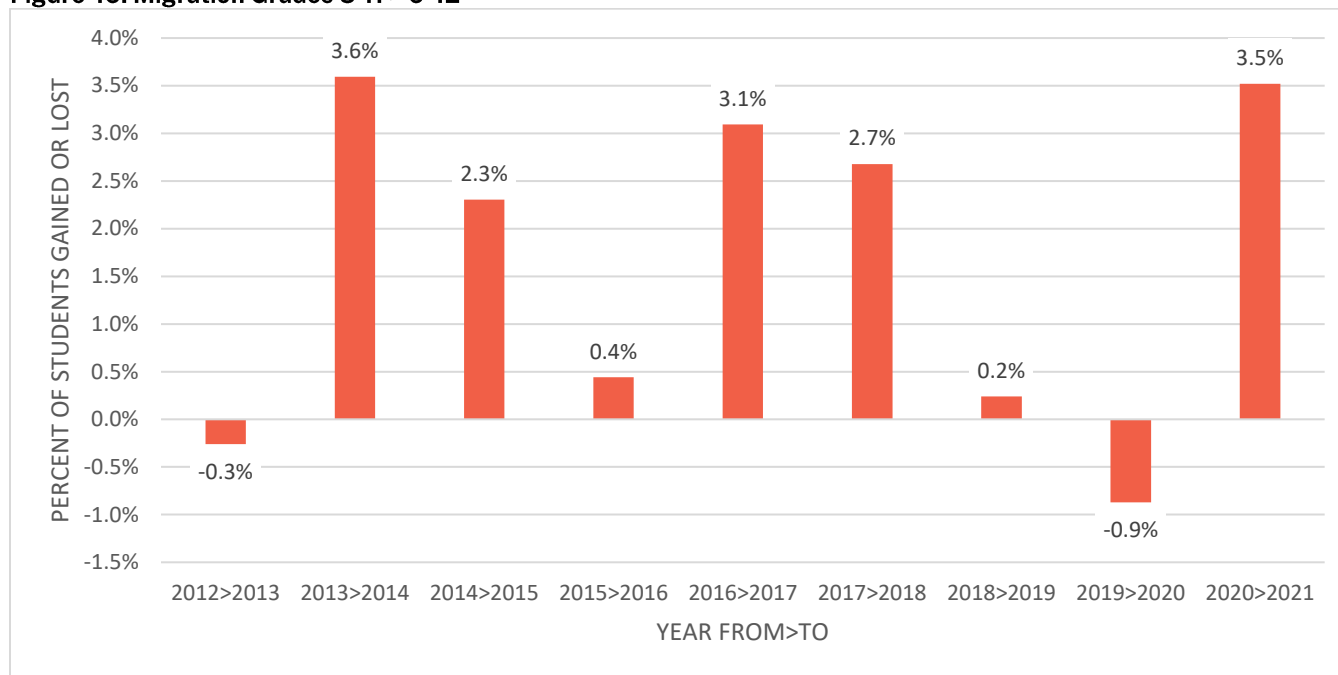
SLCUSD's middle school grades demonstrate a more gradual increase in students most years (Figure 48).

Figure 48. Migration Grades 6-7 > 7-8



Migration into the District's high school grades has been exclusively positive over the last decade, barring 2020. In the current year, migration into grades 9-12 was positive 3.5% (Figure 49).

Figure 49. Migration Grades 8-11 > 9-12



Enrollment Projections

The benefit of tracking district demographic trends is the ability to utilize the trend data to project future enrollment. Predicting future enrollment is an important factor affecting many school processes: long-range planning, budgeting, staffing, and anticipating future building and capital needs. King Consulting has utilized several tools to project future enrollment, including the most major factors of cohort growth, birth rates, and residential construction patterns.

The cohort survival method is the standard demographic technique for projecting enrollments. This method was utilized to project enrollments for SLCUSD. Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2021 first graders become year 2022 second graders, and the following year's third graders, and so on. As a cohort moves through the grades, its total population will, as demonstrated above, most likely change.

