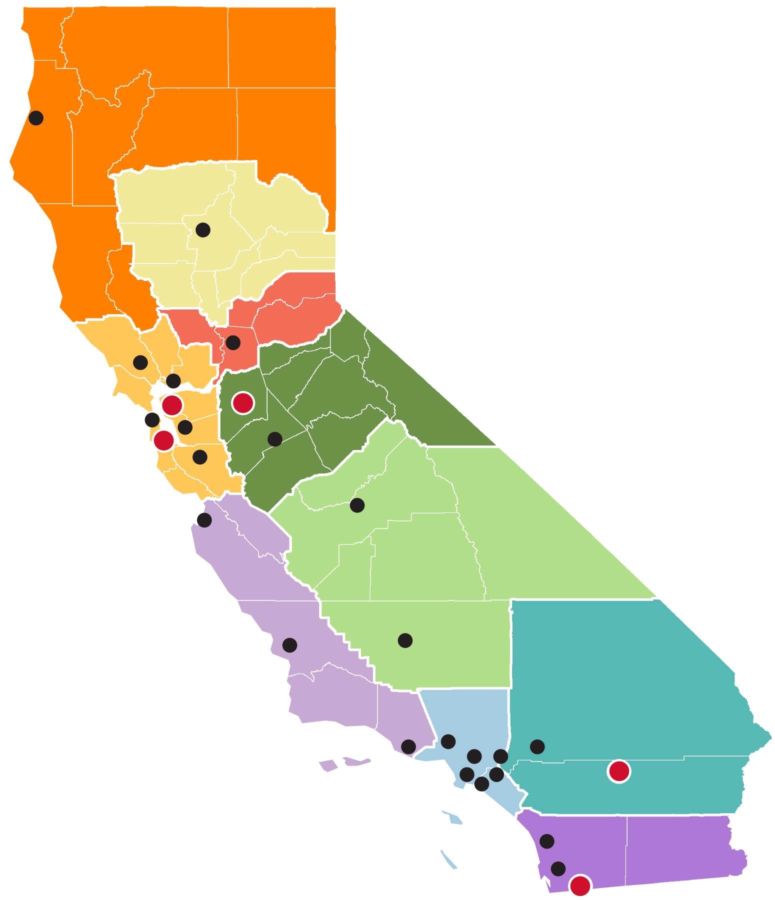

The California State University Enrollment Demand, Capacity Assessment, and Cost Analysis for Campus Sites

Prepared by **HOK | HR&A Advisors | mode associates | Mercury | MGAC | Kimley-Horn**

July 21, 2020 | **VOLUME 2**

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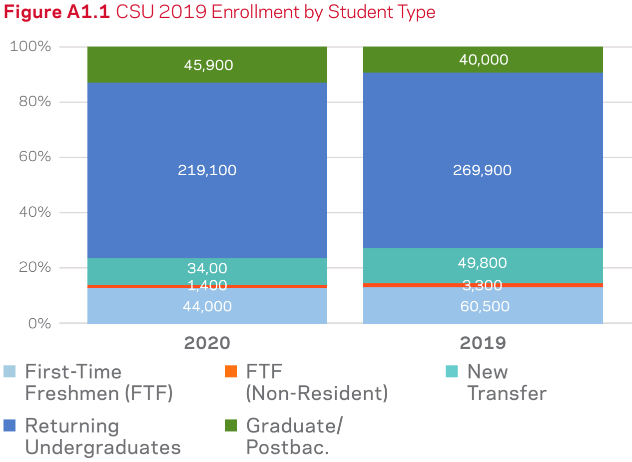
A.1 Enrollment Demand Projection Methodology

A.1.1 INTRODUCTION AND BACKGROUND

The purpose of this section of the Appendix is to describe the methodology this Report (Volume 1) uses to project regional undergraduate enrollment demand in the California State University (CSU) system through 2035. The task involves analyzing potential future enrollment demand using quantitative modeling techniques and the most recently available data on state demographics. The following projections attempt to estimate how much potential future demand there is for regional CSU enrollment without reference to current budget, physical capacity, or approved Master Plan capacity constraints. This type of systemwide analysis is relatively unprecedented across the United States. While individual higher education institutions forecast enrollment on an annual basis, it is generally in the context of historical growth and budget limitations, and is supplemented by enrollment management that allows individual academic institutions to modify acceptance criteria to meet matriculation targets. There are limitations to this approach that require supplemental qualitative analysis to reveal barriers that students face as they attempt to gain entry into the CSU system.

In order to specify the quantitative model, this Report identifies separate population groups that would have individual potential enrollment demand. These groups include: first-time freshmen (FTF) from California high schools, first-time freshmen from outside California, transfers from other California colleges, returning undergraduates, and graduate/postbaccalaureate students. Figure A1.1 demonstrates that in 2019, first-time freshmen from the State of California, new transfers, and returning undergraduates accounted for most students enrolled at the CSU. Projecting enrollment of these three groups depends heavily on predictable demographic trends across the state and consistent historical enrollment in the CSU. In contrast, the enrollment demand for both first-time freshmen from outside California and graduate/postbaccalaureate students has been volatile and more difficult to predict. Graduate/postbaccalaureate student enrollment is based on a variety of exogenous factors that cannot be accurately projected. Therefore, this Report focuses primarily on projecting undergraduate enrollment demand including first-time freshmen and transfer students.

Figure A1.1 CSU 2019 Enrollment by Student Type



Source: CSU Enrollment Dashboard. (2019).

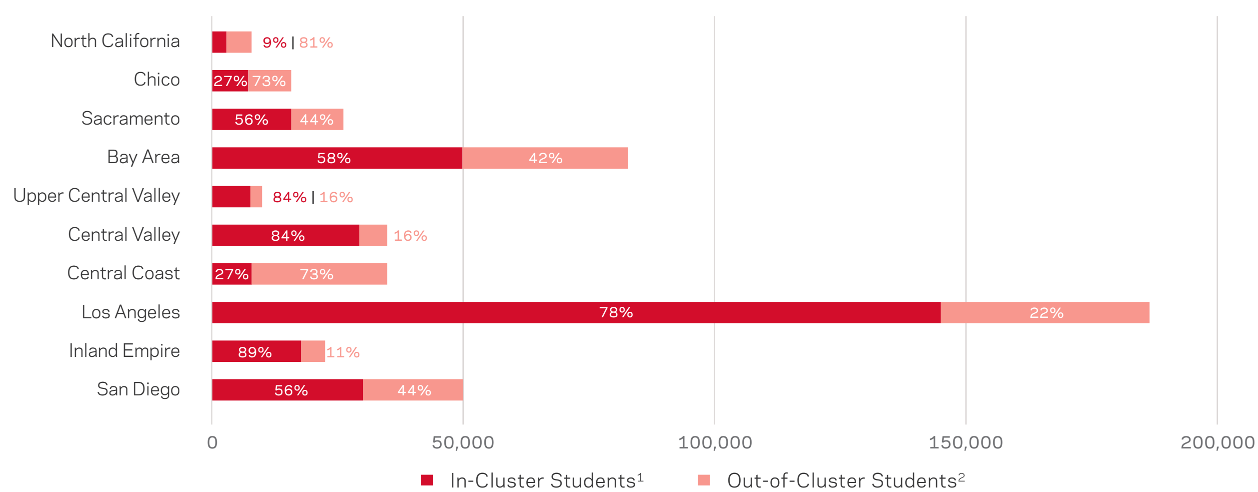
In order to accurately account for the enrollment behavior of most students, this Report constructed 10 geographic Clusters that enable a set of subregional forecasts across the CSU system (see Figure A1.2). As discussed in Section 1.0 and Section 2.2 of the Report, the Clusters are based on a variety of factors, including 90-minute commute sheds, past enrollment by county, labor market designations, transportation infrastructure, and other physical barriers. Grouping campuses and counties into Clusters accounts for students being relatively place bound. This is consistent with data showing that most current CSU students enroll in campuses within close proximity to the high schools from which they graduate. Seventeen of 23 campuses enroll more than 55 percent of their students from within their Cluster, and approximately 65 percent of students, systemwide, enroll at a CSU campus within the Cluster where they graduated from high school (see Figure A1.3). This implies that students are relatively willing to substitute admission among CSU campuses within a Cluster, when available, but they are less willing to enroll at campuses in other Clusters (with several notable exceptions). This assumption also helps account for the significant, but unknown, weight that housing costs have on student enrollment decisions. This methodology does not account for the students who choose to attend campuses outside their subregion. This particularly affects the counties in the Los Angeles, San Diego, and San Francisco metro areas, which have a much higher tendency to send students across the state. Nonetheless, these subregional Clusters allow this Report to examine where there may be increases and decreases in demand.

Another important consideration is that all 23 campuses in the CSU system receive more applications from qualified individuals than campuses' capacity to admit students. This results in "impaction," or adjustment to admissions criteria as a whole or for specific majors to account for the fact that all campuses in the CSU system have more applicants than their capacity to serve students and unmet demand of some type. Table A1.1 details impaction at each campus in the CSU system, showing that campuses may be fully impacted, freshmen impacted, or impacted only in specific programs. Fully impacted means that the campus has too many applicants for both first-time freshmen and transfer students. Most transfer students come from the California Community Colleges (CCC) system, where earning an Associate in Art (AA) or Associate in Science (AS) degree guarantees placement in a CSU program similar to the one pursued at community college.[1] Due to impaction, specific campuses do not guarantee admission to CCC Associate's degree holders. This is particularly relevant in the Los Angeles metropolitan area, where only the Northridge campus is not fully impacted. For first-time freshmen, California high school students must complete specific "A-G" coursework and meet an eligibility index, which takes into account standardized test scores

1. California Community Colleges. (accessed May 2020). A Degree with a Guarantee. About the Program. https://adegreewithaguarantee.com/en-us/About-the-Program

Figure A1.2 Map of CSU Clusters

Figure A1.3 Percent Enrollment from In-Cluster Students



1. In-Cluster Students are students who attend a CSU campus located within the Cluster where they graduated from high school.
2. Out-of-Cluster Students are students who attend a CSU campus located outside of the Cluster where they graduated from high school.

Source: The CSU Institutional Research and Analyses' Enrollment Dashboard. (2019). Origin of enrollment data.

Table A1.1 CSU Impaction by Campus and Program

Cluster	Campus	Fully Impacted	Impacted Freshmen	Nursing	Engineering	Biology
1	Humboldt					●
2	Chico		●			
3	Sacramento		●	●		
4	East Bay		●	●		
4	Maritime Academy				●	
4	San Francisco			●		
4	San José	●	●	●	●	●
4	Sonoma		●	●		●
5	Stanislaus			●		
6	Bakersfield			●		
6	Fresno	●	●	●	●	●
7	San Luis Obispo	●	●	●	●	●
7	Channel Islands			●		
7	Monterey Bay		●			●
8	Dominguez Hills					
8	Los Angeles	●	●	●	●	●
8	Fullerton	●	●	●	●	●
8	Long Beach	●	●	●	●	●
8	Northridge		●			●
8	Pomona		●		●	●
9	San Bernardino		●	●		
10	San Diego	●	●	●	●	●
10	San Marcos		●	●		●

Source: CSU Impacted Undergraduate Majors and Campuses (2020–21).

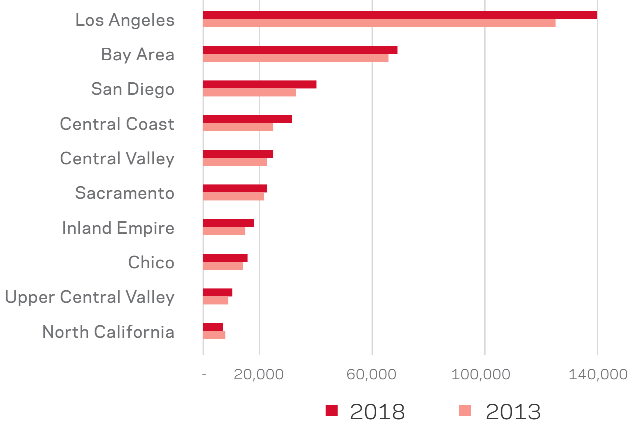
and Grade Point Average (GPA). Eligibility requirements for out-of-state students are more stringent: Those students must have a higher combination of test scores and GPA than in-state students.[2] Impaction at the freshman level means that CSU campuses have more applicants from "Local Admissions & Service Areas" than available capacity. Campuses with impacted freshmen will often adjust admissions criteria to admit applicants in alignment with those campuses' physical and operational capacity to serve students. Finally, individual programs may also be impacted despite capacity on campus. Program impaction is particularly acute in highly sought-after programs such as nursing, engineering, and biology. For analytic purposes, this Report assumes that impacted campuses could enroll additional students, because the scope of work focuses on determining the "unconstrained" demand for enrollment.

Enrollment has continued to grow across the system beyond the level funded by the state, which is why some campuses have become impacted. Between 2004 and 2018, full-time undergraduate enrollment grew by 107,000 students, or 2 percent on average annually.[3] The global financial crisis in 2008 initially slowed annual enrollment growth, but growth then increased at an annualized rate of 4 percent between 2010 and 2013. Annual growth slowed modestly to roughly 2 percent between 2013 and 2018, accounting for approximately 39,000 additional full-time undergraduate students across the system. Figure A1.4 compares CSU fall enrollment by Cluster in 2018 with 2013. The number of students who were qualified to attend the CSU but were rejected or did not apply is not reflected in these numbers.

CSU enrollment is largely driven by high school graduation trends across the state and California Community Colleges (CCC) enrollment. High school graduates enter the CSU as first-time freshmen, whereas community college students generally transfer as upper-division students. Overall, the population of high school graduates is shrinking across the state as population declines (see Table A1.2). It is important to note that this Report's projections extend only to 2035 and therefore do not account for more substantial population decreases expected to continue through 2060 across the state.[4] This is in part because this Report's

2. The California State University. (accessed May 2020). *Apply for Fall 2020*. If You're Not a California Resident. https://www2.calstate.edu/apply/freshman/getting_into_the_csu/Pages/if-youre-not-a-california-resident.aspx
3. The California State University. (accessed May 2020). Enrollment. https://www2.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/enrollment
4. State of California Department of Finance. (January 2020). *California Public K-12 Graded Enrollment and High School Graduate Projections by County—2019 Series*. http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/

Figure A1.4 Historical CSU Full-Time Equivalent Fall Enrollment by Cluster



Source: CSU Enrollment Dashboard. (2018).

analysis focuses on high school graduates, and there is a lag in change in high school graduation rates as compared to overall population declines. The final results of this analysis need to be assessed with future population decreases in mind. The other major driver of enrollment at the CSU is community college enrollment, which has also been declining since its peak in 2010 (see Table A1.3). Community college enrollment tends to vary inversely with business/economic cycles (i.e., in a strong business cycle, more prospective community college students choose full-time employment over community college enrollment).

Several past attempts to project CSU enrollment have come to varying conclusions that suggest a need for a more nuanced assessment. The State of California's nonpartisan Legislative Analyst's Office (LAO) conducted a projection in 2017 over the entire system of higher education in California that depended on "participation coefficients" within 11 regions across the state and high school population projections.[5] This approach did not account for the propensity of students to locate close to their home location (primarily due to housing costs, available commuting options and commute times, family and work limitations, and other cultural reasons), nor did it differentiate enrollment trends by demographics of students. Another analysis prepared by the McKinsey Global Initiative for the College Futures Foundation (2019) estimated a much higher demand for enrollment throughout the California system of higher education.[6] This approach included potential community college transfers in addition to qualified future high school students.[7] Neither study considered the particularities of the CSU system in isolation.

The following pages describe this Report's primary projection assumptions and present results for three scenarios. The three scenarios considered in this analysis are:

- **Baseline Growth:** enrollment demand based on past enrollment trends for all high school graduates.
- **A-G Growth:** enrollment demand based on assumptions of an increasing number of A-G-qualified students.
- **Unconstrained Growth:** enrollment based on A-G growth and wider acceptance of qualified students who are currently denied admission as the closest approximation of fully unconstrained growth.

The most likely outcome and accurate scenario is the A-G Growth scenario, as it accounts for historical trends that reflect an increased supply of high school graduates meeting a portion of the CSU's eligibility requirements, but does not speculate about the impact or feasibility of entirely lifting impaction, particularly at highly selective CSU campuses.

A.1.2 PRINCIPAL PROJECTION ASSUMPTIONS

The following subsections review the principal assumptions in the CSU enrollment projection model, which are also summarized

Table A1.2 High School Graduates by Cluster 2012-2035

	Cluster	Actual 2012	Actual 2017	Projected 2020	Projected 2035
1	North California	6,200	5,900	5,700	5,500
2	Chico	7,600	7,600	7,700	8,200
3	Sacramento	25,500	26,100	26,300	27,500
4	Bay Area	67,900	70,900	73,700	66,000
5	Upper Central Valley	21,200	23,700	23,800	23,900
6	Central Valley	32,000	35,300	36,500	36,200
7	Central Coast	21,700	22,300	22,600	19,200
8	Los Angeles	142,800	141,500	137,300	108,800
9	Inland Empire	57,100	58,400	57,200	53,300
10	San Diego	36,500	37,800	38,100	35,600
TOTAL		418,500	429,500	428,900	384,200

Sources: California Department of Finance (2012-2028); HR&A Advisors, Inc. (2029-2035).

5. Mac Taylor. (January 2017). *Assessing UC and CSU Enrollment and Capacity*. Legislative Analyst's Office. https://lao.ca.gov/reports/2017/3532/uc-csu-enrollment-capacity-011917.pdf
6. College Futures Foundation. (October 2019). *Making Room for Success: Addressing Capacity Shortfalls at California's Universities*. https://collegefutures.org/wp-content/uploads/2019/10/Making-Room-for-Success_2019Oct.pdf
7. The cohort of community college transfers is not clearly defined in the report, but it mentions that California Community Colleges aim to transfer 35 percent of students to four-year colleges by 2022.

Table A1.3 Community College Fall Enrollment of Students Taking 12+ Credits 2012–2035

Cluster		Actual 2012	Actual 2017	Projected 2020	Projected 2035
1	North California	8,000	6,700	6,900	6,800
2	Chico	10,200	8,600	7,900	6,800
3	Sacramento	32,300	29,700	31,200	31,400
4	Bay Area	93,500	83,500	83,000	80,500
5	Upper Central Valley	17,800	17,600	20,300	22,500
6	Central Valley	29,900	32,400	34,600	38,200
7	Central Coast	33,300	31,200	30,500	29,000
8	Los Angeles	158,200	160,800	155,200	147,500
9	Inland Empire	35,000	40,200	43,000	47,200
10	San Diego	43,600	44,000	42,800	41,600
	TOTAL	461,800	454,700	455,400	451,500

Sources: California Community Colleges Chancellor's Office Data Mart (2019); HR&A Advisors, Inc. (2020).

in Table A1.5. The geographical basis of this Report's analysis is the 10 geographic Clusters discussed above (see Figure A1.2). Whenever this Report uses third-party forecasts or historical data that are more granular than the Clusters (e.g., high school graduation rates and community college enrollment), the data are aggregated to the Cluster level to facilitate the analysis.

NEW STUDENT ENROLLMENT

As briefly described above, this Report defines new enrollment at the CSU as consisting of resident and non-resident FTF as well as undergraduate transfers from other institutions. For each of the 10 Clusters, this Report developed "enrollment coefficients" for the student populations of interest. These coefficients represent the historical ratio of enrollment at a CSU campus compared to the total available pool of available students within the geographic Cluster.

For resident FTF students, total high school graduates within the Cluster serve as the basis for the enrollment coefficient. Note that this does not reflect campus-by-campus enrollment by county but rather makes assumptions about how clusters of demand generally function across the state. The assumption creates enrollment coefficients that might be smaller or larger than actual historical enrollment. This does not, however, have a meaningful effect on the accuracy of the model because the number of enrollees relative to high school graduates is relatively small outside of Los Angeles County. The assumption responds to interest from specific regions to offer more local opportunities for students to attend the CSU.

To calculate FTF, this Report uses the California Department of Finance (DOF) forecast of high school graduates through 2029 from the DOF 2019 high school graduate projection series.[8] The Report then projects county-by-county high school graduation rates from 2029 to 2035 using the DOF's methodology. Results are then aggregated into their respective Clusters for analysis. The Report's projection of high school graduates involves creating a "cohort-survival" model, in which grade progression ratios (the number of students matriculating from one grade to another and eventually graduating) are applied for each county in the state based on the DOF K-12 enrollment projection. Grade progression ratios are derived from historical estimates. These grade progression ratios estimate the matriculation of students through every grade and their eventual graduation from the K-12 system. Given moderate variability in enrollment coefficients since 2012 across the 23 CSU campuses, the five-year average enrollment coefficient is used for this Report's projections.[9]

The Report bases projections of new transfer undergraduate enrollment on historical enrollment trends among community college students taking 12 or more credits in a semester. Historical

Table A1.4 Systemwide CSU Transfer Populations (Headcount) 2017–2019

	2017	2018	2019
Total New Transfers	53,600	54,500	58,500
CA Community College (CCC) Transfers	49,900	49,600	54,800
Non-CA Community College Transfers	3,700	4,900	3,700
Percent Non-CCC Transfers	7%	9%	6%

Source: CSU Graduation and Success Dashboard. (2019).

8. State of California Department of Finance. (January 2020). *California Public K-12 Graded Enrollment and High School Graduate Projections by County—2019 Series*. http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/
9. California Department of Education. (accessed December 2019). *Graduates by Ethnicity and School (2012–2017)*. https://www.cde.ca.gov/ds/sd/sd/filesgrad.asp

data on community college enrollment are from the California Community Colleges Chancellor's Office Management Information Systems Data Mart. The Report specifically uses headcount data for students enrolling in 12 or more units in the fall term. Data are available for the fall and spring terms, but are duplicated and may overestimate the total headcount of students enrolled in a full course load. Furthermore, review of enrollment trends indicates that the fall cohort represents the students most likely to transfer to a CSU. To project the change in community college enrollment at CSU campuses, this Report computes a compound annual growth rate at each community college from 2014 to 2019. The five-year time period is selected to mitigate the bump in enrollment that occurred at community colleges in California immediately following the Great Recession. The Report applies this growth rate to each campus through 2024. Following 2024, this Report assumes that community college enrollment stabilizes throughout the rest of the projection period, which is consistent with the assumptions and approaches used by several national projection models of community college enrollment.[10]

The Report considers this transfer population representative, as the CSU rarely admits lower-division transfer students, and between 91 and 94 percent of all transfer students between 2017 and 2019 enrolled from a CCC (see Table A1.3).[11] The Report's forecast adds an additional 7 percent (based on trend data) to the projected community college enrollment population to account for resident transfers from outside the community college system.

The non-resident population group in the model is composed of students who are not residents of California when they apply as first-time freshmen. This includes students from other U.S. states and abroad. In 2018, non-resident students accounted for about 6 percent of students for a total of 31,000, although it is important to note that the share of non-resident students varies significantly by campus. While these students make up a consistently small share of the overall enrollment population at the CSU, the growth rate varies considerably from year to year. With no clear trend, this Report assumes that the population in the first year of the projection is equal to the average over the last three years. The Report then applies a less than 1 percent year-to-year growth rate through 2035.

TOTAL CAMPUS ENROLLMENT

To estimate total campus enrollment each year, this Report estimates continuation for all students according to their year of study, classification (FTF/Transfer), and campus. To construct the cohort survival model, this Report uses the most recent continuation data reported by the CSU Graduation and Success Dashboard.[12] The Dashboard data provide different continuation rates for FTF and transfer students, allowing the Report to treat populations differently. For FTF, this Report assumes that no student remained on a CSU campus for more than seven years. Transfer students, on the other hand, are assumed to remain no longer than four years on a CSU campus, as they generally enter as upper-division students. By using continuation rates, this Report accounts for students who either graduated or dropped out of individual CSUs. A schematic representation of this Report's CSU enrollment projection model is shown in Figure A1.5.

Given that the above projections are based on historical enrollment figures, including enrollment at impacted campuses, these initial projections represent a somewhat "constrained" 2019–2020 baseline (i.e., eligible candidates denied admission had no opportunity to enroll). However, the ongoing projections for new enrollment are not constrained, as this Report assumes that enrollment coefficients will remain static regardless of trends in high school graduate populations. Theoretically, if the number of high school graduates increases without corresponding investments in campus capacity and state budget allocations, enrollment coefficients would decline.

A-G QUALIFIED STUDENT GROWTH

To estimate the impact of an increasing share of California high school graduates successfully completing the coursework necessary to apply to the CSU, this Report utilizes data from the California Department of Education on graduates meeting the UC/CSU requirements known as A-G requirements. It should be noted that completing this coursework is neither the only qualification requirement nor the only means of a student's ability to demonstrate their adequate preparation for enrollment at the CSU. Students may use SAT scores or completion of college courses to meet A-G-equivalent requirements. Nonetheless, since 2007, an important trend has been emerging across the state, with most school districts increasing the share of A-G-qualified graduates. To capture this trend, this Report utilizes historical A-G data from 2006 through 2016 to estimate the continued growth of A-G completion across counties in the Report's analysis. Continued A-G growth may result in a larger pool of qualified applicants to the CSU. To account for this trend, the Report assumes that the share of A-G-qualified students continues to increase at the same historical rate as in the last 10 years, with a 60 percent ceiling based on the current maximum achieved in the highest performing counties in the state. This share of A-G completion is then applied to the total base of high school graduates through 2035 to reach a gross estimate of total A-G-completing high school graduates across every county, with results subsequently aggregated into their respective Clusters for analysis. Despite recent increases and initiatives to increase A-G completion, a majority of students still do not take the necessary coursework, and it has proven difficult for many counties to achieve A-G completion rates much above 50 percent of students.[13]

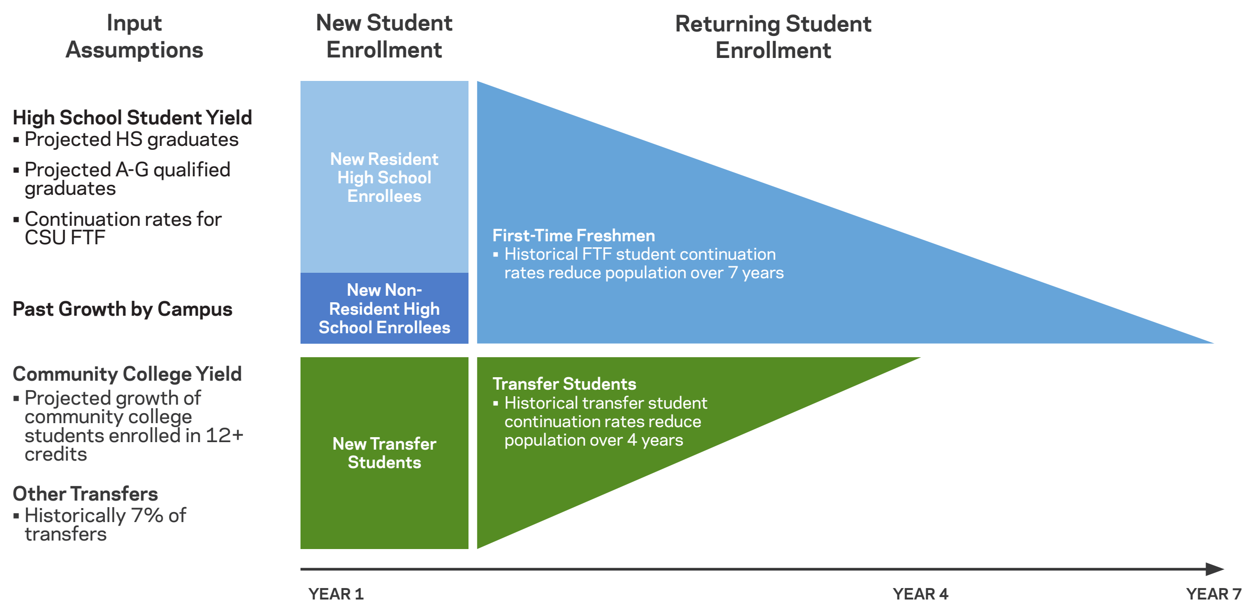
10. William J. Hauser and Tabitha M. Bailey. (April 2018). *Projections of Education Statistics to 2026*. U.S. Department of Education. https://nces.ed.gov/pubs2018/2018019.pdf; Jolanta Juszkiewicz. (May 2019). Trends in Community College Enrollment and Completion Data, Issue 5. American Association of Community Colleges. https://www.aacc.nche.edu/wp-content/uploads/2019/05/CCEnrollmentMarch2019Final.pdf

11. The California State University. (accessed May 2020). Lower-Division Transfer. https://www2.calstate.edu/apply/transfer/Pages/lower-division-transfer.aspx

12. The California State University. (accessed December 2019). *Graduation and Continuation Rates.* https://tableau.calstate.edu/views/GraduationRatesPopulationPyramidPrototype_liveversion/SummaryDetails?iframeSizedToWindow=true&%3Aembed=y&%3Adisplay_count=no&%3AshowAppBanner=false&%3AshowVizHome=no

13. Niu Gao. (July 2016). *College Readiness in California: A Look at Rigorous High School Course Taking*. Public Policy Institute of California. https://www.ppic.org/publication/college-readiness-in-california-a-look-at-rigorous-high-school-course-taking/

Figure A1.5 Enrollment Model Schematic



UNCONSTRAINED STUDENT GROWTH

Historical enrollment coefficients represent constrained measures by default, as they reflect actual enrollment given impaction or other capacity limitations. To estimate an "unconstrained" enrollment coefficient, this Report uses 2018 counts of the total number of "eligible" but denied applicants to the CSU from each county. The data provide information on both FTF and transfer students. The Report uses this population of students as a proxy for the effect of impaction on the admissions process and eventual student enrollment. This approach assumes that the CSU would admit all eligible students and that eligible students who otherwise would have been denied admission matriculate at the same yield rate as the currently accepted students. Given that the data are reported at the county level, these "unconstrained coefficients" are aggregated by Cluster, not campus, and therefore assume that all enrolled students attend a CSU in their Cluster of residence. This "unconstrained" approach differs from the initial method of projecting FTF and transfers, which projects enrollment at the campus level and aggregates those projections into Clusters. Table A1.5 provides a summary of the principal CSU enrollment modeling assumptions and data sources.

A.1.3 PROJECTION RESULTS

The Report examines three CSU enrollment growth projection scenarios: **Baseline, A-G, and Unconstrained**. Each scenario uses a continuation rate for year-to-year student matriculation in the CSU system, consistent with the assumptions discussed above. In each scenario, the Report varies the assumptions about the factors that determine resident FTF. Summarized results as well as results tables for each scenario are presented below.

The baseline scenario assumes a "business as usual approach," in which the CSU admits the same rate of high school graduates and community college transfers as in the past (see Table A1.6). Results demonstrate the following:

- This scenario reflects the importance of demographic projections for the State of California, as the number of high school graduates, who account for the largest share of CSU students, is shrinking.
- The Cluster with the greatest decline is the Los Angeles Cluster, losing approximately 29,000 students from 2019 to 2035.
- The Cluster with the largest growth is the Central Valley Cluster, gaining approximately 3,300 students from 2019 to 2035.
- Overall, the CSU system would shrink by approximately 32,000 students under this scenario from 2019 to 2035, but this is highly unrealistic because, as noted above, nearly every CSU campus is experiencing impaction to some degree and could change its admissions criteria to maintain current enrollment.
- This scenario also underestimates ongoing changes in high school student qualifications and the likely larger pool of qualified graduates.

The **A-G Growth** scenario represents enrollment demand if the pool of CSU-eligible students continues to increase at historical rates. No adjustments to community college transfers are made in this scenario (see Table A1.7). Results demonstrate the following:

- The Cluster with the least growth is again the Los Angeles Cluster, losing approximately 3,400 students from 2019 to 2035.
- The Cluster with the most growth is again the Central Valley Cluster, gaining approximately 10,400 students from 2019 to 2035.
- Overall, the CSU system is expected to increase total enrollment by approximately 44,000 students if the pool

of CSU-eligible students continues to increase at historical rates.

- This scenario represents the most realistic and likely scenario because it accounts for a visible change in past trends, although it does not fully account for potential unmet demand that is masked by funding constraints and impaction across the CSU system.

The Unconstrained Growth scenario represents enrollment demand if the pool of CSU-eligible students continues to increase and if the CSU system accepts eligible students whom they have historically rejected due to impaction (see Table A1.8). Results demonstrate the following:

- The Cluster with the least growth is the North California Cluster, growing by 2,600 students from 2019 to 2035.
- The Cluster with the most growth is the Los Angeles Cluster, growing by 19,000 students from 2019 to 2035.
- Overall, the CSU system is expected to increase total enrollment by approximately 105,000 students.
- This scenario is unrealistic and would only be achievable with large increases in state funding to enable CSU campuses to accommodate students, including those in programs with very high operating costs.

A.1.4 CAVEATS

The Report's analysis relies heavily on historical trends and data. The Report acknowledges that there may be constraints and factors that are inherently unaccounted for by taking an approach that relies so heavily upon historically observed trends. Changes to existing barriers to entry and other constraints that can alter the landscape of CSU enrollment demand and the projections in this Report include:

- adjustments to CSU admission requirements, such as abolishing SAT and ACT standardized testing requirements;
- increased A-G completion due to more successful implementation of completion initiatives across school districts;
- proliferation of online learning;
- changes to historical migration to and from California;
- free tuition at California Community Colleges; and
- California Community Colleges' efforts to increase transfers to the CSU.

Table A1.5 Summary of Scenario Assumptions

Variable	Assumption	Date Source
High school graduates: 2026–2035	DOF projects high school graduates through 2026, which was extended to 2035 using DOF's historical grade progression ratios.	California Department of Finance
A-G completion share: 2020–2035	A-G completion is assumed to increase at the same historical rate as the Department of Education's historical data with a ceiling of 60%.	California Department of Education, Educational Demographics Unit
Community college enrollment: 2020–2035	Using 2014–2019 data on fall student headcount taking 12+ units, a compound annual growth rate is computed and applied to project enrollment through 2024. Thereafter projected enrollment stabilizes on a campus-by-campus basis.	California Community Colleges Management Information Systems Data Mart
Non-community college transfers	On average, 93% of all transfer students are from California community colleges. The Report assumes that the non-community college transfer ratio remains the same throughout the forecasting period.	The California State University Enrollment Dashboard
Non-residents	Non-resident students in 2020 are an average of historical non-residents from 2014 to 2019. From 2020 to 2035 they are assumed to grow at a modest rate, below 1%.	The California State University Student Origins Dashboard

Source: HR&A Advisors, Inc. (2020).

Table A1.6 Baseline Growth Results by Cluster (Undergraduate and Graduate/Post-baccalaureate FTES)

	Cluster	Actual 2019	Projected 2020	Projected 2025	Projected 2030	Projected 2035	# Change 2019-2035	% Change 2019-2035
1	North California	6,500	6,600	7,100	7,100	7,000	500	7.7%
2	Chico	14,800	14,600	14,800	15,100	15,200	400	2.7%
3	Sacramento	25,100	24,900	25,500	25,700	25,700	600	2.4%
4	Bay Area	74,300	74,400	74,600	71,900	71,000	(3,300)	-4.4%
5	Upper Central Valley	8,400	8,400	8,900	8,800	8,700	300	3.6%
6	Central Valley	29,500	30,100	33,200	33,800	32,800	3,300	11.2%
7	Central Coast	33,600	33,000	33,700	31,600	30,100	(3,500)	-10.4%
8	Los Angeles	159,800	156,500	144,500	136,200	131,300	(28,500)	-17.8%
9	Inland Empire	18,150	18,170	18,790	18,270	18,110	(40)	-0.2%
10	San Diego	45,200	45,100	45,200	44,200	43,600	(1,600)	-3.5%
	TOTAL	415,300	411,800	406,300	392,700	383,500	(31,800)	-7.7%

Source: HR&A Advisors, Inc. (2020).

Table A1.7 A-G Growth Results by Cluster (Undergraduate and Graduate/Post-baccalaureate FTES)

	Cluster	Actual 2019	Projected 2020	Projected 2025	Projected 2030	Projected 2035	# Change 2019-2035	% Change 2019-2035
1	North California	6,500	6,800	8,300	8,700	8,800	2,300	35.4%
2	Chico	14,800	15,000	17,200	18,800	20,100	5,300	35.8%
3	Sacramento	25,100	25,300	27,700	29,100	30,200	5,100	20.3%
4	Bay Area	74,300	75,800	81,200	79,400	79,000	4,700	6.3%
5	Upper Central Valley	8,400	8,700	10,200	10,300	10,500	2,100	25.0%
6	Central Valley	29,500	30,900	37,400	39,700	39,900	10,400	35.3%
7	Central Coast	33,600	34,400	40,700	39,900	39,700	6,100	18.2%
8	Los Angeles	159,800	161,800	169,100	162,300	156,400	(3,400)	-2.1%
9	Inland Empire	18,100	19,000	22,600	22,900	23,600	5,500	30.4%
10	San Diego	45,200	46,300	51,100	51,500	50,900	5,700	12.6%
	TOTAL	415,300	424,000	465,500	462,500	459,100	43,800	10.6%

Source: HR&A Advisors, Inc. (2020)

Table A1.8 Unconstrained Growth Results by Cluster (Undergraduate and Graduate/Post-baccalaureate FTES)

	Cluster	Actual 2019	Projected 2020	Projected 2025	Projected 2030	Projected 2035	# Change 2019-2035	% Change 2019-2035
1	North California	6,500	7,000	8,500	9,000	9,100	2,600	40.0%
2	Chico	14,800	15,100	17,500	19,000	20,400	5,600	37.8%
3	Sacramento	25,100	26,200	29,900	31,200	32,300	7,200	28.7%
4	Bay Area	74,300	81,600	93,600	91,000	90,500	16,200	21.8%
5	Upper Central Valley	8,400	9,200	11,300	11,400	11,600	3,200	38.1%
6	Central Valley	29,500	32,300	40,400	42,700	42,800	13,300	45.1%
7	Central Coast	33,600	35,900	44,000	42,900	42,600	9,000	26.8%
8	Los Angeles	159,800	173,500	194,300	185,600	178,800	19,000	11.9%
9	Inland Empire	18,100	23,500	32,500	32,200	33,000	14,900	82.3%
10	San Diego	45,200	50,800	60,400	60,500	59,700	14,500	32.1%
	Total	415,300	455,000	532,200	525,600	520,600	105,300	25.4%

Source: HR&A Advisors, Inc. (2020)

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A.2 Workforce Demand Projection Methodology

A.2.1 INTRODUCTION AND BACKGROUND

This Appendix section provides further detail about CSU degree conferral and the demand for jobs in California that require a bachelor's or master's degree, as discussed in Section 4 of the Report (Volume 1). Most students who receive one of the 126,000 degrees conferred annually by the CSU (equivalent to about half the annual total of statewide bachelor's degrees) remain in California after graduation.[1] The result is that one in 10 employees in California is a CSU graduate.[2] Each campus offers differing degree programs with specified numbers of seats per program; the growth of degree programs is generally limited by budgetary and campus physical capacity constraints, which limit the number of qualified CSU applicants accepted and matriculated through the system. Although these considerations limit the ability to scale degree conferral to directly meet workforce needs, California's future workforce demand should be considered in any plans for expansion or refinement of academic programs, whether at existing or new campuses.

As discussed in Section 4.1 of the Report, this Appendix section describes the methodology used to construct a "stock and flow" model of degree conferral and occupational demand through 2026.[3] The model analyzes high-demand occupations by Cluster and assumes that graduating CSU students are qualified to enter an occupation if their degree program provides the specialized training necessary for entry into that occupation. The result is a comparison of projected labor supply, based on historical degree conferral growth, to demand for occupations by Cluster, as well as for the CSU system overall. This identifies projected unmet demand for occupations and implications for potential growth of degree programs to meet unmet demand across the state.

This Report uses 10 geographic Clusters to account for regional variation in enrollment and workforce needs, as discussed in sections 1.0 and 2.2 of the Report (see Figure A1.2). This analysis uses data from the California Employment Development Department (CalEDD) as the basis for occupational demand across California by Cluster. Although most of the data from CalEDD overlap with Cluster designations, when data from CalEDD did not align with this Report's Cluster designations, regional employment was distributed on a county-by-county basis according to each county's relative share of overall jobs. These counties were then consolidated into their respective Clusters.

PRINCIPAL PROJECTION ASSUMPTIONS

The degree conferral and workforce demand projection modeling approaches rely on third-party data sources; these data sources include CalEDD, the National Center for Education Statistics (NCES), and the CSU Office of the Chancellor, which provides data on historical degree conferral. The modeling approach does not account for any fundamental shifts in the California economy beyond the degree to which these trends are already accounted for by CalEDD's projection, including changes to the future of work or technological/innovative disruptions that impact occupational demand. Nevertheless, qualitative commentary about the potential implications of these issues is also included in this Appendix section.

OCCUPATIONAL GROWTH THROUGH 2026

This Report's analysis relies on CalEDD data projections, currently available through 2026, which assess future industry demand, changes in occupational demand, and total job openings by occupation. CalEDD projects job openings in 2026 as a function of unmet growth and replacement needs that occur due to retirement of individuals within an occupation. This Report's modeling approach filters CalEDD occupations to create a set of occupations for which the average CSU student is qualified based on degree conferred. Occupations are eliminated if they do not require a bachelor's degree or higher, and if they require more than five years of experience.[4]

CalEDD projects occupations between two specific time periods rather than on an annual basis. This results in estimates for the end and start years, but not the interim years, and the rate of growth is not assumed to be consistent through the projection period. CalEDD uses the federal six-digit Standard Occupational Code (SOC) system to categorize occupations in its projection; all workers are classified into 867 specific occupations that are grouped into 459 broader occupations, 98 minor groups, and 23 major groups. As an example, Critical Care Nurses are a specific occupation within the Registered Nursing broad occupation group and the Health Diagnosing and Treatment Practitioners minor group. They eventually roll up to the Healthcare Practitioners and Technical Occupations major group.

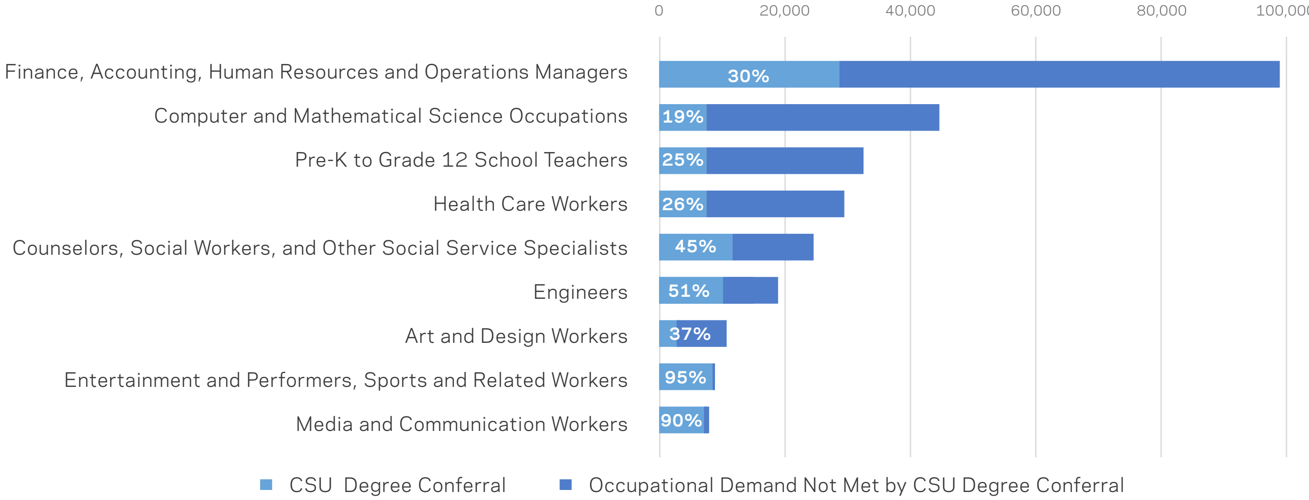
The top occupational categories for which average CSU graduates are qualified are shown in Figure A2.1. The highest projected demand statewide is for Finance, Accounting, Human Resources and Operations Managers, for which a wide range of CSU graduates are qualified, including graduates from programs in business administration.

DEGREE CONFERRAL

The CSU Office of the Chancellor produces data on degree conferral using the six-digit 2010 Classification of Instructional Program (CIP) taxonomy developed by the U.S. Department of Education's NCES. Data provided by the CSU Office of the Chancellor indicate that there are programs with 296 unique CIP codes across the CSU system, with campuses in each Cluster offering 97 programs on average.

1. The California State University. 2019 Fact Book, p. 11. https://www2.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/Documents/facts2019.pdf
2. The California State University. 2019 Fact Book, p. 3. https://www2.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/Documents/facts2019.pdf
3. Due to projection period differences between CalEDD (for occupations that require at least a bachelor's degree) and the Department of Finance (for population, PreK-12 students and high school graduates), the time horizon for this analysis is through 2026, whereas the enrollment projection horizon is through 2035.
4. Note that this Report analyzes bachelor's and master's degrees conferred by the CSU in relation to occupational demand. Certificates are not considered because occupational qualifications are a combination of degree and certificate, and reporting on certificate completion is inconsistent across the CSU system.

Figure A2.1 High-Demand B.A.-Required Occupations in California by Job Openings (2026)



Source: HR&A Advisors' analysis of the State of California Employee Development Department's Long Term Employment Projections (August 2018) and CSU Degree Conferral Data.

CIP codes have three levels, increasing in specificity with each level. Utilizing the previous example, a Critical Care Nursing program is the most specific level, which sits within Registered Nursing and Administration, which is further placed within the Health Professions and Related programs. CIP codes are matched to overarching CSU academic concentrations through the Higher Education General Information System (HEGIS) taxonomy. The first two digits of the HEGIS code link to a general set of 23 CSU degree program categories, such as Health Professions, Business Administration and Management, and Mechanical Engineering. These categories are used to ensure that matches between SOCs and CIPs reflect the CSU's own categorization system.

Cluster-level degree conferral projections use historical growth rates between 2014 and 2019. Programs that did not confer degrees in 2018 or 2019 were not projected and were assumed to be absorbed by another program or discontinued. Of the 1,500 unique CIP codes associated with CSU academic programs, only 89 did not offer degrees in 2018 or 2019.

The historical growth rate of degree conferral from 2014 to 2019 is applied to every degree program at the Cluster level through 2023; thereafter degree conferral is assumed to grow modestly, at a rate of roughly 1 percent over the remainder of the projection period, to account for a historically cyclical state funding allocation that expands and contracts with economic cycles. The historical annual growth rate of degree conferral across the Clusters ranges from 1 percent to 7 percent. Higher growth rates occurred in 2014 and 2015, when the CSU was stabilizing from the impact of funding cuts associated with the Great Recession.

