

III. ENROLLMENT AND DEMOGRAPHICS

The demographics of the Santa Ana Unified School District (SAUSD) play a critical role in projecting student enrollment. The District analyzes demographic data annually to determine present and future facilities and educational program needs. This section of the Facilities Master Plan (FMP) details the enrollment history of the District, enrollment trends, and projected enrollment.

Demographics and enrollment are central elements of the FMP. SAUSD is roughly 24 square miles and encompasses portions of the Cities of Santa Ana, Irvine, Costa Mesa, Newport Beach, Tustin, and unincorporated county land. It is an urban district and the sixth largest in the State. Over eighty percent of the SAUSD students are English learners and almost ninety percent participate in the free and reduced lunch program.

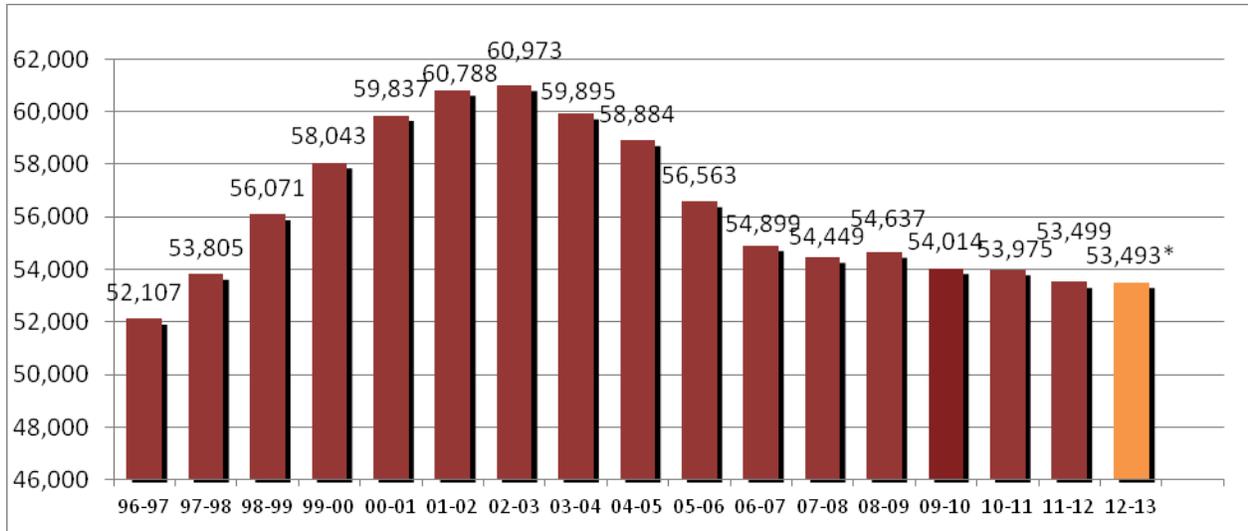
Like many urban areas, SAUSD's population is not evenly distributed throughout the District. In high-density areas, such as large apartment complexes, large concentrations of students exist within the District. Some school sites within the District are overcrowded, while some have excess capacity. Demographic changes within the District are generally not evenly distributed across all the school sites. Given that the FMP is a "living" document, the District will have ample opportunity to monitor and adjust to changes in local and site level conditions.

A. ENROLLMENT TRENDS

The chart below provides a long-range historic enrollment trend for SAUSD dating back to 1996. Enrollment rose sharply through the mid- and late 1990s and has been in steady decline since peaking in the 2002-03 school year. The last three years have seen some volatility in that declining trend. From the 2006-07 school year, the decline moderated somewhat with a modest uptick in the 2008-09 school year. Enrollment remained stable in the 2012-13 school year. Preliminary projections for the 2013-14 year anticipate another slight decrease up to 400 students.

Chart 1 shows the District's historical enrollment since the 1996-97 school year. Please Note: The enrollment listed in this section does not include charter school enrollment.

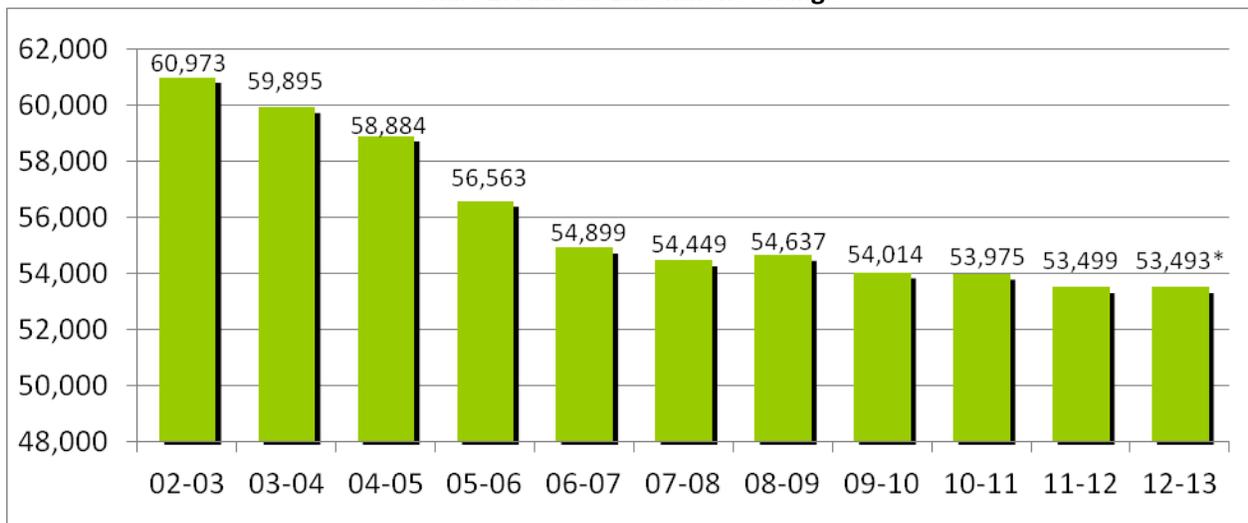
Chart 1: Historical Enrollment



*Estimated CBEDS

Since 2003, SAUSD has been in a period of declining enrollment. The initial declines were significant but have shown signs of leveling off since 2006, as shown in Chart 2 below.

Chart 2: Annual Enrollment Change



*Estimated CBEDS

B. PROJECTIONS VS. CBEDS

California Basic Education Data System

The California Basic Education Data System (CBEDS) is an annual data collection system administered in October of every year for the purpose of collecting statewide information on student demographics. The District’s annual enrollment in this section is given in CBEDS numbers, or enrollment as of the first week of October of each year.

Annual Enrollment Projections

SAUSD prepares annual enrollment projections in the winter of each year in order to anticipate the student enrollment for the following school year. Historically, the projections have been prepared internally by staff, externally by a demographics consultant, or by a combination of the two. The projections have consistently estimated within two percent of the actual enrollment, as shown in Table 2 below.

