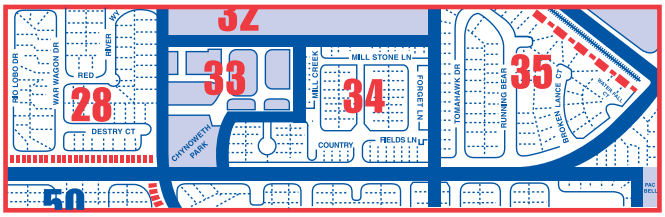
ENROLLMENT PROJECTION CONSULTANTS

Providing School Districts with Accurate Enrollment Forecasts by Location

Area 32
Older Mobile Home Park
450 units, 90 K-8 students, 0.20 SGR

Area 28
Recent Upper-Income Det. Homes
218 units, 85 K-8 students, 0.39 SGR

Area 33
Recent Upscale Townhouses
82 units, 9 K-8 students, 0.11 SGR



Area 34
Recent Middle-Income Det. Homes
94 units, 33 K-8 students, 0.35 SGR

Area 35
Older Middle-income Det. Homes
89 units, 57 K-8 students, 0.64 SGR

Elementary and Middle School
Attendance Boundaries

Superintendent Sean McPhetridge, Ed.D.
Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019

March 28, 2023

Dear Superintendent McPhetridge:

This is the concluding documentation to the enrollment forecast update. We begin with the summary below and then provide some background information. Subsequent sections follow the order of the tables, starting with the projections in Tables 1 and 2 and then the underlying factors to those numbers in Tables 3 to 8. The appendices provide more detail for those who want to delve further into the data.

Projections Summary

There are some key findings in the latest data that warrant projecting a significant further decline in the total Cabrillo Unified School District (henceforth "CUSD" or "district") enrollment. One of these findings is that the four latest kindergarten enrollments are much smaller than any in decades in the CUSD. The average in those kindergartens is down by 20% from the average in 2015 to 2019 and by 36% from the average in the 19 years before then. Another key finding is that the three latest TK (transitional kindergarten) totals from the traditional three-month birthdate eligibility period are down by 35% from the average in 2014 to 2019. A third key finding is that the local birth totals are lower than in the past, with the average relevant to the next four kindergartens being 9% below the average relevant to the current and six preceding kindergartens. These findings strongly indicate mainly maturing families and continued low kindergarten totals in the five-year forecast period. At the same time that those small pending kindergarten enrollments should occur, much larger totals will graduate from twelfth grade. Next fall's enrollment, for example, will have lost the large current class of 282 twelfth graders while adding only a projected 161 kindergartners.

The projected total enrollments, compared to the "current" (October 5, 2022) figure, decline by 80 in 2023 (i.e., to October 1, 2023), 195 in two years and 272 in five years. As significant as these reductions are, they are at a slower rate than the loss of 407 students in the district total since 2019 (three years).[1] Part of the reason for this projected reduced rate of overall decline is expansion of TK from having three eligible birth months in past years to five months this year and twelve months starting in 2025. Students from new housing also will contribute to this slower rate of enrollment decline.

These expected enrollment reductions occur mainly in the high school total, with the potential for a small eventual net gain in the elementary total. The projected decline to next October is by 51 high school students compared to

[1] Whenever just a year is stated, such as 2019, the reference is for, or in the year or years to or from, early October of that year. These figures cover all regular, SDC (Special Education) and Alternative Education students in TK through twelfth grade in student files that were provided to Enrollment Projection Consultants (EPC) by the CUSD. A small number of NPS (Non-Public-School special needs) and preschool SDC students are excluded.

losses of just 15 middle school and 14 elementary students. The following year has cumulative reductions, compared to the current totals, by 33, 17 and 145 elementary, middle and high school students, respectively. Nearly three-fourths of the total projected decline to 2024 is thus at the high school level. Thereafter the elementary total is forecast for a modest rebound, while the middle and high school enrollments fall further. The net projected five-year differences are 40 more elementary students, 61 fewer middle school students and a huge reduction by 251 high school students. These different degrees of falling middle and high school enrollments are mainly due to the current student distribution through the grades. Note, however, that if not for expansion of eligibility for TK, the elementary total also would be projected for a decline from 2022 to 2027.

Planned and potential new housing is a factor in these projections. The forecast has 93 elementary, 31 middle and 29 high school students in 2027 who will be coming from new housing developments built in the next five years. These could be optimistic numbers, with some of those residences not being occupied until after 2027.

Background Information

I have provided in-depth enrollment forecasts covering more than 70 school districts since 1985. My firm specializes in these more thorough studies, where every key component of the recent trends is determined, analyzed, compared to the knowledge gained from our experience in over 400 previous studies, and then projected. To do this, we will drive literally every street in our first study for a district to learn the community and divide it into suitable planning areas. These areas represent a single dominant housing type wherever feasible, including by subjective price ranges and average home and parcel sizes. We have found that even subtle differences in residential type and value can generate divergent student trends in some districts.

Total District Enrollment Trends and Projections

The total enrollment dropped by over 1,000 students, or greater than 25%, since 1996, as is shown in Table 1 on page 3. There was a decline in all but one year from a high point achieved in 1997 (3,879) to a low reached in 2011 (3,316), for a 14-year reduction by more than 500 students. The total then rose slightly to 3,369 in 2014, but since then has been in an unmitigated decline, including to 3,136 in 2019 and to just 2,741 last year and 2,729 this year. Those are losses of 233 students in the five years from 2014 to 2019 and 407 students in the three years after 2019. Most of the latter, however, occurred in the main pandemic-impacted years of 2020 and 2021. So while the pandemic clearly exacerbated the enrollment decline, there was a significantly falling enrollment trend from long before the pandemic started.[2]

The projected enrollment is down by 80 students in 2023 (i.e., from October 5, 2022, to October 1, 2023) and cumulative amounts of 195 students in two years, 243 students in three years and 272 students to both 2026 and 2027. Note that after the 80- and 115-student reductions in each of the next two years, the degree of annual decline eases to being by 48 more students in 2025, 29 more students in 2026 and no additional students from 2026 to 2027. This is mainly due to a combination of the projected TK and kindergarten amounts and the relative sizes of the graduating twelfth grade classes; the current eleventh and twelfth grade classes are exceptionally large and those will be graduating at the end of this year and next. These projected cumulative reductions, while significant, are nonetheless at a slower average annual rate than the loss of 407 students since 2019.

Notably different amounts of change are forecast between the elementary, middle school and high school grade levels. The high school total (including Pilarcitos High and Alternative Education students) has not shifted greatly since 2002, with enrollments in the 1,000s and 1,100s in all but one of the last 20 years. The current student distribution through the grades, however, should result in much lower totals over the next five years. The seventh

[2] These figures are (A) from student files provided to Enrollment Projection Consultants (EPC) by the CUSD for the fall 2016 to 2022 enrollments and (B) from the California Dept. of Education (CDE) website before then. The totals shown from the CDE exclude small numbers of ungraded students. The high point achieved in 1997 is from within the data available from the CDE, which starts in 1993 with a grade-identified total of 3,450 students. There thus was growth by 429 students from 1993 to 1997.

Table 1: Actual and Projected Enrollments

(with color highlighting of green for classes that were, are, or are projected to be over 270 when in ninth; brown for classes between 250 and 269 when in ninth; pink for classes between 230 and 249 when in ninth; red for classes between 200 and 229 when in ninth; and purple for classes below 200 when in ninth)

Fall of	Actual and Projected Enrollments by Grade*														Grade Level Totals*			
	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	TK-5	6-8	9-12	TK-12
1996	NA	317	301	301	322	312	314	321	338	297	260	278	249	197	1,867	956	984	**3,807**
1997	NA	274	337	287	302	318	307	317	326	339	313	288	255	216	1,825	982	1,072	**3,879**
1998	NA	274	277	316	274	288	292	302	318	317	339	304	287	221	1,721	937	1,151	**3,809**
1999	NA	272	263	264	312	272	286	303	313	315	314	354	300	238	1,669	931	1,206	**3,806**
2000	NA	249	274	260	259	294	276	277	309	312	305	314	339	280	1,612	898	1,238	**3,748**
2001	NA	272	250	262	269	254	299	273	286	307	308	303	310	326	1,606	866	1,247	**3,719**
2002	NA	288	262	236	256	277	256	297	276	289	316	297	270	291	1,575	862	1,174	**3,611**
2003	NA	308	286	242	235	240	263	256	290	268	292	318	295	294	1,574	814	1,199	**3,587**
2004	NA	262	290	267	240	232	229	272	248	289	259	290	317	289	1,520	809	1,155	**3,484**
2005	NA	289	262	273	267	235	230	233	263	251	283	258	286	323	1,556	747	1,150	**3,453**
2006	NA	248	271	258	280	252	240	219	239	261	260	278	251	313	1,549	719	1,102	**3,370**
2007	NA	279	254	261	249	272	249	239	228	244	281	256	292	259	1,564	711	1,088	**3,363**
2008	NA	273	286	237	265	252	272	256	246	224	251	280	259	291	1,585	726	1,081	**3,392**
2009	NA	283	279	273	229	265	249	275	254	246	230	250	274	272	1,578	775	1,026	**3,379**
2010	NA	270	271	271	258	226	267	250	267	253	249	227	241	295	1,563	770	1,012	**3,345**
2011	NA	293	261	271	259	249	227	261	253	269	240	253	225	255	1,560	783	973	**3,316**
2012	15	262	275	253	266	254	249	226	263	250	282	240	251	235	1,574	739	1,008	**3,321**
2013	46	255	243	271	249	261	258	249	226	260	261	278	239	258	1,583	735	1,036	**3,354**
2014	59	240	258	238	260	257	258	272	254	218	268	255	281	251	1,570	744	1,055	**3,369**
2015	44	229	225	261	228	257	251	257	272	250	237	265	264	294	1,495	779	1,060	**3,334**
2016	40	224	218	225	255	225	263	270	261	264	254	237	266	274	1,450	795	1,031	**3,276**
2017	55	214	205	217	223	251	218	264	270	260	260	257	239	273	1,383	794	1,029	**3,206**
2018	32	201	214	204	213	220	250	230	265	274	275	253	268	250	1,334	769	1,046	**3,149**
2019	50	170	201	208	209	212	212	262	236	264	282	273	267	290	1,262	762	1,112	**3,136**
2020	29	189	164	196	190	198	195	212	240	223	283	271	262	272	1,161	675	1,088	**2,924**
2021	31	161	177	149	177	187	184	192	205	242	239	278	253	266	1,066	639	1,036	**2,741**
2022**	53	177	160	175	153	178	182	197	185	201	253	242	291	282	1,078	583	1,068	**2,729**
2023***	71	161	172	158	177	151	174	190	194	184	208	250	250	309	1,064	568	1,017	**2,649**
2024	84	150	157	170	160	176	148	185	187	194	192	207	259	265	1,045	566	923	**2,534**
2025	110	151	148	157	175	160	174	158	183	188	201	192	214	275	1,075	529	882	**2,486**
2026	125	167	152	150	164	177	161	188	159	186	196	202	201	229	1,096	533	828	**2,457**
2027	127	170	167	154	157	166	177	174	187	161	195	197	211	214	1,118	522	817	**2,457**
Projected Change in One Year to October 2023															**-14**	**-15**	**-51**	**-80**
Projected Change in Two Years to October 2024															**-33**	**-17**	**-145**	**-195**
Projected Change in Three Years to October 2025															**-3**	**-54**	**-186**	**-243**
Projected Change in Four Years to October 2026															**18**	**-50**	**-240**	**-272**
Projected Change in Five Years to October 2027															**40**	**-61**	**-251**	**-272**