Data from the NCES on the appropriate CIP-to-SOC crosswalk are subsequently used to convert degrees conferred to occupations.[5] The NCES crosswalk, developed in collaboration with the U.S. Bureau of Labor Statistics (BLS), maps all post-secondary degree programs to occupations at the detailed occupation, or six-digit, level. The modeling approach assumes that multiple programs are matched to a single detailed occupation at the six-digit level. Matching degree programs to one occupation prevents the duplication of degrees conferred across the analysis, as the crosswalk frequently matches programs to multiple occupations or occupations to multiple programs.

Degrees are matched by detailed occupation, but analysis is carried out by major occupation groups. Consolidating students to general occupational fields reflects the reality that graduating students face when entering the job market. For example, students graduating from a CSU nursing program are qualified for a wide range of health care occupations, but the CIP-to-SOC crosswalk pairs them to highly specific nursing jobs, which may not have the occupational demand to accommodate all qualified students. Rather than assuming that these nursing students would be without a job until a position opens in the detailed occupation to which they are matched, the modeling assumes that they would pursue an occupation within the health care field for which they are otherwise qualified.

Data from the Integrated Post-Secondary Education Data System (IPEDS), a component of the NCES, are used to estimate the CSU's share of degrees supplied in California.[6] Degree conferral data for 2016 were used to compare the relationship among CSU degrees conferred, degrees conferred by non-CSU institutions, and total occupational demand. The projection methodology used by CalEDD limits the scope of comparison for historical degree conferral to 2016. Figure A2.2 shows the CSU's share of degree conferral for California's top occupations. The CSU has historically accounted for more than one-third of graduates in all the highest-demand occupations across California, demonstrating the critical role the CSU system provides in training students to meet California's workforce needs.

5. NCES. CIP-to-SOC. https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55
6. NCES. IPEDS Data Center. https://nces.ed.gov/ipeds/use-the-data

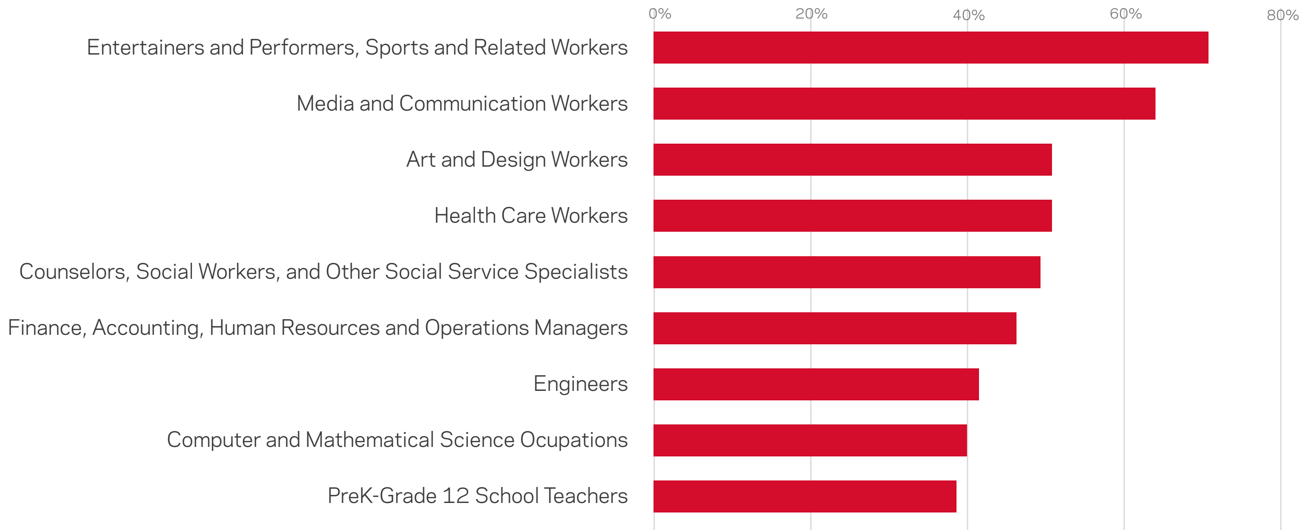
A.2.2 RESULTS

CSU SYSTEM STATEWIDE

This Report finds that projected degree conferral in 2026, based on historical trends, is growing fast enough for the CSU to maintain or improve the share of CSU degrees conferred relative to occupational demand in 2016. Table A2.1 summarizes the projection of 2026 degree conferral and demand, showing that if degree conferral continues to grow at historical rates, the CSU's ratio would improve for all of the most highly demanded occupations statewide. The majority, 62 percent, of degrees projected to be conferred across the CSU system in 2026 would be in degree programs that qualify students for the most highly demanded occupations.

It is critical to note that the CSU is one of many educational institutions in California that produce qualified graduates to meet occupational demand; furthermore, a share of occupational demand is met by domestic and international migrants to California and employees moving between occupations. These estimates are indicative of general trends but are not intended to fully account for how other institutions of higher learning within the state or outside the state might adjust to meet demand, as discussed further below.

Figure A2.2 CSU's Share of California's Degree Conferral by High-Demand Occupations (2016)



Source: HR&A Advisors' analysis of the State of California Employment Development Department's Long-Term Employment Projections (August 2018) and CSU Degree Conferral Data.

Table A2.1 Statewide 2026 CSU Degree Conferral, Occupational Demand Projections, and Estimated Share of Degrees to Demand

Occupation	Projected CSU Degrees Conferred 2026	California Occupational Demand 2026	CSU Share of Degrees Conferred to Occupational Demand 2026	CSU Share of Degrees Conferred to Occupational Demand 2016
Finance, Accounting, Human Resources and Operations Managers	29,100	97,100	30%	27%
Computer Science and Math Workers	8,600	44,200	19%	15%
Engineers	9,200	19,600	47%	42%
Counselors, Social Workers, and Other Social Service Specialists	10,900	24,300	45%	38%
PreK-12 School Teachers	7,900	31,800	25%	19%
Art and Design Workers	4,200	11,500	37%	32%
Entertainers and Performers, Sports and Related Workers	9,400	9,900	95%	83%
Media and Communication Workers	8,600	9,600	90%	79%
Health Care Workers	7,300	28,100	26%	24%
Degrees in High-Demand Occupations	**95,200**			
Total Projected Degrees Conferred	**152,800**			
CSU Share of Degrees in Highly Demanded Occupations	**62%**			

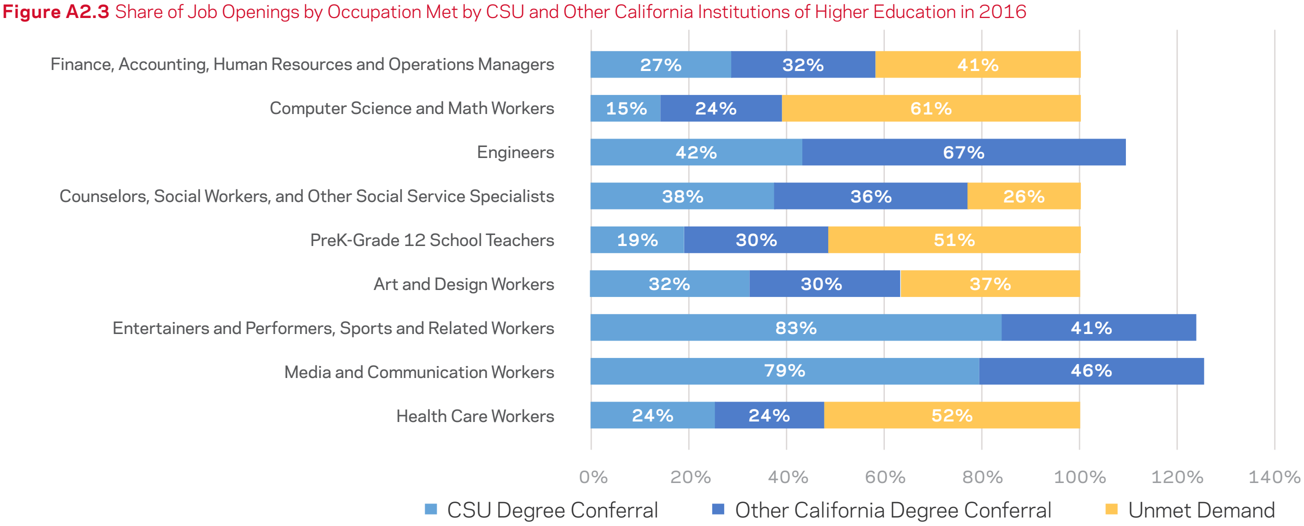
Source: HR&A Advisors analysis of CalEDD Occupational Projections (2016–2026) and CSU degree conferral data.

A 2016 snapshot of the compilation of degrees conferred in all California institutions of higher learning reveals that some of the highest demanded occupations have large amounts of demand that are either filled by migrants to California or left unmet. Figure A2.3 and Table A2.2 show the share and number of degrees granted by the CSU and other California institutions as well as the job openings and unmet demand in 2016. Finance, Accounting, Human Resources and Operations Managers had the largest number of unmet openings in 2016, 35,900 jobs or 41 percent. Other occupations with large gaps included Computer Science and Math Workers (22,400 jobs or 61 percent), PreK-12 School Teachers (15,000 jobs or 51 percent), and Health Care Workers (12,300 jobs or 52 percent).[7] These workforce shortages reflect California's rapid economic expansion during the most recent business cycle as well as opportunities for California higher education institutions to support more students pursuing these types of degrees.

In contrast, there were more Engineering degrees conferred than job openings in 2016. Given a long-reported shortage of Engineers across the United States, degree holders may seek employment in other states. It should be noted that certain types of Engineers, including Engineers in Computer Science-related fields, are counted in other categories, including Computer Science and Math Workers. Similarly, Media and Communication Workers as well as Entertainers and Performers, Sports and Related Workers were conferred more degrees than specific job openings. Oversupply might imply that degree holders take jobs in another field or positions in the same industry that do not require the same level of education.

The 2016 snapshot of degree conferral underscores how important it is to examine both the share of degrees met by an individual institution as well as the level of degrees being supplied by all higher education institutions in the state. Many of the most

Figure A2.3 Share of Job Openings by Occupation Met by CSU and Other California Institutions of Higher Education in 2016



Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026), Integrated Postsecondary Education Data System (IPEDS), Completions component 2018-19 provisional data and CSU degree conferral data.

Table A2.2 Number of Degrees, Job Openings, and Unmet Demand by Occupation in 2016

Occupation	CSU Degrees 2016	Other CA Degrees 2016	Demand 2016	Unmet Demand
Finance, Accounting, Human Resources and Operations Managers	23,600	27,600	87,100	35,900
Computer Science and Math Workers	5,700	8,900	37,000	22,400
Engineers	7,600	12,000	17,900	(1,700)
Counselors, Social Workers, and Other Social Service Specialists	8,000	7,700	21,100	5,400
PreK-12 School Teachers	5,600	8,700	29,300	15,000
Art and Design Workers	3,400	3,200	10,500	3,900
Entertainers and Performers, Sports and Related Workers	7,200	3,600	8,700	(2,100)
Media and Communication Workers	6,900	4,000	8,700	(2,200)
Health Care Workers	5,800	5,700	23,800	12,300

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026), Integrated Postsecondary Education Data System (IPEDS), Completions component 2018-19 provisional data and CSU degree conferral data.

7. Note that the misalignment of PreK-12 School Teacher demand and degree conferral may be overstated because this Report focuses on students receiving bachelor's and master's degrees that are associated with PreK-12 education and not on those students pursuing teaching credentials who received a bachelor's or master's degree in a non-education field.

highly demanded occupations are also in rapidly growing and high-wage sectors of the economy. These occupations also have large unmet demand. California higher education institutions collectively have an opportunity to expand key programs to better meet workforce demand in sectors of the economy with large and consistent annual job openings.

This Report also analyzes the labor market demand and degree conferral relationships in each of the 10 Clusters, demonstrating meaningful regional variance in both degree conferral and occupational demand. In practice, students may move after graduation to find employment in other Clusters, but for the purposes of this analysis, the relationship between degree conferral and workforce demand is evaluated within Clusters to understand connections with regional job markets. These results include a more basic evaluation of the gap between qualified CSU graduate supply and workforce demand. Findings are also detailed for each of the Five Evaluated Locations discussed in the Report.

Degrees conferred in high-demand occupations are specifically scrutinized in this Report, where a high-demand occupation would exhibit demand for roughly 10,000 jobs in 2026. However, this analysis projects degree conferral for all degree programs in the CSU system. Table A2.3 demonstrates degree conferral throughout the CSU system across a wider set of occupational categories. Roughly 15,000 degrees (less than 10 percent) did not match with an occupation when using the NCES CIP-to-SOC crosswalk tool. These unmatched degrees include programs in Peace Studies, Humanities, Liberal Studies, and Religious Studies.

CAVEATS

There are several caveats that should be kept in mind when reviewing this analysis. First, increasing degree conferral is constrained by several factors that are not considered in the analysis due to their fluctuation associated with State of California funding and macroeconomic conditions. Degree conferral growth throughout the CSU system requires investment in expanding the existing capacity across all campuses and departments. Increasing degree conferral is further complicated by large differences in the cost of expansion across campuses and departments.

Second, the modeling assumes that the types of degree programs at the CSU will remain roughly equivalent to existing degree programs through 2026. This also assumes that students' career preferences will remain largely the same over that period. Any shifts in student preference or outside competition will alter the projection. Third, although CalEDD does project shifting demand among and within industries, CalEDD forecasts do not account for major innovations or shocks to the job market. Similarly, CalEDD projects migration in and out of the state, but its forecast does not account for any major changes in policy or other major impacts on migration over the forecast period.

Table A2.3 Total CSU Degrees by All Occupations (2026)

Occupation	Total Degrees 2026
Finance, Accounting, Human Resources and Operations Managers	29,100
Computer Science and Math Workers	8,600
Engineers	9,200
Counselors, Social Workers, and Other Social Service Specialists	10,900
PreK-12 School Teachers	7,900
Art and Design Workers	4,200
Entertainers and Performers, Sports and Related Workers	9,400
Media and Communication Workers	8,600
Health Care Workers	7,300
Economists, Planners, Psychologists and Other Social Science Workers	25,100
Criminal Justice Workers	4,600
Architects, Surveyors and Cartographers	1,000
Life and Physical Scientists	11,600
Total Degrees in All Occupations	**137,500**

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016–2026) and CSU degree conferral data.

CLUSTER 1: NORTH CALIFORNIA

Occupational demand within North California is modest, with Health Care and Teaching occupations among the most demanded in this Cluster, although occupational demand for Health Care is not shown in Table A2.4 due to the lack of Health Care degrees conferred by Humboldt, which is the only campus offering a broad range of bachelor's degrees in Cluster 1. On average, degree programs that qualify students for the most demanded occupations in California are expected to confer no more than 250 degrees each year, as shown in Table A2.4, with Humboldt outpacing occupational demand for many occupations, with the notable exception of Counselors, Social Workers, and Other Social Service Specialists and PreK-12 School Teachers.

Although Humboldt does not offer a Health Care program, the university is working with community colleges and industry to offer a Nursing program starting in the Fall of 2020. Note that the School of Education at Humboldt offers several certificates that qualify students for teaching occupations that are not reflected in the degree conferral data used to construct this analysis. Of the more than 2,600 degrees expected to be conferred by Humboldt in the 2026 school year, 35 percent are projected to be in programs that qualify students for the highest demand occupations in the North California Cluster.

CLUSTER 2: CHICO

The Chico Cluster is projected to have modest occupational demand in 2026. Although Chico is also the only CSU and only primary higher education institution in its Cluster, teachers are the single occupation in which Chico does not outpace regional occupational demand in this Cluster. The fact that highly demanded occupations will be oversupplied in 2026 indicates that graduating CSU students leave the immediate job market upon graduation to find jobs aligned with their degree in other locations. Table A2.5, which demonstrates Chico's projected degree conferral compared to occupational demand, shows that 60 percent of degrees in 2026 are projected to be for programs related to the top-demanded occupations.

Table A2.4 North California Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	240	400	60%	45%
Computer Science and Math Workers	70	50	140%	88%
Engineers	60	70	86%	53%
Counselors, Social Workers, and Other Social Service Specialists	120	350	34%	38%
PreK-12 School Teachers	20	390	5%	N/A
Art and Design Workers	80	20	400%	363%
Entertainers and Performers, Sports and Related Workers	230	40	575%	392%
Media and Communication Workers	90	60	150%	166%
Total Degrees	**2,630**			
Share of Degrees in Highly Demanded Occupations	**35%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016–2026) and CSU degree conferral data.

Table A2.5 Chico Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	1,040	380	274%	258%
Computer Science and Math Workers	210	100	210%	218%
Engineers	280	50	560%	383%
Counselors, Social Workers, and Other Social Service Specialists	330	300	110%	93%
PreK-12 School Teachers	180	420	43%	29%
Art and Design Workers	230	20	1150%	881%
Entertainers and Performers, Sports and Related Workers	180	70	257%	285%
Media and Communication Workers	210	30	700%	769%
Health Care Workers	370	330	112%	115%
Total Degrees	**5,050**			
Share of Degrees in Highly Demanded Occupations	**60%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016–2026) and CSU degree conferral data.

CLUSTER 3: SACRAMENTO

Occupational demand in the Sacramento Cluster is projected to be strong across most of California's top occupations by 2026. Table A2.6 shows the projected degree conferral of Cluster 3, within which Sacramento is also the only CSU campus; a number of other higher education institutions contribute to supplying qualified graduates to meet occupational demand. Sixty percent of all degrees expected to be conferred by Sacramento in the 2026 school year will be granted in programs that qualify students for high-demand occupations. The Sacramento labor market is growing, and demand for qualified CSU graduates will continue to increase through 2026, although in all cases, growth in degree conferral is projected to outpace growth in occupational demand.

Table A2.6 Sacramento Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	1,470	5,090	29%	26%
Computer Science and Math Workers	480	2,170	22%	11%
Engineers	600	1,060	57%	48%
Counselors, Social Workers, and Other Social Service Specialists	750	1,960	38%	31%
PreK-12 School Teachers	760	1,760	43%	26%
Art and Design Workers	170	240	71%	50%
Entertainers and Performers, Sports and Related Workers	540	370	146%	102%
Media and Communication Workers	790	490	161%	126%
Health Care Workers	720	1,830	39%	36%
Total Degrees	**10,390**			
Share of Degrees in Highly Demanded Occupations	**60%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026) and CSU degree conferral data.

CLUSTER 4: BAY AREA

Occupational demand within the Bay Area Cluster is exceptionally high and accounts for more than 20 percent of projected occupational demand across the state. In particular, the Bay Area accounts for more than 50 percent of statewide demand for Computer and Math-Related occupations, due to the presence of Silicon Valley. Table A2.7 shows that despite having five CSU and other college and university campuses in the Bay Area, the relative share of projected CSU degrees to demand is still low in every occupational category, demonstrating that graduates from across the state and the United States move to the Bay Area from other regions to help satisfy this demand. Despite large Computer Science programs at San José, CSU degrees are projected to fill just 10 percent of projected Computer Science and Math Workers demand in 2026, an occupation for which all California higher education institutions collectively produced over 40 percent fewer qualified graduates than job openings in 2016.

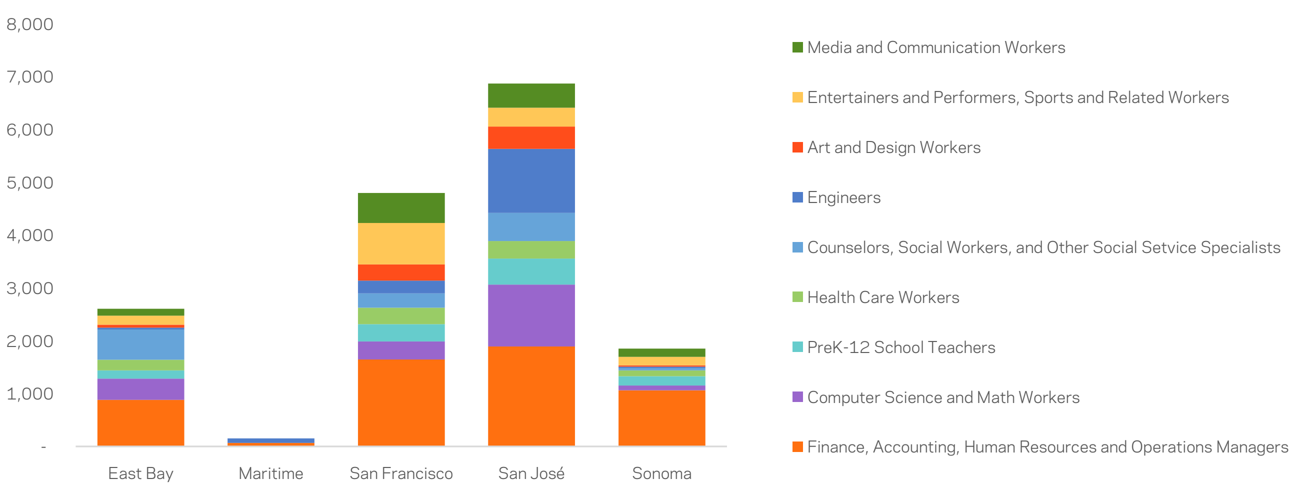
Figure A2.4, which demonstrates Cluster degree conferral by campus, shows an uneven contribution of degree conferral among the five campuses. San José provides the largest number of qualified students in the most demanded occupations, while East Bay and Sonoma provide the least. This indicates there is potential for the Bay Area CSU campuses to expand programs in the Bay Area, acknowledging issues related to cost of living that limit their ability to attract and retain students.

Table A2.7 Bay Area Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	5,820	25,530	23%	22%
Computer Science and Math Workers	2,290	22,260	10%	9%
Engineers	1,830	6,730	27%	26%
Counselors, Social Workers, and Other Social Service Specialists	1,640	4,990	33%	30%
PreK-12 School Teachers	1,330	6,140	22%	20%
Art and Design Workers	930	2,970	31%	29%
Entertainers and Performers, Sports and Related Workers	1,700	2,180	78%	75%
Media and Communication Workers	1,510	2,800	54%	44%
Health Care Workers	1,100	5,970	18%	20%
Total Degrees	**27,830**			
Share of Degrees in Highly Demanded Occupations	**65%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026) and CSU degree conferral data.

Figure A2.4 Bay Area Cluster Degree Conferral by Campus



Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026) and CSU degree conferral data.

CLUSTER 5: UPPER CENTRAL VALLEY

Demand within the Upper Central Valley Cluster is modest for most occupations with the exception of PreK-12 School Teachers, Finance, Accounting, Human Resources and Operations Managers, and Health Care Workers. Table A2.8 shows that Stanislaus, the only CSU campus in Cluster 5, confers meaningful shares of degrees that meet most occupational categories, although Stanislaus is projected to produce qualified graduates amounting to less than 15 percent of demand for Counselors, Social Workers, and Other Social Service Specialists and Health Care Workers. Note that the data do not account for all certificates granted by Stanislaus qualifying students to be teachers. Just under half, 48 percent, of the projected 3,200 degrees in 2026 will be qualified for the most highly demanded occupations.

Table A2.8 Upper Central Valley Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	630	1,060	59%	46%
Computer Science and Math Workers	80	190	42%	35%
Counselors, Social Workers, and Other Social Service Specialists	100	800	13%	13%
PreK-12 School Teachers	230	1,320	17%	13%
Art and Design Workers	40	50	80%	51%
Entertainers and Performers, Sports and Related Workers	170	140	121%	112%
Media and Communication Workers	130	80	164%	118%
Health Care Workers	170	1,040	16%	13%
Total Degrees	**3,230**			
Share of Degrees in Highly Demanded Occupations	**48%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026) and CSU degree conferral data.

CLUSTER 6: CENTRAL VALLEY

The Central Valley Cluster is projected to have modest demand in several key occupations. Collectively, Bakersfield and Fresno produce qualified graduates amounting to over 50 percent of demand for most occupations, with the exception of PreK-12 School Teachers and Health Care Workers (see Table A2.9). Both CSU campuses offer a wide range and relatively diversified set of degree programs responding to occupational demand, although Bakersfield's programs are all smaller than Fresno's (see Figure A2.5). Assuming degree conferral and occupational demand trends continue, the CSU campuses will continue to outpace growth in occupational demand, with the exception of Health Care Workers.

Table A2.9 Central Valley Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	1,870	2,020	93%	73%
Computer Science and Math Workers	270	500	54%	37%
Engineers	390	600	65%	58%
Counselors, Social Workers, and Other Social Service Specialists	850	1,330	64%	56%
PreK-12 School Teachers	840	2,480	34%	24%
Art and Design Workers	180	100	180%	138%
Entertainers and Performers, Sports and Related Workers	540	180	300%	222%
Media and Communication Workers	500	160	313%	237%
Health Care Workers	620	1,340	46%	48%
Total Degrees	**10,660**			
Share of Degrees in Highly Demanded Occupations	**57%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026) and CSU degree conferral data.

Figure A2.5 Central Valley Cluster Degree Conferral by Campus

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026) and CSU degree conferral data.

CLUSTER 7: CENTRAL COAST

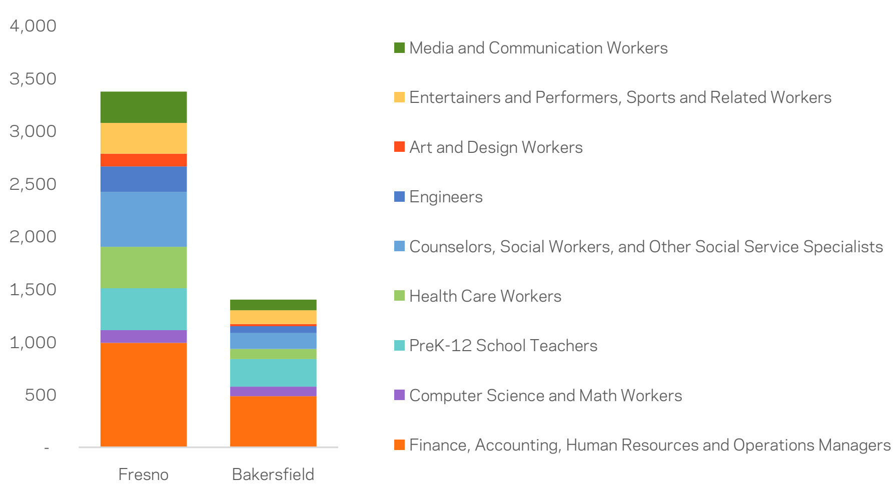
The Central Coast Cluster is projected to have significant demand for several key occupations. The Central Coast includes three very different CSU campuses that provide qualified graduates for labor markets across the state. Nonetheless, Table A2.10 shows that the local labor market is projected to have strong demand for Finance, Accounting, Human Resources and Operations Managers, PreK-12 School Teachers, and Computer Science and Math Workers. Campuses within this Cluster are projected to provide a significant share of qualified students in several of these categories, keeping pace with or exceeding occupational demand through 2026, although the campuses confer relatively few degrees qualifying graduates for PreK-12 School Teacher and Health Care Worker occupations. Figure A2.6 demonstrates the diversity of programs offered across the three campuses, with San Luis Obispo providing a large number of technical and scientific degrees. Channel Islands and Monterey Bay both have more modest programs associated with high-demand occupations. There is a notable oversupply of Engineers in the region, demonstrating that San Luis Obispo is "exporting" engineers to other labor markets.

Table A2.10 Central Coast Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	2,110	3,590	59%	52%
Computer Science and Math Workers	940	1,180	80%	59%
Engineers	1,380	830	166%	158%
Counselors, Social Workers, and Other Social Service Specialists	420	1,040	40%	15%
PreK-12 School Teachers	320	1,470	22%	17%
Art and Design Workers	250	220	114%	110%
Entertainers and Performers, Sports and Related Workers	470	330	142%	134%
Media and Communication Workers	420	220	191%	162%
Health Care Workers	190	1,070	18%	15%
Total Degrees	**11,690**			
Share of Degrees in Highly Demanded Occupations	**56%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026) and CSU degree conferral data.

Figure A2.6 Central Coast Cluster Degree Conferral by Campus



Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016-2026) and CSU degree conferral data.

CLUSTER 8: LOS ANGELES

The Los Angeles Cluster is projected to see significant occupational demand through 2026, accounting for slightly more than one-third of demand across California's highly demanded occupation categories. More than half of California's projected demand for Art and Design Workers, Entertainers and Performers, Sports and Related Workers, and Media and Communication Workers is in Los Angeles, and nearly half the statewide demand for Health Care Workers and Finance, Accounting, Human Resources and Operations Managers are also found in this Cluster. There are six CSU campuses in the Los Angeles Cluster, which confer nearly 50,000 degrees per year. Projected degrees in Cluster 8 reveal that there is high demand in nearly every occupational category, which is filled in part by other higher education institutions, including the University of California, Los Angeles and University of California, Irvine, along with migration to the Los Angeles region.

Table A2.11 shows that 67 percent of degrees expected to be conferred in 2026 will align with meeting the highly demanded occupations.

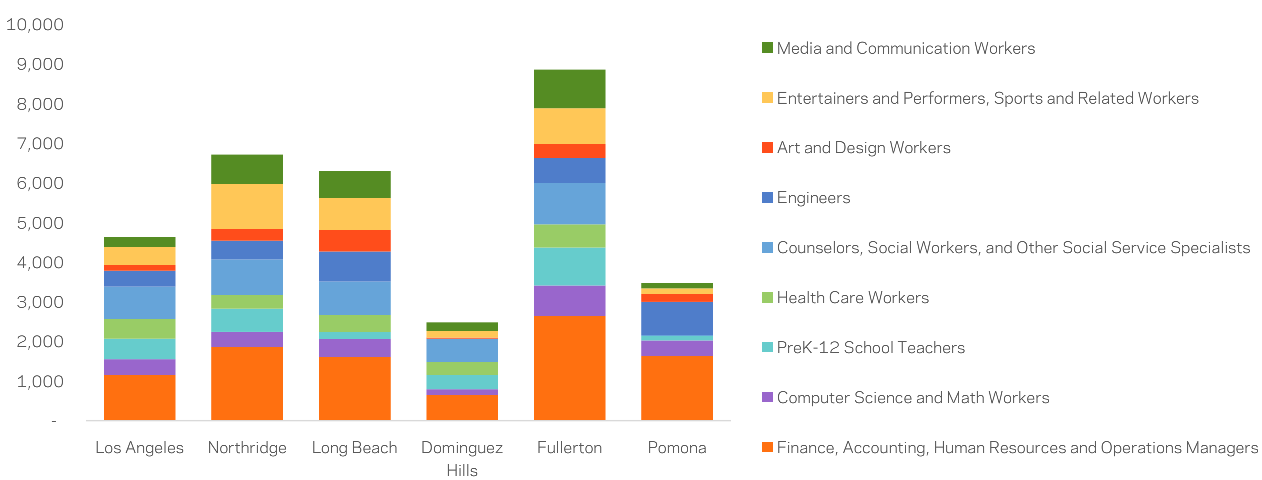
Fullerton provides the largest number of qualified graduates for key occupational categories and Dominguez Hills the fewest. As shown in Figure A2.7, most CSU campuses confer large shares of graduates qualified to be Finance, Accounting, Human Resources and Operations Managers, but relatively lower shares of Computer Science and Math Workers, PreK-12 School Teachers, and Health Care Workers.

Table A2.11 Los Angeles Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	11,500	45,120	25%	24%
Computer Science and Math Workers	3,070	13,470	23%	17%
Engineers	3,740	7,920	47%	42%
Counselors, Social Workers, and Other Social Service Specialists	5,110	9,770	52%	44%
PreK-12 School Teachers	3,270	11,780	28%	20%
Art and Design Workers	1,850	6,730	27%	25%
Entertainers and Performers, Sports and Related Workers	4,340	5,510	79%	71%
Media and Communication Workers	3,650	4,720	77%	73%
Health Care Workers	2,600	11,880	22%	21%
Total Degrees	**58,740**			
Share of Degrees in Highly Demanded Occupations	**67%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016–2026) and CSU degree conferral data.

Figure A2.7 Los Angeles Cluster Degree Conferral by Campus



Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016–2026) and CSU degree conferral data.

CLUSTER 9: INLAND EMPIRE

The Inland Empire Cluster is projected to see modest occupational demand in 2026, with the greatest demand for Finance, Accounting, Human Resources and Operations Managers, PreK-12 School Teachers, and Health Care Workers. Table A2.12 shows that the single campus in the Cluster, San Bernardino, offers a wide range of programs that equip students for occupations with high demand, with the largest supply of students projected to be qualified for Finance, Accounting, Human Resources and Operations Managers. However, San Bernardino, which is one of only a few higher education institutions in Cluster 9, has academic programs that confer some of the smallest shares of degrees across the Clusters for PreK-12 School Teachers and Health Care Workers. Expected degree conferral compared to occupational projections anticipates that roughly 5 percent of the future demand for PreK-12 School Teachers and Health Care Workers would be met by San Bernardino graduates. Overall, 55 percent of degrees in 2026 qualify graduates for highly demanded jobs in the regional labor market.

Table A2.12 Inland Empire Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	1,380	4,890	28%	25%
Computer Science and Math Workers	410	890	46%	26%
Engineers	-	-		
Counselors, Social Workers, and Other Social Service Specialists	550	1,830	30%	24%
PreK-12 School Teachers	200	3,450	6%	7%
Art and Design Workers	120	360	33%	31%
Entertainers and Performers, Sports and Related Workers	330	530	62%	47%
Media and Communication Workers	350	330	106%	67%
Health Care Workers	130	2,410	5%	7%
Total Degrees	**6,290**			
Share of Degrees in Highly Demanded Occupations	**55%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016–2026) and CSU degree conferral data.

CLUSTER 10: SAN DIEGO

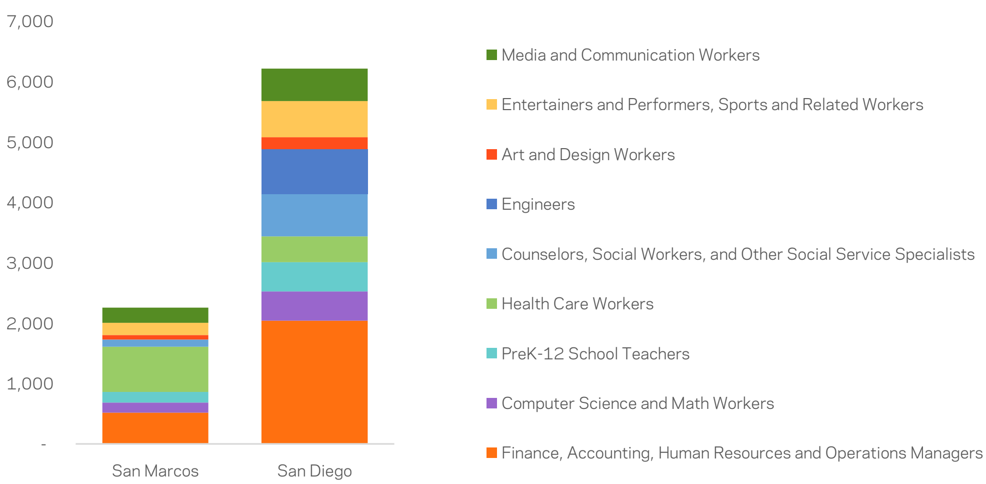
As shown in Table A2.13, strong projected occupational demand in the San Diego Cluster offers many opportunities for CSU graduates, with the greatest demand for Finance, Accounting, Human Resources and Operations Managers, Computer Science and Math Workers, PreK-12 School Teachers, and Health Care Workers. Although the two campuses in the San Diego Cluster, San Marcos and San Diego, are projected to increase degree conferral, which will outpace occupational demand, campuses confer relatively small shares of degrees for Computer Science and Math Workers and PreK-12 School Teachers. Figure A2.8 shows not only the difference in overall enrollment between San Marcos and San Diego, but also the difference in programmatic degree conferral. San Marcos does not have an Engineering program but provides substantially more Health Care Workers than San Diego.

Table A2.13 San Diego Cluster Projected Occupational Demand and Degree Conferral (2026)

Occupation	Projected Degrees 2026	Demand 2026	Share of Degrees to Demand 2026	Share of Degrees to Demand 2016
Finance, Accounting, Human Resources and Operations Managers	3,090	9,060	34%	29%
Computer Science and Math Workers	780	3,440	23%	19%
Engineers	890	2,370	38%	35%
Counselors, Social Workers, and Other Social Service Specialists	990	1,910	52%	49%
PreK-12 School Teachers	790	2,550	31%	21%
Art and Design Workers	330	780	42%	38%
Entertainers and Performers, Sports and Related Workers	970	560	173%	125%
Media and Communication Workers	950	710	134%	128%
Health Care Workers	1,420	2,250	63%	42%
Total Degrees	**16,390**			
Share of Degrees in Highly Demanded Occupations	**62%**			

Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016–2026) and CSU degree conferral data.

Figure A2.8 San Diego Cluster Degree Conferral by Campus



Source: HR&A Advisors analysis of CalEDD Long-Term Occupational Projections (2016–2026) and CSU degree conferral data.

A.3 Academic Program Methodology

This section includes the methodology utilized for developing the space needs for each of the campus typologies considered in the various development scenarios for the Five Evaluated Locations, capital and operational estimates, and timelines for implementation. The academic program curricular offerings are generally based on statewide workforce demand, with adjusted versions for Traditional and Branch Campuses for 7,500 FTES (see Tables A3.5 and A3.6) and a Traditional Campus for 15,000 FTES (see Table A3.7). For evaluation of an Off-Campus Center and University Center, the systemwide median on an ASF/FTES basis was used to inform costs and spatial requirements in lieu of an academic program. The methodology is broken down into primary categories: Academic/Instructional and Other Campus-Related functions. For each primary category, it is further broken down by subcategories as needed to fully describe the more specific assumptions made around that functional area. While many space standards are governed by legislated definitions and/or the State University Administrative Manual (SUAM),[1] others are not. For each space category, the basis of the space assumptions is referenced within the appropriate section below; in cases where the program deviates from the SUAM standard, it has been specifically identified.

ACADEMIC/INSTRUCTIONAL SPACE

All the academic programs use a curricular derivation for academic space needs, with a basis on courses taken and not total degrees conferred. This approach results in Colleges offering General Education and Support courses appearing to have larger enrollment than what one might expect, due to the increased proportion of coursework being offered through these Colleges. This is particularly impactful to the Colleges of Arts and Humanities and Science and Mathematics. The academic programs are based on existing system curricular models, system (and other) space type-related standards, and best management practices that inform academic planning, which is discussed further in subsequent paragraphs.

A systemwide analysis was completed to compare assignable square feet (ASF) per FTES per disciplinary category by campus to determine the average, median, and recommended ASF per FTES overall and by disciplinary category (see Table 3.4). Distributed space types (instructional, faculty offices, research/instructional support) are generally based on the curricular model of the highest-ranked program in that category within the system. Exceptions were made for known anomalies where outside private funding may heavily influence space distribution. In the cases where philanthropic investment resulted in the highest-ranked program becoming a spatial outlier, the next highest ranked program was selected.

Student–Faculty Ratios (SFR) are similarly based on the highest-ranked program within the disciplinary categories. No exceptions were made for SFR reductions tied to philanthropic investment, as their impacts on SFR were found to be negligible.

Other general assumptions included:

- The CSU Category is assigned based on the most space-intensive of those generally associated with the College. For example, the College of Science and Mathematics utilizes 04 – Biological Sciences (76 ASF per FTES) instead of 19 – Physical Sciences (54 ASF per FTES) or 17 – Mathematics (15 ASF per FTES).
- 175 ASF allocated per Full-Time Equivalent Faculty (FTEF), per SUAM Appendix B.
- Space assigned at the College does not include shared assets such as interdisciplinary classroom space or technology-intensive shared spaces, which were instead assigned to shared assets titled: Interdisciplinary Lecture and Shared Instructional Support.
- Interdisciplinary classroom space is based on the systemwide standard of 5 ASF per total campus FTES.
- Instructional Support/Multimedia is based on SUAM 9069.
- Agricultural Technology, Agricultural Sciences, and Agricultural Business are assumed to be embedded in the College of Science and Mathematics and the College of Business, respectively. The agricultural disciplines are assumed to be primarily classroom based, with land for farming and ranching provided by local industry, such that supplementary land allocation would not be required.

The following narrative includes information about degree conferral, relationship to workforce, assumed ASF per FTES by academic or other instructional support functions, as well as relevant discussion that informed the space planning models.

Table A3.1 Summary of Space Needs by Campus Type (Total)

Category	Branch 7,500 FTES (GSF)	Traditional 7,500 FTES (GSF)	Traditional 15,000 FTES (GSF)
Instructional Space	892,000	892,000	2,158,000
Other Campus-Related Functions	1,243,000	1,461,000	2,745,000
Total Instructional	**2,135,000**	**2,353,000**	**4,903,000**

1. The California State University Office of the Chancellor State University Administrative Manual. https://www.calstate.edu/cpdc/suam/SUAM9060-9079.pdf

Arts and Humanities

With a focus on a broad liberal arts education, Colleges of Arts and Humanities deliver many (approximately 70 percent) of the General Education requirements on a campus.[2] These are a mix of lower-division and upper-division coursework in the following areas: Area A (Area 1) – English Language Communication and Critical Thinking, Area C (Area 3) – Arts and Humanities, and Area D (Area 4) – Social Sciences (Shared with Education and Behavioral Sciences).

- Typical Degrees Conferred: Bachelor of Arts – Art, Language Studies, English, History, and Philosophy. Some campuses will include pre-credential programs for teacher education in Arts and Humanities. This model includes credential and pre-credential programs in the College of Education, Social and Behavioral Sciences.
- Related Industry/Workforce: Art and Design, Entertainment and Performers, Sports, Media, and Communications.
- ASF/FTES: 90

Business and Economics

Colleges of Business are generally focused on providing major courses in both lower and upper divisions. There is some modest participation in providing General Education courses, specifically in Economics. These Colleges typically have a comparatively high Student–Faculty Ratio (SFR) due to the modality of their instruction, with an SFR of approximately 30, as compared to much lower SFRs in other Colleges, such as Science and Math (20) and other technical/vocationally-focused Colleges such as Engineering and Education.

- Typical Degrees Conferred: Bachelor of Arts or Science – Business Administration, Accountancy, Finance, Economics, Information Systems, International Business, Marketing, Real Estate, and other specialized degree programs such as Agricultural Business and Fashion Merchandising, depending on the campus.
- Related Industry/Workforce: Finance, Accounting, Human Resources and Operations Managers, Computer and Mathematical Science Occupations.
- ASF/FTES: 12

Education, Social and Behavioral Sciences

Colleges of Education, Social and Behavioral Science are a mix of highly specific degree programs and General Education/Breadth courses. General Education courses are primarily in Area D – Social Sciences, which make up approximately 25 percent of the total courses required. The primary mode of instruction in these courses is "lecture," shifting space allocation to shared instructional classroom space.

The CSU prepares more of California's teachers, pre-school through grade 12, than all other institutions combined. Nearly 8 percent of the nation's teachers graduate from the CSU.[3] The CSU system has a long history of supporting this important part of California's current and future economy.

California generally requires that teacher candidates obtain experience (25 hours) teaching in public schools to qualify for specialist, single-subject, and multi-subject credentials. This requires individual campuses to work actively with local districts to create mutually beneficial opportunities to address this requirement. As such, they often require additional staffing to support unique admissions processes and administration in support of credentials.

Typical Degrees Conferred: Bachelor of Arts and Bachelor of Science – Education (with and without specialty), Liberal Arts, Humanities and Social Sciences; Master of Arts – Education, and Doctor of Education (EdD and PhD).

- Related Industry/Workforce: PreK–Grade 12 School Teachers, Counselors, Social Workers, and Other Social Service Specialists.
- ASF/FTES: 10

Engineering and Computer Sciences

Colleges of Engineering and Computer Sciences are primarily focused on providing major courses in both lower and upper divisions. Growth in these Colleges tends to disproportionately impact the College of Science and Mathematics, as it provides approximately 40 percent of the total credits in support of Engineering degree programs. Degrees/courses in Engineering are

Table A3.2 Summary of Academic and Instructional Space by Campus Typology

Category	Branch 7,500 FTES (GSF)	Traditional 7,500 FTES (GSF)	Traditional 15,000 FTES (GSF)
College of Science and Mathematics	200,000	200,000	459,000
College of Health Care Professions	83,000	83,000	121,000
College of Education, Behavioral and Social Sciences	19,000	19,000	19,000
College of Business and Economics	19,000	19,000	26,000
College of Engineering and Computer Sciences	226,000	226,000	880,000
College of Arts and Humanities	253,000	253,000	486,000
Shared / Interdisciplinary Classrooms	63,000	63,000	125,000
Multimedia Instructional Support	29,000	29,000	42,000
Total Instructional	**892,000**	**892,000**	**2,158,000**

2. The California State University. (n.d.). *General Education Policy*. https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/faculty-development-and-innovative-pedagogy/Pages/general-education-policy.aspx
3. The California State University Office of the Chancellor. (2020). *Teacher and Educator Preparation*. https://www2.calstate.edu/impact-of-the-csu/teacher-education

notably space intensive and require a lower SFR due to the lab-intensive nature of the instruction.

- Typical Degrees Conferred: Bachelor of Science – Aerospace, Biomedical, Civil, Computer Engineering and Science, Electrical, Environmental, Industrial, Manufacturing, Materials, Mechanical, Software Engineering.
- Related Industry/Workforce: Finance, Accounting, Human Resources and Operations Managers, Computer and Mathematical Science Occupations, Engineers.
- ASF/FTES: 113

Health Care Professions

Colleges of Health Care Professions are primarily focused on providing major courses in both lower and upper divisions. Disciplinary makeup (a policy versus clinical approach, as an example) varies across the systems, including differing approaches to whether degrees are offered on the state side or as self-support courses. This can create confusion for potential students, and disproportionately and negatively impact those students who may be in a region where the relevant program is offered only on the self-support side. Of particular note are the programs in Nursing that are impacted across the system. Due to limitations in operational funding, physical on-campus space, and off-campus partnerships with health care providers for internships, observation, and other practicum experience, available seats are restricted, despite robust demand and workforce need. Barriers exist in each of these categories to facilitate growth in nursing and similar/related programs that could be alleviated through increased funding.

- Typical Degrees Conferred: Bachelor of Science – Health Science, Health Care Administration, Public Health, Counseling, Environmental and Occupational Health, Nursing; Master of Sciences – Counseling, Nursing, and Public Health; Doctoral – Nursing and Physical Therapy.
- Related Industry/Workforce: Counseling, Social Workers, and Other Social Service Specialists, and Health Care Workers.
- ASF/FTES: 45

Science and Mathematics

Colleges of Science and Mathematics are both services Colleges and major-focused. On campuses with a technical or vocational emphasis, the College of Science and Mathematics provides nearly all the required major support courses for these programs. Additionally, the College of Science and Mathematics provides courses in Area B (Area 2) – Scientific Inquiry and Quantitative Reasoning, which includes approximately 25 percent of all General Education units required for all degree programs offered.