Table 2: Past Projection Accuracy

	Internal Projection	Consultant's Projection	Actual CBEDS Enrollment
2012-13 Projection	53,611	n/a	53,493*
	0.2%	n/a	
2011-12 Projection	54,014	n/a	53,499
	1.0% difference	n/a	
2010-11 Projection	53,317	53,398	53,975
	-1.2% difference	-1.0% difference	
2009-10 Projection	54,813	55,025	54,014
	1.5% difference	1.9% difference	
2008-09 Projection	54,210	54,314	54,637
	-0.8% difference	-0.6%	

*Estimated CBEDS

Student enrollment is impacted by several factors. The economic conditions of an area impact the housing and job markets, which could result in residential development or families moving in or out of the area. Families having less income to spend on extras, such as private school, could cause students to transfer into the public school system. Birth rates in a particular area have an impact on the incoming kindergarten enrollment. Changes in educational programs can also impact enrollment by shifting students to different schools. All of the various factors that affect student enrollment are incorporated into the projection methodologies utilized by the District. The following table shows the current K-12 enrollment projection for the 2013-14 school year. A slight decrease up to 400 students is anticipated.

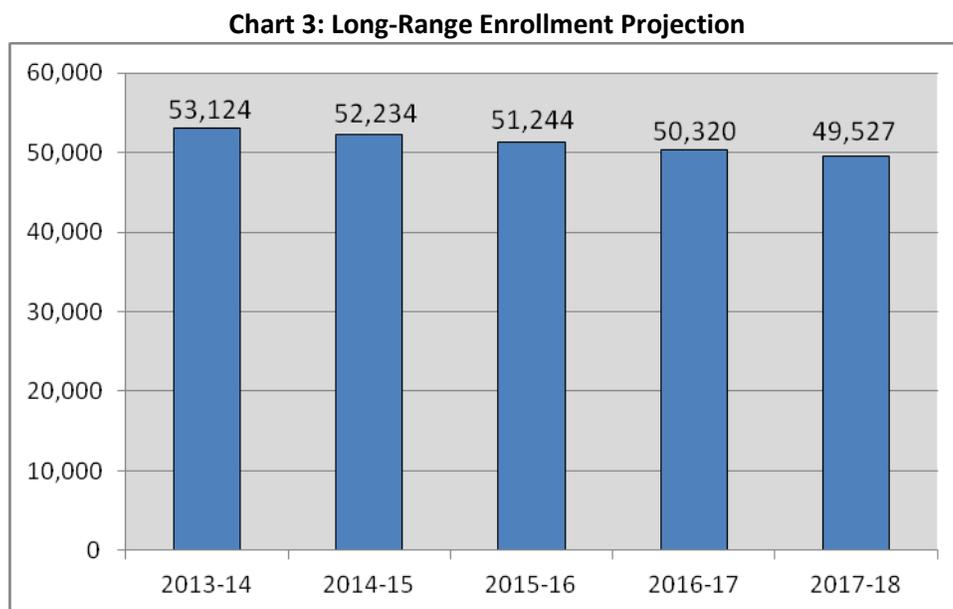
Table 3: Current Enrollment Projection

2013-14 Projection Range	Current Enrollment	Change
53,092 - 53,492	*53,493	-1 - 400 students -0.0 - 0.7%

*Estimated CBEDS

Long-Range Enrollment Projections

Long-range projections forecast enrollment for five or more years into the future. The long-range enrollment projections are updated approximately every five years. The latest long-range projections were prepared on November 27, 2012 by the firm DeJong Richter. The methodologies used in the long-range enrollment projection indicate gradually declining enrollment over the next five years. The following chart shows the long-range enrollment projection through the 2017-18 school year, with a decline of less than two percent each year.



Source: Enrollment Projection Study prepared November 27, 2012 by DeJong Richter.

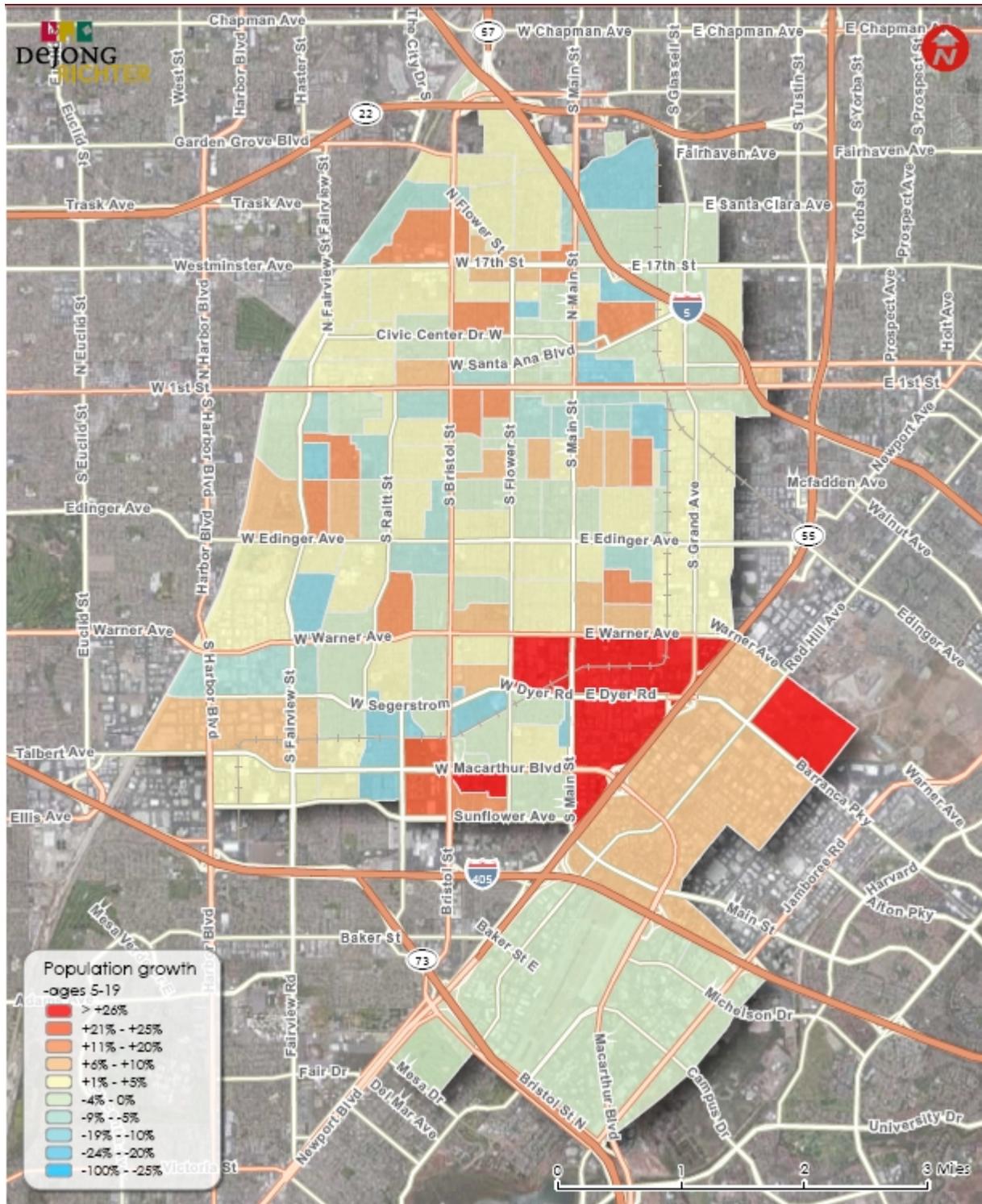
Table 4 below contains the five-year enrollment projection by school level. The charts shows the greatest enrollment decrease over the next five years at the elementary level, with the intermediate and high school levels remaining relatively stable. The decrease at the elementary level is consistent with City of Santa Ana birthrate data.

