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Proposal to Reorganize Fresno Unified School District As Two Unified Districts

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Background

Fresno Unified School District (FUSD) is the fourth largest district by enrollment in California. Discussions about dividing it into separate school districts began many years ago. In 1996, Pete Mehas, then Fresno County Superintendent of Schools, organized and funded a Commission on the Future of Education in Fresno County, which issued a report.¹ The Commission concluded that Fresno Unified's enormous size slows it down and makes it unresponsive to student needs.

A second report to the County Office of Education, prepared in 2006 by the consulting firm Management Analysis & Planning, Inc. (MAP), concluded that “splitting the district into smaller, more manageable units could lead to more effective and efficient management.” MAP recommended “the County Committee (on District Reorganization) should proceed to develop a viable new district configuration plan.”

In 2011, a number of community members formed a group to encourage the reorganization of Fresno Unified. The group is called Reform Fresno Unified, and Lapkoff & Gobalet Demographic Research, Inc. was asked by the group's project manager to work independently to develop a proposal to reconfigure FUSD into two separate unified districts, roughly equal in size, and in accordance with requirements of the California Education Code. We were directed to work solely through the project manager, to confer only with education experts and to have no contact with Reform Fresno Unified Committee members or associates. We submit that the Proposal presented in this report accomplishes the goals of Reform Fresno Unified and meets the requirements of the California Education Code.

The Proposal creates a new district out of the western part of FUSD. This east-west (rather than a north-south) division results in two districts with similar ethnic distributions, student performance as measured through API scores, and socio-economic distributions. This equity is required by the California Education Code when reorganizing a school district. A north-south division would create districts with unequal resources, which would not be permitted under California Education Code requirements.

¹ Report was issued by the Commission on the Future of Education in Fresno County (A. Chubb, R. A. DeVillar, and K. Vinyard Waddell) in early 1998.

The Proposal uses intact High School Attendance Areas (HSAAs) as building blocks, which, because of their longstanding existence, are fully established as major communities of interest. The HSAAs are important because the elementary school attendance areas are nested within the middle school attendance areas and the middle school attendance areas are nested in the HSAAs. By keeping HSAAs intact, we also keep elementary and middle school attendance areas intact. This plan primarily affects administrative functions and minimizes disruptions to individual schools and families, which will not need to adjust to new feeder patterns. Some of the children enrolled in magnet and other special programs will be affected (as we describe below), but there are a variety of ways to address this concern.

The new western district (“New District”) contains Roosevelt, Fresno, Bullard, and Edison HSAAs. The remaining FUSD (“(new) FUSD”) contains the McLane, Hoover, and Sunnyside HSAAs. See Maps 1-3 below, as well as the detailed maps for each HSAA in Appendix A.

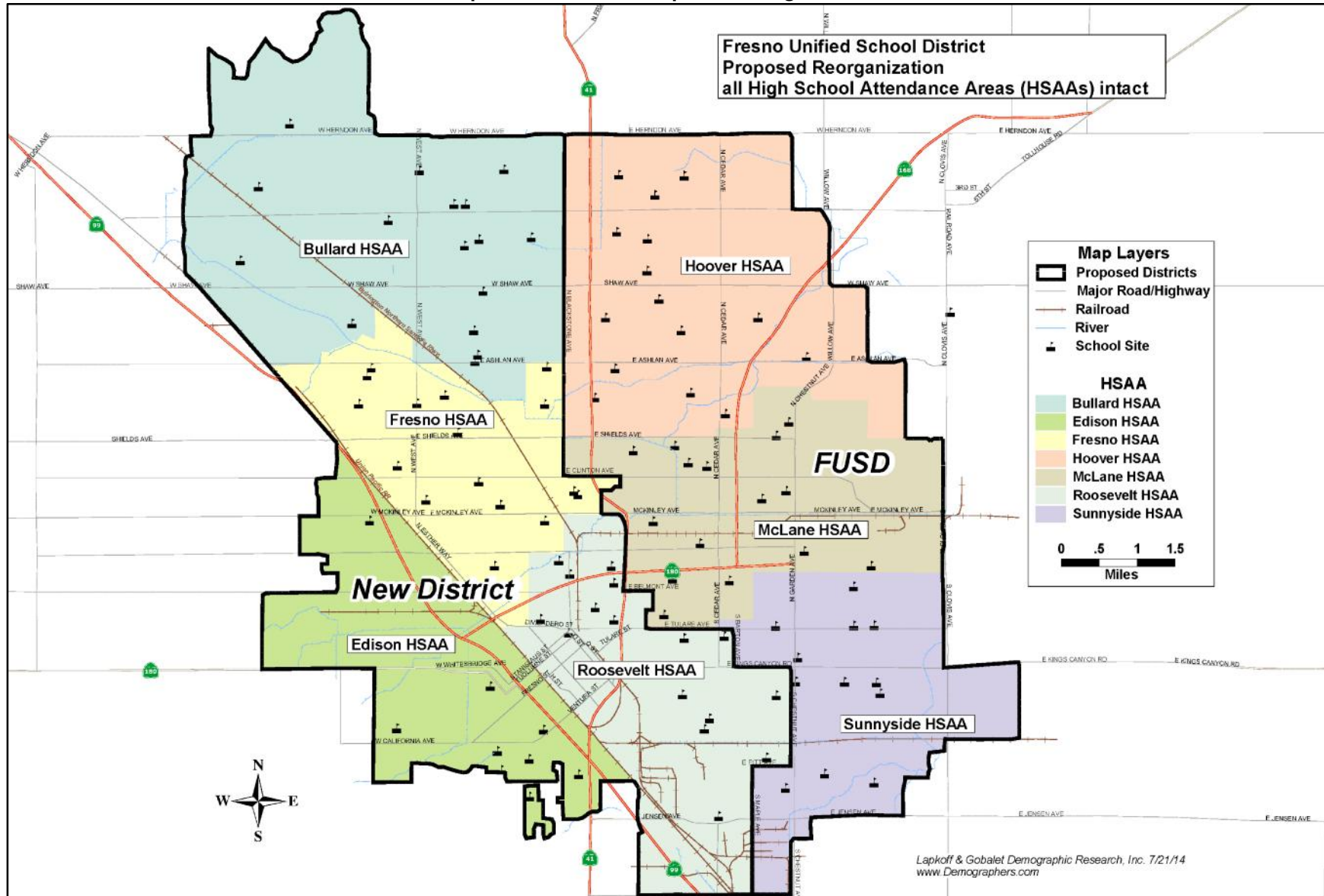
Blackstone Avenue, which has historically been recognized as a dividing line between the western and eastern portions of the city of Fresno, even before freeways were constructed, serves as the northern HSAA boundaries between Bullard/Fresno and Hoover/McLane.

Overall, the proposed western district (“New District”) and the reconfigured FUSD are similar in size, socio-economic mix, and racial/ethnic composition, and they have proportional distributions of facilities. Specifically:

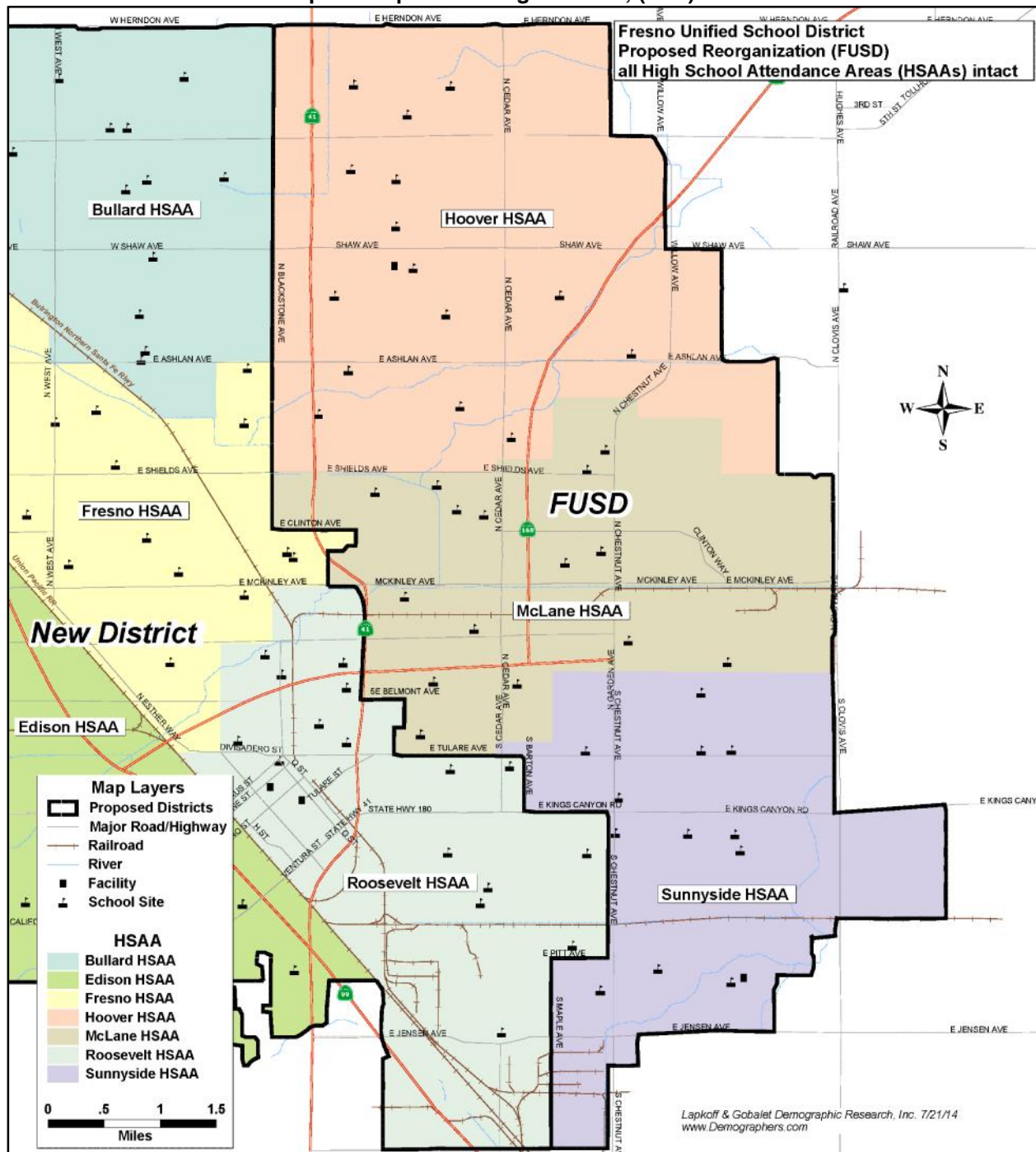
- The New District has 52 to 54 percent of the population, the (new) FUSD has 46 to 48 percent;
- The New District has approximately 53 to 56 percent of the facility capacity, and the (new) FUSD has approximately 44 to 47 percent (matching the population distribution);
- Median household income is virtually identical in the two districts (notably, the estimated poverty rate is identical and the estimated median annual household income figures for the two districts is separated by less than \$600);
- The percentage of schools with API scores above 700 is almost identical in the two districts; and
- Both districts have nearly identical shares of Hispanic students, and similar shares of the remaining ethnic groups.

See Table 1 for a summary of the key characteristics of the two districts, as well as those of the current FUSD (the Total column). More details about these measures, as well as information about alternative measures, are provided in the body of this report.

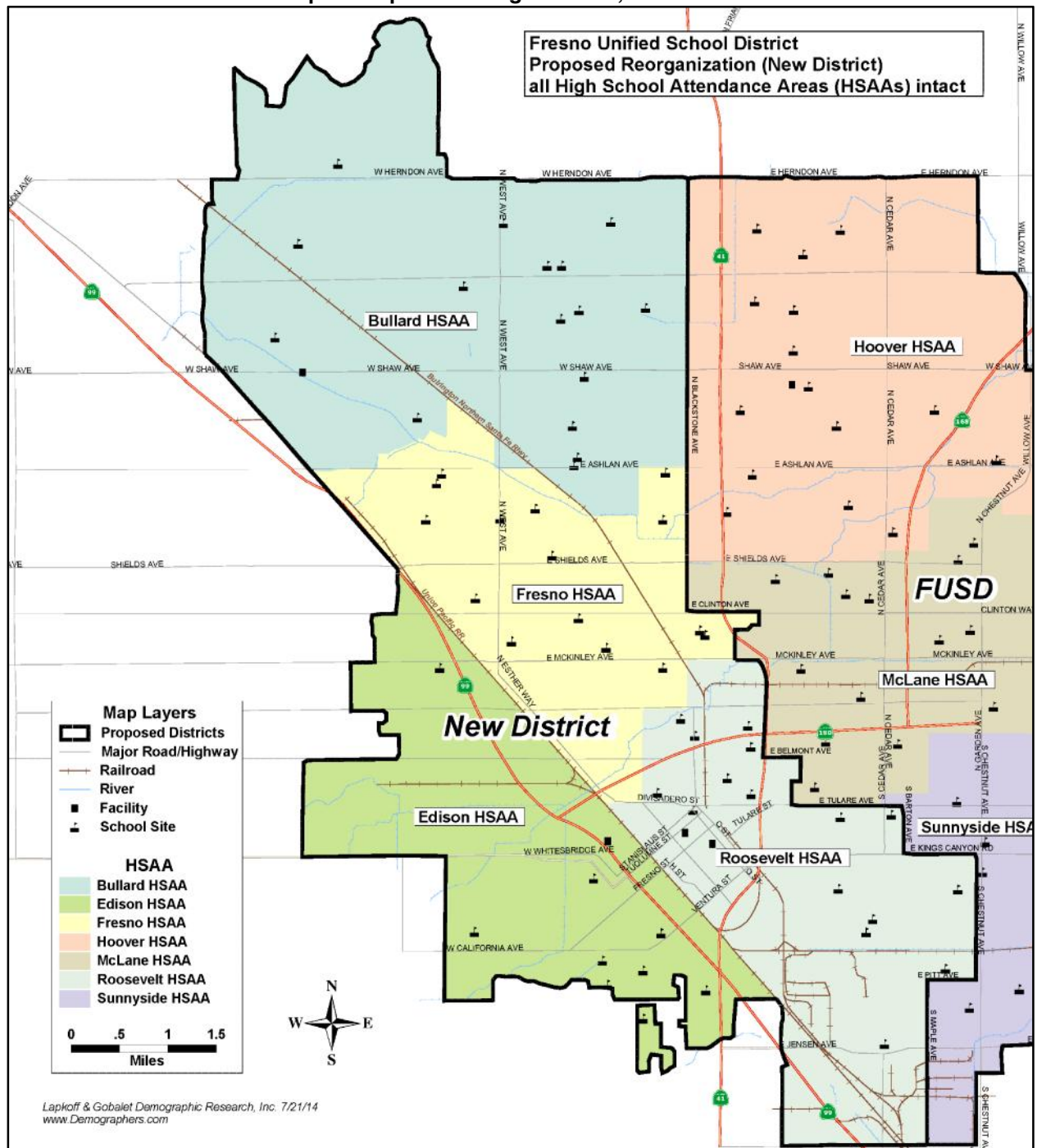
Map 1: Overview of Proposed Reorganization



Map 2: Proposed Reorganization, (new) FUSD



Map 3: Proposed Reorganization, New District



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Table 1: Key Characteristics of Districts in Proposed Reorganization

	New District	(new) FUSD	Existing District (Total)	New District	(new) FUSD	Existing District (Total)
Distribution of Population						
Census 2010 Population						
Population aged 5-17 in Census 2010	53%	47%	100%	42,024	37,445	79,469
Distribution of Facilities (from 2008/2009 Master Plan)						
K-12 (excluding Special Ed, Other)						
Students served in 2013-14	53%	47%	100%	36,333	32,097	68,430
Acreage	56%	44%	100%	637.5	496.8	1,134.3
Total square footage	55%	45%	100%	3,818,190	3,139,506	6,957,696
# Schools	56%	44%	100%	50	39	89
Racial/Ethnic Distribution						
Census 2010 Population, aged 5-17						
Hispanics	64%	63%	63%	26,766	23,565	50,331
Whites	15%	11%	13%	6,423	4,200	10,623
African American	9%	7%	8%	3,950	2,643	6,593
Asian	8%	15%	12%	3,372	5,797	9,169
Other	4%	3%	3%	1,513	1,240	2,753
Total	100%	100%	100%	42,024	37,445	79,469
CBEDS 2013-14						
Hispanics	66%	65%	66%	25,978	22,112	48,090
Whites	14%	9%	12%	5,417	3,053	8,470
African American	10%	8%	9%	3,943	2,620	6,563
Asian	7%	16%	11%	2,891	5,501	8,392
Other	3%	2%	3%	1,028	806	1,834
Total	100%	100%	100%	39,257	34,092	73,349
Socio-economic Status						
Median household income	\$43,221	\$42,665	\$42,965			
Poverty rate of Individuals	28%	28%	28%			
Schools with API scores above 700	75%	78%	76%			

A list of the nine criteria in California's Education Code for school district reorganization follows.

California Education Code Provisions

The Proposal that we developed satisfies the Education Code provisions that apply here (Ed. Code § 35709, 35710):

1. The reorganized districts will be adequate in terms of number of pupils enrolled.
2. The districts are each organized on the basis of a substantial community identity.
3. The proposal will result in an equitable division of property and facilities of the original district or districts.
4. The reorganization of the districts will preserve each affected district's ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation.
5. Any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.
6. The proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the districts affected by the proposed reorganization.
7. Any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.
8. The proposed reorganization is primarily designed for purposes other than to significantly increase property values.
9. The proposed reorganization will continue to promote sound fiscal management and not cause a substantial negative effect on the fiscal status of the proposed district or any existing district affected by the proposed reorganization.

In this report, we do not offer complete responses to a number of these criteria, because they are beyond the scope of our demographic expertise. Specifically, we do not discuss Criteria 5, 7, and 9, which focus on fiscal matters. Also, our responses to some of the other criteria are limited to demographic considerations.

1.0 CRITERION 1

California Education Code Section 35753 (a) (1) – The reorganized districts will be adequate in terms of number of pupils enrolled.

This condition is governed by California Code of Regulations, Title 5, Section 18753 (a), which states that each new unified school district shall have an enrollment of at least 1,501 on the date that the proposal becomes effective.

School and District enrollments are those recorded in the 2013-2014 California Basic Educational Data System (CBEDS) report. The enrollments of the FUSD schools located in each portion of the divided district are provided in Table 2. We have also included the net intra-district transfers between the east and the west and adjusted the CBEDS enrollments of these students to estimate future enrollments under the Proposal. The “Total” column contains data for the current FUSD configuration.