Projected Students from New Housing First Occupied from October 6, 2022, to October 1, 2027:

2027	10	14	14	14	14	14	13	12	10	9	8	7	7	7	93	31	29	**153**

* Actual early October enrollments, with exception of 2019 being from September 24, are from student files provided to EPC by the CUSD starting in 2016 and from the CDE website from before 2016, with the exception that TK totals in 2012 to 2015 were provided by CUSD. (CDE combines TK and K in the K totals.) TK was phased in from 2012 to 2014, starting with one birth month of eligibility in 2012, and that phasing-in reduced the birthdate eligibility for kindergarten to eleven months in 2012 to 2014. CDE counts exclude small numbers of ungraded students. Some Hybrid Alternative Education students were excluded from the 2021 student file provided by CUSD; this mainly reduced the 9-12 counts. NPS students are excluded from the latest and projected totals. Projected enrollments are for October 1 of each year.

** 2022 TK includes 31 from birthdates before December 2 and 22 from December-2-through-February-1 birthdates.

*** 2023 TK includes 33 from birthdates before December 2 and 38 from December-2-through-April-1 birthdates.

and eighth grade classes this year are the smallest in decades with just 185 and 201 students. The current eleventh grade class, by contrast, is the largest since 2007, with 291 students, and the twelfth grade class is the third largest in over a decade with 282 students. Graduating those seventh and eighth graders into ninth grade in 2023 and 2024, while having those eleventh and twelfth graders graduate out, will result in a high school total that is below 1,000 students in 2024. The specific projected high school differences, including other factors discussed later, are declines by 51 students to 2023 and a cumulative 145 to 2024, when the total is forecast to be just 923 students. Continued differences between small incoming classes for ninth grade and larger classes graduating from twelfth grade are the main cause of a projected reduction by 251 high school students in 2027, when just 817 students are forecast.

The middle school enrollment is projected for a much smaller decline. While the current class totals in that grade level are significantly lower than in the past, they nonetheless are moderately larger than the classes in the elementary grades. The results of having especially the current sixth and eighth grade classes graduate into ninth grade are projected reductions by 15 and 54 middle school students to 2023 and 2025, respectively. Once those two classes have graduated, however, only nominal additional differences are expected for 2026 and 2027.

The elementary total, by contrast, is projected to fall by 14 students next year and a cumulative 33 in two years, but could rise in subsequent years. The projected net difference to 2027 is a rise by 40 students. There are three key factors to this potential increase. The first will be growth in the TK enrollment due to a phasing-in expansion of eligibility for that grade. Eligibility for TK was three birth months from 2014 to 2021 (specifically September 2 through December 1, but we will simplify this discussion to whole months) but became five months this year with December and January added. It will become seven birth months with February and March added in 2023 and nine birth months with April and May added in 2024, after which all four-year-olds as of September 2 each year will be eligible.[3] This expansion is forecast to increase the TK total from 53 this year to 71 in 2023 and 110 in 2025**,** which occurs while the kindergarten enrollment is projected to be even lower than at present. If not for this growth in TK, the projected elementary total would decline by 32 in 2023, 60 to 2025 and a net of 34 to 2027. The second key factor for this potential elementary student increase to 2027 is new housing. There are 93 elementary students forecast in 2027 from new housing developments over the next five years. The third key factor is that, unlike for the middle school and high school levels, there will not be any unusually large classes graduating out of this grade level in the near future. The current fifth grade class is larger than any projected, but it still only has 182 students, compared to fifth grade classes before 2020 that were always much higher.

A partially offsetting factor in the projected elementary totals (to this TK growth and the students from new housing) is that the next three kindergarten totals could be even lower than those in the last four years. The average kindergarten enrollment since 2019 has been 20% below the average from 2015-to-2019 and 36% less than the average over the 19 years before then. The latest local birth totals, however, suggest even smaller kindergarten enrollments in 2023 through 2025, with a modest rebound in 2026. We discuss these births-to-corresponding-kindergartners in more detail later in this report.

Additional TK Information

Even though TK will have a full year of eligible birthdates (for all four-year-olds as of September 2) each year starting in 2025, the projected TK amounts are much lower than for kindergarten then, which we need to explain. As is noted above, eligibility for TK from 2014 to 2021 covered three birth months. As three birth months are one-quarter of the twelve birth months that qualify for kindergarten, over several years there theoretically should been an average of 25% as many TK students as were in kindergarten.[4] Few districts have averaged close to 25%, however, with most averaging below 20% and some below 15%. The lowest ratios tended to be in districts

[3] This TK expansion schedule, based on State legislation, can be accelerated at the discretion of each district.

[4] TK began in 2012 with one birth month of eligibility, followed by two birth months in 2013 and then three birth months starting in 2014. During those three years, the cutoff birthdate for kindergarten eligibility evolved from December 1 to September 1 and kindergarten only had eleven birth months of eligibility. This impacted the TK and kindergarten totals in those years.

offering TK at only a few of their elementaries. Your district, with TK offered at two of the four elementaries this year, has averaged 20.1% since 2016 from the traditional three-month birthdate eligibility period. There clearly have been some parents unwilling to put their children into TK programs in districts where they were willing to subsequently enroll those children in kindergarten. And this was for the oldest three months of four-year-olds. We suspect that as younger four-year-olds become eligible, even lower ratios of those eligible children will be enrolled in TK. How much lower is only a guess at this time, but already in many districts, the per-month averages of TK students from this year's added December and January birthdates are lower than from the traditional preceding three months.

The CUSD is an exception in having a current TK enrollment with comparable per-month averages from the traditional eligibility period and this year's two added months. There are 31 current TK students from the former, for a ten-per-month average, and 22 from the latter, for an eleven-per-month average. Nevertheless, we expect as even younger four-year-olds become eligible, the CUSD's eligibility-to-enrollment ratio will become lower than at present. There may be some improvement, however, in that ratio (as is projected) as the full-year-of-eligibility becomes more established, but we do not expect the TK enrollment to ever reach the same vicinity as the kindergarten count.

We also should note that the low current TK total from the traditional birthdate period continues the small amounts of the last two years, which is surprising because some districts had a higher total from that birth period this year, as the pandemic's impacts eased. The CUSD's average from the traditional eligibility period is down by 35% for the last three years compared to the average from 2014 to 2019. This low TK total (from the traditional period) is a negative indicator for next year's kindergarten total.

Projected Resident Student Populations by the Current Attendance Areas

This forecast is again based on analyses of where the students live (the resident population[5]) rather than the schools they attend (the attending enrollment). Resident totals differ from enrollments because the former are counts of where the district-enrolled students officially live (i.e., their stated home addresses in the district's database), regardless of the schools attended. Due to intra-district (across attendance boundaries) and incoming inter-district (from outside the district region) attendance, school enrollments always differ from their resident student totals in the relevant grades. In your district's case, this is mainly an issue at the elementary level since the entire district region is the attendance area for the middle school and high school. We flip back-and-forth between these "resident" and "enrollment" amounts in the text below, and it is important to remember the distinction between these two types.

Table 2, on page 6, presents the key resident and enrollment findings and projections for each attendance area.

Key Findings Related to the Data in Table 2

The CUSD implemented new attendance areas for the 2020-21 school year, with the "Moonridge" housing shifted from Farallone View to Hatch, the "South Main Street" vicinity transferred from El Granada to Hatch and the "Highway 92" corridor converted from being assigned to El Granada to the students there having the option to attend either El Granada or Hatch. This moved large numbers of resident students out of Farallone View and El Granada and into Hatch (with the resident numbers from the Highway 92 corridor parsed according to the current attendance choices). While there are no Moonridge students who are still attending Farallone View (see Table 2 Attending Enrollment column), 30 of the 100 students from El Granada's former South Main Street area are still attending El Granada. A few of these may be at El Granada for the SDC (Special Education) program there, but most are probably "grandfathered" at El Granada because they were enrolled at that school before this boundary change occurred. As those grandfathered students graduate into the middle schools, we expect that the number

[5] "Resident" throughout this report means physical resident, not legal resident.

Table 2: Current Resident-to-Enrollment Comparison and Projected Resident Students in Current Attendance Areas

School	Resident Shift from Oct. 2021	Actual October 5, 2022, Students: Resident Students	Attending Adjustment	Attending Enrollment	Projected Students (Relevant Grades) Total in October of 2023	2024	2025	Change to 2023	Change to 2025
	*Actual Resident Students and Enrollment part**				*Projected Resident Students part**				
Farallone View:									
former Moonridge**		**NA**	**0**	**0**					
All Other Areas		**196**	**-31**	**165**					
Total	10	**196**	**-31**	**165**	185	177	178	**-11**	**-18**
El Granada:									
Shared Hwy. 92***	4	**21**	**0**	**21**	18	18	25		
former S. Main St.		**NA**	**30**	**30**					
All Other Areas	-1	**305**	**-40**	**265**	304	296	294		
Total	3	**326**	**-10**	**316**	322	314	319	**-4**	**-7**
Hatch:									
Shared Hwy. 92***	5	**24**	**0**	**24**	21	22	29		
added S. Main St.	4	**100**	**-36**	**64**	98	92	92		
added Moonridge**	-1	**67**	**-8**	**59**	64	60	63		
All Other Areas	-10	**334**	**58**	**392**	344	350	360		
Total	-2	**525**	**14**	**539**	527	524	544	**2**	**19**
Kings Mountain	4	**26**	**28**	**54**	26	26	29	**0**	**3**
Alternative Ed. TK-5	NA	NA	-4	4					
Resident TK-5 Total	1	1,073	5	1,078	1,059	1,041	1,070	-14	-3
Other TK-5****	-3	5	-5		5	4	5	0	0
Cunha	-61	**565**	**15**	**580**	553	549	514	**-12**	**-51**
Alternative Ed. 6-8	NA	NA	3	3					
Other 6-8****	5	18	-18		15	17	15	-3	-3
HMB High				**1,013**					
Pilarcitos				**38**					
Alternative Ed. 9-12				**17**					
Total	24	**1,048**	**20**	**1,068**	996	903	857	**-52**	**-191**
Other 9-12****	8	20	-20		21	20	25	1	5

* Figures include SDC (Special Day Class, a.k.a., Special Education) and Alternative Education students. NPS (Non-Public-School special needs) students are excluded. Resident totals are of district-enrolled students in the relevant grades with home addresses in the specified location, regardless of the schools attended.

