AGENDA

1. WELCOME AND INTRODUCTIONS

2. PLEDGE OF ALLEGIANCE TO THE FLAG

3. ESTABLISHMENT OF A QUORUM

4. CONFIRMATION OF AGENDA

5. COMMUNITY INPUT / PRESENTATIONS / PUBLIC HEARING
   This is the time for members of the public to address the Citizens' Oversight Committee on any matters of general interest within the Committee’s jurisdiction that are not on the agenda. In accordance with the provisions of the Ralph M. Brown Act, the Committee may refer to the Administration on any matters that are brought before them at this time, and the matter may be placed on future agenda. Please note that the Committee Members may ask limited questions for clarification on a subject not on the agenda but may not discuss the subject or take any action. All remarks must be kept to a maximum of five minutes per person on a given topic (Government Code 54954.2)

6. REVIEW OF MINUTES FROM MAY 15, 2019

7. DISCUSSION
   7.1 Facility Master Plan and Discussion of Future Bond Projects
   7.2 Annual Update Recommendations

8. ACTION ITEM
   8.1 APPROVAL OF ANNUAL UPDATE RECOMMENDATIONS TO THE GOVERNING BOARD – Ms. Nicole Newman

   ACTION NO. 18.02

9. FUTURE BUSINESS
   a. Next CBOC Meeting Date

10. ADJOURNMENT

   ACTION NO. 18.03
Demographic Analysis/
Facility Master Plan

May 20, 2019

Nicole Newman, Superintendent/Principal

Board of Trustees
Tony Lopez, President
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Patricia Agles, Member
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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
The Board of Education is the governing board of Wheatland Union High 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 together each year through the grade levels.

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 WUHSD 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 WUHSD.
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.

WUHSD
Wheatland Union High School District.
EXECUTIVE SUMMARY

The purpose of the 2018-19 Facility Master Plan update is to provide detailed demographic information about the Wheatland Union High School District (WUHSD) community, and the effects of those demographics on WUHSD enrollments and the impact on long range planning for facilities 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.

Enrollment at Wheatland Union High School (WUHS) decreased from its previous sustained level in 2010 and remained lower for several years. In the last two years however, the school’s enrollment increased more than 10%, and 2017-18 and 2018-19 enrollment levels are consistent with pre-2010 enrollment levels. WUHSD’s 2018-19 enrollment did not increase from 2017-18 as originally anticipated due to more highly negative grade-to-grade migration from 9th to 10th grade than is typical, as well as a smaller proportion of the 8th grade students from the District’s feeder elementary school districts enrolling at Wheatland Union High School. Despite this year of enrollment stability rather than growth, influencing factors continue to indicate enrollment growth in the coming years for WUHSD.

The Most Likely enrollment projection calculated for this study indicates that WUHSD is likely to experience continued increasing enrollment for the next five years, with more moderate enrollment growth following. Three main factors drive future enrollment projections for WUHSD:

1. Cohorts entering WUHSD from its feeder elementary school districts will be larger than previous cohorts beginning in 2019. These larger cohorts will continue each year through 2022 and each will each replace a much smaller graduating cohort. Each year a larger incoming cohort replaces a much smaller graduating cohort, total enrollment will increase rapidly. Starting in 2024, the incoming 9th grade cohorts are projected to grow even larger, but since they will be replacing larger graduating cohorts as well, total growth will be more gradual.

2. WUHSD typically has negative overall grade-to-grade student migration. In other words, a WUHS cohort typically decreases in population as it moves from one grade to the next. However, after recording its highest level of negative grade-to-grade migration in 2015, migration has been less negative for the last three years. 2018-19 migration from 9th to 10th
grade, however, was much more negative than anticipated this year so the District should continue to monitor this information carefully from year to year.

3. Residential development will add additional new students for the District to house. Projects in both Wheatland and Plumas Lake are anticipated to construct new homes over the next five years, and these new homes will generate WUHSD students. Beyond this immediate planning window, thousands of additional new residential units are planned to be constructed in the District, but the majority of these units will not be built for at least ten, if not twenty years.

Based on the Most Likely projection and as influenced by the above factors, 9th-12th grade enrollments are projected to increase from 782 in the current year to 965 by 2022-23, an increase of 183 students representing 23.4% growth. From 2022-23 through 2028-29, enrollment is projected to increase to 1,115 for an additional growth of 150 students. It is important to note that the impact of new residential construction on these projections could change with market conditions in the coming years, so these numbers should be updated regularly to account for more or fewer units being constructed. Larger incoming cohorts from the feeder elementary school districts are more certain, however, since those cohorts are already enrolled in the lower grades.

In addition to the Most Likely enrollment projection, King provides separate Low and High projections to account for plausible variation in influencing factors such as grade-to-grade migration, student generation rates, and birth-to-kindergarten ratios at the feeder elementary school districts. As future enrollment becomes known, the District can determine if it is tracking more closely with either the High or Low projection for its planning purposes.

While WUHS capacity is adequate to house its current enrollment level, the District will need to plan to add capacity during the immediate five to seven year planning window when enrollments are projected to increase beyond the current capacity. This increase is not yet large enough to require an additional high school site (though future development will eventually necessitate new school sites), but the District should plan to add capacity to the existing Wheatland Union High School site in time for the increased enrollments.

The District is pursuing funding to assist with the potential construction of new laboratory classrooms for the school’s CTE Agriculture Program, which would in turn free up additional existing classrooms for
new uses. Additionally, the District has identified and is already underway with plans to address some of the most critically important modernization needs on the WUHS campus.

The WUHSD has actively pursued additional funding from the State School Facility Program to supplement its local bond dollars. The District is preparing applications for classroom modernization projects and the improvement or replacement of fields, lighting, and bleachers. In addition, the District is applying for Modernization reimbursement for some of the projects it already completed with its bond funds, including the recent campus-wide restroom remodel, Wi-Fi upgrades, and gas line extension. Although the District has eligibility in the New Construction program, this program does not have funding to accept new applications, meaning it could take years for WUHSD to utilize that eligibility in a new construction project. However, the Career Technical Education Facilities Program provides WUHSD a unique opportunity to receive State funding to assist with the new construction of much needed science labs and classrooms, pending the processing of District’s successful application. Finally, the District can leverage the State’s Facility Hardship program to receive funding for projects necessary for the continuing health and safety of its students, such as the recent emergency electrical repair project at the WUHS cafeteria and kitchen.

While the District is working to leverage every dollar of State funding it can, it will still need to utilize local dollars to address the capital facility needs identified in this Facility Master Plan. If the District can pass a new local bond in the near future, this will provide flexibility with the projects it can commence and the scope of work it can undertake. The District can utilize the analysis and recommendations of this study to guide its decision making to continue maximizing the impact of its local funding to ensure appropriate facilities for its students into the future.
Conclusion and Recommendations

The Wheatland Union High 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 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. In order to effectively house future students, and to uphold the District’s philosophies and goals, the District will need to add capacity to accommodate approximately 100-250 students over the next ten years.
2. The District should continue to plan for its most critical modernization needs, moving forward with the projects it has identified as its top priorities.
3. The District should pass a new local bond if possible.
4. The District should continually monitor residential development throughout the District, as market conditions may change and cause shifts in construction schedules that may impact projected enrollments.
5. The District should continue to proactively pursue developer mitigation for all future residential development projects.
6. The District should work to maximize funding from the State School Facility Program to augment local bond dollars and allow for greater scope of capital facility construction projects.
7. Consider exploring joint use projects with community groups and organizations, city government agencies, and other resources in order to accommodate and improve these programs which meet the needs of a diverse student population.
8. Maintain relationships with the City of Wheatland and Yuba County in order to continue to plan for the most effective use of its facilities in addition to the potential for new facilities.
9. Review and update this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.
SECTION A: INTRODUCTION

The Wheatland Union High School District (WUHSD) is located in Yuba County and serves the City of Wheatland, a large portion of the community of Plumas Lake, residents of the Beale Air Force Base, and surrounding unincorporated portions of the County. WUHSD serves grades 9-12, and as of October 2018, has a total enrollment of 782 students. The District currently utilizes one high school site to serve its student population, but it owns land suitable for another school site that could be built when residential development generates enough new students to require additional school facilities. Table 1 provides current year enrollments WUHSD. Figure 1 shows the location and extent of the WUHSD boundary, while Figure 2 shows the locations of the District’s school site properties.

Table 1. WUHSD Schools with 2017-18 Enrollments

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<th>WUHSD Schools</th>
<th>Grade Levels</th>
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<td>Wheatland Union High School</td>
<td>9-12</td>
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Source: WUHSD.
Wheatland Union High School District 2018-19 Demographic Analysis/Facility Master Plan Update

This report is divided into nine major components:

A. Introduction
B. District and Community Demographics
C. Student Generation Rates
D. Land Use & Planning
E. Spatial Analysis
F. Enrollment Projections
G. Facility Assessment
H. Housing Options & Funding Plan
I. Conclusion and Recommendations

Enrollment data presented in this report was compiled from the Wheatland Union High 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;
- 2017 U.S. Census American Community Survey;
- California State Department of Public Health;
- City of Wheatland Community Development Department;
- County of Yuba 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

Wheatland Union High School District enrollment decreased by 9.3% from 2008 to 2012. Since 2012, District enrollment fluctuated, with an initial increase in 2013 followed by more enrollment decline through 2015, then an increase of 10.3% in two years. Total enrollment in 2018-19 remained the same as in 2017-18. Figure 3 illustrates the District’s enrollment pattern since 2008-09. Figure 4 depicts annual growth/decline in student enrollment, which emphasizes the general trend of enrollment growth in recent years.

Although WUHSD utilizes only one school in the current year, it has operated other schools in the past. Table 2 provides historical enrollments by school since 2008-09.

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 WUHSD.
Figure 4. Annual Growth/Decline in Student Enrollment

Source: California Department of Education and WUHSD.