Table 4: Five-Year Enrollment Projection by School Level

Grade Level	2013-14	2014-15	2015-16	2016-17	2017-18
K-5	26,518	25,898	25,039	24,047	23,185
6-8	11,926	11,786	11,704	11,765	11,810
9-12	14,681	14,550	14,501	14,508	14,532
Total	53,124	52,234	51,244	50,320	49,527

Figure 1 below displays projected area growth patterns of school-age children over the next three years. This data will aid in informing future facility construction and maintenance within the district.

Figure 1: Ages 5-19 Population Growth Through 2016



Source: Enrollment Projection Study prepared November 27, 2012 by DeJong Richter

C. AB 1014

Assembly Bill (AB) 1014 changed the current method the State uses to calculate enrollment. It authorizes a school district to submit an alternative enrollment projection for either a fifth year or tenth year beyond the fiscal year in which the alternative enrollment projection application is made using a methodology other than the cohort survival method. The Office of Public School Construction (OPSC) will review the alternative enrollment projection and submit the request to the State Allocation Board (SAB) for approval.

A district can file for eligibility on a district-wide basis or using a high school attendance area (HSAA). Districts using a HSAA draw boundaries that break up a district by a high school and the elementary and middle feeder schools. Districts establishing eligibility using HSAA must use the HSAA for five years. This bill specifies that the alternative projection for a district using a HSAA may use a pupil's residence to calculate enrollment. This will enable those districts that bus pupils away from their neighborhood schools due to overcrowding to build adequate schools in each community if the projection shows that there is eligibility.

AB 1014 builds on AB 491 (Goldberg), which authorized overcrowded school districts, defined as a district that has at least two school sites with a pupil population density level that is 200% of the California Department of Education recommended density level, to use an alternative enrollment projection method to justify an application for school facilities funds for the purpose of relieving overcrowding. The alternative projection method must be approved by the Department of Finance's Demographics Unit and the OPSC before the SAB makes a final determination on the application. This authorization was limited to \$500 million from Proposition 55, the 2004 education bond. This District is actively exploring how the methodology allowed under AB 1014 might benefit the District.

D. NEW RESIDENTIAL DEVELOPMENT

Irvine/Newport Development Area

Portions of the City of Irvine and City of Newport Beach exist within the southern area of the SAUSD boundary. The District refers to this area as the Irvine/Newport development area (INDA). The INDA is bounded by the John Wayne Airport to the northwest, the former Tustin Marine Corps Air Station to the northeast, the San Diego Creek channel to the southeast, and the State Route 73 freeway to the southwest. The INDA primarily consists of commercial and industrial development; however, over the last 5 years has experienced single-family and multi-family attached residential development.

The Irvine Business Complex (IBC) is a 2,800-acre area located within the INDA. The IBC Environmental Impact Report was approved by the Irvine City Council in 2010. The IBC development allows up to 17,038 single-family and multi-family residential units. Figure 2 shows the existing and planned IBC development projects and the school district boundaries. In conjunction with the City of Newport Beach development projects, the INDA has over 4,600 residential units planned within the SAUSD boundary.

Table 5: INDA Residential Units

Planned units	4,624
Existing units	4,755
Total Residential Units	9,379

As a primarily commercial and industrial area, the INDA does not currently generate a substantial number of students. However, the INDA is transitioning into an urban neighborhood as development progresses. According to the IBC Vision Plan, “this evolution to a more urban environment will include an array of retail and residential land uses constituting changes to the look, feel, and function of the IBC.” This transformation has the potential to result in increased student generation rates as the area becomes more attractive to families. The District has an obligation to serve students generated from the residential units in this area.

Based on the buildout projections, the INDA residential units are anticipated to generate 300-1,300 students within SAUSD. The District prepared an enrollment range rather than a single projection assuming student generation will increase over time as the INDA evolves into a residential mixed-use area. Table 6 shows the conservative, moderate, and aggressive student projection based on varying student generation rates.

Table 6: INDA Students Generated

Student Generation Rate	Elementary	Intermediate	High	Total
Conservative	191	57	81	329
Moderate	462	183	174	819
High	733	308	268	1308

Table 7 identifies the District schools that currently serve the INDA. As shown, the District schools that serve the students generated in the INDA do not currently have the available capacity to serve the estimated 300-1,300 students. In addition, the distance from the INDA to the schools is approximately five to six driving miles. The quantity of students generated by the cumulative planned development in the area, in consideration of the distance to the nearest District schools, warrants the need for one to two schools in the INDA.