Table 2: Expected K-12 Enrollments in the New Districts

	<u>New District</u>	<u>(new) FUSD</u>	<u>Total</u>
2013-14 CBEDS Enrollments in schools located in each section (includes charters)	39,257	34,092	73,349
Number of Students Who live in the New District who are transferred to a school in the newly reorganized FUSD, 2013-14	1,528	-1,528	0
Number of Students Who live in the newly reorganized FUSD who have transferred to a school in the New District, 2013-14	-2,444	2,444	0
Expected Enrollment under Proposal	38,341	35,008	73,349
	52%	48%	100%

Source: CDE, CBEDS 2013-2014; Intra-district data provided to LGDR by FUSD.

The total enrollments far exceed the minimum specified in the Education Code, and there is no reason to believe that either of the two new school districts would ever fall below the required 1,501-student minimum.

2.0 CRITERION 2

California Education Code Section 35753 (a) (2) - The districts are each organized on the basis of a substantial community identity.

The California Code of Regulations (CCR) § 18753 (a) (2) suggests using the following criteria to determine whether a district is organized on the basis of substantial community identity:

- (a) Isolation;
- (b) Geography;
- (c) Distance between social centers;
- (d) Distance between school centers;
- (e) Topography;
- (f) Weather; and
- (g) Community, school, and social ties, and other circumstances peculiar to the area.

Since the reconfiguration of FUSD reduces the size and population of each school district, and does not isolate or increase distances, we focus here on the general question of community identity. If anything, the two districts would be more homogeneous in terms of geography, topography, and weather.

The concept of community identity is somewhat difficult to define because the area or the community with which a person identifies can be subjective. However, we understand that the High School Attendance Areas (HSAAs) are long-standing communities of interest in Fresno, especially since the District uses nested feeder patterns: intact elementary attendance areas are assigned to each middle school, and intact middle school attendance areas are assigned to each high school.

Furthermore, Blackstone Avenue, as stated above, has historically been recognized as a dividing line between the western and eastern portions of the city of Fresno, even before freeways were constructed. The northern HSAA boundaries between Bullard/Fresno and Hoover/McLane follow Blackstone Avenue.

Thus, by keeping the HSAAs intact, which also keeps elementary and middle school boundaries intact, the proposed reorganization is based on substantial, long-standing community identity.

3.0 CRITERION 3

California Education Code Section 35753 (a)(3) - The proposal will result in an equitable division of property and facilities of the original district or districts.

An equitable division of property and facilities would divide property and facilities in proportion to the population share of each district. There are several ways to measure both the population share and the facilities share, and we discuss the various measures

below. It turns out that the division of property and facilities in this Proposal is similar to the population division, regardless of how we measure the population and facilities.

Population Division²

We did not have a geocoded (electronically pin-mapped) database of FUSD students that we could use to count students by place of residence, so we estimated population shares using other measures, including:

- Population aged 5-17 living in each area,
- Population aged 5-17 living in each area and attending public school,
- Current number of FUSD students living in each area,³
- Population aged 0-4 living in each area,
- Total population of each area,
- Number of housing units in each area.

Each of these measures is informative, and most of them show the same split between the New District and the (new) FUSD. Both the number of current FUSD students living in each area and the total population aged 5-17 are of great interest because they indicate the current potential enrollment in each district. The total population, number of housing units, and the population aged 0-4 are good indicators of future or potential enrollment in the district. The New District has between 52 and 54 percent of the population share, leaving between 46 and 48 percent in the (new) FUSD. See Table 3 (the “Total” column contains data for the current FUSD configuration).

Appendix B explains why the Census 2010 population aged 5-17 differs from FUSD enrollments.

Appendix C discusses private school rates in FUSD.

² The Census Bureau has an approximate boundary for FUSD, and provides statistics for the district based on this boundary. We have a more accurate boundary for FUSD, obtained from Fresno County GIS sources, which we used to compile population statistics, so our figures are quite close to, but do not exactly match, those provided by the Census Bureau. Specifically, we measured 30 fewer students than reported by the Census Bureau.

³ We estimated the number of FUSD students living in each area using CBEDS enrollment data for each school, adjusted for intra-district transfer numbers provided by FUSD administrators.

Table 3: Population Division under the Reorganization

	New District	(new) FUSD	New District	(new) FUSD	Total
Census Bureau Data					
2010 Population aged 0-4	52%	48%	25,313	23,644	48,957
2010 population aged 5-17	53%	47%	41,994	37,475	79,469
Population aged 5-17 in public school*	53%	47%	39,180	34,964	74,145
Total population	53%	47%	202,519	179,665	382,184
Occupied housing units	54%	46%	65,955	56,458	122,413
FUSD Administrative Data					
2013-14 student population living in each area, includes charter students**	52%	48%	38,341	35,008	73,349
Same as above, but excluding charter and special education students	53%	47%	36,333	32,097	68,430
* Estimated by applying the private school rate and enrollment rate for FUSD to the population aged 5-17					
** Based on 2013 CBEDS data and the 2013-14 intra-district transfers as supplied by FUSD to LGDR, Inc.					

Facilities and Property Division

Since most population measures showed a 53 percent share of current FUSD students in the New District and 47 percent in the (new) FUSD, facilities and property would, ideally, be divided similarly.

Educational facility capacities may be measured in various ways. We have focused on four of them:

1. The actual number of students served by schools in the 2013-14 school year (CBEDS enrollments) – enrollments being a proxy for the capacity of each school,⁴
2. Acreage of school sites,
3. Total square footage of facilities, and
4. Number of schools (we think the number of schools is the least informative measure because school sizes vary a great deal).

These four measures are reported in Table 4 for the New District, (new) FUSD, and the Total (current FUSD), and more detail is provided in Appendix D. For each of the four measures, we show the distribution at each school level – elementary, middle, and high.

In general, the distribution of facilities in this Proposal is proportional to the distribution of the population between the New District and the (new) FUSD. The number of K-12 students served in 2013-14 was exactly 53 percent in the New District and 47 percent in the FUSD, while other measures show a slightly larger share of facilities in the New District.

⁴ To the extent that school facilities are underutilized, this estimate would understate the capacity of a school.

In the proposed reconfiguration, there is more middle school capacity in the west than in the east. However, total K-12 capacity is comparable in the two proposed districts, and schools could be configured differently to adjust to the facilities needs of each district. For example, elementary or small high schools might be changed to middle schools, or some middle school grades might be shifted to elementary or high schools.

Most of the District's infrastructure facilities are located in the New District. This resulted from the greater availability of inexpensive property large enough to accommodate these facilities in the western part of the City of Fresno. It should be a straightforward process for FUSD and the New District to reach an agreement that would allow shared use of some properties, such as the food warehouses and maintenance yard. Map 4 shows the distribution of key infrastructure facilities.

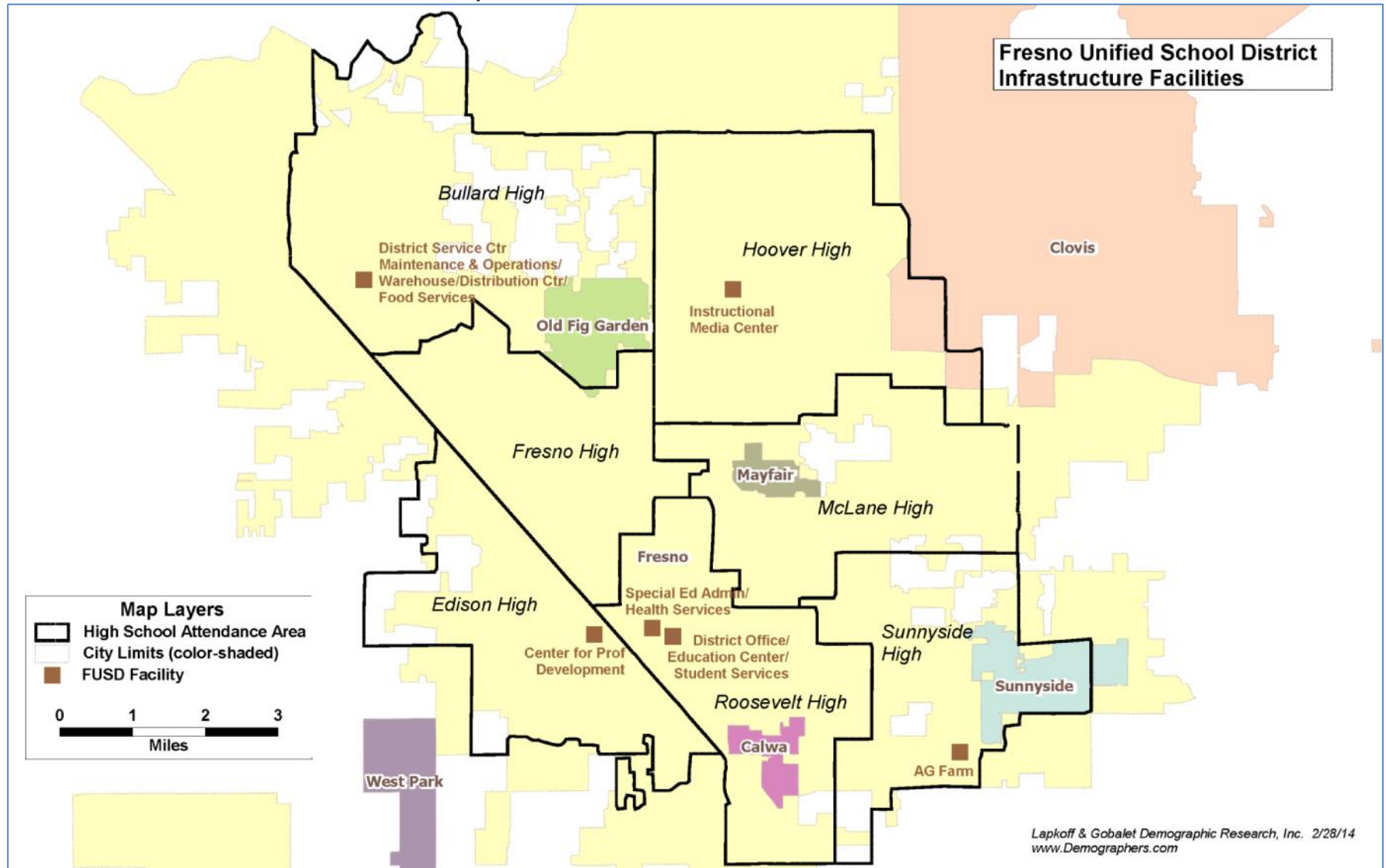
Regarding special education schools, we assume that the new districts would continue to be in a single SELPA (FUSD is currently a one-district SELPA⁵ and could become a two-district SELPA), and thus would be unaffected by the reorganization.

Table 4: Comparison of Population and Facilities

	New District	(new) FUSD	New District	(new) FUSD	Total
K-12 (excluding Special Ed and charters)					
Students served in 2013-14	53%	47%	36,333	32,097	68,430
Acreage	56%	44%	637.5	496.8	1,134.3
Total square footage	55%	45%	3,818,190	3,139,506	6,957,696
# Schools	56%	44%	50	39	89
Elementary Schools, including K-8					
Students served in 2013-14	52%	48%	21,110	19,709	40,819
Acreage	55%	45%	333.4	273.4	606.8
Total square footage	55%	45%	2,086,652	1,702,622	3,789,274
# Schools	56%	44%	37	29	66
Middle Schools					
Students served in 2013-14	56%	44%	5,555	4,432	9,987
Acreage	62%	38%	139.3	85.2	224.6
Total square footage	59%	41%	756,588	532,525	1,289,113
# Schools	57%	43%	8	6	14
Comprehensive and Magnet High Schools					
Students served in 2013-14	55%	45%	9,668	7,956	17,624
Acreage	54%	46%	164.8	138.2	303.0
Total square footage	52%	48%	974,950	904,359	1,879,309
# Schools	56%	44%	5	4	9

⁵ The Fresno County SELPA includes all of the Local Educational Agencies, henceforth referred to as LEAs, within Fresno County with the exception of Fresno Unified and Clovis Unified School Districts, which are each a single district SELPA. (http://www.fcoe.net/selpa/policies/LOCAL_PLAN_JAN_2012.pdf)

Map 4: Locations of FUSD Infrastructure Facilities



Additional responses to this criterion may be provided in an auxiliary report, for items that are outside the scope of our demographic expertise.

4.0 CRITERION 4

California Education Code Section 35753 (a)(4) – The reorganization of the districts will preserve each affected district’s ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation.

School districts have a legal obligation to prevent racial and ethnic segregation and to alleviate the harmful effects of segregation. As such, any reorganization should not isolate minority students or deprive students of an integrated educational experience.

We used two sources of information to estimate the racial/ethnic distribution of the student bodies in the two proposed districts:

1. CBEDS data, and
2. 2010 Census counts of children aged 5-17, plus American Community Survey estimates of public school enrollment.

Both sources furnish useful data, but each has limited utility as an indicator of the probable future racial/ethnic distributions in the proposed districts. Both sources of data suggest similar ethnic/racial distributions between the (new) FUSD and the New District.

CBEDS Data

CBEDS data, compiled each year, enumerate students by race/ethnicity that are enrolled in FUSD schools. Students do not always live in the area in which they attend school, so the race/ethnic enrollments approximate the race/ethnicity of students who actually live near the school. With this caveat in mind, Table 5 shows the racial/ethnic distribution based on CBEDS enrollments, by school, from 2013-14. Shares of Hispanics are nearly identical in both the New District and (new) FUSD, and other groups’ shares are fairly similar. The “Total” column contains data for the current FUSD configuration, so that distributions in the New District and (new) FUSD can be compared with those in the existing district.

As mentioned above, not all students necessarily attend a school in the part of FUSD where they reside. Based on data on intra-district transfer students supplied by FUSD for the school year 2013-14, 2,444 students who lived in the (new) FUSD area attended a school in the New District area, and 1,528 students who lived in the New District area attended a school in the (new) FUSD area. We do not have data on the racial/ethnic characteristics of these students and thus the figures in Table 5 only approximate the ethnic distribution of FUSD actually living in each part of the District.

Table 5: Ethnic Distributions from CBEDS Data, 2013-14

	New District			(new) FUSD			Existing District
	Regular	Charter	Subtotal	Regular	Charter	Subtotal	Total
Hispanic	24,840	1,138	25,978	21,399	713	22,112	48,090
NH AIAN	234	13	247	173	23	196	443
NH Asian	2,844	47	2,891	5,382	119	5,501	8,392
NH Pacific Islander	125	5	130	92	4	96	226
NH Filipino	134	4	138	113	41	154	292
NH Black	3,786	157	3,943	2,511	109	2,620	6,563
NH White	5,060	357	5,417	2,585	468	3,053	8,470
NH Two+	469	41	510	349	10	359	869
Unreported	1	2	3	0	1	1	4
Total	37,493	1,764	39,257	32,604	1,488	34,092	73,349

	New District			(new) FUSD			Existing District
	Regular	Charter	Subtotal	Regular	Charter	Subtotal	Total
Hispanic	66%	65%	66%	66%	48%	65%	66%
NH AIAN	1%	1%	1%	1%	2%	1%	1%
NH Asian	8%	3%	7%	17%	8%	16%	11%
NH Pacific Islander	0%	0%	0%	0%	0%	0%	0%
NH Filipino	0%	0%	0%	0%	3%	0%	0%
NH Black	10%	9%	10%	8%	7%	8%	9%
NH White	13%	20%	14%	8%	31%	9%	12%
NH Two+	1%	2%	1%	1%	1%	1%	1%
Unreported	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%

Source: LGDR analysis of California Department of Education data, CBEDS 2013-14

Census Data

The 2010 Census provides counts, by race/ethnicity, of the population aged 5-17. However, not all of these children attended FUSD in 2010 – some students were not enrolled, some attended private or home schools, and some attended a public school in a different district. Thus, the Census data approximate the ethnic distributions in the New District, the (new) FUSD, and the existing FUSD (“Total”).⁶

Table 6 shows that Hispanics, the largest ethnic group in Fresno, have nearly identical shares in the reorganized districts. There are larger White and Black shares in the New District, and larger Asian shares in the (new) FUSD. However, the differences are not great, especially since these groups comprise relatively small shares of the K-12

⁶ We believe that the omission of private and home- schooled students and students not enrolled in school (including drop outs) is not serious here. As long as private school rates and enrollments rates by ethnicity do not vary much by region within the current FUSD, then the omission has little impact on the analysis. For example, if White students in the New District have the same rate of private school attendance as White students in the (new) FUSD, leaving private school students in the analysis has little effect on our conclusions. It will affect the overall share of White students in each district, but not the difference between the districts. Our study of private school enrollments (Appendix C), by ethnicity, provided no basis for concluding that there are differences in enrollment rates in the western and eastern portions of the current FUSD.

population. For comparison purposes, the “Total” column contains data for the current FUSD configuration.

Appendix E provides maps by ethnicity of the population aged 5-17 by Census tract, and a map showing the Asian subgroups may be of interest as well.

Table 6: Racial/Ethnic Distribution of the Population Aged 5-17, Census 2010

	Shares			Population Counts		
	New District	(new) FUSD	Existing District (Total)	New District	(new) FUSD	Existing District (Total)
Hispanic	64%	63%	63%	26,766	23,565	50,331
NH White	15%	11%	13%	6,423	4,200	10,623
NH Black	9%	7%	8%	3,950	2,643	6,593
NH Asian	8%	15%	12%	3,372	5,797	9,169
All Others	4%	3%	3%	1,513	1,240	2,753
Total	100%	100%	100%	42,024	37,445	79,469

Source: LGDR analysis of Census 2010 population counts, using data for individual Census blocks.

Conclusion

We found that the racial/ethnic distributions in both the New District and (new) FUSD from the two different data sources are quite similar, which gives us confidence in the estimates. Both data sources show relatively similar race/ethnic distributions before and after the reorganization.

5.0 CRITERION 5

California Education Code Section 35753 (a)(5) – Any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

The response to this criterion will be provided in an auxiliary report; it is outside the scope of our demographic expertise.

6.0 CRITERION 6

California Education Code Section 35753 (a)(6) - The proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the districts affected by the proposed reorganization.

If a new district is configured out of FUSD, each district will be among the largest unified districts in California. There is every reason to believe that the educational environment in the new districts would not be disrupted. In fact, this Proposal is intended to result in two new districts which will both be more responsive to the educational needs of students than the current single district, which is too large to function effectively.

We focus here on four factors that may reflect or affect K-12 educational performance:

- Magnet Programs and Intra-district Transfers
- Test Scores
- Graduation Rates
- College Enrollment Rates

Magnet Programs and Intra-district Transfers

FUSD has a variety of magnet programs. These are, no doubt, part of an effort to improve student performance and to meet student needs, and it is likely that many special programs will continue. However, under the Proposal, some magnet program students will no longer live in the district in which the magnet is located. In other words, there may be a magnet program in the New District that students living in the (new) FUSD would like to attend, and vice versa.

How many students living in one reconfigured district will want to attend a school in the other? Current patterns probably exaggerate the number of students who would want an inter-district transfer once the reorganization occurs. In the long run, parents and students will likely focus on the opportunities in their own district and will be less aware of and concerned about programs in neighboring districts. Furthermore, the GATE magnet programs are likely to be changing anyway (as a response to the report by the Office for Civil Rights, United States Department of Education (OCR)).