Table 2. Historical Enrollments by School

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<td>732</td>
<td>707</td>
<td>734</td>
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<td>Wheatland Community Day*</td>
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<td>Academy for Career Education Charter</td>
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<td>747</td>
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<td>752</td>
<td>735</td>
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*Enrollment totals for Wheatland Community Day include only 9th – 12th grade students.
**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 WUHSD students participating in the FRPM program from 2007-08 to 2017-18. Since 2007-08, participation in the program fluctuated. In 2009-10, 280 students participated in FRPM, but this number fell to 170 by 2011-12. In 2017-18, the most recent year for which data is available, there were 359 students in the program, the highest FRPM enrollment in the study period. Participation as a percentage of total enrollments also peaked in 2017-18, with 45.8% of WUHSD students participating in FRPM. Figure 5 graphically demonstrates these trends.

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

<table>
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<th>School Year</th>
<th>Students Enrolled in Free or Reduced-Price Meals</th>
<th>Percent FRPM</th>
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<td>2007-08</td>
<td>212</td>
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<td>2014-15</td>
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<td>30.9%</td>
</tr>
<tr>
<td>2015-16</td>
<td>261</td>
<td>36.8%</td>
</tr>
<tr>
<td>2016-17</td>
<td>274</td>
<td>37.1%</td>
</tr>
<tr>
<td>2017-18</td>
<td>359</td>
<td>45.8%</td>
</tr>
</tbody>
</table>

**Figure 5. Historical Students Enrolled in Free or Reduced-Price Meals**

Source: California Department of Education.
**Historical Enrollment by Ethnicity**

To analyze the District’s race/ethnicity profile, the 2008-2018 CalPADS enrollments by race/ethnicity were used. WUHSD enrollments have grown more ethnically balanced over time between White and Hispanic/Latino students, the two largest ethnic student populations. Hispanic or Latino students comprised 28.2% of District enrollment in 2018-19, up from 18.5% in 2008-09. These historical trends are generally reflective of statewide demographic shifts and are expected to continue. While enrollment of students identifying as two or more races has grown, enrollment of all other individual races has declined over the last decade. Figure 6 below demonstrates the race/ethnicity trends of the District from 2008-09 to the 2018-19 school year.

**Figure 6. 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 WUHSD students enrolled as ELL students from 2008-09 to 2018-19, as well as a breakdown by primary language spoken. ELL enrollment generally decreased throughout the study period, both as a raw count and as a percentage of total enrollment. In 2012, total ELL enrollment decreased by 9 students, and decreased as a percentage of total District enrollment from 3% to 1.8%, the highest single-year decrease. The current composition of the ELL student population consists mostly of Spanish speaking students, with students speaking any other language making up only a small proportion of ELL enrollment. In 2008, however, students speaking some other language collectively exceeded the Spanish-speaking ELL population. ELL enrollment in 2017 was at its lowest point in the study period before rebounding in 2018. Figure 7 graphically depicts this trend over time.

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total ELL Students</th>
<th>Spanish</th>
<th>All Other</th>
<th>Percent ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>24</td>
<td>11</td>
<td>13</td>
<td>3.1%</td>
</tr>
<tr>
<td>2009-10</td>
<td>29</td>
<td>22</td>
<td>7</td>
<td>3.8%</td>
</tr>
<tr>
<td>2010-11</td>
<td>27</td>
<td>19</td>
<td>8</td>
<td>3.6%</td>
</tr>
<tr>
<td>2011-12</td>
<td>22</td>
<td>18</td>
<td>4</td>
<td>3.0%</td>
</tr>
<tr>
<td>2012-13</td>
<td>13</td>
<td>12</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>2013-14</td>
<td>13</td>
<td>12</td>
<td>1</td>
<td>1.7%</td>
</tr>
<tr>
<td>2014-15</td>
<td>15</td>
<td>13</td>
<td>2</td>
<td>2.0%</td>
</tr>
<tr>
<td>2015-16</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>2.1%</td>
</tr>
<tr>
<td>2016-17</td>
<td>16</td>
<td>13</td>
<td>3</td>
<td>2.2%</td>
</tr>
<tr>
<td>2017-18</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>1.0%</td>
</tr>
<tr>
<td>2018-19</td>
<td>14</td>
<td>10</td>
<td>4</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

**Figure 7. Historical Students Enrolled as English Language Learners**

Source: California Department of Education.
**Historical Enrollment of Special Education Students**

Data on students classified by the State as being enrolled in Special Education classes were also collected from CalPADS. Table 5 provides the number of WUHSD students enrolled in Special Education classes from 2007-08 to 2017-18. Special Education enrollment fluctuated over the last decade, decreasing from 2008 through 2011, then remaining stable through 2015 apart from 2013 when enrollments increased for only that one year. However, special education enrollment increased significantly in 2016 and maintained that higher level through 2017. In 2017-18, special education students comprised 11.2% of all WUHSD students, the highest percentage in the study period. Figure 8 depicts this trend from year to year in a visual format.

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total Special Education Students</th>
<th>Percent Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>80</td>
<td>10.4%</td>
</tr>
<tr>
<td>2008-09</td>
<td>87</td>
<td>11.1%</td>
</tr>
<tr>
<td>2009-10</td>
<td>81</td>
<td>10.5%</td>
</tr>
<tr>
<td>2010-11</td>
<td>73</td>
<td>9.9%</td>
</tr>
<tr>
<td>2011-12</td>
<td>57</td>
<td>7.9%</td>
</tr>
<tr>
<td>2012-13</td>
<td>55</td>
<td>7.7%</td>
</tr>
<tr>
<td>2013-14</td>
<td>67</td>
<td>8.9%</td>
</tr>
<tr>
<td>2014-15</td>
<td>58</td>
<td>7.9%</td>
</tr>
<tr>
<td>2015-16</td>
<td>57</td>
<td>8.0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>81</td>
<td>11.0%</td>
</tr>
<tr>
<td>2017-18</td>
<td>88</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

**Figure 8. Historical Students Enrolled in Special Education Classes**

Source: California Department of Education.
Feeder Elementary School District Trends

Another demographic factor to be considered when analyzing past and future enrollments is the feeder elementary school district population, as a significant number of these students will become future 9th-12th grade WUHSD students. WUHSD has two feeder elementary school districts: Plumas Lake Elementary and Wheatland Elementary. Figure 9 provides a map of the WUHSD feeder elementary school districts included in this analysis.

Figure 9. WUHSD Feeder Elementary School Districts
TK-8th grade enrollments in feeder elementary school districts increased by 15.9% since 2008-09 (Figure 10). This growth has generally occurred since 2013, as the economic Recession of the previous decade had a noticeable impact on enrollments in the elementary districts. Looking at each District individually, however, the Plumas Lake Elementary District grew by more than 35% during this time, while the Wheatland Elementary District only grew by about 2% (Table 6). Since incoming cohort size is a major influencing factor on WUHSD enrollment trends, these are significant trends.

Figure 10. Historical TK-8th Grade Enrollments of Feeder Elementary School Districts

Table 6. Historical TK-8th Grade Enrollments of Feeder Elementary School Districts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plumas Lake</td>
<td>979</td>
<td>1,046</td>
<td>1,028</td>
<td>1,064</td>
<td>1,077</td>
<td>1,143</td>
<td>1,189</td>
<td>1,235</td>
<td>1,272</td>
<td>1,243</td>
<td>1,323</td>
<td>35.1%</td>
</tr>
<tr>
<td>Wheatland</td>
<td>1,359</td>
<td>1,235</td>
<td>1,261</td>
<td>1,261</td>
<td>1,236</td>
<td>1,254</td>
<td>1,340</td>
<td>1,338</td>
<td>1,332</td>
<td>1,375</td>
<td>1,387</td>
<td>2.1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,338</td>
<td>2,281</td>
<td>2,289</td>
<td>2,325</td>
<td>2,313</td>
<td>2,397</td>
<td>2,529</td>
<td>2,573</td>
<td>2,604</td>
<td>2,618</td>
<td>2,710</td>
<td>15.9%</td>
</tr>
</tbody>
</table>

Independent Charter School Trends

There are no charter schools serving high school students located within the WUHSD boundary. King will continue to monitor any new charter schools if they are established for any potential impact to the District.

Private School Trends

State Department of Education records indicate that there are almost no private schools located in WUHSD. The only school recorded in the previous ten years was a home-based K-12 school that reported 6 total students enrolled in 2012-13, only two of whom were high school aged. King will continue to monitor potential private school openings, but for the near future there is not anticipated to be any significant impact to public school enrollments due to new private schools.
Community Demographics

Wheatland Union High School District serves the City of Wheatland, a large portion of the community of Plumas Lake, residents of the Beale Air Force Base, and surrounding unincorporated portions of the County. All the numbers and values in this community demographic analysis are for the entire general population residing within the WUHSD boundary (see Figure 1 in Section A).

Population Trends

WUHSD has a total population of approximately 14,460 per ESRI Business Analyst estimates, which compile and project Census populations for specialized geographic boundaries such as school districts. This represents an increase of 9% since 2010. (Figure 11). WUHSD is expected to continue to grow.

As Figure 12 demonstrates, WUHSD is a younger community with a median age of 30.2 years. The relevant school-aged population for a high school district (14-17) comprises 5.1% of the District’s total population. Although total population is increasing, this relevant school-aged population decreased from 2010 to 2018, but it is expected to increase again by 2023 (Figure 13). The WUHSD community is predominantly White (66.8%) with Hispanic/Latino residents making up the next largest proportion of the general population (17.4%) (Figure 14).

Figure 11. Population Growth 2000-2023


Figure 12. Age Distribution by Percent of Population

Source: ESRI forecasts for 2018.
Figure 13. Population Growth by Age 2000-2023


Figure 14. Population by Race and Ethnicity

Source: U.S. Census Bureau ACS 2017 5-Year Estimates.
Housing Trends

Household Characteristics

WUHSD median household income was lower than the State-wide value in 2000, but new housing construction and a higher number of residents contributed to an increase in local income levels, and the District’s median household income is now higher than the State’s (Figure 15).