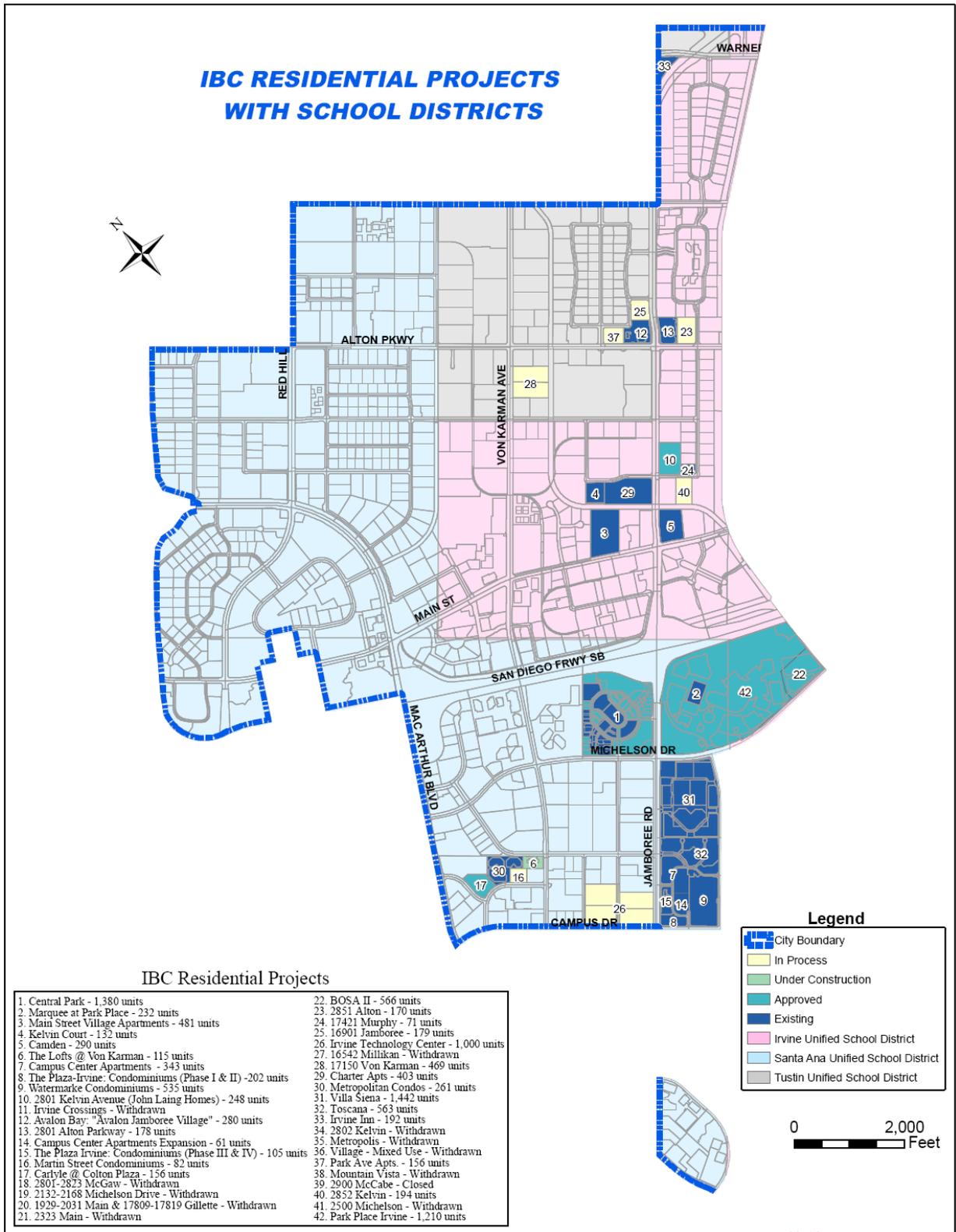
Table 7: Schools Serving the INDA

School	Grades Served	Address	Current Enrollment	*Current Permanent Capacity	Available Seats	Approximate Driving Distance from the IBC
Monroe Elementary	K-5	417 E. Central Avenue	484	566	82	5 miles
McFadden Intermediate	6-8	2701 S. Raitt Street	1,411	1,014	-397	6 miles
Century High	9-12	1401 S. Grand Avenue	1,942	2,155	213	6 miles

**Permanent building capacity only. Does not include relocatable classrooms.*

The District employs a ‘neighborhood school’ policy that promotes community ownership, limits bussing, and encourages walking and other forms of transportation to and from school sites. In order to house students generated from the residential units, SAUSD envisions a preschool through twelfth grade (PreK-12) school in the INDA with a capacity of approximately 1,200 students. Implementation of a new school would require several strategic steps, including site acquisition, design, and construction. Facilities staff has initiated discussions with local developers to discuss site and funding opportunities to service the students generated from future development.

Figure 2: IBC Residential Projects



Source: 2008 IBC Environmental Report

Based on preliminary estimates, the District anticipates the implementation of a new school in the INDA would cost \$56,600,000, as shown in Table 8.

Table 8: Anticipated INDA School Cost

Implementation	Calculation	Cost
Site Acquisition	16 acres X \$1,500,000/Acre	\$24,000,000
PreK-6 Construction	500 Students X 59 Sq Ft X \$400/Sq Ft	\$11,800,000
7-8 Construction	200 Students X 80 Sq Ft X \$400/ Sq Ft	\$6,400,000
9-12 Construction	400 Students X 90 Sq Ft X \$400/Sq Ft	\$14,400,000
		\$56,600,000

The District is currently identifying planning strategies and funding opportunities to accommodate students generated by the INDA development. Potential financing mechanisms identified include the following. The District plans to continue researching site opportunities, partnership opportunities, and track residential development to refine its vision for a new school in the INDA.

- **Federal:** New Market Tax Credits
- **State:** State Facilities Programs (contingent upon a 2014 bond)
- **Local:** Joint-use recreational opportunities with the City of Irvine, marketing/business partnerships, developer-built infrastructure, joint-occupancy, and bridging of capital improvements.
- **School Facilities Improvement District (SFID):** These are similar to General Obligation bonds, except only a portion of the District is designated and only those voters residing within the SFID would be assessed taxes to pay the annual debt service on bonds issued.
- **Community Facilities Districts (CFD):** “Mello-Roos” CFD bonds are issued exclusively on the basis of voter -approved special tax assessments to create new tax revenue for school districts. CFD boundaries can be tailored to areas of support to finance the purchase, expansion or improvements of facilities within the CFD for projects with an estimated useful life of five years or longer.

Transit Zoning Code

The Transit Zoning Code was initially developed as the zoning component of the larger Santa Ana Renaissance Specific Plan intended to plan for redevelopment and new transit opportunities. The City of Santa Ana City Council approved the Transit Zoning Code in June 2010. The Transit Zoning Code would allow for mixed-use infill development, including residential, commercial, transit, and open space (see Figure 3). The Transit Zoning Code allows up to 4,075 single-family and multi-family residential units. Based on the buildout projections and ratio of persons per household, the Transit Zoning Code would result in an estimated 190 K-12 students generated by the project.

Other New Development

While the majority of the District is located within the City of Santa Ana and is considered “built-out,” there are still plans and opportunities for new residential development and redevelopment within the District. Figure 4 shows planned and new residential development within the District.

Study Area Zones

In order to more accurately project the number of students within each school attendance area, the School District has been separated into Study Area Zones (SAZs). An SAZ constitutes a region of residential units with similar characteristics such as land use (e.g., single-family detached units or multi-family attached units), school attendance area, access to major roads, and distinct neighborhoods. In addition to identifying the exact concentrations of existing and future students, SAZs promote more accurate analysis of demographic trends within the subregions of a school district.

SAUSD is comprised of 568 SAZs, with each SAZ assigned to a specific elementary, intermediate, and high school attendance area. Figures 5, 6, and 7 illustrate the comparative density of elementary, intermediate, and high school students, respectively, for all 568 SAZs. Darker colors denote higher student density while lighter shades and white show lower density levels or the absence of students, respectively. Student density has remained relatively constant over the last several years since there has been little residential development within the City of Santa Ana. Figures 8 – 11 display the District boundary and current elementary, intermediate, and high school attendance areas, respectively. Pending further study of enrollment changes, the maps will be updated.