Nonetheless, the current number of intra-district transfers is a good starting point to assess the possible concern that the opportunities for students to attend a school or program of their choice might decrease under the Proposal.

We analyzed data provided by FUSD on the attendance areas of residence and on enrollment for 10,670 students identified as intra-district transfers during the 2013-14 school year. The majority of these students did not cross the proposed boundary between the New District and the (new) FUSD, but 3,972 did cross it. Table 7 provides details, including a grade-level breakdown. The gray shading shows numbers of students who were intra-district transfers between New District and (new) FUSD.

The numbers of students involved are a rather small share of total enrollments. We estimate that only six percent of the total 70,151 K-12, FUSD, non-charter enrollments

transferred between the area that will become the New District and the (new) FUSD under the Proposal.

Table 7 – Summary of 2013-2014 Intra-District Transfer Students

Residence	Attending		Total
	New District	(new) FUSD	
New District	2,089	1,528	3,617
(new) FUSD	2,444	4,609	7,053
Total	4,533	6,137	10,670

	Attending		Total
	New District	(new) FUSD	
New District			
Elementary	870	561	1,431
Middle	299	253	552
High	920	714	1,634
Total	2,089	1,528	3,617
(new) FUSD			
Elementary	611	1,853	2,464
Middle	826	1,684	2,510
High	1,007	1,072	2,079
Total	2,444	4,609	7,053

Shading indicates students switching between the New District and (new) FUSD, if the reorganization were in effect in 2013-14

Source: Data supplied by FUSD, analyzed by LGDR, Inc.

Table 8 provides estimates of the number of students, by program, who were “intra-district transfers” between the New District and the (new) FUSD HSAs during the 2013-2014 school year. These numbers will likely decline under the Proposed Reorganization.

Of the estimated 3,972 transfers between the New District and the (new) FUSD, 62 percent enrolled in a New District school, and 38 percent enrolled in a school located in the (new) FUSD. Transfers to non-magnet schools (mostly Enrollment Choice) are quite balanced between the New District and the (new) FUSD. Of the 1,082 non-magnet transfers, 48 percent transferred to the (new) FUSD and 52 percent transferred to the New District.

The flows of students to magnet programs were uneven, with 65 percent of the 2,823 students who switched enrolling in the New District schools. See Map 5 for the location of the magnet and special education programs. The largest program is Edison’s Computech Magnet, which has about 150 students per grade attending the program from the (new) FUSD.

Parents may be concerned that, after a reorganization, their children will not be able to continue attending magnet schools and special programs that are located in the other district. However, we believe that the ability of the new districts to provide sufficient magnet and other educational programs will not be impaired because there are a variety of ways to address this concern:

- Grandfather clause: the (new) FUSD and the New District would likely adopt agreements to allow students currently enrolled in a magnet (or regular school) to continue to attend that school;
- Permanent inter-district transfer agreement: the new districts may want to allow inter-district transfers on a permanent basis to special and magnet programs;
- Sufficient size: both districts would be large enough to continue to offer a wide variety of magnet and special programs within each district.

Also, there are two reasons to believe that the current number of students transferring to the other region would decline in the future:

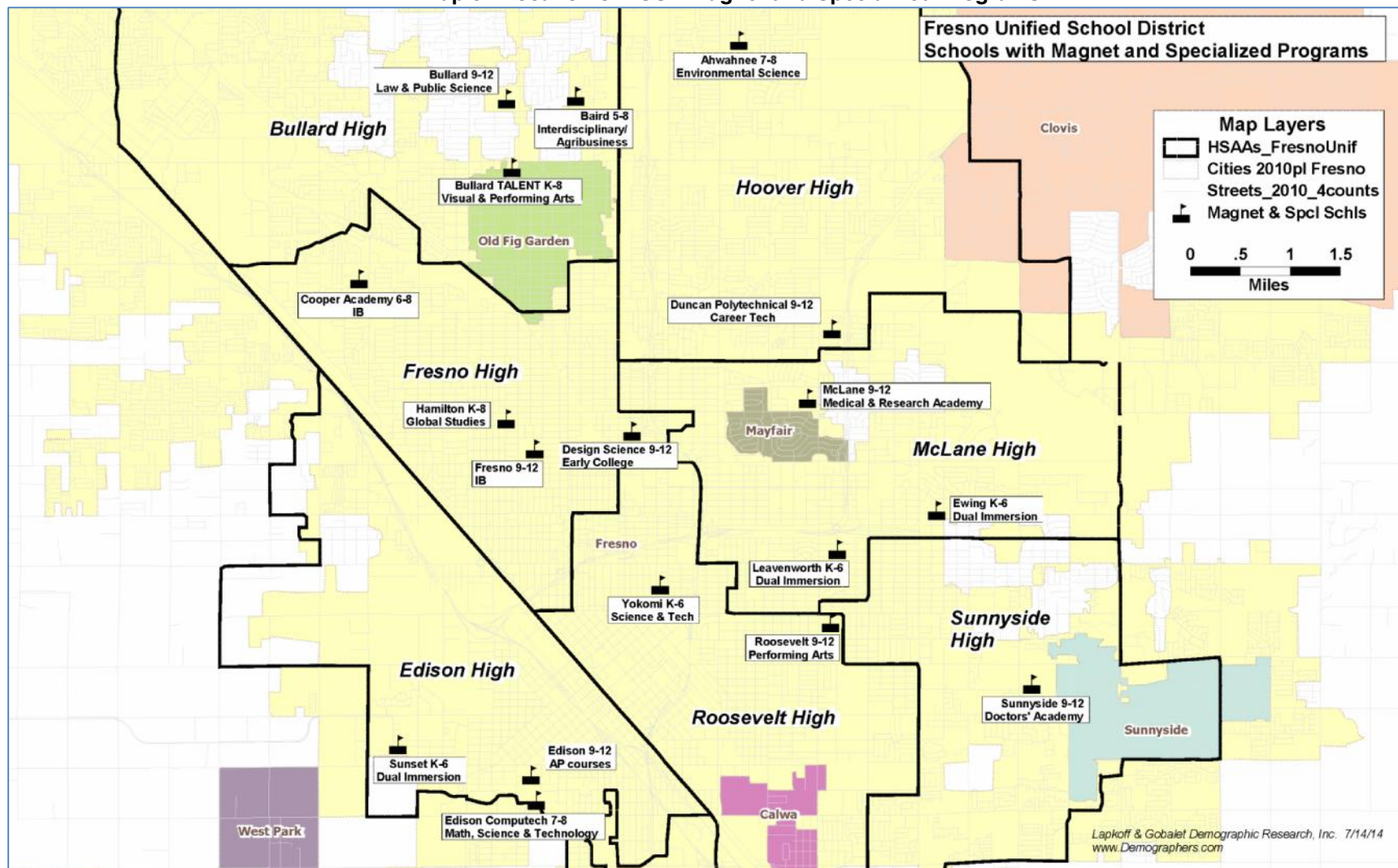
1. In response to the OCR, some magnet and special programs are likely to get revamped;
2. Once reorganized, parents are likely to focus on the magnet and special programs within their own district.

Table 8: Counts of Students who Transferred between New District and (new) FUSD for Non-magnet and Magnet Schools/programs, 2013-14

	School of Enrollment		
	New District	(new) FUSD	Total Intras
<i>Non-magnet school/program of enrollment</i>			
Enrollment Choice	366	424	790
Choice In NCLB (No Child Left Behind)	137	22	159
Open Enrollment	41	57	98
Change of Address	15	20	35
Subtotals	559	523	1,082
Shares of subtotals	52%	48%	
<i>Magnet school/program of enrollment</i>			
Computech Magnet (Edison 7-12)	737		737
Bullard Talent Magnet	275		275
Baird Magnet	200		200
Yokomi Magnet	153	1	154
Roosevelt Magnet	144		144
International Baccalaureate	133		133
Design Science Magnet	118		118
Bullard Magnet	39		39
Hamilton Magnet	39		39
Wawona Magnet	8		8
Sequoia Magnet	1		1
Manchester Gate		418	418
Duncan Polytechnical Magnet		286	286
Dual Immersion		71	71
McLane Medical Magnet		58	58
Ahwahnee Magnet		55	55
Hoover Magnet		45	45
Sunnyside Doctor's Academy		40	40
Health Condition		2	2
Subtotals	1,847	976	2,823
Share of Subtotal	65%	35%	
<i>Other</i>			
Child Care	17	9	26
Continuing Education	15	19	34
Intra-district Transitional Kindergarten	6	1	7
Subtotals	38	29	67
<i>Total</i>	2,444	1,528	3,972
Shares	62%	38%	

Source: Data provided by FUSD, analyzed by LGDR, Inc.

Map 5: Location of FUSD Magnet and Specialized Programs



Test Scores

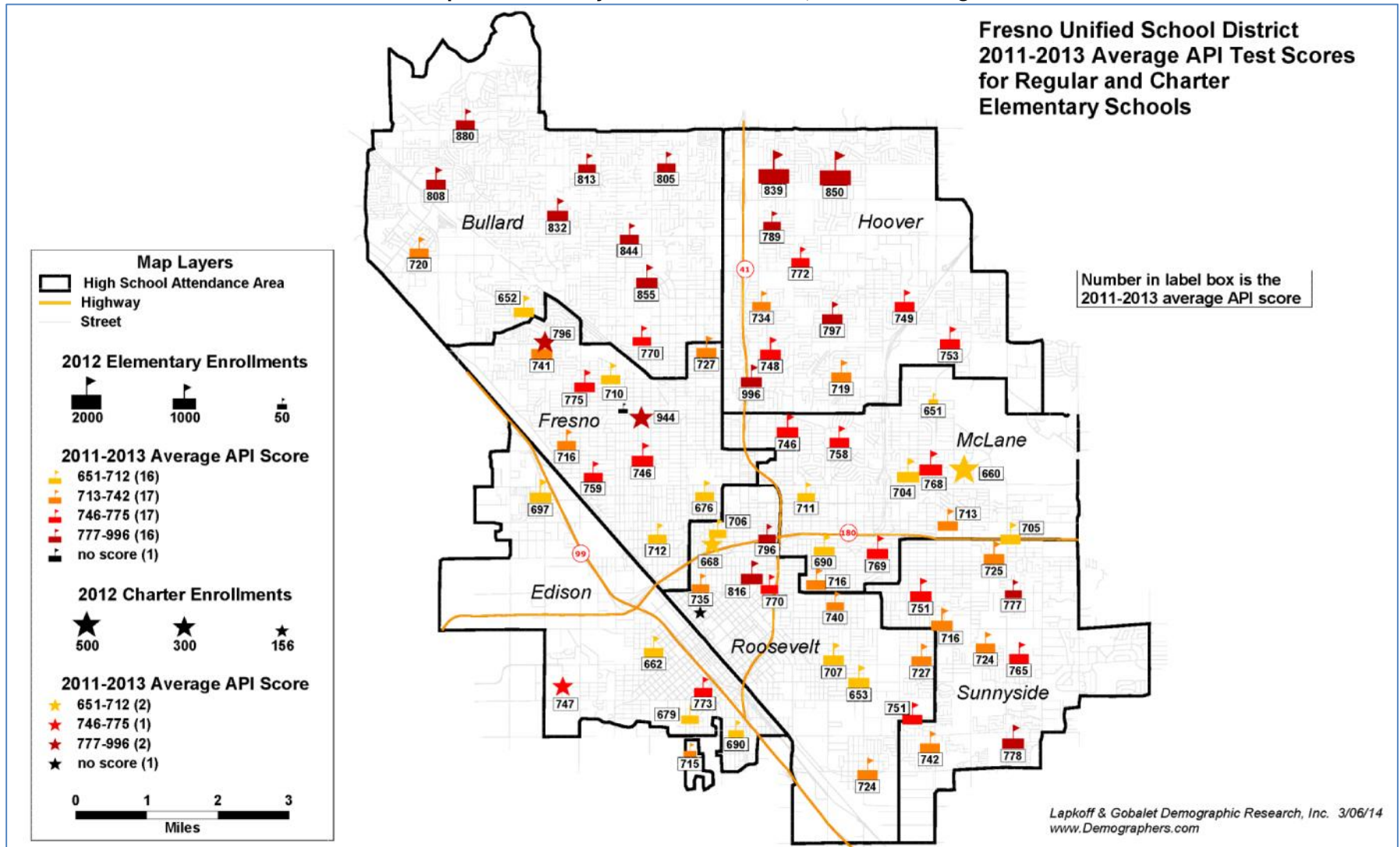
API test scores are used to compare academic performance of students. Table 9 summarizes the distribution of API scores, by region (the “Total” column contains data for the current FUSD). Fifty-five percent of the schools are in the New District, 45 percent in the (new) FUSD. Ideally, the API scores would be similarly distributed. As it turns out, the New District has both more low-scoring schools and more high-scoring schools than the (new) FUSD. In other words, the (new) FUSD has more schools with API scores close to the average API score, while the New District has more schools with API scores to the extreme sides of the average API score. The under- and over-700 API scores are proportionately distributed between the New District and (new) FUSD.

Maps 6-8 show the scores, by school. Appendix F lists the individual schools with their average API scores, by region.

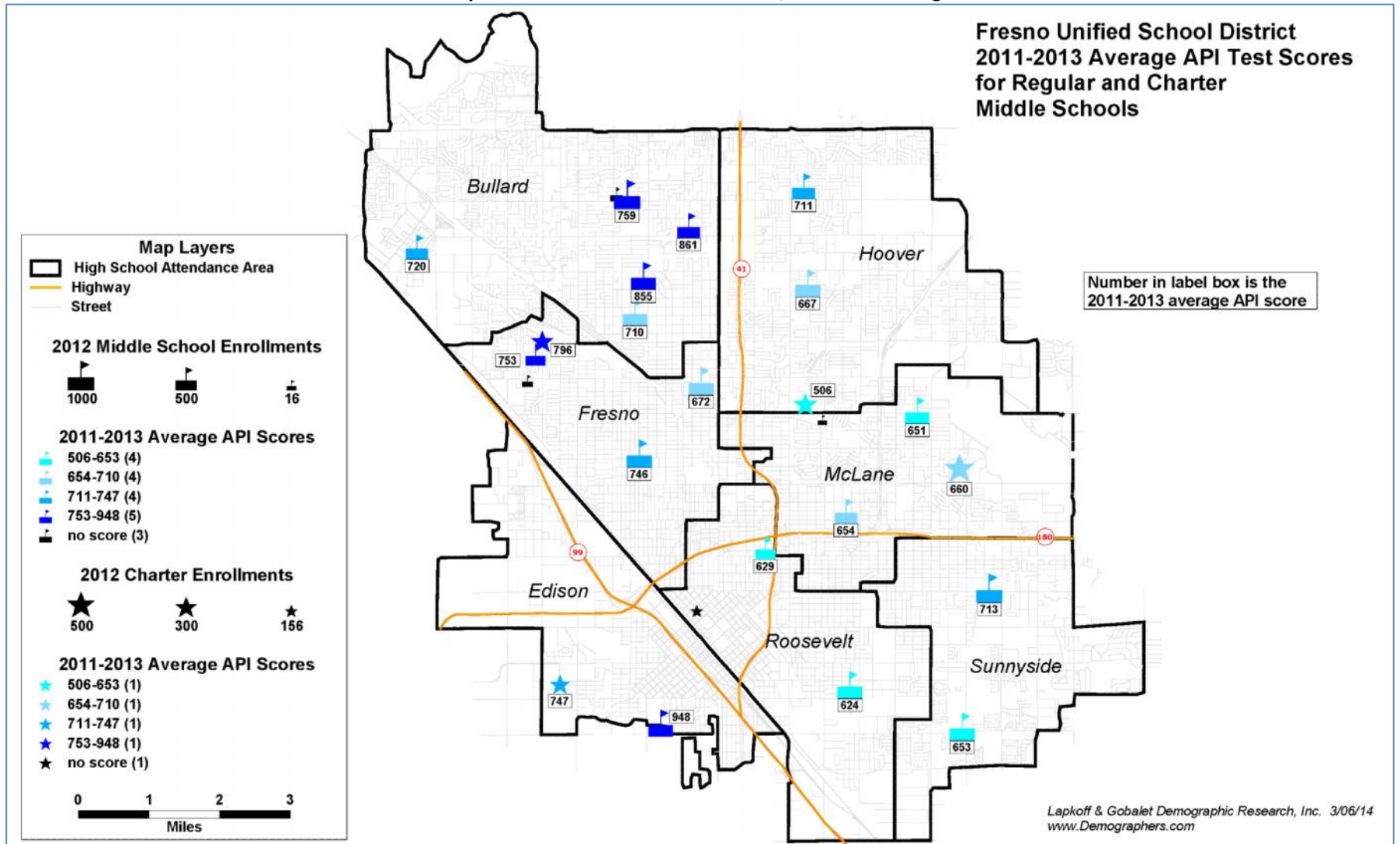
Table 9: API Test Scores, 2011-2013 Average

	Share of Schools			Number of Schools		
	New District	(new) FUSD	Existing District (Total)	New District	(new) FUSD	Existing District (Total)
API<600	50%	50%	100%	1	1	2
API 600s	60%	40%	100%	12	8	20
Api 700s	48%	52%	100%	27	29	56
API 800+	79%	21%	100%	11	3	14
All Schools	55%	45%	100%	51	41	92
API <700	59%	41%	100%	13	9	22
API >700	54%	46%	100%	38	32	70
% >700				75%	78%	76%