Figure 15. Median Household Income

![Bar chart showing median household income for Wheatland UHSD and California from 2000 to 2017.]


The percentage of households with children under 18 in WUHSD declined consistently from 2000-2017, with the most recent Census estimates showing fewer than half of District households having an individual under 18 (Figure 16). The number of persons per household in WUHSD increased over the last 17 years in owner-occupied housing units, while decreasing in renter-occupied units (Figure 17).

Figure 16. Percent of Households with Individuals Under 18

![Bar chart showing percent of households with individuals under 18 from 2000 to 2017.]

Home-Ownership and Median Home Values

Home-ownership in the District (the percent of non-vacant housing units occupied by the owner) increased greatly between 2000 and 2010 as a significant number of units were constructed and inhabited by the owners (Figure 18). The median value of owner-occupied housing units in WUHSD increased greatly between 2000 and 2010 before declining slightly by 2017 (Figure 19).

Figure 17. Average Household Size by Occupancy Status


Figure 18. Home Ownership Rate

As previously referenced, the percentage of owner-occupied housing units increased substantially from 2000 to 2010 as more houses were constructed in the District. However, in 2010 the effects of the Recession persisted, and there were many vacant housing units. In 2017, the vacancy rate is at its lowest point in this survey, and the percentage of owner-occupied units is at its highest. According to Census estimates for 2017, there are 171 vacant housing units in the WUHSD area.

SECTION C: STUDENT GENERATION RATES

Student generation rates are one of the critical components of facility planning. When analyzing the impacts of future residential development, student generation rates are used to project the number of students the District can expect from a planned development. The data is used to determine 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 units in the planned development is compared to similar housing in existing neighborhoods in the District to project how many students will reside in the new development. Next, the number of years a new development will take to be completed is calculated with the projected number of students from the various housing types. This determines how many students from each grade level will be generated over the build-out of the new community.

Student Generation Rates

King accessed a real-estate database to collect the number of housing units constructed between 2007 and 2016. This database was cross-referenced with the 2017-18 WUHSD student list to determine the number of students generated per housing unit by housing type and by year of construction.

A total of 482 residential units were surveyed within the District. These units generated 41,912 – 12th grade students for the District to house, for a student generation rate of 0.085 students for each unit.

To determine how different areas within WUHSD have different amounts of development and student generation rates, King analyzed the units by Planning Area. Please see Figure 25 in Section E for a full description of the District’s Planning Areas. Table 7 depicts the student generation rates for each Planning Area, while Figure 21 displays this information visually. Planning Area F, covering the northern portion of the District, has the highest student generation rate (but with a small sample size). Planning Area A, containing Plumas Lake, saw the highest number of units constructed.

As will be discussed in Section E, it is important to consider that some residents of Plumas Lake utilize inter-district transfers to enroll at East Nicolaus High School, just south along Highway 70. In the future, if a new high school is constructed in Plumas Lake, more of these students could enroll in WUHSD, and the student generation could be higher.
Table 7. TK-12th Grade Student Generation Rates by Year of Construction

<table>
<thead>
<tr>
<th>Planning Area</th>
<th>Residential Units</th>
<th>Students Generated</th>
<th>Student Generation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Plumas Lake)</td>
<td>400</td>
<td>36</td>
<td>0.090</td>
</tr>
<tr>
<td>B (Central WUHSD)</td>
<td>12</td>
<td>0</td>
<td>0.000</td>
</tr>
<tr>
<td>C (Wheatland)</td>
<td>12</td>
<td>0</td>
<td>0.000</td>
</tr>
<tr>
<td>D (Camp Far West)</td>
<td>30</td>
<td>2</td>
<td>0.067</td>
</tr>
<tr>
<td>E (Beale AFB)</td>
<td>0</td>
<td>0</td>
<td>0.000</td>
</tr>
<tr>
<td>F (Northern WUHSD)</td>
<td>28</td>
<td>3</td>
<td>0.107</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>482</strong></td>
<td><strong>41</strong></td>
<td><strong>0.085</strong></td>
</tr>
</tbody>
</table>

Figure 21. Student Generation Rates by Planning Area
SECTION D: LAND USE & PLANNING

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

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

The Yuba County Planning Department and the City of Wheatland Community Development Department were contacted to provide information and documents regarding land use and planning, development, and other pertinent information for WUHSD. A brief summary of that information is provided in this section.

Yuba County 2030 General Plan

Yuba County is the fifth-smallest county in California by area at 644 square miles. Approximately three-quarters of the County’s population resides in its unincorporated portions.

Yuba County’s current General Plan was adopted in 2011 and provides vision and planning for the County through 2030. The plan sets out to provide “the framework for decisions from guiding where and how development should occur to the prioritization of the County’s natural resources in order to achieve the highest quality of life possible for its residents.” The current Land Use and Community Design section builds on the previous 1996 General Plan version, with updated input from the community to determine consensus on public preferences. Each area of the unincorporated County is given a Land Use Designation as depicted in Figure 22. It is important to note that since the publication of the General Plan document, some of the specific development plans linked to these designations, such as the Employment Village along Highway 65, have been altered or rescinded. Much of the
information is still useful, however, in indicating how the County intends to develop over the next twelve years.

Figure 22. Yuba County General Plan Land Use Diagram
Yuba County 2013-2021 Housing Element Update

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

The Housing Element of the County General Plan is a detailed statement of housing goals, objectives, policies, and programs for the unincorporated areas of Yuba County. The purpose of the Housing element is to guide decision-making by elected and appointed officials in the context of the broader General Plan and time frame regarding housing. Specifically, the Housing element sets forth how the County will address the need for housing, specifically by low and moderate-income families and special needs families and individuals.

This document provides a detailed housing inventory and compares this inventory to the projected housing needs along with an assessment of housing programs and constraints.

Housing Needs Identified

According to the County’s Housing Element, Yuba County has a total housing need of 4,676 units between 2013 and 2021, or an annual need of about 585 housing units. Table 8 breaks out the number of housing units needed in the County by income level.

Table 8. Regional Housing Needs Allocation

<table>
<thead>
<tr>
<th>Income Category</th>
<th>Number of Housing Units</th>
<th>Percent of Housing Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Low (0-50% of AMI)</td>
<td>518</td>
<td>11.1%</td>
</tr>
<tr>
<td>Very Low (51-80% of AMI)</td>
<td>518</td>
<td>11.1%</td>
</tr>
<tr>
<td>Low (81-120% of AMI)</td>
<td>727</td>
<td>15.5%</td>
</tr>
<tr>
<td>Moderate (over 120% of AMI)</td>
<td>870</td>
<td>18.6%</td>
</tr>
<tr>
<td>Above Moderate</td>
<td>2,043</td>
<td>43.7%</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>4,676</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

AMI = Average Median Income
Source: Yuba County 2030 General Plan, Housing Element Update, 2013.
## Current and Planned Residential Development Projects

King coordinated with the Yuba County Planning Department and the City of Wheatland Community Development Department to compile detailed information on all proposed and approved development within WUHSD. Current projects are outlined in Table 9, showing the type of development and number of approved units for all projects. So that future students generated by this development can accurately be incorporated into the enrollment projections, this development was mapped (Figure 23). Detailed project descriptions are provided for each project below.

### Table 9. Current and Planned Residential Development within WUHSD

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Jurisdiction</th>
<th>Project Type</th>
<th>Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almond Estates</td>
<td>City of Wheatland</td>
<td>Single-Family</td>
<td>24</td>
</tr>
<tr>
<td>Bear River</td>
<td>Yuba County</td>
<td>Single-Family</td>
<td>1,928</td>
</tr>
<tr>
<td>Bear River</td>
<td>Yuba County</td>
<td>Multi-Family Affordable</td>
<td>195</td>
</tr>
<tr>
<td>Blue Oak Estates</td>
<td>City of Wheatland</td>
<td>Single-Family</td>
<td>329</td>
</tr>
<tr>
<td>Blue Oak Estates</td>
<td>City of Wheatland</td>
<td>Multi-Family</td>
<td>45</td>
</tr>
<tr>
<td>Caliterra Ranch</td>
<td>City of Wheatland</td>
<td>Single-Family</td>
<td>552</td>
</tr>
<tr>
<td>Heritage Oaks Estates East</td>
<td>City of Wheatland</td>
<td>Single-Family</td>
<td>490</td>
</tr>
<tr>
<td>Heritage Oaks Estates East</td>
<td>City of Wheatland</td>
<td>Multi-Family</td>
<td>108</td>
</tr>
<tr>
<td>Heritage Oaks Estates West</td>
<td>City of Wheatland</td>
<td>Single-Family</td>
<td>173</td>
</tr>
<tr>
<td>Johnson Rancho/Hop Farm</td>
<td>City of Wheatland</td>
<td>Single-Family</td>
<td>13,330</td>
</tr>
<tr>
<td>Johnson Rancho/Hop Farm</td>
<td>City of Wheatland</td>
<td>Multi-Family</td>
<td>566</td>
</tr>
<tr>
<td>Nichols Grove</td>
<td>City of Wheatland</td>
<td>Single-Family</td>
<td>1,624</td>
</tr>
<tr>
<td>Nichols Grove</td>
<td>City of Wheatland</td>
<td>Multi-Family</td>
<td>184</td>
</tr>
<tr>
<td>Plumas Lake Specific Plan</td>
<td>Yuba County</td>
<td>Single-Family</td>
<td>3,109</td>
</tr>
</tbody>
</table>

### Almond Estates

Initially approved in the early 2000s as a residential development, Almond Estates is now transitioning to a primarily commercial development. The City of Wheatland is in the process of rezoning the land to commercial categories. There are a small number of new residential units, approximately 24, that will be constructed to “finish off” the adjacent residential areas and supply a buffer into the new commercial space.

### Bear River

The Bear River Specific Plan has not yet submitted a final map application, and Yuba County planners do not anticipate this development building any units in the next several years. Since all housing development is largely market-driven, this project should be monitored closely for changes to this outlook.
Blue Oak Estates

Blue Oaks Estates, formerly known as Roddan Ranch, has a tentative map currently under review with the City of Wheatland. It is not anticipated that this project will build units in the near future.