Figure 3: Transit Zoning Code

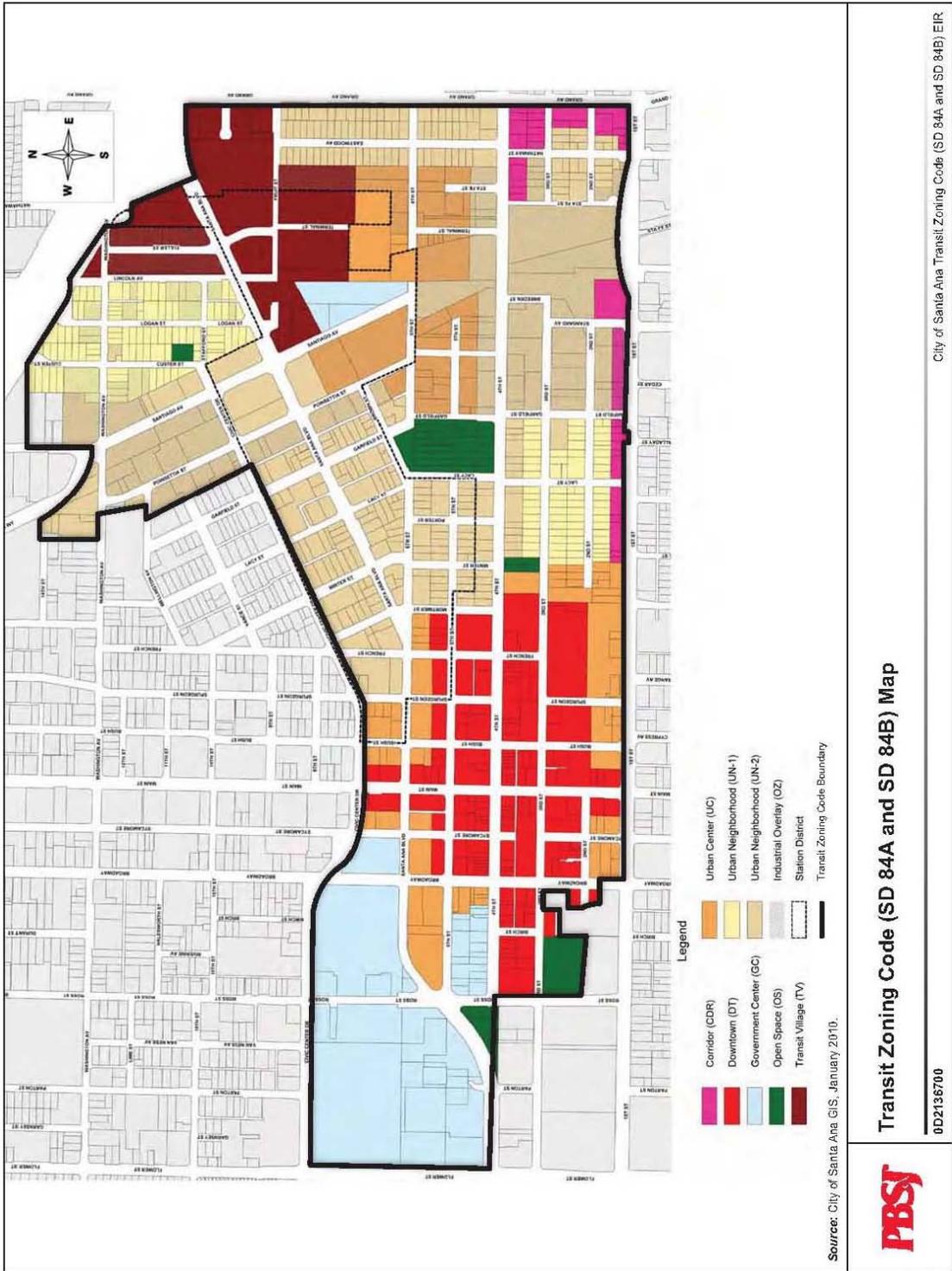


Figure 4: Future Residential Development

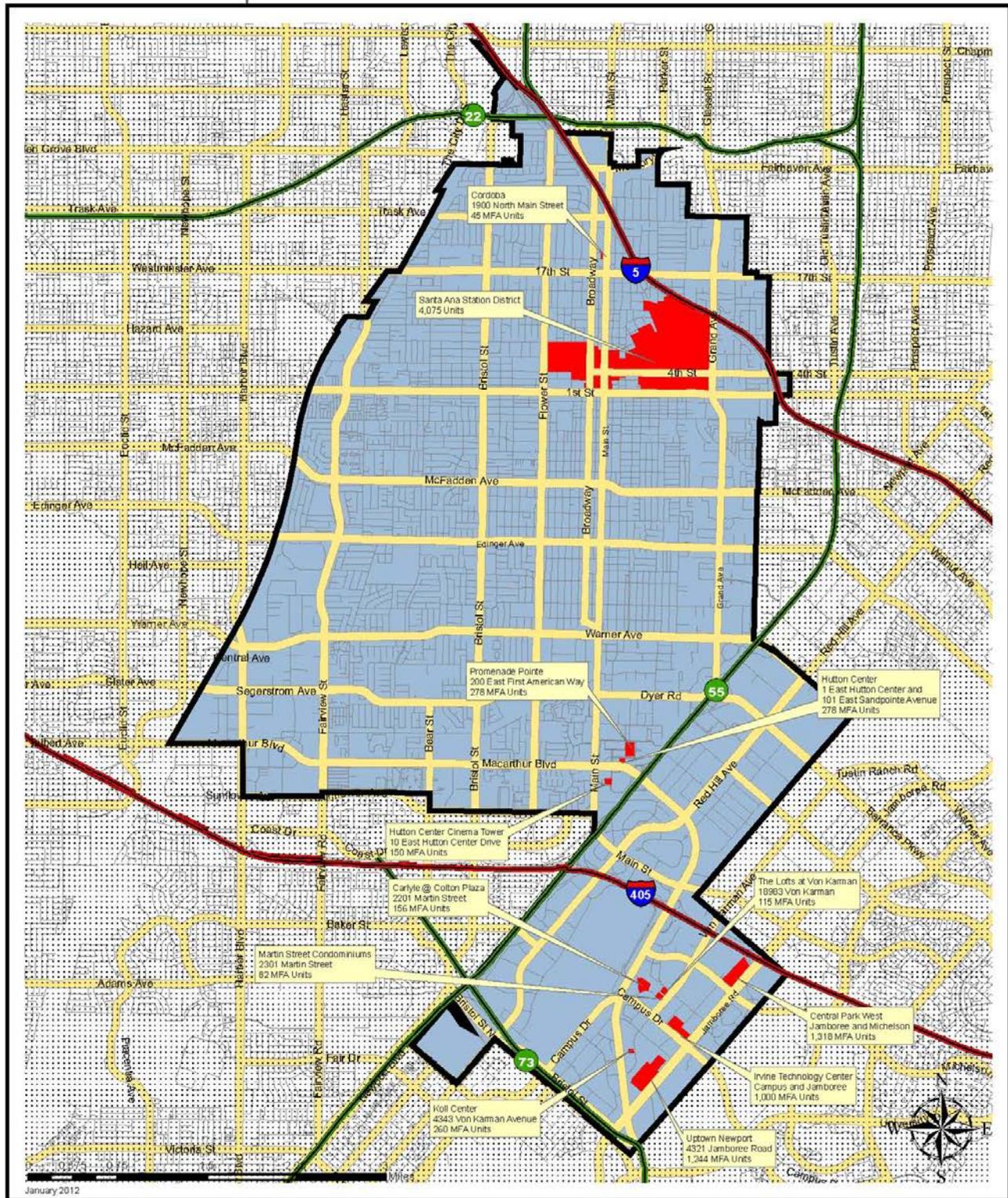


Figure 5: Elementary School Enrollment Density by Study Area Zone

SANTA ANA UNIFIED SCHOOL DISTRICT
2007/2008 Elementary School Enrollment Density by Study Area Zone