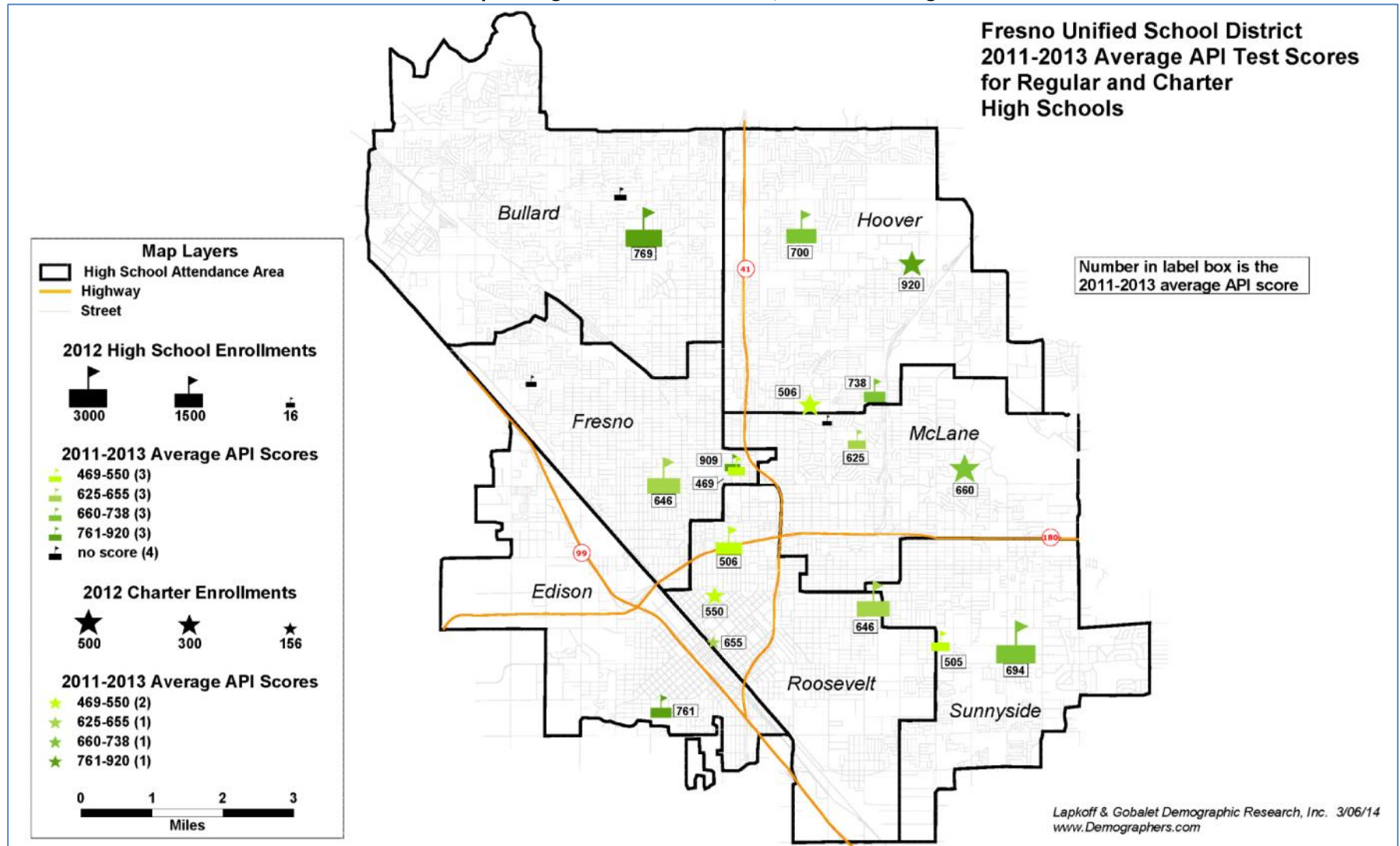
Map 6: Elementary School Test Scores, 2011-13 Average



Map 7: Middle School Test Scores, 2011-13 Average



Map 8: High School Test Scores, 2011-13 Average



Graduation Rates

Graduation rates have been improving in all of FUSD's comprehensive high schools. Overall, graduation rates increased from 80 percent in 2009-10 to 88 percent in 2012-13. Rates in the New District have generally been higher than in those in the proposed (new) FUSD. In particular, Bullard and Edison have high rates. Both of these schools receive large number of intra-district transfers from students living in the (new) FUSD area, which could explain why those schools have had higher rates.

The rates in the other five schools in the current District have converged recently, and are higher than before. See Table 10.

Table 10: Graduation Rates in Comprehensive High Schools, by Region

	Average: 2009-2012	2009-10	2010-11	2011-12	2012-13
New District					
Bullard High	90%	85%	88%	92%	94%
Edison High	89%	85%	88%	90%	93%
Fresno High	79%	72%	78%	79%	86%
Roosevelt High	84%	77%	86%	84%	88%
(new) FUSD					
Herbert Hoover High	81%	80%	78%	81%	85%
McLane High	76%	73%	76%	75%	81%
Sunnyside High	84%	84%	84%	84%	86%
Existing District					
	84%	80%	83%	84%	88%

College Enrollment Rates

We investigated the rates at which FUSD high school graduates enrolled in postsecondary institutions. The most recent estimates we found were for those who graduated during the 2008-09 school year and suggest that overall college enrollment rates between east and west are comparable. As is the case with test scores, the range in the New District is wider than that in the (new) FUSD (see Table 11). However, because of intra-district transfers at the high school level, these (now quite old) data may or may not predict likely patterns under this Proposal.

Table 11: College Enrollment Rates from Comprehensive High Schools, by Region

High School	Total HS Graduates (2008-09)	Graduates Enrolled in Postsecondary Institutions*	Percentage that Enrolled in Postsecondary Institutions*
Edison	396	266	67%
Bullard	524	337	64%
Roosevelt	413	248	60%
Fresno	411	188	46%
Total New District	1,744	1,039	60%
McLane	325	213	66%
Sunnyside	574	374	65%
Hoover	372	219	59%
Total (new) FUSD	1,271	806	63%

*Enrolled within 16 months of high school graduation.

Source: California Department of Education, Postsecondary Indicator C11.

7.0 CRITERION 7

California Education Code Section 35753 (a)(7) – Any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

The response to this criterion will be provided in an auxiliary report; it is outside the scope of our demographic expertise.

8.0 CRITERION 8

California Education Code Section 35753 (a)(8) - The proposed reorganization is primarily designed for purposes other than to significantly increase property values.

There is no reason to believe that property values will be affected by the reorganization. The demographic data suggest that the Proposal will result in two similar, smaller districts that are demographically similar to the current FUSD. The New District and (new) FUSD would have approximately the same socioeconomic mix. According to estimates from the 2007-11 American Community Survey, the median household income patterns are not very different between the two regions. We estimated the median household income in the New District at \$43,221, and in the (new) FUSD at \$42,665.

Map 9 overlays HSAA boundaries on the estimates for Census Bureau geographical units called PUMAs to show median incomes within the current District. These data show that the more affluent parts of the current District are in the north, which would be split between the two new districts.

Maps 10A and 10B show poverty rates of individuals by Census tract.⁷ Poverty rates are higher in the southern portion of FUSD than they are in the north. There are also tracts with high poverty in the central eastern area. Overall, the poverty rate for individuals is the same in the New District as in the (new) FUSD – an estimated 28 percent. Because we propose an east-west division, areas of higher poverty are split between the two proposed districts.

Motivation for the Proposed Reorganization

Discussions about dividing FUSD, the fourth largest unified school district (by enrollment) in California, into separate school districts began many years ago. These discussions were reportedly motivated by the desire to improve the quality of education in the district, not by the issue of property values.

According to Valerie Gibbons, K-12 Reporter at *The Fresno Bee* newspaper,⁸ a study, funded by the Commission on the Future of Education in Fresno County and organized by then-county schools Superintendent Pete Mehas, was conducted in approximately 1997. According to Gibbons, the study concluded that Fresno Unified's enormous size slows it down and makes it unresponsive to student needs. A 2006 study reached similar conclusions. The group known as Reform Fresno Unified was organized in 2011 to study ways that the district might be divided into two, roughly equal, unified districts.⁹

We investigated the nationwide evidence and sentiments concerning optimal school district size. According to conventional wisdom, the economies of scale inherent in larger organizations render them more efficient than, and thus fiscally preferable to, smaller organizations. But there may be limits to the purported advantages of economies or efficiencies of scale. One limitation is “management overburden,”¹⁰ which can become a disadvantage and result in a diseconomy or penalty of scale. In a very large school district, an extensive bureaucracy itself may be an overburden. The theory of economies of scale, developed primarily in regard to manufacturing industries, also relies on the important assumption that the quality of output remains constant as the scale of an enterprise increases.¹¹ But in the case of elementary and secondary education and the management of schools and school districts, which are not large private sector businesses and where the output is not a manufactured product but the educational attainment of the students, studies suggest that this “output” declines as facilities, bureaucracies, and student density

⁷ The data are from the 2000 Census, because the 2000 Census was the last time the U.S. conducted the Census long form, and provided a large enough sample to reliably report poverty rates by small areas. More recent poverty rates are available from the American Community Survey, but this survey has a much smaller sample size and tract-level estimates are not reliable.

⁸ *The Fresno Bee*, December 31, 2011, <http://www.fresnobee.com/2011/12/31/2666696/pete-mehas-group-advised-split.html>

⁹ See <http://www.fresnobee.com/2011/12/12/2647247/group-proposes-fresno-unified.html>.

¹⁰ M. Spencer. (1974). *Contemporary Economics*. New York: Worth Publishing Co.

¹¹ C. F. Pratten. (1971). *Economies of Scale in Manufacturing Industries*. London: Cambridge University Press.

increase.¹² In effect, school density “could affect optimal school district size,”¹³ and larger can be worse than smaller.

A blog on SmallerSchools.org summarizes the findings, recommendations, and conclusions of Mike Antonucci, of the California-based education research firm the Educational Intelligence Agency: when faced with the inefficiencies and diseconomies of scale found in so many dysfunctional large school districts across the country, “The Answer is Reduce School District Size.”¹⁴ In a report he prepared for the Alexis de Tocqueville Institute in 1999, he is quoted as saying, “If large school districts are unable to refocus on their primary mission, the solution is obvious, if politically tricky: Break ‘em up.”¹⁵

Over the past decade, across the country, complaints have increased about school districts that are too big to succeed.¹⁶ Opinion has surfaced over the benefits to be gained from downsizing and splitting large districts into medium-sized districts. Commentators point to the cost of school administration, the increase in the number of teachers, and the disappointing academic achievements of students in very large school districts as reasons for dividing large districts.¹⁷

A May 2011 study by the Legislative Analyst’s Office of the California State Legislature focused on the pros and cons of consolidating school districts. According to the LAO report, “the data suggest that midsize districts . . . outperform exceptionally large districts” on performance tests like the API.¹⁸

The conclusion of many researchers is that the *size* of large school districts adds costs, and these diseconomies and inefficiencies can be more than financial—they can affect the quality of education. For these reasons it is worth considering whether FUSD would better serve the community and students by reconfiguring into two districts.

¹² “The conventional wisdom or misconception concerning our schools that somehow they are different from yet should be run as if they were each a large private sector business is the root cause of many of the challenges facing our public schools.” In <http://thealternativepress.info/articles/diseconomies-of-scale-why-size-of-large-school>, by Stephen Coffin.

¹³ F. White and L. Tweeten. (1973). “Optimal School District Size Emphasizing Rural Areas. In *American Journal of Agricultural Economics*, 55, p. 45.

¹⁴ See <http://smallerschools.blogspot.com/2013/11/the-answer-is-reduce-school-district.html> and Antonucci, M. (1999). *Mission Creep: How Large School Districts Lose Sight of the Objective – Student Learning* (AdTI Issue Brief Number 176)

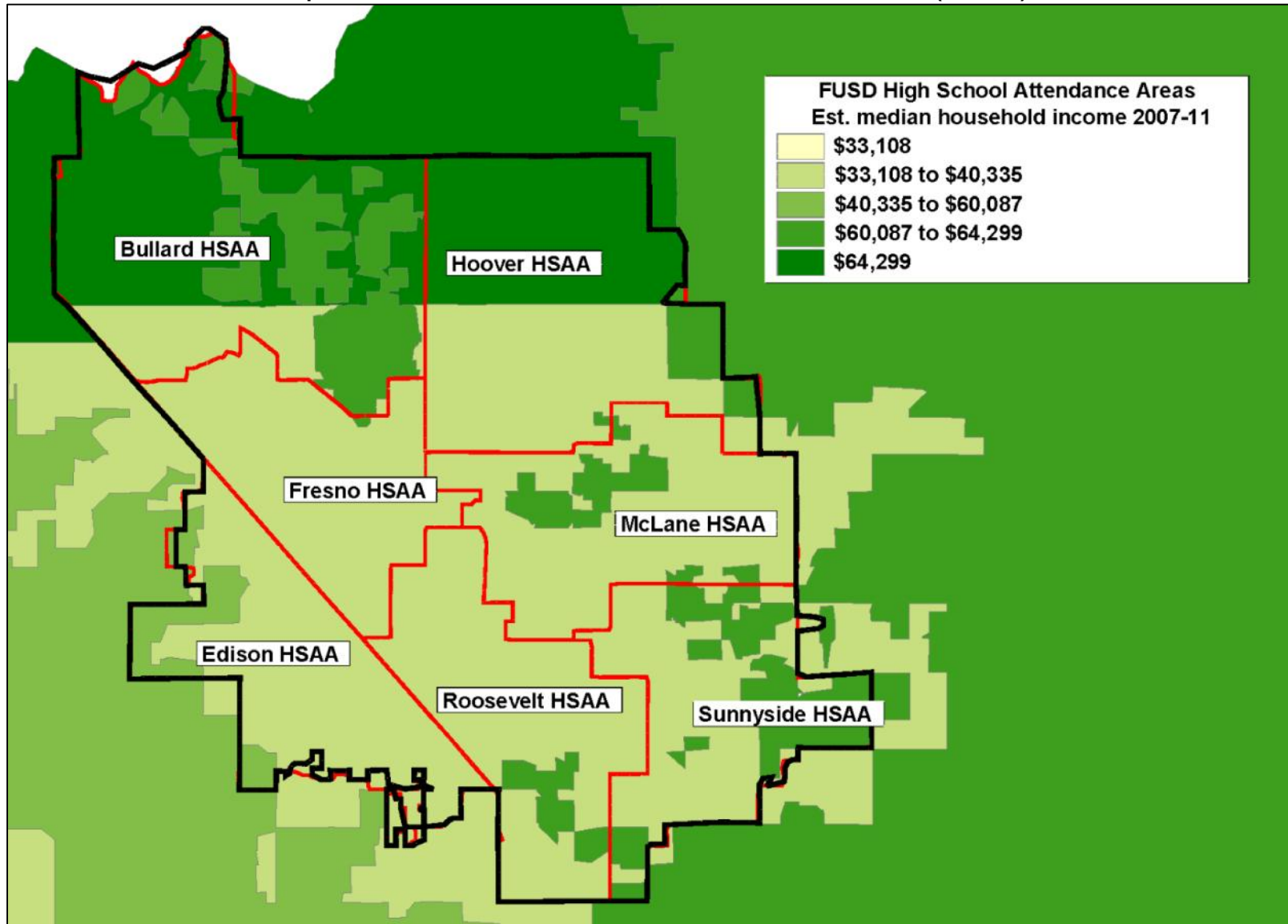
¹⁵ See <http://www.newspapers.com/newspage/69966783/> and <http://www.backwoodshome.com/columns/suprynowicz030316.html>.

¹⁶ See <http://www.miamitodaynews.com/news/080925/story-viewpoint.shtml> and <http://www.newsobserver.com/2013/02/19/2692189/time-to-split-up-too-big-to-succeed.html>

¹⁷ See <http://www.latimes.com/la-op-dustup15feb15-story.html#page=1> and <http://www.kirklandreporter.com/opinion/letters/256445701.html>.

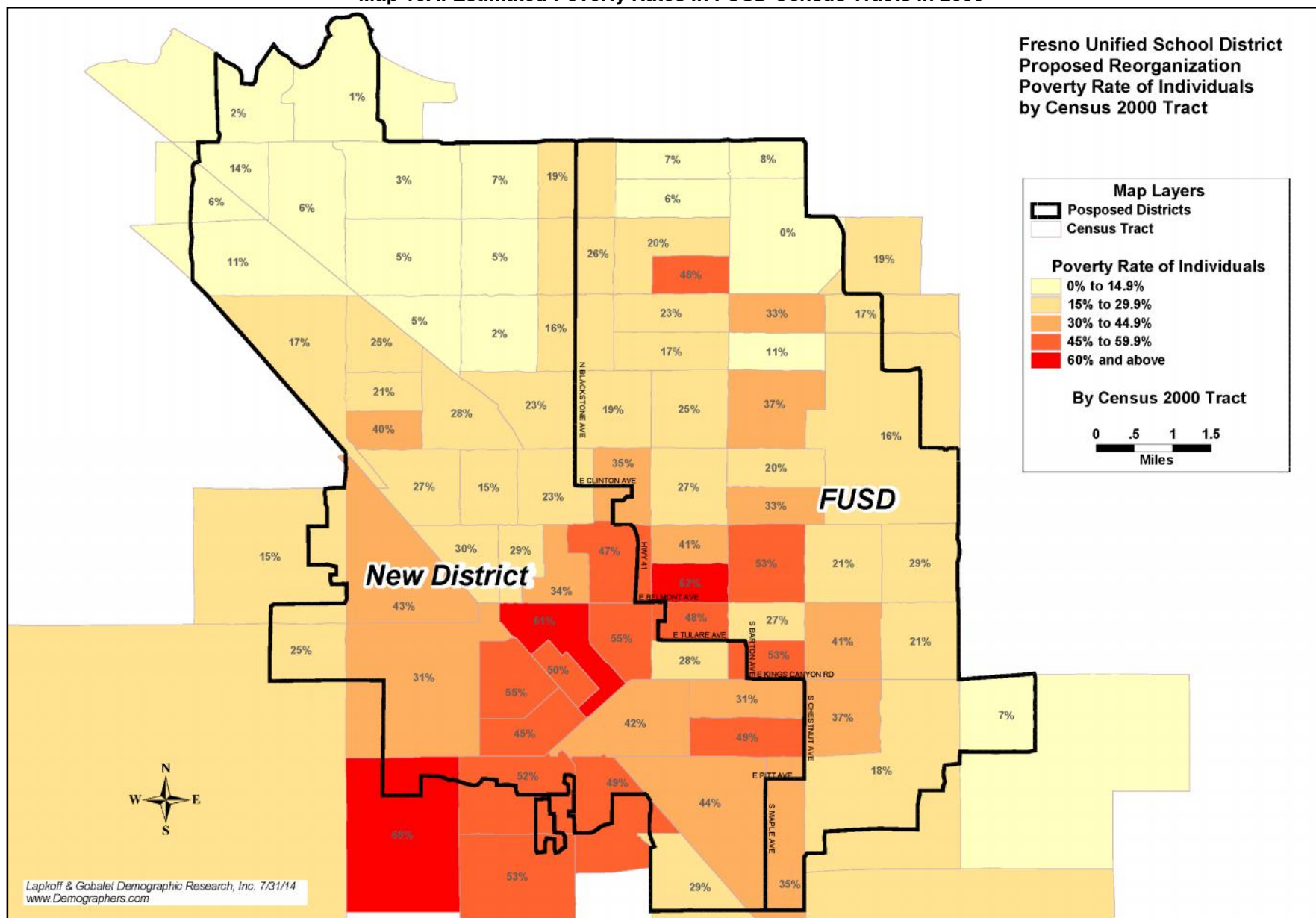
¹⁸ Mac Taylor. “How Small Is Too Small: An Analysis of School District Consolidation.” California Legislative Analyst’s Office. May 2. 2011. p. 10.