Caliterra Ranch

Caliterra Ranch, formerly known as Jones Ranch, will be the first project under the jurisdiction of the City of Wheatland to begin active development. Phase I of the project, with 55 new single-family units, is scheduled to be constructed within the next one to two years. The remaining 497 units will follow, with the timing dependent on market conditions.

Heritage Oaks Estates East

City of Wheatland planning staff estimate Heritage Oaks Estates East should begin constructing new single-family homes by 2020. The multi-family portion of the project, however, is planned for a parcel of land with a different owner and is not likely to be developed soon.

Heritage Oaks Estates West

Heritage Oaks Estates West is unlikely to develop units before Heritage Oaks Estates East is well underway, so no new units from this development are likely in the next five years. Since all housing development is largely market-driven, this project should be monitored closely for changes to this outlook.

Hop Farm

The Hop Farm property is currently active agricultural land, and the owner has no immediate intent to develop the land for residential use. The City’s next General Plan will shift the units currently shown in Hop Farm to Johnson Rancho.

Johnson Rancho

City of Wheatland planning staff do not anticipate Johnson Rancho to begin development for several years. There are a number of major infrastructure upgrades, such as a new wastewater treatment facility, that will need to be in place before a development of this scope can begin construction.

Nichols Grove

The Nichols Grove property is currently active agricultural land, and the owner has no immediate intent to develop the land for residential use.

Plumas Lake Specific Plan

The Plumas Lake Specific Plan contains multiple subdivisions, some of which already have a substantial number of homes completed. The Rio Del Oro and River Oaks East Phase I subdivisions are still building out their remaining approved units, with 216 single-family homes remaining to be constructed. Other subdivisions, including Plumas Ranch, River Oaks East Phases II and III, Woodside, River Oaks South, Sawyer’s Landing, and North Point will enter active development in the future, but these developments are not anticipated to begin soon. Since all housing development is largely market-driven, these projects should be monitored closely for changes to this outlook.
Figure 23. Currently Proposed Residential Development

Legend:
- Highway
- Major Road
- Road
- Development
- WJHD

Source: USGS Landsat, Google Earth Basemaps, 2018/2019, USGS, LADEED, King Consulting
Formerly Approved Projects No Longer Active

In addition to the proposed and approved projects detailed above, there are two notable projects that have previously been shown on County planning documents, but which are no longer active. These projects are mentioned here for consistency with previous District documents that might have referenced them.

Magnolia Ranch

The Magnolia Ranch Specific Plan, as approved in November 2015, called for 3,323 dwelling units to be constructed across a range of densities. Faced with a referendum with the potential to allow voters to prevent the project, the developer withdrew the proposal. The Yuba County Board of Supervisors, per a ruling from the Yuba County Superior Court, had to either put the referendum before voters at the June 2016 election or rescind the project plan themselves. The Board opted to rescind the Magnolia Ranch specific plan at its meeting on March 8, 2016. While there is potential for the same project site to become part of a future plan, any such effort would constitute a new project.

River Highlands

The River Highlands Community Plan, first adopted by County supervisors in 1993, transitioned over time into the Yuba Highlands Area Plan. The project’s specific plan called for as many as 5,082 new housing units. In 2013, County voters elected to vote down the project when it was presented as a referendum on the ballot, with the project’s primary developer backing the “no” vote. In the Fall of 2013, it was announced that the former project site would be sold for permanent conservation through the Trust for Public Land.

Notable Commercial Development

In addition to the residential development detailed above, there is one significant commercial development the District should monitor. The Enterprise Rancheria Tribe has partnered with Hard Rock Casino Resorts on a new casino resort to be built within the District along 40 Mile Road. The resort, proposed to support about 2,000 permanent jobs, is currently projected to open in October 2019.

While a commercial development of this size will likely attract some employees to move into the District, many of these employees will likely move into newly constructed residential units given the relatively low number of vacant housing units in the District, as shown in Section B. The impact of these households to student generation is therefore already captured in projections of students generated from the above-detailed residential developments.

However, the District should monitor its enrollment in the period immediately following the opening of the new resort and update its enrollment projections if it begins having a great impact on student enrollment than anticipated.
SECTION E: SPATIAL ANALYSIS

The consultant utilized a computer mapping software, a Geographic Information System (GIS), to map and analyze the Wheatland Union High 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 dynamically 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. Figure 24 provides a visualization of the layers developed for the WUHSD specific GIS.

Figure 24. WUHSD GIS Layers
WUHSD Specific GIS Data

One of the most crucial pieces of GIS data that aids in the educational facility planning process is district-specific GIS data. When planning for facilities, districts might need to make 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.) enhances the decision-making process. Since WUHSD does not utilize any attendance boundaries, King created Planning Areas to conduct the spatial analysis. These Planning Areas are shown in Figure 25. Planning Area A corresponds with the Plumas Lake Specific Plan area, Planning Area C with the City of Wheatland, Planning Area D with Camp Far West, and Planning Area E with Beale Air Force Base. The remaining District areas outside of these more established communities became Planning Areas B and F.

Figure 25. WUHSD Planning Area Boundaries
**Student Data**

The consultant mapped the 2017-18 student information database by a process called geocoding. The address of each individual WUHSD student was matched in the WUHSD GIS. This resulted in a point on the map for each student (Figure 26). This map demonstrates the distribution of 2017-18 students (or lack thereof) in the various areas of the District.

**Figure 26. 2017-18 Student Resident Distribution**
**Student Densities**

Once the 2017-18 students were mapped, they were analyzed and displayed. Figure 27 shows the total number of WUHSD students residing in each planning area. In addition to these students residing within the WUHSD area, there are also 181 students residing outside of the District who attend WUHSD schools.

**Figure 27. 2017-18 9th-12th Grade Student Resident Totals**

![Student Resident Totals](image)

Planning Area A, encompassing the community of Plumas Lake, contains the highest number of students. In fact, 41.9% of the District’s enrolled students reside in Planning Area A. An additional 22% of the District’s students reside in Planning Area C, encompassing the City of Wheatland. Planning Area F, in the northern portion of the District, contains the fewest students with a total of 7.
Analysis of Students Residing outside of WUHSD

District-enrolled students residing outside of WUHSD were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. For these numbers, all students whose provided residence address is outside of the Wheatland Union High School District boundary are considered. Some of these students might include children of a parent working for the District, which is often the explanation for students traveling from relatively far away locations. Currently, there are 181 students enrolled in WUHSD who do not reside in the District, representing 23% of the District’s 2017-18 TK-8th grade enrollments.

Figure 28 depicts the current year non-resident students by their self-provided city of residence in District records. The largest numbers of non-WUHSD residents are coming into the District from the nearby communities of Linda, Olivehurst, and Arboga. Figure 29 displays the non-resident students by their school district of residence. WUHSD receives most of its non-resident students from the Marysville Unified School District.

Figure 28. 2017-18 WUHSD Students Residing outside of WUHSD by City of Residence

<table>
<thead>
<tr>
<th>City</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda</td>
<td>54</td>
</tr>
<tr>
<td>Olivehurst</td>
<td>45</td>
</tr>
<tr>
<td>Arboga</td>
<td>25</td>
</tr>
<tr>
<td>Marysville</td>
<td>13</td>
</tr>
<tr>
<td>Plumas Lake</td>
<td>12</td>
</tr>
<tr>
<td>West Linda</td>
<td>6</td>
</tr>
<tr>
<td>Yuba City</td>
<td>5</td>
</tr>
<tr>
<td>Lincoln</td>
<td>4</td>
</tr>
<tr>
<td>Rio Oso</td>
<td>3</td>
</tr>
<tr>
<td>Sheridan</td>
<td>3</td>
</tr>
<tr>
<td>Smartsville</td>
<td>3</td>
</tr>
<tr>
<td>Citrus Heights</td>
<td>2</td>
</tr>
<tr>
<td>Rocklin</td>
<td>2</td>
</tr>
<tr>
<td>Live Oak</td>
<td>1</td>
</tr>
<tr>
<td>Penn Valley</td>
<td>1</td>
</tr>
<tr>
<td>Pilot Hill</td>
<td>1</td>
</tr>
<tr>
<td>Sacramento</td>
<td>1</td>
</tr>
</tbody>
</table>
Inter-District Transfer Students out of WUHSD

As noted above, 181 students reside outside of WUHSD while being enrolled at Wheatland Union High School. During the 2018-19 school year, however, 133 students residing in WUHSD received approval for inter-district transfers to another school district. Figure 30 shows the District requested by these students. Well over half the WUHSD residents who transfer out request to go to the East Nicolaus Joint Union High School District, which is located directly to the south of WUHSD and is especially accessible via Highway 70 for residents of Plumas Lake.

Figure 30. 2018-19 Inter-District Transfers out of WUHSD by District Requested
SECTION F: ENROLLMENT PROJECTIONS

To effectively plan for facilities, boundary changes, or policy changes for student enrollments, school district administrators need 10-year enrollment projections.

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

- Historical and Projected Birth Data (used to project future kindergarten students in the feeder elementary school districts)
- Student Migration Rates
- New students generated by residential development

**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 Wheatland Union High School District by the California Department of Health Services using ZIP Codes and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly (Figure 31). The decline in births in 2009 and 2010 were the second are third largest since 1990. In 2017, Californians gave birth to 471,805 children, setting a record low since 1990 for the third straight year. 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.

As with State trends, births in Yuba County have declined since their 2007 peak, but in the County births are still higher than in the late 1990s and 2016 births increased 7.2% from 2015 totals (Figure 32).

---

2 The consultant utilized ZIP Codes 95692, 95903, 95961, and 95977.
Figure 31. California Births: 1991-2017

Source: California Department of Finance.

Figure 32. Yuba County Births: 1995-2016

Source: California Department of Finance.
In contrast, births in the Wheatland Union High School District increased during the period from 1998 through 2011. This increase in births was spurred by the development of a large number of new homes in Plumas Lake. Since peaking in 2011, however, births declined by 7.4% through 2017. Figure 33 demonstrates the total number of live births between 1995 and 2017 in the Wheatland Union High School District.