** The eight students not attending Farallone View or Hatch from Moonridge are attending El Granada.

*** Students in "Shared Hwy. 92" area can choose to attend El Granada or Hatch. The resident totals are parsed between those schools based on their current proportionate attending percentages from this area.

**** "Other" covers both incoming inter-district students and a few students listed at unlocatable addresses.

Note: Projections contain hidden fractions, so the totals shown above may not sum exactly to those in other tables.

of South Main Street area students attending El Granada will become lower. This will cause (1) El Granada's net "Attending Adjustment" for all students to become larger than the current loss of ten students and (2) Hatch's net "Attending Adjustment" for all students to become higher than the current addition of 14 students, if such additions will be allowed by the CUSD for a continuation of the current attendance areas. This would widen the imbalance between the larger enrollments at Hatch and the smaller enrollments at Farallone View and El Granada.

The projected resident TK-5 totals also widen this imbalance over the next three years. The Farallone View region is forecast to have eleven less students next year and a decline by 18 students over the next three years. If that school continues to have a net Attending Adjustment of 31 outgoing students, then the 2025 enrollment could be below 150 students. The El Granada area, if it continues to receive the same percentage of students from the Highway 92 corridor, which is iffy, is projected to have reductions by four students in 2023 and seven students to 2025. Those are such small differences that the alternative of a nominal resident student increase is almost equally possible for El Granada, but that probably would be more than offset by the likely increase in the negative Attending Adjustment amount. El Granada's enrollment, if the current attendance areas and programs continue, could be below 300 in 2025. The current Hatch region, on the other hand, is projected to add 19 resident students in the next three years, along with probably increasing its net Attending Adjustment, and that combination could result in a Hatch enrollment of more than 570 students. That would be over 120 more enrolled students at Hatch than the combined total at Farallone View and El Granada.

The Kings Mountain resident student total is forecast to stay in the mid-to-upper 20s. The majority of that school's students come from outside of its attendance area.

Notable deviations from the forecast are possible in single years for individual attendance areas due to unexpectedly small or large kindergarten amounts and that could change these projected resident totals to a moderate degree. That, however, would not alter the likelihood of at least the current degree of imbalance continuing between the enrollments at (1) Hatch compared to (2) Farallone View and El Granada in 2025. The one exception to this would be if some of the planned affordable townhouses are completed in the Farallone View area by 2025. This would still result in a Farallone View enrollment of fewer than 200 students unless other enrollment changes are made. And while the potential differences in kindergartners each year makes school totals inappropriate to show beyond three years hence, we should note that the majority of the projected housing units to 2027 are in the Hatch region.[6] That will further widen the difference between the Hatch enrollment and the enrollments at the other elementaries for the current attendance areas and programs.

Comparison of Recent TK-8 Enrollment Changes in Several San Mateo and Santa Clara County Districts

There was only a modest decline in the total CUSD enrollment this year, after having had large losses from 2019 to 2021, which is such a significant shift that it is useful to see how this compares to the differences for our other local clients. The answer is that among the 15 districts we are closely following the TK-8 trends for in San Mateo and Santa Clara counties (the core Silicon Valley area), all but one had either much slower rates of decline or a small increase in 2022.[7] Of those that still had declines, many were by less than one-half of 1% this year (see Table 3 on page 8). So while there are two exceptions at the parameters for what we had projected (with those deviations being Berryessa with a greater rate of decline and San Carlos for a large rebound), our expectation for either much less of a decline or a nearly stable total was correct for most of our clients this year. Underlying that outlook was the assumption that the average grade-to-grade advancement rates (described on page 11) should be rebounding and then returning to their previous vicinities; we are again making this assumption in most situations, including for the CUSD.

[6] We discuss the projected new housing in more detail later in this report.

[7] These are total TK-8 rather than TK-12 differences since most of the districts listed are elementary districts. This lets us provide a larger example of percentage changes for the same student grade ranges. The Fremont Union High School District that is mainly in Cupertino and Sunnyvale is another local client that also lost more students in 2020 and 2021 than in 2022.

Table 3: Comparison of Total TK-8 Non-Independent-Charter-School Enrollment Changes in EPC Client School Districts in San Mateo and Santa Clara Counties

	TK-8 Totals in Files Provided to EPC (Sorted By Negative-to-Positive % Change in 2022)							
						Average Annual Fall % Change		
School District	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	2018 to 2019	2019 to 2021	2021 to 2022
Berryessa (NE San Jose)	6,961	**6,857**	6,638	**6,266**	**5,932**	-1.5%	**-4.3%**	**-5.3%**
Cupertino*	17,353	**16,709**	15,652	**14,078**	**13,469**	-3.7%	**-7.9%**	**-4.3%**
Cabrillo	2,103	**2,024**	1,836	**1,717**	**1,661**	-3.8%	**-7.6%**	**-3.3%**
San Mateo - Foster City	11,719	**11,562**	10,967	**10,401**	**10,067**	-1.3%	**-5.0%**	**-3.2%**
Mount Pleasant (SE San Jose)	2,247	**2,107**	1,926	**1,708**	**1,654**	-6.2%	**-9.5%**	**-3.2%**
Oak Grove (south San Jose)	9,875	**9,751**	9,363	**8,856**	**8,658**	-1.3%	**-4.6%**	**-2.2%**
Sunnyvale	6,670	**6,439**	5,957	**5,482**	**5,456**	-3.5%	**-7.4%**	**-0.5%**
Palo Alto*	7,817	**7,541**	6,685	**6,549**	**6,518**	-3.5%	**-6.6%**	**-0.5%**
Menlo Park	2,929	**2,920**	2,781	**2,710**	**2,699**	-0.3%	**-3.6%**	**-0.4%**
Milpitas	6,874	**7,067**	7,119	**6,854**	**6,835**	2.8%	**-1.5%**	**-0.3%**
Belmont - Redwood Shores	4,298	**4,298**	4,133	**3,946**	**3,947**	0.0%	**-4.1%**	**0.0%**
Orchard (north San Jose)	846	**853**	815	**768**	**770**	0.8%	**-5.0%**	**0.3%**
Campbell	7,253	**6,969**	6,621	**6,227**	**6,247**	-3.9%	**-5.3%**	**0.3%**
Santa Clara**	10,966	**10,811**	10,329	**9,516**	**9,559**	-1.4%	**-6.0%**	**0.5%**
San Carlos	3,060	**3,016**	2,871	**2,628**	**2,696**	-1.4%	**-6.4%**	**2.6%**

* Cupertino and Palo Alto are not clients but their figures were obtained for our studies. Some Palo Alto totals are from CDE.

** Santa Clara totals are from files provided to EPC; their TK-8 CBEDS totals instead have a decline from 2021 to 2022.

Note: Fall 2022 totals would be slightly lower if not for the expansion of TK eligibility. Totals exclude NPS students and are late September figures for some districts; their October totals may differ slightly.

We considered whether this year's sudden rebound in the San Carlos SD total could be an indication of a similar pending possibility for the CUSD. While the recent data for San Carlos did not suggest such a large enrollment rise would happen, that district had significant returnees from alternative educational choices made during the worst of the pandemic. Since both the CUSD and San Carlos have reverted to in-classroom teaching, nearly all such CUSD returnees already should have happened by now rather than being likely to occur next year. The circumstances that factored into the 2022 San Carlos rebound thus are not applicable to the future in the CUSD.

Resident CUSD-Enrolled Student Totals by General Relative Housing Value Levels

The district was divided into 67 EPC-created "planning areas" in our first CUSD study so that we could determine where the student changes are occurring and then evaluate the likelihood for those trends to continue, by degree. Each of these areas represents, wherever feasible, a single dominant housing type by subjective price ranges and average home and parcel sizes. Please note, however, that the CUSD has some locations (mainly rural) with a complete mix of housing conditions. We needed to classify those by the dominant characteristic, especially for the student source, which is in the *relatively* "moderate" value group in most cases. The resultant findings are shown in Table 4 on page 10.

Understanding the Data in Table 4

The figures in Table 4 are for the resident totals of district-enrolled students in the fall of the last six years (2016 to 2022) coming from aggregates of the EPC-created planning areas. Each of these areas has been assigned a general relative dominant housing value (or average value) based on a standardized but nonetheless subjective EPC evaluation methodology. Past versions of this table for most districts only dealt with changes over the last three years and while our focus is still on that period of time (since 2019 in this case), the added years help show if trends were different before the pandemic. The purpose of this data is to identify how the student population is evolving within the three general value levels of "Relatively Most Affordable and Affordable", "Relatively Moderate Value" and "Relatively High Value". The student counts within these categories are provided in groups of three grades each (K-2, 3-5, 6-8 and 9-11, as well as in TK-12) so that we can easily show both (1) how the totals have changed as those students graduated upward by three grades in three years and (2) the general age distribution of the students. The "Relatively Most Affordable and Affordable" dwellings, for instance, had 195 students in K-2 in 2019 and there are now 187 students in grades 3-5, which was a net loss of eight students in that population as it graduated forward by three grades. This is shown by the "-8" in the table (see lowest row in the top section of page 10). We also show how the K-2 group itself changed during that time, which was a net loss of 33 students due to a reduction from 195 to 162. This is after having also lost a net of 25 K-2 students over the previous three years, which predates the pandemic's impacts. These three-year and six-year shifts in K-2 are "boxed" because those are important indicators of whether the families of the students are getting older, with declining kindergarten totals likely, or are instead becoming younger (via turnover), thereby generating potential kindergarten growth.

Key Findings Related to the Data in Table 4

Even though the "Relatively High Value" homes had the largest net TK-12 percentage declines over both the last three and six years, the latest differences indicate a positive shift is occurring. There was no change in the total from those dwellings this year, in staying at 769 students, and the K-2 total rebounded significantly from 142 a year ago to the current 162. The resultant net three-year difference in K-2 is zero (i.e., no change). The current K-2 total in these homes also is slightly above those in both 2017 and 2018 and is much larger than the totals now in 3-5 and 6-8. Once the larger student numbers in the high school grades have graduated after 2026, a rebound in the TK-12 total could occur in these homes.