Map 9: Estimated Median Household Income for FUSD Subareas (2007-11)

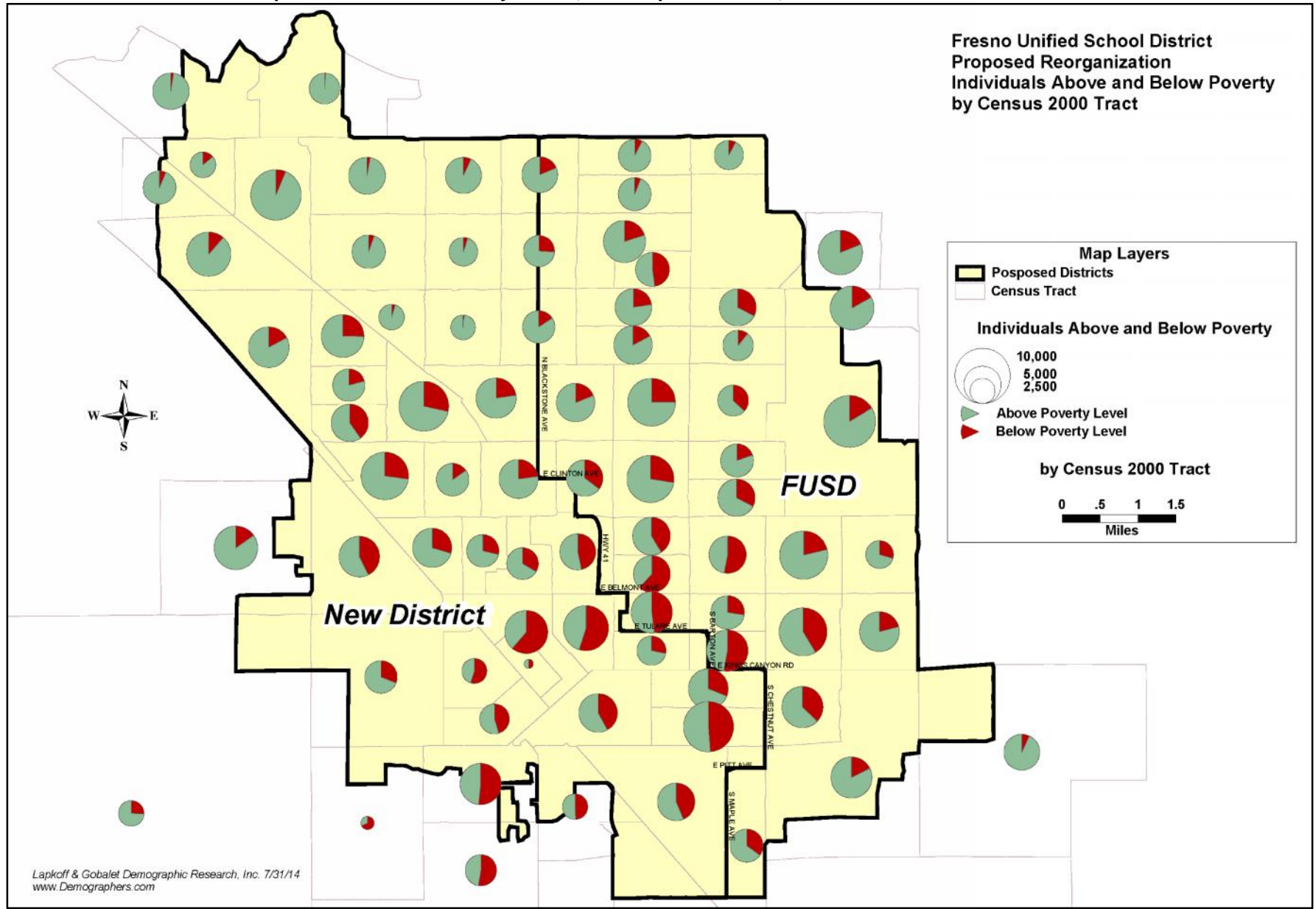


Source: Estimates from U.S. Census Bureau, American Community Survey 2007-2011; income shown for PUMA geographical units (Public Use Microdata Areas).

Map 10A: Estimated Poverty Rates in FUSD Census Tracts in 2000



Map 10B: Estimated Poverty Levels, with Population Size, in FUSD Census Tracts in 2000



9.0 CRITERION 9

California Education Code Section 35753 (a)(9) - The proposed reorganization will continue to promote sound fiscal management and not cause substantial negative effect on the fiscal status of the proposed district or any existing districts affected by the proposed reorganization.

The response to this criterion will be provided in an auxiliary report; it is outside the scope of our demographic expertise.

Appendices

Appendix A: Detailed Maps of High School Attendance Areas (HSAAs)

Appendix B: Comparison of Census 2010 School-age Population and FUSD CBEDS Enrollments

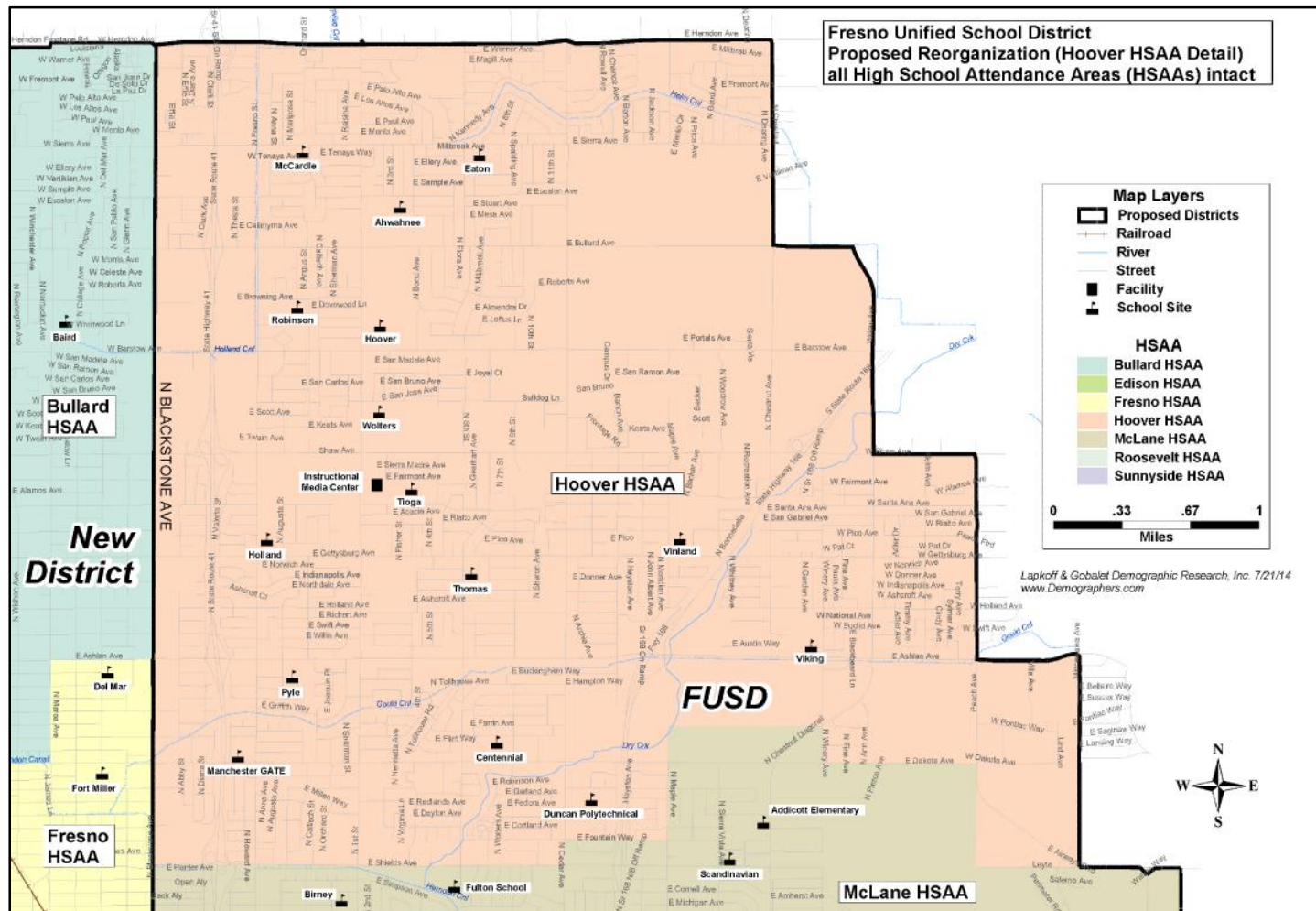
Appendix C: Private School Analyses

Appendix D: Detailed Facilities Tables

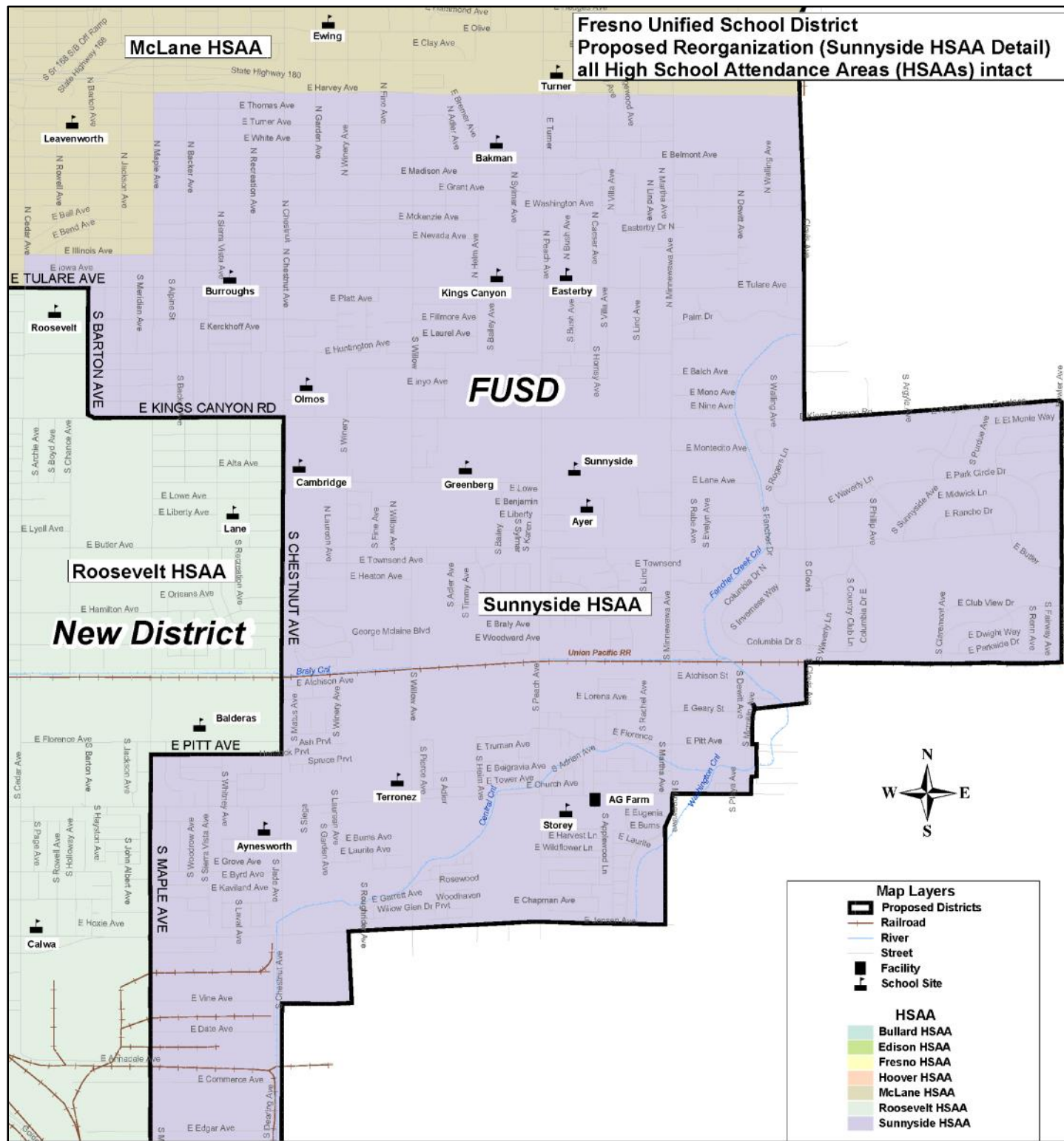
Appendix E: Race/Ethnicity Maps

Appendix F: API Scores for Individual FUSD Schools, by Region.

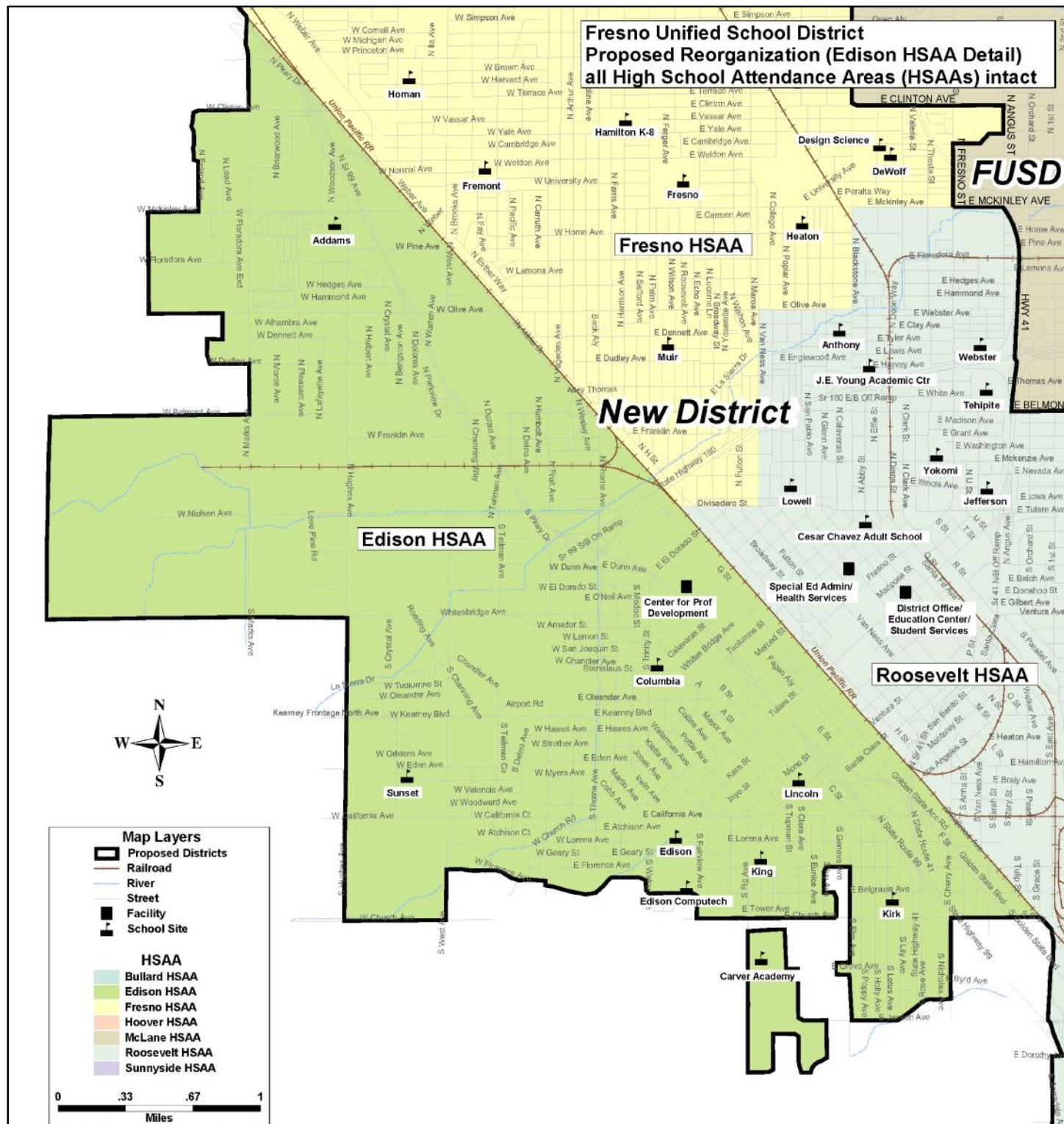
Appendix A: Detailed Maps of High School Attendance Areas (HSAAs)



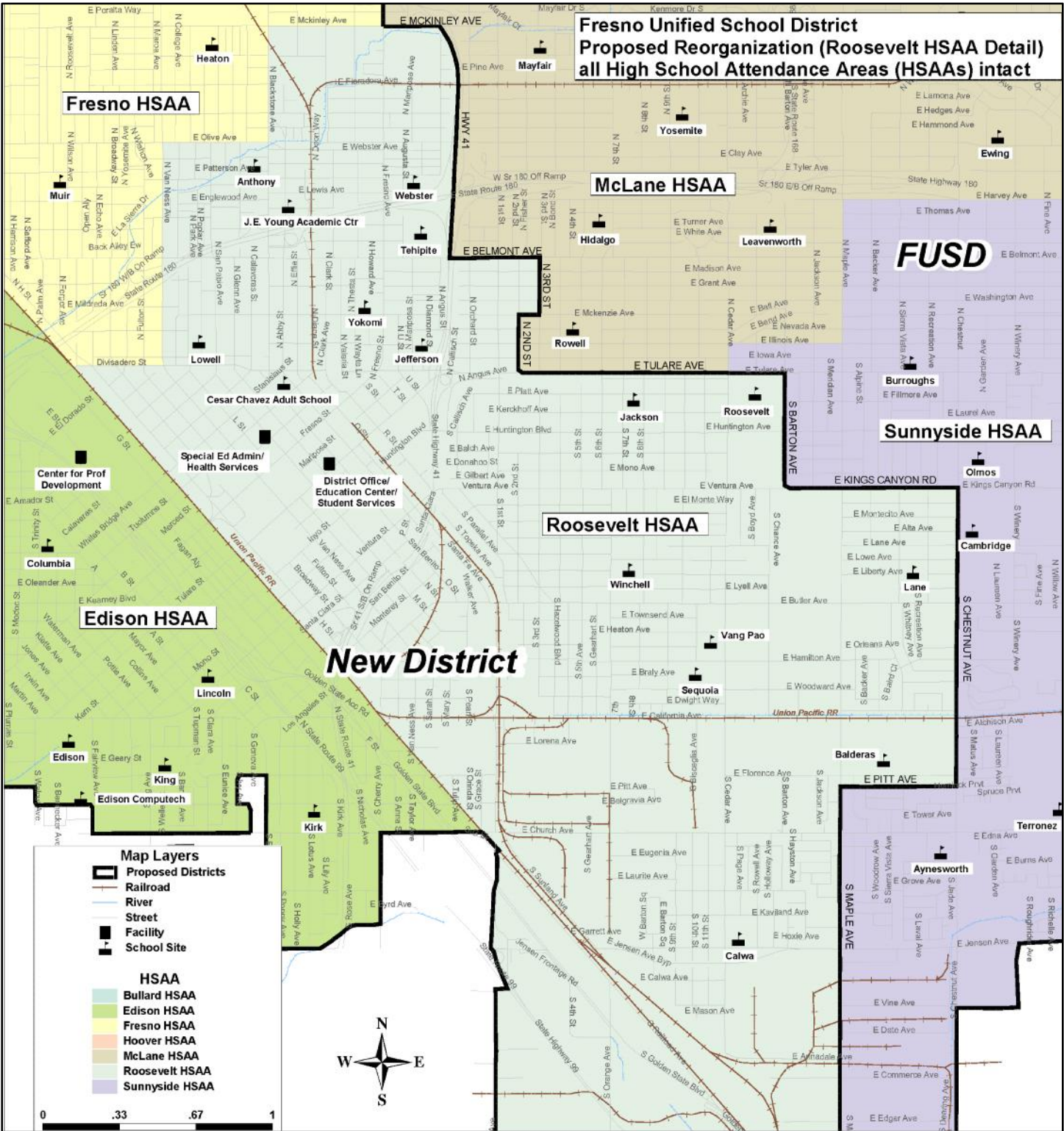








**Fresno Unified School District
Proposed Reorganization (Roosevelt HSAA Detail)
all High School Attendance Areas (HSAAs) intact**



Appendix B: Comparison of Census 2010 School-age Population and FUSD CBEDS Enrollments

Census 2010 counted 79,469 children aged 5-17 living within FUSD boundaries.¹⁹ However, the CBEDS report for fall 2010 was only 74,831 students. Census 2010 counted 4,638 more children than were enrolled in FUSD schools. This section explains the difference in numbers, and shows that after we took into account private/home school students and children not enrolled in any school, the Census 2010 figures and the enrollment figures were quite similar. This consistency between the two types of data provides confidence in the data used for our analyses.