**Figure 33. WUHSD Births: 1995-2017**

![Births Graph]

Source: California Department of Public Health.

The number of children born to parents who live in WUHSD is significantly correlated with the size of the kindergarten/transitional kindergarten class five years later. Therefore, King uses recent birth data as the most important factor when projecting future kindergarten students for WUHSD’s feeder elementary school districts. Although there is a delay of several years before these children eventually enroll in high school, it is crucial to predict the size of future student cohorts who will ultimately become WUHSD students. Figure 34 demonstrates this relationship for all WUHSD kindergarten students, regardless of residence.
There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 10 and Figure 35 demonstrate the WUHSD birth-to-kindergarten 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 WUHSD births to WUHSD kindergarten enrollment peaked from 2005 through 2008 when residential development brought a large number of new families to the District. The ratio then steadily declined until 2014 but has now increased again in recent years. Currently, the birth-to-kindergarten ratio is 0.64, meaning that for every 100 births in 2013, about 64 children enrolled in WUHSD feeder district kindergarten classes five years later (in 2018). The birth-to-kindergarten ratios are analyzed and statistical calculations are applied to estimate future birth-to-kindergarten ratios.
### Table 10. Birth-to-Kindergarten Enrollment Ratios

<table>
<thead>
<tr>
<th>Birth Year</th>
<th>Births</th>
<th>Increase</th>
<th>Kindergarten Year</th>
<th>Kindergarten Enrollment (Includes TK)</th>
<th>Ratio of Births to Kindergarten Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>351</td>
<td>-7.1%</td>
<td>2000-01</td>
<td>199</td>
<td>0.57</td>
</tr>
<tr>
<td>1996</td>
<td>326</td>
<td>-0.6%</td>
<td>2001-02</td>
<td>214</td>
<td>0.66</td>
</tr>
<tr>
<td>1997</td>
<td>353</td>
<td>8.3%</td>
<td>2002-03</td>
<td>222</td>
<td>0.63</td>
</tr>
<tr>
<td>1998</td>
<td>301</td>
<td>-14.7%</td>
<td>2003-04</td>
<td>199</td>
<td>0.66</td>
</tr>
<tr>
<td>1999</td>
<td>310</td>
<td>3.0%</td>
<td>2004-05</td>
<td>219</td>
<td>0.71</td>
</tr>
<tr>
<td>2000</td>
<td>328</td>
<td>5.8%</td>
<td>2005-06</td>
<td>281</td>
<td>0.86</td>
</tr>
<tr>
<td>2001</td>
<td>342</td>
<td>1.4%</td>
<td>2006-07</td>
<td>299</td>
<td>0.87</td>
</tr>
<tr>
<td>2002</td>
<td>361</td>
<td>5.6%</td>
<td>2007-08</td>
<td>308</td>
<td>0.85</td>
</tr>
<tr>
<td>2003</td>
<td>366</td>
<td>1.4%</td>
<td>2008-09</td>
<td>306</td>
<td>0.84</td>
</tr>
<tr>
<td>2004</td>
<td>402</td>
<td>9.8%</td>
<td>2009-10</td>
<td>284</td>
<td>0.71</td>
</tr>
<tr>
<td>2005</td>
<td>467</td>
<td>16.2%</td>
<td>2010-11</td>
<td>305</td>
<td>0.65</td>
</tr>
<tr>
<td>2006</td>
<td>496</td>
<td>6.2%</td>
<td>2011-12</td>
<td>344</td>
<td>0.69</td>
</tr>
<tr>
<td>2007</td>
<td>542</td>
<td>9.3%</td>
<td>2012-13</td>
<td>306</td>
<td>0.56</td>
</tr>
<tr>
<td>2008</td>
<td>627</td>
<td>15.7%</td>
<td>2013-14</td>
<td>369</td>
<td>0.59</td>
</tr>
<tr>
<td>2009</td>
<td>654</td>
<td>4.3%</td>
<td>2014-15</td>
<td>356</td>
<td>0.54</td>
</tr>
<tr>
<td>2010</td>
<td>643</td>
<td>-1.7%</td>
<td>2015-16</td>
<td>380</td>
<td>0.59</td>
</tr>
<tr>
<td>2011</td>
<td>666</td>
<td>3.6%</td>
<td>2016-17</td>
<td>394</td>
<td>0.59</td>
</tr>
<tr>
<td>2012</td>
<td>652</td>
<td>-2.1%</td>
<td>2017-18</td>
<td>398</td>
<td>0.61</td>
</tr>
<tr>
<td>2013</td>
<td>614</td>
<td>-5.8%</td>
<td>2018-19</td>
<td>394</td>
<td>0.64</td>
</tr>
<tr>
<td>2014</td>
<td>627</td>
<td>2.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>622</td>
<td>-0.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>573</td>
<td>-7.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>617</td>
<td>7.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 35. Birth-to-Kindergarten Ratios**

![Birth-to-Kindergarten Ratios Graph]

The graph illustrates the ratio of births to kindergarten enrollment from 2000 to 2018, showing a trend that generally increases from 0.57 to 0.64 over the years.
The projected birth-to-kindergarten ratios are multiplied by the number of births each year to project future kindergarten enrollments. King anticipates the birth-to-kindergarten ratio will remain close to its 2017 and 2018 values in the near future. To project kindergarten classes beyond 2022, county birth projections from the California Department of Finance (DOF) are utilized.

**Student Migration Rates**

The methods of projecting student enrollment for WUHSD’s grades 9-12 and the feeder districts’ grades 1-8 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 9th grade students becomes a cohort of 125 10th grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year.
  - Positive migration could be indicative of numerous influences, including the in-migration of families with school age 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 9th grade students becomes a cohort of 75 10th grade students the following year. In this case, 25 students who were present the prior year are not enrolled in the current year.
  - These losses could be indicative of numerous influences including the closure of schools, District policy changes toward inter-district transfer students, losses to private and charter schools or other Districts, out-migration of families due to economic decline, etc.

---

2 These are net measurements.
As an example, in 2015-16 the District’s cohort of 9th graders was 198. A year later, this cohort became a 10th grade class of 190. Using this example, the rate of migration is calculated in the following way:

\[
\frac{190 - 198}{198} = -4.0\%
\]

The -4.0% change is a measure of the likelihood that a 9th grade class will become larger or smaller as it passes into 10th 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 2008, WUHSD experienced consistently negative migration of the 9th-11th grade population of one year into 10th-12th grade students the next year (Figure 36). The three most recent years were less negative than 2014 and 2015, which were among the most negative years on record.

**Figure 36. Migration Grades 9-11 > Grades 10-12**
As the above figures demonstrate, WUHSD experiences a range of generally negative migration at various grade levels and in various years. Figure 37 demonstrates the grade-to-grade migration of three recent WUHSD cohorts: the graduating classes of 2019, 2016, and 2013. All three cohorts showed the same general trend of decreased enrollment over time. This visualization emphasizes that the District can expect its student cohorts to decrease in size each year after they enter at 9th grade.

**Figure 37. Comparison of Cohorts**

To minimize the effects of an exceptional outlier, migration rates are calculated by averaging and weighting historical migration (Table 11).

**Table 11. Migration by Grade**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8&gt;9</td>
<td>-13.7%</td>
<td>-10.5%</td>
<td>-4.1%</td>
<td>-8.1%</td>
<td>3.0%</td>
<td>-3.2%</td>
<td>-13.5%</td>
<td>-14.1%</td>
<td>-12.7%</td>
<td>-18.5%</td>
</tr>
<tr>
<td>9&gt;10</td>
<td>-7.2%</td>
<td>-12.4%</td>
<td>-8.5%</td>
<td>-11.3%</td>
<td>-2.1%</td>
<td>-6.4%</td>
<td>-18.6%</td>
<td>-4.0%</td>
<td>-0.4%</td>
<td>-11.1%</td>
</tr>
<tr>
<td>10&gt;11</td>
<td>-4.5%</td>
<td>-9.3%</td>
<td>-1.1%</td>
<td>-10.3%</td>
<td>-4.3%</td>
<td>-10.6%</td>
<td>-12.0%</td>
<td>-9.7%</td>
<td>-8.9%</td>
<td>-7.0%</td>
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<tr>
<td>11&gt;12</td>
<td>-2.9%</td>
<td>-4.7%</td>
<td>-7.4%</td>
<td>-9.8%</td>
<td>2.9%</td>
<td>-11.1%</td>
<td>-0.6%</td>
<td>-5.4%</td>
<td>-8.2%</td>
<td>-4.0%</td>
</tr>
</tbody>
</table>
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 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 WUHSD. Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2018 9th graders become year 2019 10th graders, and the following year’s 11th graders, and so on. As a cohort moves through the grades, its total population will, as demonstrated above, most likely change. In WUHSD, cohorts are generally likely to decrease in size as they advance in grade. To project the size of incoming 9th grade cohorts, King utilized feeder elementary enrollments and birth-to-kindergarten ratios to project enrollment trends at WUHSD’s two feeder school districts.

Enrollment projections were prepared by calculating the grade-to-grade migration rates and combining the results of this migration with students anticipated to be generated by new residential development. King prepared a Most Likely, Low, and High enrollment projection to demonstrate plausible ranges of future WUHSD enrollment based on recent grade-to-grade migration values and different potential student generation rates as outlined in Section C.

Based on the Most Likely projection, WUHSD 9th-12th grade enrollments are projected to increase from 782 in the current year to 1,115 by 2028-29. The enrollment increases projected for WUHSD are due to a combination of factors:

- The current 8th grade cohort in WUHSD’s feeder district is the largest in at least a decade. When this cohort replaces the current 12th grade cohort next year, the District will realize an immediate gain in total enrollment.
- Based on the enrollment growth of the feeder elementary districts, even larger cohorts will be moving into high school in the coming years. Each time one of this cohorts enters, especially in years when they are replacing a smaller graduating cohort, total enrollment will increase.
Currently approved residential development is anticipated to peak from 2020 through 2022.