The indicators for the future from the "Relatively Moderate Value" locations are mixed. While the three- and six-year TK-12 percentage losses were the smallest of the three value categories, along with having growth occur in both the K-2 and TK-12 totals this year, the current student distribution is steeply slanted toward the upper grades. There are 186 students in K-2, 192 in 3-5, 237 in 6-8 and 264 in grades 9-11. The K-2 total also has fallen by more over the last six years than in the other two value categories, with a drop by 82 students, or 31%. This indicates maturing families in general, with many of the parents probably maturing past child-bearing age and even smaller pending K-2 totals.

The most negative findings are in the "Relatively Most Affordable and Affordable" category. These dwellings had significant K-2 and TK-12 declines occur not only in net over the last three and six years, but also for this year.

Table 4: Resident Student Trends by Housing Situation

Housing Category	Subject	Fall of	CUSD Students by Grade Group K-2	3-5	6-8	9-11	TK-12	Percent TK-12 Change
Relatively Most Affordable and Affordable	Resident Students	2016	220	280	268	254	1,126	
		2017	217	246	285	264	1,124	
		2018	225	217	266	282	1,079	
		2019	195	202	284	275	1,082	
		2020	170	195	233	277	973	
		2021	172	204	205	261	955	
		2022	162	187	187	273	919	
	Net 6-Year Change Within Grade Group		**-58**				**-207**	**-18%**
	Net 3-Year Change Within Grade Group		**-33**				**-163**	**-15%**
	Net 3-Year Change from Prior Grade Group			-8	-15	-11		
Relatively Moderate Value	Resident Students	2016	268	256	264	220	1,114	
		2017	261	271	267	220	1,115	
		2018	233	269	274	238	1,105	
		2019	221	261	260	262	1,094	
		2020	204	242	242	271	1,047	
		2021	171	212	245	260	984	
		2022	186	192	237	264	998	
	Net 6-Year Change Within Grade Group		**-82**				**-116**	**-10%**
	Net 3-Year Change Within Grade Group		**-35**				**-96**	**-9%**
	Net 3-Year Change from Prior Grade Group			-29	-24	4		
Relatively High Value	Resident Students	2016	169	188	244	263	959	
		2017	153	172	231	260	930	
		2018	156	194	222	263	932	
		2019	162	166	213	272	932	
		2020	174	144	186	260	877	
		2021	142	127	176	237	769	
		2022	162	131	141	237	769	
	Net 6-Year Change Within Grade Group		**-7**				**-190**	**-20%**
	Net 3-Year Change Within Grade Group		**0**				**-163**	**-17%**
	Net 3-Year Change from Prior Grade Group			-31	-25	24		
District Region	Resident Students	2016	657	724	776	737	3,199	
		2017	631	689	783	744	3,169	
		2018	614	680	762	783	3,116	
		2019	578	629	757	809	3,108	
		2020	540	573	615	804	2,843	
		2021	485	543	626	758	2,708	
		2022	510	510	565	774	2,686	
	Net 6-Year Change Within Grade Group		**-147**				**-513**	**-16%**
	Net 3-Year Change Within Grade Group		**-68**				**-422**	**-14%**
	Net 3-Year Change from Prior Grade Group			-68	-64	17		

Notes: (1) Value levels are subjective EPC evaluations of the dominant housing situation and student source in each EPC-created planning area. (2) Gray shading is applied to highest K-2 and TK-12 totals in the years shown for each category.

The current distribution has a far greater difference between the K-2 and 9-11 totals (between 162 and 273, or by 111) than in the other value categories. The K-2 count in these units also is well below the totals in 3-5 and 6-8. A significant further decline in both the K-5 (combined K-2 and 3-5) and TK-12 totals is a high probability over the next five years from these residences, in aggregate.

Average Cumulative Advancement Rates

One way to consider the extent that the pandemic-related changes should factor into the forecast is to determine how much the grade-to-grade advancement rates have shifted. These advancement rates, which are sometimes called cohort survival rates, are calculations of the net change in the number of students in each grade as they graduate into the next grade in the following school year. For example, if there were 100 students in kindergarten last year and there are 105 in first grade this year from the same group of homes, that would be a 5% (1.05) net advancement rate gain. Such rates usually are averaged over several years in each single-grade advancement to avoid giving too much influence to nuances in any one year.[8]

For this study, however, there is a reason to look at how far these rates dropped in the worst years of the pandemic compared to what occurred in 2022 and to the averages over the years just before the pandemic. Such figures can indicate how dramatically the pandemic altered the student trends through the grades and whether there has been significant improvement in the last year. These grade-to-grade rates are provided in Appendix B, with their "cumulative rates" (explained below) from the first to eighth grades shown in Table 5 on page 12.[9]

These rates are a different way to evaluate the trends described in the previous section. There is a key difference, however, which is that the student totals also change due to the class sizes of incoming kindergarten students, first graders and outgoing eighth graders; those shifts do not factor into the cumulative rates.

Understanding the Data in Table 5 and Appendix B

Discussing many of the individual grade-to-grade rates can be an overload of data without providing clarity, so we prefer to summarize the results via what we call cumulative rates. Cumulative rates are the compounding of the individual grade-to-grade advancement rates from the first to eighth grades averaged over each specified period. These cumulative figures identify the net changes in the student body classes as they graduated upward through the grades. Using the "Relatively Moderate Value" category in the 2016-to-2019 period as an example, the "1.04" means that 100 students in first grade in any one year would become 104 students seven years later in eighth grade (i.e., a net 4% increase) if these rates return in the future. From 2019 to 2021 during the worst of the pandemic, however, the cumulative rate from these units dropped all the way to 0.63, which is below the pre-pandemic normal cumulative rate range of 0.70 to 1.10 for this category, as is shown in the table. That rate then rebounded this year to 0.98, for a rate difference between the latest periods of 0.35.

Key Findings Related to the Data in Table 5

All of our clients had major cumulative rate declines from (1) the 2016-to-2019 period to (2) the pandemic-impacted 2019-to-2021 period, with all of our projections for this year having the assumption of rebounds toward, or even matching, the former rates. This expectation was because the pandemic's more severe enrollment impacts, including remote learning and/or mask requirements in the classroom, were ending. We were correct with this assumption for over 80% of the forecasts we made for this year.

[8] These advancement rates also normally are determined only from housing built before the start of the trend-analysis period, but new residences were too minimal of a CUSD factor since 2015 to warrant that refinement in the trend data.

[9] We exclude the rates entering first grade from this cumulative calculation because those can be impacted by students coming out of private kindergarten programs. That factor, while important, is a separate issue from identifying the changes occurring through both turnover and pandemic-related issues, which are the main reasons for identifying these cumulative rates.

Table 5: Recent Cumulative Advancement Rates by General Housing Value Category*

General Housing Value Category**	Current CUSD Students	Student Change in 2022	Cumulative Average Advancement Rates in Early Fall from**				
			Latest Rate Difference	2021 to 2022	2019 to 2021	2016 to 2019	Normal Range***
Relatively Most Affordable and Affordable	919	-36	***0.06***	**0.89**	**0.83**	**0.95**	0.60 - 1.00
Relatively Moderate Value	998	14	***0.35***	**0.98**	**0.63**	**1.04**	0.70 - 1.10
Relatively High Value	769	0	***0.58***	**1.15**	**0.57**	**1.17**	0.80 - 1.20
District Region	2,686	-22	***0.30***	**0.97**	**0.67**	**1.04**	NA

* Cumulative rates are the cumulative impact from first to eighth grades of the individual grade-to-grade net "advancement rates" (a.k.a. "cohort survival rates") averaged over the relevant periods. The "Relatively Most Affordable and Affordable" areas, for example, collectively had net average annual grade-to-grade advancement rates from Fall 2016 to Fall 2019 that combine into a 0.95 cumulative rate. This means that, if these rates return for the next decade, then there eventually would be 95% as many eighth graders (i.e., a net of -5%) from these same housing units as there had been first graders seven years earlier. The rates of change (a) from kindergarten to first grade and (b) from eighth grade to ninth grade are excluded from these cumulative rates because those often include significant impacts of students coming from and going to private schools. While such private school impacts are important forecast components, those are separate factors from the main purposes in determining these cumulative rates, which are to estimate the net enrollment impacts of housing turnover and the pandemic.

** General housing value ranges are subjective EPC evaluations of the dominant residential situation in each of the EPC-created planning areas.

*** The "Normal Range" was the recent vicinity, prior to 2020, that over 80% of our clients were in for the category listed. A few districts had pre-2020 figures well outside these ranges.

Note: The net grade-to-grade rates underlying these cumulative rates have been modified in the forecast where warranted based on EPC evaluation, including via substitutions of alternative calculations that are shown, along with by-grade data, in Appendix B.

Your district's cumulative rates followed this pattern, which shows how little the rates during the main pandemic-impacted years should be relevant to what will occur in the forecast period. The projections instead are based on our evaluation of the differences between the underlying grade-to-grade rates in the latest period and the 2016-to-2019 period, with the more appropriate rate for each grade applied.

The other key cumulative rates finding is that the "Relatively Most Affordable and Affordable" category has rates for this year and from the 2016-to-2019 period that are only moderately below 1.00 and thus in the upper end of their pre-pandemic normal range. Even having the rate stay above 0.80 in the main pandemic-impacted years is higher than in most other districts. This indicates that there has been only limited turnover. The more common occurrence from such dwellings, which are often small rental units, is to have higher turnover rates than in the other value categories, with an ongoing concentration of young children. This is because new occupants of such units tend to be younger, since these are the only residences that they can afford at first. As the incomes of some of those parents increase when they get older, they then move to larger residences that are more appropriate for older children. The new occupants in the units they moved out of, if those new occupants are families, are again mostly younger parents with young children. This results in low cumulative rates and an ongoing concentration of students in the elementary grades. Since your district does not have this pattern occurring in this category, even in the worst years of the pandemic, there instead appears to be a significant aging of the occupants of those units, with fewer births probably occurring. This supports our finding in this category in the previous section.

Comparison of Local Birth Counts to Corresponding Kindergarten Populations

One method for estimating the pending kindergarten enrollments is to review local birth statistics. While we usually feel that identifying the evolving trends in each neighborhood and housing category are just as important, birth data is useful if (1) there is a consistent correlation between births and the corresponding (five years later) kindergarten students in the local area and/or (2) the change in the local birth totals is noteworthy, even when a strong births-to-kindergartners correlation does not exist.

We have found the most suitable source for birth data, for correlation to kindergartners, is totals by zip code that are gathered by county health departments. Keep in mind, however, that these figures have a five-year gap in relation to the resultant kindergartners and any housing turnover during the interim, along with factors such as varying levels of parents choosing private schools, will alter the correlative ratio. With these caveats in mind, a comparison of birth trends and kindergartners from the four main zip codes are provided in Table 6 on page 14.[10]

Understanding the Data in Table 6

Two types of data are of importance in these tables: (1) how the birth totals have changed and (2) how consistent the correlative ratios between births and kindergartners (five years later) have been. The first row of Table 6 that has a kindergarten total, for example, shows that there were 250 births in "2011" (as adjusted) to mothers with home addresses in these four zip codes. Five years later, in 2016, there were 215 CUSD-enrolled kindergartners from homes in those zip code areas. That is 86% of the births. Several factors contribute to why that is below 100%, including private school enrollments and families moving out of the district in the intervening years.