- Typical Degrees Conferred: Bachelor of Sciences – Biology, Biochemistry, Chemistry, Kinesiology, Mathematics and Physics; Master of Sciences – Biology, Biochemistry, Chemistry, Mathematics, and Physics.
- Related Industry/Workforce: Computer Science and Math Workers, Health Care Workers.
- ASF/FTES: 76

OTHER CAMPUS-RELATED FUNCTIONS

The following functional areas are funded through both state and non-state support sources. Given these variable funding sources, the assumptions around each category are equally variable by campus. Availability of funds is driven by the sociodemographic circumstances of the students served, regional market conditions, potential alumni or philanthropic sources, other funding partnerships, and more. As such, state baseline standards and best/recommended management practices were the primary source of assumptions as opposed to modeling after an existing campus. In each case, assumptions were checked against systemwide goals and/or existing campus assumptions for Planned Capacity to determine if they were reasonably viable for future planning purposes prior to incorporating them into the model campus program.

Residential Life and Housing

Housing and residential life amenities are currently highly varied on a campus-by-campus basis. The historical focus by most campuses on providing only necessary spaces for commuting students has led to an uneven distribution of available housing across the existing system. For the purposes of future planning, the academic programs assume any future campus would provide housing for approximately 20 percent of its population, which is roughly equal to 100 percent of all freshmen (with a typical regional exemption available), backfilled by transfer students; they assume a mix of single- and double-occupant rooms, with an allocation of 175 SF per bed net, and 333 SF per bed for common spaces and shared amenities.

Table A3.3 Summary of Other Campus-Related Functions by Campus Typology

Category	Branch 7,500 FTES (GSF)	Traditional 7,500 FTES (GSF)	Traditional 15,000 FTES (GSF)
Residential Life / Housing	768,000	768,000	1,537,000
Student Recreation and Wellness	148,000	148,000	258,000
Auditoria / Performance with Exhibition	0	137,000	137,000
Commons (Library and Union)	196,000	196,000	392,000
General Administration	71,000	92,000	181,000
Central Plant and Facilities Support	60,000	120,000	240,000
Total Instructional	**1,243,000**	**1,461,000**	**2,745,000**

Given the positive correlation between providing on-campus housing and the related resources that come with it, it would provide a more equitable experience regardless of location.

Student Recreation and Wellness

Student Recreation and Wellness includes functions such as pools, courts, gymnasiums, and other amenities as well as physical and mental health services. While related functionally, funding for recreation centers versus wellness or health centers typically comes from separate sources. However, for the purposes of space planning, these two functions are shown as integrated.

Additional space assumptions:

- National Intramural and Recreational Sports Association (NIRSA) Space Planning Guidelines median for indoor athletic facilities and fitness.
- Adjusted for campus total enrollment size (small versus medium institution).
- Aligned with and in support of College of Health Care Professions (Kinesiology).
- Health Care (physical and mental health) is based on American College Health Association's National Collegiate Health Care Benchmarking Survey.

Auditoria and Performance with Exhibition

Auditoria and performance spaces are generally seen as both a community and campus asset. In some cases, these functions are funded by mixed sources, including philanthropy, local communities, and state funding. They are often utilized by multiple stakeholders, with assumptions around sizing being governed by state standards for the use type.

Additional space assumptions:

- Space standards are generally per SUAM 9070 (constant for campuses with 7,500 and 15,000 FTES).
- Assumes an increase in size for shared funding with local jurisdiction.
- Space in College of Arts and Humanities reduced to reflect the auditoria in this category.
- Campuses located in more affluent communities are more likely to have co-funded facilities with local jurisdictions or other philanthropic sources (as has been the case with San Luis Obispo, Sonoma, etc.)

Commons (Library and Union)

These functional areas have undergone significant evolution in recent years as access to information has shifted from print media to digital, and expectations around shared technology and improved comprehensive services have increased. Functions that historically resided in Student Unions, such as food service and informal gathering spaces, are now located in libraries. And conversely, functions that were historically located in a library, such as research functions, study space, and other access to shared materials, are being provided in Student Unions. This merging of functions has led to the broader definition of "campus commons." Like other functional categories, it is understood that these functions are likely to be funded both operationally and from capital perspective by separate sources, but for the purposes of capital and operational planning they have been integrated.

Additional space assumptions:

- Library assumption is 7 SF per FTES (in lieu of the SUAM collection-based standard). This standard is generally cited nationally as appropriate for primarily undergraduate institutions.
- Union-related uses (student organizations, retail functions, etc.) are based on the Association of College Unions International (ACUI) benchmark for undergraduate institutions.
- Library and Union functions are generally becoming less distinct and therefore have been grouped within the model itself.
- Incorporates functions/uses generally aligned with student support associated with GI 2025 initiatives being implemented systemwide.

General Administration

General Administrative space includes a variety of campus functional areas, including those services that are inward-facing, outward-facing, and back-of-house. Depending on the exact functional area (Deans of Instruction, for example), they may be co-located with those areas that they serve or govern, but they are aggregated in the academic program for cost-estimating purposes.

Additional space assumptions:

- General Administration includes College-specific leadership space allocation (Dean's Offices and College-specific student support).
- Space standards are per SUAM 9063 and adjusted for institutional size.

Central Plant and Facilities Support

This back-of-house function varies widely by campus, based on campus land holdings, on-site infrastructure demands, and curricular focus. Those campuses with a focus on agriculture or natural resource management typically have larger land holdings, requiring additional space for equipment and other uses. Similarly, those campuses that process wastewater or generate energy on site may require increased physical plant to support those needs.

Additional space assumption:

- Space assigned is a 6 SF base with 6 SF supplement for land-intensive management requirements in lieu of the SUAM 9075 standard. Generally based on space needs for land grant institutions, but in this case is to align with heightened expectations for campus self-sufficiency in energy generation and wastewater processing.

Table A3.4 ASF per FTES Systemwide Analysis

CSU Category	Bakersfield	Channel Islands	Chico	Dominguez Hills	East Bay	Fresno	Fullerton	Humboldt	Long Beach	Los Angeles	Maritime Academy	Monterey Bay	Northridge	Pomona	Sacramento	San Bernardino	San Diego	San Francisco	San José	San Luis Obispo	San Marcos	Sonoma	Stanislaus	Systemwide Median	Sample Campus
Master Plan FTES	18,000	15,000	15,800	20,000	18,000	25,000	25,000	12,000	31,000	25,000	2,200	12,000	35,000	20,000	25,000	25,000	35,000	25,000	25,000	22,500	25,000	10,000	12,000		
01-Agriculture	0	26	19	0	0	61	0	56	0	44	0	0	0	27	0	0	0	0	27	32	0	-	13	27	61
02-Architecture	0	0	0	0	0	599	0	0	0	0	0	0	0	101	56	0	316	19	196	110	0	13	0	106	110
03-Area Studies	0	9	0	11	0	13	9	0	9	16	0	0	9	0	27	0	10	13	8	0	0	0	0	10	10
04-Biological Sciences	44	43	40	44	44	43	48	41	54	64	0	33	64	50	58	45	76	60	50	50	36	41	42	45	76
05-Business Admin & Mgmt	11	10	8	8	19	3	12	5	10	4	0	7	11	9	10	14	12	12	9	10	27	10	16	10	12
06-Communications	12	22	9	20	18	36	18	33	10	6	0	8	46	9	9	18	14	49	17	43	9	13	15	16	18
07-Computer & Info Sciences	28	21	14	17	24	28	23	5	54	1	41	12	22	10	18	19	17	13	14	34	46	21	22	21	34
08-ITec	0	0	0	0	0	0	265	0	100	123	0	2	0	0	0	0	0	0	67	0	0	0	0	100	100
08-PE	202	173	2,061	221	182	82	167	180	169	57	1,740	123	136	335	245	136	177	281	179	322	351	315	374	182	182
08-Education	43	21	32	47	70	20	30	80	29	11	0	64	50	31	30	52	50	39	30	34	51	22	43	37	52
09-Engineering	65	62	0	0	128	58	102	52	100	42	89	0	138	72	90	0	78	100	205	113	0	78	0	89	113
10-Fine & Applied Arts	86	140	54	69	129	46	73	28	34	100	2,029	144	63	64	68	93	63	94	91	116	90	111	123	90	90
11 Foreign Languages	33	16	10	11	14	3	15	18	17	14	12	8	15	8	11	30	14	20	14	20	0	12	11	14	15
12-Health Professions	45	36	27	28	31	23	24	0	31	16	0	0	38	0	28	0	48	37	30	27	55	97	32	31	45
13-Home Economics	0	21	0	20	0	11	0	0	15	13	0	0	26	27	11	0	50	19	15	0	0	0	0	19	19
15-Letters	11	12	12	11	4	6	11	5	12	3	12	10	15	11	10	13	13	15	12	9	11	11	12	11	11
16-Library Sciences	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	0	0	0	1	1
17-Mathematics	11	8	13	8	3	3	12	7	12	3	16	8	14	10	11	12	15	9	15	10	10	11	11	11	15
18-Military Sciences	0	0	0	0	0	734	36	0	148	0	1	0	0	3	2	0	65	0	0	4	0	0	0	20	20
19-Physical Sciences	54	54	46	47	36	32	49	35	46	69	45	0	51	47	45	55	54	47	49	43	65	31	29	47	54
20-Psychology	26	31	9	21	10	13	21	14	20	14	2	9	25	21	15	24	24	31	20	22	17	7	34	20	20
21-Public Affairs & Svcs	31	16	0	36	6	9	21	10	17	2	0	21	31	35	16	32	28	34	31	16	0	7	26	21	21
22-Social Sciences	10	12	9	9	7	5	12	10	7	8	10	10	11	8	12	10	13	13	11	9	14	9	0	10	10
49-Interdisciplinary Studies	13	23	19	10	38	16	15	14	38	20	54	19	20	11	12	10	11	18	21	26	12	12	0	17	17
Total Disciplinary ASF-per-FTE	**34**	**34**	**28**	**28**	**40**	**34**	**34**	**46**	**34**	**33**	**58**	**26**	**37**	**38**	**33**	**31**	**35**	**37**	**60**	**53**	**34**	**29**	**37**	**34**	**60**
Shared-Classroom	5	6	5	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	6	5	5
Intstructional Total	**39**	**40**	**33**	**34**	**45**	**39**	**39**	**51**	**39**	**38**	**63**	**31**	**42**	**43**	**38**	**37**	**40**	**42**	**65**	**58**	**39**	**35**	**43**	**39**	**65**

Table A3.5 7,500 FTES Branch Campus Academic Program Model

	College (Courses Taken)	CSU Category	ASF per FTE	FTES	Projected - Full Build Out: Instruction	Faculty Office/Admin Support	Research/ Instructional Support	Total (ASF)	Total (GSF)
Instructional Space	College of Science and Mathematics	04-Biological Sciences	76	1500	79,200	13,125	27,698	120,023	200,000
	College of Health Care Professions	12-Health Professions	45	1000	40,395	4,605	4,500	49,500	83,000
	College of Education and Behavioral and Social Sciences	22-Social Sciences	10	1000	3,500	5,833	1,867	11,200	19,000
	College of Business and Economics	05-Business Admin & Mgmt.	12	1000	3,600	7,000	1,060	11,660	19,000
	College of Engineering and Computer Sciences	09-Engineering	113	1000	95,700	8,750	31,335	135,785	226,000
	College of Arts and Humanities	10-Fine & Applied Arts	90	2000	108,000	8,750	35,025	151,775	253,000
	Total College Specific Instructional Space		60		330,395	48,064	101,484	479,943	800,000
	Interdisciplinary Lecture				37,500			37,500	63,000
	Shared Instructional Support / Multimedia							17,500	29,000
	Total Instructional		**65**	**7,500**				**534,943**	**892,000**
Non-Instructional Institutional Support	**Other Campus-Related Functions**								
	Residential Life / Housing							499,500	768,000
	Student Recreation + Wellness								
	- Recreation							86,430	133,000
	- Health + Wellness							9,000	15,000
	General Administration							46,140	71,000
	- Campus Leadership								
	- Student Success and Support Services								
	Auditoria / Performance with Exhibition							0	0
	Commons (Library + Union)							127,500	196,000
	- Academic Resources (Writing and Other Academic Support)								
	- Club and Identity Support Services								
	- Dining and Retail								
	Central Plant + Facilities Support							45,000	60,000
Total Other Campus-Related								**813,570**	**1,243,000**
Total Campus								**1,348,513**	**2,135,000**

Table A3.6 7,500 FTES Traditional Campus Academic Program Model

	College (Courses Taken)	CSU Category	ASF per FTE	FTES	Instruction	Projected - Full Build Out: Faculty Office/Admin Support	Projected - Full Build Out: Research/ Instructional Support	Total (ASF)	Total (GSF)
Instructional Space	College of Science and Mathematics	04-Biological Sciences	76	1500	79,200	13,125	27,698	120,023	200,000
	College of Health Care Professions	12-Health Professions	45	1000	40,395	4,605	4,500	49,500	83,000
	College of Education and Behavioral and Social Sciences	22-Social Sciences	10	1000	3,500	5,833	1,867	11,200	19,000
	College of Business and Economics	05-Business Admin & Mgmt.	12	1000	3,600	7,000	1,060	11,660	19,000
	College of Engineering and Computer Sciences	09-Engineering	113	1000	95,700	8,750	31,335	135,785	226,000
	College of Arts and Humanities	10-Fine & Applied Arts	90	2000	108,000	8,750	35,025	151,775	253,000
	Total College Specific Instructional Space		60		330,395	48,064	101,484	479,943	800,000
	Interdisciplinary Lecture				37,500			37,500	63,000
	Shared Instructional Support / Multimedia							17,500	29,000
	Total Instructional		**65**	**7,500**				**534,943**	**892,000**
Non-Instructional Institutional Support	**Other Campus-Related Functions**								
	Residential Life / Housing							499,500	768,000
	Student Recreation + Wellness								
	- Recreation							86,430	133,000
	- Health + Wellness							9,000	15,000
	General Administration							59,550	92,000
	- Campus Leadership								
	- Student Success and Support Services								
	Auditoria / Performance with Exhibition							96,000	137,000
	Commons (Library + Union)							127,500	196,000
	- Academic Resources (Writing and Other Academic Support)								
	- Club and Identity Support Services								
	- Dining and Retail								
	Central Plant + Facilities Support							90,000	120,000
Total Other Campus-Related								**967,980**	**1,461,000**
Total Campus								**1,502,923**	**2,353,000**

Table A3.7 15,000 FTES Traditional Campus Academic Program Model

	College (Courses Taken)	CSU Category	ASF per FTE	FTES	Instruction	Projected - Full Build Out: Faculty Office/Admin Support	Projected - Full Build Out: Research/ Instructional Support	Total (ASF)	Total (GSF)
Instructional Space	College of Science and Mathematics	04-Biological Sciences	76	3443	181,790	30,126	63,575	275,492	459,000
	College of Heath Care Professions	12-Health Professions	45	1470	59,380	6,770	6,615	72,765	121,000
	College of Education and Behavioral and Social Sciences	22-Social Sciences	10	1000	3,500	5,833	1,867	11,200	19,000
	College of Business and Economics	05-Business Admin & Mgmt	12	1354	4,874	9,478	1,435	15,788	26,000
	College of Engineering and Computer Sciences	09-Engineering	113	3890	372,273	34,038	121,893	528,204	880,000
	College of Arts and Humanities	10-Fine & Applied Arts	90	3843	207,522	16,813	67,301	291,636	486,000
	Total College Specific Instructional Space		60		829,340	103,058	262,686	1,195,084	1,991,000
	Interdisciplinary Lecture				75,000			75,000	125,000
	Shared Instructional Support / Multimedia							25,000	42,000
	Total Instructional		**65**	**15,000**				**1,295,084**	**2,158,000**
Non-Instructional Institutional Support	**Other Campus-Related Functions**								
	Residential Life / Housing							999,000	1,537,000
	Student Recreation + Wellness								
	- Recreation							147,990	228,000
	- Health + Wellness							18,000	30,000
	General Administration							117,600	181,000
	- Campus Leadership								
	- Student Success and Support Services								
	Auditoria / Performance with Exhibition							96,000	137,000
	Commons (Library + Union)							255,000	392,000
	- Academic Resources (Writing and Other Academic Support)								
	- Club and Identity Support Services								
	- Dining and Retail								
	Central Plant + Facilities Support							180,000	240,000
Total Other Campus-Related								**1,813,590**	**2,745,000**
Total Campus								**3,109,000**	**4,903,000**

Table A3.8 California Public Institutions by Cluster

Cluster	UC Campus	CSU Campus	CCC Campuses	Five Evaluated Locations
1. North California		Humboldt State	College of the Redwoods College of the Siskiyous Lassen College Shasta College	
2. Chico		Chico State	Butte College Feather River College Yuba College	
3. Sacramento	UC Davis	Sacramento State	American River College Cosummes River College Folsom Lake College Lake Tahoe Community College Sacramento City College Sierra College Woodland Community College	
4. Bay Area	UC Berkeley UC San Francisco UC Santa Cruz	Cal State East Bay Cal Maritime San Francisco State Sonoma State San José State	Berkeley City College Cabrillo College Cañada College Chabot College City College of San Francisco College of Alameda College of Marin College of San Mateo Contra Costa College De Anza College Diablo Valley College El Camino College Evergreen Valley College Foothill College Gavilan College Laney College Las Positas College Los Medanos College Merritt College Mission College Napa Valley College Ohlone College San José City College Santa Rosa Junior College Skyline College Solano Community College West Valley College	City of Concord San Mateo County
5. Upper Central Valley	UC Merced	Stanislaus State	Columbia College Merced College Modesto Junior College San Joaquin Delta College	San Joaquin County (Stockton)
6. Central Valley		CSU Bakersfield Fresno State	Antelope Valley College Bakersfield College Cerro Coso Community College Clovis Community College College of the Sequoias Fresno City College Porterville College Reedley College Taft College West Hills College Coalinga West Hills College Lemoore	

Table A3.8 California Public Institutions by Cluster (Continued)

Cluster	UC Campus	CSU Campus	CCC Campuses	Five Evaluated Locations
7. Central Coast	UC Santa Barbara	CSU Channel Islands CSU Monterey Bay Cal Poly San Luis Obispo	Allan Hancock College Cuesta College Hartnell College Monterey Peninsula College Moorpark College Oxnard College Santa Barbara City College Ventura College	
8. Los Angeles	UC Irvine UCLA	CSU Dominguez Hills Cal State Fullerton Cal State Long Beach Cal State LA CSUN Cal Poly Pomona	Cerritos College Citrus College Coastline Community College College of the Canyons Compton College Cypress College East Los Angeles College Fullerton College Glendale College Golden West College Irvine Valley College Long Beach City College - Liberal Arts Los Angeles City College Los Angeles Harbor College Los Angeles Mission College Los Angeles Pierce College Los Angeles Southwest College Los Angeles Trade-Tech College Los Angeles Valley College Mira Costa College Mt. San Antonio College Orange Coast College Pasadena City College Rio Hondo College Saddleback College Santa Ana College Santa Monica College Santiago Canyon College West Los Angeles College	
9. Inland Empire	UC Riverside	Cal State San Bernardino	Barstow College Chaffey College Copper Mountain College Crafton Hills College Moreno Valley College Mt. San Jacinto College Norco College Palo Verde College Riverside City College San Bernardino Valley College Victor Valley College	City of Palm Desert
10. San Diego	UC San Diego	San Diego State CSU San Marcos	College of the Desert Cuyamaca College Grossmont College Imperial Valley College Palomar College San Diego City College San Diego Mesa College San Diego Miramar College Southwestern College	City of Chula Vista

A.4 CSU Campus Summary Table Methodology

This Appendix section provides detail on how the Site Summary and Program Tables in Section 3 and Section 5 for each of the current CSU campuses within the Report were generated.

A.4.1 SITE SUMMARY TABLE SOURCES AND METHODOLOGY

Table A4.1 Sample Site Summary Table

Site Summary Table	
Existing Campus Density	Moderate Density
Main Campus Acreage	**129 acres**
Master Plan Utilized Area	126 acres
Potentially Underutilized Campus Area	3 acres
Potentially Significant Site Conditions: None	0 acres
Enrollment	
Current Capacity	14,732 FTES
Planned Capacity	15,800 FTES
Density Metrics	
Current Density	381 SF/FTES
Planned Density	356 SF/FTES
Current Facilities FAR	0.50
Implementation/Pre-Construction Status (EIR/no EIR)	Notice of Preparation for EIR Available

CAMPUS SIZE

Main Campus Acreage: Acreage is sourced from site plan drawings downloaded from the CSU MetaBIM portal, accessed between January and April of 2020.

ENROLLMENT

Current Capacity (FTES): See Glossary in Volume 1.

Planned Capacity (FTES): See Glossary in Volume 1.

DENSITY METRICS

Current Density: Ratio of Campus Size (in square feet) to Current Capacity (in FTES).

Planned Density: Ratio of Campus Size (in square feet) to Planned Capacity (in FTES).

Current Facilities FAR: Ratio of current facilities area (GSF) to Campus Size (in square feet). Current facilities area does not include any parking, recreational open spaces, or non-CSU-specific program like museums within campus boundary. Refer to Section A.4.2 Program Table Sources and Methodology.

A.4.2 PROGRAM TABLE SOURCES AND METHODOLOGY

Table A4.2 Sample Program Summary Table

Categories	Current Facilities		Approved Master Plan Growth	
Academic / Instructional Space	1,450,000	GSF	290,000	GSF
General Administration	240,000	GSF	120,000	GSF
Commons (Library + Union)	410,000	GSF	-	GSF
Auditoria / Performance with Exhibition	-	GSF	-	GSF
Central Plant and Facilities Support	60,000	GSF	-	GSF
Student Recreation and Wellness	130,000	GSF	160,000	GSF
Residential Life / Housing	540,000	GSF	660,000	GSF
Recreational Open Space	90,000	SF	-	SF
Structured Garages	310,000	GSF	1,080,000	GSF
Surface Lots	1,830,000	SF	-	SF
Total	**5,060,000**	**GSF**	**2,310,000**	**GSF**

Categories

- Academic / Instructional Space
- General Administration
- Commons (Library + Union)
- Auditoria / Performance with Exhibition
- Central Plant and Facilities Support
- Student Recreation and Wellness
- Residential Life / Housing
- Recreational Open Space
- Parking

Current Facilities: Existing campus information gathered from the CSU MetaBIM portal, accessed between January 2020 and April 2020.

All existing facilities have been divided into the above-mentioned categories, with the exception of parking. Information about structured garage areas and surface parking lot areas is sourced from data provided by the CSU.[1] All areas are rounded to the nearest 10,000 square feet.

Approved Master Plan Growth: This information is sourced from published Master Plan reports or final Environmental Impact Reports approved by the Board of Trustees of the California State University before March 2020. Approved Master Plan Growth accounts for the sum of all proposed facilities area at the time when the Master Plan reports were approved (not the total of existing areas and growth). All areas are rounded to the nearest 10,000 square feet.

Exception: All Master Plan data documents include Approved Master Plan Growth except for the Stockton University Park campus, which provides the Total Approved Master Plan Capacity. For Stockton University Park, only the Total Approved Master Plan Capacity is provided in the Program Table.

Assumptions: For Master Plan reports that only published data about residential and parking uses in terms of beds, apartments, or parking spaces, the following assumptions were made:

Residential:

- Student Housing with Amenities: 1 bed = 333 ASF = 512 GSF (1 GSF = 0.65 ASF)
- Apartment Unit with Amenities: 1 apartment unit = 2 beds = 666 ASF = 1,025 GSF (1 GSF = 0.65 ASF)

Parking:

- 1 structured garage space = 350 GSF
- 1 surface space = 425 SF

1. Chanda Dip. FW: CSU/HOK: Parking Program Assumptions. Attachments: CSU_Systemwide_Parking_Data.xlsx, CSU_Parking_Structure_SQF.xlsx. Email received by Jessica Ginther. May 18, 2020.

A.5 Physical Capacity Technical Note

CURRENT CAPACITY SQUARE FOOTAGE

Current Capacity is measured in Full-Time Equivalent Students (FTES) in the Report, as outlined in Section 3.4.1. For comparative purposes, Table A5.1 shows classroom and teaching lab instructional capacity in Assignable Square Feet (ASF) as of Fall 2018. The Los Angeles, Bay Area, Central Coast, and San Diego Clusters account for 74 percent of systemwide ASF Current Capacity.

Table A5.1 CSU Current Capacity Assignable Square Feet (Fall 2018)

Cluster	Fall 2018 Current Capacity (ASF)	% Total
1. North California	149,939	3%
2. Chico	264,953	5%
3. Sacramento	268,253	5%
4. Bay Area	1,002,244	18%
5. Upper Central Valley	108,592	2%
6. Central Valley	394,622	7%
7. Central Coast	675,112	12%
8. Los Angeles	1,927,002	35%
9. Inland Empire	238,397	4%
10. San Diego	478,322	9%
Statewide	**5,507,436**	**100%**

Source: The California State University Office of the Chancellor. (2018). System Level Space Database File.

CURRENT CAPACITY + CONSTRUCTION (C)

In addition to Current Capacity as defined in Section 3.4.1, measuring Current Capacity + Construction (C) accounts for projects that are funded through construction and/or are currently in progress. Given the typical two-year construction duration of a CSU project, this FTES figure projects the total amount of space that will be available one to two years into the future from the reported date.

Table A5.2 shows that construction projects in progress as of Fall 2018 are estimated to add 7,969 FTES to Current Capacity systemwide. The most significant capacity increase is projected to occur within the Central Coast Cluster, followed by the Los Angeles and Bay Area Clusters. All other Clusters show very limited increase under construction. Given the relatively small capacity gains projected systemwide, the analysis provided in Section 3.4 focuses on Current Capacity only.

CURRENT CAPACITY BY CLUSTER

Table A5.3 shows systemwide Current Capacity broken down by Main Campuses and Off-Campus Centers. The Off-Campus Centers included are presented by Cluster as follows:

- Bay Area: Cal State East Bay Concord Campus and San Francisco State Downtown Campus
- Upper Central Valley: Stanislaus State Stockton Campus
- Central Valley: CSU Bakersfield Antelope Valley Campus
- Los Angeles: Cal State Fullerton Irvine Center
- Inland Empire: CSUSB Palm Desert Campus
- San Diego: San Diego State Imperial Valley Brawley Campus and Calexico Campus

Table A5.2 CSU Current Capacity + Construction (Fall 2018)

Cluster	Current Capacity (FTES)	Current Capacity + C (FTES)	DELTA
1. North California	7,204	7,627	423
2. Chico	14,732	14,981	249
3. Sacramento	21,311	21,404	93
4. Bay Area	61,313	62,976	1,663
5. Upper Central Valley	6,974	6,949	-25
6. Central Valley	24,803	24,784	-19
7. Central Coast	27,331	30,631	3,300
8. Los Angeles	128,027	130,041	2,014
9. Inland Empire	13,987	14,258	271
10. San Diego	33,064	33,064	0
Statewide	**338,746**	**346,715**	**7,969**

Sources: The California State University Office of the Chancellor. (2018). Target Year Comparison of Physical Capacity vs. Annual Full-Time Equivalent Students.

Table A5.3 Current Capacity – by Main Campus and Off-Campus Center

Cluster	Total Current Capacity (FTES)	Main Campus Capacity (FTES)	Off-Campus Center Capacity (FTES)
1. North California	7,204	7,204	0
2. Chico	14,732	14,732	0
3. Sacramento	21,311	21,311	0
4. Bay Area	62,318	61,313	1,005
5. Upper Central Valley	8,043	6,974	1,069
6. Central Valley	24,803	24,803	0
7. Central Coast	27,331	27,331	0
8. Los Angeles	128,027	128,027	0
9. Inland Empire	15,891	13,987	1,904
10. San Diego	33,959	33,064	895
Total FTES	**343,619**	**338,746**	**4,873**
Distribution	**100%**	**99%**	**1%**

Sources: The California State University Office of the Chancellor. (2018). Target Year Comparison of Physical Capacity vs. Annual Full-Time Equivalent Students; System Level Space Database File.

CURRENT FACILITY UTILIZATION

As mentioned in Section 3.4, CSU's utilization standards for classrooms and teaching labs are set by the State Legislature and although generally considered achievable, they are some of the highest in the country (see Table A5.4). Current CSU standards consider three space categories of instructional space that inform Physical Capacity: lecture, lower-division teaching lab, and upper-division teaching lab.[1] These standards are derived from two main factors: the average hours per week a room is expected to be scheduled and the percentage of student stations expected to be occupied. The product of the two is used to calculate the average number of hours per week a station (or seat) is expected to be occupied. The standard as stated in the State University Administrative Manual (SUAM) 9048.01 is summarized in Table A5.5.2.[2]

The utilization figures reported in Section 3.4 are expressed as a weighted percentage of the standard number of hours per week that a station is expected to be occupied. One hundred percent classroom utilization means that a campus is occupying classroom stations at a weighted average of 35 hours per week, or 66 percent of the average 53 hours per week scheduled. For teaching lab, the reported utilization numbers represent the weighted average of the two standards, lower division and upper division, resulting in 20.5 hours per week that a station is expected to be occupied. One hundred percent teaching lab utilization of 20.5 hours per week indicates that a campus is occupying its combined teaching lab stations roughly 83 percent of the 24.75 hours per week scheduled.

CAPACITY VS. NON-CAPACITY SPACES

Table A5.6 shows Current Enrollment figures broken down by form of instruction. Ninety-six percent of Current Enrollment corresponds to face-to-face instruction, while the remaining 4 percent accounts for independent study and other forms of off-site instruction. This Report typically compares Current Face-to-Face Instruction to Current Capacity.

Table A5.4 Higher Education Utilization Standards Comparison

University System	Hours per Week	Seat Utilization
CSU – Classroom	53.0	66%
CSU – Lab Lower Division	27.5	85%
CSU – Lab Upper Division	22.0	80%
UC – Classroom	52.5	67%
UC – Lab	20.0	80%
CC California – Classroom	53.0	66%
CC California – Lab	27.5	85%
Colorado – All	30.0	67%
New York – Classroom	30.0	80%
New York – Lab	25.0	80%
Oregon – All	33.0	70%
Minnesota – All	32.0	75%
Utah – Classroom	33.75	67%
Utah – Lab	24.75	80%
Washington – Classroom	50.0	70%

Sources: Aggregated standards from the California State University, the University of California, California Community Colleges, the Colorado Department of Higher Education, the New York State Office of Higher Education, the State of Oregon Higher Education Coordinating Commission, the State of Minnesota, the Utah System of Higher Education, and Washington State University.

1. CSU Legislative Reports. (2018). *California State University Report: Utilization of Facilities.*
2. The California State University Office of the Chancellor. (2012). *Section V: Measurement Devices for Campus Physical Planning.*

Table A5.5 SUAM 9048.01 Utilization Standards

Room Type	Average Space-Hours per Week Scheduled	Seat Utilization Target	Average Station-Hours per Week Occupied
Lecture (Classroom)	53.0	66%	35.0
Teaching Lab – Lower Division	27.5	85%	23.4
Teaching Lab – Upper Division	22.0	80%	17.6

Source: The California State University Office of the Chancellor. (2020). State University Administrative Manual, Section V, Measurement Devices for Campus Physical Planning, Section 9048.

Table A5.6 Current Enrollment by Form of Instruction as of Fall 2018 (Main Campus only)

Cluster	Total Current Enrollment (FTES)	Face-to-Face Instruction (FTES)	Other / Off-Site Instruction (FTES)
1. North California	7,357	6,943	414
2. Chico	16,437	15,588	850
3. Sacramento	26,717	25,553	1,164
4. Bay Area	74,004	70,509	3,495
5. Upper Central Valley	8,540	8,116	424
6. Central Valley	30,915	29,370	1,545
7. Central Coast	34,140	33,093	1,046
8. Los Angeles	154,584	148,796	5,788
9. Inland Empire	16,907	16,229	679
10. San Diego	43,494	41,844	1,650
Total FTES	**413,096**	**396,042**	**17,054**
Distribution	**100%**	**96%**	**4%**

Source: The California State University Office of the Chancellor. (2018). Course Section Report.

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A.6 Evaluated Locations Cost Model

INTRODUCTION AND DESCRIPTION

This Report provides campus development scenarios for seven sites within the Five Evaluated Locations, as discussed within Volume 1, Section 5 of this Report. This Appendix section provides the detailed cost summary analysis as described in Volume 1, Section 6.1 of this Report. Capital cost summaries and details are provided for six of the sites. The University Center at Cañada College is not included, as the development scenario will utilize leased space; renovation costs are not included but may be determined to be required once a detailed study of the existing buildings and specific programmatic uses are identified.

A cost summary is provided for the campus programs associated with each of the development scenarios evaluated within this section: 7,500 FTES Traditional Campus, 15,000 FTES Traditional Campus, and 7,500 FTES Branch Campus. These academic plans are identified and described in Volume 1, Section 4.4 of this Report.

Program costs have been developed based on a cost-per-square-foot analysis for the different program and building types. These costs are based on historical costs for institutional-quality buildings in the California market and the CSU design guidelines.

A cost summary for the site work is included and is inclusive of any existing building demolition, site development (based on proposed site development area), on-site utility infrastructure (based on proposed site development area), and off-site utility infrastructure (based on allowances).

Based on the outreach discussions with the municipalities, site acquisition costs are not included, as all locations have indicated the support of a CSU campus and are working with the CSU to provide the land at little or no cost. Site remediation may be required at the sites, but further detailed analysis would be needed to determine any associated costs, so this is left as "TBD." Any sites with existing buildings to be demolished have costs included based on dollars per square foot of building area. It is likely the campus developments will require off-site improvements; this has been indicated as "TBD" for all sites, as further cost analysis would be required once the extent of these improvements is understood.

SCHEDULE

Costs reflect current (June 2020) market conditions and unit rates.

The schedule for construction has not been established at this time and may cover a period of 5 to 40 years for full build-out. For planning purposes, we would recommend an annual rate of escalation of between 3 percent and 4 percent based on historical cost indices measured over long timelines.

ASSUMPTIONS / CLARIFICATIONS

Costs based on program space only, reflective of historical cost data commensurate with CSU design guidelines.

Costs reflect 50-year building design standards. Costs include for net zero design features.

Costs exclude adverse soils conditions and special foundation requirements such as piles or mat slabs. Site development costs based on 75 percent of site area (assuming 25 percent covered by buildings).

BASIS OF COST PLAN

Program costs based on historical cost data for projects with similar programs.

Program costs reflect institutional quality buildings with minimum 50-year life expectancy.

Program costs for central plant assume some major mechanical and electrical equipment included within central plant building, hence higher $/SF.

Site development costs include the following scope:

- Site clearing and grading.
- Site earthworks (cut and fill).
- New site paving and landscaping, including site walls and ramps, signage, fixed furnishings.
- Storm drainage systems, including on-site containment.
- Site lighting and power.

Site utility infrastructure (on-site) cost includes main utility lines and primary distribution across campus, including central plant infrastructure distribution to buildings.

Project soft costs included at 30 percent of construction cost and including the following (based on 2-7 Form):

- A/E design and construction administration fees (including design-build fees if applicable).
- Campus contract management services.
- Campus project contingency (construction and Owner).
- Group II and III furnishings, fixtures, and equipment.
- OCIP.
- Building permits.
- Agency fees.

EXCLUSIONS

The following are items excluded from the cost summaries within this Report:

- Site acquisition costs – assumed land will be provided to the CSU by others.
- Site remediation costs – due to the unknown condition of existing sites, this cost is TBD.
- Off-site utility infrastructure costs – due to the unknown requirements, this cost is TBD.
- Off-site improvement costs – due to the unknown requirements, this cost is TBD.

Table A6.1 Location Factors

	Chula Vista	Concord	Palm Desert	Stockton
Region	Southern California	Northern California	Southern California	Northern California
Location Factor	1.00	1.15	1.00	1.05

Notes:

R. S. Means City Index 2020 used as reference document.

Baseline factor of 1.0 used for Chula Vista and Palm Desert locations (Southern California).

Factors for Concord, San Joaquin County and San Mateo County adjusted to reflect Northern California locations with typical higher average cost of construction compared to Southern California.

- Factor for Concord based on RS Means City Index for Oakland/Richmond as closest listed city.
- Factor for San Joaquin County based on RS Means City Index for Stockton as closest listed city.
- Factor for San Mateo based on RS Means City Index for San Mateo.

The information below identifies the assumptions included in this cost report relative to allocation of costs. Items listed under construction costs are included in the cost estimate and are anticipated to be part of the construction contract. Items listed under project soft costs are not included in the cost estimate and are assumed to be provided under a separate budget. Items listed as "not applicable" are assumed not to be included in any budget as the item is not required.

	Item	Project Capital Costs			Notes.
		Construction Cost.	Project Soft Cost.	Not Applicable.	
I.	PROPERTY ACQUISITION / DEVELOPMENT				
	Removal of existing buildings and structures	√			
	On-Site Utilities Relocation and/or Removal	√			
	Off-Site Utilities Improvements		√		Cost TBD
	Connection to Utilities (charges and fees)		√		
	Street/sidewalk improvements		√		Cost TBD
	Moving and Relocation Expenses			√	
II.	HAZARDOUS MATERIAL ABATEMENT				
	Building		√		Cost TBD
	Site		√		Cost TBD
III.	PROFESSIONAL SERVICES				
	Architecture and Engineering Design Fees		√		
	Project Management Fees		√		
	Geotechnical & Survey		√		
	Materials Testing & Inspection		√		
	Third Party Commissioning		√		
	LEED Consultant Fees		√		
	LEED Certification Fees		√		
IV.	SYSTEMS, FURNISHINGS & EQUIPMENT				
	a. BUILDING SYSTEMS				
	Uninterruptible Power Supplies (UPS)		√		
	Security Cabling & Equipment	√			
	Telecom / AV / Data Network; Routers, Switches		√		*Conduit and pull wire only in construction cost*
	Communication Cabling	√			
	Communications Equipment		√		
	Audio-Visual Equipment and Cabling	√			
	Theatrical Lighting & Equipment		√		
	Building Controls Systems	√			

The information below identifies the assumptions included in this cost report relative to allocation of costs. Items listed under construction costs are included in the cost estimate and are anticipated to be part of the construction contract. Items listed under project soft costs are not included in the cost estimate and are assumed to be provided under a separate budget. Items listed as "not applicable" are assumed not to be included in any budget as the item is not required.

Item	Project Capital Costs			Notes.
	Construction Cost.	Project Soft Cost.	Not Applicable.	
b. FURNITURE				
Loose Furniture		√		
Office Furniture		√		
Dormitory Furniture		√		
c. FURNISHINGS				
Window Treatments	√			
Markerboards and tackboards	√			
Lockers	√			
Site Furniture	√			
d. EQUIPMENT				
Building Maintenance / Window Washing Equipment	√			Fall arrest davits only
Medical Equipment		√		
Laboratory Equipment (Group 1)	√			Fume hoods
Laboratory Equipment (Group 2 & 3)		√		
Residential Kitchen Appliances	√			
Commercial Kitchen Equipment	√			
Teaching Kitchen Equipment	√			
Theatrical Equipment		√		
Library Stacks		√		
Parking Equipment	√			
e. SIGNAGE				
Directional Signage	√			
Informational and Identification Signage	√			
Code Required Signage	√			
f. PROCUREMENT				
Pre-construction Services		√		*Procurement based on CMAR*
Bonds	√			
Insurance	√			*Professional liability insurance by Contractor*
g. CONTINGENCIES				

The information below identifies the assumptions included in this cost report relative to allocation of costs. Items listed under construction costs are included in the cost estimate and are anticipated to be part of the construction contract. Items listed under project soft costs are not included in the cost estimate and are assumed to be provided under a separate budget. Items listed as "not applicable" are assumed not to be included in any budget as the item is not required.