These positive influencing factors more than offset the District’s negative grade-to-grade migration (the tendency of cohorts to decline in size over time).

After 2022, the size of the incoming cohorts and the graduating cohorts they are replacing is likely to become less drastic, leading to slower enrollment growth. There is also less residential development currently anticipated during this time. These factors result in the more gradual growth shown at the end of the projection period.

Table 12 shows the total enrollment of WUHSD’s two feeder elementary school districts. This demonstrates the generally consistent 8th grade cohort sizes that came through the feeders from 2008 through 2014. The green-shaded cells highlight the significantly larger sizes of current-year cohorts who will enter 9th grade from 2019 through 2022. The orange-shaded cells show the even larger cohorts that will move into the District even further into the future.

<table>
<thead>
<tr>
<th>Grade</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
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<tbody>
<tr>
<td>K</td>
<td>306</td>
<td>284</td>
<td>305</td>
<td>344</td>
<td>306</td>
<td>369</td>
<td>356</td>
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<td>294</td>
<td>274</td>
<td>282</td>
<td>323</td>
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<td>4</td>
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<td>210</td>
<td>198</td>
<td>222</td>
<td>229</td>
<td>269</td>
<td>268</td>
<td>238</td>
<td>293</td>
</tr>
</tbody>
</table>

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 2028-29 are provided in Tables 13 through 15.

Table 13. District-wide 10-Year Most Likely Enrollment Projection

<table>
<thead>
<tr>
<th></th>
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<td>251</td>
<td>243</td>
<td>252</td>
<td>277</td>
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<td>281</td>
<td>291</td>
<td>307</td>
<td>304</td>
<td>301</td>
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<tr>
<td>10</td>
<td>208</td>
<td>185</td>
<td>242</td>
<td>235</td>
<td>243</td>
<td>264</td>
<td>233</td>
<td>268</td>
<td>278</td>
<td>292</td>
<td>290</td>
</tr>
<tr>
<td>11</td>
<td>214</td>
<td>195</td>
<td>177</td>
<td>228</td>
<td>223</td>
<td>229</td>
<td>248</td>
<td>219</td>
<td>252</td>
<td>260</td>
<td>274</td>
</tr>
<tr>
<td>12</td>
<td>166</td>
<td>206</td>
<td>190</td>
<td>174</td>
<td>222</td>
<td>215</td>
<td>221</td>
<td>239</td>
<td>212</td>
<td>242</td>
<td>251</td>
</tr>
<tr>
<td>Total</td>
<td>782</td>
<td>836</td>
<td>852</td>
<td>889</td>
<td>965</td>
<td>951</td>
<td>983</td>
<td>1,018</td>
<td>1,048</td>
<td>1,099</td>
<td>1,115</td>
</tr>
</tbody>
</table>
Table 14. District-wide 10-Year Low Enrollment Projection

<table>
<thead>
<tr>
<th>Grade</th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>194</td>
<td>246</td>
</tr>
<tr>
<td>9</td>
<td>208</td>
<td>178</td>
</tr>
<tr>
<td>10</td>
<td>214</td>
<td>192</td>
</tr>
<tr>
<td>11</td>
<td>166</td>
<td>202</td>
</tr>
<tr>
<td>Total</td>
<td>782</td>
<td>818</td>
</tr>
</tbody>
</table>

Table 15. District-wide 10-Year High Enrollment Projection

<table>
<thead>
<tr>
<th>Grade</th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>194</td>
<td>256</td>
</tr>
<tr>
<td>9</td>
<td>208</td>
<td>187</td>
</tr>
<tr>
<td>10</td>
<td>214</td>
<td>197</td>
</tr>
<tr>
<td>11</td>
<td>166</td>
<td>208</td>
</tr>
<tr>
<td>Total</td>
<td>782</td>
<td>848</td>
</tr>
</tbody>
</table>

**Additional Students from Anticipated Development**

The enrollment projections presented above incorporate students estimated to be generated from residential development that is likely to occur within the next five years. However, as referenced in Section D, there are thousands of potential new residential units that have been at least tentatively approved between the City of Wheatland and Yuba County. In total, 22,657 new residential units are planned within the District.

Assuming the District’s current yield of 0.085 9th-12th grade students per unit as shown in Section C, this will result in 1,926 additional high school students over the full build out of these projects. This estimate is only for 9th-12th grade students directly generated by the development and does not include K-8th grade students generated who will also move into high school as they age.

However, the construction and/or modernization of new high school facilities could result in a higher rate of student generation, as families with high school age children would be more likely to move to these developments and fewer students would likely choose to transfer to another school district via inter-district transfer, especially in the Plumas Lake area. Assuming a State-average 9th-12th grade student generation rate of 0.2 student per unit after considering these conditions, the 22,657 units could result in 4,531 additional high school students directly generated for WUHSD to house.

As these developments continue to be constructed, it is crucial for the District to monitor their progress and the impact they will have on facilities needs.
SECTION G: FACILITY ANALYSIS

In order to determine the future facility needs of the Wheatland Union High School District, it is necessary to identify the ability of the District’s existing facility to adequately serve enrollments.

Facility Capacity

To identify the ability of the Wheatland Union High School District to house future enrollments, it is necessary to calculate the student capacity of the District’s school facility. Student capacities can be measured differently depending on which rooms are identified as classrooms and the current program usage of each classroom. To provide an adequate educational environment for students, the following factors must be considered to attain the goal of optimum capacity for each site: site size (acreage), portable classrooms, and appropriate classroom capacity standards to accommodate students. Therefore, each site must be surveyed and assigned a capacity according to these factors. The consultant analyzed the District’s current high school site to calculate capacities. In addition to the current capacity, King considered the following factors to determine if additional classrooms could be added to the site:

- Asphalt Play Area;
- Turf Area;
- Electrical Infrastructure;
- Sewer/Water infrastructure;
- Sets of restrooms;
- Ancillary spaces for support;
- Drop off/pick up area for parents and busses;
- Student safety aspects;
- Office Support Space.

Facility Capacity Analysis

Table 16 outlines the State loading factors utilized for WUHSD. Regular classrooms serving grades 9-12 were loaded at 27 students per classroom; Special Education Classrooms were loaded at 9 for Severe Special Education students and 13 for Non-Severe Special Education Students. Classrooms that were less than 700 square feet, resource rooms, or rooms otherwise not used for student instruction were not loaded.
Table 16. State and District Loading Factors for All Schools

<table>
<thead>
<tr>
<th>Room Use</th>
<th>State Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th-12th Grade Classroom</td>
<td>27</td>
</tr>
<tr>
<td>Special Education: Severe</td>
<td>9</td>
</tr>
<tr>
<td>Special Education: Non-Severe</td>
<td>13</td>
</tr>
</tbody>
</table>

The capacity of Wheatland Union High School is based on 2017-18 room utilization. The capacity, as it compares to current and projected enrollments, is outlined in Figure 38.

Figure 38. Wheatland Union High School Capacity and Projected Enrollment

Based on State loading factors, Wheatland Union High School has adequate total capacity to house currently enrolled students, but projected increases in enrollment will create strain on the District’s existing facility over the next five to seven years. The District should carefully monitor its enrollment trends in the near future, as the school site could require additional capacity sooner if development or other influencing factors cause enrollment to increase more rapidly than currently projected.

School Site Size
The size of a school’s site has a direct impact on the educational effectiveness of the school. The site size must be adequate to provide sufficient area for physical education (playgrounds, athletic fields), buildings, and parking. A school site should also be large enough to handle additional classrooms should
capacity be needed as 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.

The Wheatland Union High School site is 34.02 acres. Based on its current enrollment, CDE recommended acreage for the site is 33.5 acres (for up to 1,200 students).

**Site Maps**
Detailed site maps have been prepared and are included as Figures 39 and 40.
Figure 40. Detailed Site Map
Site Visit and Detailed Facility Analysis

Site Summary

Space is incredibly limited at Wheatland Union High School. As enrollments continue to grow the site will become more impacted, and the District will need to develop a plan to house additional students in the upcoming years.

The buildings at Wheatland Union High School are overall well maintained and in good operating condition, but there is a significant modernization need campus-wide. Some of the major building systems are approaching the end of their estimated useful life and all the classroom wings would benefit from even minimal modernization.

Modernization Needs

The entire campus would benefit greatly from a comprehensive modernization effort. However, our estimates show that this work would require a capital investment of over 34.7 million dollars as illustrated in Table 17.