The adjustment made in the annual birth numbers was to prorate the amounts in the two calendar years relevant to each kindergarten eligibility period. Each birth figure shown actually represents a small portion of the previous calendar year's total and the majority of the stated year's total (in recent years this would be eight-twelfths of that total, for all but September through December) to better correlate to the corresponding kindergarten figure.

Key Findings Related to the Data in Table 6

To mostly repeat from our last report: there are three major concerns from these birth and kindergarten figures. For the four latest birth-to-kindergarten ratios to have an 18% range (from 62% to 80%) is far outside the norm. Most of our client districts have ranges of 6% or less. And for the correlative ratio to have plummeted to 62% and 65% for the two latest kindergartens is a huge shift. We do not have an explanation for how or why such major short-term differences have occurred in the CUSD. These figures make applying any of the recent birth data to the corresponding future kindergartens more "iffy" than usual.

Nonetheless, the reduction in births over the years shown in Table 6, which is the third major concern, is too severe to ignore in the forecast. All of the birth totals from "2003" to "2009" are in the 300s, with an average of 320. The birth totals from "2010" to "2018" are only in the mid 200s, with an average of 248, for a 22% drop in the average. The birth figures from "2019" and "2020", however, are just 211 and 213, with virtually all of those children conceived before the pandemic started. The average from those two years is 15% below that from "2011" to "2018" and 34% below the average in "2003" to "2009". And the combined average from the four birth years that correlate to the pending kindergartens are 9% below the average from the previous seven years. Even though the birth total did rise to 236 in "2021", that is still below the earlier averages and is 9% below the 260 births that correlate to the current kindergartners. This strongly indicates that the future kindergarten enrollments will not rise significantly from the current 168, let alone to recover to the much higher levels in the past, from these four zip codes; a modest decline in the future kindergarten totals is a higher probability, as is projected.[11]

[10] The first Table 6 footnote explains why the zip codes that include the Kings Mountain and San Gregorio areas are excluded.

[11] Students from new housing should offset some of the kindergarten student decline that these latest birth figures indicate.

Table 6: Comparison of Births in Four Main CUSD Zip Codes to Corresponding Kindergartners Five Years Later*

Birth Year and School Enrollment Date	Total Births in Zip Codes 94018, 94019, 94037 & 94038	CUSD-Enrolled Resident Kindergarten Students**	Ratio of Kindergarten Students to Births
"2003" Births and October 2008 Kindergartners	309	N/A	N/A
"2004" Births and October 2009 Kindergartners	321	N/A	N/A
"2005" Births and October 2010 Kindergartners	335	N/A	N/A
"2006" Births and October 2011 Kindergartners	330	N/A	N/A
"2007" Births and October 2012 Kindergartners (with TK)	323	N/A	N/A
"2008" Births and October 2013 Kindergartners (with 50% TK)	318	N/A	N/A
"2009" Births and October 2014 Kindergartners (with 33% TK)	305	N/A	N/A
"2010" Births and October 2015 Kindergartners	272	N/A	N/A
"2011" Births and October 2016 Kindergartners	250	215	86%
"2012" Births and October 2017 Kindergartners	264	204	77%
"2013" Births and October 2018 Kindergartners	239	198	83%
"2014" Births and late Sept. 2019 Kindergartners	231	167	72%
"2015" Births and October 2020 Kindergartners	234	187	80%
"2016" Births and October 2021 Kindergartners	246	152	62%
"2017" Births and October 2022 Kindergartners (current)	260	168	65%
Average Relevant to Last Four School Years (poor correlation in 18% range from 62% to 80%)			70%

	note that "2018" and "2019" birth totals below are much lower than totals for recent kindergartens	Potential CUSD Resident Kindergarten Students (excl. TK)	
		at Four-Year Average Ratio	at Current Ratio
"2018" Births and Potential October 2023 Kindergartners	232	162	150
"2019" Births and Potential October 2024 Kindergartners	211	147	136
"2020" Births and Potential October 2025 Kindergartners	213	148	137
"2021" Births and Potential October 2026 Kindergartners	236	165	153

* These birth years in quotes are proportionate amounts from the listed year and the preceding year to properly correlate to the kindergarten eligibility period shown, such as "2003" births containing one-twelfth of the birth total in 2002 and eleven-twelfths (all but December) of the birth total in 2003. The ratios shift after the 2006 births to match the evolution of the kindergarten eligibilty birthdate cutoff from December 1 before 2012 to September 1 starting in 2014. The San Gregorio zip code (94074), which is mainly but not entirely in the CUSD, is excluded because the totals have ranged from zero to four in recent years, but were unavailable in earlier years when totals of under five births were not documented. The Kings Mountain area is excluded from the data because that is in a zip code (94062) that is mainly outside the CUSD. The few addresses in the CUSD part of the La Honda zip code (94020) also are excluded.

** These are the CUSD-enrolled kindergartners from addresses in the specified zip code areas.

Note: These figures are one of many factors in the kindergarten projections. Student trends by housing situations and any subsequent new housing contributions are also factors, with modest revisions based on the above data.

Sources: Birth totals from Calif. Dept. Health Statistics (before 2013) and San Mateo Co. Public Health Dept. (after 2012). Kindergarten figures are from student files provided to EPC by the CUSD.

Projected Impacts of New Housing

New dwellings impact enrollment through a combination of (1) the number of residences expected in each housing type, by year and location, and (2) the projected number of students in each of those units. The latter includes a timing consideration. These components are discussed in the following subsections.

Average Student Generation Rates (SGRs)

Student generation rates are the average rates at which residences "yield" students, such as one student in every two homes (a 0.50 SGR). Public school SGRs usually are calculated by identifying the number of district-enrolled students in a suitable sample of residential units from the local area. SGRs identified from recently built housing are considered the best estimation of what future homes will generate, at least in the first few years of occupation. As is explained below, however, that often is less than what the total impact will be over time.

Delayed Enrollment Impacts of New Housing

When a development is being built, the first units occupied can be surrounded by construction. Such activity is less-than-optimal for families, especially of young children, with the result being that the early occupants often have relatively few students. Those tracts can be more appealing to families after the nearby construction is finished. This can lead to more families moving in via turnover. Often the SGR high point is not reached until around five-to-eight years after a development is completed.

Current SGRs in Recently Built Housing

Several SGR samples from recently built housing developments were determined necessary for the forecast.[12] This includes samples from some of our other client districts because only three projects of at least four net new units have been built recently in the CUSD. Those in-district locations have too few units to provide more than an overall SGR indicator; they have insufficient student numbers for identifying the likely student age concentration in similar future developments.

The first in-district sample is a single development of SFD homes ("Pacific Ridge" by Upper Terrace Avenue). The 19 current residences there currently provide six CUSD students, for a 0.32 SGR, as is shown in Table 7 on page 16. That is below the 0.41 average extrapolated SGR we have determined from developments of 66 new SFD homes in the combined Belmont – Redwood Shores (BRSSD), San Carlos (SCSD) and San Mateo – Foster City (SMFCSD) school districts.[13] The SGR applied in the forecast for developments of at least four SFD homes is the 0.39 rate from all of these 85 sampled residences. With this combined SGR having a concentration of students in the lowest grades (other than in the CUSD portion, but that part is too small for its student distribution to be meaningful), it should rise significantly after these homes have been occupied for several additional years.

The second in-district sample is from two small apartment and condo developments in El Granada. The 21 units in these two locations have two current CUSD students, for a rounded 0.10 SGR. That is statistically comparable to the 0.08 average SGR we have identified in 1,398 recent apartment and condo units in the BRSSD, SCSD and SMFCSD.[14] The combined average SGR of 0.08 from these 1,419 units has been used in the forecast.

[12] Developments of fewer than four net new units are excluded due to some data consistency issues, including for identifying the addresses of previous units at those locations so that the net SGRs could be determined. Individual new SFD homes also are expected to be built at approximately the same rate as in recent years, with their student contributions already included in the grade-to-grade advancement rates.

[13] The average per grade student numbers in the middle school grades have been extrapolated into estimates of students in the high school grades since these elementary districts only have students in TK-8.

[14] Apartments and condos usually have relatively comparable SGRs in sufficiently large samples of recently built units.

Table 7: Average Student Generation Rates (SGRs) from Recently Built Housing

Housing Category and School District of Sampled Recently Built Developments*	Sampled Units	Student Totals by Grade Range**						TK-12 SGR***
		TK	K-2	3-5	6-8	9-12	TK-12	
Mainly Market-Rate Developments:								
CUSD SFD Homes	19	0	1	1	1	3	6	**0.32**
Developments of SFD Homes in:								
Belmont - Redwood Shores SD (BRSSD)	15	0	3	1	2	2	8	**0.53**
San Carlos SD (SCSD)	19	1	6	1	0	0	8	**0.42**
San Mateo - Foster City SD (SMFCSD)	32	1	5	3	1	1	11	**0.34**
SFD Homes in These Three Districts	66	2	14	5	3	3	27	**0.41**
CUSD Apartments and Condos	21	0	1	1	0	0	2	**0.10**
Developments of Apartments and Condos in:								
Belmont - Redwood Shores SD (BRSSD)	106	1	7	3	2	2	15	**0.14**
San Carlos SD (SCSD)	327	0	17	6	5	6	34	**0.10**
San Mateo - Foster City SD (SMFCSD)	965	1	23	15	9	11	59	**0.06**
Apartments and Condos in These Districts	1,398	2	47	24	16	19	108	**0.08**
Developments of Plexes and Townhouses in:								
San Mateo - Foster City SD	76	0	2	1	1	1	5	**0.07**
Menlo Park City SD (MPCSD)	55	1	9	3	1	1	15	**0.27**
Plexes and Townhouses in These Districts	131	1	11	4	2	2	20	**0.15**
Below-Market-Rate (BMR) Developments:								
CUSD Below-Market-Rate (BMR) Townhouses:								
"Moonridge" students in October 2016	160	5	48	68	72	101	294	**1.84**
"Moonridge" students in October 2022	160	2	30	35	40	87	194	**1.21**
BMR Non-SRO** Apartment Developments in:**								
San Mateo - Foster City SD	122	2	13	24	22	28	89	**0.73**
Sunnyvale SD (SSD) and Fremont Union HSD	126	2	17	22	14	18	73	**0.58**
BMR Non-SRO Developments in These Districts	248	4	30	46	36	46	162	**0.65**
BMR SRO** Apartment Development in Sunnyvale SD (SSD) and Fremont Union HSD**	63	0	1	0	0	0	1	**0.02**

* The Mainly-Market-Rate "SFD" sample from within the CUSD is from one new development of single-family-detached (SFD) homes. The Mainly-Market-Rate "Apartments and Condos" sample from within the CUSD is from two developments in El Granada. Because of the inadequate sizes of these small samples, additional samples are shown from EPC findings in recent developments of such units in the Belmont - Redwood Shores, San Carlos and San Mateo - Foster City School Districts (SDs). Most of these apartment and condo locations have minority percentages of below-market-rate (BMR) units. The BMR Townhouses sample in the CUSD is from "Moonridge", which was built over a decade ago. There are no more recently built BMR developments in the CUSD. "Moonridge" has a higher average bedroom ratio and a greater concentration of lower income residents than is planned for a BMR development in Moss Beach. That future Moss Beach townhouse development is instead estimated to average one student per unit with an even distribution through the grades. The added BMR mobile homes at the Hilltop MHP also are estimated to average one student per unit with an even distribution through the grades.