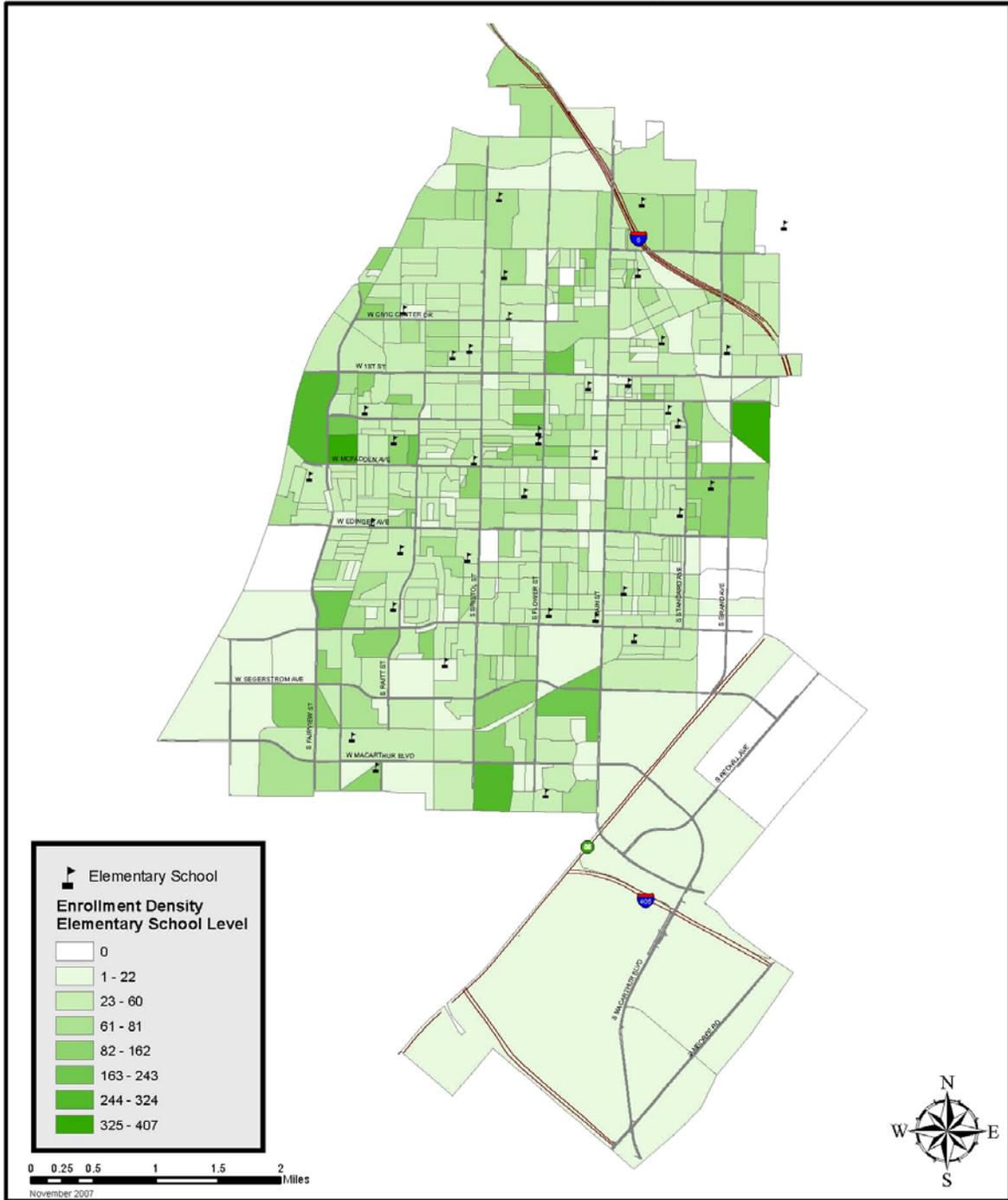


Figure 6: Intermediate School Enrollment Density by Study Area Zone

SANTA ANA UNIFIED SCHOOL DISTRICT
2007/2008 Intermediate School Enrollment Density by Study Area Zone

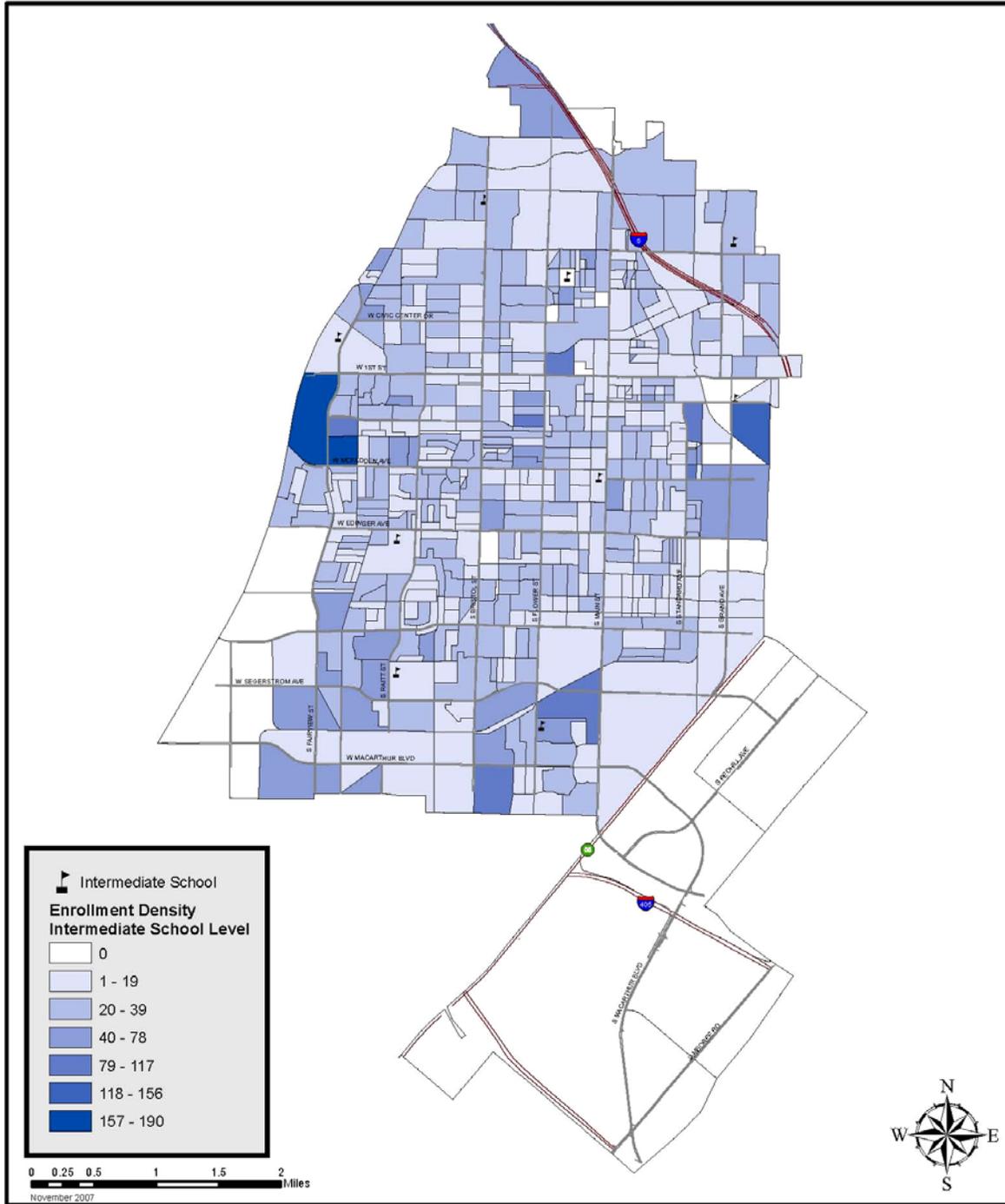


Figure 7: High School Enrollment Density by Study Area Zone

SANTA ANA UNIFIED SCHOOL DISTRICT
2007/2008 High School Enrollment Density by Study Area Zone