Table 17. Modernization Costs

<table>
<thead>
<tr>
<th>Building ID</th>
<th>Area</th>
<th>Cost per SF</th>
<th>Construction Cost</th>
<th>Soft Costs</th>
<th>Modernization Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building A - Locker Room</td>
<td>11,425 sf</td>
<td>$275</td>
<td>$3,141,875.00</td>
<td>$785,468.75</td>
<td>$3,927,343.75</td>
</tr>
<tr>
<td>Building A - North Gym</td>
<td>9,225 sf</td>
<td>$200</td>
<td>$1,845,000.00</td>
<td>$461,250.00</td>
<td>$2,306,250.00</td>
</tr>
<tr>
<td>Building A - Foyer and Snack bar</td>
<td>2,950 sf</td>
<td>$150</td>
<td>$442,500.00</td>
<td>$110,625.00</td>
<td>$553,125.00</td>
</tr>
<tr>
<td>Building A - Cafeteria &amp; Kitchen</td>
<td>4,800 sf</td>
<td>$275</td>
<td>$1,320,000.00</td>
<td>$330,000.00</td>
<td>$1,650,000.00</td>
</tr>
<tr>
<td>Building A - Music Room</td>
<td>4,400 sf</td>
<td>$275</td>
<td>$1,127,500.00</td>
<td>$281,875.00</td>
<td>$1,409,375.00</td>
</tr>
<tr>
<td>Building B - Administration</td>
<td>3,460 sf</td>
<td>$275</td>
<td>$951,500.00</td>
<td>$237,875.00</td>
<td>$1,189,375.00</td>
</tr>
<tr>
<td>Building C - Classroom Wing</td>
<td>9,990 sf</td>
<td>$275</td>
<td>$2,747,250.00</td>
<td>$686,812.50</td>
<td>$3,434,062.50</td>
</tr>
<tr>
<td>Building D - Classroom Wing</td>
<td>9,900 sf</td>
<td>$275</td>
<td>$2,722,500.00</td>
<td>$680,625.00</td>
<td>$3,403,125.00</td>
</tr>
<tr>
<td>Building E - Vocational Arts</td>
<td>14,500 sf</td>
<td>$275</td>
<td>$3,987,500.00</td>
<td>$996,875.00</td>
<td>$4,984,375.00</td>
</tr>
<tr>
<td>Building E - Restrooms</td>
<td>2,200  sf</td>
<td>$350</td>
<td>$770,000.00</td>
<td>$192,500.00</td>
<td>$962,500.00</td>
</tr>
<tr>
<td>Building F - Classroom Wing</td>
<td>9,990 sf</td>
<td>$275</td>
<td>$2,747,250.00</td>
<td>$686,812.50</td>
<td>$3,434,062.50</td>
</tr>
<tr>
<td>Building G - Classroom Wing</td>
<td>9,990 sf</td>
<td>$275</td>
<td>$2,747,250.00</td>
<td>$686,812.50</td>
<td>$3,434,062.50</td>
</tr>
<tr>
<td>Library Building</td>
<td>5,980  sf</td>
<td>$275</td>
<td>$1,644,500.00</td>
<td>$411,125.00</td>
<td>$2,055,625.00</td>
</tr>
<tr>
<td>South Gym</td>
<td>5,700  sf</td>
<td>$275</td>
<td>$1,567,500.00</td>
<td>$391,875.00</td>
<td>$1,959,375.00</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td></td>
<td></td>
<td><strong>$34,702,656.25</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Critical Needs

Given the significant cost requirement of a campus wide modernization project and the limited resources currently available the following projects have been identified as critical projects that can be undertaken immediately to meet a current facility need.

Campus Wide Roof Replacement / Maintenance

There is a need to either replace or reroof a significant portion of the entire campus. This work can be approached through either replacement of the existing built up roof with a new built up roof, the replacement of the roof with a new single ply roof or covering the existing roof with a roof sealant.

Currently the cost of built up roofing is estimated at $20 per square foot installed, single ply roofing is estimated at $25 per square foot installed, and a simple roof coating is estimated at $10 per square foot installed. The high school has approximately 125,000 square feet of roofing, resulting in the following estimated project costs for a roof replacement and/or maintenance project:

- Built Up Roof Replacement Project: $2,500,000
- Single Ply Roof Replacement Project: $3,125,000
- Roof Coating Project: 1,250,000

At this time, it is recommended that the District performing a campus wide roof survey to determine the current state of all roofs and determine which areas require immediate attention. Many roofing companies will perform this assessment and help develop a mitigation strategy for little to no cost.

Campus Wide HVAC Upgrade

There is a need to upgrade the HVAC Systems throughout the campus. A large portion of the HVAC system was replaced in 2003 but those units are approaching the end of their estimated useful life while other systems don’t appear to have been modernized in over 30 years. This results in expensive energy bills for the District and reduced comfort for the students and staff.

Given the nature of the existing HVAC system it is difficult to estimate the cost of upgrading the HVAC system. At this time, it is recommended that the District retain the services of a Mechanical Engineer and Architect to perform an HVAC assessment and feasibility study. This study should cost less than $30,000 and would provide an assessment of the existing HVAC system, options for replacement, and an estimated project cost.
Soft Modernization of the Classroom Wings (Trent will update with current info)

The classroom wings would benefit greatly from even minimal modernization. The District has currently bid a project that will replace the ceiling tiles, lights, lockers, flooring and repaint the interior. The project will also upgrade the fire alarm, science casework, and increase accessibility throughout the buildings. This work is currently DSA approved and pending a board meeting to award a construction contract to REM Construction for $2,902,262.

Addition of Parking Lot Lighting

The addition of parking lot lighting would increase campus safely and help the aesthetic of the campus overall. The parking lot is approximately 58,000 sf which would result in an estimated cost of $225,000 dollars to add lighting.

Replacement of the Football Field Bleachers and Press Box

The bleachers and press box at the football field have exceeded their estimated useful life and should be replaced. The estimated replacement cost for these facilities is currently 1.1 million dollars total project cost.

Table 18. Critical Needs Cost Summary

<table>
<thead>
<tr>
<th>Critical Need</th>
<th>Construction Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Wide Roofing</td>
<td>$1,250,000 - $3,125,000</td>
</tr>
<tr>
<td>HVAC Feasibility Study</td>
<td>$30,000</td>
</tr>
<tr>
<td>Soft Modernization of all Classroom Wings</td>
<td>$2,902,262</td>
</tr>
<tr>
<td>Addition of Parking Lot Lighting</td>
<td>$225,000</td>
</tr>
<tr>
<td>Replacement of Football Field Bleachers and Press Box</td>
<td>$1,100,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,507,262 - $7,382,262</strong></td>
</tr>
</tbody>
</table>

New Construction Needs

Based on the enrollment projections provided in this study, Wheatland Union High School will have a future need to accommodate approximately 100-250 additional students beyond its current capacity. This housing need could be met in an 8,000 square foot classroom building. Average construction costs are currently at $500 per square feet which would result in an estimated construction cost of 4 million dollars and a total project cost of $5.32 million when soft costs are included.
The District is also considering using Career Technical Education Facility Program funding to construct new classrooms for the Agriculture CTE Program that could also provide at least some of the new classroom space the school will need in the future.

**Future Campus Development**

The construction of a new high school campus would currently be a multi-year 150-million-dollar investment of time, energy and resources. While we do not see an immediate need to develop a new campus, it is important to outline the magnitude of the project for future planning. We would encourage the District to continue aggressively mitigating all development within the District and update your demographic study and enrollment projections to ensure the planning process can start when necessary to ensure the needs of your future students are met as they arise.
SECTION H: FACILITY FUNDING ANALYSIS

The Wheatland Union High School District will need to continue to monitor enrollments and gauge future facility needs. Funding sources for all projects will be reviewed as King Consulting works with District staff to match local bond dollars to maximize the ability of the WUHSD to provide 21st century learning facilities.

This section outlines the State and Local funding opportunities available to the District and provides the District’s current eligibility in specific State programs. The District is currently applying for funding from a variety of State programs as detailed below, in an effort to maximize the impact of the community’s bond dollars.

**State School Building Program**

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

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

**School Facility Program Funding Sources**

**Modernization**

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. Until recently, the District had never applied for any SFP Modernization funding. However, the District is currently in the process of submitting applications for Modernization reimbursement for projects it completed in the past and will submit additional applications for upcoming Modernization work. Table 19 outlines the projects the District is applying for.

Table 19. WUHSD SFP Modernization Project Applications

<table>
<thead>
<tr>
<th>Project Description</th>
<th>State Share (60%)</th>
<th>District Share (40%)</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas Line Extension (Reimbursement)</td>
<td>$36,690</td>
<td>$24,460</td>
<td>$61,150</td>
</tr>
<tr>
<td>Restroom Remodel and WiFi Upgrade (Reimbursement)</td>
<td>$1,065,119.16</td>
<td>$710,079.44</td>
<td>$1,775,198.60</td>
</tr>
<tr>
<td>Field Bleachers (Also applying as Facility Hardship)</td>
<td>$600,000</td>
<td>$400,000</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Classroom Modernization</td>
<td>$1,741,357</td>
<td>$1,160,905</td>
<td>$2,902,262</td>
</tr>
<tr>
<td>Lights, Gym Bleachers, Field Leveling</td>
<td>$180,000</td>
<td>$120,000</td>
<td>$300,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 20 outlines the District’s current SFP Modernization eligibility.

Table 20. SFP Modernization Eligibility

<table>
<thead>
<tr>
<th>School</th>
<th>State Share (60%)</th>
<th>District Share (40%)</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheatland HS</td>
<td>$6,191,150</td>
<td>$4,127,433</td>
<td>$10,318,583</td>
</tr>
</tbody>
</table>

**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

---

3 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.

4 These estimated figures require the Office of Public School Construction review and approval of the eligibility. Funding estimates do not include potential additional eligible augmentations. These estimates require the Office of Public School Construction review and approval of funding application documents.
funding is only provided for classrooms and cannot be utilized for ancillary facilities (with the exception of the MEF program outlined in the next section).

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

Documents were recently submitted to the Office of Public School Construction to update WUHSD’s New Construction eligibility. Subject to review and approval by OPSC and the State Allocation Board, the District’s estimated SFP New Construction eligibility is provided in Table 21.

Table 21. SFP New Construction Eligibility

<table>
<thead>
<tr>
<th>School</th>
<th>State Share</th>
<th>District Share (50%)</th>
<th>Total Project Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheatland HS</td>
<td>$17,367,648</td>
<td>$17,367,648</td>
<td>$34,735,296</td>
</tr>
</tbody>
</table>

**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. The District may want to explore this option for funding of ancillary facilities.

**Career Technical Education**

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

CTE provides a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The California Department of Education (CDE) currently recognizes 15 industry sectors; each sector contains several pathways. Districts must submit grant applications (when the cycle is available) to the CDE who then reviews and scores the grants. If the
District receives an adequate score, the District then has 12 months to submit State approved plans and specifications, and a detailed cost estimate to the OPSC for funding.

With the passage of Proposition 51, an additional $500 million has been made available for the CTEFP.

- $125 million was exhausted in the first round of funding, which ended in November 2017.
- $125 million is available in the second round of funding, for which applications were due October 19, 2018.
- The remaining $250 million will become available in future rounds.