Enrollment projections were prepared by calculating births, birth-to-kindergarten ratios, grade-to-grade migration rates, student generation rates, and residential development, along with special consideration of how to factor in the abnormal enrollments in 2020-21. King Consulting calculates three distinct enrollment projections: a Low projection, a Moderate projection, and a High projection. Since recent birth to kindergarten ratios and grade-to-grade migration rates have demonstrated some variability, there is a range of plausible outcomes for the District's future enrollment over the next few years. By providing a range of enrollment projections that account for the record high and low input factors observed in the last few years, SLCUSD can plan for a range of valid possibilities that will be defined by the High and Low projections.

The Moderate projection is recommended for planning purposes, and this projection carefully balances the various input factors for a long-term balanced approach that is most likely to hold up over time. Individual school projections are based on the Moderate District-wide projection.

Low Enrollment Projection

Table 13. SLCUSD Low Enrollment Projection

	Actual				Projected						
Grade	19-20	20-21	21-22		22-23	23-24	24-25	25-26	26-27	27-28	28-29
TK	109	67	106		149	223	267	363	376	372	397
K	551	514	482		514	459	496	450	465	486	482
1	523	511	524		490	522	474	500	452	465	485
2	467	481	501		513	481	517	462	483	435	448
3	573	437	493		508	521	496	522	463	482	434
4	579	563	467		521	536	555	519	543	481	500
5	565	557	574		477	530	551	561	522	543	482
6	572	548	559		580	484	544	555	561	520	543
7	591	564	562		577	603	514	562	569	571	528
8	602	585	552		563	584	618	517	560	562	565
9	652	622	623		587	600	627	656	547	588	590
10	658	630	637		631	598	616	635	663	550	590
11	613	634	646		642	639	612	621	638	662	549
12	583	617	652		667	666	667	633	641	652	677
TK-6	3,939	3,678	3,706		3,751	3,756	3,899	3,932	3,865	3,785	3,771
7-8	1,193	1,149	1,114		1,140	1,186	1,132	1,079	1,129	1,133	1,093
9-12	2,506	2,503	2,558		2,527	2,503	2,522	2,545	2,489	2,452	2,406
Total	7,638	7,330	7,378		7,418	7,446	7,554	7,556	7,483	7,370	7,270

Moderate Enrollment Projection

Table 14. SLCUSD Moderate Enrollment Projection

Grade	Actual			Projected							
	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	
TK	109	67	106	180	273	328	447	466	461	492	
K	551	514	482	516	464	501	456	472	494	490	
1	523	511	524	497	536	488	518	470	485	508	
2	467	481	501	512	490	534	478	506	457	472	
3	573	437	493	509	525	510	544	486	513	464	
4	579	563	467	515	536	559	534	569	506	534	
5	565	557	574	473	525	552	566	540	573	510	
6	572	548	559	575	479	538	556	569	540	573	
7	591	564	562	577	601	511	558	575	583	554	
8	602	585	552	554	578	611	509	553	565	573	
9	652	622	623	587	594	624	651	544	585	597	
10	658	630	637	628	598	610	632	659	547	588	
11	613	634	646	638	633	609	613	635	657	545	
12	583	617	652	661	657	657	627	629	647	670	
TK-6	3,939	3,678	3,706	3,777	3,828	4,010	4,098	4,077	4,030	4,043	
7-8	1,193	1,149	1,114	1,131	1,180	1,122	1,067	1,128	1,148	1,127	
9-12	2,506	2,503	2,558	2,514	2,482	2,500	2,523	2,467	2,436	2,400	
Total	7,638	7,330	7,378	7,422	7,490	7,633	7,688	7,673	7,614	7,570	

Based on the SLCUSD District-wide Moderate enrollment projection, the District's enrollment will continue to increase from the new baseline created by the one-time loss of students during the COVID-19 pandemic. Due to the increased pace of residential development expected to occur as detailed in Section D, enrollment is projected to increase steadily (as had been the case through 2019) through 2025-26. After this year, the incoming small kindergarten cohorts due to recent lower births will become the more important factor, as the incoming cohort are much smaller each year than the cohorts they are replacing. Even with some amount of residential development and the new students it brings to the District, this will result in an overall trend of decreasing District enrollment due to the underlying size differences between incoming and outgoing cohorts. High school enrollment appears already to have peaked, as the smaller cohorts are just beginning to reach grades 9-12.