	Item	Project Capital Costs			Notes.
		Construction Cost.	Project Soft Cost.	Not Applicable.	
	Design Contingency	√			
	Construction Contingency		√		
	Owner's Contingency		√		
	h. ESCALATION				
	Labor & Material Escalation				

Table A6.2 Program Cost Summary – Traditional Campus 7,500 FTES

Traditional 7,500 FTES
Program Cost Summary

		SF	$/SF	TOTAL $ x 1,000
P	Programs			
P1	College of Sciences & Mathematics	200,000	763.85	152,771
P2	College of Healthcare Professions	83,000	692.22	57,454
P3	College of Behavioral & Social Sciences	19,000	635.09	12,067
P4	College of Business & Economics	19,000	621.58	11,810
P5	College of Engineering & Computer Sciences	226,000	700.23	158,253
P6	College of Arts & Humanities	253,000	673.05	170,283
P7	Interdisciplinary Lecture	63,000	797.62	50,250
P8	Shared Instructional Support / Multimedia	29,000	741.38	21,500
P9	Residential Life / Housing	768,000	415.04	318,750
P10	Student Recreation & Wellness	147,775	628.97	92,947
P11	General Administration	92,000	564.73	51,955
P12	Auditoria / Performance with Exhibition	137,000	920.44	126,100
P13	Commons (Library & Union)	196,000	727.68	142,625
P14	Central Plant & Facilities Support	120,000	925.00	111,000
TOTAL PROGRAMS, June 2020		2,352,775	628.09	1,477,763

Item Description	Quantity	Unit	Rate	Total
College of Sciences & Mathematics				
Instruction	79,200	SF	800.00	63,360,000
Admin / Support	13,125	SF	600.00	7,875,000
Research / Instructional	27,698	SF	1,500.00	41,547,000
Non-Assignable	79,977	SF	500.00	39,988,500
	200,000	**SF**	**763.85**	**152,770,500**
College of Healthcare Professions				
Instruction	40,395	SF	800.00	32,316,000
Admin / Support	4,605	SF	600.00	2,763,000
Research / Instructional	4,500	SF	1,250.00	5,625,000
Non-Assignable	33,500	SF	500.00	16,750,000
	83,000	**SF**	**692.22**	**57,454,000**
College of Behavioral & Social Sciences				
Instruction	3,500	SF	800.00	2,800,000
Admin / Support	5,833	SF	600.00	3,499,800
Research / Instructional	1,867	SF	1,000.00	1,867,000
Non-Assignable	7,800	SF	500.00	3,900,000
	19,000	**SF**	**635.09**	**12,066,800**
College of Business & Economics				
Instruction	3,600	SF	800.00	2,880,000
Admin / Support	7,000	SF	600.00	4,200,000
Research / Instructional	1,060	SF	1,000.00	1,060,000
Non-Assignable	7,340	SF	500.00	3,670,000
	19,000	**SF**	**621.58**	**11,810,000**

Traditional 7,500 FTES
Program Cost Summary

Item Description	Quantity	Unit	Rate	Total
College of Engineering & Computer Sciences				
Instruction	95,700	SF	800.00	76,560,000
Admin / Support	8,750	SF	600.00	5,250,000
Research / Instructional	31,335	SF	1,000.00	31,335,000
Non-Assignable	90,215	SF	500.00	45,107,500
	226,000	**SF**	**700.23**	**158,252,500**
College of Arts & Humanities				
Instruction	108,000	SF	800.00	86,400,000
Admin / Support	8,750	SF	600.00	5,250,000
Research / Instructional	35,025	SF	800.00	28,020,000
Non-Assignable	101,225	SF	500.00	50,612,500
	253,000	**SF**	**673.05**	**170,282,500**
Interdisciplinary Lecture				
Instruction	37,500	SF	1,000.00	37,500,000
Non-Assignable	25,500	SF	500.00	12,750,000
	63,000	**SF**	**797.62**	**50,250,000**
Shared Instructional Support / Multimedia				
Instruction	17,500	SF	900.00	15,750,000
Non-Assignable	11,500	SF	500.00	5,750,000
	29,000	**SF**	**741.38**	**21,500,000**
Residential Life / Housing				
Residential	499,500	SF	450.00	224,775,000
Non-Assignable	268,500	SF	350.00	93,975,000
	768,000	**SF**	**415.04**	**318,750,000**

Item Description	Quantity	Unit	Rate	Total
Student Recreation & Wellness				
Recreation & Wellness	95,295	SF	700.00	66,706,500
Non-Assignable	52,480	SF	500.00	26,240,000
	147,775	**SF**	**628.97**	**92,946,500**
General Administration				
Admin / Support	59,550	SF	600.00	35,730,000
Non-Assignable	32,450	SF	500.00	16,225,000
	92,000	**SF**	**564.73**	**51,955,000**
Auditoria / Performance with Exhibition				
Auditoria / Performance	96,000	SF	1,100.00	105,600,000
Non-Assignable	41,000	SF	500.00	20,500,000
	137,000	**SF**	**920.44**	**126,100,000**
Commons (Library & Union)				
Library & Union (including dining)	127,500	SF	850.00	108,375,000
Non-Assignable	68,500	SF	500.00	34,250,000
	196,000	**SF**	**727.68**	**142,625,000**
Central Plant & Facilities Support				
Plant	45,000	SF	2,000.00	90,000,000
Maintenance & Operations	45,000	SF	300.00	13,500,000
Non-Assignable	30,000	SF	250.00	7,500,000
	120,000	**SF**	**925.00**	**111,000,000**

Table A6.3 Program Cost Summary – Traditional Campus 15,000 FTES

Traditional 15,000 FTES
Program Cost Summary

		SF	$/SF	TOTAL $ x 1,000
P	Programs			
P1	College of Sciences & Mathematics	259,000	763.92	197,854
P2	College of Healthcare Professions	38,000	697.32	26,498
P3	College of Behavioral & Social Sciences	-	0.00	0
P4	College of Business & Economics	7,000	616.79	4,318
P5	College of Engineering & Computer Sciences	654,000	699.97	457,780
P6	College of Arts & Humanities	233,000	743.45	173,223
P7	Interdisciplinary Lecture	62,000	802.42	49,750
P8	Shared Instructional Support / Multimedia	13,000	730.77	9,500
P9	Residential Life / Housing	769,000	414.95	319,100
P10	Student Recreation & Wellness	109,775	628.31	68,973
P11	General Administration	89,000	565.22	50,305
P12	Auditoria / Performance with Exhibition	-	0.00	0
P13	Commons (Library & Union)	196,000	727.68	142,625
P14	Central Plant & Facilities Support	120,000	925.00	111,000
TOTAL PROGRAMS, June 2020		2,549,775	631.79	1,610,925

Item Description	Quantity	Unit	Rate	Total
College of Sciences & Mathematics				
Instruction	102,590	SF	800.00	82,072,000
Admin / Support	17,001	SF	600.00	10,200,600
Research / Instructional	35,877	SF	1,500.00	53,815,500
Non-Assignable	103,532	SF	500.00	51,766,000
	259,000	**SF**	**763.92**	**197,854,100**
College of Healthcare Professions				
Instruction	18,985	SF	800.00	15,188,000
Admin / Support	2,165	SF	600.00	1,299,000
Research / Instructional	2,115	SF	1,250.00	2,643,750
Non-Assignable	14,735	SF	500.00	7,367,500
	38,000	**SF**	**697.32**	**26,498,250**
College of Behavioral & Social Sciences				
Instruction		SF	800.00	
Admin / Support		SF	600.00	
Research / Instructional		SF	1,000.00	
Non-Assignable		SF	500.00	
		SF		**0**
College of Business & Economics				
Instruction	1,274	SF	800.00	1,019,200
Admin / Support	2,478	SF	600.00	1,486,800
Research / Instructional	375	SF	1,000.00	375,000
Non-Assignable	2,873	SF	500.00	1,436,500
	7,000	**SF**	**616.79**	**4,317,500**

Item Description	Quantity	Unit	Rate	Total
College of Engineering & Computer Sciences				
Instruction	276,573	SF	800.00	221,258,400
Admin / Support	25,288	SF	600.00	15,172,800
Research / Instructional	90,558	SF	1,000.00	90,558,000
Non-Assignable	261,581	SF	500.00	130,790,500
	654,000	**SF**	**699.97**	**457,779,700**
College of Arts & Humanities				
Instruction	99,522	SF	800.00	79,617,600
Admin / Support	8,063	SF	600.00	4,837,800
Research / Instructional	86,868	SF	800.00	69,494,400
Non-Assignable	38,547	SF	500.00	19,273,500
	233,000	**SF**	**743.45**	**173,223,300**
Interdisciplinary Lecture				
Instruction	37,500	SF	1,000.00	37,500,000
Non-Assignable	24,500	SF	500.00	12,250,000
	62,000	**SF**	**802.42**	**49,750,000**
Shared Instructional Support / Multimedia				
Instruction	7,500	SF	900.00	6,750,000
Non-Assignable	5,500	SF	500.00	2,750,000
	13,000	**SF**	**730.77**	**9,500,000**
Residential Life / Housing				
Residential	499,500	SF	450.00	224,775,000
Non-Assignable	269,500	SF	350.00	94,325,000
	769,000	**SF**	**414.95**	**319,100,000**

Item Description	Quantity	Unit	Rate	Total
Student Recreation & Wellness				
Recreation & Wellness	70,425	SF	700.00	49,297,500
Non-Assignable	39,350	SF	500.00	19,675,000
	109,775	**SF**	**628.31**	**68,972,500**
General Administration				
Admin / Support	58,050	SF	600.00	34,830,000
Non-Assignable	30,950	SF	500.00	15,475,000
	89,000	**SF**	**565.22**	**50,305,000**
Auditoria / Performance with Exhibition				
Auditoria / Performance		SF	1,100.00	
Non-Assignable		SF	500.00	
		SF		**0**
Commons (Library & Union)				
Library & Union (including dining)	127,500	SF	850.00	108,375,000
Non-Assignable	68,500	SF	500.00	34,250,000
	196,000	**SF**	**727.68**	**142,625,000**
Central Plant & Facilities Support				
Plant	45,000	SF	2,000.00	90,000,000
Maintenance & Operations	45,000	SF	300.00	13,500,000
Non-Assignable	30,000	SF	250.00	7,500,000
	120,000	**SF**	**925.00**	**111,000,000**

Table A6.4 Program Cost Summary – Branch Campus 7,500 FTES

Branch 7,500 FTES
Program Cost Summary

		SF	$/SF	TOTAL $ x 1,000
P	Programs			
P1	College of Sciences & Mathematics	200,000	763.85	152,771
P2	College of Healthcare Professions	83,000	692.22	57,454
P3	College of Behavioral & Social Sciences	19,000	635.09	12,067
P4	College of Business & Economics	19,000	621.58	11,810
P5	College of Engineering & Computer Sciences	226,000	700.23	158,253
P6	College of Arts & Humanities	253,000	673.05	170,283
P7	Interdisciplinary Lecture	63,000	797.62	50,250
P8	Shared Instructional Support / Multimedia	29,000	741.38	21,500
P9	Residential Life / Housing	768,000	415.04	318,750
P10	Student Recreation & Wellness	147,775	628.97	92,947
P11	General Administration	71,000	564.99	40,114
P12	Auditoria / Performance with Exhibition	-	0.00	0
P13	Commons (Library & Union)	196,000	727.68	142,625
P14	Central Plant & Facilities Support	60,000	925.00	55,500
TOTAL PROGRAMS, June 2020		2,134,775	601.62	1,284,322

Item Description	Quantity	Unit	Rate	Total
College of Sciences & Mathematics				
Instruction	79,200	SF	800.00	63,360,000
Admin / Support	13,125	SF	600.00	7,875,000
Research / Instructional	27,698	SF	1,500.00	41,547,000
Non-Assignable	79,977	SF	500.00	39,988,500
	200,000	**SF**	**763.85**	**152,770,500**
College of Healthcare Professions				
Instruction	40,395	SF	800.00	32,316,000
Admin / Support	4,605	SF	600.00	2,763,000
Research / Instructional	4,500	SF	1,250.00	5,625,000
Non-Assignable	33,500	SF	500.00	16,750,000
	83,000	**SF**	**692.22**	**57,454,000**
College of Behavioral & Social Sciences				
Instruction	3,500	SF	800.00	2,800,000
Admin / Support	5,833	SF	600.00	3,499,800
Research / Instructional	1,867	SF	1,000.00	1,867,000
Non-Assignable	7,800	SF	500.00	3,900,000
	19,000	**SF**	**635.09**	**12,066,800**
College of Business & Economics				
Instruction	3,600	SF	800.00	2,880,000
Admin / Support	7,000	SF	600.00	4,200,000
Research / Instructional	1,060	SF	1,000.00	1,060,000
Non-Assignable	7,340	SF	500.00	3,670,000
	19,000	**SF**	**621.58**	**11,810,000**

Item Description	Quantity	Unit	Rate	Total
College of Engineering & Computer Sciences				
Instruction	95,700	SF	800.00	76,560,000
Admin / Support	8,750	SF	600.00	5,250,000
Research / Instructional	31,335	SF	1,000.00	31,335,000
Non-Assignable	90,215	SF	500.00	45,107,500
	226,000	**SF**	**700.23**	**158,252,500**
College of Arts & Humanities				
Instruction	108,000	SF	800.00	86,400,000
Admin / Support	8,750	SF	600.00	5,250,000
Research / Instructional	35,025	SF	800.00	28,020,000
Non-Assignable	101,225	SF	500.00	50,612,500
	253,000	**SF**	**673.05**	**170,282,500**
Interdisciplinary Lecture				
Instruction	37,500	SF	1,000.00	37,500,000
Non-Assignable	25,500	SF	500.00	12,750,000
	63,000	**SF**	**797.62**	**50,250,000**
Shared Instructional Support / Multimedia				
Instruction	17,500	SF	900.00	15,750,000
Non-Assignable	11,500	SF	500.00	5,750,000
	29,000	**SF**	**741.38**	**21,500,000**
Residential Life / Housing				
Residential	499,500	SF	450.00	224,775,000
Non-Assignable	268,500	SF	350.00	93,975,000
	768,000	**SF**	**415.04**	**318,750,000**

Branch 7,500 FTES
Program Cost Summary

Item Description	Quantity	Unit	Rate	Total
Student Recreation & Wellness				
Recreation & Wellness	95,295	SF	700.00	66,706,500
Non-Assignable	52,480	SF	500.00	26,240,000
	147,775	**SF**	**628.97**	**92,946,500**
General Administration				
Admin / Support	46,140	SF	600.00	27,684,000
Non-Assignable	24,860	SF	500.00	12,430,000
	71,000	**SF**	**564.99**	**40,114,000**
Auditoria / Performance with Exhibition				
Auditoria / Performance		SF	1,100.00	
Non-Assignable		SF	500.00	
		SF		**0**
Commons (Library & Union)				
Library & Union (including dining)	127,500	SF	850.00	108,375,000
Non-Assignable	68,500	SF	500.00	34,250,000
	196,000	**SF**	**727.68**	**142,625,000**
Central Plant & Facilities Support				
Plant	22,500	SF	2,000.00	45,000,000
Maintenance & Operations	22,500	SF	300.00	6,750,000
Non-Assignable	15,000	SF	250.00	3,750,000
	60,000	**SF**	**925.00**	**55,500,000**

Table A6.5 Cost Summary – Traditional Campus 7,500 FTES

Evaluated Locations Cost Summary
Traditional Campus - 7,500 FTES

			Chula Vista University and Innovation District TOTAL $ x 1,000	CSUSB Palm Desert Campus TOTAL $ x 1,000	San Joaquin County Fairground TOTAL $ x 1,000	Stockton Education and Enterprise Zone TOTAL $ x 1,000
	Location Factor		1.00	1.00	1.05	1.05
P	Programs		1,477,763	1,441,061	1,551,651	1,551,651
S	Sitework		312,369	216,849	277,899	465,102
PS	Parking Structures		All surface parking	All surface parking	All surface parking	All surface parking
TOTAL PROGRAMS PARKING AND SITEWORK, June 2020			1,790,132	1,657,911	1,829,551	2,016,754
Z30	Escalation Excluded	0.00%	0	0	0	0
CONSTRUCTION BUDGET, June 2020			1,790,132	1,657,911	1,829,551	2,016,754
	Project Soft Costs	30.00%	537,040	497,373	548,865	605,026
PROJECT BUDGET, June 2020			2,327,172	2,155,284	2,378,416	2,621,781

Notes:

1. Location factor based on R. S. Means City Index 2020.
2. Palm Desert program reflects credit for existing buildings on Campus.
3. The following items are currently not part of the Project Budget above:
   - Site acquisition - all land acquisition assumed to be provided to the CSU.
   - Site remediation - TBD / cost unknown.
   - Off-site improvements - TBD / cost unknown.

Table A6.6 Cost Summary – Traditional Campus 15,000 FTES

Evaluated Locations Cost Summary
Traditional Campus - 15,000 FTES

			Chula Vista University and Innovation District TOTAL $ x 1,000	CSUSB Palm Desert Campus TOTAL $ x 1,000	San Joaquin County Fairground TOTAL $ x 1,000	Stockton Education and Enterprise Zone TOTAL $ x 1,000
	Location Factor		1.00	1.00	1.05	1.05
P	Programs		1,610,925	1,610,925	1,691,472	1,691,472
S	Sitework		219,654	211,238	250,150	406,191
PS	Parking Structures		28,110	28,110	29,516	29,516
TOTAL PROGRAMS PARKING AND SITEWORK, June 2020			1,858,690	1,850,274	1,971,138	2,127,179
Z30	Escalation Excluded					
CONSTRUCTION BUDGET, June 2020			1,858,690	1,850,274	1,971,138	2,127,179
	Project Soft Costs	30.00%	557,607	555,082	591,341	638,154
PROJECT BUDGET, June 2020			2,416,297	2,405,357	2,562,479	2,765,333

Notes:

1. Location factor based on R. S. Means City Index 2020.
2. Palm Desert program reflects credit for existing buildings on Campus.
3. The following items are currently not part of the Project Budget above:
   - Site acquisition - all land acquisition assumed to be provided to the CSU.
   - Site remediation - TBD / cost unknown.
   - Off-site improvements - TBD / cost unknown.

Table A6.7 Cost Summary - Branch Campus 7,500 FTES

Evaluated Locations Cost Summary
Branch Campus - 7,500 FTES

			Chula Vista University and Innovation District TOTAL $ x 1,000	Concord Reuse Project Campus District TOTAL $ x 1,000	CSUSB Palm Desert Campus TOTAL $ x 1,000	Stockton University Park (Phases 1 - 3) TOTAL $ x 1,000
	Location Factor		1.00	1.15	1.00	1.05
P	Programs		1,284,322	1,476,970	1,247,620	1,597,388
S	Sitework		300,194	509,398	216,849	286,582
PS	Parking Structures		All surface parking	All surface parking	All surface parking	All surface parking
TOTAL PROGRAMS PARKING AND SITEWORK, June 2020			1,584,516	1,986,369	1,464,470	1,883,971
Z30	Escalation Excluded	0.00%	0	0	0	0
CONSTRUCTION BUDGET, June 2020			1,584,516	1,986,369	1,464,470	1,883,971
	Project Soft Costs	30.00%	475,355	595,911	439,341	565,191
PROJECT BUDGET, June 2020			2,059,871	2,582,280	1,903,811	2,449,162

Notes:

1. Location factor based on R. S. Means City Index 2020.
2. Palm Desert program reflects credit for existing buildings on Campus.
3. The following items are currently not part of the Project Budget above:
    - Site acquisition - all land acquisition assumed to be provided to the CSU.
    - Site remediation - TBD / cost unknown.
    - Off-site improvements - TBD / cost unknown.

Chula Vista University and Innovation District
Traditional 7,500 FTES - Cost Summary

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	152,771
P2	College of Healthcare Professions	57,454
P3	College of Behavioral & Social Sciences	12,067
P4	College of Business & Economics	11,810
P5	College of Engineering & Computer Sciences	158,253
P6	College of Arts & Humanities	170,283
P7	Interdisciplinary Lecture	50,250
P8	Shared Instructional Support / Multimedia	21,500
P9	Residential Life / Housing	318,750
P10	Student Recreation & Wellness	92,947
P11	General Administration	51,955
P12	Auditoria / Performance with Exhibition	126,100
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	111,000
TOTAL PROGRAMS		1,477,763
PS	Parking Structures (0 stalls)	All surface parking
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	212,080
S5	Site Utility Infrastructure (On-site)	44,183
S6	Site Utility Infrastructure (Off-site)	56,106
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
TOTAL SITEWORK, June 2020		312,369
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,790,131
CONSTRUCTION BUDGET, June 2020		1,790,131

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Greenfield site		Greenfield site - no demolition required		
				0
S4 Site Development				
Site clearing and grading	70	AC	100,000.00	7,000,000
Site earthworks - significant cut and fill (balanced site)	70	AC	200,000.00	14,000,000
Site paving and landscaping, signage, furnishings	53	AC	2,200,000.00	115,500,000
Site drainage	53	AC	130,000.00	6,825,000
Site lighting and power	53	AC	150,000.00	7,875,000
Cost Before Markups				**151,200,000**
Z10 Design Contingency	20.00%			30,240,000
Z11 General Requirements	2.50%			4,536,000
Z21 General Conditions	7.50%			13,948,200
Z22 Bonds & Insurance	2.00%			3,998,484
Z23 Contractor's Overhead, Profit & Fee	4.00%			8,156,907
Z30 Escalation Is Not Included	0.00%			
	69.55	**/ SF**		**212,079,591**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	70	AC	450,000.00	31,500,000
Cost Before Markups				**31,500,000**
Z10 Design Contingency	20.00%			6,300,000
Z11 General Requirements	2.50%			945,000
Z21 General Conditions	7.50%			2,905,875
Z22 Bonds & Insurance	2.00%			833,018
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,699,356
Z30 Escalation Is Not Included	0.00%			
	14.49			**44,183,248**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				
Water - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Sewer - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Storm - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Other services - major improvements (existing utilities not close to site)	1	LS	25,000,000.00	25,000,000
Cost Before Markups				**40,000,000**
Z10 Design Contingency	20.00%			8,000,000
Z11 General Requirements	2.50%			1,200,000
Z21 General Conditions	7.50%			3,690,000
Z22 Bonds & Insurance	2.00%			1,057,800
Z23 Contractor's Overhead, Profit & Fee	4.00%			2,157,912
Z30 Escalation Is Not Included	0.00%			
				56,105,712
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	197,854
P2	College of Healthcare Professions	26,498
P3	College of Behavioral & Social Sciences	0
P4	College of Business & Economics	4,318
P5	College of Engineering & Computer Sciences	457,780
P6	College of Arts & Humanities	173,223
P7	Interdisciplinary Lecture	49,750
P8	Shared Instructional Support / Multimedia	9,500
P9	Residential Life / Housing	319,100
P10	Student Recreation & Wellness	68,973
P11	General Administration	50,305
P12	Auditoria / Performance with Exhibition	0
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	111,000
TOTAL PROGRAMS		1,610,925
PS	Parking Structures (937 stalls)	28,110
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	181,783
S5	Site Utility Infrastructure (On-site)	37,871
S6	Site Utility Infrastructure (Off-site)	w/ 7,500 site
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
TOTAL SITEWORK, June 2020		247,764
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,858,689
RECOMMENDED CONSTRUCTION BUDGET, June 2020		1,858,689

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Greenfield site	Greenfield site - no demolition required			
				0
S4 Site Development				
Site clearing and grading	60	AC	100,000.00	6,000,000
Site earthworks - significant cut and fill (balanced site)	60	AC	200,000.00	12,000,000
Site paving and landscaping, signage, furnishings	45	AC	2,200,000.00	99,000,000
Site drainage	45	AC	130,000.00	5,850,000
Site lighting and power	45	AC	150,000.00	6,750,000
Cost Before Markups				**129,600,000**
Z10 Design Contingency	20.00%			25,920,000
Z11 General Requirements	2.50%			3,888,000
Z21 General Conditions	7.50%			11,955,600
Z22 Bonds & Insurance	2.00%			3,427,272
Z23 Contractor's Overhead, Profit & Fee	4.00%			6,991,635
Z30 Escalation Is Not Included	0.00%			
	69.55	**/ SF**		**181,782,507**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	60	AC	450,000.00	27,000,000
Cost Before Markups				**27,000,000**
Z10 Design Contingency	20.00%			5,400,000
Z11 General Requirements	2.50%			810,000
Z21 General Conditions	7.50%			2,490,750
Z22 Bonds & Insurance	2.00%			714,015
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,456,591
Z30 Escalation Is Not Included	0.00%			
	14.49			**37,871,356**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				*w/ 7,500 costs*
				0
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	152,771
P2	College of Healthcare Professions	57,454
P3	College of Behavioral & Social Sciences	12,067
P4	College of Business & Economics	11,810
P5	College of Engineering & Computer Sciences	158,253
P6	College of Arts & Humanities	170,283
P7	Interdisciplinary Lecture	50,250
P8	Shared Instructional Support / Multimedia	21,500
P9	Residential Life / Housing	318,750
P10	Student Recreation & Wellness	92,947
P11	General Administration	40,114
P12	Auditoria / Performance with Exhibition	0
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	55,500
TOTAL PROGRAMS		1,284,322
PS	Parking Structures (982 stalls)	All surface parking
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	199,905
S5	Site Utility Infrastructure (On-site)	44,183
S6	Site Utility Infrastructure (Off-site)	56,106
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
TOTAL SITEWORK, June 2020		300,194
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,584,515
CONSTRUCTION BUDGET, June 2020		1,584,515

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Greenfield site		Greenfield site - no demolition required		
				0
S4 Site Development				
Site clearing and grading	70	AC	100,000.00	7,000,000
Site earthworks - significant cut and fill (balanced site)	70	AC	200,000.00	14,000,000
Site paving and landscaping, signage, furnishings	49	AC	2,200,000.00	107,800,000
Site drainage	49	AC	130,000.00	6,370,000
Site lighting and power	49	AC	150,000.00	7,350,000
Cost Before Markups				**142,520,000**
Z10 Design Contingency	20.00%			28,504,000
Z11 General Requirements	2.50%			4,275,600
Z21 General Conditions	7.50%			13,147,470
Z22 Bonds & Insurance	2.00%			3,768,941
Z23 Contractor's Overhead, Profit & Fee	4.00%			7,688,640
Z30 Escalation Is Not Included	0.00%			
	65.56	**/ SF**		**199,904,652**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	70	AC	450,000.00	31,500,000
Cost Before Markups				**31,500,000**
Z10 Design Contingency	20.00%			6,300,000
Z11 General Requirements	2.50%			945,000
Z21 General Conditions	7.50%			2,905,875
Z22 Bonds & Insurance	2.00%			833,018
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,699,356
Z30 Escalation Is Not Included	0.00%			
	14.49			**44,183,248**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				
Water - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Sewer - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Storm - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Other services - major improvements (existing utilities not close to site)	1	LS	25,000,000.00	25,000,000
Cost Before Markups				**40,000,000**
Z10 Design Contingency	20.00%			8,000,000
Z11 General Requirements	2.50%			1,200,000
Z21 General Conditions	7.50%			3,690,000
Z22 Bonds & Insurance	2.00%			1,057,800
Z23 Contractor's Overhead, Profit & Fee	4.00%			2,157,912
Z30 Escalation Is Not Included	0.00%			
				56,105,712
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	152,771
P2	College of Healthcare Professions	57,454
P3	College of Behavioral & Social Sciences	12,067
P4	College of Business & Economics	11,810
P5	College of Engineering & Computer Sciences	158,253
P6	College of Arts & Humanities	170,283
P7	Interdisciplinary Lecture	50,250
P8	Shared Instructional Support / Multimedia	21,500
P9	Residential Life / Housing	318,750
P10	Student Recreation & Wellness	92,947
P11	General Administration	40,114
P12	Auditoria / Performance with Exhibition	0
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	55,500
LO	Location Factor (+15%)	192,648
TOTAL PROGRAMS		1,476,970
PS	Parking Structures (0 stalls)	All surface parking
LO	Location Factor (+15%)	
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	323,730
S5	Site Utility Infrastructure (On-site)	63,119
S6	Site Utility Infrastructure (Off-site)	56,106
S7	Offsite Improvements (roads, traffic signals, etc.)	TBD
LO	Location Factor (+15%)	66,443
TOTAL SITEWORK, June 2020		509,398
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,986,368
CONSTRUCTION BUDGET, June 2020		1,986,368

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Brownfield site				*no building demolition required*
				0
S4 Site Development				
Site clearing and grading	100	AC	100,000.00	10,000,000
Site earthworks - moderate cut and fill (balanced site)	100	AC	100,000.00	10,000,000
Site paving and landscaping, signage, furnishings	85	AC	2,200,000.00	187,000,000
Site drainage	85	AC	130,000.00	11,050,000
Site lighting and power	85	AC	150,000.00	12,750,000
Cost Before Markups				**230,800,000**
Z10 Design Contingency	20.00%			46,160,000
Z11 General Requirements	2.50%			6,924,000
Z21 General Conditions	7.50%			21,291,300
Z22 Bonds & Insurance	2.00%			6,103,506
Z23 Contractor's Overhead, Profit & Fee	4.00%			12,451,152
Z30 Escalation Is Not Included	0.00%			
	74.32	**/ SF**		**323,729,958**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	100	AC	450,000.00	45,000,000
Cost Before Markups				**45,000,000**
Z10 Design Contingency	20.00%			9,000,000
Z11 General Requirements	2.50%			1,350,000
Z21 General Conditions	7.50%			4,151,250
Z22 Bonds & Insurance	2.00%			1,190,025
Z23 Contractor's Overhead, Profit & Fee	4.00%			2,427,651
Z30 Escalation Is Not Included	0.00%			
	14.49			**63,118,926**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				
Water - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Sewer - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Storm - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Other services - major improvements (existing utilities not close to site)	1	LS	25,000,000.00	25,000,000
Cost Before Markups				**40,000,000**
Z10 Design Contingency	20.00%			8,000,000
Z11 General Requirements	2.50%			1,200,000
Z21 General Conditions	7.50%			3,690,000
Z22 Bonds & Insurance	2.00%			1,057,800
Z23 Contractor's Overhead, Profit & Fee	4.00%			2,157,912
Z30 Escalation Is Not Included	0.00%			
				56,105,712
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	152,771
P2	College of Healthcare Professions	57,454
P3	College of Behavioral & Social Sciences	12,067
P4	College of Business & Economics	11,810
P5	College of Engineering & Computer Sciences	158,253
P6	College of Arts & Humanities	170,283
P7	Interdisciplinary Lecture	50,250
P8	Shared Instructional Support / Multimedia	21,500
P9	Residential Life / Housing	318,750
P10	Student Recreation & Wellness	92,947
P11	General Administration	51,955
P12	Auditoria / Performance with Exhibition	126,100
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	111,000
Credit for Existing Program Spaces		
	Laboratory Space (11,874 SF)	(8,906)
	Lecture Space (13,092 SF)	(10,474)
	Library / Auditoria Space (8,274 SF)	(7,033)
	Admin / Support / Other Space (17,895 SF)	(10,290)
TOTAL PROGRAMS		1,441,061
PS	Parking Structures (0 stalls)	All surface parking
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	173,367
S5	Site Utility Infrastructure (On-site)	37,871
S6	Site Utility Infrastructure (Off-site)	5,611
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
TOTAL SITEWORK, June 2020		216,849
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,657,910
CONSTRUCTION BUDGET, June 2020		1,657,910

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Greenfield site	Greenfield site - no demolition required			
				0
S4 Site Development				
Site clearing and grading	60	AC	100,000.00	6,000,000
Site earthworks - moderate cut and fill (balanced site)	60	AC	100,000.00	6,000,000
Site paving and landscaping, signage, furnishings	45	AC	2,200,000.00	99,000,000
Site drainage	45	AC	130,000.00	5,850,000
Site lighting and power	45	AC	150,000.00	6,750,000
Cost Before Markups				**123,600,000**
Z10 Design Contingency	20.00%			24,720,000
Z11 General Requirements	2.50%			3,708,000
Z21 General Conditions	7.50%			11,402,100
Z22 Bonds & Insurance	2.00%			3,268,602
Z23 Contractor's Overhead, Profit & Fee	4.00%			6,667,948
Z30 Escalation Is Not Included	0.00%			
	66.33	**/ SF**		**173,366,650**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	60	AC	450,000.00	27,000,000
Cost Before Markups				**27,000,000**
Z10 Design Contingency	20.00%			5,400,000
Z11 General Requirements	2.50%			810,000
Z21 General Conditions	7.50%			2,490,750
Z22 Bonds & Insurance	2.00%			714,015
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,456,591
Z30 Escalation Is Not Included	0.00%			
	14.49			**37,871,356**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				
Water - minor improvements (existing utilities close to site)	1	LS	500,000.00	500,000
Sewer - minor improvements (existing utilities close to site)	1	LS	500,000.00	500,000
Storm - minor improvements (existing utilities close to site)	1	LS	500,000.00	500,000
Other services - minor improvements (existing utilities close to site)	1	LS	2,500,000.00	2,500,000
Cost Before Markups				**4,000,000**
Z10 Design Contingency	20.00%			800,000
Z11 General Requirements	2.50%			120,000
Z21 General Conditions	7.50%			369,000
Z22 Bonds & Insurance	2.00%			105,780
Z23 Contractor's Overhead, Profit & Fee	4.00%			215,791
Z30 Escalation Is Not Included	0.00%			
				5,610,571
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	197,854
P2	College of Healthcare Professions	26,498
P3	College of Behavioral & Social Sciences	0
P4	College of Business & Economics	4,318
P5	College of Engineering & Computer Sciences	457,780
P6	College of Arts & Humanities	173,223
P7	Interdisciplinary Lecture	49,750
P8	Shared Instructional Support / Multimedia	9,500
P9	Residential Life / Housing	319,100
P10	Student Recreation & Wellness	68,973
P11	General Administration	50,305
P12	Auditoria / Performance with Exhibition	0
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	111,000
TOTAL PROGRAMS		1,610,925
PS	Parking Structures (937 stalls)	28,110
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	173,367
S5	Site Utility Infrastructure (On-site)	37,871
S6	Site Utility Infrastructure (Off-site)	w/ 7,500 site
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
TOTAL SITEWORK, June 2020		239,348
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,850,273
CONSTRUCTION BUDGET, June 2020		1,850,273

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Greenfield site	Greenfield site - no demolition required			
				0
S4 Site Development				
Site clearing and grading	60	AC	100,000.00	6,000,000
Site earthworks - moderate cut and fill (balanced site)	60	AC	100,000.00	6,000,000
Site paving and landscaping, signage, furnishings	45	AC	2,200,000.00	99,000,000
Site drainage	45	AC	130,000.00	5,850,000
Site lighting and power	45	AC	150,000.00	6,750,000
Cost Before Markups				**123,600,000**
Z10 Design Contingency	20.00%			24,720,000
Z11 General Requirements	2.50%			3,708,000
Z21 General Conditions	7.50%			11,402,100
Z22 Bonds & Insurance	2.00%			3,268,602
Z23 Contractor's Overhead, Profit & Fee	4.00%			6,667,948
Z30 Escalation Is Not Included	0.00%			
	66.33	**/ SF**		**173,366,650**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	60	AC	450,000.00	27,000,000
Cost Before Markups				**27,000,000**
Z10 Design Contingency	20.00%			5,400,000
Z11 General Requirements	2.50%			810,000
Z21 General Conditions	7.50%			2,490,750
Z22 Bonds & Insurance	2.00%			714,015
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,456,591
Z30 Escalation Is Not Included	0.00%			
	14.49			**37,871,356**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				*w/ 7,500 costs*
				0
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	152,771
P2	College of Healthcare Professions	57,454
P3	College of Behavioral & Social Sciences	12,067
P4	College of Business & Economics	11,810
P5	College of Engineering & Computer Sciences	158,253
P6	College of Arts & Humanities	170,283
P7	Interdisciplinary Lecture	50,250
P8	Shared Instructional Support / Multimedia	21,500
P9	Residential Life / Housing	318,750
P10	Student Recreation & Wellness	92,947
P11	General Administration	40,114
P12	Auditoria / Performance with Exhibition	0
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	55,500
Credit for Existing Program Spaces		
	Laboratory Space (11,874 SF)	(8,906)
	Lecture Space (13,092 SF)	(10,474)
	Library / Auditoria Space (8,274 SF)	(7,033)
	Admin / Support / Other Space (17,895 SF)	(10,290)
TOTAL PROGRAMS		1,247,620
PS	Parking Structures (0 stalls)	All surface parking
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	173,367
S5	Site Utility Infrastructure (On-site)	37,871
S6	Site Utility Infrastructure (Off-site)	5,611
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
TOTAL SITEWORK, June 2020		216,849
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,464,469
CONSTRUCTION BUDGET, June 2020		1,464,469

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Greenfield site	Greenfield site - no demolition required			
				0
S4 Site Development				
Site clearing and grading	60	AC	100,000.00	6,000,000
Site earthworks - moderate cut and fill (balanced site)	60	AC	100,000.00	6,000,000
Site paving and landscaping, signage, furnishings	45	AC	2,200,000.00	99,000,000
Site drainage	45	AC	130,000.00	5,850,000
Site lighting and power	45	AC	150,000.00	6,750,000
Cost Before Markups				**123,600,000**
Z10 Design Contingency	20.00%			24,720,000
Z11 General Requirements	2.50%			3,708,000
Z21 General Conditions	7.50%			11,402,100
Z22 Bonds & Insurance	2.00%			3,268,602
Z23 Contractor's Overhead, Profit & Fee	4.00%			6,667,948
Z30 Escalation Is Not Included	0.00%			
	66.33	**/ SF**		**173,366,650**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	60	AC	450,000.00	27,000,000
Cost Before Markups				**27,000,000**
Z10 Design Contingency	20.00%			5,400,000
Z11 General Requirements	2.50%			810,000
Z21 General Conditions	7.50%			2,490,750
Z22 Bonds & Insurance	2.00%			714,015
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,456,591
Z30 Escalation Is Not Included	0.00%			
	14.49			**37,871,356**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				
Water - minor improvements (existing utilities close to site)	1	LS	500,000.00	500,000
Sewer - minor improvements (existing utilities close to site)	1	LS	500,000.00	500,000
Storm - minor improvements (existing utilities close to site)	1	LS	500,000.00	500,000
Other services - minor improvements (existing utilities close to site)	1	LS	2,500,000.00	2,500,000
Cost Before Markups				**4,000,000**
Z10 Design Contingency	20.00%			800,000
Z11 General Requirements	2.50%			120,000
Z21 General Conditions	7.50%			369,000
Z22 Bonds & Insurance	2.00%			105,780
Z23 Contractor's Overhead, Profit & Fee	4.00%			215,791
Z30 Escalation Is Not Included	0.00%			
				5,610,571
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

San Joaquin County Fairground
Traditional 7,500 FTES - Cost Summary

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	152,771
P2	College of Healthcare Professions	57,454
P3	College of Behavioral & Social Sciences	12,067
P4	College of Business & Economics	11,810
P5	College of Engineering & Computer Sciences	158,253
P6	College of Arts & Humanities	170,283
P7	Interdisciplinary Lecture	50,250
P8	Shared Instructional Support / Multimedia	21,500
P9	Residential Life / Housing	318,750
P10	Student Recreation & Wellness	92,947
P11	General Administration	51,955
P12	Auditoria / Performance with Exhibition	126,100
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	111,000
LO	Location Factor (+5%)	73,888
TOTAL PROGRAMS		1,551,651
PS	Parking Structures (0 stalls)	All surface parking
LO	Location Factor (+5%)	
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	7,000
S4	Site Development	202,261
S5	Site Utility Infrastructure (On-site)	44,183
S6	Site Utility Infrastructure (Off-site)	11,221
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
LO	Location Factor (+5%)	13,233
TOTAL SITEWORK, June 2020		277,899
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,829,550
CONSTRUCTION BUDGET, June 2020		1,829,550

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Brownfield site - allowance	70	AC	100,000.00	7,000,000
				7,000,000
S4 Site Development				
Site clearing and grading	70	AC	100,000.00	7,000,000
Site earthworks - moderate cut and fill (balanced site)	70	AC	100,000.00	7,000,000
Site paving and landscaping, signage, furnishings	53	AC	2,200,000.00	115,500,000
Site drainage	53	AC	130,000.00	6,825,000
Site lighting and power	53	AC	150,000.00	7,875,000
Cost Before Markups				**144,200,000**
Z10 Design Contingency	20.00%			28,840,000
Z11 General Requirements	2.50%			4,326,000
Z21 General Conditions	7.50%			13,302,450
Z22 Bonds & Insurance	2.00%			3,813,369
Z23 Contractor's Overhead, Profit & Fee	4.00%			7,779,273
Z30 Escalation Is Not Included	0.00%			
	66.33	**/ SF**		**202,261,092**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	70	AC	450,000.00	31,500,000
Cost Before Markups				**31,500,000**
Z10 Design Contingency	20.00%			6,300,000
Z11 General Requirements	2.50%			945,000
Z21 General Conditions	7.50%			2,905,875
Z22 Bonds & Insurance	2.00%			833,018
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,699,356
Z30 Escalation Is Not Included	0.00%			
	14.49			**44,183,248**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				
Water - minor improvements (existing utilities close to site)	1	LS	1,000,000.00	1,000,000
Sewer - minor improvements (existing utilities close to site)	1	LS	1,000,000.00	1,000,000
Storm - minor improvements (existing utilities close to site)	1	LS	1,000,000.00	1,000,000
Other services - minor improvements (existing utilities close to site)	1	LS	5,000,000.00	5,000,000
Cost Before Markups				**8,000,000**
Z10 Design Contingency	20.00%			1,600,000
Z11 General Requirements	2.50%			240,000
Z21 General Conditions	7.50%			738,000
Z22 Bonds & Insurance	2.00%			211,560
Z23 Contractor's Overhead, Profit & Fee	4.00%			431,582
Z30 Escalation Is Not Included	0.00%			
				11,221,142
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

San Joaquin County Fairground
Traditional 15,000 FTES - Cost Summary

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	197,854
P2	College of Healthcare Professions	26,498
P3	College of Behavioral & Social Sciences	0
P4	College of Business & Economics	4,318
P5	College of Engineering & Computer Sciences	457,780
P6	College of Arts & Humanities	173,223
P7	Interdisciplinary Lecture	49,750
P8	Shared Instructional Support / Multimedia	9,500
P9	Residential Life / Housing	319,100
P10	Student Recreation & Wellness	68,973
P11	General Administration	50,305
P12	Auditoria / Performance with Exhibition	0
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	111,000
LO	Location Factor (+5%)	80,546
TOTAL PROGRAMS		1,691,472
PS	Parking Structures (937 stalls)	28,110
LO	Location Factor (+5%)	1,406
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	27,000
S4	Site Development	173,367
S5	Site Utility Infrastructure (On-site)	37,871
S6	Site Utility Infrastructure (Off-site)	w/ 7,500 site
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
LO	Location Factor (+5%)	11,912
TOTAL SITEWORK, June 2020		279,665
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,971,137
CONSTRUCTION BUDGET, June 2020		1,971,137

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Brownfield site - allowance	60	AC	450,000.00	27,000,000
				27,000,000
S4 Site Development				
Site clearing and grading	60	AC	100,000.00	6,000,000
Site earthworks - moderate cut and fill (balanced site)	60	AC	100,000.00	6,000,000
Site paving and landscaping, signage, furnishings	45	AC	2,200,000.00	99,000,000
Site drainage	45	AC	130,000.00	5,850,000
Site lighting and power	45	AC	150,000.00	6,750,000
Cost Before Markups				**123,600,000**
Z10 Design Contingency	20.00%			24,720,000
Z11 General Requirements	2.50%			3,708,000
Z21 General Conditions	7.50%			11,402,100
Z22 Bonds & Insurance	2.00%			3,268,602
Z23 Contractor's Overhead, Profit & Fee	4.00%			6,667,948
Z30 Escalation Is Not Included	0.00%			
	66.33	**/ SF**		**173,366,650**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	60	AC	450,000.00	27,000,000
Cost Before Markups				**27,000,000**
Z10 Design Contingency	20.00%			5,400,000
Z11 General Requirements	2.50%			810,000
Z21 General Conditions	7.50%			2,490,750
Z22 Bonds & Insurance	2.00%			714,015
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,456,591
Z30 Escalation Is Not Included	0.00%			
	14.49			**37,871,356**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				*w/ 7,500 costs*
				0
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	152,771
P2	College of Healthcare Professions	57,454
P3	College of Behavioral & Social Sciences	12,067
P4	College of Business & Economics	11,810
P5	College of Engineering & Computer Sciences	158,253
P6	College of Arts & Humanities	170,283
P7	Interdisciplinary Lecture	50,250
P8	Shared Instructional Support / Multimedia	21,500
P9	Residential Life / Housing	318,750
P10	Student Recreation & Wellness	92,947
P11	General Administration	51,955
P12	Auditoria / Performance with Exhibition	126,100
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	111,000
LO	Location Factor (+5%)	73,888
TOTAL PROGRAMS		1,551,651
PS	Parking Structures (0 stalls)	All surface parking
LO	Location Factor (+5%)	
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	323,730
S5	Site Utility Infrastructure (On-site)	63,119
S6	Site Utility Infrastructure (Off-site)	56,106
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
LO	Location Factor (+5%)	22,148
TOTAL SITEWORK, June 2020		465,102
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		2,016,753
CONSTRUCTION BUDGET, June 2020		2,016,753

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Greenfield site	Greenfield site - no demolition required			
				0
S4 Site Development				
Site clearing and grading	100	AC	100,000.00	10,000,000
Site earthworks - moderate cut and fill (balanced site)	100	AC	100,000.00	10,000,000
Site paving and landscaping, signage, furnishings	85	AC	2,200,000.00	187,000,000
Site drainage	85	AC	130,000.00	11,050,000
Site lighting and power	85	AC	150,000.00	12,750,000
Cost Before Markups				**230,800,000**
Z10 Design Contingency	20.00%			46,160,000
Z11 General Requirements	2.50%			6,924,000
Z21 General Conditions	7.50%			21,291,300
Z22 Bonds & Insurance	2.00%			6,103,506
Z23 Contractor's Overhead, Profit & Fee	4.00%			12,451,152
Z30 Escalation Is Not Included	0.00%			
	74.32	**/ SF**		**323,729,958**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	100	AC	450,000.00	45,000,000
Cost Before Markups				**45,000,000**
Z10 Design Contingency	20.00%			9,000,000
Z11 General Requirements	2.50%			1,350,000
Z21 General Conditions	7.50%			4,151,250
Z22 Bonds & Insurance	2.00%			1,190,025
Z23 Contractor's Overhead, Profit & Fee	4.00%			2,427,651
Z30 Escalation Is Not Included	0.00%			
	14.49			**63,118,926**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				
Water - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Sewer - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Storm - major improvements (existing utilities not close to site)	1	LS	5,000,000.00	5,000,000
Other services - major improvements (existing utilities not close to site)	1	LS	25,000,000.00	25,000,000
Cost Before Markups				**40,000,000**
Z10 Design Contingency	20.00%			8,000,000
Z11 General Requirements	2.50%			1,200,000
Z21 General Conditions	7.50%			3,690,000
Z22 Bonds & Insurance	2.00%			1,057,800
Z23 Contractor's Overhead, Profit & Fee	4.00%			2,157,912
Z30 Escalation Is Not Included	0.00%			
				56,105,712
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	197,854
P2	College of Healthcare Professions	26,498
P3	College of Behavioral & Social Sciences	0
P4	College of Business & Economics	4,318
P5	College of Engineering & Computer Sciences	457,780
P6	College of Arts & Humanities	173,223
P7	Interdisciplinary Lecture	49,750
P8	Shared Instructional Support / Multimedia	9,500
P9	Residential Life / Housing	319,100
P10	Student Recreation & Wellness	68,973
P11	General Administration	50,305
P12	Auditoria / Performance with Exhibition	0
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	111,000
LO	Location Factor (+5%)	80,546
TOTAL PROGRAMS		1,691,472
PS	Parking Structures (937 stalls)	28,110
LO	Location Factor (+5%)	1,406
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	323,730
S5	Site Utility Infrastructure (On-site)	63,119
S6	Site Utility Infrastructure (Off-site)	w/ 7,500 site
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
LO	Location Factor (+5%)	19,342
TOTAL SITEWORK, June 2020		435,707
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		2,127,178
CONSTRUCTION BUDGET, June 2020		2,127,178

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Greenfield site	Greenfield site - no demolition required			
				0
S4 Site Development				
Site clearing and grading	100	AC	100,000.00	10,000,000
Site earthworks - moderate cut and fill (balanced site)	100	AC	100,000.00	10,000,000
Site paving and landscaping, signage, furnishings	85	AC	2,200,000.00	187,000,000
Site drainage	85	AC	130,000.00	11,050,000
Site lighting and power	85	AC	150,000.00	12,750,000
Cost Before Markups				**230,800,000**
Z10 Design Contingency	20.00%			46,160,000
Z11 General Requirements	2.50%			6,924,000
Z21 General Conditions	7.50%			21,291,300
Z22 Bonds & Insurance	2.00%			6,103,506
Z23 Contractor's Overhead, Profit & Fee	4.00%			12,451,152
Z30 Escalation Is Not Included	0.00%			
	74.32	**/ SF**		**323,729,958**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	100	AC	450,000.00	45,000,000
Cost Before Markups				**45,000,000**
Z10 Design Contingency	20.00%			9,000,000
Z11 General Requirements	2.50%			1,350,000
Z21 General Conditions	7.50%			4,151,250
Z22 Bonds & Insurance	2.00%			1,190,025
Z23 Contractor's Overhead, Profit & Fee	4.00%			2,427,651
Z30 Escalation Is Not Included	0.00%			
	14.49			**63,118,926**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				*w/ 7,500 costs*
				0
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
EB 1	Existing Building Renovation (448,000 GSF x $400/SF)	179,200
LO	Location Factor (+5%)	8,960
TOTAL PROGRAMS		188,160
PS	Parking Structures (0 stalls)	All surface parking
LO	Location Factor (+5%)	
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	4,708
S4	Site Development	135,804
S5	Site Utility Infrastructure (On-site)	29,666
S6	Site Utility Infrastructure (Off-site)	0
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
LO	Location Factor (+5%)	8,509
TOTAL SITEWORK, June 2020		178,686
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		366,846
CONSTRUCTION BUDGET, June 2020		366,846

Notes:

1. Program for renovation work not known at this time - $400/SF represents an average cost across all program types. This cost will need to be reassessed once specific program spaces are identified.

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				
Brownfield site - demolish existing buildings	134,500	SF	35.00	4,707,500
				4,707,500
S4 Site Development				
Site clearing and grading	47	AC	100,000.00	4,700,000
Site earthworks - moderate cut and fill (balanced site)	47	AC	100,000.00	4,700,000
Site paving and landscaping, signage, furnishings	35	AC	2,200,000.00	77,550,000
Site drainage	35	AC	130,000.00	4,582,500
Site lighting and power	35	AC	150,000.00	5,287,500
Cost Before Markups				**96,820,000**
Z10 Design Contingency	20.00%			19,364,000
Z11 General Requirements	2.50%			2,904,600
Z21 General Conditions	7.50%			8,931,645
Z22 Bonds & Insurance	2.00%			2,560,405
Z23 Contractor's Overhead, Profit & Fee	4.00%			5,223,226
Z30 Escalation Is Not Included	0.00%			
	66.33	**/ SF**		**135,803,876**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	47	AC	450,000.00	21,150,000
Cost Before Markups				**21,150,000**
Z10 Design Contingency	20.00%			4,230,000
Z11 General Requirements	2.50%			634,500
Z21 General Conditions	7.50%			1,951,088
Z22 Bonds & Insurance	2.00%			559,312
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,140,996
Z30 Escalation Is Not Included	0.00%			
	14.49			**29,665,895**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				*w/ Phase 3*
				0
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
EB 1	Existing Building Renovation (88,000 GSF x $400/SF)	35,200
LO	Location Factor (+5%)	1,760
TOTAL PROGRAMS		36,960
PS	Parking Structures (0 stalls)	All surface parking
LO	Location Factor (+5%)	
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	26,005
S5	Site Utility Infrastructure (On-site)	5,681
S6	Site Utility Infrastructure (Off-site)	0
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
LO	Location Factor (+5%)	1,584
TOTAL SITEWORK, June 2020		33,270
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		70,230
CONSTRUCTION BUDGET, June 2020		70,230

Notes:

1. Program for renovation work not known at this time - $400/SF represents an average cost across all program types. This cost will need to be reassessed once specific program spaces are identified.