WUHSD, in cooperation with King Consulting, applied for one project in the current round of funding, shown in Table 22. The District scored very highly in this competitive process and is currently completing the funding applications required for formal award of the funding. The District anticipates formally being approved in May 2019, at which point it can begin seeking the necessary plan approvals for the project to move forward.

**Table 22. Current CTEFP Funding Applications**

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>OPSC Funding</th>
<th>District Project Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>$3,000,000</td>
<td>$3,000,000</td>
</tr>
</tbody>
</table>

**Seismic Project Funding**

The Seismic Mitigation Program is a subset of the Facility Hardship program that provides for the seismic repair, reconstruction, or replacement of the “most vulnerable” school facilities. Prior to submitting an application to the Office of Public School Construction (OPSC) under the Seismic Mitigation Program (SMP), districts must obtain a letter from the Division of the State Architect (DSA) stating that the facility being considered is a qualifying Category 2 building. In addition to the qualifying building type, projects must meet all of the following requirements:

1. The construction contract was executed on or after May 20, 2006.
2. The project funding provided shall be the minimum work necessary to obtain DSA approval.
3. The building is designed for occupancy by students and staff.
4. The DSA concurs with a structural engineer’s report that identifies structural deficiencies in accordance with the requirements of DSA Procedure 08-03. In addition, if building eligibility is
based on the presence of faulting, liquefaction, or landslide, California Geological Survey must concur with a geologic analysis.

**Facility Hardship**

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

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

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

WUHSD has one Facility Hardship application currently being processed by the State, as shown in Table 23. Additionally, the replacement of the field bleachers shown in Table 19 could become a Facility Hardship request, but this is not certain at this time.

**Table 23. WUHSD Facility Hardship Projects**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Electrical Repair</td>
<td>$110,621</td>
</tr>
</tbody>
</table>

**Local Funding Sources**

The Wheatland Union High School District has been proactive in maintaining facilities in order to serve the student population in the past 15 years. With the community’s support for a bond election, and the District’s participation in the State Deferred Maintenance/Critical Hardship program, the District was able to modernize existing facilities (Quad project, restroom renovations, wireless infrastructure upgrade, roofing, HVAC, etc.) and construct a new snack bar. As shown above, by applying for Modernization funding for these projects, the District will be able to stretch this generous local contribution even further once the State’s portion of the funds are reimbursed.
General Obligation Bond
The WUHSD passed a General Obligation Bonds in 2012 for approximately $9 million dollars. The District has undertaken this study to analyze and prioritize future capital facility projects in order to maximize their remaining bond dollars and obtain State matching funds.

Surplus Property
The District owns the following surplus properties:
1. One 50-acre site in Plumas Lake.

Developer Mitigation/Developer Fees
The District has been collecting Level I developer fees in order to assist in funding facility needs at its site. 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 I: HOUSING OPTIONS & FUNDING PLAN

As demonstrated in Sections G and H, the Wheatland Union High School District has pressing facility needs as well as multiple sources of potential funding to begin meeting those needs. This section will summarize the District’s upcoming projects along with the funding it will need to have on hand to obtain matching State funds as applicable. Table 24 recaps the projects the District is currently undertaking.

Table 24. Currently Planned WUHSD Capital Facilities Projects

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Approximate District Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTEFP Agriculture Classrooms/Labs</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>Field Bleachers</td>
<td>$400,000</td>
</tr>
<tr>
<td>Classroom Modernization</td>
<td>$1,160,905</td>
</tr>
<tr>
<td>Lights, Gym Bleachers, Field Leveling</td>
<td>$120,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,680,905</strong></td>
</tr>
</tbody>
</table>

The CTEFP project as currently proposed will involve the new construction of a 6,696 square foot laboratory building housing three full size, 21st-Century laboratory spaces. The grant will also cover work to modernize and expand the existing Agricultural Mechanics metal shop by incorporating the adjacent discontinued auto shop, and procuring new, industry standard equipment for the program.

The classroom modernization will replace the ceiling tiles, lights, lockers, and flooring of every classroom wing at WUHS., along with full interior repainting. The project will also upgrade the fire alarm system, science casework, and create increased accessibility throughout the buildings.

Additional work will replace the field bleachers and press box, the gym bleachers, parking lot lighting, and improve the existing field.

With the completion of these projects, WUHS students and the community will have a facility that better supports everyone who uses it.

However, even with State funding to stretch local money, the District will need almost $4.7 million in local funding to complete all the projects it is already planning. There will then still remain millions of dollars in critical modernization needs and tens of millions of dollars in potential additional modernization work to continue working toward.

While WUHSD is working diligently to maximize State funding by applying for the reimbursement of approximately $1.1 million in local bond funding spent on previously completed projects, this State
funding will not be realized for several years due to the pace at which the Office of Public School Construction can process applications. In the meantime, the District should attempt to pass a new local bond so that the much needed work identified in this Facility Master Plan can be completed in a timely manner.
SECTION J: CONCLUSION AND RECOMMENDATIONS

Conclusion and Recommendations

The Wheatland Union High 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 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. In order to effectively house future students, and to uphold the District’s philosophies and goals, the District will need to add capacity to accommodate approximately 100-250 students over the next ten years.

2. The District should continue to plan for its most critical modernization needs, moving forward with the projects it has identified as its top priorities.

3. The District should pass a new local bond if possible.

4. The District should continually monitor residential development throughout the District, as market conditions may change and cause shifts in construction schedules that may impact projected enrollments.

5. The District should continue to proactively pursue developer mitigation for all future residential development projects.

6. The District should work to maximize funding from the State School Facility Program to augment local bond dollars and allow for greater scope of capital facility construction projects.

7. Consider exploring joint use projects with community groups and organizations, city government agencies, and other resources in order to accommodate and improve these programs which meet the needs of a diverse student population.

8. Maintain relationships with the City of Wheatland and Yuba County in order to continue to plan for the most effective use of its facilities in addition to the potential for new facilities.

9. Review and update this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.
SOURCES

California Basic Educational Data System. California Department of Education.

California Department of Health Services, Vital Statistics.

California Department of Finance, Demographic Research Division.


California State Department of Finance, Demographic Research Unit. Population and Housing Estimates for California Cities and Counties, Report E-5. Birth Rate Projections by County and Historical Birth Rates.

City of Wheatland.

County of Yuba.

King Consulting, Original Research.


Survey Results Presentation for Wheatland Union High School District

by

Isom Advisors,
a Division of Urban Futures, Inc.

April 2019

1470 Maria Lane, Ste. 315 - Walnut Creek, CA 94596
Methodology

The Wheatland Union High School District is currently assessing the feasibility of placing a general obligation bond measure on an upcoming ballot.

A survey was conducted from Monday March 25th through Friday March 29th to assess support for the proposed bond measure.

The survey tested voter attitudes regarding the District, projects, tax tolerances, and a possible local school facilities improvement bond program.

330 households were contacted, which resulted in an overall margin of error of +/- 5.26%.
General Questions

Would you say education at the high school in your community is headed in the right direction or the wrong direction?

- Wrong Direction: 7%
- Right Direction: 41%
- Don't Know: 52%

Do you have any children or grandchildren who are now attending school in the Wheatland Union High School District?

- Yes - Currently: 28%
- Yes - In the Past: 8%
- No - Never: 63%
- Don't Know: 1%
At this time, the Wheatland Union High School District is looking to make classroom and school facility improvements and is considering placing a school improvement bond measure before voters in your community on an upcoming ballot. Let me read you the proposed measure:

"To improve the quality of education; modernize/renovate/construct classrooms, restrooms and school facilities; repair or replace leaky roofs; and repair/replace outdated heating ventilation and air-conditioning systems; shall Wheatland Union High School District issue $16,000,000 of bonds at legal interest rates, generating on average $835,000 annually as long as bonds are outstanding at a rate of approximately 3 cents per $100 assessed value, with annual audits, independent citizens' oversight committee, NO money for salaries and all money staying local?"
G.O. Bond Projects

All projects tested below received 60% support and above

Wheatland Union High School District

For each project, please tell me whether it would make you More Likely or Less Likely to vote in favor of the measure if you knew funds would be used to:

- Repair or replace leaky roofs
- Modernize/renovate/construct classrooms, restrooms and school facilities, including Ag and welding classrooms
- Repair or replace outdated heating, ventilation and air-conditioning systems
- Improve P.E. fields and facilities for school and community use
- Improve energy-efficiency by installing solar panels
- Construct a new multi-purpose room and cafeteria

Legend:
- Much More Likely
- Somewhat More Likely
- No Difference
- Don't Know
- Somewhat Less Likely
- Much Less Likely

55%
Tax Tolerances

There was some tax rate sensitivity to highest rate tested

If the proposed measure would cost property owners $35/$30 per $100,000 of assessed valuation per year, would you be More or Less Likely to vote "yes" in Favor of or "no" to Oppose the measure?

- $35.00
  - Much/Somewhat Less: 40%
  - Less: 53%
  - Much/Somewhat More: 4%
  - No Difference: 3%
  - Don't Know: 0%

- $30.00
  - Much/Somewhat Less: 34%
  - Less: 3%
  - Much/Somewhat More: 61%
  - No Difference: 2%
  - Don't Know: 0%
If the proposed measure would cost property owners $25/$19 per $100,000 of assessed valuation per year, would you be More or Less Likely to vote "yes" or Favor of or "no" to Oppose the measure?
Ballot Measure

Support increased after voter education

Wheatland Union High School District

- Now that you have heard some more information regarding the proposed projects and cost, if the election were held today, would you vote YES in favor of the measure or would you vote NO to oppose the measure?
Conclusions and Recommendations
Conclusions and Recommendations

Majority of voters believe in more funding

- Initial support for the measure was 65.8% Yes (2.4% Lean Yes), with 10.9% Undecided; after education support for the measure was 68.5% Yes (1.5% Lean Yes), with 6.7% Undecided.

- All projects tested received over 60% voter support.

- Voters were supportive of a $30 tax rate.

- Support is above the 55% voter approval threshold; we recommend the District to continue to reach out to and educate the community, and plan on placing a bond measure on a 2020 ballot.