- Total SLCUSD enrollment is projected to increase from 7,378 in the current year to a peak of 7,688 by 2025-26 (plus 310), before decreasing back to 7,570 by 2028-29.
- TK-6th grade enrollment will increase from 3,706 to a peak of 4,098 in 2025-26 (plus 392)
- 7th-8th grade enrollment will increase from 1,114 to a peak of 1,148 in 2026-27 (plus 34)
- 9th-12th grade enrollment will decrease from 2,558 a low of 2,400 by 2028-29 (minus 158)

High Enrollment Projection

Table 15. SLCUSD High Enrollment Projection

Grade	Actual				Projected						
	19-20	20-21	21-22		22-23	23-24	24-25	25-26	26-27	27-28	28-29
TK	109	67	106		203	304	362	496	516	510	544
K	551	514	482		538	480	518	471	487	508	504
1	523	511	524		506	562	510	539	487	502	523
2	467	481	501		525	507	569	508	532	480	495
3	573	437	493		520	545	534	587	521	544	490
4	579	563	467		532	561	593	571	624	553	577
5	565	557	574		485	551	586	610	584	635	564
6	572	548	559		592	504	578	603	623	595	648
7	591	564	562		592	631	547	611	633	651	620
8	602	585	552		561	596	644	548	606	623	641
9	652	622	623		605	616	660	703	597	656	674
10	658	630	637		635	620	636	672	715	603	662
11	613	634	646		650	651	641	649	683	723	610
12	583	617	652		668	675	680	664	670	699	740
TK-6	3,939	3,678	3,706		3,900	4,014	4,250	4,384	4,374	4,328	4,345
7-8	1,193	1,149	1,114		1,153	1,228	1,191	1,159	1,239	1,273	1,261
9-12	2,506	2,503	2,558		2,558	2,562	2,616	2,688	2,665	2,681	2,686
Total	7,638	7,330	7,378		7,611	7,803	8,057	8,230	8,278	8,282	8,292

Enrollment Projections by School

Table 16 provides enrollment projections by school. King Consulting prepared these individual school enrollment projections utilizing the standard cohort survival methodology, historical migration rates, and birth to kindergarten ratios. The individual school enrollment projections are based on the assumption that the rate of progression from one grade to the next will be consistent with the rates of progression in previous years, barring obvious outliers that were appropriately weighted or removed. Importantly, given the pending expansion of Transitional Kindergarten to an effective new grade level over the next four years, these projections currently assume that TK will continue to be offered at all sites where it is currently housed in 2022-23, but that all sites with kindergarten students will also serve TK students beginning in 2023-24. How the District implements its expanded TK could cause some individual school enrollments to differ from these projections.

Additionally, these forecasts do not take into consideration local district factors such as changing school programs, the requirements of teacher to student ratios by grade level, the availability of classrooms, and the movement of students required to maintain the teacher/student ratio at all grade levels. Overloading, overflow designations, and intra-district transfer policy can also have an enormous effect on an individual school's enrollment projection accuracy, even while total District-wide projections remain accurate.

Table 16. Enrollment Projections by School, Moderate Projection

Elementary Schools	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Baywood ES	337	343	371	387	385	391	391	389
Bishop's Peak ES	377	361	334	324	324	325	328	330
CL Smith ES	423	458	459	503	511	501	495	489
Del Mar ES	308	324	337	342	353	355	350	350
Hawthorne ES	382	385	405	449	464	468	449	453
Los Ranchos ES	394	406	443	482	506	505	483	483
Monarch Grove ES	346	357	377	388	399	379	390	390
Pacheco ES	472	450	458	452	448	446	449	450
Sinsheimer ES	380	384	366	379	381	377	389	384
Teach ES	148	148	147	160	161	165	159	159
Middle Schools	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Laguna	729	779	839	800	769	786	781	779
Los Osos	520	512	468	468	467	510	515	515
High Schools	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Morro Bay	856	809	816	814	845	829	828	818
San Luis Obispo	1,636	1,640	1,602	1,624	1,616	1,580	1,550	1,526
Pacific Beach	53	53	53	51	50	51	52	51
Alternative Schools	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Prepare	17	15	14	14	13	14	15	15
Charter School	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Bellevue Santa Fe Charter	159	160	160	160	157	156	156	156