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				*w/ Phase 1*
				0
S4 Site Development				
Site clearing and grading	9	AC	100,000.00	900,000
Site earthworks - moderate cut and fill (balanced site)	9	AC	100,000.00	900,000
Site paving and landscaping, signage, furnishings	7	AC	2,200,000.00	14,850,000
Site drainage	7	AC	130,000.00	877,500
Site lighting and power	7	AC	150,000.00	1,012,500
Cost Before Markups				**18,540,000**
Z10 Design Contingency	20.00%			3,708,000
Z11 General Requirements	2.50%			556,200
Z21 General Conditions	7.50%			1,710,315
Z22 Bonds & Insurance	2.00%			490,290
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,000,192
Z30 Escalation Is Not Included	0.00%			
	66.33	**/ SF**		**26,004,998**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	9	AC	450,000.00	4,050,000
Cost Before Markups				**4,050,000**
Z10 Design Contingency	20.00%			810,000
Z11 General Requirements	2.50%			121,500
Z21 General Conditions	7.50%			373,613
Z22 Bonds & Insurance	2.00%			107,102
Z23 Contractor's Overhead, Profit & Fee	4.00%			218,489
Z30 Escalation Is Not Included	0.00%			
	14.49			**5,680,703**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				*w/ Phase 3*
				0
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

		TOTAL $ x 1,000
P	Programs	
P1	College of Sciences & Mathematics	152,771
P2	College of Healthcare Professions	57,454
P3	College of Behavioral & Social Sciences	12,067
P4	College of Business & Economics	11,810
P5	College of Engineering & Computer Sciences	158,253
P6	College of Arts & Humanities	170,283
P7	Interdisciplinary Lecture	50,250
P8	Shared Instructional Support / Multimedia	21,500
P9	Residential Life / Housing	318,750
P10	Student Recreation & Wellness	92,947
P11	General Administration	40,114
P12	Auditoria / Performance with Exhibition	0
P13	Commons (Library & Union)	142,625
P14	Central Plant & Facilities Support	55,500
EB 1	Existing Building Renovation (56,500 GSF x $400/SF)	22,600
LO	Location Factor (+5%)	65,346
TOTAL PROGRAMS		1,372,268
PS	Parking Structures (0 stalls)	All surface parking
LO	Location Factor (+5%)	
S	Sitework	
S1	Site Acquisition	N/A
S2	Site Remediation	TBD
S3	Site Existing Building Demolition	0
S4	Site Development	49,121
S5	Site Utility Infrastructure (On-site)	10,730
S6	Site Utility Infrastructure (Off-site)	11,221
S7	Off-site Improvements (roads, traffic signals, etc.)	TBD
LO	Location Factor (+5%)	3,554
TOTAL SITEWORK, June 2020		74,626
TOTAL PROGRAMS, PARKING AND SITEWORK, June 2020		1,446,893
CONSTRUCTION BUDGET, June 2020		1,446,893

Notes:

1. Program for renovation work not known at this time - $400/SF represents an average cost across all program types. This cost will need to be reassessed once specific program spaces are identified.

Item Description	Quantity	Unit	Rate	Total
S3 Site Existing Demolition				*w/ Phase 1*
				0
S4 Site Development				
Site clearing and grading	17	AC	100,000.00	1,700,000
Site earthworks - moderate cut and fill (balanced site)	17	AC	100,000.00	1,700,000
Site paving and landscaping, signage, furnishings	13	AC	2,200,000.00	28,050,000
Site drainage	13	AC	130,000.00	1,657,500
Site lighting and power	13	AC	150,000.00	1,912,500
Cost Before Markups				**35,020,000**
Z10 Design Contingency	20.00%			7,004,000
Z11 General Requirements	2.50%			1,050,600
Z21 General Conditions	7.50%			3,230,595
Z22 Bonds & Insurance	2.00%			926,104
Z23 Contractor's Overhead, Profit & Fee	4.00%			1,889,252
Z30 Escalation Is Not Included	0.00%			
	66.33	**/ SF**		**49,120,551**
S5 Site Utility Infrastructure On-Site				
Utility infrastructure	17	AC	450,000.00	7,650,000
Cost Before Markups				**7,650,000**
Z10 Design Contingency	20.00%			1,530,000
Z11 General Requirements	2.50%			229,500
Z21 General Conditions	7.50%			705,713
Z22 Bonds & Insurance	2.00%			202,304
Z23 Contractor's Overhead, Profit & Fee	4.00%			412,701
Z30 Escalation Is Not Included	0.00%			
	14.49			**10,730,217**

Item Description	Quantity	Unit	Rate	Total
S6 Site Utility Infrastructure Off-Site				
Water - minor improvements (existing utilities close to site)	1	LS	1,000,000.00	1,000,000
Sewer - minor improvements (existing utilities close to site)	1	LS	1,000,000.00	1,000,000
Storm - minor improvements (existing utilities close to site)	1	LS	1,000,000.00	1,000,000
Other services - minor improvements (existing utilities close to site)	1	LS	5,000,000.00	5,000,000
Cost Before Markups				**8,000,000**
Z10 Design Contingency	20.00%			1,600,000
Z11 General Requirements	2.50%			240,000
Z21 General Conditions	7.50%			738,000
Z22 Bonds & Insurance	2.00%			211,560
Z23 Contractor's Overhead, Profit & Fee	4.00%			431,582
Z30 Escalation Is Not Included	0.00%			
				11,221,142
S7 Off-Site Improvements (roads, traffic signals, etc)				*TBD*
				0

A.7 Campus Development Scenario Methodology

A.7.1 METHODOLOGY

This Report speculatively examines development scenarios for each of the Five Evaluated Locations. HOK created a proprietary digital tool to generate these scenarios in order to assess the land area requirements for either developing or expanding a CSU campus at each location. These campus development scenarios assume an unconstrained land area and are not location specific. The factors used by this tool included the following:

- **Occupied Spaces:** academic program as described in Section 4.4 and Appendix A.3 of this Report.
- **Non-Occupied Spaces:** Average densities and open space ratios, as tabulated from four existing CSU campuses using planimetric land area take-offs, resulted in a range of typical ratios for occupied building GSF against land areas, infrastructure, and open space within the CSU system.
- **Parking Counts:** a tabulation of all current CSU campus parking ratios to determine a non-site-specific parking ratio to use for all scenarios.

The resulting campus development scenarios provide an approximate acreage for 7,500 FTES and Branch and Traditional campuses as well as 15,000 FTES Traditional CSU model campuses.

CAMPUS DEVELOPMENT SCENARIO PROGRAM

The basis of the scenarios is the campus development program, which consists of Occupied and Non-Occupied facilities.

Occupied Facilities

For Occupied Facilities, an academic program drives instructional space, based on the ASF per FTES allocations detailed in Appendix A.3 of this Report. Non-academic spaces—which are independent of the degree programs offered—are based on a GSF per FTES allocation. In addition to this academic program, the campus development scenarios assume an on-campus residential population of 20 percent of all students. This is approximately the size of the freshman class, as on-campus living during the freshman year has been determined to enhance the graduation and continuation rate.[1]

The Branch Campus development scenario for 7,500 FTES follows the same program, except it does not include Auditoria + Performance with Exhibition.[2]

Occupied Facilities are spaces that include all instructional and non-instructional buildings. The methodology used to develop a non-site-specific academic program for each use category is outlined in Appendix A.3 of this Report. The uses accounted for in the development scenarios are included in Table A.7.1, Program Areas for Occupied Facilities.

- Academic / Instructional Space
- General Administration
- Commons (Library + Union)
- Auditoria + Performance with Exhibition
- Student Recreation + Wellness
- Residential Life + Housing
- Central Plant + Facilities Support

The academic program from Appendix A.3 for the Occupied Facilities is summarized in Table A7.1. Facilities that are not directly tied to the academic program of a given campus have been excluded from Occupied Facilities for this analysis.

1. Jonathan Turk and Manuel Gonzalez Canche. (2018). On-Campus Housing's Impact on Degree Completion and Upward Transfer in the Community College Sector: A Comprehensive Quasi-Experimental Analysis. *The Journal of Higher Education*, 1-28. 10.1080/00221546.2018.1487755
2. See Volume 1 Glossary for Branch Campus definition.

Table A7.1 Program Areas for Occupied Facilities

Occupied Facilities Categories	Traditional Campus 7,500 FTES (GSF)	Traditional Campus 15,000 FTES (GSF)	Branch Campus 7,500 FTES (GSF)
Academic / Instructional Space	892,000	2,158,000	892,000
General Administration	92,000	181,000	71,000
Commons (Library + Union)	196,000	392,000	196,000
Auditoria + Performance with Exhibition	137,000	137,000	none
Student Recreation + Wellness	148,000	258,000	148,000
Residential Life + Housing	768,000	1,537,000	768,000
Central Plant + Facilities Support	120,000	240,000	60,000
Totals	2,353,000	4,903,000	2,135,000

Table A7.2 Area/FTES Ratios for Occupied Facilities

Occupied Facilities Categories	Traditional Campus 7,500 FTES (GSF/FTES)	Traditional Campus 15,000 FTES (GSF/FTES)	Branch Campus 7,500 FTES (GSF/FTES)
Academic / Instructional Space	119	144	119
General Administration	12	12	9
Commons (Library + Union)	26	26	26
Auditoria + Performance with Exhibition	18	9	none
Student Recreation + Wellness	20	17	20
Residential Life + Housing	102	102	102
Central Plant + Facilities Support	16	16	8

Non-Occupied Facilities

The Non-Occupied Facilities include ancillary uses such as campus quads, residual open spaces, parking, and roadway infrastructure. This Report reviewed all existing CSU campuses to identify representative campuses that were perceived as well balanced in terms of open space versus built space. The analysis resulted in an understanding of typical CSU ground area coverage ratios, overall building Floor Area Ratios (FAR), and overall campus densities (SF/FTES). The evaluated Non-Occupied facility uses were:

- Recreational Open Space
- Athletic Fields
- Campus Greens
- Surface Parking Lots
- Structured Parking Garages
- Roads

Existing CSU Campuses for Detailed FAR and Ground Area Coverage Analysis

A campus set in a suburban location with a FAR of up to 0.29 is categorized as a low-density campus; a campus set in an urban location with a FAR of 0.30 or above is categorized as a moderate-density campus. Table A7.3 sorts existing CSU campuses from highest to lowest FAR and designates campus density type based on these criteria. A high-density campus was not included, as it was deemed an unlikely scenario for any new CSU campus during the 20-year time period of this study. Highlighted in bold italics in Table A7.3, a representative sample of four existing CSU campuses was selected for detailed analysis: Two were selected to describe a typical low-density CSU campus and two to describe a typical moderate-density CSU campus.

The selected low-density campuses were Sacramento and Bakersfield. The selected moderate-density campuses were San Francisco and Los Angeles.

Thus, the area allocation for these uses is informed by the resulting analysis of four selected existing CSU campuses detailed in Section A.7.2 of this Report. The evaluated Non-Occupied facility uses are detailed in the tables for each of the sites and tabulated as the four campuses' averages in Table A7.12, Ground Area Coverage and FAR Ranges.

Table A7.3 Existing CSU Campuses Sorted from Highest to Lowest FAR

CSU Campuses	Campus Size (Acres)	Current Facilities (GSF)*	Existing FAR	Campus Density Type
San José	151	4,500,000	0.69	Moderate Density Type
San Francisco	***144***	***4,280,000***	***0.68***	
Chico	132	2,830,000	0.50	
Los Angeles	***174***	***3,000,000***	***0.40***	
San Diego	287	4,910,000	0.39	
Fullerton	240	3,630,000	0.35	
Humboldt	152	1,970,000	0.30	
Sacramento	***282***	***3,600,000***	***0.29***	Low Density Type
Northridge	356	4,480,000	0.29	
Long Beach	322	3,740,000	0.27	
East Bay	200	1,970,000	0.23	
Fresno	327	2,870,000	0.20	
Sonoma	269	2,170,000	0.19	
San Luis Obispo	866	5,030,000	0.13	
Maritime Academy	92	520,000	0.13	
San Bernardino	441	2,440,000	0.13	
Stanislaus	229	1,230,000	0.12	
Bakersfield	***376***	***1,810,000***	***0.11***	
Pomona	866	3,820,000	0.10	
San Marcos	304	1,310,000	0.10	
Dominguez Hills	344	1,420,000	0.09	
Stanislaus State Stockton Campus	104	200,000	0.04	
Monterey Bay	1,350	1,700,000	0.03	
Channel Islands	1,187	1,320,000	0.03	
CSUSB Palm Desert Campus	168	90,000	0.01	
Cal State East Bay Concord Campus	384	90,000	0.01	

Sources: Campus size acres noted on site plan pdfs sourced from the CSU MetaBIM portal accessed January 2020–April 2020. Current facilities GSF sourced from the CSU MetaBIM portal accessed January 2020–April 2020.

**Note: Current facilities gross square footages are rounded to nearest 10,000.*

Detailed Ground Coverage Analysis Sources

The existing campus site plan files are sourced from the CSU MetaBIM portal, which includes approved CSU site plans and approved CSU Master Plan capacity FTES. They provide linework for Occupied building footprints and parking. Non-Occupied uses not marked on the plan legends were analyzed with the help of Google Earth imagery. The approved CSU Master Plan capacity FTES is listed in the map's legend.

A.7.2 EXISTING CSU CAMPUS ANALYSIS

California State University, Sacramento

EXISTING CSU CAMPUS ANALYSIS - LOW-DENSITY CAMPUS EVALUATION

Figure A7.1 California State University, Sacramento Campus Analysis

LEGEND

Buildings
Structured Parking
Surface Parking
Site Area
Campus Greens: Quads
Campus Greens: Courtyards
Recreational Fields
Roads
Athletic Fields
Residual Open Space

N

0 400 800 1600FT

Table A7.4 California State University, Sacramento Existing Program Summary

Existing Program	Current Facilities (GSF)*
Occupied Facilities	**3,600,000**
Academic / Instructional Space	1,770,000
General Administration	290,000
Commons (Library + Union)	750,000
Auditoria + Performance with Exhibition	0
Central Plant + Facilities Support	70,000
Student Recreation + Wellness	170,000
Residential Life + Housing	550,000
Non-Occupied Facilities	**13,670,000**
Infrastructure	5,320,000
Roads	1,240,000
Surface Parking Footprints	1,770,000
Structured Parking Footprints	2,310,000
Open Space	8,350,000
Recreational Fields	610,000
Athletic Fields	810,000
Campus Green Area	1,640,000
Residual Open Space	5,290,000

**Note: Numbers rounded to the nearest 10,000 square feet.*

Table A7.5 California State University, Sacramento Ground Area Coverage Summary

Low-Density Campus – Sacramento	Units		Data		
Existing Campus Size	ACRES				282
	SF*				12,280,000
Current Capacity	FTES				21,311
Current Facilities	GSF				3,600,000
Existing Floor Area Ratios	FAR				0.29
Ground Area Coverage	**Units**		**Data**		**%**
Existing Land Area per FTES	ACRES/FTES		0.013		
	SF/FTES		**574**		**100%**
Occupied Facilities	**SF/FTES**		**58**		**10%**
Building Footprints	SF/FTES	58		10%	
Non-Occupied Facilities	**SF/FTES**		**516**		**90%**
Infrastructure	SF/FTES		165		28%
Roads	SF/FTES	60		10%	
Surface Parking Footprints	SF/FTES	83		14%	
Structured Parking Footprints	SF/FTES	22		4%	
Open Space	SF/FTES		351		62%
Recreational Fields	SF/FTES	29		5%	
Athletic Fields	SF/FTES	38		7%	
Campus Green Area	SF/FTES	77		13%	
Residual Open Space	SF/FTES	207		37%	
Land Area Projections	**Units**				**Data**
Estimate for 7,500 FTES	SF				4,300,000
	ACRES				99
Estimate 15,000 FTES	SF				8,610,000
	ACRES				198

**Note: Campus size is rounded to the nearest 10,000 square feet.*

California State University, Bakersfield

EXISTING CSU CAMPUS ANALYSIS - LOW-DENSITY CAMPUS EVALUATION

Figure A7.2 California State University, Bakersfield Campus Analysis

LEGEND

Buildings	Structured Parking	Surface Parking	Site Area
Campus Greens: Quads	Campus Greens: Courtyards	Recreational Fields	Roads
Athletic Fields	Residual Open Space		

N

0 400 800 1600FT

Table A7.6 California State University, Bakersfield Existing Program Summary

Existing Program		Current Facilities (GSF)*
Occupied Facilities		**1,810,000**
Academic / Instructional Space	480,000	
General Administration	80,000	
Commons (Library + Union)	210,000	
Auditoria + Performance with Exhibition	700,000	
Central Plant + Facilities Support	40,000	
Student Recreation + Wellness	90,000	
Residential Life + Housing	210,000	
Non-Occupied Facilities		**15,440,000**
Infrastructure		2,260,000
Roads	660,000	
Surface Parking Footprints	1,600,000	
Structured Parking Footprints	0	
Open Space		13,180,000
Recreational Fields	1,630,000	
Athletic Fields	380,000	
Campus Green Area	2,180,000	
Residual Open Space	8,990,000	

**Note: Numbers rounded to the nearest 10,000 square feet.*

Table A7.7 California State University, Bakersfield Ground Area Coverage Summary

Low-Density Campus – Bakersfield	Units			Data
Existing Campus Size	ACRES			376
	SF*			16,380,000
Current Capacity	FTES			7,991
Current Facilities	GSF			1,810,000
Existing Floor Area Ratios	FAR			0.11
Ground Area Coverage	**Units**		**Data**	**%**
Existing Land Area per FTES	ACRES/FTES		0.047	
	SF/FTES		**2,055**	**100%**
Occupied Facilities	**SF/FTES**		**88**	**4%**
Building Footprints	SF/FTES	88	4%	
Non-Occupied Facilities	**SF/FTES**		**1,967**	**96%**
Infrastructure	SF/FTES		282	14%
Roads	SF/FTES	82	4%	
Surface Parking Footprints	SF/FTES	200	10%	
Structured Parking Footprints	SF/FTES	0	0%	
Open Space	SF/FTES		1,685	82%
Recreational Fields	SF/FTES	205	10%	
Athletic Fields	SF/FTES	48	2%	
Campus Green Area	SF/FTES	274	13%	
Residual Open Space	SF/FTES	1,158	57%	
Land Area Projections	**Units**			**Data**
Estimate for 7,500 FTES	SF			15,410,000
	ACRES			354
Estimate 15,000 FTES	SF			30,820,000
	ACRES			708

**Note: Campus size is rounded to the nearest 10,000 square feet.*

San Francisco State University

EXISTING CSU CAMPUS ANALYSIS - MODERATE-DENSITY CAMPUS EVALUATION

Figure A7.3 San Francisco State University Campus Analysis

LEGEND

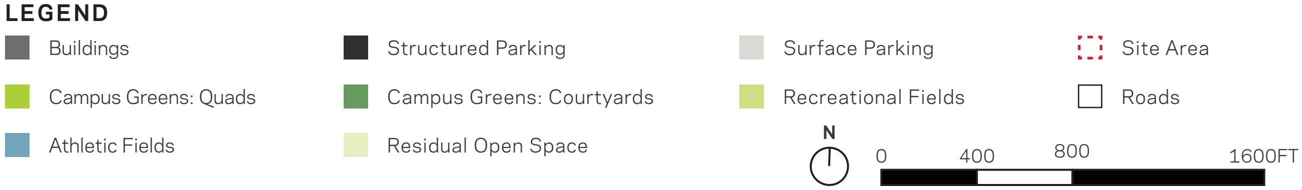


Table A7.8 San Francisco State University Existing Program Summary

Existing Program		Current Facilities (GSF)*
Occupied Facilities		**4,280,000**
Academic / Instructional Space	1,630,000	
General Administration	230,000	
Commons (Library + Union)	580,000	
Auditoria + Performance with Exhibition	0	
Central Plant + Facilities Support	140,000	
Student Recreation + Wellness	170,000	
Residential Life + Housing	1,530,000	
Non-Occupied Facilities		**5,380,000**
Infrastructure		1,340,000
Roads	520,000	
Surface Parking Footprints	190,000	
Structured Parking Footprints	630,000	
Open Space		4,040,000
Recreational Fields	920,000	
Athletic Fields	0	
Campus Green Area	760,000	
Residual Open Space	2,360,000	

Note: Numbers rounded to the nearest 10,000 square feet.

Table A7.9 San Francisco State University Ground Area Coverage Summary

Low-Density Campus – San Francisco	Units			Data
Existing Campus Size	ACRES			144
	SF*			6,270,000
Current Capacity	FTES			19,981
Current Facilities	GSF			4,280,000
Existing Floor Area Ratios	FAR			0.68
Ground Area Coverage	**Units**		**Data**	**%**
Existing Land Area per FTES	ACRES/FTES		0.007	
	SF/FTES		**301**	**100%**
Occupied Facilities	**SF/FTES**		**71**	**24%**
Building Footprints	SF/FTES	71	24%	
Non-Occupied Facilities	**SF/FTES**		**230**	**76%**
Infrastructure	SF/FTES		43	14%
Roads	SF/FTES	25	8%	
Surface Parking Footprints	SF/FTES	9	3%	
Structured Parking Footprints	SF/FTES	9	3%	
Open Space	SF/FTES		187	62%
Recreational Fields	SF/FTES	44	15%	
Athletic Fields	SF/FTES	0	0%	
Campus Green Area	SF/FTES	36	12%	
Residual Open Space	SF/FTES	107	35%	
Land Area Projections	**Units**			**Data**
Estimate for 7,500 FTES	SF			2,260,000
	ACRES			52
Estimate 15,000 FTES	SF			4,510,000
	ACRES			104

Note: Campus size is rounded to the nearest 10,000 square feet.

California State University, Los Angeles

EXISTING CSU CAMPUS ANALYSIS - MODERATE-DENSITY CAMPUS EVALUATION

Figure A7.4 California State University, Los Angeles Campus Analysis

LEGEND

Buildings
Structured Parking
Surface Parking
Site Area
Campus Greens: Quads
Campus Greens: Courtyards
Recreational Fields
Roads
Athletic Fields
Residual Open Space

N

0 400 800 1600FT

Table A7.10 California State University, Los Angeles Existing Program Summary

Existing Program for Occupied Spaces	Current Facilities (GSF)*
Occupied Facilities	**3,000,000**
Academic / Instructional Space	1,950,000
General Administration	130,000
Commons (Library + Union)	560,000
Auditoria + Performance with Exhibition	10,000
Central Plant + Facilities Support	80,000
Student Recreation + Wellness	40,000
Residential Life + Housing	230,000
Non-Occupied Facilities	**7,430,000**
Infrastructure	3,220,000
Roads	970,000
Surface Parking Footprints	1,060,000
Structured Parking Footprints	1,190,000
Open Space	4,000,000
Recreational Fields	450,000
Athletic Fields	60,000
Campus Green Area	700,000
Residual Open Space	2,790,000

**Note: Numbers rounded to the nearest 10,000 square feet.*

Table A7.11 California State University, Los Angeles Ground Area Coverage Summary

Low-Density Campus – Los Angeles	Units				Data
Existing Campus Size	ACRES				174
	SF*				7,580,000
Current Capacity	FTES				22,198
Current Facilities	GSF				3,000,000
Existing Floor Area Ratios	FAR				0.40
Ground Area Coverage	**Units**		**Data**		**%**
Existing Land Area per FTES	ACRES/FTES		0.008		
	SF/FTES		**341**		**100%**
Occupied Facilities	**SF/FTES**		**43**		**13%**
Building Footprints	SF/FTES	43		13%	
Non-Occupied Facilities	**SF/FTES**		**298**		**87%**
Infrastructure	SF/FTES		116		34%
Roads	SF/FTES	44		13%	
Surface Parking Footprints	SF/FTES	48		14%	
Structured Parking Footprints	SF/FTES	24		7%	
Open Space	SF/FTES		182		53%
Recreational Fields	SF/FTES	20		6%	
Athletic Fields	SF/FTES	3		1%	
Campus Green Area	SF/FTES	31		9%	
Residual Open Space	SF/FTES	128		37%	
Land Area Projections	**Units**				**Data**
Estimate for 7,500 FTES	SF				2,560,000
	ACRES				59
Estimate 15,000 FTES	SF				5,120,000
	ACRES				118

**Note: Campus size is rounded to the nearest 10,000 square feet.*

EXISTING RANGES

Based upon an analysis of the four selected existing CSU campuses in Section A.7.2, this Report identifies the following for future campus development scenarios:

- using a range of ground area coverage percentages and FARs (see Table A7.12) as a way to compare the campus development scenario models and existing facilities.
- using Sacramento as a low-density campus and San Francisco as a moderate-density campus for program categories under Non-Occupied Facilities, as these campuses best represent ground area coverage ratios of area/FTES for the given density.
- rounding projected area numbers to the nearest five acres to accommodate for any calculation approximations.

Table A7.12 Ground Area Coverage and FAR Ranges

Density Type	Low-Density Campus			Moderate-Density Campus		
Campus Location	**Sacramento**	**Bakersfield**	**Range**	**San Francisco**	**Los Angeles**	**Range**
Floor Area Ratios (FAR)	0.29	0.11	0.10-0.30	0.68	0.40	0.40-0.70
Occupied Uses	**10%**	**4%**	**5-10%**	**24%**	**13%**	**15-25%**
Building Footprints	10%	4%	5-10%	24%	13%	15-25%
Non-Occupied Uses	**90%**	**96%**	**90-95%**	**76%**	**87%**	**75-85%**
Infrastructure	28%	14%	15-30%	14%	34%	15-35%
Roads	10%	4%		8%	13%	
Surface Parking Footprints	14%	10%		3%	14%	
Structured Parking Footprints	4%	0%		3%	7%	
Open Space	62%	82%	60-80%	62%	53%	50-65%
Recreational Fields	5%	10%		15%	6%	
Athletic Fields	7%	2%		0%	1%	
Campus Green Area	13%	13%		12%	9%	
Residual Open Space	37%	57%		35%	37%	

EXISTING SYSTEMWIDE CSU PARKING

The CSU's transportation and parking policy encourages alternative modes of transportation by inducing non-vehicular demand campus-wide. All CSU campuses are required to develop and invest in strategies like Transportation Demand Management (TDM) and Bike, Pedestrian, and Transit (BPT) commute modes for students and faculty, before requesting to build new parking facilities.

Historically, parking requirements are calculated based on headcount, but this Report uses FTES because FTES has been used as the basis of all other calculations.

Analysis of all existing campuses within the CSU system reveals an average ratio of total parking to FTES of 0.51, of which approximately 77 percent was accommodated in surface parking spaces and approximately 23 percent in structured parking, or 0.39 surface stalls per FTES and 0.12 structured stalls per FTES, respectively (see Table A7.13).

Table A7.13 Existing Systemwide Parking

CSU Campus	Surface Permanent Spaces	Structured Spaces	Total Parking Spaces	Current Capacity (FTES)	Surface Spaces/ FTES	Structured Spaces/ FTES	Total Spaces/ FTES
Bakersfield	3,981	0	3,981	7,991	0.50	0.00	0.50
Channel Islands	2,599	0	2,599	5,263	0.49	0.00	0.49
Chico	1,314	989	2,525	14,732	0.09	0.07	0.16
Dominguez Hills	4,871	0	4,871	9,903	0.49	0.00	0.49
East Bay	5,039	0	5,425	11,513	0.44	0.00	0.44
Fresno	8,521	0	8,521	16,812	0.51	0.00	0.51
Fullerton	4,800	5,631	10,431	24,359	0.20	0.23	0.43
Humboldt	2,171	0	2,171	7,204	0.30	0.00	0.30
Long Beach	8,808	5,276	14,084	26,599	0.33	0.20	0.53
Los Angeles	3,435	3,838	7,273	22,198	0.15	0.17	0.32
Maritime Academy	1,114	0	1,114	997	1.12	0.00	1.12
Monterey Bay	3,845	0	3,845	5,564	0.69	0.00	0.69
Northridge	6,820	5,225	12,045	26,667	0.26	0.20	0.46
Pomona	9,113	4,136	13,249	18,301	0.50	0.23	0.73
Sacramento	6,016	7,716	13,732	21,311	0.28	0.36	0.64
San Bernardino	6,741	1,433	8,174	13,987	0.48	0.10	0.58
San Diego	3,024	10,897	13,921	24,484	0.12	0.45	0.57
San Francisco	384	2,347	2,731	19,981	0.02	0.12	0.14
San José	1,398	5,036	6,434	21,292	0.07	0.24	0.31
San Luis Obispo	4,648	2,851	7,499	16,504	0.28	0.17	0.45
San Marcos	3,750	1,573	5,323	8,580	0.44	0.18	0.62
Sonoma	5,339	0	5,339	7,530	0.71	0.00	0.71
Stanislaus	2,900	0	2,900	6,974	0.42	0.00	0.42
Total / Average	**100,631**	**56,948**	**157,579**	**338,746**	**0.39**	**0.12**	**0.51**

A.7.3 CAMPUS DEVELOPMENT SCENARIOS

The HOK digital tool was used to create “output models” of several proposed campus development scenarios. These models are what guide the land area analysis for the Five Evaluated Locations.

For the low-density campus development scenarios, the digital tool’s land area requirements fell within the ranges of the four selected existing CSU campuses. For the moderate-density campus development scenarios, the modeled results required more acreage than expected when compared to the four selected CSU campuses. Therefore, the campus development scenarios depart from using the exact ranges and ratios derived from the four existing CSU campuses that were analyzed. The departures were the result of layering in a series of assumptions on campus development program, parking, and massing, which are detailed here.

MODEL ASSUMPTIONS

Program

All of the projected campus development scenarios are projected at a higher density when compared to existing CSU campuses. This is largely because the proposed development program included a consistent 20 percent on-campus housing allocation as a best practice for student achievement and success. This allocation is higher than the existing campuses studied, hence the overall occupied building allocation within the campus development scenario program is higher. Additional residual open space was added to the campus development scenarios to ensure a required minimum 40-foot fire separation between these additional buildings.

Parking

Another reason the moderate-density scenario results in a higher land consumption than expected is a result of providing a majority of parking on surface parking lots, which consume a vast amount of land.

This Report assumes a reduced parking ratio of 0.25 stall/FTES, based on the assumption that a higher use of alternative modes of transportation across all campus development scenarios will result in a reduction of private vehicle use. For the 7,500 FTES Traditional Campus and 7,500 Branch Campus development scenarios, all parking spaces are assumed to be in surface lots. For a 15,000 FTES Traditional Campus development scenario, 75 percent of total parking spaces are assumed to be in surface lots and 25 percent are assumed to be in parking structures. As a result, the development scenario at full build-out will be 3,750 spaces, with 2,813 surface and 937 structured parking stalls. While the CSU considered using 350 SF per surface parking space,[3] this Report assumes a more conservative land area consumption of 425 SF per surface parking space to account for best practices in green infrastructure and to more closely align with the results of the selected four campuses' land area study and 350 SF per structured parking space.

Table A7.14 Parking Assumptions

Parking		Parking Spaces	Area* (SF or GSF)	Land Area (Acres)
Parking Spaces/FTES	0.25			
Area per Surface Parking Space			425	
Area per Structured Parking Space			350	
Surface Parking				
Parking Spaces for 7,500 FTES	100%	1,875	797,000	18
Parking Spaces for 15,000 FTES	75%	2,813	1,196,000	27
Structured Parking				
Parking Spaces for 7,500 FTES	none	none	-	-
Parking Spaces for 15,000 FTES	25%	937	328,000	2
Total Parking				
Parking Spaces for 7,500 FTES	100%	1,875	797,000	18
Parking Spaces for 15,000 FTES	100%	3,750	1,524,000	29

**Note: Numbers rounded to the nearest 10,000 square feet*

Massing

Based on the area per-FTES ratios for Occupied and Non-Occupied Facilities, a few assumptions about building footprints and heights were made to generate building massing and determine surrounding land area requirements for the respective development scenarios. Based on the program category, a building typology was designed, and its dimensions and number of floors helped determine the building footprint and the number of buildings required to accommodate the program. See Table A7.15.

3. Chanda Dip. FW: CSU/HOK: Parking Program Assumptions. Email received by Jessica Ginther. May 20, 2020.

Table A7.15 Building Massing Assumptions

Program Categories	Building Type	Building Width (Feet)	Max Building Length (Feet)	Building Arm Length (Feet)	Number of (Floors)	Footprint (SF)	Floor to Floor Height (Feet)
Occupied Facilities							
Academic / Instructional Space	Bar	125	250	-	4	31,250	16
General Administration	Bar	125	250	-	3	31,250	15
Commons (Library + Union)	Bar	120	280	-	3	33,600	18
Auditoria + Performance with Exhibition	Bar	-	-	-	3	-	20
Student Recreation + Wellness	U-Shape	120	300	120	2	64,800	20
Residential Life + Housing	L-Shape	80	250	120	5	29,600	14
Central Plant + Facilities Support	U-Shape	150	400	200	1	120,000	20
Non-Occupied Facilities							
Infrastructure							
Roads	-	-	-	-	-	-	-
Surface Parking Footprints	Flat	300	350	-	-	105,000	-
Structured Parking Footprints	Bar	180	370	-	5	63,000	10
Open Space							
Recreational Fields	Flat	250	300	-	-	75,000	-
Athletic Fields	Flat	250	300	-	-	75,000	-
Campus Green Area	-	-	-	-	-	-	-
Residual Open Space	-	-	-	-	-	-	-

A.7.4 MODEL OUTPUTS SUMMARY

As the proposed campus development scenarios for a potential future CSU campus, this Report identifies the following total land acreages based on the analysis in this section.

Table A7.16 Output Campus Acres

Development Scenario	Low-Density Campus		Moderate-Density Campus	
	Existing Range (Acres)	Model Outputs (Acres)	Existing Range (Acres)	Model Outputs (Acres)
Traditional Campus 7,500 FTES	100	**100**	55	**70**
Traditional Campus 15,000 FTES	200	**200**	105	**130**
Branch Campus 7,500 FTES	100	**100**	55	**70**

Table A7.17 Output Campus Density

Development Scenario	Low-Density Campus		Moderate-Density Campus	
	Existing FAR Range	Model FAR	Existing FAR Range	Model FAR
Traditional Campus 7,500 FTES	0.10-0.30	**0.54**	0.40-0.70	**0.77**
Traditional Campus 15,000 FTES	0.10-0.30	**0.55**	0.40-0.70	**0.85**
Branch Campus 7,500 FTES	0.10-0.30	**0.50**	0.40-0.70	**0.72**

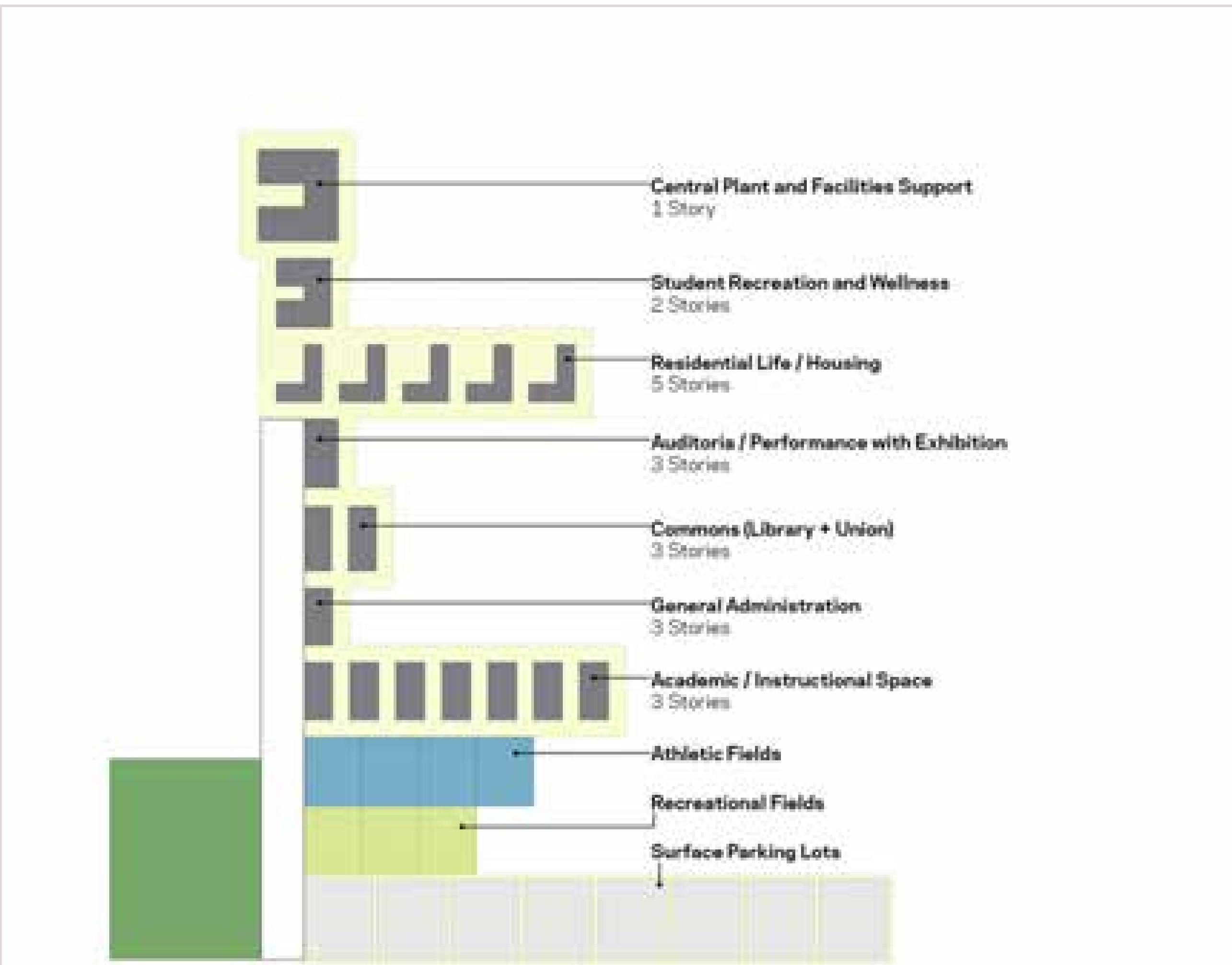
Traditional Campus Development Scenario – 7,500 FTES

LOW-DENSITY CAMPUS

Table A7.18 Land Area for 7,500 FTES Traditional Campus Development Scenario at Low Density

Low Density: Traditional Campus 7,500 FTES	Resulting Ranges	Model (%)	Model (Acres)
Campus Size Area (Acres)	100	100	100
Floor Area Ratio	0.10-0.30		0.54
Ground Area Coverage	**%**		
Occupied Facilities	**5-10%**	**16%**	**16**
Non-Occupied Facilities	**90-95%**	**84%**	**84**
Infrastructure	15-30%	30%	30
Open space	60-80%	54%	54

Figure A7.5 7,500 FTES Traditional Campus Development Scenario at Low Density



LEGEND

- Buildings
- Structured Parking
- Surface Parking
- Site Area
- Campus Greens
- Recreational Fields
- Athletic Fields
- Roads
- Residual Open Space

0 400 800 1600FT

Traditional Campus Development Scenario – 7,500 FTES

MODERATE-DENSITY CAMPUS

Table A7.19 Land Area for 7,500 FTES Traditional Campus Development Scenario at Moderate Density

Moderate Density: Traditional Campus 7,500 FTES	Resulting Ranges	Model (%)	Model (Acres)
Campus Size Area (Acres)	55	100%	70
Floor Area Ratio	0.40-0.70		0.77
Ground Area Coverage	**%**		
Occupied Facilities	**15-25%**	**23%**	**16**
Non-Occupied Facilities	**75-85%**	**77%**	**54**
Infrastructure	15-35%	34%	24
Open Space	50-65%	43%	30

Figure A7.6 7,500 FTES Traditional Campus Development Scenario at Moderate Density

LEGEND

Buildings
Structured Parking
Surface Parking
Site Area
Campus Greens
Recreational Fields
Athletic Fields
Roads
Residual Open Space

0 400 800 1600FT

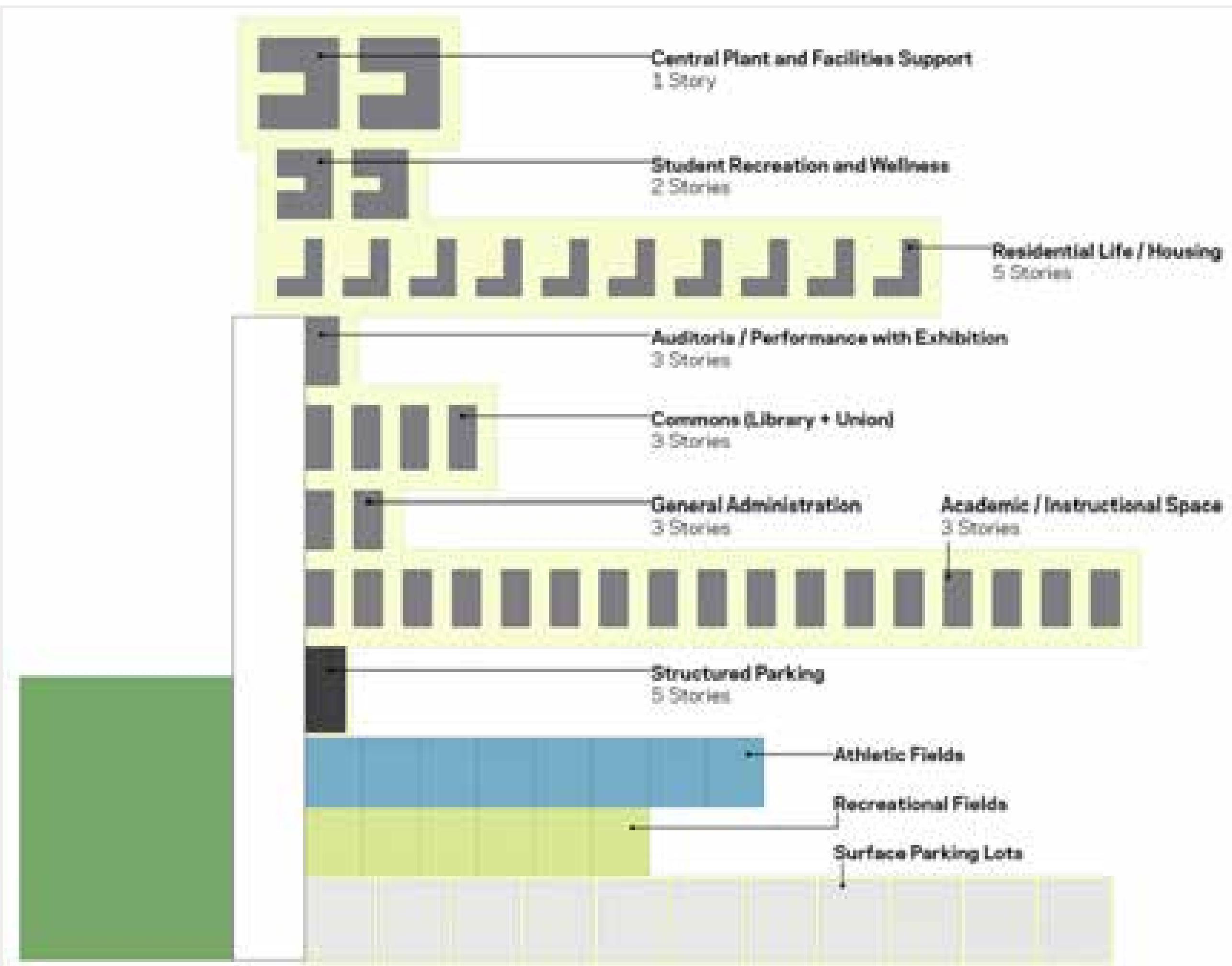
Traditional Campus Development Scenario – 15,000 FTES

LOW-DENSITY CAMPUS

Table A7.20 Land Area for 15,000 FTES Traditional Campus Development Scenario at Low Density

Low Density: Traditional Campus 15,000 FTES	Resulting Ranges	Model (%)	Model (Acres)
Campus Size Area (Acres)	200	100%	200
Floor Area Ratio	0.10-0.30		0.55
Ground Area Coverage			
Occupied Facilities	**5-10%**	**17%**	**34**
Non-Occupied Facilities	**90-95%**	**83%**	**166**
Infrastructure	15-30%	24%	48
Open space	60-80%	59%	118

Figure A7.7 15,000 FTES Traditional Campus Development Scenario at Low Density



LEGEND

- Buildings
- Structured Parking
- Surface Parking
- Site Area
- Campus Greens
- Recreational Fields
- Athletic Fields
- Roads
- Residual Open Space

0 400 800 1600FT

Traditional Campus Development Scenario – 15,000 FTES

MODERATE-DENSITY CAMPUS

Table A7.21 Land Area for 15,000 FTES Traditional Campus Development Scenario at Moderate Density

Moderate Density: Traditional Campus 15,000 FTES	Resulting Ranges	Model (%)	Model (Acres)
Campus Size Area (Acres)	105	130	130
Floor Area Ratio	0.40-0.70		0.85
Ground Area Coverage	**%**		
Occupied Facilities	**15-25%**	**25%**	**33**
Non-Occupied Facilities	**75-85%**	**75%**	**67**
Infrastructure	15-35%	28%	38
Open Space	50-65%	47%	29

Figure A7.8 15,000 FTES Traditional Campus Development Scenario at Moderate Density

LEGEND

- Buildings
- Structured Parking
- Surface Parking
- Site Area
- Campus Greens
- Recreational Fields
- Athletic Fields
- Roads
- Residual Open Space

0 400 800 1600FT

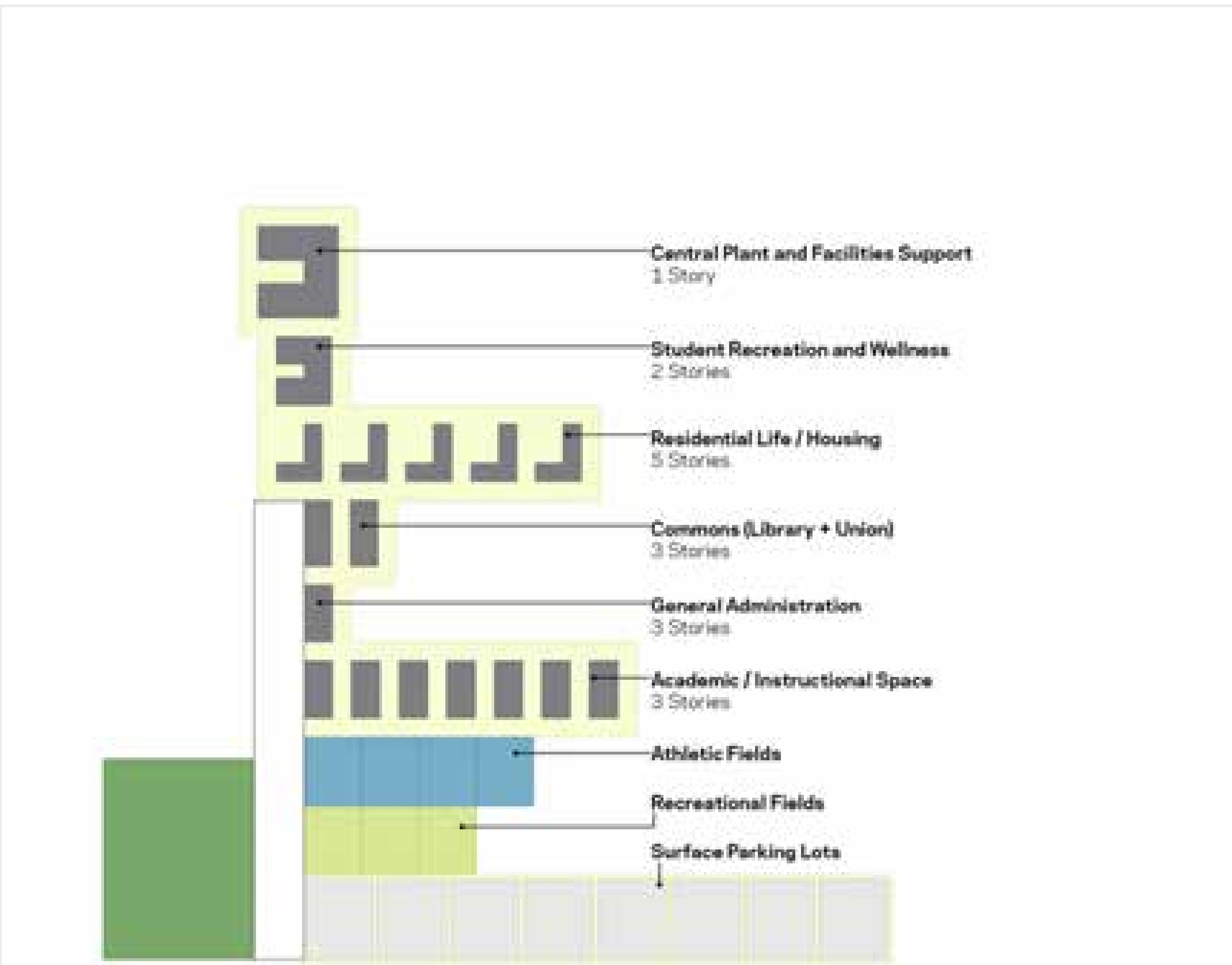
Branch Campus Development Scenario – 7,500 FTES