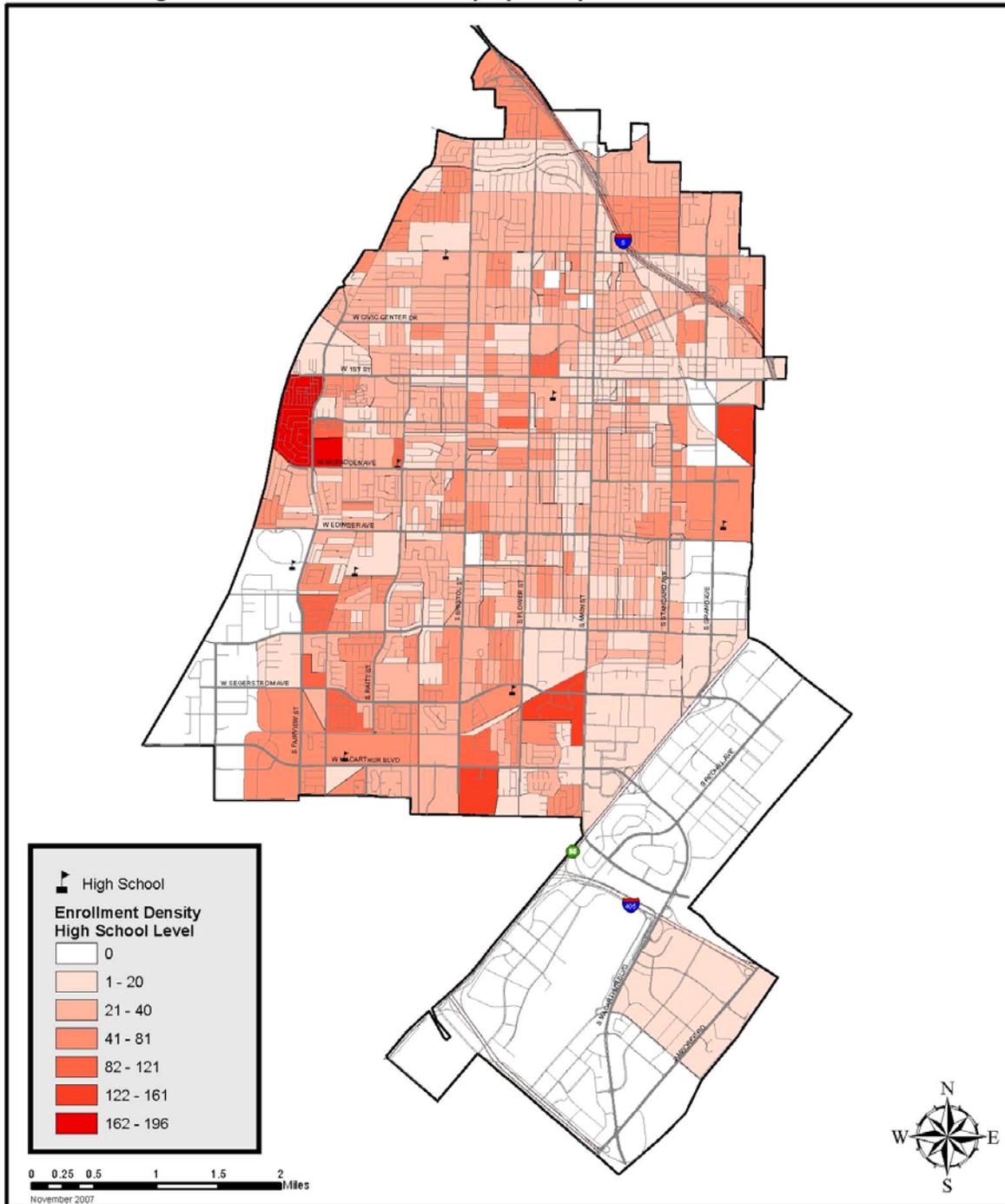


Figure 9: 2012-2013 Elementary School Attendance Areas

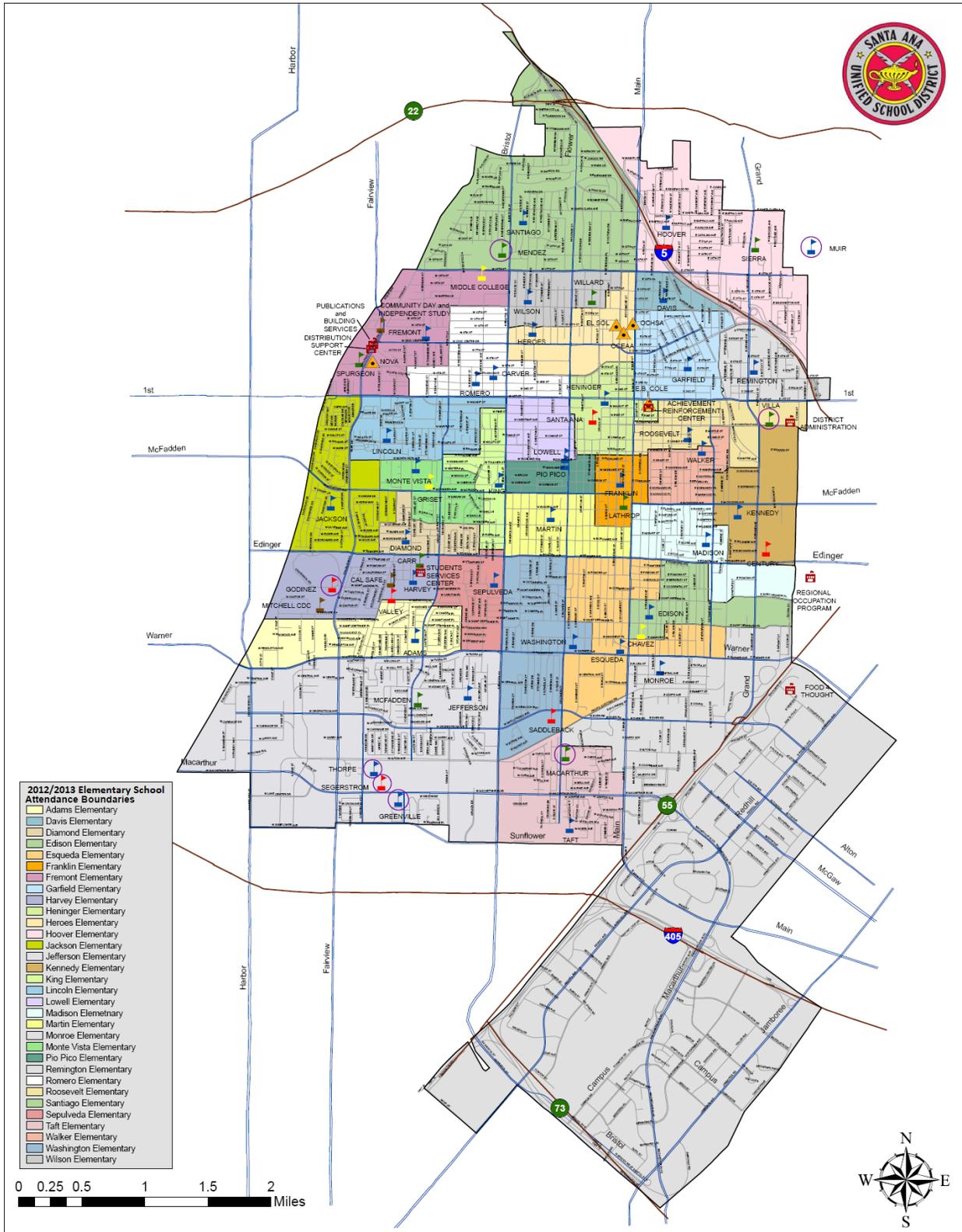


Figure 10: 2012-2013 Intermediate School Attendance Areas