SECTION G: FACILITY ANALYSIS

To determine the ability of the District's facilities to adequately serve enrollments and residents, King Consulting prepared facility capacity calculations to provide a comparison with enrollment projections. This section identifies the adequacy of the San Luis Coastal Unified School District's existing facilities to accommodate the Moderate projected enrollment.

Capacity was calculated based on common assumptions for District schools on which classrooms to load with students and how many students to load per classroom. Each site's available classroom count was obtained from site maps, with undersized classrooms, preschool rooms, career centers, and leased out spaces being excluded. At the elementary schools, three additional classrooms were set aside and not loaded to allow for special uses such as music, art, resource rooms, or other uses where students would not spend their whole day with their teacher. Elementary sites with special education classrooms were granted an additional non-loaded room for an additional resource space. Since secondary students move classes throughout the day, all available classroom spaces were loaded.

Loading per classroom is based on the District's current contract with its teachers, which calls for an average ratio of 28 students per classroom at grades TK through 3rd, and 32 students per classroom for grades 4th through 12th. Special education classrooms, or SDC, were loaded at the State standard levels of 13 students for Non-Severe SDC and 9 students for Severe SDC.

Table 17 identifies each site's target capacity compared to its highest and lowest projected enrollment from Section F. Table 18 provides a more detailed summary of the loaded room counts at each site. Prepare students and facilities are not included in this capacity analysis.

Table 17. Facility Capacities Compared to Current Enrollments

School	Target Capacity	Highest Projected Enrollment	Lowest Projected Enrollment
Baywood ES	494	391	343
Bishop's Peak ES	646	361	324
CL Smith ES	708	511	458
Del Mar ES	597	355	324
Hawthorne ES	504	468	385
Los Ranchos ES	646	506	406
Monarch Grove ES	625	390	357
Pacheco ES	592	458	446
Sinsheimer ES	560	389	366
Teach ES	224	165	147
<i>Elementary School Totals</i>	<i>5,596</i>	<i>3,932</i>	<i>3,616</i>
Laguna	1,280	839	769
Los Osos	1,197	515	467
<i>Middle School Totals</i>	<i>2,477</i>	<i>1,306</i>	<i>1,237</i>
Morro Bay	1,492	845	809
Pacific Beach	160	53	50
San Luis Obispo	2,298	1,640	1,526
<i>High School Totals</i>	<i>3,950</i>	<i>2,511</i>	<i>2,395</i>

Table 18. Detailed Utilization Summary

School	TK-3rd Classrooms	4th-12th Classrooms	Non-Severe SDC Rooms	Severe SDC Rooms	Rooms Not Loaded
Baywood ES	11	5	2	0	4
Bishop's Peak ES	13	8	2	0	4
CL Smith ES	15	9	0	0	4
Del Mar ES	14	6	1	0	4
Hawthorne ES	10	7	0	0	3
Los Ranchos ES	13	8	2	0	4
Monarch Grove ES	15	6	1	2	4
Pacheco ES	12	8	0	0	4
Sinsheimer ES	12	7	0	1	4
Teach ES	0	7	0	0	3
Elementary School Totals	115	71	8	3	38
Laguna	0	40	0	1	0
Los Osos	0	37	1	1	0
Middle School Totals	0	77	1	2	0
Morro Bay	0	45	4	1	0
Pacific Beach	0	5	0	0	0
San Luis Obispo	0	71	2	1	0
High School Totals	0	121	6	2	0

As shown in Table 17, SLCUSD currently has sufficient total capacity across the District and at each site to accommodate its current and projected enrollment levels, even with the addition of more TK students. However, a measure of this capacity comes from portable classrooms that are not intended as long term facility solutions and are meant to be temporary housing. Until such time as the District can house all its students in permanent facilities, it will have capital facility needs. Figures 50-52 provide visualizations of San Luis Coastal USD's Most Likely projected enrollment compared to its current target capacity (including portable classrooms) for each type of school.