LOW-DENSITY CAMPUS

Table A7.22 Land Area for 7,500 FTES Branch Campus Development Scenario at Low Density

Low Density: Branch 7,500 FTES	Resulting Ranges	Model (%)	Model (Acres)
Campus Size Area (Acres)	100	100%	100
Floor Area Ratio	0.10-0.30		0.50
Ground Area Coverage	**%**		
Occupied Facilities	**5-10%**	**15%**	**15**
Non-Occupied Facilities	**90-95%**	**85%**	**85**
Infrastructure	15-30%	23%	23
Open Space	60-80%	62%	62

Figure A7.9 7,500 FTES Branch Campus Development Scenario at Low Density



LEGEND

- Buildings
- Structured Parking
- Surface Parking
- Site Area
- Campus Greens
- Recreational Fields
- Athletic Fields
- Roads
- Residual Open Space

0 400 800 1600FT

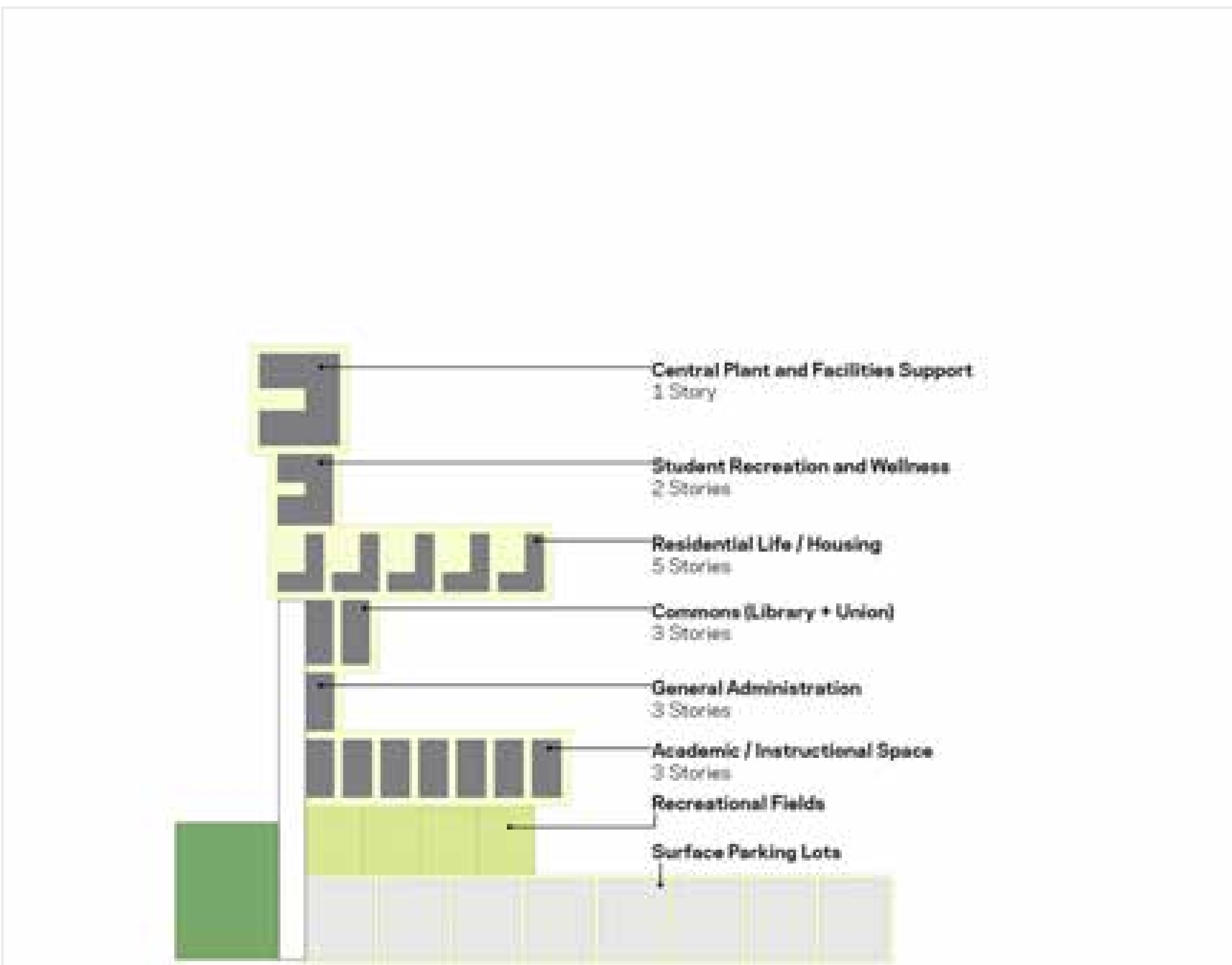
Branch Campus Development Scenario – 7,500 FTES

MODERATE-DENSITY CAMPUS

Table A7.23 Land Area for 7,500 FTES Branch Campus Development Scenario at Moderate Density

Moderate Density: Branch 7,500 FTES	Resulting Ranges	Model (%)	Model (Acres)
Campus Size Area (Acres)	55	100%	70
Floor Area Ratio	0.40-0.70		0.72
Ground Area Coverage	**%**		
Occupied Facilities	**15-25%**	**22%**	**15**
Non-Occupied Facilities	**75-85%**	**78%**	**55**
Infrastructure	15-35%	34%	23
Open Space	50-65%	44%	32

Figure A7.10 7,500 FTES Branch Campus Development Scenario at Moderate Density



LEGEND

- Buildings
- Structured Parking
- Surface Parking
- Site Area
- Campus Greens
- Recreational Fields
- Athletic Fields
- Roads
- Residual Open Space

0 400 800 1600FT

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B.1 Outreach and Engagement Workshop Summary

METHODOLOGY AND PROCESS

In addition to data collection and analysis, community engagement sessions at each of the Five Evaluated Locations were undertaken to obtain information relevant to the Report and to provide qualitative context to supplement the analysis. The following principles, developed in collaboration with the CSU, guided outreach and engagement:

- **Independence:** The study was to be independent and data driven, free of influence by the CSU or by outside parties.
- **Constraints and Boundaries:** The engagement meetings were defined by basic constraints, including the length of in-person engagements in each location.
- **Consistency:** Categories of stakeholder groups and discussion topics were determined based on the information needed for the Report and remained consistent across the Five Evaluated Locations.
- **Standardization:** All outreach followed a standardized process and organization.

A public affairs firm was retained to coordinate the engagement sessions with a lead agency—typically the city or county manager's office[1]—at each of the Five Evaluated Locations. These lead agencies were provided with a description of the scope of the study and a list of key topics to be addressed at the sessions (see below). A "pre-heat" call was held to review the process and respond to any questions related to the information needed for the Report. The lead agency identified and invited the key stakeholders in their regions who could provide the necessary information for the Report as related to these topics.

Engagement workshops were one day long and followed a similar structure, consisting of an overview presentation about the Report preparation process; a half-day roundtable session with stakeholders; and smaller meetings with city/county management staff, elected officials, education leaders, and other stakeholders as selected by each location.

Topics were consistent across the outreach meetings at all of the Five Evaluated Locations:

- The regional educational and workforce development ecosystems.
- The socioeconomic context of CSU students and their families.
- The regional economy.
- The physical sites and infrastructure suitable for CSU facilities.

Following the breakout roundtable discussions on these topics, participants reconvened to listen as each group presented a "report back" on issues discussed. These report-back notes were presented on large poster boards to confirm their alignment with what was said.

Total attendance at the stakeholder roundtable discussions varied by location, but in each case, participants were highly engaged and provided valuable feedback. As discussed in Volume 1, Section 2.0, additional funding was provided by the Legislature for the Report to analyze San Joaquin County (Stockton) in more detail; therefore, an in-person pre-meeting and additional stakeholder meetings were conducted to further discuss the topics listed above.

The engagement sessions provided insight on the type of campus development scenario stakeholders within each of the Five Evaluated Locations found to be appropriate given the varied socioeconomic context, site conditions, and regional educational needs. Stakeholders at all locations identified lack of access (i.e., a prohibitive commute distance/time) to existing CSU campuses and other public four-year institutions as a primary issue necessitating expansion by the CSU locally. Information on available local funding sources for construction of a new CSU campus was also solicited, in addition to information on anticipated industry partnerships.

The Consultant Team facilitated discussion; the notes below and the images of the report-back boards are a record of information captured at these meetings, and include observations voiced by the stakeholder groups (see Figures B1.1, B1.2, B1.3, B1.4, and B1.5).

1. At the time the outreach meetings were being organized, the City of Stockton had an Interim City Manager and the Consultant Team was directed to work instead with the Office of the Mayor.

CITY OF CHULA VISTA ENGAGEMENT

The engagement session with stakeholders in the City of Chula Vista was held on February 25, 2020 at the Elite Athlete Training Facility, near the University and Innovation District site.

The group broke out into focused roundtables on the topics of: regional educational and workforce development ecosystems; socioeconomic context of CSU students and their families; the regional economy; and physical sites and infrastructure suitable for CSU facilities.

Education

- Some sociodemographic conditions and cultural expectations can create challenges for students who wish to attend four-year institutions outside commuting distances.
- Investment in K-12 is focused on parent education, guided pathways, and career technical education.
- The community would consider a CSU Branch Campus with full course offerings aligned with local career opportunities, although there was a strong preference from political leaders for a CSU Traditional Campus.
- Programmatic offerings tied to workforce demand are considered critical to regional need.
- Approximately 50 percent of students attending community college in the region are first-generation college students. This requires investment in wrap-around services to support student success.
- Utilization of community college facilities is highest during the hours of 9:00 a.m. to 4:00 p.m., Monday through Friday.
- The Imperial Valley Off-Campus Center has limited course offerings, disincentivizing enrollment.
- Enrollment demand may also be drawn from the binational and bicultural population that commutes across the United States–Mexico border on a daily basis.
- Active discussions are occurring with Centro de Enseñanza Técnica y Superior (Center for Higher Technical Instruction), otherwise knowns as CETYS, as a potential location/ partnership. The university received WASC accreditation in 2012.
- Predatory for-profit institutions are targeting underserved populations.
- A local private Christian university (Point Loma Nazarene University) is partnering with the local community college districts to provide four-year degree options. Degrees include: RN to BSN (Bachelor of Science in Nursing), Bachelor of Arts in Child Development, Bachelor of Arts in Organizational Management, and Bachelor of Arts in Criminal Justice. Locations include: San Diego City College, Grossmont College, MiraCosta College, Palomar College, and Southwestern College.

Workforce and Regional Economy

- The San Diego regional economy and associated workforce are binational.
- Affordable housing in and near Tijuana plays an important role in the dual nature of the regional economy.
- Chula Vista residents are deeply rooted in the community, and many who study elsewhere come back after graduation to enter the workforce locally.
- San Diego South County lacks a major industry presence; military and other populations living in the area require re-skilling/higher education to access opportunities elsewhere in San Diego County.
- As such, Chula Vista residents must commute long distances to higher-wage employment hubs near UCSD.
- There is a need to replace high-income professionals approaching retirement, presenting an opportunity to fill those jobs from Chula Vista residents rather than importing talent.
- Chula Vista has a large number of foreign-educated professionals. However, because their credentials are not valid in the U.S. due to articulation agreements, they are often bound to take on jobs that do not maximize their potential contributions to the community.
- Regional industries in biotechnology and life sciences continue to grow and provide opportunities.

Physical Sites and Infrastructure

- The University and Innovation District site is "shovel ready," with local entitlements and CEQA approval, and there may be an opportunity for shared infrastructure delivery with the Master Developer of the surrounding area.
- The University and Innovation District Master Plan provides a framework for development at this site and identifies a portion of the site as "flex" use, which could be utilized by the CSU if additional space (beyond what is currently allocated) is needed.
- The University and Innovation District is anticipated to include a mix of uses: education, housing, and private industry.
- There is an opportunity to reduce costs with shared facilities at the Elite Athlete Training Center, and the City of Chula Vista has proposed the use of an Enhanced Infrastructure Financing District and other development tools (which would have to be approved by San Diego County) to fund a portion of the infrastructure needs of a future CSU campus.

Figure B1.1 City of Chula Vista Engagement Boards

Regional Economics & Workforce

- Binational Character of Regional Economy
  - USMCA trade agreement
  - border is not a barrier Connectivity
  - South Bay demographics
  - 21st Century PolyTechnic Opportunity
  - access to manufacturing and training in Mexico
- Emerging Industry Sectors
  - Advanced manufacturing
  - maritime
  - aerospace
  - CV is a center for testing/training
  - ingenuity hub
  - healthcare/medical devices
  - defense and cyber
- Workforce Development
  - credential conversion
  - reverse commute + environmental impacts

Latino Community training and achievement opportunity gap

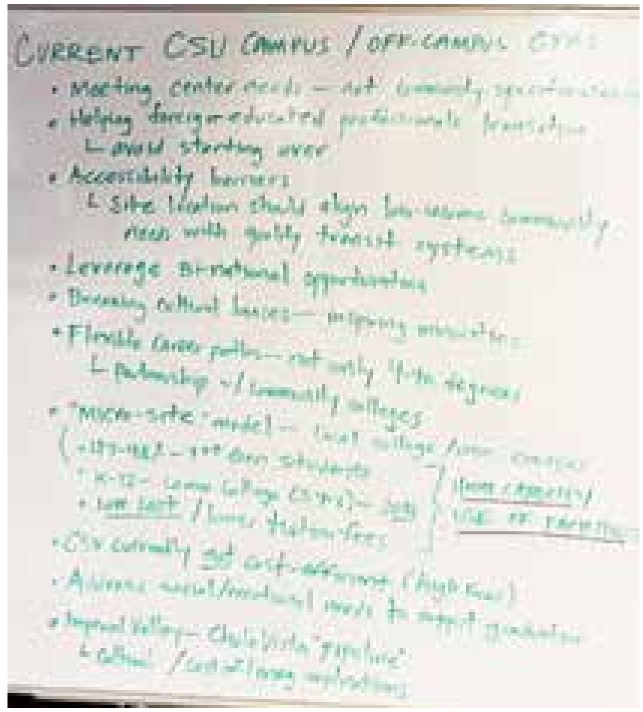
- Qualified students are turned away from other impacted campuses
- Private, for-profit institutions are preying on the CV population
- Military Population

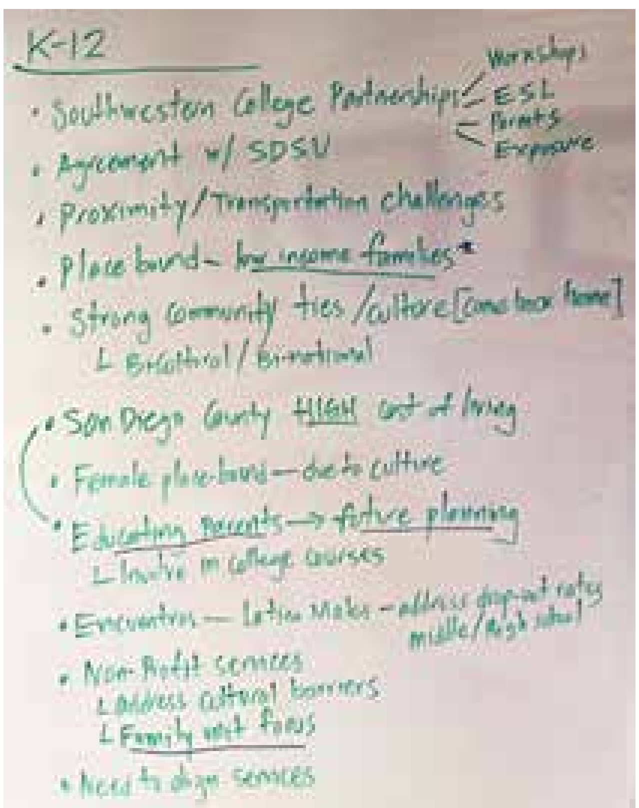
1. READY! CEQA APPROVAL
2. TRACK RECORD COMMUNITY REINVESTMENT $
3. COMMITMENT TO ENVIRONMENT
4. FLEXIBLE, MIX OF USES
   - HOUSING - PRIVATE PARTNERS
5. STRONG PARTNERSHIPS
6. COMMITMENT TO EQUITY + INCLUSION
7. TWIN REGIONS
   SHARED ECONOMY + COMMUNITY ACROSS BORDERS

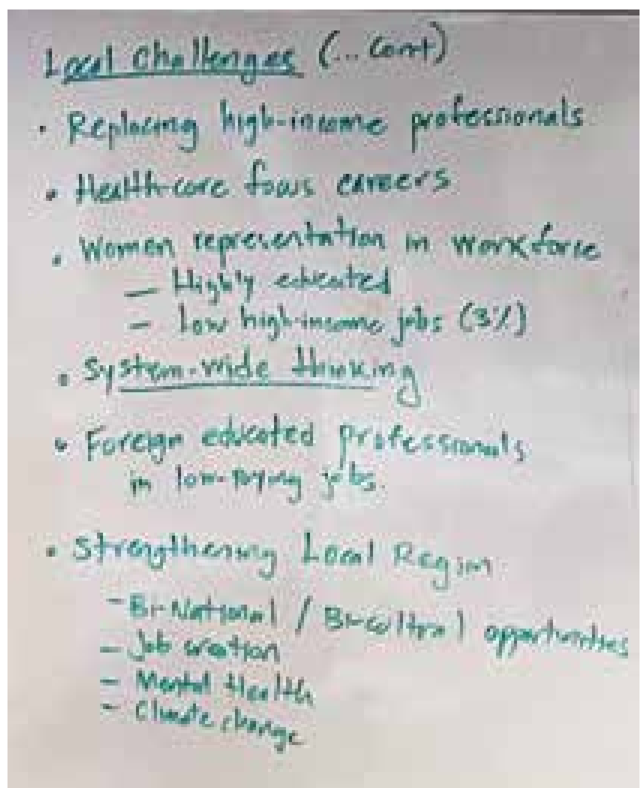
THREATS

1. STATE POLITICAL WILL
2. SMALL TOWN PAST PERCEPTION
3. BORDER ACCESS UNCERTAINTY


TRENDS – COMM COLLEGES
- Transfer to larger universities
- Place-bound
- 89% diverse students
- 41-51% → SDSU
• Capacity
• Impacted Programs
- Redirected – drop-out implications
- High tuition → high debt
L Middle class advancement limitations


CURRENT CSU CAMPUS / OFF-CAMPUS
• Meeting center needs
• Helping foreign-educated professionals transition
L avoid starting over
• Accessibility barriers
• Leverage Bi-national opportunities
• Flexible career paths – not only 4-yr degrees
• "Micro-site" model


K-12
• Southwestern College Partnerships
Workshops
ESL
Parents
Exposure
• Agreement w/ SDSU
• Proximity/Transportation challenges
• Place bound – low income families
• Strong community ties / culture
L Bicultural / Bi-national
• San Diego County HIGH cost of living
• Female place-bound – due to culture
• Educating parents → future planning
L Involve in college courses
• Non-Profit services
L address cultural barriers
L Family unit focus
• Need to align services


Local Challenges (... Cont)
• Replacing high-income professionals
• Health-care focus careers
• Women representation in workforce
– Highly educated
– low high-income jobs (3%)
• System-wide thinking
• Foreign educated professionals in low-paying jobs.
• Strengthening Local Region
– Bi-National / Bi-cultural opportunities
– Job creation
– Mental Health
– Climate change

CITY OF CONCORD ENGAGEMENT

The engagement session with stakeholders in the City of Concord was held on February 18, 2020 at Concord City Hall.

The group broke out into focused roundtables on the topics of: regional educational and workforce development ecosystems; socioeconomic context of CSU students and their families; the regional economy; and physical sites and infrastructure suitable for CSU facilities.

Education

- The existing Cal State East Bay Concord Campus is in transition and may soon include a new academic program with a health science focus that shifts some programs from Cal State East Bay.
- The Cal State East Bay Concord Campus could better support the regional economy by offering all upper-division courses for degree completion from the location, hiring permanent faculty who are available to support student success, and providing programs tied to regional need.
- The local community colleges have declining enrollment (Diablo Valley College, Contra Costa Community College). The regional economy is drawing potential students directly into the workforce.
- The community college district is struggling financially due to declining enrollment and its funding formula.
- The highest-demand courses offered through the local community colleges are online/asynchronous.
- The partnership between community college and K-12 districts is focused on guided pathway, dual enrollment, and career technical education.
- The educational partnership model (as discussed at length in the Blue Ribbon Committee's Campus District Vision Framework) is considered the stakeholder's preferred model, as it was perceived to be regionally responsive and nimble, affordable to students, and offering the widest breadth of degree programs.
- Degree programs in teacher education, cyber security, nursing (and other health care industry jobs), advanced manufacturing, and petroleum engineering were cited as being needed.
- The local UC (University of California, Berkeley), due to a low acceptance rate, is not considered a viable candidate for attendance. The CSUs within the Bay Area Cluster (Sonoma, Maritime, San Francisco, San José, and even East Bay), while accessible to qualified candidates, are not considered to be within viable commute distances due to limited transit availability and traffic.

Workforce and Regional Economy

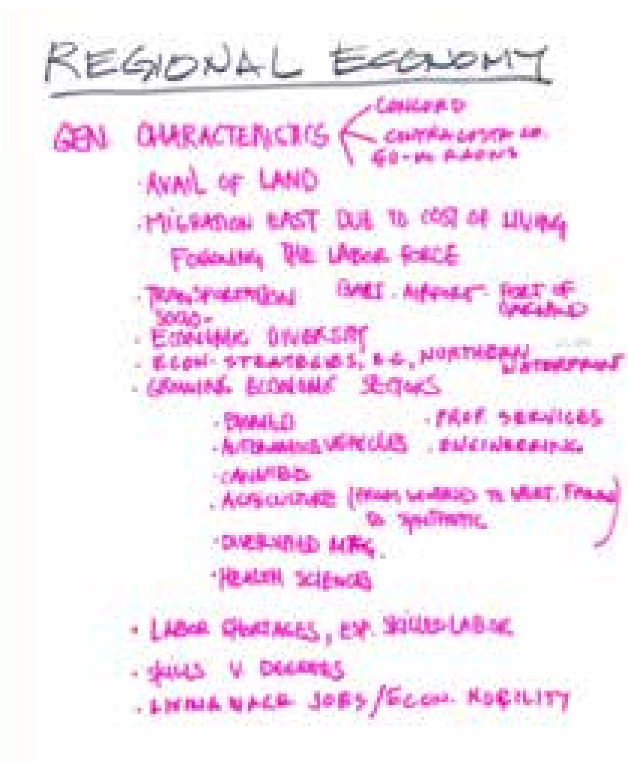
- Situated on the border between agricultural and technology clusters, this location provides unique physical and geographical advantages.
- Regionally, there are labor shortages for B.A.-qualified candidates, but Concord and other cities in the East Bay have an under-skilled workforce.

- The health services and biotechnology industries are increasingly present in and near Concord, with several associated economic development initiatives.

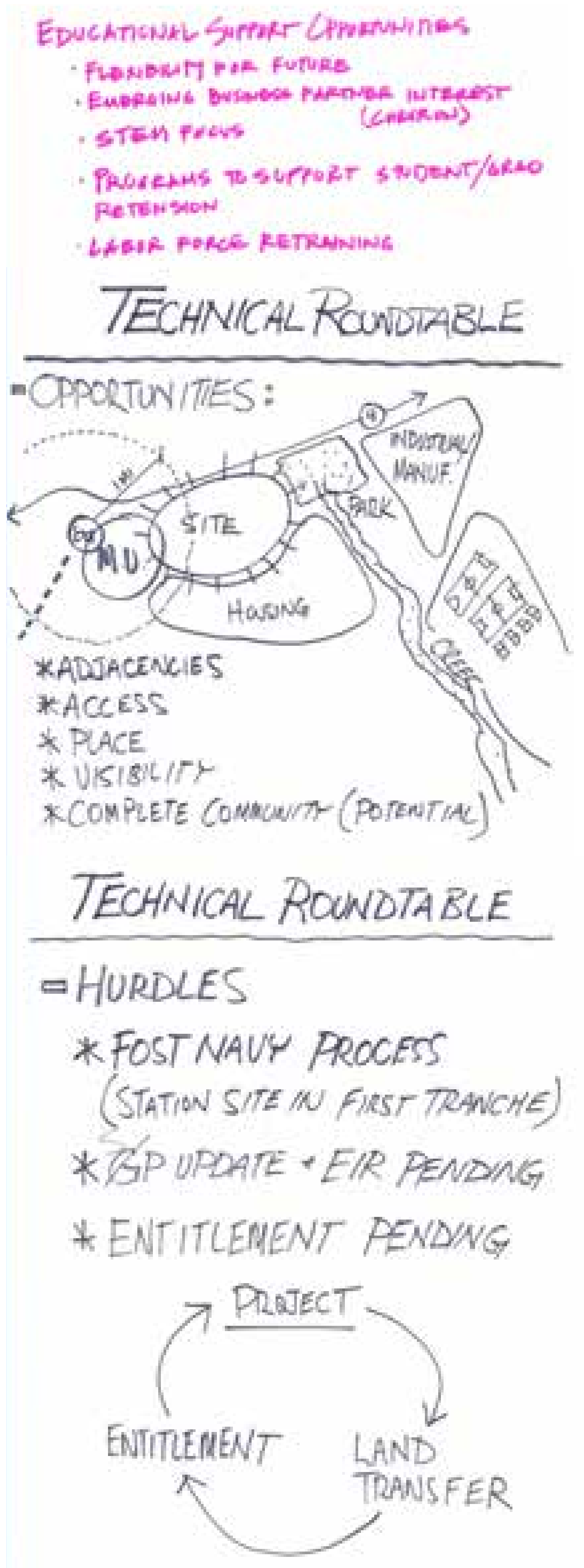
Physical Sites and Infrastructure

- The Cal State East Bay Concord Campus is difficult to access via transit.
- The Campus District site (included in the Concord Naval Weapons Station Reuse Plan) is located with access to BART, and the Master Plan envisions a work/live/educate community.
- The Concord Naval Weapons Station site requires soil remediation; if a CSU campus includes housing within the designated Campus District of the Master Plan, further soil remediation would be needed to meet residential standards.
- A Blue Ribbon Committee completed a public process of evaluating higher education opportunities for the Campus District, but no official institutional commitments or partnerships are yet in place.
- The Campus District requires completion of a Specific Plan and an EIR. The Master Developer for the larger Reuse Plan withdrew from the project in March 2020, and a new Master Developer must be selected to complete the entitlements process, support property transfer from the U.S. Navy, and construct backbone infrastructure linkages to the Campus District.

Figure B1.2 City of Concord Engagement Boards



City of Concord Engagement Boards (Continued)



CC 52,000 STUDENTS/YEAR (NEAR LOW)
3 COLLEGES

PROXIMITY/ACCESS

FREE TUITION → BUT NO ADDITIONAL FUNDING AVAIL.
SCFF → COLLEGE FOCUSED
→ 8.1 M$ CUT

K-12 NOT ADEQU. FUNDING (22 M$ CUT ONGOING)

CC FIRST TIME FULLTIME FREE COLLEGE
↳ NOT 'NEW' STUDENTS/INCREASE
BARRIER IS TEXT BOOK COST $6/UNIT

COLLEGE PROMISE
↳ CREDIT REQ ... FASTER GRADUATION

AB 705 → TRANSFER LEVEL MATH

GUIDED PATHWAYS ⟹ AREA OF FOCUS

"COLLEGE NOW" – MORE COLLEGE CREDITS IN HS
GATEWAY TO COLLEGE / DUAL ENROLLMENT

- ADT ASSOCIATE DEGREES AND TRANSFERS
60 UNITS 2.5 GPA

- EXPAND BAC PROGRAM
LIKE HEALTH SCI

- ADULT EDUCATION
  - ALTERNATIVE HIGHSCHOOL
  - NICHE
    BASIC ED, ESL, WORKFORCE, MED ASSIST
    → K-12
    → SCC

TRANSPORTATION
TO CSU EAST BAY / OFF CAMPUS CAL
COST/TIME
FRESHMAN FLEXIBILITY TO GET TO OFF CC

- RELEVANCE OF EDUCATION
HS COLLEGE COOR.
- MARTINEZ A-G
- PERCEPTION OF NEARBY COLLEGE CAMPUS
OPPORTUNITY BEYOND AA/CET

CC: AVG 27 YEARS OLD
MIGRATION SFO → OAKLAND → PITS.
LACK OF ASPIRATION OF A UNIVERSITY IN VIEW

- DISTANCE EDUCATION
HIGH DEMAND / ONLINE COURSES
- ACCESS: CAPACITY / TRANSIT

WORKFORCE DEV

- ARE THERE JOBS AVAILABLE
↳ CURRICULUM
↳ TRAINING
- ACCESS
- SUPPORT SERVICES
- LABOR MARKET
HEALTHCARE
- MULTIPLE PATHWAYS
DIABLO TECH INITIATIVE
JOBS TO THE AREA

= HIGH QUALITY OF LIFE IN DIABLO VALLEY

- ENGINEERING DEMAND
- PUBLIC SECTOR JOBS
SOCIAL SERVICES
- TEACHERS / CHANGES / DEMANDS
- CYBER SECURITY
- CONSIDER FLEXIBILITY IN DEGREE PROGRAMS
- CHANGE IN DEMOGRAPHICS
  - IMMIGRANTS
  - MAJORITY → MINORITY
  - H1B VISAS

- PARTNERSHIPS
- CONCORD CAMPUS
  - HAS NOT CHANGED
  - CURRENTLY CANNOT COMPLETE DEGREE
  - COURSE SELECTION IS LIMITED
- IMPROVE
  - OFFER FULL COURSE SELECTION
  FULL SPECTRUM UPPER DIVISION
  - LOOK AT IT AS A GEM
  - PERMANENT FACULTY
  NOTE: STATE FUNDING REMAINS CHALLENGING
- NIGHT USE – PRIMARY @ CSU CONCORD

- LOS MEDANOS PROCESS TECHNOLOGY
DOWN STREAM / REFINING
NEW ENERGY

- LIST OF BLUE RIBBON STAKEHOLDERS
- WHO ARE THE CAMPUS CUSTOMERS
- LIMITED FINANCIAL INPUT FROM PARTNERS

City of Concord Engagement Boards (Continued)

strengths/weaknesses?

- ELAINE WELL POSITIONED / ACCESSIBLE
  - ECONOMIC LEADER REGIONALLY
- KEVIN EDUCATED WORKFORCE
  - INTERESTED IN STAYING LOCAL – MATCH TALENT
  - CONNECT W/ BUSINESSES IN JOHN MUIR (SHARON)
    - ↳ FLEXIBILITY
- SHARON SUPPORT DIVERSE PROFESSIONS
  - INDUSTRIES ROLLING OUT OF SF – TRANSIT RELATED
  - COMBINATION OF DEGREE NEEDS
- BOB REGIONAL IMPACT OF AGING WORKFORCE
  - CCC HAS HIGH POPULATION
- DOMINIC BUILDING HOUSING → NEED JOB GROWTH
- STEPHEN CENTER OF NORTHERN CALIFORNIA COMMUTERS
  - BIFURCATION OF LABOR MARKET
    - ↳ EAST BAY MANUFACTURING + BIOTECH ETC
    - SKILL BASED ECONOMY – LOW SERVICE
- VALERIE SYNERGY W/ EXISTING INDUSTRIES ①
- PETER FLEXIBLE EDUCATION – CHANGING NEEDS
  - SKILLS BASED SYSTEM
  - REGIONAL EDUCATION – COMMUTER INFLUENCED
  - SERVE DATA
- MELISA FIND JOBS THAT SUPPORT HIGHER COSTS OF LIVING AND HIGH QUALITY OF LIFE
  - OPPORTUNITY ATLAS – ECONOMIC MOBILITY LOW IN EAST CONTRA COSTA, ESP MINORITY STUDENTS
- PETER CYBERSECURITY – UNMET NEEDS

key industries?

- BOB AUTONOMOUS VEHICLES / EVS
- VALERIE AV TEST SITE
  - AT BISHOP RANCH → SPILLOVER TO TECH TESTING
- COLLEEN NORTHERN WATERFRONT INITIATIVE (REGIONAL)
  - DEVELOP TBA JOBS IN DIVERSE INDUSTRIES
  - CONVENE REGIONAL RESOURCES
- VALERIE GROUND-UP OPPORTUNITY
- KEVIN SEEING NEED FOR SKILLS + JOBS
- STEPHEN UNDEREMPLOYED + BIASED INDUSTRIES THAT MIGHT OVERLOOK LOCAL HIRES
- COLLEEN ↑ TRANSIT AND PLANNING
- STEPHEN LEGACY MEETS INNOVATION ②

strengths/weaknesses?

- DOMINIC CANNABIS (REGIONAL)
  - MANUFACTURING, BIOMEDICAL, ETC (STEPHEN + VALERIE)
  - FLEXIBLE EDUCATIONAL SYSTEM – MEET IMMEDIATE DEMAND, BUT FOCUSED (SHARON)
    - ↳ INCLUDES RETRAINING WORKFORCE
    - DISRUPTIVE TECHNOLOGY + RAPID CHANGE
- KEVIN NIMBLE THROUGH GEOGRAPHY / PHYSICAL
  - COUNTY / CONCORD HAS PROPERTY (BOB)
  - BUILD + THEY WILL COME (ELAINE) – PEOPLE WANT TO STAY HERE
- STEPHEN UNIQUELY SITUATED (NAT'L LABS, INNOVATION)

businesses/industry interting?

- VALERIE CHINESE COMPANY MOVING LOCALLY
  - INTEREST GROWING
- DOMINIC PILOT EDUCATION W/ COMPANIES (COLLEEN ✓)
  - AIRPORT – BUSINESS + ③
- SHARON IMPORTANCE OF PARTNERSHIPS
  - INTERESTED INDUSTRIES: CHEVRON, LEGACY COMPANIES (STEPHEN)
- SHARON STRENGTH OF DIVERSITY
  - INCLUDING IMMIGRANT POPULATION (VALERIE)
  - CALIFORNIA REP (DOMINIC)
- TERRANCE HAVE LAND, QUALITY OF LIFE
  - MISMATCH BETWEEN JOBS + HIRING
  - HIGHER ED AS CATALYST
- KEVIN LOCAL TALENT (K-12) WANT TO BE HERE
  - OUT OF STATE ENROLLMENT (SHARON)
    - ↳ PRICE, HOUSING, OTHER PROHIBITIVE FACTORS
    - HOUSING ↑ IN COUNTY + PLANNING (TERRANCE)
- TERRANCE TECH IN AGRICULTURE + LOCAL / ORGANICS
  - URBAN LIMIT LINE – LAND AVAILABLE
- KEVIN ENGINEERING ATTRACTION
  - BIO, CIVIL, INDUSTRIAL, STRUCTURAL (STEPHEN) VALERIE ↗ STEAM
- KEVIN UNDERSUPPLIED IT WORKFORCE → ALL ABOUT STEM ⑤

educational collaboration?

- VALERIE TIE K-12 WITH CCD WITH WORKFORCE
  - PARTNERSHIPS (SHARON)
- ELAINE HOSPITALITY PROGRAM ONLINE – CENTRAL CAMPUS LOCATION FOR SMALLER PROGRAMS
  - SUSTAINABILITY @ MONTEREY

CITY OF PALM DESERT ENGAGEMENT

The engagement session with stakeholders in the City of Palm Desert was held on February 28, 2020 at the Coachella Valley Public Library.

The group broke out into focused roundtables on the topics of: regional educational and workforce development ecosystems; socioeconomic context of CSU students and their families; the regional economy; and physical sites and infrastructure suitable for CSU facilities.

Education

- College of the Desert is implementing programs to improve student outcomes and has one of the fastest growing enrollments among California Community Colleges statewide.
- College of the Desert (COD) growth rates are putting pressure on existing COD campus facilities to grow. Funded growth is planned on both existing COD campuses and on distributed sites within the region to satisfy demand across the larger Coachella Valley region.
- College of the Desert is actively seeking articulation agreements with multiple CSU campuses in regional workforce support degree programs. The decentralized nature of articulation is both time intensive and difficult to satisfy across multiple agreements.
- Stakeholder preference is for a CSU Traditional Campus. While the CSUSB Palm Desert Campus has increased degree offerings to include lower-division courses, further course expansion is needed.
- Fundraising, although historically strong for the CSUSB Palm Desert Campus, is stymied by the fact that the campus does not have a unique identity.
- Socioeconomic obligations to families and cultural multi-generational ties affect some students' opportunities to leave the area in pursuit of higher education, and there are no public higher education institutions in the Coachella Valley.
- Current educational offerings are not aligned with employment opportunities or emerging industries in the region, resulting in local bachelor's degree-holders being underemployed.
- California College Promise is resulting in increased participation rates in community colleges (instead of four-year institutions).
- The physical distance to San Bernardino is seen as the primary barrier to increased participation in attendance at four-year degree-offering institutions. Although the main Cal State San Bernardino campus offers transit options at no cost to students, the time associated with the commute is too great for those employed or with other family obligations.
- Degree programs in teacher education, computer science (cyber security), nursing (and other health care industry jobs), hospitality management, and electrical engineering (solar and hydrogen) were considered desirable.

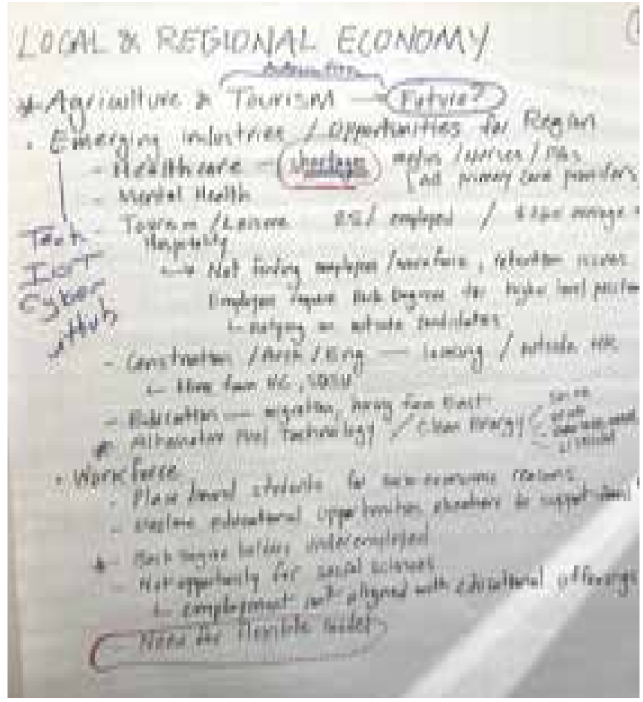
Workforce and Regional Economy

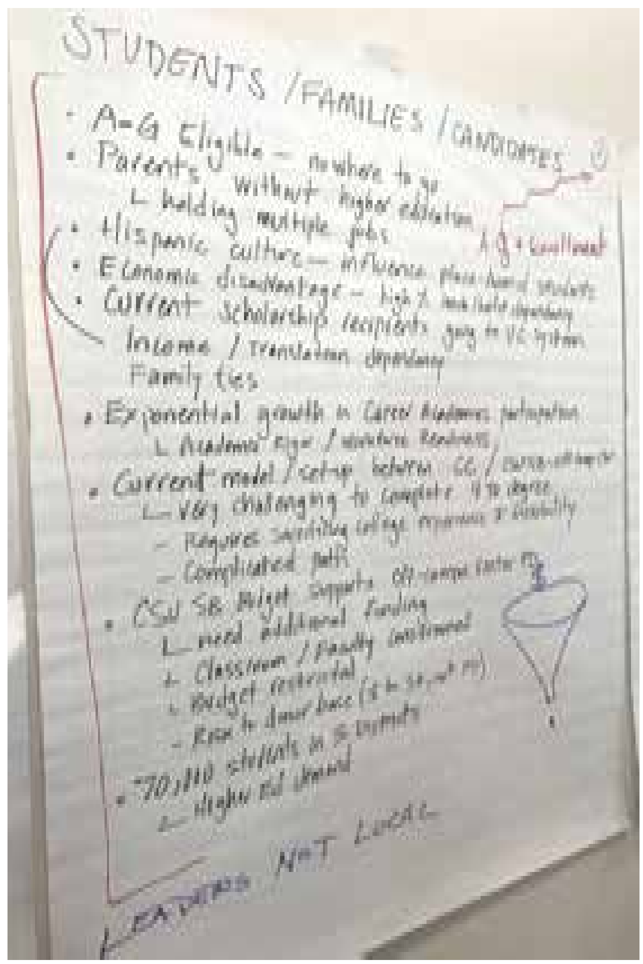
- Generally, the residential population is place-bound, culturally and geographically.
- There is a collaborative and supportive business and economic development community.
- There is a shortage of skilled workforce with B.A. or higher degrees in hospitality, health care, education, and construction industries, requiring employers to recruit from outside the community.
- Top industries include hospitality and agriculture, and there may be longer-term opportunities in energy-related sectors.

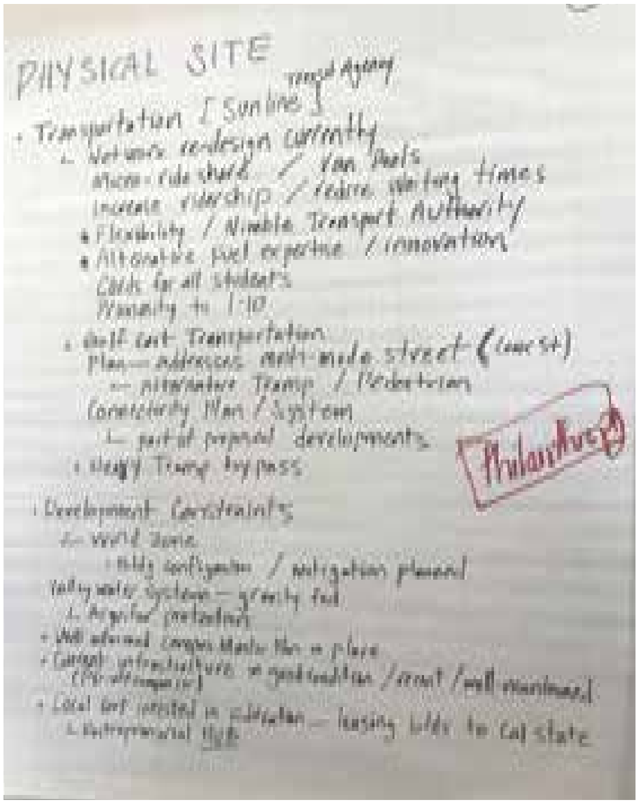
Physical Sites and Infrastructure

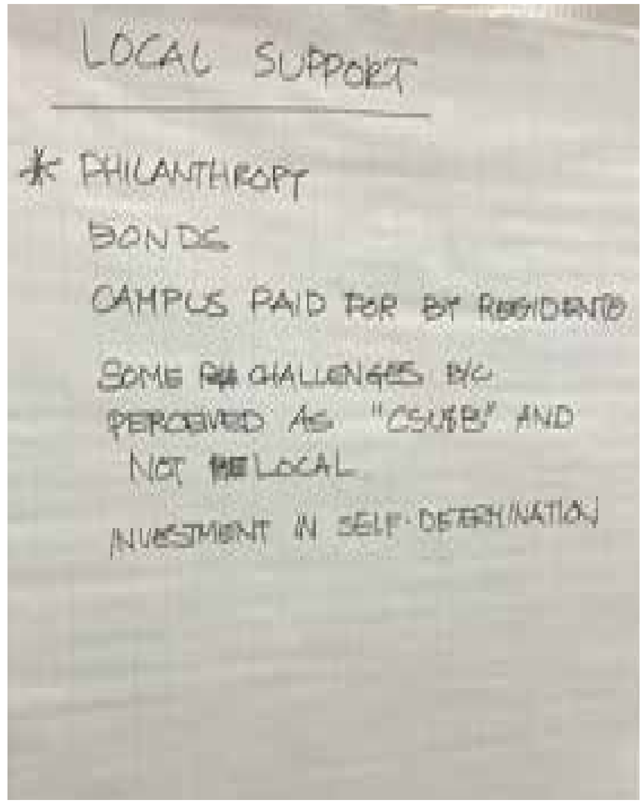
- The Palm Desert Campus Master Plan is comprehensive, and the location provides access to mixed uses.
- The land for the CSUSB Palm Desert Campus is owned by the CSU.
- The long distance to commute to CSUSB from Palm Desert and other desert communities is a challenge for students, even with campus-funded bus transit routes.
- The city/regional leaders are committed to providing students with transit options, with pilot programs underway at the College of the Desert and general desert-region transit expanding to provide greater access to all.