** All student totals from BRSSD, SCSD, SMFCSD and MPCSD are actual counts in TK-8 and estimated numbers in 9-12 based on extrapolation of the average per-grade amounts in 6-8. Student counts are from the fall of 2022 in the BRSSD, SCSD, MPCSD, SSD and FUHSD (with the SSD and FUHSD samples from the same developments) and the fall of 2021 in SMFCSD.

*** SGR is the average number of students per unit (the average Student Generation Rate).

**** "SRO" stands for single-room-occupancy and is for developments of single-room units with minimal kitchen facilities and limited parking. These are often similar to motel rooms and commonly have very few students.

As there are no recent mainly-market-rate plex and townhouse developments in the CUSD, the combined sample from two of our client districts has been applied to future residences of these types. That sample merges the relatively high extrapolated SGR of 0.27 from the Menlo Park City (MPCSD) school district with the relatively low extrapolated SGR of 0.07 from the SMFCSD. The resultant SGR is 0.15 with a steep student concentration in the lowest grades, so it should increase as those units have been occupied for a few more years.

The most important SGR to determine for the forecast is from below-market-rate (BMR, a.k.a., affordable) "Non-SRO" (non-single-room-occupancy) developments because (1) those can provide significant student numbers and (2) several BMR developments are planned in the CUSD. The most recent BMR complex completed in the district is "Moonridge", but that was built well over a decade ago, with the SGR peak already having been reached and the subsequent decline to that rate having occurred. That SGR was 1.84 in 2016, when it probably was at or near its peak, and is now at a still unusually high 1.21. Such high SGRs are possible because Moonridge is entirely multiple-bedroom units, including some three- and four-bedroom units.

Only one of our other clients in San Mateo County, the SMFCSD, has recent BMR Non-SRO developments, so we have included in Table 7 our findings from two additional recent developments of that type from the combined Sunnyvale Elementary (SSD) and Fremont Union High (FUHSD) school districts. The merged SGR from these developments, all of which are in multiple-story apartment buildings, is 0.65, or essentially two students in every three units. This SGR already is slanted toward the upper grades because one of the two developments included from the SMFCSD was completed in 2014.

In considering the characteristics of the BMR Non-SRO projects planned in the CUSD, of which two will have mainly two-bedroom townhouses rather than being high-density apartments, we are estimating that approximately one student per unit (a 1.00 SGR) is the best estimate for those developments. We also are estimating that SGR for new BMR mobile homes.

The exceptions to high SGRs from BMR developments occur when those either (1) are for seniors or individuals needing special care or (2) have entirely small studio and one-bedroom units or, even more so, are "SRO" units. The latter are small single rooms with minimal kitchen facilities and limited parking and are often similar to motel rooms. These exceptions have few if any students, with such developments for seniors potentially having students solely from the managers' units. The only recent example we have of a BMR SRO development that could have children is in the SSD and FUHSD, with one student in 63 apartments, for a rounded 0.02 SGR. This is in the vicinity of what we have found in other BMR SRO locations, along with BMR Non-SRO developments of only studio and one-bedroom units, in the past.

Projected New Housing

Only 18 new units are forecast in 2023 (i.e., in the twelve months to October 1, 2023; see Table 8 on page 18).[15] These are at 516 Ave Alhambra in El Granada (condos), at the corner of Mills and Purissima in downtown Half Moon Bay (townhouses) and on Carnoustie Drive in Ocean Colony in southernmost Half Moon Bay (SFD homes).

The following year (2024) has two developments projected. One of these has eight townhouses replacing a commercial building at 2385 Carlos Street in Moss Beach. The other will be just north of the Shoreline Station stores on the east side of Highway 1 in Half Moon Bay. That has twelve SFD homes plus three "ADU" (accessory dwelling unit, a.k.a., "granny unit") residences and four BMR plex units. These have been forecast separately as twelve SFD homes and four BMR Non-SRO units, with no students projected from the ADU residences.

The timing of potential developments after 2024 is questionable, but the numbers are more significant. A project of 71 BMR Non-SRO units in Moss Beach finally has received most of the necessary approvals, but some members of the public who are contesting this may cause a further delay. This is a mix of 16 one-bedroom, 37

[15] Developments of fewer than four net new units are excluded.

Table 8: Projected Net Additional Housing Units in Developments of at least Four Net New Units by Category

Category of New Housing (developments of)	Projected Net Additional Units "First Occupied" in Twelve Months to October 1 of					Total
	2023	2024	2025	2026	2027	
SFD Homes (in developments of 4+ homes)	7	12	10	10	10	49
Apartments and Condominiums	6	0	0	7	10	23
Plexes and Townhouses	5	8	4	0	30	47
Below-Market-Rate (BMR) Townhouses	0	4	0	35	40	79
Below-Market-Rate (BMR) Mobile Homes	0	0	20	12	0	32
Below-Market-Rate (BMR) SRO Equivalent	0	0	20	20	0	40
Total	18	24	54	84	90	270

Notes: All figures are based on site-specific developments and timing.

two-bedroom and 18 three-bedroom townhouses that we are projecting in 2026 and 2027. Completion a year earlier or later easily could occur. Less contentious are the planned 32 BMR mobile homes to be added to the Hilltop MHP (mobile home park) on Highway 92. These are forecast to be occupied in 2025 and 2026. Another four BMR Non-SRO units are projected, along with twelve market-rate duplex units, on the north side of Seymour Street in 2027 as part of a proposed adjacent Hyatt House development. Those duplexes, however, may not be built by then. The result is a forecast of 111 units being completed in BMR Non-SRO developments over the next five years, with an estimated 111 students. While many of these students may already reside in the CUSD, the units most of them will move out of are likely to then be occupied by other families with school age children.

The only other projected BMR development in the next five years has 40 units planned at 555 Kelly Avenue, but these will be studio and one-bedroom units for farm workers. The BMR SRO SGR, with virtually no students, is appropriate to apply to this development.

There is one more BMR project planned, but the latest information is that these 42 non-SRO apartments will not be occupied before 2028. This is for the northern edge of the Hatch elementary site, with the units intended for CUSD faculty and staff. The 18 townhouses planned for the south edge of the Hatch property, however, could be moved into in 2027, as is projected.

When the 44 remaining SFD homes in Pacific Ridge will be built is strictly a guess. The forecast has ten of these in each of 2025 through 2027. These could be overly optimistic numbers, with none instead being built by 2027.

Also mostly a guess is what other developments might be built in three-to-five years in Montara, Moss Beach, El Granada and Princeton. The “Draft San Mateo County 2023-2031 Housing Element” identifies several sites. This includes possibilities of 195 mainly market-rate units in nine locations and 20 BMR units replacing a parking area in Princeton. We expect few of these, however, will be completed by 2027. The forecast includes four plex units in a proposed development in Moss Beach in 2025, along with 17 potential condos in El Granada in 2026 and 2027.

A total of 270 housing units, in developments of at least four net added residences, are forecast in the next five years, as is shown in Table 8. A lower amount, however, easily could occur. The result of these projected units is a forecast of 153 district-enrolled students in 2027, as is shown in the lowest data row in Table 1 on page 3.

Concluding Commentary

Projecting low kindergarten totals is justified based on (1) the four latest kindergartens being the smallest, by far, in decades, (2) the three latest TK totals from the traditional three-month birthdate eligibility period being down by 35% from the average in 2014 to 2019 and (3) some of the latest local birth totals being lower than in the past, but it is possible that the future kindergarten totals will not stay as low as is forecast. While those factors combined strongly indicate mainly maturing families and continued low kindergarten numbers, the modest increase in births in "2021", despite that being a pandemic-impacted year, could indicate small net gains in families with children under age five who are moving into the district. This trend may be increasing now that the worst years of the pandemic are over. More new housing on a slightly faster timeline also could create larger-than-projected 2025 through 2027 enrollments. There is no realistic scenario, however, whereby the total enrollment does not decline, especially for the high school. The only issue is by how much.

Sincerely,

Thomas R. Williams, Partner in Enrollment Projection Consultants

Appendix A
Actual October 5, 2022, Resident Students versus Attending Enrollments for Elementary Schools

School	Subject	CUSD-Enrolled Students by Grade TK	K	1	2	3	4	5	Total
Farallone View	Attendance from former Moonridge Area*	0	0	0	0	0	0	0	0
	Attendance from All Other Areas	0	23	23	32	24	34	29	165
	Resident Students	6	32	29	34	23	34	38	196
	Net Difference (Attendance minus Resident)	**-6**	**-9**	**-6**	**-2**	**1**	**0**	**-9**	**-31**
El Granada	Attendance from Shared Hwy. 92 Area**	0	2	2	6	2	3	6	21
	Resident Students from Shared Hwy. 92 Area**	0	2	2	6	2	3	6	21
	Attendance from former S. Main St. Area	3	4	1	5	5	7	5	30
	Attendance from All Other Areas	24	43	34	40	40	42	42	265
	Resident Students, Current El-Granada-Only Area	18	46	45	48	50	51	47	305
	Net Difference (Attendance minus Resident)	**9**	**1**	**-10**	**-3**	**-5**	**-2**	**0**	**-10**
Hatch	Attendance from Shared Hwy. 92 Area**	3	7	2	2	2	4	4	24
	Resident Students from Shared Hwy. 92 Area**	3	7	2	2	2	4	4	24
	Attendance from added Moonridge Area*	1	9	13	7	6	9	14	59
	Attendance from added S. Main St. Area	4	16	6	8	8	10	12	64
	Attendance from All Other Areas	18	63	68	69	61	56	57	392
	Resident Students, Current Hatch-Only Area	26	83	75	82	73	81	81	501
	Net Difference (Attendance minus Resident)	**-3**	**5**	**12**	**2**	**2**	**-6**	**2**	**14**
Kings Mountain	Actual Attendance	0	10	11	6	5	10	12	54
	Resident Students	0	6	6	3	2	4	5	26
	Net Difference (Attendance minus Resident)	**0**	**4**	**5**	**3**	**3**	**6**	**7**	**28**
Alternative Ed.	Actual Attendance	0	0	0	0	0	3	1	4
Total	Actual Attendance	53	177	160	175	153	178	182	1,078
	Resident Students	53	176	159	175	152	177	181	1,073
	Net Difference (Attendance minus Resident)***	0	1	1	0	1	1	1	5

* The eight students from the Moonridge area who are not attending Hatch or Farallone View are attending El Granada.