Estimating Private/Home-School Students and Children Not Enrolled

Each year the U.S. Census Bureau surveys a small sample of households nationwide, and one set of questions concerns the number of children in each household enrolled in public and private schools, as well as the number not enrolled. Several years of ACS data are combined to enlarge sample size and boost the accuracy of the estimates. Even so, ACS data often have large margins of error. We analyzed the 2008-2012 five-year ACS estimates to maximize accuracy. This span of years most closely aligns with 2010 Census data.

During the five year period studied, ACS estimated 81,474 children aged 5 to 17 living in FUSD, nearly 2,000 more children than counted by Census 2010. The 2010 decennial Census population figure, which is based on a complete count of the population, is more accurate than the ACS, which is a small survey of the population. For this reason, we used the *rate* of private and public school enrollments from the ACS, rather than the estimated *numbers* of enrollees.

Table B-1 shows that, of the population aged 5-17, an estimated 3.6 percent were not enrolled in any type of school. Private and home schooling are relatively rare in FUSD, serving an estimated 3.1 percent of the population aged 5-17.²⁰ Thus, an estimated 93.3 percent of Fresno children aged 5-17 were enrolled in public schools in 2010.

As noted, private school rates are low in FUSD – 3.1 percent compared to the state average of 8.9 percent. Meanwhile, the non-enrollment rate of 3.6 percent is relatively high in the District compared to the state average of 2.4 percent.

¹⁹ The Census Bureau has an approximate boundary for FUSD, and provides data based on this boundary. We have a more accurate boundary (from the County Registrar of Voters) than the Census Bureau that we used to gather the population statistics, so our figures are quite close, but do not *exactly* match those provided by the Census Bureau. The 74,469 figure is our number based on the ROV boundary.

²⁰ When referring to the rate of private school enrollment, it is most common to report the rate as a percentage *only of those enrolled*. For FUSD, that calculation would show 3.2 percent, rather than the 3.1 percent used above, which is when all children are considered.

Table B-1: Enrollment Rates for the Population aged 5-17 in FUSD

	Number	Percent
Population enrolled in public school	76,030	93.3%
Population enrolled in private or home schools	2,487	3.1%
Population not enrolled	2,957	3.6%
Total Population	81,474	100%

Source: 2008-12 American Community Survey (ACS)

Comparison

The rates in Table B-1 and the Census 2010 populations provide an *estimate* of the number of students we would expect to be enrolled in FUSD public schools. There are many reasons²¹ why we would not expect a perfect match between Census data and FUSD enrollments, but the Census and enrollment totals should be reasonably similar.

Table B-2 shows the calculations. Census 2010 counted 79,469 children aged 5-17 living in FUSD (using boundaries supplied by Fresno County GIS sources). Of these, we expect 3.6 percent not to be enrolled in school and another 3.1 percent to be enrolled in private or home schools. This leaves an estimated 74,145 children aged 5-17 attending FUSD. In fall 2010, FUSD enrollments were 74,831, which is less than a one percent different from the Census enumeration, after adjusting for non-enrollees and private/home schooled students.

Table B-2: Comparison of FUSD Enrollments and Census Data

Census 2010 Population	79,469
Percentage of population not enrolled	3.6%
Estimated Number of children not enrolled	2,861
Percentage of population in private/home schools	3.1%
<u>Estimated Number of children in private/home schools</u>	<u>2,464</u>
Remainder: Children enrolled in public school	74,145
FUSD Enrollments in Fall 2010	74,831
Percentage difference	0.9%

²¹ These reasons include inter-district transfers, students older than 17 or younger than five years old attending FUSD schools, enrollments measured in October compared with Census measurements in April, inaccuracies in the Census' definition of the FUSD boundary, and survey error.

Appendix C: Private School Analyses

There are three reasons why we studied private school rates in FUSD:

1. The proposed reorganization of FUSD might create interest in and draw attention to the public schools. We have seen this elsewhere when new schools or programs open (“build it and they will come”). After reorganization, some families with children in private schools, home schools, or public schools in other districts might be attracted to the new districts’ public schools. This would increase enrollments in the new districts. We performed various analyses to assess the magnitude of the possible enrollments from these sources in case the numbers were large or imbalanced and would affect our estimates of the potential enrollments in each new district.
2. We also needed to cross-check public/private/home school enrollment estimates from two sources: (1) U.S. Census 2010 counts and American Community Survey estimates of enrollment rates in each of these categories, and (2) CBEDS-based estimates of the number of children in each new district, adjusted using our estimates of last year’s intra-district transfer patterns in FUSD.
3. Finally, we wanted to try to assess whether private school enrollment rates differ between the eastern and western portions of the current FUSD. If this were the case, the number of children potentially transferring from private schools to schools in the new districts might be different.

Our investigations indicate that FUSD has extremely low private school rates. This means that relatively few private/public/home school enrollees would return to public schools in the new districts, no matter how much their appeal increases, and that the relative shares of enrollment between the New District and (new) FUSD can be reliably estimated from Census 2010 data. The analyses that resulted in these conclusions are detailed below.

Analyses

We estimated private school enrollments using two data sources: (1) data submitted to the state by the private schools, and (2) American Community Survey (ACS) estimates from the U.S. Census Bureau. Both sources suggest that about 2,600 FUSD-resident children attended private schools in each recent year. This is approximately three percent of the Fresno K-12 student population. Compared to the nine percent average for the state of California, the Fresno rate is very low.

Private Schools within FUSD Boundaries Reporting to the State

Private schools are required to report their enrollments to the state.²² As shown in Table C-1, there were 2,618 students enrolled in private schools within FUSD in 2011-12, implying a 3.4 percent private school enrollment rate for children enrolled in K12 schools.²³

The advantages of using these administrative data are that:

1. Counts are likely to be reasonably accurate and they provide nearly full coverage of the population attending private schools; and
2. The data provide geographic detail. We geocoded and mapped the private schools, and measured the distribution of private enrollments in the New District and in the (new) FUSD.

The one disadvantage of these data is that some students probably live in one region but attend a private school in the other, and that some private enrollees may live outside of FUSD. Thus, the numbers shown in Table C-1 only approximate the number of private school students *living* in each part of FUSD.

Map C-1 shows the locations of private schools in and near FUSD. There are private schools in both the western and the eastern portions of FUSD. Enrollments in private schools appear to be similar in the two areas. Private schools located in the New District enrolled 1,443 students, or 55 percent of the total private-school enrollees. This is very similar to the population share.

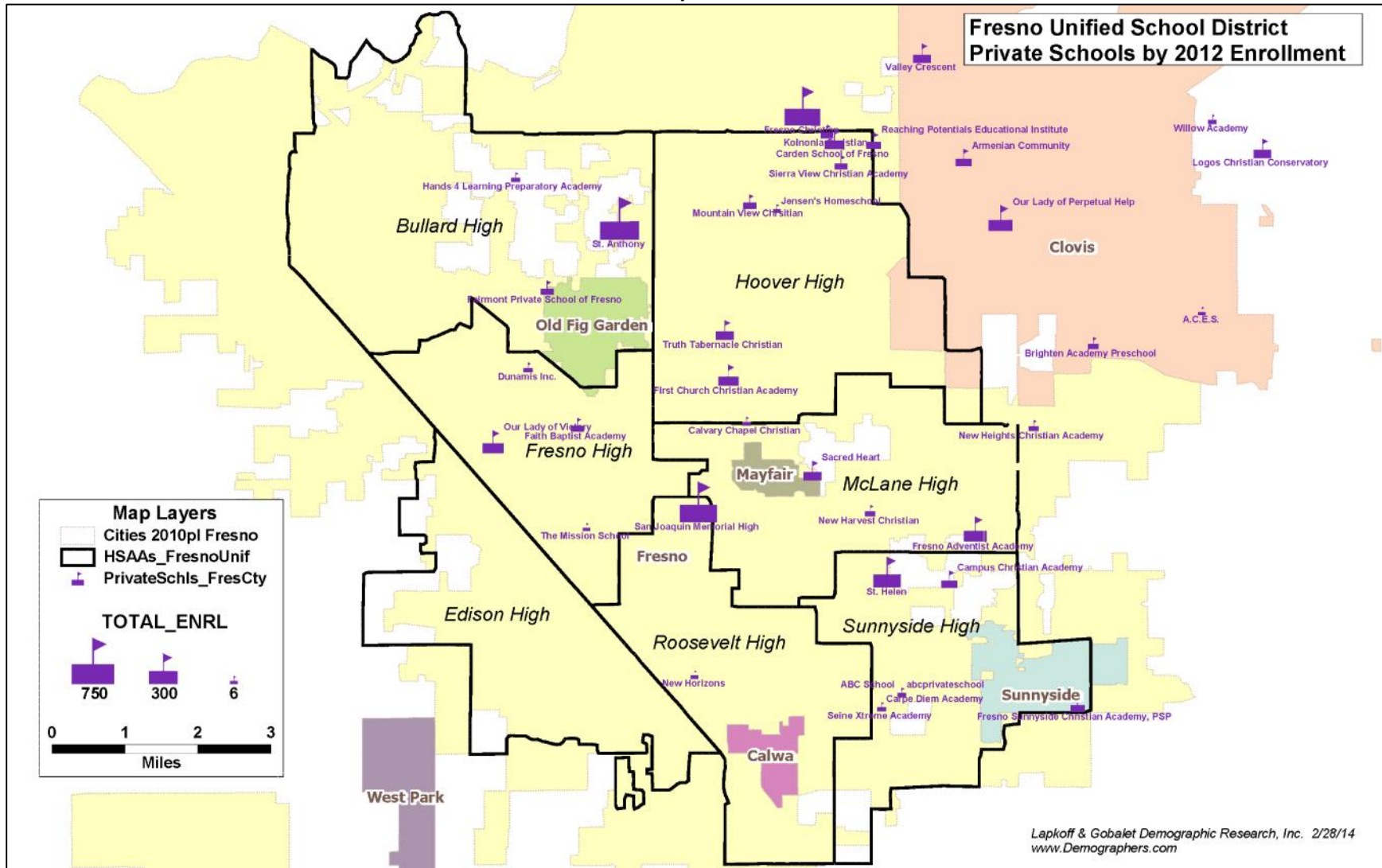
²² The private school data for Fresno appear to be good. This is not always the case: in other areas, we have found uneven reporting, even by the large private schools. Because funding does not depend on this reporting, and there are no sanctions for not reporting to the state, private school enrollments are sometimes under-reported. However, our study of year-to-year private enrollments suggests that this is not the case in Fresno.

²³ In 2011-12, which was the latest year available at the time of this writing, FUSD K-12 enrollments were 74,234. The combined public and private school enrollment would be 76,852, and $2,618/76,852=3.4$ percent.

Table C-1

2011-12 School Enrollments in Private Schools Located in FUSD																
School Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Other Elem	Other Sec	Total
St. Anthony	72	67	72	72	68	66	65	72	74	0	0	0	0	0	0	628
San Joaquin Memorial High	0	0	0	0	0	0	0	0	0	148	151	138	132	0	0	569
St. Helen	35	36	34	34	34	29	30	28	28	0	0	0	0	0	0	288
Fresno Adventist Academy	14	9	15	16	13	18	12	13	18	16	10	20	12	0	0	186
Our Lady of Victory	25	26	15	18	20	15	13	5	9	0	0	0	0	0	0	146
First Church Christian Academy	19	12	10	13	16	13	16	13	11	0	0	0	0	0	0	123
Carden School of Fresno	16	20	15	12	10	13	14	5	5	0	0	0	0	0	0	110
Truth Tabernacle Christian School	8	9	4	9	8	6	11	6	9	8	9	5	6	0	0	98
Sacred Heart	12	11	12	11	8	10	9	11	13	0	0	0	0	0	0	97
Campus Christian Academy	3	0	2	3	2	4	8	9	7	6	9	5	8	0	0	66
Fresno Sunnyside Christian Academy, PSP	0	4	4	8	2	4	3	5	6	3	3	2	4	0	0	48
Mountain View Chrstian School	10	6	7	5	6	3	1	0	0	0	0	0	0	0	0	38
Fairmont Private School of Fresno	25	12	0	0	0	0	0	0	0	0	0	0	0	0	0	37
Faith Baptist Academy	2	4	4	2	3	1	2	2	4	1	2	2	4	0	0	33
Sierra View Christian Academy	1	4	3	4	4	2	1	2	3	2	3	3	1	0	0	33
Koinonia Christian	0	0	1	6	1	3	2	5	3	2	2	3	2	0	0	30
New Harvest Christian School	2	1	2	1	0	1	0	2	1	2	1	0	2	0	0	15
Dunamis Inc.	0	0	0	0	0	0	2	2	2	2	2	0	0	0	0	10
Carpe Diem Academy	0	0	0	0	0	0	0	0	0	0	0	5	3	0	0	8
Hands 4 Learning Preparatory Academy	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	8
abcprivateschool	0	1	1	2	2	2	0	0	0	0	0	0	0	0	0	8
ABC School	1	1	2	1	2	0	0	0	0	0	0	0	0	0	0	7
Seine Xtreme Academy	0	0	0	0	0	0	0	0	0	0	4	1	2	0	0	7
Calvary Chapel Christian	0	0	0	0	1	0	1	0	0	1	2	0	2	0	0	7
Jensen's Homeschool	0	0	0	0	1	1	1	1	0	1	1	0	0	0	0	6
New Horizons School	0	1	1	0	0	0	1	1	0	0	2	0	0	0	0	6
The Mission School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6
Total	245	224	204	225	201	191	192	182	193	192	201	184	178	0	6	2618

Map C-1



Private School Enrollment Estimates from the American Community Survey

Each year the U.S. Census Bureau surveys a small sample of the nation's households in the American Community Survey. One question asks for the number of children who are enrolled in school and the type of school (public, private/home, and not enrolled). We used ACS five-year estimates in order to enlarge sample size and boost the accuracy and reliability of the estimates.

ACS data are available by county and school district. As Table C-2 shows, FUSD is estimated to have a private school enrollment rate of 3.2 percent, while Fresno County has a slightly higher rate of 3.8 percent. No other detail is available online from the ACS. These data show that an average of approximately 2,644 FUSD residents attended private schools each year between 2007 and 2011. Note that this estimate is quite consistent with the enrollment data reported by private schools in the area in 2011-12 (2,618), and increases confidence in those data.

Table C-2: Private School Rate in FUSD and Fresno County

K-12 Enrollment	Fresno Unified	Fresno County
Public School	80,133	194,159
Private School	2,644	7,756
Total Enrollees	82,777	201,915
Private School Rate	3.2%	3.8%

Source: ACS 2007-2011 data from the U.S. Census Bureau's website.

We performed special cross-tabulations to provide more detail about private school rates. Tabulations were done for both the county and subareas of the county called PUMAs (Public Use Microdata Areas). These estimates for PUMAs give us some sub-district information. We found that both reorganized districts have similar private school rates to one another and to the existing District.

It is also possible to measure the private school rates by ethnicity in the special tabulations. The race/ethnic rates are available for each PUMAs. However, realistically, the sample sizes of PUMAs are too small, and nonsensical results arose in some of the PUMAs for some of the race/ethnic groups. To boost accuracy, we combined the results for the four PUMAs that are either partially or fully within FUSD; these rates are shown in Table C-3. The variation among race/ethnic groups is relatively low, because all the private school rates are low. Whites have the highest rate of private school enrollment, as expected, but even private school rates for Whites are below the statewide average of nine percent (for all ethnic groups).

Table C-3

<u>Race/ethnicity</u>	<u>PUMAs 3301, 3302, 3401, 3402</u>
NH White	7.9%
NH Black	2.0%
NH Asian/PI	3.6%
Hispanic (any race)	2.3%
Multiple or other race	7.4%
Total	3.8%
Source: special tabulation of the 2007-2011 ACS by LGDR, Inc.	

Conclusion

FUSD private school enrollment rates are quite low and there is apparently relatively little variation by geographic area or race/ethnicity. Therefore, private school enrollment is unlikely to be an important factor in the proposed reorganization. Although the new districts may attract some students not currently enrolled in FUSD schools, the potential numbers will be small and the distribution between the two new districts is fairly balanced.