In addition to the inadequacy of portable classrooms as long-term facility solutions, it is also important to consider that TK students require specialized spaces, so the greater proportion of the youngest students who will make up elementary enrollment should also be considered when planning for facilities.

Figure 50. Elementary School Projected Enrollment vs. Capacity

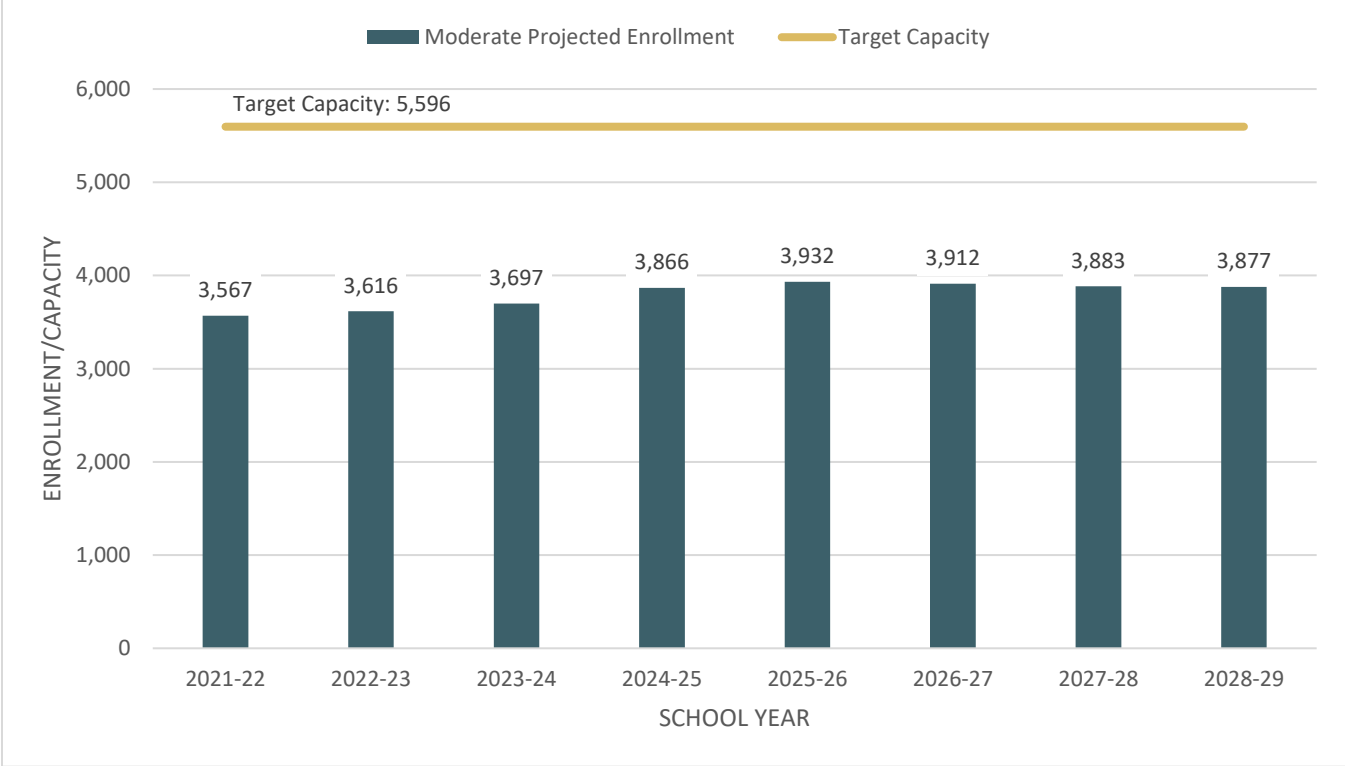


Figure 51. Middle School Projected Enrollment vs. Capacity

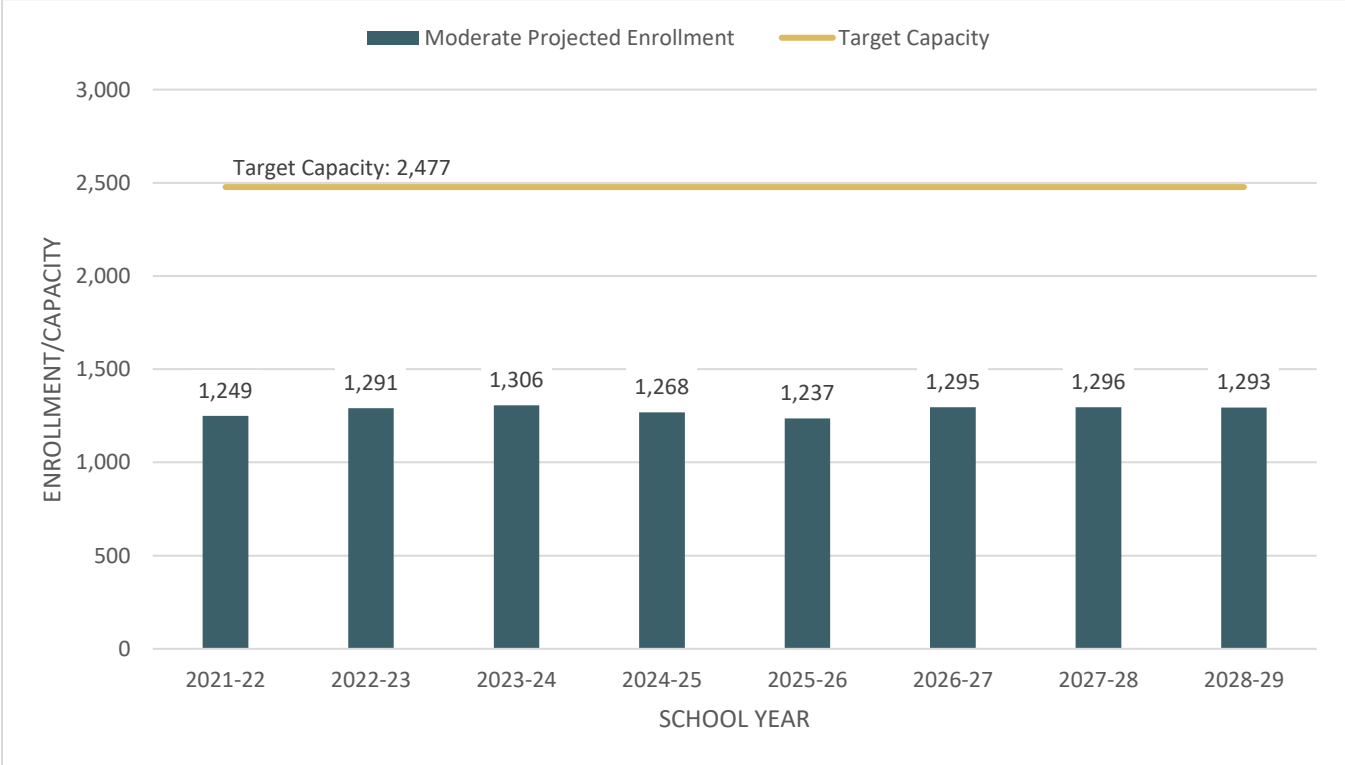
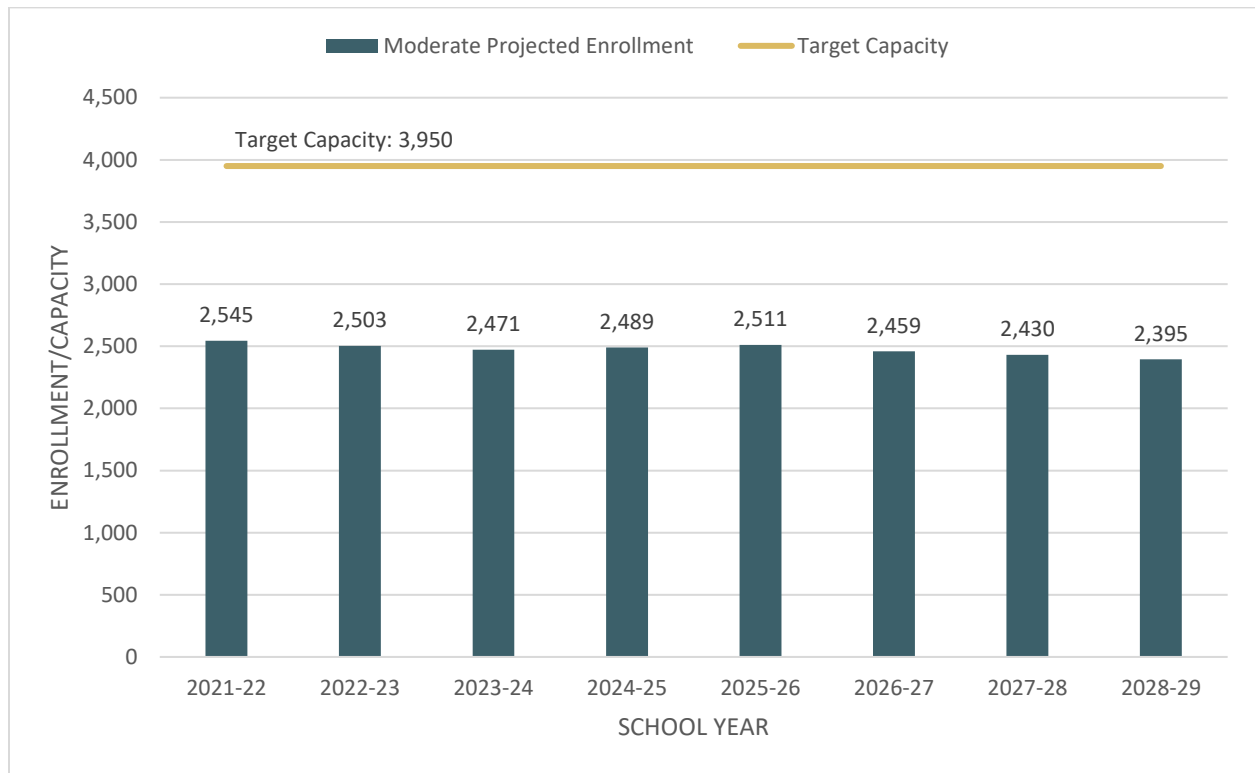