** Students in the Highway 92 area that was previously assigned only to El Granada can choose to attend either El Granada or Hatch, with the Highway 92 resident numbers thus matching the proportions of the attendance at those two schools.

*** Total net difference is five students listed at non-CUSD addresses and zero students at unlocatable addresses.

Appendix B: Additional Information to Tables 4 and 5 on Student Populations and Average Grade-to-Grade Advancement Rates by Housing Category*

Housing Type and Relative Value	Subject	Early Fall of	Number of Resident District-Enrolled Students by Grade and Resultant Net Avg. Advancement Rates Entering Each Grade														TK-8 Total and Cumulative Rate, 1st-8th**	9-12 Total	TK-12 Total
			TK	K	1	2	3	4	5	6	7	8	9	10	11	12			
SFD: Relatively Affordable	Resident Students	2016	0	1	0	0	1	0	2	0	3	3	1	1	3	2	10	7	17
		2017	1	2	2	0	0	2	3	5	1	5	3	1	2	3	21	9	30
		2018	0	1	2	2	0	0	2	2	5	1	4	2	1	3	15	10	25
		2019	0	1	1	2	2	1	1	2	2	5	3	3	1	2	17	9	26
		2020	0	2	1	2	2	1	2	1	2	2	3	1	2	1	15	7	22
		2021	0	2	3	2	2	2	1	4	3	2	4	5	2	4	21	15	36
		2022	1	2	2	3	2	2	2	3	4	3	2	3	5	2	24	12	36
SFD: Relatively Moderate Value (incl. Rural Mix Value but with most students in Moderate Value)	Resident Students	2016	19	77	75	81	74	73	70	93	72	68	65	63	73	74	702	275	977
		2017	14	81	67	75	86	74	77	67	93	70	66	65	65	74	704	270	974
		2018	9	58	79	69	76	83	69	77	66	90	76	66	65	67	676	274	950
		2019	19	58	54	81	77	73	74	72	76	65	81	75	69	65	649	290	939
		2020	11	68	60	47	71	69	68	72	67	68	69	86	76	68	601	299	900
		2021	6	46	56	48	42	73	67	67	70	66	69	69	83	69	541	290	831
		2022	18	57	46	53	52	43	66	69	67	69	75	70	75	87	540	307	847
	Average Annual Change Rate:																		
	from Prior Grade in Last Year				*1.00*	*0.95*	*1.08*	*1.02*	*0.90*	*1.03*	*1.00*	*0.99*	*1.14*	*1.01*	*1.09*	*1.05*	***0.96***		
	from Prior Grade in 2019 to 2021				*0.93*	*0.84*	*0.89*	*0.96*	*0.95*	*0.98*	*0.95*	*0.94*	*1.04*	*1.03*	*0.99*	*0.95*	***0.59***		
	from Prior Grade in 2016 to 2019				*0.93*	*1.02*	*1.06*	*0.98*	*0.96*	*1.00*	*0.99*	*0.97*	*0.99*	*1.00*	*1.03*	*1.01*	***0.98***		
SFD: Relatively High Value	Resident Students	2016	9	52	59	55	62	53	71	75	80	86	81	82	97	86	602	346	948
		2017	14	46	48	58	57	66	47	76	74	79	88	85	86	98	565	357	922
		2018	7	62	42	50	59	59	74	57	81	84	85	86	91	90	575	352	927
		2019	16	48	70	42	49	58	58	81	54	78	91	87	92	102	554	372	926
		2020	13	58	44	70	38	51	54	56	74	55	91	87	80	99	513	357	870
		2021	10	48	53	41	57	32	36	51	51	73	69	86	79	77	452	311	763
		2022	9	53	51	57	41	55	33	42	47	52	78	66	92	86	440	322	762
	Average Annual Change Rate:																		
	from Prior Grade in Last Year				*1.06*	*1.08*	*1.00*	*0.96*	*1.03*	*1.17*	*0.92*	*1.02*	*1.07*	*0.96*	*1.07*	*1.09*	***1.17***		
	from Prior Grade in 2019 to 2021				*0.92*	*0.97*	*0.86*	*0.94*	*0.82*	*0.95*	*0.91*	*1.00*	*1.21*	*0.95*	*0.91*	*1.02*	***0.56***		
	from Prior Grade in 2016 to 2019				*0.99*	*1.01*	*1.01*	*1.03*	*1.00*	*1.13*	*1.00*	*1.03*	*1.06*	*1.02*	*1.06*	*1.06*	***1.21***		
SFD: Total	Resident Students	2016	28	130	134	136	137	126	143	168	155	157	147	146	173	162	1,314	628	1,942
		2017	29	129	117	133	143	142	127	148	168	154	157	151	153	175	1,290	636	1,926
		2018	16	121	123	121	135	142	145	136	152	175	165	154	157	160	1,266	636	1,902
		2019	35	107	125	125	128	132	133	155	132	148	175	165	162	169	1,220	671	1,891
		2020	24	128	105	119	111	121	124	129	143	125	163	174	158	168	1,129	663	1,792
		2021	16	96	112	91	101	107	104	122	124	141	142	160	164	150	1,014	616	1,630
		2022	28	112	99	113	95	100	101	114	118	124	155	139	172	175	1,004	641	1,645
	Average Annual Change Rate:																		
	from Prior Grade in Last Year				*1.03*	*1.01*	*1.04*	*0.99*	*0.94*	*1.10*	*0.97*	*1.00*	*1.10*	*0.98*	*1.08*	*1.07*	***1.04***		
	from Prior Grade in 2019 to 2021				*0.93*	*0.91*	*0.87*	*0.95*	*0.90*	*0.98*	*0.94*	*0.97*	*1.12*	*0.99*	*0.95*	*0.99*	***0.60***		
	from Prior Grade in 2016 to 2019				*0.96*	*1.01*	*1.04*	*1.00*	*0.99*	*1.06*	*1.00*	*1.00*	*1.02*	*1.00*	*1.05*	*1.04*	***1.11***		

Appendix B: Additional Information to Tables 4 and 5 on Student Populations and Average Grade-to-Grade Advancement Rates by Housing Category*

Housing Type and Relative Value	Subject	Early Fall of	Number of Resident District-Enrolled Students by Grade and Resultant Net Avg. Advancement Rates Entering Each Grade														TK-8 Total and **Cumulative Rate, 1st-8th****	9-12 Total	TK-12 Total
			TK	K	1	2	3	4	5	6	7	8	9	10	11	12			
ATT: Relatively Most Affordable and Affordable (including BMR)	Resident Students	2016	8	47	40	37	53	42	62	52	49	58	57	50	45	57	448	209	657
		2017	11	48	44	43	37	49	42	64	54	50	59	59	47	48	442	213	655
		2018	7	32	47	44	42	36	47	42	62	54	50	59	61	45	413	215	628
		2019	9	28	33	41	43	39	34	50	50	61	57	48	64	71	388	240	628
		2020	3	33	28	29	39	40	36	34	42	48	61	51	48	65	332	225	557
		2021	5	33	34	29	30	38	39	32	31	41	43	56	42	54	312	195	507
		2022	9	26	32	30	26	30	35	39	32	30	42	44	57	56	289	199	488
	Average Annual Change Rate:																		
	from Prior Grade in Last Year				*0.97*	*0.88*	*0.90*	*1.00*	*0.92*	*1.00*	*1.00*	*0.97*	*1.02*	*1.02*	*1.02*	*1.33*	***0.71***		
	from Prior Grade in 2019 to 2021				*1.02*	*0.96*	*0.99*	*0.95*	*0.95*	*0.94*	*0.88*	*0.97*	*0.95*	*0.91*	*0.91*	*1.07*	***0.69***		
	from Prior Grade in 2016 to 2019				*0.98*	*0.98*	*0.98*	*0.94*	*0.97*	*1.03*	*1.07*	*1.00*	*1.02*	*1.00*	*1.02*	*1.06*	***0.97***		
ATT: Relatively Moderate Value	Resident Students	2016	0	0	2	0	2	3	3	1	3	0	2	0	0	2	14	4	18
		2017	0	1	1	2	0	2	3	3	2	3	2	1	1	0	17	4	21
		2018	0	0	1	1	2	0	2	3	3	1	3	1	1	1	13	6	19
		2019	0	2	0	2	0	2	0	2	3	3	1	3	1	0	14	5	19
		2020	0	1	2	1	2	0	2	0	2	3	1	1	3	1	13	6	19
		2021	2	3	1	2	1	2	1	1	1	2	1	4	2	3	16	10	26
		2022	1	4	3	1	2	1	2	2	1	1	2	1	4	2	18	9	27
ATT: Relatively High Value	Resident Students	2016	0	0	2	1	2	0	0	2	1	0	1	0	2	0	8	3	11
		2017	0	0	0	1	0	2	0	0	1	1	0	1	0	2	5	3	8
		2018	0	2	0	0	1	0	1	0	0	0	0	0	1	0	4	1	5
		2019	0	0	2	0	0	1	0	0	0	0	1	0	1	1	3	3	6
		2020	0	0	0	2	0	0	1	0	0	1	0	2	0	1	4	3	7
		2021	0	0	0	0	2	0	0	1	0	0	1	0	2	0	3	3	6
		2022	1	1	0	0	0	2	0	0	0	0	0	1	0	2	4	3	7
Mix SFD & ATT (but with most stu. from ATT): Mainly Relatively Affordable	Resident Students	2016	0	3	2	5	3	5	6	1	3	2	0	5	3	6	30	14	44
		2017	2	2	3	2	4	4	5	5	3	3	2	0	3	5	33	10	43
		2018	0	5	2	2	1	4	4	7	5	2	3	2	1	6	32	12	44
		2019	1	2	4	2	4	1	4	5	5	4	2	2	3	1	32	8	40
		2020	0	1	3	4	1	4	1	3	5	5	5	2	3	2	27	12	39
		2021	1	6	1	2	3	1	5	2	5	5	8	4	2	6	31	20	51
		2022	0	1	5	2	3	4	1	4	2	5	4	7	4	2	27	17	44
Mix SFD & ATT (but with most stu. from ATT): Mainly Relatively Moderate Value	Resident Students	2016	1	9	18	6	12	11	8	10	9	8	6	6	5	10	92	27	119
		2017	1	6	9	19	6	12	11	8	11	10	8	6	6	7	93	27	120
		2018	4	9	8	8	17	6	14	12	10	12	12	8	6	10	100	36	136
		2019	0	7	8	9	8	18	9	14	13	12	10	14	8	6	98	38	136
		2020	1	8	5	12	6	7	17	7	14	9	14	12	9	7	86	42	128
		2021	4	3	8	4	11	8	7	19	6	13	12	12	8	12	83	44	127
		2022	3	11	3	8	5	12	9	7	16	5	12	13	12	8	79	45	124