Appendix D: Detailed Facilities Tables

Table D-1

Comprehensive and Magnet High Schools												
				Enrollments (CBEDS, FMP)								
				Students Served in 2013-14	Students Served in 2012-13	Students Served in 2007						
SCHOOL	FMP category	Acreage	Type				2011 API	# Portables	Portable SF	Permanent SF	Total SF	Capacity without portables
New District												
Bullard	9-12	45.22	Comprehensive HS	2,635	2,723	2,675	769	30	27,840	214,903	242,743	1,452
Fresno	9-12	51.52	Comprehensive HS	2,330	2,227	2,104	646	18	18,720	223,540	242,260	1,855
Edison	9-12	28.76	Comprehensive HS	2,310	2,246	2,316	761	29	27,360	181,053	208,413	1,467
Roosevelt	9-12	35.57	Comprehensive HS	2,143	2,112	2,738	646	24	21,120	255,374	276,494	2,346
Design Science	alternative	3.68	Magnet High School	250	0	145	909	5	5,040	0	5,040	0
Subtotal		164.75		9,668	9,308	9,978	746	106	100,080	874,870	974,950	7,120
(new) FUSD												
Sunnyside	9-12	50	Comprehensive HS	3,096	3,229	3,300	694	30	0	276,263	276,263	2,459
McLane	9-12	36.72	Comprehensive HS	1,921	2,102	2,527	625	27	16,800	213,496	230,296	1,448
Hoover	9-12	34.5	Comprehensive HS	1,886	1,770	2,789	700	23	18,720	243,932	262,652	1,794
Duncan Polytechnical	9-12	17.02	Magnet High School	1,053	0	1,021	738	20	22,080	113,068	135,148	974
Subtotal		138.24		7,956	7,101	9,637	689	100	57,600	846,759	904,359	6,675
Total		302.99		17624	16409	19615	1435.6	206	157680	1721629	1879309	13795
Share in the New District		54%		55%	57%	51%		51%	63%	51%	52%	52%
Share in (new) FUSD		46%		45%	43%	49%		49%	37%	49%	48%	48%

FMP = Facilities Master Plan, 2008-09

SF = square feet

Table D-2

Middle Schools											
Enrollments (CBEDS, FMP)											
SCHOOL	Acreage	Type	Students Served in 2013-14	Students Served in 2012-13	Students Served in 2007	2011 API	# Portables	Portable SF	Permanent SF	Total SF	Capacity without portables
New District											
Baird	17.37	Middle School	622	620	910	861	6	5,760	85,435	91,195	805
Cooper Academy	9.62	Middle School	601	422	730	753	19	19,680	44,926	64,606	400
Tehipite	25	Middle School	422	440	809	629	8	4,800	107,227	112,027	1,019
Wawona	18.44	Middle School	564	748	772	710	2	2,400	80,908	83,308	700
Computech	19.56	Middle School	794	801	704	948	13	17,032	84,941	101,973	676
Sequoia	17.6	Middle School	804	782	1,003	624	7	7,680	93,952	101,632	939
Fort Miller	17.34	Middle School	870	850	829	672	1		108,918	108,918	975
Tenaya	14.41	Middle School	878	955	605	759	11	10,560	82,369	92,929	643
Subtotal	139		5,555	5,618	6,362	745	67	67,912	688,676	756,588	6,157
(new) FUSD											
Yosemite	15.5	Middle School	641	626	737	654	4	3,840	95,700	99,540	852
Ahwahnee	7.93	Middle School	665	647	562	711	0	0	104,982	104,982	918
Terronez	16.97	Middle School	715	824	818	653	4	3,840	93,701	97,541	980
Scandinavian	17.88	Middle School	755	729	736	651	7	5,760	96,039	101,799	890
Tioga	18.78	Middle School	810	816	939	667	20	19,168	63,941	83,109	420
Kings Canyon	8.15	Middle School	846	922	313	713	3	7,200	38,354	45,554	368
Subtotal	85		4,432	4,564	4,105	675	38	39,808	492,717	532,525	4,428
Total	225		9,987	10,182	10,467	1,419	105	107,720	1,181,393	1,289,113	10,585
Share in New District	62%		56%	55%	61%		64%	63%	58%	59%	58%
Share in (new) FUSD	38%		44%	45%	39%		36%	37%	42%	41%	42%

Table D-3

Elementary Schools (and K-8)											
SCHOOL	Acreage	Type	Enrollments (CBEDS, FMP)			2011 API	# Portables	Portable SF	Permanent SF	Total SF	Capacity without portables
			Students Served in 2013-14	Students Served in 2012-13	Students Served in 2007						
New District											
Yokomi	6.63	K-6	861	851	745	816	10	10,080	54,344	64,424	693
Vang Pao*	8	K-6	825	750	not open	653	0	0	60,000	60,000	825
Bullard Talent K-8	18.74	K-8	803	810	1,014	855	7	6,720	96,613	103,333	884
Addams	8.6	K-6	798	861	831	697	27	28,320	37,706	66,026	425
Hamilton K-8	17.42	K-8	779	826	850	746	11	10,800	83,883	94,683	643
Wilson	10	K-6	764	751	733	741	16	15,360	43,759	59,119	427
Roeding	9.29	K-6	737	715	675	775	16	15,848	40,061	55,909	411
Slater	10.4	K-6	724	680	752	652	29	30,384	40,575	70,959	221
Winchell	9.87	K-6	721	730	884	707	22	22,264	40,842	63,106	477
Calwa	8.06	K-6	675	659	725	724	11	11,520	50,231	61,751	569
Lane	8.38	K-6	673	683	749	727	18	17,987	48,226	66,213	555
Balderas	10.03	K-6	657	680	745	751	16	14,400	51,891	66,291	388
Figarden	11.46	K-6	654	670	674	808	28	30,720	29,707	60,427	278
Del Mar	8.47	K-6	613	660	630	727	21	20,544	32,111	52,655	298
Columbia	10.33	K-6	609	594	577	662	14	14,400	32,772	47,172	276
Williams	8.52	K-6	600	637	657	710	1	0	56,797	56,797	675
Fremont	6.67	K-6	570	544	511	759	16	16,800	51,930	68,730	410
Lawless	9.85	K-8	568	594	687	720	19	16,320	48,186	64,506	451
Gibson	9.4	K-6	564	570	408	844	8	7,680	27,580	35,260	331
Heaton	6.44	K-6	560	550	612	676	18	19,564	37,203	56,767	396
Forkner	10.64	K-6	556	538	427	880	1	960	46,663	47,623	488
Homan	8.38	K-6	550	543	648	716	21	22,080	32,193	54,273	301
Muir	8.85	K-6	535	560	579	712	16	16,320	41,584	57,904	493
Powers-Ginsburg	10.64	K-6	504	494	542	770	13	11,904	51,703	63,607	481
Kratt	8.76	K-6	501	532	517	805	10	9,600	38,778	48,378	442
Lowell	5.38	K-6	491	462	431	735	15	16,640	29,601	46,241	237
Jefferson	6.75	K-6	491	459	519	770	5	11,040	43,836	54,876	460
Lincoln	6.61	K-6	479	479	502	773	5	3,840	44,977	48,817	499
King	8.93	K-4	440	443	444	679	17	19,680	36,820	56,500	199
Starr	9.09	K-6	434	433	418	813	7	6,720	33,777	40,497	406
Jackson	3.18	K-6	431	432	465	740	8	7,680	29,058	36,738	311
Malloch	8.27	K-6	425	422	473	832	8	8,160	30,972	39,132	371
Anthony	9.85	K-6	424	428	458	706	13	15,600	51,891	67,491	276
Webster	5.3	K-6	392	411	470	796	11	11,312	21,758	33,070	280
Kirk	6.16	K-6	299	297	339	690	8	8,160	31,449	39,609	278
Sunset	9.11	K-8	275	269	222	747	4	6,720	29,606	36,326	261
Carver Academy	10.94	5-6	128	135	608	715	9	9,120	32,322	41,442	380
Subtotal	333		21,110	21,152	21,521	747	479	495,247	1,591,405	2,086,652	15,796
*Estimated share											
Estimated Share in											
New District	55%		52%	52%	52%		51%	52%	56%	55%	54%

Table D-3 (continued)

Elementary Schools (and K-8)											
SCHOOL	Acreage	Type	Enrollments (CBEDS, FMP)			2011 API	# Portables	Portable SF	Permanent SF	Total SF	Capacity without portables
			Students Served in 2013-14	Students Served in 2012-13	Students Served in 2007						
(new) FUSD											
Storey	17.67	K-6	911	873	924	778	28	22,080	78,039	100,119	418
Leavenworth	10.75	K-6	835	831	821	769	21	17,280	51,891	69,171	380
Olmos	7.5	K-6	827	792	781	716	9	9,120	56,112	65,232	790
Birney	7.66	K-6	809	825	810	746	13	14,880	43,023	57,903	574
Burroughs	9.62	K-6	802	801	704	751	22	22,552	42,828	65,380	592
Bakman	7.8	K-6	781	773	637	725	3	3,360	54,974	58,334	633
Centennial	7.7	K-6	777	698	729	719	19	19,200	36,309	55,509	477
Thomas	8.38	K-6	776	702	679	797	14	13,440	38,611	52,051	480
Manchester GATE	8.06	K-6	759	746	739	996	14	13,440	32,560	46,000	380
Ewing	8.38	K-6	748	683	740	713	19	20,160	41,030	61,190	401
Norseman	10.69	K-6	740	919	928	704	27	19,200	47,240	66,440	570
Pyle	9.08	K-6	737	714	751	748	19	18,720	41,694	60,414	437
Hidalgo	11.07	K-6	735	746	768	690	20	19,680	51,891	71,571	388
Ericson	8.17	K-6	719	624	701	768	25	27,731	28,629	56,360	366
Rowell	9.4	K-6	715	705	736	716	23	20,160	40,170	60,330	426
Mayfair	6.59	K-6	709	731	748	711	16	16,800	44,416	61,216	551
Viking	11.72	K-6	708	714	724	753	13	11,520	40,561	52,081	528
Easterby	9.62	K-6	668	688	661	777	18	17,280	33,411	50,691	323
Wishon	8.73	K-6	662	629	667	758	22	22,080	39,000	61,080	323
Aynesworth	7.93	K-6	654	623	953	742	15	14,400	37,976	52,376	675
Ayer	9.85	K-6	645	643	661	765	11	12,000	45,219	57,219	488
Turner	10.5	K-6	620	659	697	705	22	25,440	32,040	57,480	381
Vinland	9.66	K-6	610	631	521	749	15	14,400	30,937	45,337	337
Greenberg	12.42	K-6	562	561	572	724	14	15,840	58,334	74,174	412
Holland	8.6	K-6	475	509	458	734	9	9600	43885	53485	472
McCardle	8.3	K-6	471	427	446	839	8	7,680	41,432	49,112	424
Robinson	8.7	K-6	460	426	411	789	6	5,744	33,959	39,703	406
Wolters	9.8	K-6	429	513	581	772	19	21,984	34,292	56,276	356
Eaton	9.03	K-6	365	386	426	850	5	6,400	39,988	46,388	466
Subtotal	273		19,709	19,572	19,974	759	469	462,171	1,240,451	1,702,622	13,454
Estimated Share in (new) FUSD	45%		48%	48%	48%		49%	48%	44%	45%	46%

Table D-4

Special Education and Other											
SCHOOL	Acreage	Type	Enrollments (CBEDS, FMP)			2011 API	# Portables	Portable SF	Permanent SF	Total SF	Capacity without portables
			Students Served in 2013-14	Students Served in 2012-13	Students Served in 2007						
New District											
Rata 7-12	3.3	Special Ed	57	66	50		0	0	18,111	18,111	48
J. E. Young Academic Center	17.7	Indep Study HS	1,094	1,181	1,175		2	2,880	13,616	16,496	54
Cesar Chavez Adult School	4.1	Adult Sch		0	0		0	0	90,997	90,997	911
Lori Ann Infant Center		Special Ed		0							
Phoenix Secondary Academy		Special Ed	39	30	173						
Phoenix Elementary Academy		Special Ed	52	42							
FUSD											
Addicott		Special Ed	49		53		0	0	17,798	17,798	0
Fulton School			24				unknown				
Academy for New Americans		other					5	5,040	9,099	14,139	118

Appendix E: Race/Ethnic Maps

Please note that FUSD's outer boundary splits some Census Tracts.

Overall Ethnic Map, 2010 Population Aged 0 to 17, by Census Tract

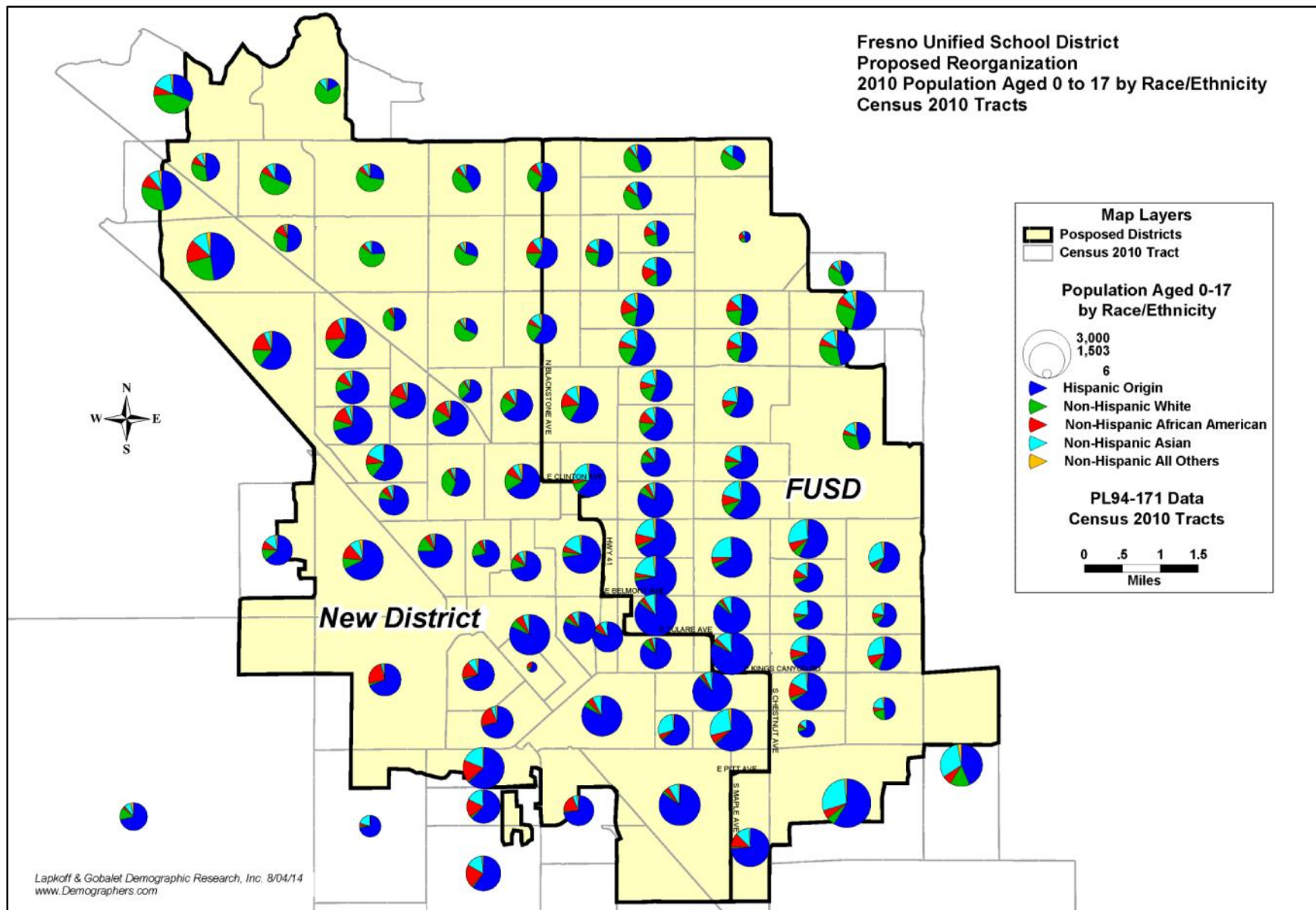
Hispanic Ethnic Map, 2010 Population Aged 0 to 17, by Census Tract

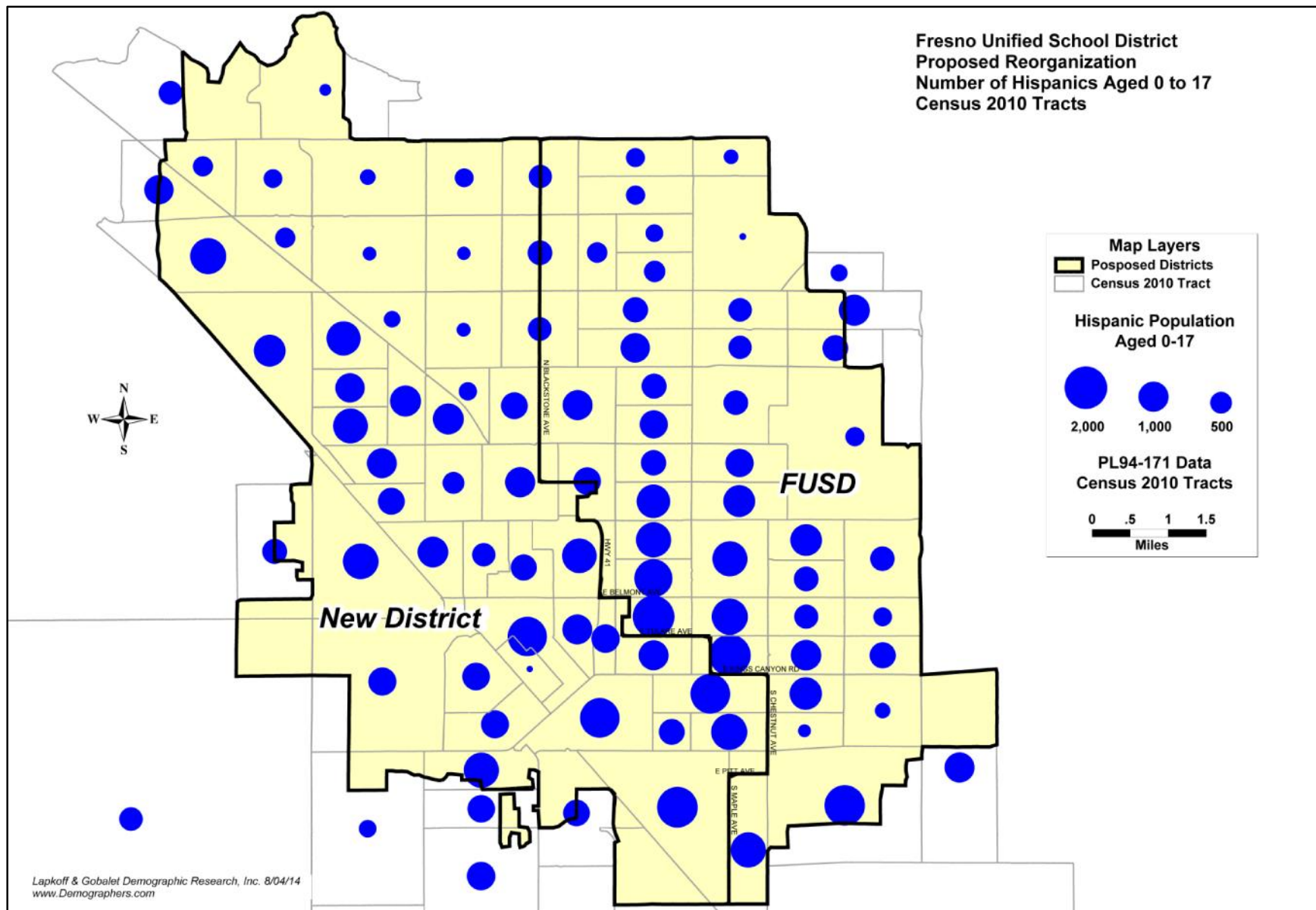
African-American (Non-Hispanic) Ethnic Map, 2010 Population Aged 0 to 17, by Census Tract