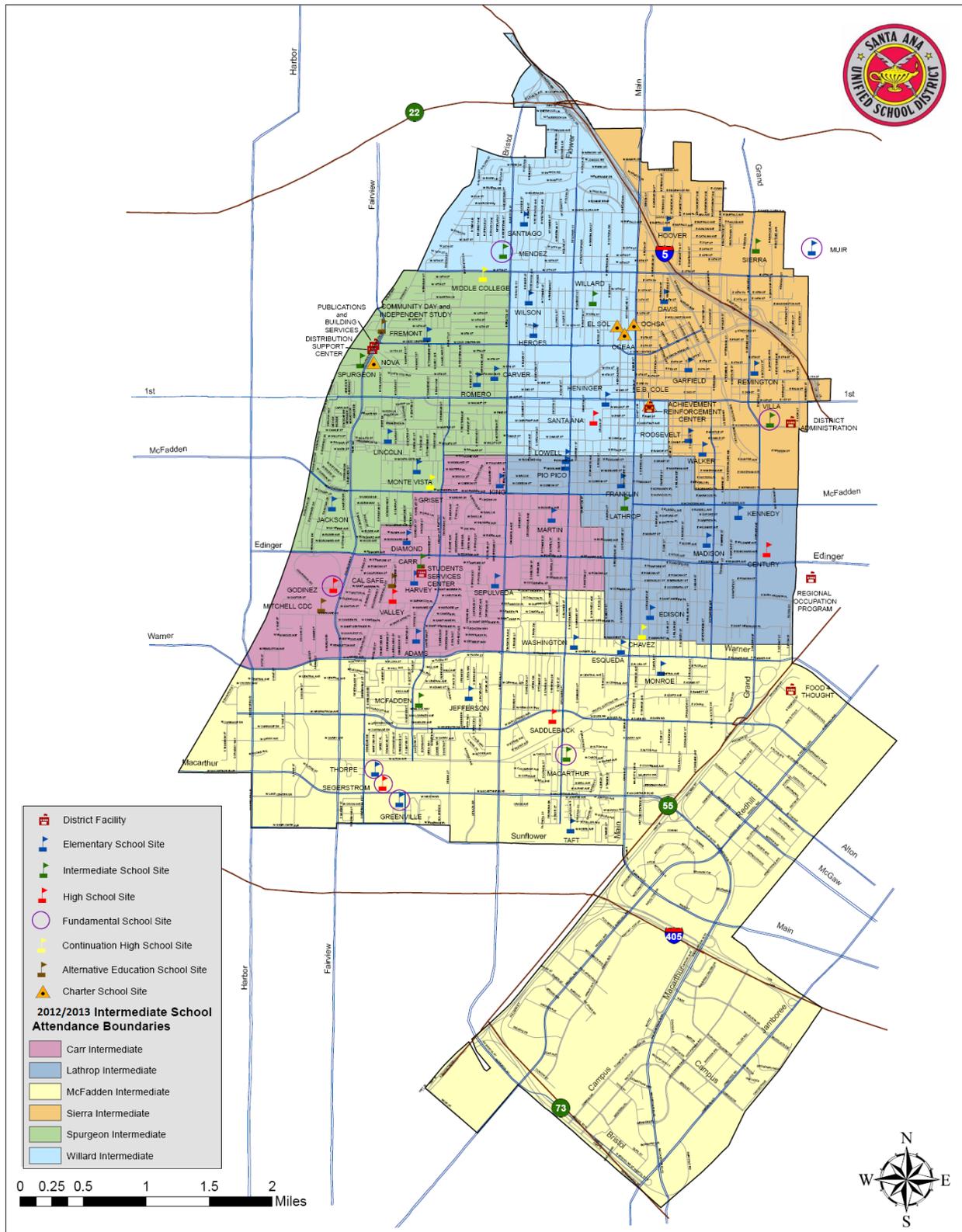
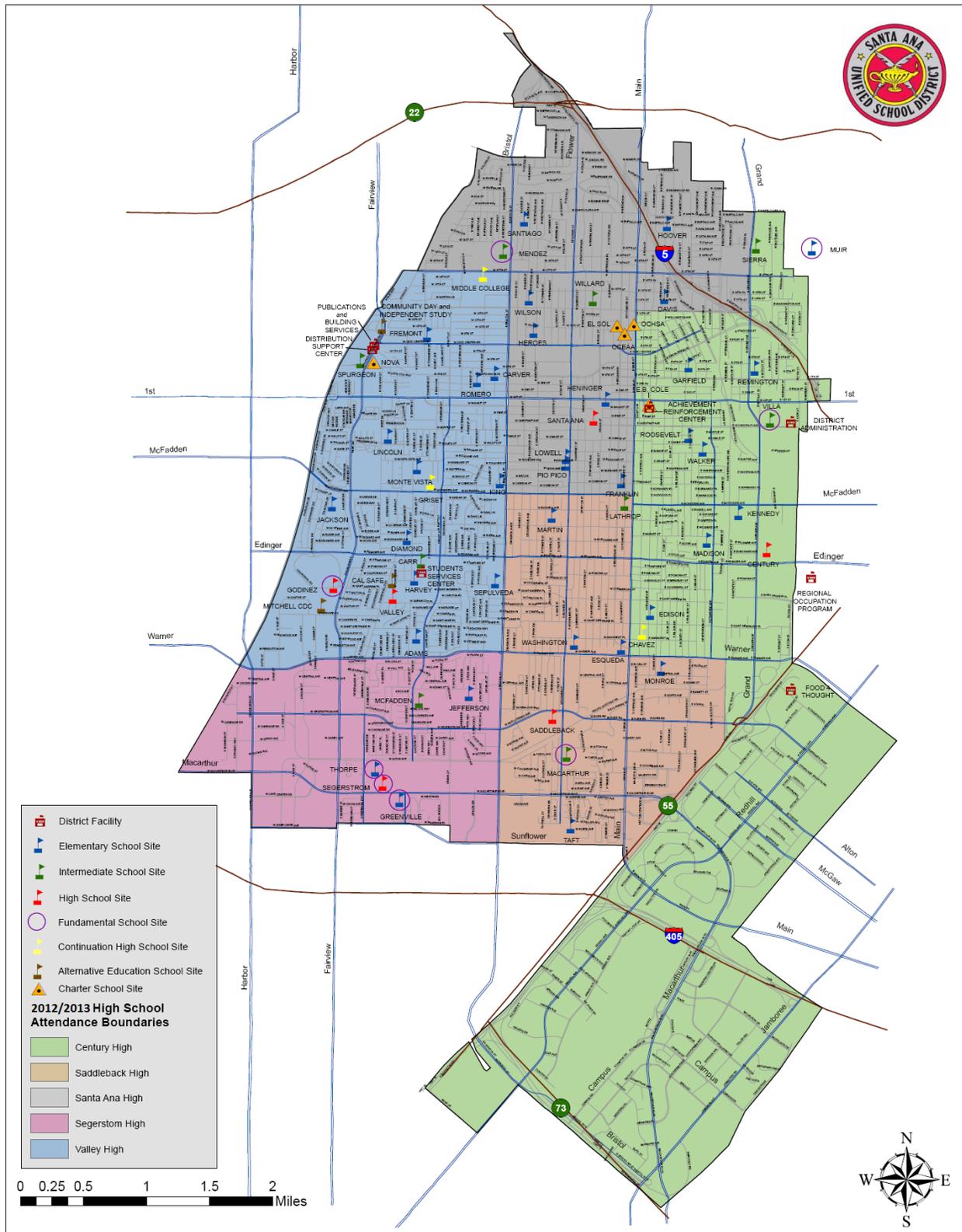


Figure 11: 2012-2013 High School Attendance Areas



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