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Appendix B: Additional Information to Tables 4 and 5 on Student Populations and Average Grade-to-Grade Advancement Rates by Housing Category*

Housing Type and Relative Value	Subject	Early Fall of	Number of Resident District-Enrolled Students by Grade and Resultant Net Avg. Advancement Rates Entering Each Grade														TK-8 Total and **Cumulative Rate, 1st-8th****	9-12 Total	TK-12 Total
			TK	K	1	2	3	4	5	6	7	8	9	10	11	12			
Rural SFD & Farms (but most stu. from Farms): Mainly Relatively Most Affordable	Resident Students	2016	1	9	8	9	9	7	8	7	8	7	8	4	8	7	73	27	100
		2017	4	9	7	7	7	8	5	7	6	7	6	7	5	7	67	25	92
		2018	0	6	11	7	6	6	7	4	7	6	7	6	7	5	60	25	85
		2019	2	4	6	9	6	7	6	6	4	8	7	7	6	7	58	27	85
		2020	0	9	3	4	9	3	5	5	6	3	9	7	6	8	47	30	77
		2021	1	3	9	2	3	8	5	6	6	8	3	7	7	6	51	23	74
		2022	3	9	2	9	2	5	10	2	6	6	6	7	8	8	54	29	83
MHP: Relatively Affordable	Resident Students	2016	1	22	9	28	30	27	25	19	31	25	27	20	22	22	217	91	308
		2017	8	18	20	10	25	30	25	26	19	30	23	28	19	23	211	93	304
		2018	4	25	21	18	9	24	29	25	25	19	32	20	27	19	199	98	297
		2019	3	20	22	20	19	11	24	27	28	27	19	33	20	30	201	102	303
		2020	1	9	18	24	21	22	9	25	25	27	27	18	34	18	181	97	278
		2021	1	16	12	18	24	23	20	8	24	28	26	31	21	35	174	113	287
		2022	8	12	15	12	19	23	23	21	8	22	27	27	30	21	163	105	268
Combined ATT, Mainly ATT, MHP & Mainly Farms (for stu. sources)	Resident Students	2016	11	90	81	86	111	95	112	92	104	100	101	85	85	104	882	375	1,257
		2017	26	84	84	84	79	107	91	113	96	104	100	102	81	92	868	375	1,243
		2018	15	79	90	80	78	76	104	93	112	94	107	96	104	86	821	393	1,214
		2019	15	63	75	83	80	79	77	104	103	115	97	107	103	116	794	423	1,217
		2020	5	61	59	76	78	76	71	74	94	96	117	93	103	102	690	415	1,105
		2021	14	64	65	57	74	80	77	69	73	97	94	114	84	116	670	408	1,078
		2022	25	64	60	62	57	77	80	75	65	69	93	100	115	99	634	407	1,041
	Average Annual Change Rate:																		
	from Prior Grade in Last Year				*0.94*	*0.95*	*1.00*	*1.04*	*1.00*	*0.97*	*0.94*	*0.95*	*0.96*	*1.06*	*1.01*	*1.18*	***0.86***		
	from Prior Grade in 2019 to 2021				*1.00*	*0.99*	*0.96*	*0.99*	*0.96*	*0.97*	*0.95*	*0.98*	*1.00*	*0.97*	*0.93*	*1.06*	***0.80***		
	from Prior Grade in 2016 to 2019				*0.98*	*0.97*	*0.95*	*0.98*	*0.98*	*1.01*	*1.05*	*1.00*	*1.02*	*0.99*	*1.02*	*1.09*	***0.94***		
Combined All Mainly Relatively Most Affordable & Affordable	Resident Students	2016	10	82	59	79	96	81	103	79	94	95	93	80	81	94	778	348	1,126
		2017	26	79	76	62	73	93	80	107	83	95	93	95	76	86	774	350	1,124
		2018	11	69	83	73	58	70	89	80	104	82	96	89	97	78	719	360	1,079
		2019	15	55	66	74	74	59	69	90	89	105	88	93	94	111	696	386	1,082
		2020	4	54	53	63	72	70	53	68	80	85	105	79	93	94	602	371	973
		2021	8	60	59	53	62	72	70	52	69	84	84	103	74	105	589	366	955
		2022	21	50	56	56	52	64	71	69	52	66	81	88	104	89	557	362	919
	Average Annual Change Rate:																		
	from Prior Grade in Last Year				*0.93*	*0.95*	*0.98*	*1.03*	*0.99*	*0.99*	*1.00*	*0.96*	*0.96*	*1.05*	*1.01*	*1.20*	***0.89***		
	from Prior Grade in 2019 to 2021				*1.03*	*0.98*	*0.98*	*0.97*	*0.95*	*0.98*	*0.95*	*1.00*	*0.99*	*0.94*	*0.97*	*1.06*	***0.83***		
	from Prior Grade in 2016 to 2019				*0.98*	*0.97*	*0.96*	*0.98*	*0.98*	*1.02*	*1.05*	*1.00*	*1.02*	*0.98*	*1.01*	*1.08*	***0.95***		

Appendix B: Additional Information to Tables 4 and 5 on Student Populations and Average Grade-to-Grade Advancement Rates by Housing Category*

Housing Type and Relative Value	Subject	Early Fall of	Number of Resident District-Enrolled Students by Grade and Resultant Net Avg. Advancement Rates Entering Each Grade														TK-8 Total and **Cumulative Rate, 1st-8th****	9-12 Total	TK-12 Total
			TK	K	1	2	3	4	5	6	7	8	9	10	11	12			
Combined All Mainly Relatively Moderate Value	Resident Students	2016	20	86	95	87	88	87	81	104	84	76	73	69	78	86	808	306	1,114
		2017	15	88	77	96	92	88	91	78	106	83	76	72	72	81	814	301	1,115
		2018	13	67	88	78	95	89	85	92	79	103	91	75	72	78	789	316	1,105
		2019	19	67	62	92	85	93	83	88	92	80	92	92	78	71	761	333	1,094
		2020	12	77	67	60	79	76	87	79	83	80	84	99	88	76	700	347	1,047
		2021	12	52	65	54	54	83	75	87	77	81	82	85	93	84	640	344	984
		2022	22	72	52	62	59	56	77	78	84	75	89	84	91	97	637	361	998
	Average Annual Change Rate:																		
	from Prior Grade in Last Year				*1.00*	*0.95*	*1.09*	*1.04*	*0.93*	*1.04*	*0.97*	*0.97*	*1.10*	*1.02*	*1.07*	*1.04*	***0.98***		
	from Prior Grade in 2019 to 2021				*0.92*	*0.89*	*0.88*	*0.97*	*0.96*	*0.98*	*0.96*	*0.92*	*1.04*	*1.04*	*0.95*	*0.96*	***0.63***		
	from Prior Grade in 2016 to 2019				*0.94*	*1.02*	*1.05*	*0.98*	*0.98*	*1.00*	*1.01*	*0.99*	*1.00*	*0.99*	*1.03*	*1.04*	***1.04***		
Combined All Relatively High Value	Resident Students	2016	9	52	61	56	64	53	71	77	81	86	82	82	99	86	610	349	959
		2017	14	46	48	59	57	68	47	76	75	80	88	86	86	100	570	360	930
		2018	7	64	42	50	60	59	75	57	81	84	85	86	92	90	579	353	932
		2019	16	48	72	42	49	59	58	81	54	78	92	87	93	103	557	375	932
		2020	13	58	44	72	38	51	55	56	74	56	91	89	80	100	517	360	877
		2021	10	48	53	41	59	32	36	52	51	73	70	86	81	77	455	314	769
		2022	10	54	51	57	41	57	33	42	47	52	78	67	92	88	444	325	769
	Average Annual Change Rate:																		
	from Prior Grade in Last Year				*1.06*	*1.08*	*1.00*	*0.97*	*1.03*	*1.17*	*0.90*	*1.02*	*1.07*	*0.96*	*1.07*	*1.09*	***1.15***		
	from Prior Grade in 2019 to 2021				*0.92*	*0.97*	*0.86*	*0.94*	*0.82*	*0.96*	*0.91*	*1.01*	*1.21*	*0.96*	*0.91*	*1.02*	***0.57***		
	from Prior Grade in 2016 to 2019				*0.99*	*1.00*	*1.00*	*1.03*	*0.99*	*1.12*	*1.00*	*1.02*	*1.06*	*1.02*	*1.07*	*1.06*	***1.17***		
Students Listed at Addresses Outside CUSD and a Few Students at Unlocatable Addresses***	Resident Students	2016	1	4	3	3	7	4	8	10	2	7	6	6	8	8	49	28	77
		2017	0	1	4	0	1	2	0	3	6	2	3	4	5	6	19	18	37
		2018	1	1	1	3	0	2	1	1	1	5	3	3	7	4	16	17	33
		2019	0	0	1	0	1	1	2	3	1	1	10	1	2	5	10	18	28
		2020	0	0	0	1	1	1	0	9	3	2	3	4	1	2	17	10	27
		2021	1	1	0	1	2	0	3	1	8	4	3	4	5	0	21	12	33
		2022	0	1	1	0	1	1	1	8	2	8	5	3	4	8	23	20	43

* Figures are based on aggregates of EPC-created planning areas for the dominant housing category in each area. Usually we exclude from this data any areas with significant new housing amounts added during the years covered in this appendix, but too few new housing units have been added in the CUSD since 2015 to warrant such exclusions.

** Cumulative advancement rates are the net change, if these grade-to-grade rates continue, in each first grade population as it graduates upward over seven years into eighth grade from the same housing units. We exclude the rates from kindergarten to first grade from these cumulative figures because the changes entering first grade often are impacted by students coming out of private kindergarten programs. Those programs, which are a factor on enrollments, are a different issue than the net changes caused by housing turnover, which is the main purpose in identifying cumulative rates. The net changes in the advancements from the eighth to ninth grades also often have a private school factor.

*** The totals of students at unlocatable addresses, including those with no address listed, were 20 in 2016 and only six or fewer in each year since then.