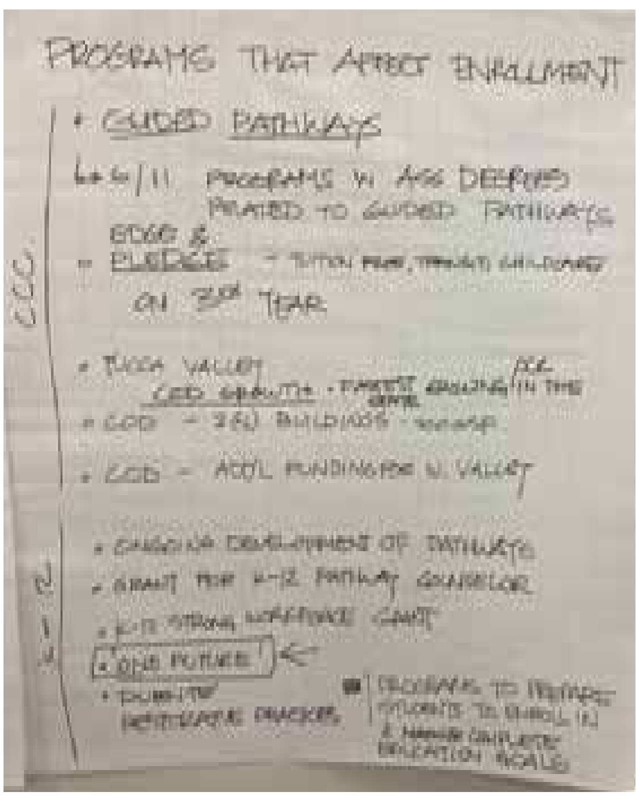
Figure B1.3 City of Palm Desert Engagement Boards

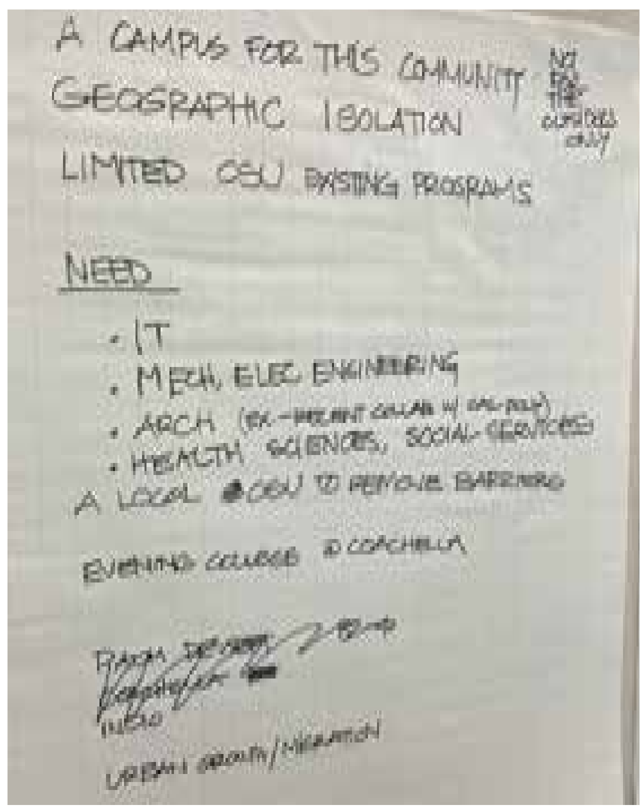


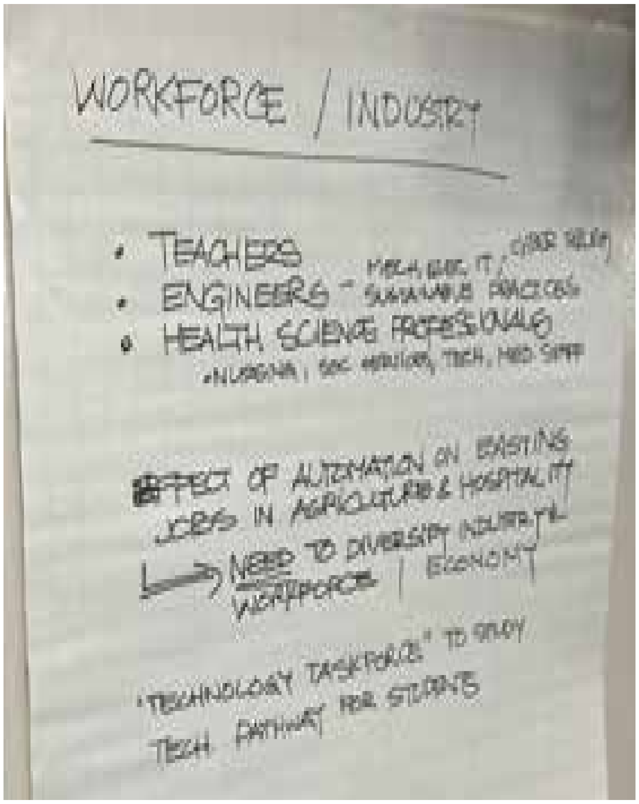


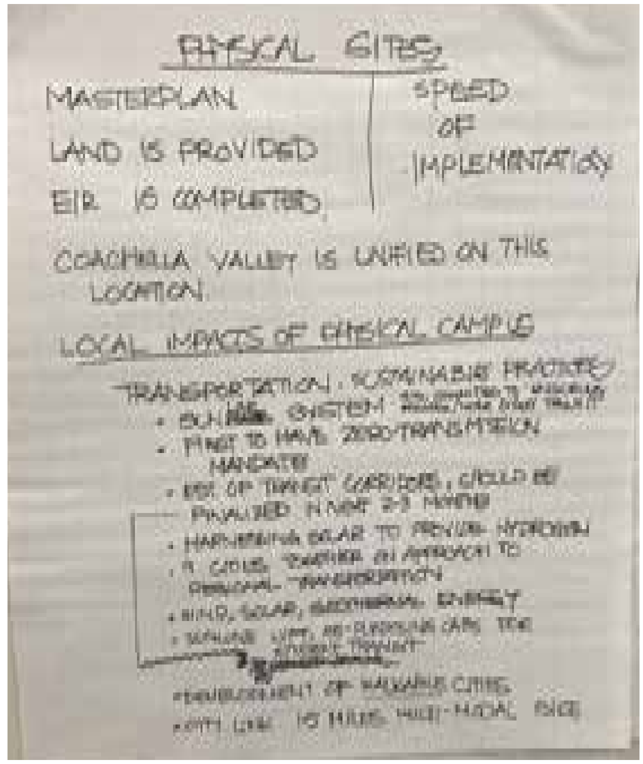

PHYSICAL SITE
Transportation [Sunline]
Network redesign currently
increase ridership / reduce waiting times
Flexibility / Nimble Transport Authority
Alternative fuel expertise / innovation
Golf cart Transportation
Alternative Transp / Pedestrian
Connectivity Plan / System
part of proposed developments
Philanthropy
Development Constraints
Wind zone
mitigation planned
Well advanced Campus Master Plan in place
Local Gov't invested in education - leasing bldgs to Cal State

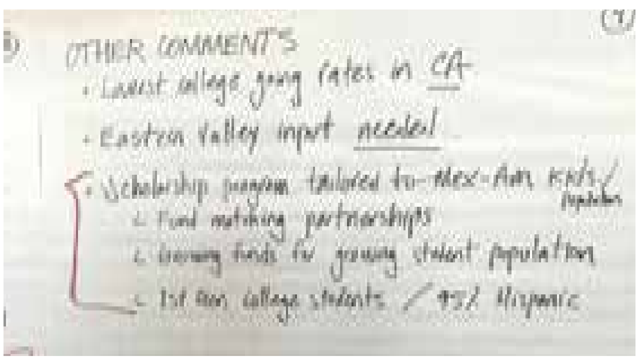

LOCAL SUPPORT
PHILANTHROPY
BONDS
CAMPUS PAID FOR BY RESIDENTS
SOME CHALLENGES B/C
PERCEIVED AS "CSUSB" AND
NOT LOCAL
INVESTMENT IN SELF-DETERMINATION

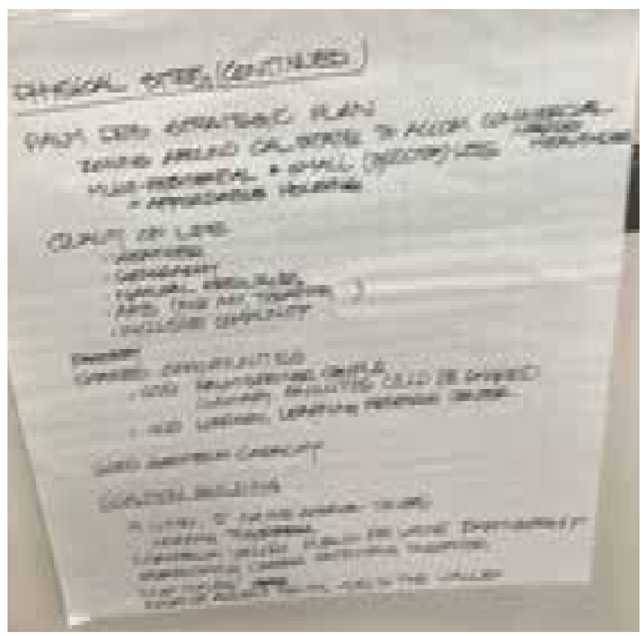

PROGRAMS THAT AFFECT ENROLLMENT
GUIDED PATHWAYS
PROGRAMS IN ASS DEGREES
RELATED TO GUIDED PATHWAYS
PLEDGE
ON 3RD YEAR
YUCCA VALLEY
COD GROWTH
COD - ADD'L FUNDING FOR W. VALLEY
ONGOING DEVELOPMENT OF PATHWAYS
GRANT FOR K-12 PATHWAY COUNSELOR
K-12 STRONG WORKFORCE GRANT
ONE FUTURE
PROGRAMS TO PREPARE STUDENTS TO ENROLL IN
EDUCATION GOALS


A CAMPUS FOR THIS COMMUNITY
GEOGRAPHIC ISOLATION
LIMITED CSU EXISTING PROGRAMS
NEED
IT
MECH, ELEC ENGINEERING
ARCH
HEALTH SCIENCES, SOCIAL SERVICES
A LOCAL CSU TO REMOVE BARRIERS
EVENING COURSES
URBAN GROWTH/MIGRATION


WORKFORCE / INDUSTRY
• TEACHERS
• ENGINEERS
• HEALTH SCIENCE PROFESSIONALS
EFFECT OF AUTOMATION ON EXISTING JOBS IN AGRICULTURE & HOSPITALITY
NEED TO DIVERSIFY INDUSTRY WORKFORCE / ECONOMY
• TECHNOLOGY TASKFORCE" TO STUDY TECH PATHWAY FOR STUDENTS


PHYSICAL SITES
MASTERPLAN
LAND IS PROVIDED
EIR IS COMPLETED
SPEED OF IMPLEMENTATION
COACHELLA VALLEY IS UNIFIED ON THIS LOCATION
LOCAL IMPACTS OF PHYSICAL CAMPUS
TRANSPORTATION / SUSTAINABLE PRACTICES


OTHER COMMENTS
• Lowest college going rates in CA
• Eastern Valley input needed
• Scholarship program tailored to Mex-Am kids/population
Fund matching partnerships
Growing funds for growing student population
1st Gen college students / 45% Hispanic



SAN JOAQUIN COUNTY (STOCKTON) ENGAGEMENT

The engagement session with stakeholders in the City of Stockton was held on February 27, 2020 at San Joaquin Delta College. Additional sessions with the City of Stockton and stakeholders took place at Stockton City Hall.

The group broke out into focused roundtables on the topics of: regional educational and workforce development ecosystems; socioeconomic context of CSU students and their families; the regional economy; and physical sites and infrastructure suitable for CSU facilities.

Education

- The Stockton Unified School District is in the middle of a significant transformation to improve the quality of education and advance college readiness.
- The rate and extent of poverty creates severe challenges that require significant financial and time investment in K-12 to overcome. The school district is providing transit, meals, showers, health care, housing options, and more to entire families (not just students).
- Stronger focus on helping students envision and explore career options from a young age is needed. This would help students use resources more efficiently upon entering college and create a faster path to economic advancement.
- Delta Community College is similarly in a state of transformation, with a focus on career technical education.
- The average age of students at Stanislaus State Stockton Campus and Delta Community College is 22 to 23.
- The existing Off-Campus Center, Stanislaus State Stockton Campus, is not serving the program needs of the community and appears to be heavily underutilized.
- Philanthropic sources and local leadership are committed to educational transformation, with investment occurring in multiple areas, including (but not limited to) teacher training, A-G completion, interest/career inventory for guided pathways, progress to (high school) degree completion, SAT participation, and FAFSA completion.
- Educational offerings should be better aligned to workforce needs as well as industry investment and job generation. Workforce-ready degree conferral is a primary focus. Desired programs include nursing (and other health care industry jobs), teacher education, water technology, energy, agricultural engineering/sciences, computer engineering/science, climate science, logistics, and other high-wage, regionally focused jobs.
- The gap in higher education opportunities is being filled by predatory for-profit institutions.
- University of the Pacific is not considered a viable four-year degree option for most residents due to the cost of attendance. As with many small, primarily liberal arts institutions, enrollment has been declining.
- A potential new CSU campus needs to provide full degree offerings and student success support services in a single

Table B1.1 City of Stockton NGOs

Program	Scope
Advance Peace	Ending cyclical and retaliatory gun violence in American urban neighborhoods, by addressing health and wellbeing and restorative justice.
The Community Foundation of San Joaquin	Supports the development of high-quality early college high schools in San Joaquin County.
California College Promise Grant	Fee Waiver to Delta Community College for all Stockton students.
Cradle to Career	Creates a collaborative framework to support K-12 students at key milestones.
Fathers and Families	Focuses on racial justice, community healing, trauma-informed care, community re-entry, and educational equity. Provides mentorship and advocacy.
FUSE Corps	Fellows to support urban communities, providing staffing in support of Stockton programs. Focus includes affordable housing, college for at-risk youth, and workforce development.
Gates Foundation	Global philanthropic organization providing financial support to several initiatives and Stockton Unified School District.
Girls Who Code	Closing the gender gap in technology.
The Healthier Community Coalition	Coalition of health care, government, and community groups providing services and support for residents suffering from trauma.
Little Manila Rising	Supports Filipina/o community and heritage, including youth programs and racial justice advocacy.
Reinvent Stockton Foundation	Managing foundation for Stockton Scholars and support of SEED, Stockton Service Corps, and Advance Peace.
Reinvent South Stockton Coalition	Providing framework for targeted nonprofits to work together on issues of equity.
San Joaquin Pride Center	San Joaquin Pride Center serves the diverse LGBT+ community in San Joaquin County and the surrounding areas by creating a safe and welcoming space, by providing resources that enrich body, mind, and spirit, and by educating the public in tolerance and respect for all people within the LGBT+ community.
Stockton Economic Empowerment Demonstration (SEED)	Guaranteed Income pilot program.
Stockton Schools Initiative	Improving chronically low achievement in Stockton schools by involving parents and students in educational process.
Stockton Service Corps	AmeriCorps engaging 100 service fellows to support students in needy schools. Work includes tutoring, restorative justice, and socio emotional wellness.
Stockton Scholars	Financial Support and Services for all students graduating from local high schools that go straight into programs furthering their education.

location. Stakeholders indicated a preference for a CSU Traditional Campus because it is seen as being a long-term, comprehensive investment.

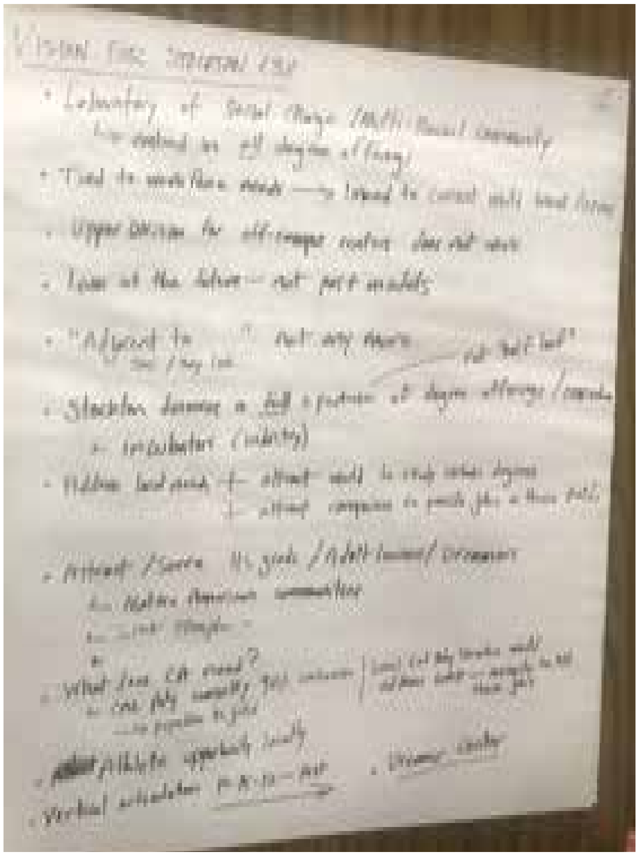
Workforce and Regional Economy

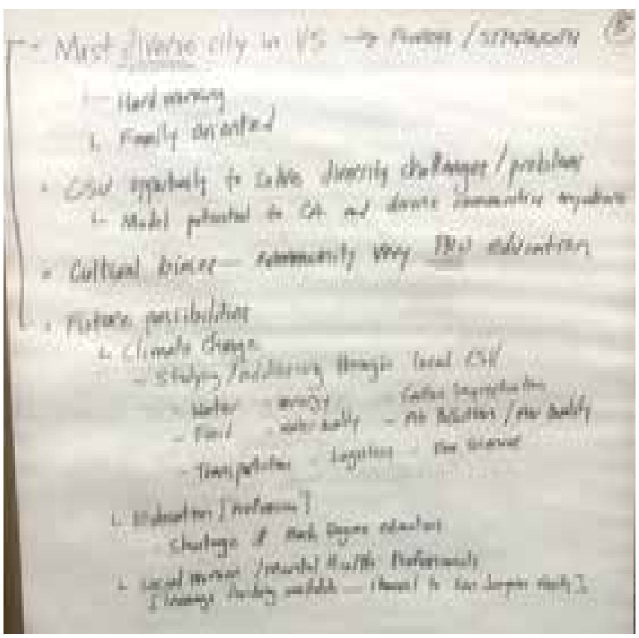
- Stockton's diversity is one of its strengths.
- Significant funding in penal institutions coupled with a lack of funding in education has not provided pathways for opportunity and economic mobility for the citizens of Stockton.
- The community is dedicated and ready for educational investment.
- There is a desire to stop talent migration— the perceived "brain drain"—by educating, training, and retaining local talent.
- The Stockton area needs higher-paying, higher-skill-level jobs.
- There is an urgent need to link graduates to local jobs in order to break poverty cycles in the community.
- Existing key industries include lower-paying health care, construction, and agriculture jobs.
- Stockton's housing affordability is a benefit to potential students, faculty, and staff, as well as to those at the early stages of their careers.
- There is a need in Stockton for increased degree conferral and more diverse representation in health care-related programs.

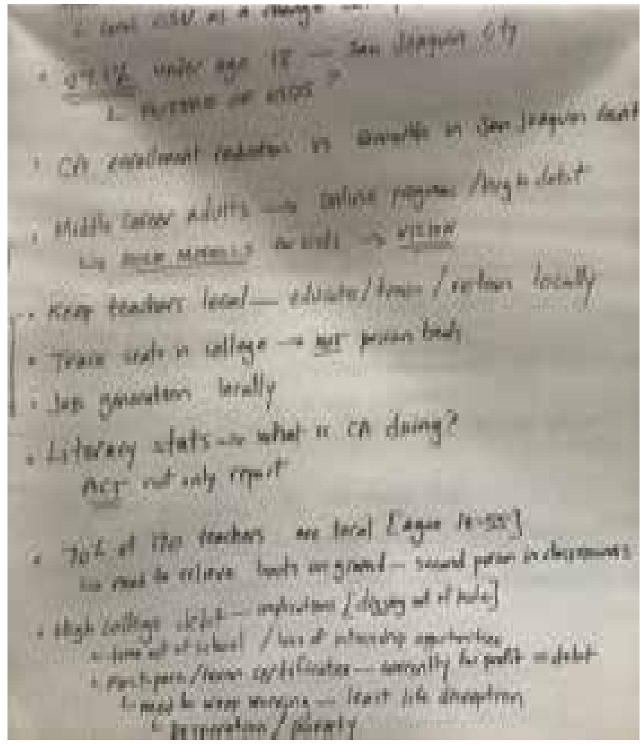
Physical Sites and Infrastructure

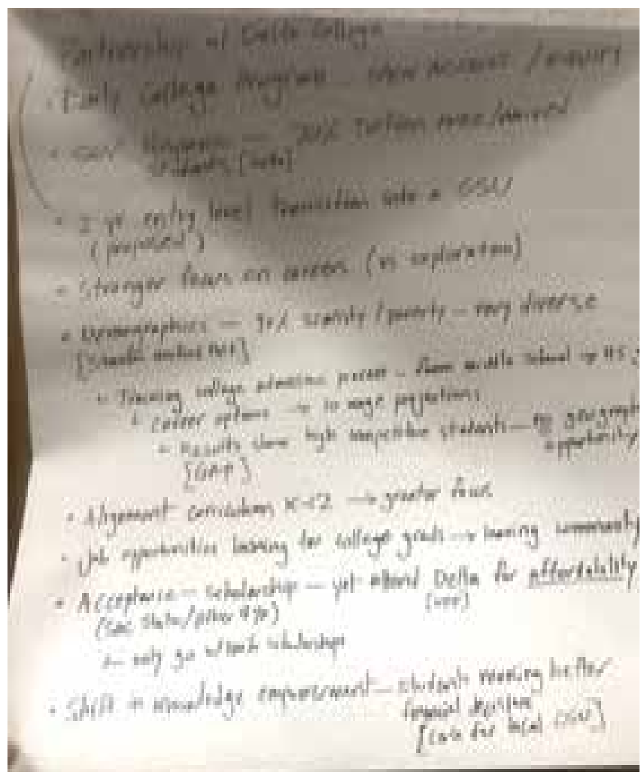
- Three possible sites—Stockton Education and Enterprise Zone, San Joaquin County Fairground, and Stockton University Park.
- Stockton Education and Enterprise Zone:
    - The site has significant growth opportunity for housing, agricultural test fields, and commercial development.
    - It is a "clean slate," as there are no current or previous developments on the site.
- Stockton University Park:
    - The site is located within an urban area of Stockton and benefits from walkability and access to amenities.
    - The site has the greatest connectivity to transit of the three sites, with new rail line connections planned that will increase Stockton's connectivity to the region. Bus Rapid Transit systems are also expanding, which will allow for faster travel times across the city.
- San Joaquin County Fairground:
    - This is a large site—approximately 180 acres, located near the airport.
    - The site is close to residential housing, and there are new transit stations planned nearby.
- The approved regional rail system provides expanded mass transit connectivity for the City of Stockton.
- The City of Stockton is committed to the improvement of the city's urban infrastructure, and city departments are highly collaborative.

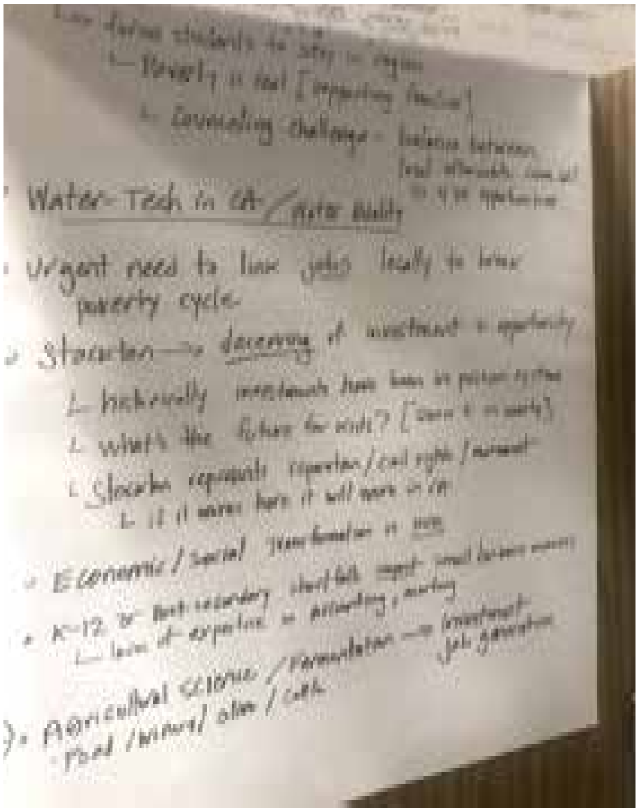
Figure B1.4 San Joaquin County (Stockton) Engagement Boards

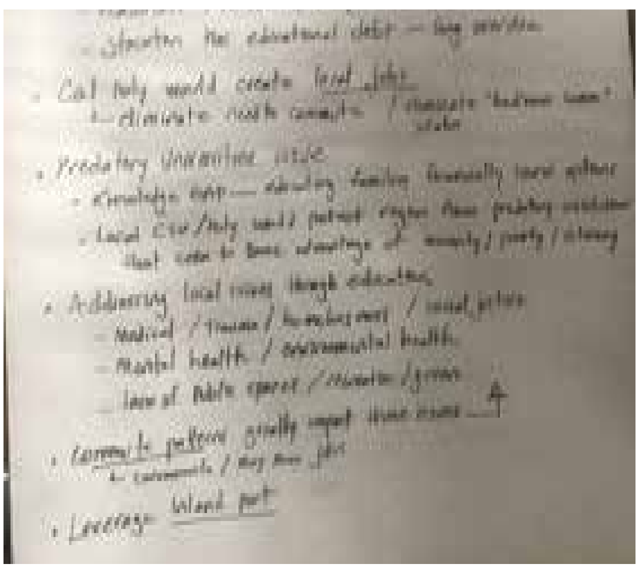


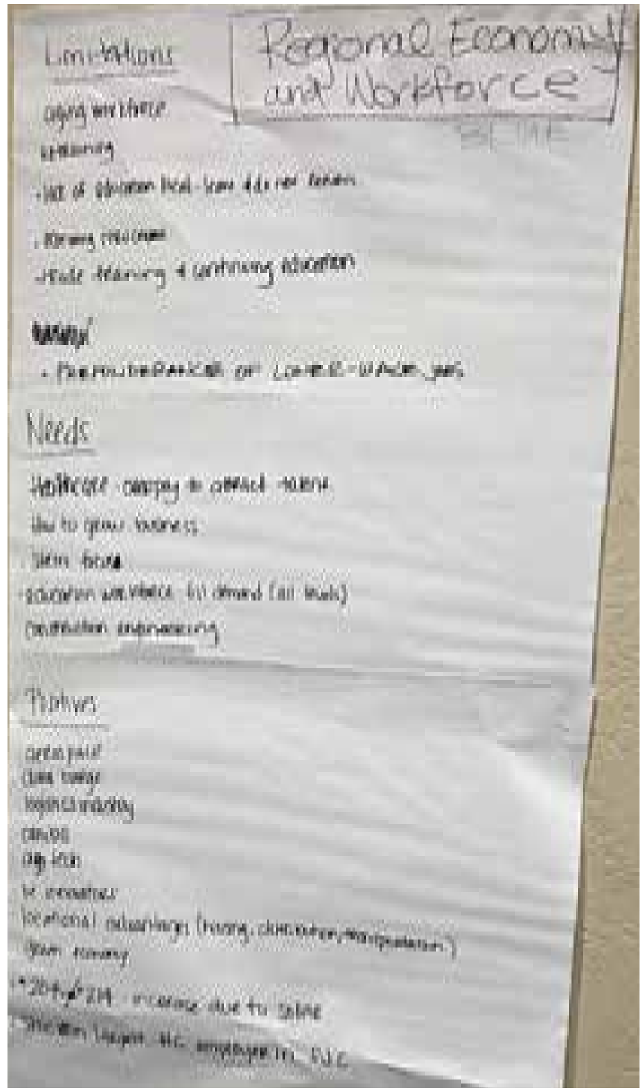


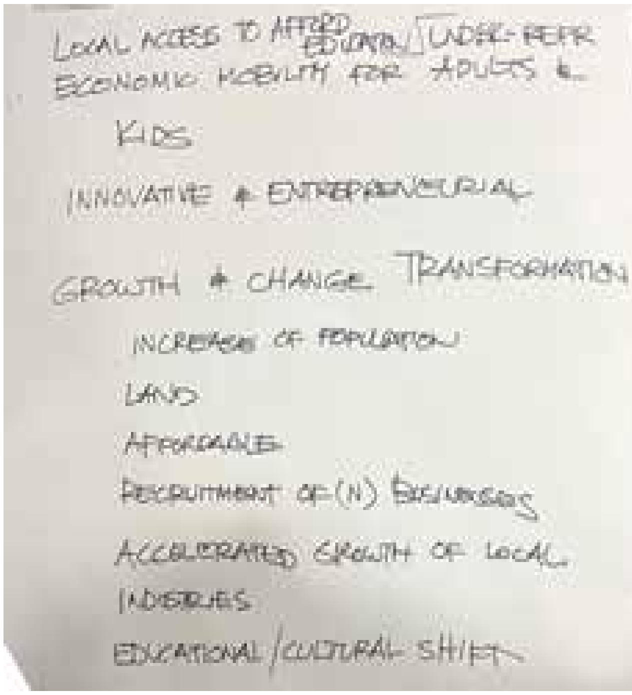


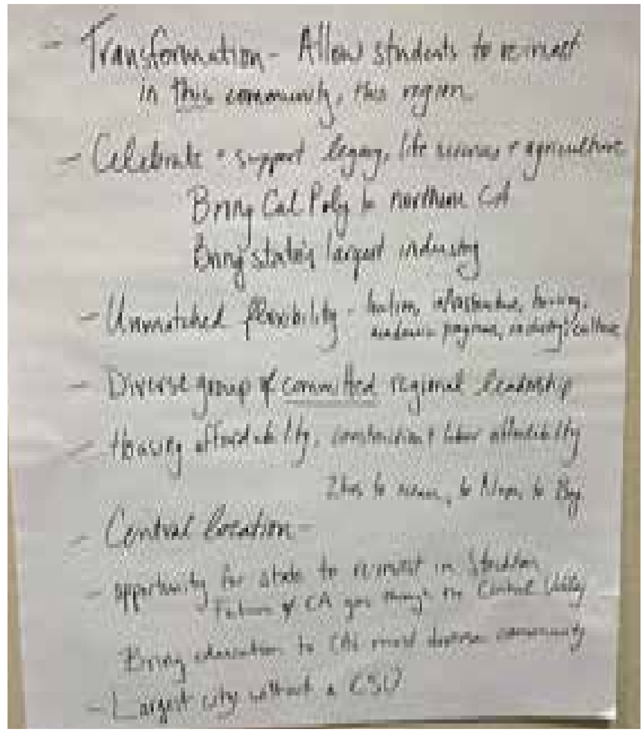


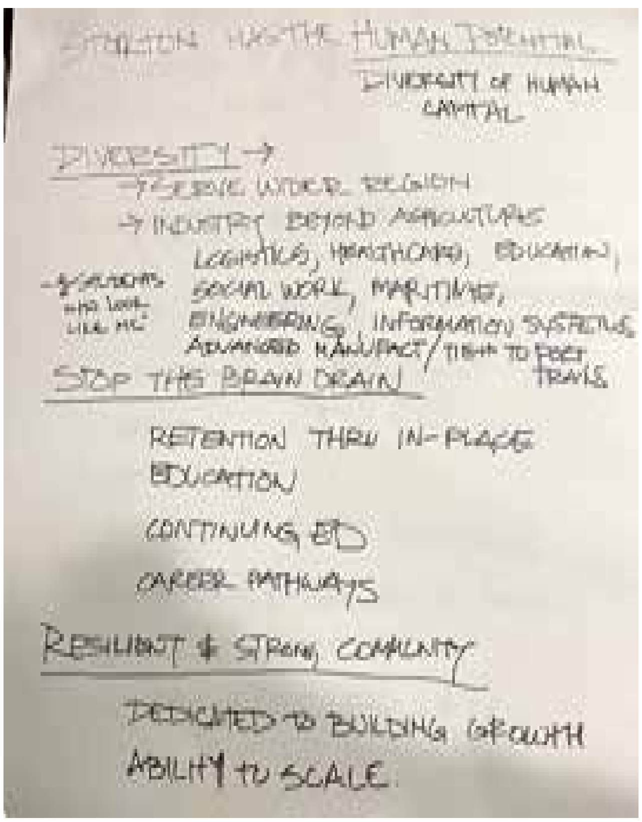

Water Tech in CA
Urgent need to link jobs locally to break poverty cycle
Stockton
Economic / Social
Agricultural science


Cal Poly would create local jobs
Addressing local issues through education
Mental health / environmental health


Limitations
Regional Economy and Workforce
Needs
How to grow business
Positives

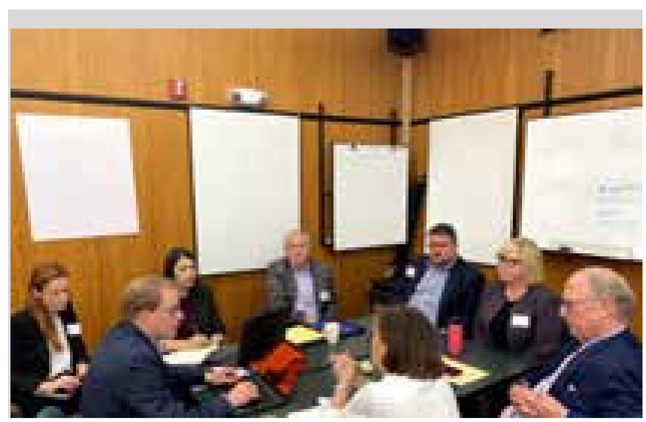

LOCAL ACCESS TO AFFORD EDUCATION
UNDER-REPR
ECONOMIC MOBILITY FOR ADULTS &
KIDS
INNOVATIVE & ENTREPRENEURIAL
GROWTH & CHANGE
TRANSFORMATION
INCREASE OF POPULATION
LAND
AFFORDABLE
RECRUITMENT OF (N) BUSINESSES
ACCELERATED GROWTH OF LOCAL
INDUSTRIES
EDUCATIONAL / CULTURAL SHIFT


- Transformation - Allow students to reinvest
in this community, this region
- Celebrate + support legacy, life sciences + agriculture
Bring Cal Poly to northern CA
Bring state's largest industry
- Unmatched flexibility
- Diverse group of committed regional leadership
- Housing affordability
- Central location
- Largest city without a CSU


STOCKTON HAS THE HUMAN POTENTIAL
DIVERSITY OF HUMAN CAPITAL
DIVERSITY →
→ INDUSTRY BEYOND AGRICULTURE
LOGISTICS, HEALTHCARE, EDUCATION,
SOCIAL WORK, MARITIME,
ENGINEERING, INFORMATION SYSTEMS
ADVANCED MANUFACT / TIGHT TO PORT
TRAILS
STOP THE BRAIN DRAIN
RETENTION THRU IN-PLACE
EDUCATION
CONTINUING ED
CAREER PATHWAYS
RESILIENT & STRONG COMMUNITY
DEDICATED TO BUILDING GROWTH
ABILITY TO SCALE

SAN MATEO COUNTY ENGAGEMENT

The engagement session with stakeholders in San Mateo County was held on February 19, 2020 at the San Mateo County Offices in Redwood City.



The group broke out into focused roundtables on the topics of: regional educational and workforce development ecosystems; socioeconomic context of CSU students and their families; the regional economy; and physical sites and infrastructure suitable for CSU facilities.

Education

- The San Mateo County Community College District (SMCCCD) is implementing high-impact programs, including the local version of the Community College Promise (Promise Scholars), which has been shown in other locations to increase enrollment and graduation rates.
- SMCCCD is a Basic Aid District that benefits from the robust property values in the region. This puts it in a strong financial position compared to some of its regional peers.
- San José State is considered the "local" public university, but impaction has made it inaccessible for some, including adult learners.
- SMCCCD has a long history of successfully passing bonds to fund facilities expansion, including student life amenities and housing.
- Local private institutions (Menlo College and Notre Dame de Namur University) have seen recent precipitous enrollment declines. One or both are anticipated to close in the near term.
- Limited transit options to the two proximate CSU campuses (San Francisco and San José) are the primary barriers to enrollment in these locations.
- There was a University Center previously located in San Mateo that closed during the last recession. Stakeholders indicated that a CSU University Center would be appropriate if it had a permanent funding source and a broad array of course offerings in that location for students to achieve a degree in regional workforce-related degree programs. Cañada College has space that could be utilized for this purpose.
- The primary gap in educational offerings is in regional workforce-supportive four-year degrees and certificates. Due to significant regional land availability constraints and current/ongoing investment in existing SMCCCD campuses, co-location on an existing SMCCCD campus is preferred by stakeholders.
- Degree conferral should be in areas tied to the San Mateo County region, including entrepreneurship, biotechnology, clean manufacturing, and computer science/engineering

Workforce and Regional Economy

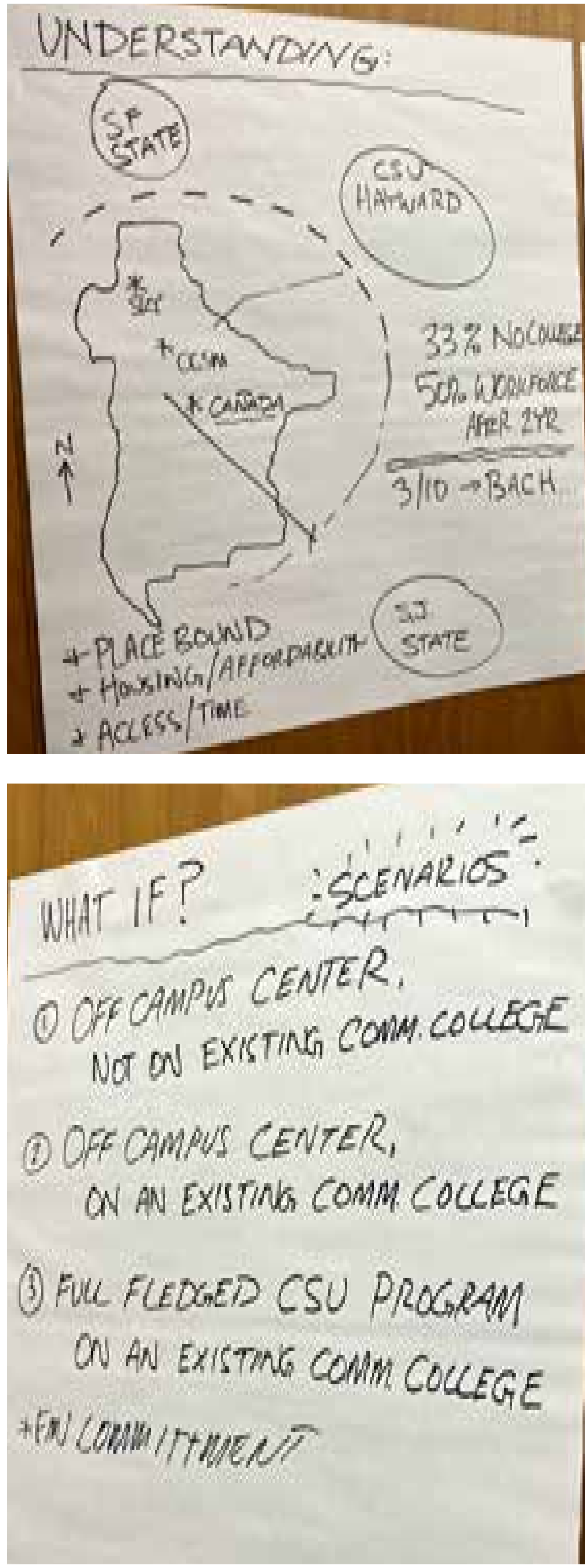
- There may be enrollment demand via community college growth, coming from adult learners who are highly career focused.

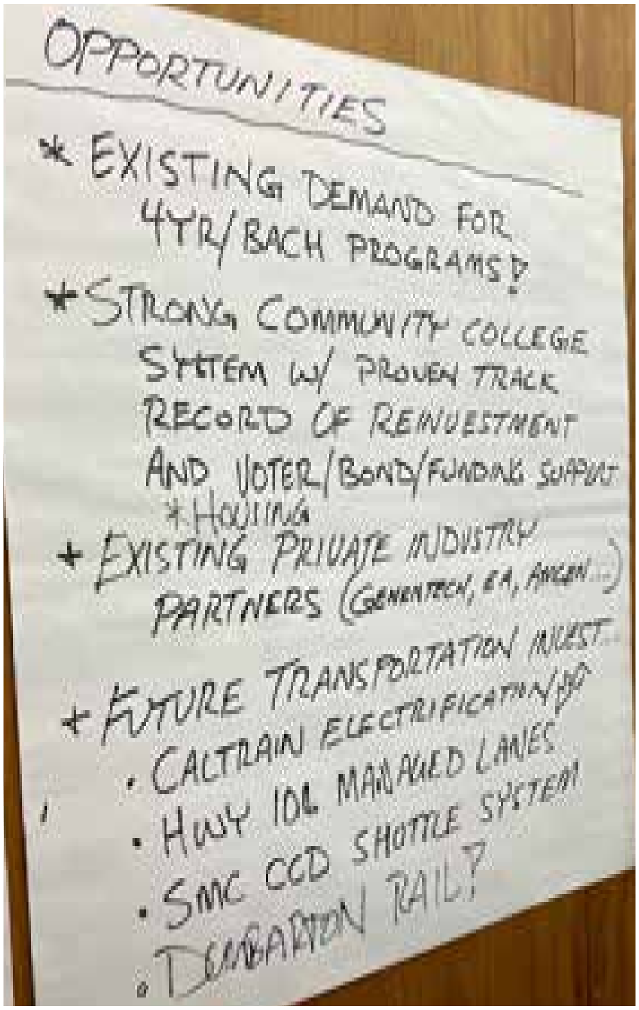
- These adult learners are more likely to be place-bound for the duration of their undergraduate education because of the cost of living, family obligations, and the need for proximity to employment.
- There is potential for a CSU campus to act as a diverse and equitable feeder to tech companies.
- There is a strong willingness for agencies (public and private) to work together and create education and workforce opportunities.
- Community initiatives are currently working to address housing and early childhood care/education challenges within the region.
- There is a need to close the "middle workforce" gap, which refers to jobs requiring a four-year degree.

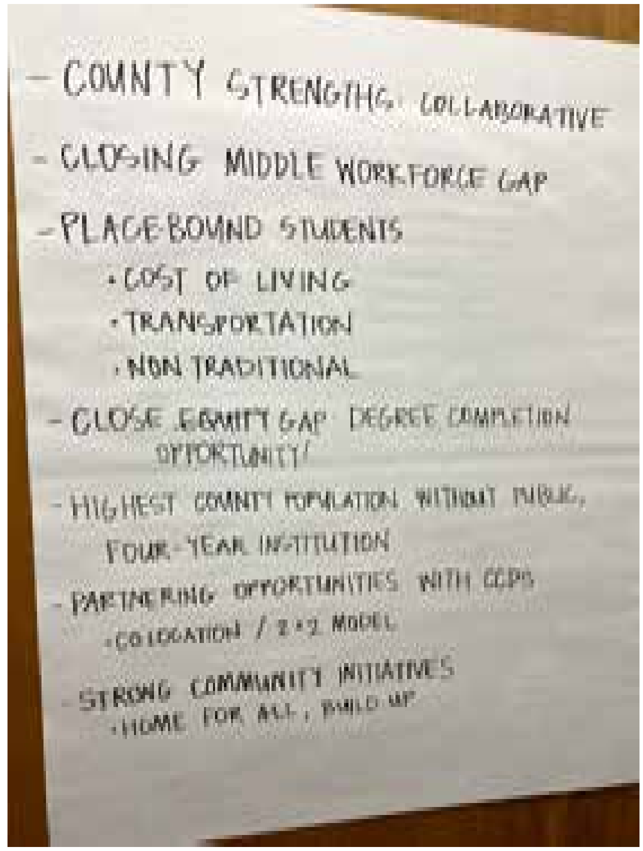
Physical Sites and Infrastructure

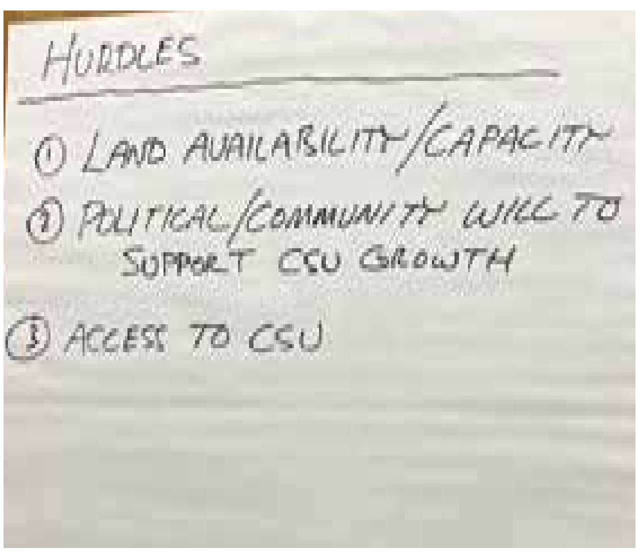
- Stakeholders indicated interest in an alternative campus model, e.g., co-location with Cañada College through a CSU University Center/Branch Campus option.
- There is pending transportation investment, including the Dumbarton Rail Corridor, Caltrain Electrification, and a San Mateo Community CCD Shuttle System to relieve challenges associated with Cañada College's relatively remote location.
- Housing affordability is a challenge, and there is a regional lack of affordable student or staff housing options.