Figure 52. High School Projected Enrollment vs. Capacity



SECTION G: CONCLUSION AND RECOMMENDATIONS

Despite the one-time drop in enrollment caused by COVID-19, the San Luis Coastal USD can expect enrollment to increase for the next few years as hundreds of new homes are built in the District and more Transitional Kindergarten students enroll as 4-year-old students. While enrollments will not reach the previous highs of more than twenty years ago, they will increase from current levels and should exceed the totals from just before the pandemic by 2025-26. After that time, however, absent additional residential development or a change in demographics, the demographics occurring throughout the State of fewer births and fewer school age children will assert themselves as the predominant influencing factor. With fewer students in each incoming cohort, total enrollment will begin to decrease as previous larger cohorts matriculate out of the District. Even with continuing residential development, there will simply be fewer school age children living in the District and total enrollment will reflect that demographic shift. Again, these projections in the furthest years of the projection are highly subject to change based on local development trends or shifting demographics and birth trends.

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

1. The District should plan for how it will house the additional Transitional Kindergarten students it will enroll, whether at its elementary schools or in a centralized location.
2. Plan to replace portable classrooms with permanent facilities as possible to convert temporary capacity to long-term capacity to serve future students.
3. Continue to closely monitor residential development throughout the District, as increased enrollments in these areas can impact existing school facilities.
4. Consider boundary adjustments to reduce enrollment at schools with enrollment that exceeds target capacity values, especially if large neighborhoods have not yet been fully constructed.
5. The District should consider, develop, and adopt educational specifications for all school sites.
6. Incorporate these findings into the District's Facility Master Plan.

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