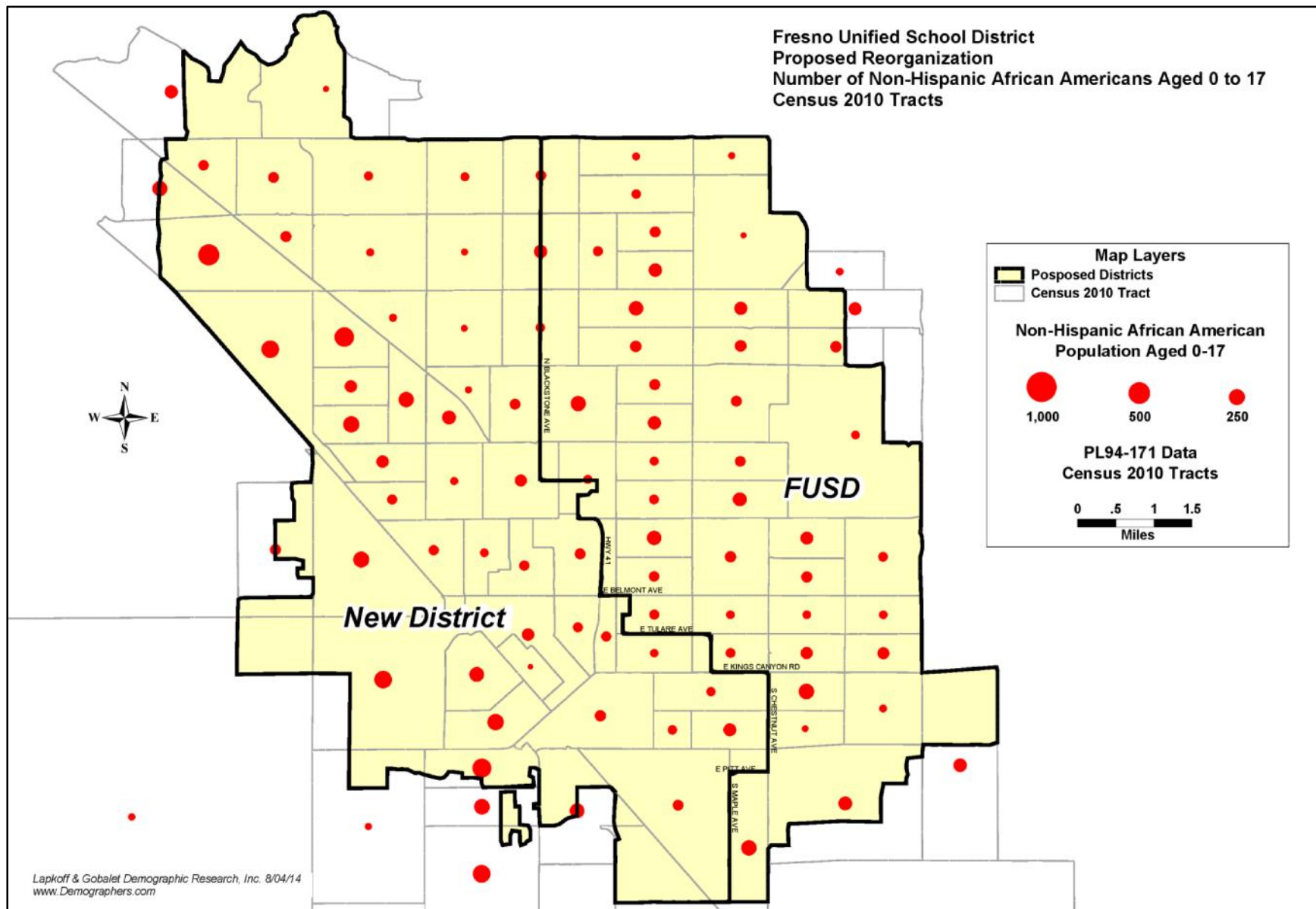
Asian (Non-Hispanic) Ethnic Map, 2010 Population Aged 0 to 17, by Census Tract

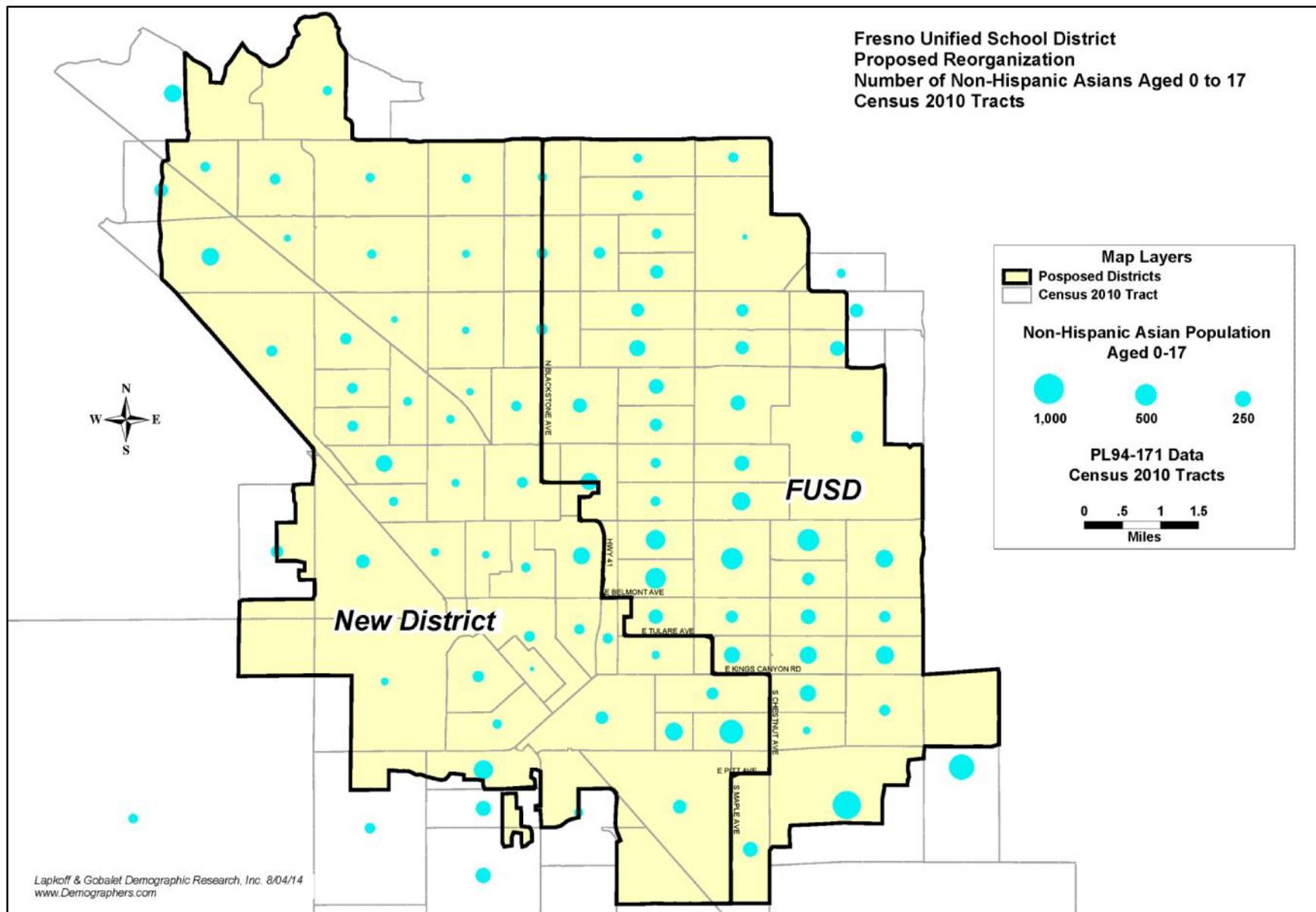
White (Non-Hispanic) Ethnic Map, 2010 Population Aged 0 to 17, by Census Tract

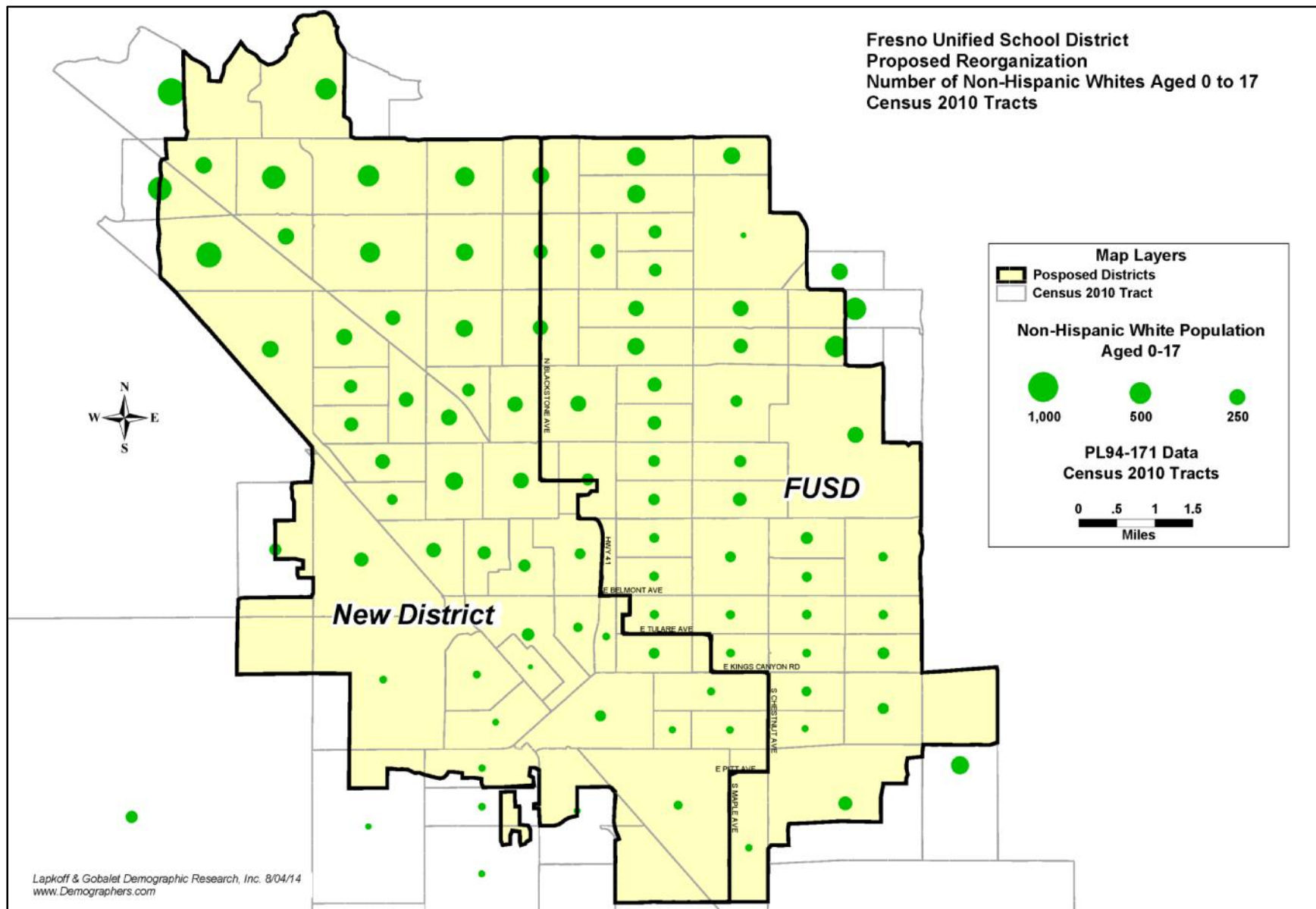
Asian Subgroups (Non-Hispanic) Ethnic Map, 2010 Population All Ages, by Census Tract



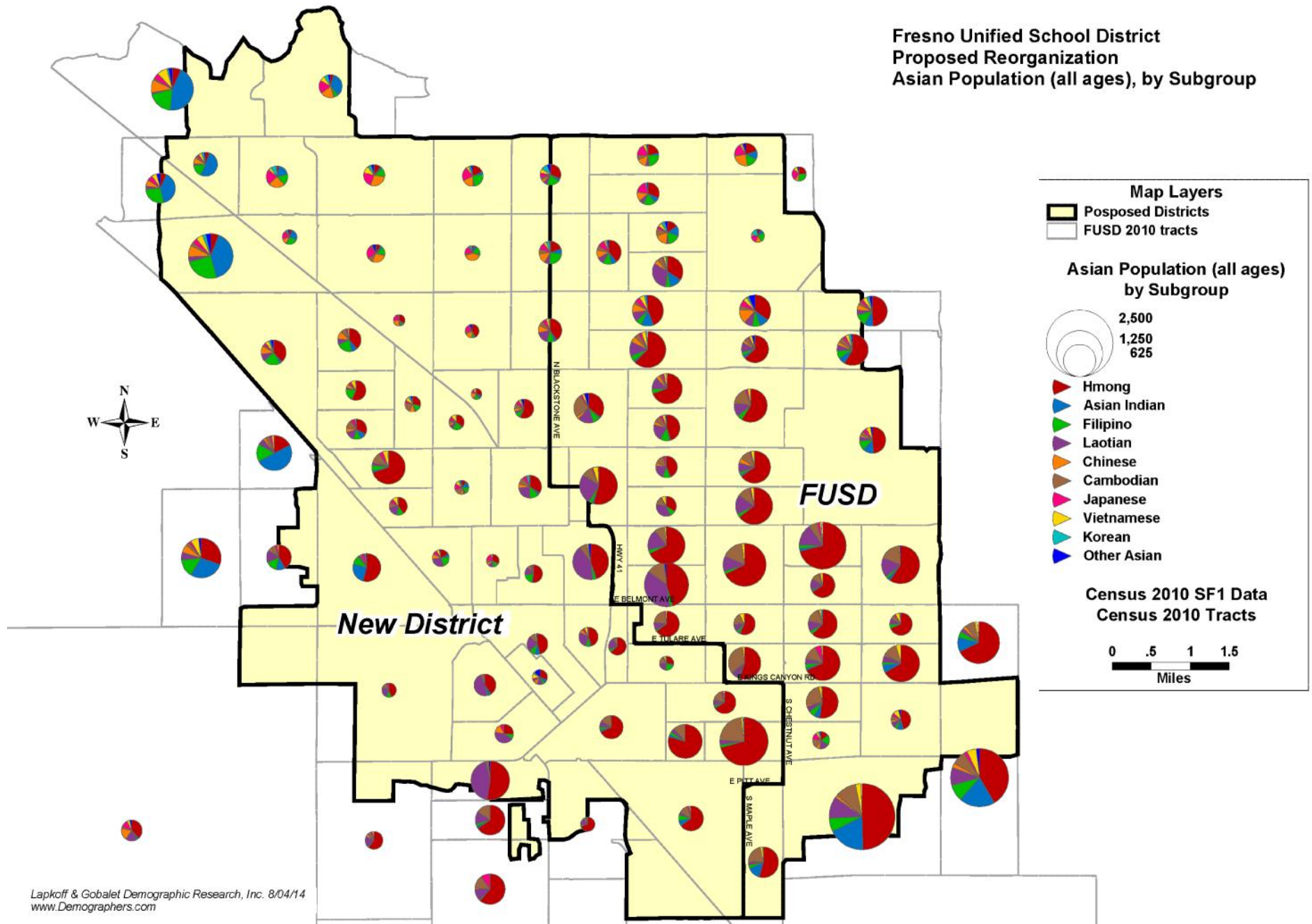








Fresno Unified School District
Proposed Reorganization
Asian Population (all ages), by Subgroup



Appendix F: API Scores for Individual FUSD Schools, by Region

New District			
School	Level	Enrollment in	
		2012-13	Average API: 2011-2013
Slater	Elementary	680	652
Vang Pao	Elementary	750	653
Columbia	Elementary	594	662
Heaton	Elementary	550	676
King	Elementary	443	679
Kirk	Elementary	297	690
Addams	Elementary	861	697
Anthony	Elementary	428	706
Winchell	Elementary	730	707
Williams	Elementary	637	710
Muir	Elementary	560	712
Carver Academy	Elementary	135	715
Homan	Elementary	543	716
Calwa	Elementary	659	724
Del Mar	Elementary	660	727
Lane	Elementary	683	727
Lowell	Elementary	462	735
Jackson	Elementary	432	740
Wilson	Elementary	751	741
Sunset	Elementary	269	747
Balderas	Elementary	680	751
Fremont	Elementary	544	759
Jefferson	Elementary	459	770
Powers-Ginsburg	Elementary	494	770
Lincoln	Elementary	479	773
Roeding	Elementary	715	775
Webster	Elementary	411	796
Kratt	Elementary	532	805
Figarden	Elementary	670	808
Starr	Elementary	433	813
Yokomi	Elementary	851	816
Malloch	Elementary	422	832
Gibson	Elementary	570	844
Forkner	Elementary	538	880
DeWolf	High School	325	469
Fresno	High School	2227	646
Roosevelt	High School	2112	646
Bullard	High School	2723	769
Design Science	High School	246	909
Lawless	K-8	594	720
Bullard Talent K-8	K-8	810	855
Edison	Magnet High School	2246	761
Sequoia	Middle School	782	624
Tehipite	Middle School	440	629
Fort Miller	Middle School	850	672
Wawona	Middle School	748	710
Hamilton K-8	Middle School	826	746
Cooper Academy	Middle School	422	753
Tenaya	Middle School	955	759
Baird	Middle School	620	861
Computech	Middle School	801	948

(new) FUSD			
School	Level	Enrollment in 2012-13	Average API: 2011-2013
Hidalgo	Elementary	746	690
Norseman	Elementary	919	704
Turner	Elementary	659	705
Mayfair	Elementary	731	711
Ewing	Elementary	683	713
Olmos	Elementary	792	716
Rowell	Elementary	705	716
Centennial	Elementary	698	719
Greenberg	Elementary	561	724
Bakman	Elementary	773	725
Holland	Elementary	509	734
Aynesworth	Elementary	623	742
Birney	Elementary	825	746
Pyle	Elementary	714	748
Vinland	Elementary	631	749
Burroughs	Elementary	801	751
Viking	Elementary	714	753
Wishon	Elementary	629	758
Ayer	Elementary	643	765
Ericson	Elementary	624	768
Leavenworth	Elementary	831	769
Wolters	Elementary	513	772
Easterby	Elementary	688	777
Storey	Elementary	873	778
Robinson	Elementary	426	789
Thomas	Elementary	702	797
McCardle	Elementary	427	839
Eaton	Elementary	386	850
Manchester GATE	Elementary	746	996
Cambridge	High School	445	505
McLane	High School	2102	625
Sunnyside	High School	3229	694
Hoover	High School	1770	700
Duncan Polytechnical	Magnet High School	985	738
Scandinavian	Middle School	729	651
Terronez	Middle School	824	653
Yosemite	Middle School	626	654
Tioga	Middle School	816	667
Ahwahnee	Middle School	647	711
Kings Canyon	Middle School	922	713
Addicott	Other	48	651
Fulton School	Other	16	
CART	High School		