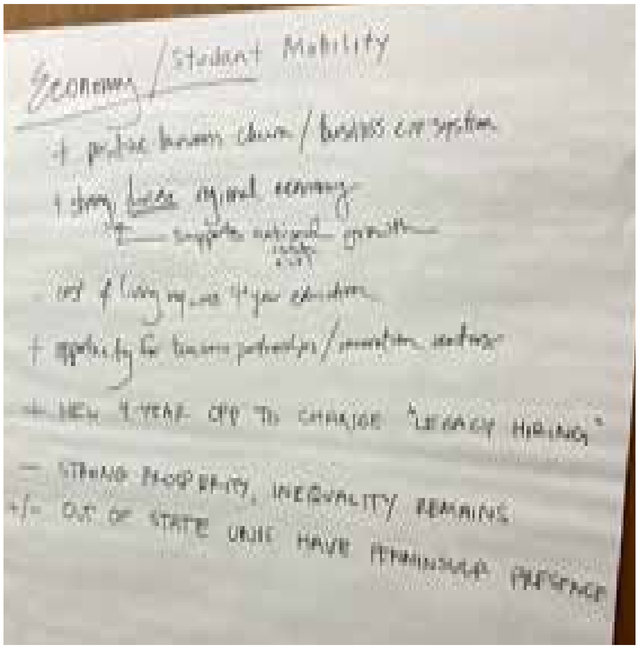
Figure B1.5 San Mateo County Engagement Boards

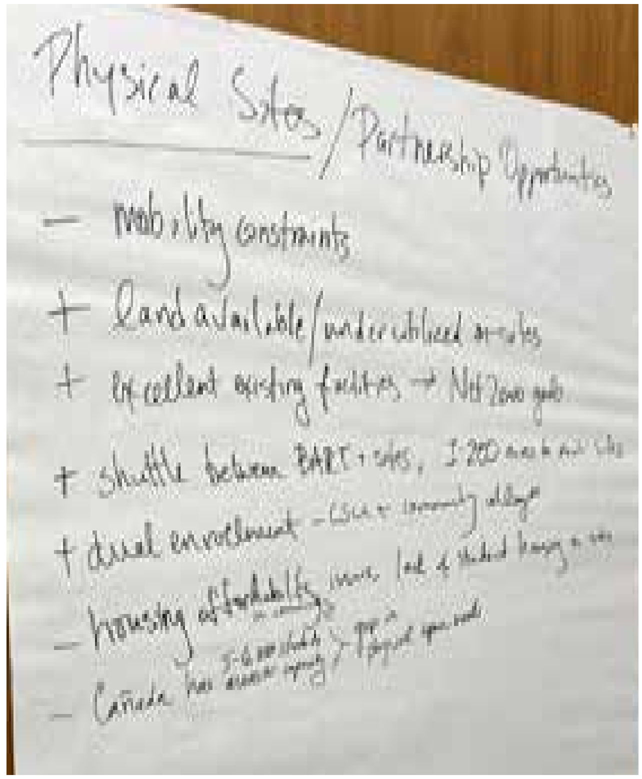


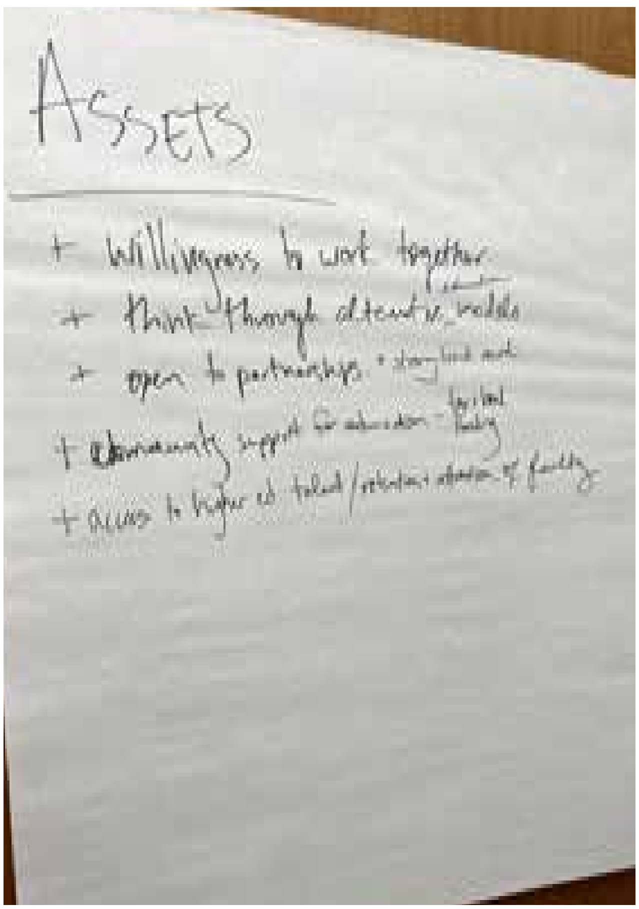

OPPORTUNITIES
* EXISTING DEMAND FOR 4YR/BACH PROGRAMS?
* STRONG COMMUNITY COLLEGE SYSTEM W/ PROVEN TRACK RECORD OF REINVESTMENT AND VOTER/BOND/FUNDING SUPPORT
* HOUSING
+ EXISTING PRIVATE INDUSTRY PARTNERS (GENENTECH, EA, AMGEN...)
+ FUTURE TRANSPORTATION INVEST.
· CALTRAIN ELECTRIFICATION
· HWY 101 MANAGED LANES
· SMC CCD SHUTTLE SYSTEM
· DUMBARTON RAIL?


- COUNTY STRENGTHS: COLLABORATIVE
- CLOSING MIDDLE WORKFORCE GAP
- PLACE BOUND STUDENTS
· COST OF LIVING
· TRANSPORTATION
· NON TRADITIONAL
- CLOSE EQUITY GAP: DEGREE COMPLETION OPPORTUNITY
- HIGHEST COUNTY POPULATION WITHOUT PUBLIC, FOUR-YEAR INSTITUTION
- PARTNERING OPPORTUNITIES WITH CCDS
· CO-LOCATION / 2+2 MODEL
- STRONG COMMUNITY INITIATIVES
· HOME FOR ALL, BUILD UP


HURDLES
① LAND AVAILABILITY/CAPACITY
② POLITICAL/COMMUNITY WILL TO SUPPORT CSU GROWTH
③ ACCESS TO CSU


Economy / Student Mobility
+ NEW 4 YEAR OPP TO CHANGE "LEGACY HIRING"
— STRONG PROSPERITY, INEQUALITY REMAINS
+/- OUT OF STATE UNIS HAVE PENINSULA PRESENCE


Physical Sites / Partnership Opportunities
— mobility constraints
+ land available / underutilized sites
+ excellent existing facilities → Net Zero goals
+ shuttle between BART + sites
+ dual enrollment
— housing affordability


Assets
+ willingness to work together
+ think through alternative models
+ open to partnerships
+ community support for education
+ access to higher ed

ADDITIONAL STAKEHOLDER MEETINGS WITH SAN JOAQUIN COUNTY (STOCKTON)

MEETING WITH THE BILL AND MELINDA GATES FOUNDATION – MARCH 5, 2020

- The Bill and Melinda Gates Foundation has investments in the San Joaquin Valley currently extending three years, but the Foundation's investments are often extended beyond a three-year timeframe.
- Six community foundations in San Joaquin and Stanislaus Counties are focused on early-college high schools, equitable futures (links to K-12, higher education, and workforce), and teacher preparation. The objective is that the community foundations become more knowledgeable about the Gates Foundation's work and that lines of communication are opened and maintained.
- The Stanislaus Community Foundation is creating a strategic plan; San Joaquin County is also working on one.
- There are seven early-college high school programs in the Delta and Modesto school districts; six of them are in Stockton, with a focus on health, education, agriculture, and logistics.
- There is support of A-G readiness for all students at the Stockton Unified School District.
- There is support for teacher preparation—many teachers within San Joaquin County are under-certified.
- A Postsecondary Team is investing in community colleges, including Delta Community College.
- There is investment in high-performing public charter schools that are authorized by the Stockton Unified School District to serve students with disabilities.
- There are 15 to 16 direct investments that touch schools or programs in San Joaquin County.
- Goals, Projections, and Metrics:
    - To achieve improved outcomes in Math and English Language Arts, with a focus on Black and Latinx youth.
    - Goal of 100 percent of teachers coming from high-quality teacher preparation programs.

STOCKTON GREEN ECONOMY MEETING – MARCH 18, 2020

- Organizations present: Port of Stockton, Climate Station, Nautilus Data Technologies, San Joaquin County Housing Authority, Elemental Accelerator, Launch Pad, Career Ready U, Renaissance Groups, Make Space Stockton, Future Bay Initiative, Stockton AI Strategy.

Port of Stockton

- The Port of Stockton is shifting to zero-emission equipment and investing in electrical infrastructure.
- There is a need for a workforce that is trained in electric forklifts, railcar users, and other Port of Stockton jobs.

Climate Station

- The Climate Station is a Community Choice Agency that builds local workforce and engages with larger users/entities.

Nautilus Data Barge Project

- The Nautilus Data Barge is designed to be the most sustainable data center in the world due to its use of water for cooling instead of chemical refrigerant.
- The first commercial Nautilus data center is to be in operation by September 2020.

San Joaquin County Housing Authority

- The Housing Authority received a Jobs Plus Grant to advance employment outcomes through work readiness, employer linkages, job placement, and financial literacy for residents of public housing.
- YouthBuild San Joaquin is a partnership between the San Joaquin County Office of Education and San Joaquin Housing Authority that assists undereducated and unemployed young adults in working toward completion of a high school diploma or GED.

Elemental Accelerator

- Elemental Accelerator is a startup accelerator for growth. It is focused on later stage startups and provides support for a path to commercialization.
- Community Market Place Project – County Office of Education and Green Economy Lab are examples of startups implemented through Elemental Accelerator.

Launch Pad

- Launch Pad is a co-working space and platform for entrepreneurship that provides access to job training.
- Launch Pad's physical space is provided as a hub.
- A company utilizing the space is planning large-scale implementation of charging stations at housing across the city, as well as van pools and electric vehicle sharing, which helps to reduce transportation as a barrier to jobs, allowing for upward economic mobility.

Career Ready U

- Career Ready U provides workforce development that pulls together academic research with private industry investment.

STOCKTON YOUTH LEADERSHIP PROGRAMS MEETING – MARCH 25, 2020

- Organizations present: Little Manila Rising, Sow A Seed, Reinvent Stockton Foundation (RSF), Reinvent South Stockton Coalition (RSSC), San Joaquin Pride Center, Fathers and Families of San Joaquin, Stockton Service Corps.

Little Manila Rising

- Little Manila Rising is dedicated to bringing equity to Stockton and providing education and community support to underserved populations in Stockton.
- The Little Manila After School Program is an ethnic studies program focused on Philippine and Filipino American history, culture, and collegiate access.

San Joaquin Pride Center

- San Joaquin Pride Center offers counseling services, gender support groups, and social opportunities.
- San Joaquin Pride Center works with education programs in Stockton to collect survey data for LGBTQ+ students regarding higher education.
- Students can be dropped off at the Pride Center to help guide them to an agency that can support their needs.

Fathers and Families of San Joaquin

- Fathers and Families of San Joaquin works with different demographics to assist in social and emotional skill development for families.

Stockton Service Corps

- Stockton Service Corps is the local AmeriCorps, working with K-16 programs to support paths to college such as 3rd grade literacy, young men of color going to college, and other programs.
- There are over 120 members of AmeriCorps in Stockton; the intent is to grow in 2021.

STOCKTON CRADLE-TO-CAREER MEETING – APRIL 1, 2020

- Organizations present: SEED (Stockton Economic Empowerment Demonstration), Stockton Scholars, Children's Savings Accounts Program, Reinvent Stockton, Child Abuse Prevention Council of San Joaquin County, AmeriCorps VISTA, Family Resource and Referral Center of San Joaquin County, First 5 San Joaquin.

SEED (Stockton Economic Empowerment Demonstration)

- Poverty is a key issue related to educational outcomes and success; this program tests whether stable, basic income can improve those outcomes.
- The $500/month amount was a response to the fact that 1 in 4 Americans cannot cover a single $400 emergency.
- The pilot program consists of 125 people.
- SEED gives people an income floor that can allow for adult learning for some people and high school completion and bachelor's degrees (Delta Community College) for others.

Children's Savings Accounts Program

- This program is a limited-scale pilot project that is anticipated to kick off in the next year.
- The program will enroll three-, four-, and five-year-olds.
- There is a proposal for grant funding to provide 1,000 to 1,500 students with a college savings account.
- The accounts would start with $500, with one-to-one matching for every $100 added to the account for three years.
- This account program is seen as the starting point in the Cradle-to-Career pipeline.
- Having a CSU in Stockton would provide a concrete goal at the end of that pipeline—something to strive for. This program is trying to build an expectation that people will pursue post-secondary education, and this would support that change.

Stockton Scholars

- The program has received funding for the next three years to expand college access work with 6th through 8th graders by making sure they are prepared not only for college, but for the transition to high school.
- It is currently working out program details and is looking to launch the expansion in Fall 2020.
- The program seeks to prepare students for both high school and college by helping them develop post-secondary plans with the Stockton Unified School District counseling team.
- Tactics for the program include teaching high school survival skills, student-to-student mentoring, 9th through 12th grade college readiness checklists for A-G readiness, and near-peer mentoring.
- The program culminates in a summer bridge leadership academy to prepare for college.
- The long-term goal for the Stockton Scholars program is to provide support across the K-12 grades, in order to plant the education seed earlier and support younger students.

Comprehensive Stockton Vision

- One of the goals of the Reinvent South Stockton Coalition is to break down silos within the government and community so that organizations and entities are working together instead of competing.
- The various programs discussed are the product of a comprehensive vision led by the Mayor's office that recognizes that addressing the city's problems cannot be accomplished in a piecemeal fashion.
- The "Collective Impact Strategy" is driven by and for the community.
- Stockton has witnessed philanthropic investment as a result of a clear articulation of the community's vision and approach.

Town of Moraga

MAYOR'S OFFICE

March 23, 2020

Dr. Timothy P. White
Chancellor, The California State University
Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802

Dear Dr. White:

We the Town Council of the Town of Moraga are writing to strongly endorse additional State investment to expand California State University East Bay's presence in Contra Costa County to create successful four-year degree opportunities for our community. The current satellite campus in Concord offers outstanding programs, however, the site is physically constrained and students must travel to the main campus in Hayward to complete their degree requirements or leave the area entirely.

The City of Concord has been working diligently with the Navy, its master developer, and local regulatory agencies to redevelop the former Concord Naval Weapons Station. Approximately 120 acres of the 2,500 acres designated for development at the Naval Weapons Station have been identified to support a campus of higher education, a development that could (in conjunction with the existing CSU East Bay administration) dramatically increase local access to public higher education.

The City of Concord developed a strong public-private partnership and, following a thorough visioning process in collaboration with industry, developed an exceptional plan to bring multiple educational partners together in one location to provide academic and workforce development offerings that will address multiple regional needs. Leveraging public-private partnerships in this manner is critical to maximizing the impact of public resource expenditures, and we stand ready to support the City of Concord and our regional educational partners, including CSU East Bay, in their development of the Concord Campus District.

Thank you for your consideration,

Mayor Kymberleigh N. Korpus
Town of Moraga

Cc: Governor Gavin Newsom
Senator Steven M. Glazer
Assemblymember Timothy S. Grayson
Concord City Council
Valerie Barone, Concord City Manager
Guy Bjerke, Director of Community Reuse Planning
CSU Capacity Assessment Team

CITY OF CLAYTON

March 17, 2020

Dr. Timothy P. White
Chancellor, The California State University
Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802

Dear Dr. White

We the City Council of the City of Clayton are writing to endorse additional State investment to expand California State University East Bay's presence in this county in order to create successful four year degree opportunities for our communities. We represent a 11,653 residents, who in order to access public higher education have to leave the City to obtain a bachelor or advanced degree. The current satellite campus in Concord offers outstanding programs, however, the site is physically constrained and students must travel to the main campus in Hayward to complete their degree requirements or leave the area entirely.

The City of Concord has been working diligently with the Navy, its master developer, and local regulatory agencies to redevelop the former Concord Naval Weapons Station. Of the 2,500 acres designated for development, approximately 120 acres have been identified to support a campus of higher education, which in conjunction with the existing CSU East Bay administration could dramatically increase access to public education

Leveraging public-private partnerships will be critical to maximizing our public resources, and we stand ready to support the City of Concord and our regional educational partners, including CSU East Bay, in the development of the Concord Campus District

Thank you for your consideration.

Julie Pierce
Mayor, City of Clayton

Karen Mitchoff
Supervisor, District IV
Contra Costa County
Board of Supervisors

Contra
Costa
County

2151 Salvio Street, Suite R
Concord, CA 94520
Phone: (925) 521-7100
Fax: (925) 646-5202

February 18, 2020

Dear CSU Capacity Assessment Consultation Team:

I support the City of Concord in their effort to be the next home of a CSU campus. I am a graduate of Cal State East Bay (then still called Cal State Hayward). I worked for former Supervisor Sunne Wright McPeak and well recall her work, along with the late Dean Lesher, to bring the satellite campus of then Cal State Hayward to Concord. At that time, Contra Costa County was not considered as a needed location, for a variety of reasons, but much has changed over the last 30+ years. It is time that Concord had a "stand on its own" full-fledged Cal State campus.

Contra Costa County has had significant economic opportunities and workforce development in recent years that would benefit a CSU campus. The County is leading the Northern Waterfront Economic Development Initiative, which is a regional cluster-based economic development strategy to create 18,000 jobs by 2035. The initiative is a collaboration between the county and seven partner cities, including Concord. The five targeted clusters advanced transportation fuels, bio-tech/bio-medical, diverse manufacturing, food processing, and clean tech.

Contra Costa County runs Buchanan Field, a local airport that provides corporate jet service, daily scheduled commercial service to Southern California, executive and general aviation hangars, and a staffed FAA air traffic control tower. Both the Northern Waterfront Initiative and Buchanan Field have development projects in the works which leads to job opportunities, a workforce pipeline for industries and developing supportive curriculum locally.

The impact a CSU would have on our County would be significant for the current and future residents. Contra Costa County has a population of approximately 1.1 million residents and yet we do not have a full state college to call our own. Right now, students have to commute outside the county clogging up our roadways in traffic to attend a state college. If we had a campus locally, we would be able to have more time with our families and less car pollution.

In addition, many times when students graduate, they stay local to their schools and this would infuse our future workforce with educated and trained workers. It would enhance Concord which currently hosts the most jobs of any city in Contra Costa County, as well as being the largest in population.

The City of Concord has significant land to meet the both the space for a campus as well as the housing needs of the students. Concord has been planning for their future growth with the former

Email: supervisormitchoff@bos.cccounty.us • Website: www.cccounty.us/mitchoff

THE CITY OF
BRENTWOOD
HERITAGE • VISION • OPPORTUNITY

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COMMUNITY DEVELOPMENT
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HUMAN RESOURCES
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Fax: 925.516.5446

PARKS AND RECREATION
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Phone: 925.516.5444
Fax: 925.516.5445

POLICE
9100 Brentwood Boulevard
Phone: 925.634.6911
24 Hr. Dispatch: 925.809.7911
Fax: 925.809.7799

PUBLIC WORKS
Engineering Division
150 City Park Way
Phone: 925.516.5420
Fax: 925.516.5421

Operations Division
2201 Elkins Way
Phone: 925.516.6000
Fax: 925.516.6001

March 24, 2020

Dr. Timothy P. White
Chancellor, California State University
Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802

Dear Dr. White:

The City Council of the City of Brentwood located in Contra Costa County are writing to endorse additional State investment to expand California State University East Bay's presence in this county in order to create successful four-year degree opportunities for members of our community. We represent 63,662 residents who, in order to access public higher education, have to leave the County to obtain a bachelor or advanced degree. The current satellite campus in Concord offers outstanding programs; however, the site is physically constrained and students must travel to the main campus in Hayward to complete their degree requirements or leave the area entirely.

The City of Concord has been working diligently with the Navy, its master developer, and local regulatory agencies to redevelop the former Concord Naval Weapons Station. Of the 2,500 acres designated for development, approximately 120 acres have been identified to support a campus of higher education, which in conjunction with the existing CSU East Bay administration could dramatically increase access to public education.

In order to maximize the Concord Campus District on behalf of the region, the Concord City Council appointed a Blue Ribbon Committee comprising educational partners from K-12, the University of California, the Contra Costa County Community College District, California Polytechnic University, and CSU East Bay as well as representatives from major industries, the Bay Area Council, the Contra Costa Transportation Authority, workforce development, organized labor, and other regional stakeholders. Following a nine-month visioning process, the Council adopted the recommended vision of a hybrid consortium to bring multiple educational partners together in one location, collaborating with industry, to provide academic and workforce development offerings that address regional needs. Leveraging public-private partnerships will be critical to maximizing our public resources, and we stand ready to support the City of Concord and our regional educational partners, including CSU East Bay, in the development of the Concord Campus District.

Thank you for your consideration,

Mayor Robert Taylor on behalf of the Brentwood City Council

Cc: Governor Gavin Newsom
Senator Steven M. Glazer
Assembly Member Timothy S. Grayson
Concord City Council
Valerie Barone, City Manager, City of Concord
Kathleen Trepa, Assistant City Manager, City of Concord
Guy Bjerke, Concord Naval Base Reuse Director
CSU Capacity Assessment Team via csucapacitystudy@gmail.com

CITY OF COACHELLA

1515 SIXTH STREET, COACHELLA, CALIFORNIA 92236

PHONE (760) 398-3502 • FAX (760) 398-8117 • WWW.COACHELLA.ORG

February 25, 2020

The Honorable Gavin Newsom
Governor of California
1303 10th Street, Suite 1173
Sacramento, CA 95814

RE: CSU Enrollment Demand, Capacity Assessment, and Cost Analysis for Campus Sites

Dear Governor Newsom:

As Mayor, I have the privilege of writing to you on behalf of the City of Coachella concerning an issue critical to the future of the region: creating an opportunity for higher education so that our youth can contribute to the future in a meaningful way.

Situated in the Coachella Valley, our community is largely dependent on the hospitality, retail, and agriculture industries, all of which pay less than a living wage. 32% of the Valley students live in poverty, and 80% are in the free/reduced lunch program. The nearest standalone four-year college is the University of Redlands, at a cost of $69,000 per year, and more than 60 miles away. The closest California State University, CSU San Bernardo, is 75 miles away. Clearly, a college education is unattainable for many young people living in the Coachella Valley, especially because 81% of our K-12 students are Hispanic, typically coming from close-knit families where "going away" to college is not culturally condoned.

Recognizing the unique convergence of need, geographic isolation, and human potential in the Coachella Valley, CSU has committed for more than 25 years to the concept of developing a standalone campus in Palm Desert. The nine cities of the Coachella Valley and local philanthropists have worked together for more than two decades to pave the way for CSU: over 170 acres of land have been donated, infrastructure and four buildings have been constructed, and the Board of Regents recently approved a master plan for developing a campus for up to 8,000 students. What is lacking now is financial follow-through on CSU's commitments.

We encourage you to select Palm Desert as the location for a 24th CSU campus. Surplus CSU capacity in other parts of the state will not provide educational opportunities to the intelligent, dedicated, and hard-working youth in the Coachella Valley, and the infrastructure and plans for future growth here will provide a $60 million, decade-long head start over the other sites under consideration.

An Affirmative Action/Equal Opportunity Employer

Page Two
Governor Gavin Newsom
February 25, 2020

The Coachella Valley is the ideal location to fulfill the CSU mission of preparing significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.

Respectfully yours,

Steven A. Hernandez
Mayor

cc: Coachella City Council
The California State University, Office of the Chancellor
CSU Capacity Assessment Team
Jenna Dresner, Director, Mercury

COLLEGE of the DESERT

DESERT COMMUNITY COLLEGE DISTRICT
43500 Monterey Avenue
Palm Desert, CA 92260
760.346.8041 | www.collegeofthedesert.edu

The Honorable Gavin Newsom
Governor of California
1303 10th Street, Suite 1173
Sacramento, CA 95814

February 26, 2020

Dear Governor Newsom:

Since 1958, College of the Desert (COD) has served as the largest provider of higher education in the Coachella Valley and has been the number one source of transfer students to California State University, San Bernardino-Palm Desert since it opened.

More than 30 years ago, College of the Desert helped create a satellite campus of CSUSB at our Palm Desert campus. Facilities and logistics were provided by College of the Desert, as well as a steady stream of eager students transitioning to a university education.

At that time, our goals were simple – to increase educational services and degrees not currently available, to address gaps in the educational pipeline, to increase access to four-year and advanced degrees, and to help students pursue their dreams of higher education and a better life for themselves and their families.

Over the subsequent years, the community came together to provide land and majority funding for building the first phase of what the state promised would someday be a permanent CSUSB campus in Palm Desert.

The Coachella Valley continued to grow. Demand for the promise of higher education increased. College of the Desert enrollment nearly doubled. Unfortunately, one thing did not change - the vast majority of our students must still leave the valley to seek their four-year degrees and many simply cannot afford to do so.

Now comes the long ago promised opportunity for the permanent CSU campus in Palm Desert to build upon the strong foundation we have built for expanded degree options, enhanced pathways and more seamless transitions for our collective students.

We know that students often stay in the community where they complete their baccalaureate degree. We also know that keeping our educated workforce in the Coachella Valley will benefit everyone.

College of the Desert pledges continued support for the efforts to increase opportunities for access to higher education in our valley and to give our students a greater opportunity to "start here and stay here" without being away from families, their jobs or their communities.

We believe they deserve it.

Sincerely,

J. L. Kinnamon

Joel L. Kinnamon, Ed.D.
Superintendent/President

cc: CSU Capacity Assessment Team
Attn.: Jenna Dresner, Director, Mercury
800 Wilshire Blvd., Suite 750
Los Angeles, CA 90017

Greater Palm Springs CVB / California State University #24 / Letter of Support

The Honorable Governor Newsom
1303 10th Street, Suite 1173
Sacramento, CA 95814

Re: Support for the Development of a California State University Palm Desert in the Coachella Valley

Dear Governor Newsom:

On behalf of the Greater Palm Springs tourism industry, which generates $7 billion in economic impact annually for the Coachella Valley, please consider designating Palm Desert the location of the 24th California State University campus.

Establishing a public four-year university in Palm Desert has the potential to positively and powerfully transform the vast desert region, which is currently home to 463,000 permanent residents. Beyond opening the door to a world of bright new possibilities for local youth, a California State University Palm Desert (CSUPD) campus would effectively solve a major workforce development challenge for the tourism industry—our region's largest industry employing one in four residents.

The need for higher education is keener here than in any other place in California. CSUPD would create career development paths for local students and support families who can't afford to send their children away to a four-year college. Beyond filling the significant local need for an affordable public university education, the Coachella Valley—comprising the nine cities of Palm Springs, Desert Hot Springs, Cathedral City, Rancho Mirage, Palm Desert, Indian Wells, La Quinta, Indio and Coachella as well as unincorporated areas of Riverside County—is a safe and inviting world-class destination that would appeal to students throughout the state.

Furthermore, CSUPD would diversify the regional economy, which is heavily reliant upon tourism and agriculture. The Coachella Valley doesn't have the same ratio of high-paying white-collar jobs that nearby markets like Los Angeles, Orange County and Riverside have, which poses a challenge to both attracting workforce and keeping local talent local.

Given that only 16% of the Coachella Valley workforce holds a Bachelor's degree, educated employees and a local university are a key part of being able to grow the local economy beyond hospitality (the two closest universities are 60 and 75 miles away, respectively). Plus, the presence of a university would remove a longstanding barrier to airlift development—the lack of a significant business traveler population.

All of the elements are currently in place to support a vibrant university in Palm Desert:

- We have an existing foundation for the university at the California State University San Bernardino Palm Desert satellite campus.
- We have 170 acres of land already designated for the campus.
- We have the resources to fund building and development.

70100 highway 111 • rancho mirage, ca 92270 • t: 760.770.9000 • 800.967.3767 • f: 760.770.9001 • visitgreaterpalmsprings.com

SCAG

INNOVATING FOR A BETTER TOMORROW

SOUTHERN CALIFORNIA ASSOCIATION OF GOVERNMENTS
900 Wilshire Blvd., Ste. 1700
Los Angeles, CA 90017
T: (213) 236-1800
www.scag.ca.gov

March 17, 2020

Dr. Timothy P. White
Chancellor, The California State University
401 Golden Shore
Long Beach, CA 90802

RE: Support for the Development of California State University, Palm Desert

Dear Chancellor White:

On behalf of the Southern California Association of Governments (SCAG), the nation's largest metropolitan planning organization (MPO) representing six counties, 191 cities, and 19 million residents, I would like to offer this letter in strong support for the development of California State University, Palm Desert (CSU) as the next campus in the CSU System.

The growth and economic diversification of the Coachella Valley relies on having an educated workforce. According to U.S. Census population estimates (July 2019), Riverside County is one of the fastest growing counties in California, as well as the country. Nevertheless, there is a large discrepancy regarding educational opportunities. Unlike the other four sites under consideration, Palm Desert is the only potential campus without a standalone four-year college within 60 miles. The closest campuses to the Coachella Valley are the University of California, Riverside (63 miles), CSU, San Bernardino (72 miles), and California State Polytechnic University, Pomona (94 miles).

Consequently, the educational attainment rates of residents on the eastside of the Coachella Valley and beyond are severely impacted by the lack of educational opportunities. According to the previously mentioned U.S. Census data, in the cities of Indio and Coachella, only 15.5% and 3.2% of respective residents have completed a bachelor's degree or higher. The statewide average is 33.3%. Other areas just outside of the Coachella Valley display an even greater disparity. For example, Thermal (0.1%) and Mecca (1.1%) have extremely low educational attainment levels, as well. The CSU System has an opportunity to change the lives of thousands of students by correcting this fundamental inequity that leaves so many Californians without access to a higher education.

Notwithstanding the opportunity the CSU System has to ensure that Coachella Valley residents have access to a quality and affordable education, a CSU Palm Desert enjoys tremendous local support. The City of Palm Desert has dedicated 170 acres of land for a campus valued at approximately $44 million. While considering land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million if reproduced today. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered-planned and shovel ready, as well.

Because of these reasons, SCAG strongly supports the CSU System's selection of Palm Desert for its next campus. Thank you for your consideration of SCAG's enthusiastic support.

Sincerely,

Kome Ajise

Kome Ajise
Executive Director

CITY OF RANCHO MIRAGE

OFFICE OF THE MAYOR
IRIS SMOTRICH

February 24, 2020

Governor Gavin Newsom
1303 10th Street, Suite 1173
Sacramento, CA 95814

RE: CSU Enrollment Demand, Capacity Assessment, and Cost Analysis for Campus Sites

Dear Governor Newsom:

As Mayor, I have the privilege of writing to you on behalf of the City of Rancho Mirage concerning an issue critical to the future of the region: creating an opportunity for higher education so that our youth can contribute to the future in a meaningful way.

Situated in the Coachella Valley, our community is largely dependent on the hospitality, retail, and agriculture industries, all of which pay less than a living wage. With 32% of the Valley students living in poverty, and 80% are in the free/reduced lunch program. The nearest standalone four-year college is the University of Redlands, at a cost of $69,000 per year, and more than 60 miles away. The closest California State University, CSU San Bernardo, is 75 miles away. Clearly, a college education is unattainable for many young people living in the Coachella Valley, especially because 81% of our K-12 students are Hispanic, typically coming from close-knit families where "going away" to college is not culturally condoned.

ADMINISTRATION	DEVELOPMENT SERVICES	FINANCE	HOUSING	PUBLIC LIBRARY	PUBLIC WORKS
Tel. 1.760.324.4511	Tel. 1.760.328.2266	Tel. 1.760.770.3207	Tel. 1.760.770.3210	Tel. 1.760.341.7323	Tel. 1.760.770.3224
Fax. 1.760.324.8830	Fax. 1.760.324.9851	Fax. 1.760.324.0528	Fax. 1.760.324.1617	Fax. 1.760.341.5213	Fax. 1.760.770.3261

69-825 HIGHWAY 111 / RANCHO MIRAGE, CA 92270
www.RanchoMirageCA.gov
www.RelaxRanchoMirage.com

Governor Gavin Newsom
February 24, 2020
Page 2

Recognizing the unique convergence of need, geographic isolation, and human potential in the Coachella Valley, CSU has committed for more than 25 years to the concept of developing a standalone campus in Palm Desert. The nine cities of the Coachella Valley and local philanthropists have worked together for more than two decades to pave the way for CSU: over 170 acres of land have been donated, infrastructure and four buildings have been constructed, and the Board of Regents recently approved a master plan for developing a campus for up to 8,000 students. What is lacking now is financial follow-through on CSU's commitments.

We encourage you to select Palm Desert as the location for a 24th CSU campus. Surplus CSU capacity in other parts of the state will not provide educational opportunities to the intelligent, dedicated, and hard-working youth in the Coachella Valley, and the infrastructure and plans for future growth here will provide a $60 million, decade-long head start over the other sites under consideration.

The Coachella Valley is the ideal location to fulfill the CSU mission of preparing significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.

Respectfully yours,

Iris M. Smotrich, Mayor
City of Rancho Mirage

Copy: CSU Capacity Assessment Team
Jenna Dresner, Director, Mercury,
800 Wilshire Blvd., Suite 750,
Los Angeles, CA 90017

AGUA CALIENTE BAND OF CAHUILLA INDIANS
TRIBAL COUNCIL

JEFF L. GRUBBE CHAIRMAN • REID D. MILANOVICH VICE CHAIRMAN
VINCENT GONZALES III SECRETARY/TREASURER • ANTHONY W. PURNEL MEMBER

March 11, 2020

The Honorable Gavin Newsom
1303 10th Street, Suite 1173
Sacramento, CA 95814

RE: CSU Palm Desert: the 24th Campus of California State University

Dear Governor Newson:

The Agua Caliente Band of Cahuilla Indians strongly supports the establishment of an independent California State University at Palm Desert. The Tribe recognizes that a diverse and accessible higher institution of learning is critical to economic growth of our community.

The Coachella Valley is currently home to 463,000 permanent residents. 54% households earn less than median U.S. household income. Of our over 70,000 K through 12 students, 32% are living in poverty. The CSUSB Palm Desert Campus is the only public four-year university in the region. The Palm Desert Campus is located 72 miles from the CSU San Bernardino Campus, 94 miles from Cal Poly Pomona, and 63 miles from UC Riverside. These are the closest public universities to the Palm Desert Campus. Additionally, the Coachella Valley does not have comprehensive private university such as the University of the Pacific in Stockton or University of Redlands.

The lack of local degrees being offered coupled with the remote locations of educational options inhibits local students who aspire to go to college. Proximity is the key to educational attainment. We have a student population that is 68% Hispanic and 69% female that substantially with household incomes below the poverty threshold. It is widely recognized that individual income with a bachelor's degree is almost twice that of those with just a high school diploma. Recognizing the demographics and the need for a four-year university the, cities and leaders of the Coachella Valley stepped up in the 1980s to move toward a California State University. Those philanthropic efforts have paid off, and today the Palm Desert Campus is poised to offer the most cost-effective and educationally impactful option for the 24th campus of the California State University.

The Agua Caliente Band of Cahuilla Indians along with all nine of the cities in the Coachella Valley have provided financial support for the campus and have continually come together to enthusiastically support the expansion of the campus to the original goal of hosting 8,000 students in a comprehensive higher education institution. The Tribe is already one of the largest employers in the Valley and with three additional projects in the pipeline our need for an educated workforce is critical. Additionally, the local business community driven by hospitality, healthcare, education, local government and a rapidly growing community of technology professionals is poised to absorb the graduates of the Palm Desert Campus as programs of study are expanded to their needs.

As the campus actualizes there is sufficient land off campus to attract even more private investment, further increasing the potential for positive local impact by establishing the 24th CSU Campus at the current Palm Desert Campus. We urge you to make this a reality.

Sincerely,

Jeff L. Grubbe
Chairman, Tribal Council
AGUA CALIENTE BAND OF CAHUILLA INDIANS

C: Rep. Raul Ruiz
Assembly Member Chad Mayes

5401 Dinah Shore Drive • Palm Springs, CA 92264 • P: 760.699.6800 • F: 760.699.6919 • www.aguacaliente-nsn.gov

California Alliance for
Renewable Energy
Solutions

March 11, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of the California Alliance for Renewable Energy Solutions, Inc. (CARES), I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. CARES is a non-profit, non-partisan organization working in partnership with labor, business, environment and community groups to support bulk energy storage projects as part of an effort to meet our state's renewable goals, create a clean energy economy, and create well-paying jobs. We are working to make California the world leader in renewable energy by garnering support across the state to create an energy storage boom that will pave the way for California to reach 100% renewable power.

In order to continue developing and implementing renewable energy technologies, the Coachella Valley relies on having an educated workforce. Unlike the other four sites under consideration, Palm Desert is the only potential site without a standalone four-year college within 60 miles. The closest campuses to the region is the University of California, Riverside (63 miles); CSU, San Bernardino (72 miles); and California State Polytechnic University, Pomona (94 miles). As displayed, residents are geographically isolated from opportunities of higher education in the Coachella Valley.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering the land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered planned and shovel ready as well.

For the aforementioned reasons, please consider developing the next CSU campus in Palm Desert. Please contact me if you have any questions regarding this matter. Thank you.

Regards,

Patrick Sinclair
Executive Director

cc: Governor Gavin Newsom

CaliforniaRenewableSolutions.org
41995 Boardwalk, Ste. A-1 | Palm Desert, CA 92211 | PH: 760-969-3500

Cathedral City

March 11, 2020

Office of Mayor Aguilar

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of the City of Cathedral City (population: 54,907), I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. As a neighboring jurisdiction, our residents will greatly benefit from a standalone campus in the Coachella Valley.

The growth and economic diversification of our community relies on having an educated workforce. Unlike the other four sites under consideration, Palm Desert is the only potential campus without a standalone four-year college within 60 miles. The closest campuses to our region is the University of California, Riverside (63 miles); CSU, San Bernardino (72 miles); and California State Polytechnic University, Pomona (94 miles). As displayed, our students are geographically isolated from opportunities of higher education in the Coachella Valley.

Consequently, the educational attainment rates of residents in our jurisdiction lack behind statewide averages. According to U.S. Census population estimates (July 2019), only 19.8% of Cathedral City residents have a bachelor's degree or higher compared to 33.3% statewide. The lack of educational options influence poverty rates as well. In fact, Cathedral City residents have a poverty rate of 20.7% compared to 12.8% statewide.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering the land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students.

For the aforementioned reasons, please greatly consider developing the next CSU campus in Palm Desert. Please contact me if you have any questions regarding this matter. Thank you.

Regards,

John Aguilar
MAYOR

cc: Governor Gavin Newsom

INDIAN WELLS
CALIFORNIA

February 12, 2020

Governor Gavin Newsom
1303 10th Street, Suite 1173
Sacramento, CA 95814

RE: Support for the Development of California State University Palm Desert in the Coachella Valley

Dear Governor Newsom:

The successful growth and development of any community relies heavily on a college-educated workforce. California State University San Bernardino - Palm Desert Campus, opened in 2002, continues to thrive with over 3,200 alumni. Hyper-focused on moving more students through college and into careers in the region, they commit time and resources to enable the implementation of strategies that are directly related to building a pipeline of educated students interested in the careers of the Coachella Valley's economic future.

The City of Indian Wells supports the development of California State University Palm Desert as the CSU system's next campus. According to the California Department of Finance, the Coachella Valley saw a 36.9% growth in population between 2000-2010, faster than the Inland Empire (29.4%), California (14.1%) or the U.S. (9.8%). This growing population requires expansion and diversification of the regional economy. A California State University Palm Desert campus would further existing efforts to ensure long-term stability for the valley, especially in the hospitality, healthcare, and cybersecurity sectors.

For the reasons mentioned, the City of Indian Wells fully supports the City of Palm Desert as the site of the next California State University campus.

Sincerely,

Ty Peabody, Mayor
City of Indian Wells

44-950 Eldorado Drive • Indian Wells • California 92210-7497 • V (760) 346-2489 • F (760) 346-0407 • www.cityofindianwells.org

CITY OF INDIO

March 11, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of the City of Indio (population: 89,406), I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. As a neighboring jurisdiction, our residents will greatly benefit from a standalone campus in the Coachella Valley.

The growth and economic diversification of our community relies on having an educated workforce. Unlike the other four sites under consideration, Palm Desert is the only potential campus without a standalone four-year college within 60 miles. The closest campuses to our region is the University of California, Riverside (63 miles); CSU, San Bernardino (72 miles); and California State Polytechnic University, Pomona (94 miles). As displayed, our students are geographically isolated from opportunities of higher education in the Coachella Valley.

Consequently, the educational attainment rates of residents in our jurisdiction lack behind statewide averages. According to U.S. Census population estimates (July 2019), only 15.5% of Indio residents have a bachelor's degree or higher compared to 33.3% statewide. The lack of educational options influence poverty rates as well. In fact, Indio residents have a poverty rate of 17.4% compared to 12.8% statewide.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering the land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered planned and shovel ready as well.

For the aforementioned reasons, please consider developing the next CSU campus in Palm Desert. Please contact me if you have any questions regarding this matter. Thank you.

Regards,

Glenn Miller

Glenn Miller
Mayor

cc: Governor Gavin Newsom

p: 760.391.4000 · f: 760.391.4008 · 100 Civic Center Mall Indio, CA 92201 · www.INDIO.org

DVBA
desert valleys builders association

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Sunrise Company
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Wattenbarger Construction

March 11, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of the Desert Valleys Builders Association (DVBA), we strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. The DVBA is a non-profit, trade association of building industry professionals, representing nearly 200 companies at all levels of the construction industry and committed to ensuring that building of all types remains vibrant and strong in our region. We are dedicated to providing excellence in community development while protecting the natural beauty of the Coachella and Imperial Valleys.

The growth and economic diversification of the Coachella Valley relies on having an educated workforce. Unlike the other four sites under consideration, Palm Desert is the only potential campus without a standalone four-year college within 60 miles. The closest campuses to the region is the University of California, Riverside (63 miles); CSU, San Bernardino (72 miles); and California State Polytechnic University, Pomona (94 miles). As displayed, residents are geographically isolated from opportunities of higher education simply by residing in the Coachella Valley.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering the land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered planned and shovel ready as well.

Thank you for your consideration to <u>support</u> this request for a local CSU campus.

Best Regards,

Gretchen Gutierrez
Chief Executive Officer
cc: Governor Gavin Newsom

75100 Mediterranean • Palm Desert • CA 92211
(760) 776-7001 office • (760) 776-7002 fax
www.thedvba.org

Desert Arc
OPPORTUNITIES FOR PEOPLE WITH DISABILITIES

March 11, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of Desert Arc, I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. Desert Arc is the only nonprofit organization in the desert communities within the larger Coachella Valley – Morongo Basin providing comprehensive services for people with developmental and intellectual disabilities, including conditions such as Autism, Cerebral Palsy, Down Syndrome, Epilepsy and many others.

There are approximately 700 people, ages 18 and older, who are enrolled in Desert Arc's programs designed to help them secure employment, have a safe place to come to every day and interact with others. And, most importantly, to reach their highest potential to live, work and socialize in the community. Desert Arc is dedicated to social innovation and created a variety of enterprises providing business services for companies and individuals. These include our shredding, recycling, landscape maintenance, janitorial and fulfillment divisions. I believe that many of the clients can benefit not only from an employment perspective, but educationally as well.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering the land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered planned and shovel ready as well.

For the aforementioned reasons, please consider developing the next CSU campus in Palm Desert. Please contact me if you have any questions regarding this matter. Thank you.

Regards,

Richard Balocco
President / Chief Executive Officer

cc: Governor Gavin Newsom

73-255 Country Club Drive • Palm Desert, CA 92260
Phone (760) 346-1611 • Toll free (888) 771-7784 • Fax (760) 773-0933
www.desertarc.org

EISENHOWER HEALTH

March 12, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of Eisenhower Health, I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. Eisenhower Health has been a healthcare leader in the Coachella Valley since we opened our medical center in 1971. With primary care, urgent care centers, multi-specialty health centers, and specialized programs across the valley, we now offer comprehensive healthcare support, from education and prevention to diagnosis, treatment and rehabilitation. We provide customized care in men's health, women's health, LGBTQ services, HIV care, and much more.

The healthcare industry in the Coachella Valley relies on having an educated workforce. Unlike the other four sites under consideration, Palm Desert is the only potential site without a standalone four-year college within 60 miles. The closest campuses to the region is the University of California, Riverside (63 miles); CSU, San Bernardino (72 miles); and California State Polytechnic University, Pomona (94 miles). As displayed, residents are geographically isolated from opportunities of higher education in the Coachella Valley. I have enclosed a copy of a slide that demonstrates how many of our nurses have obtained a BSN or are studying for a BSN.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering the land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered planned and shovel ready as well.

For the aforementioned reasons, please consider developing the next CSU campus in Palm Desert. Please contact me if you have any questions regarding this matter. Thank you.

Regards,

Michael Landes
President, Foundation
Eisenhower Health

cc: Governor Gavin Newsom

39000 Bob Hope Drive / Rancho Mirage, California 92270 / 760-340-3911 / eisenhowerhealth.org

John F. Kennedy
Memorial Foundation

"Dedicated to enhancing the physical, emotional and intellectual health and wellness of Coachella Valley children and families."

March 12, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of the John F. Kennedy (JFK) Foundation, I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. The JFK Foundation, a 501(c)(3) nonprofit organization, has provided a one-stop health care facility to serve the unmet needs of underserved children and families of the Coachella Valley since 1984. Today the Foundation operates all of our community programs and activities from the clinic. The building houses a full-service pediatric clinic as well. Other services include home visitation for families with young children focusing on child abuse prevention; family screenings, assessments and referrals to community resources; parenting skills and parenting education programs; a team-mentoring program for girls in middle and high schools; and many more programs and activities.

Education plays a substantial role in helping underserved families and their children break the cycle of poverty. Unlike the other four sites under consideration, Palm Desert is the only potential site without a standalone four-year college within 60 miles. The closest campuses to the region is the University of California, Riverside (63 miles); CSU, San Bernardino (72 miles); and California State Polytechnic University, Pomona (94 miles). As displayed, residents are geographically isolated from opportunities of higher education in the Coachella Valley.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering the land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered planned and shovel ready as well.

For the aforementioned reasons, please consider developing the next CSU campus in Palm Desert. Please contact me if you have any questions regarding this matter. Thank you.

Regards,

Susan Francis
President / Chief Executive Officer

cc: Governor Gavin Newsom

John F. Kennedy Memorial Foundation a 501c3 Organization - Tax ID #33-0071615
75-555 San Gorgonio Way • Palm Desert, California 92260
www.jfkfoundation.org • info@jfkfoundation.org
Ph (760) 776-1600 • Fax (760) 776-4500

palm desert area
chamber of commerce

OPENING DOORS FOR BUSINESS

March 11, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of the Palm Desert Area Chamber of Commerce (PDACC), I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. The PDACC proudly represents a membership that not only spans the entire Coachella Valley, but Riverside, Imperial, Orange and San Diego counties as well. We are offer premium services, programs, signature events, and monthly events that provide value to our members and our community at-large.

The growth and economic diversification of the Coachella Valley relies on having an educated workforce. Unlike the other four sites under consideration, Palm Desert is the only potential campus without a standalone four-year college within 60 miles. The closest campuses to the region is the University of California, Riverside (63 miles); CSU, San Bernardino (72 miles); and California State Polytechnic University, Pomona (94 miles). As displayed, residents are geographically isolated from opportunities of higher education in the Coachella Valley.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering the land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered planned and shovel ready as well.

For the aforementioned reasons, please consider developing the next CSU campus in Palm Desert. Please contact me if you have any questions regarding this matter. Thank you.

Regards,

Rob Ballew
Interim President / Chief Executive Officer

cc: Governor Gavin Newsom

72559 Hwy 111, Palm Desert, CA 92260 760.346.6111 www.pdacc.org

ST. MARGARET'S EPISCOPAL CHURCH
Palm Desert, California

stmargarets.org

The Rev. Kathleen Kelly, Interim Rector
47535 Highway 74
Palm Desert, CA 92260
kathleenk@stmrgarets.org
(760) 346-2697, ext. 106

March 13, 2020

I am writing regarding the compelling need for a full four-year university in the Coachella Valley.

Our church operates a center called "Neighbors 4 Neighbors" where we provide food to approximately 400 people per week, along with clothing, other supportive services and compassionate company. People come from throughout the Coachella Valley. Many have one or more jobs but are still food insecure because service sector employment predominates in our economy.

Our volunteers are very intentional about getting to know the clients we serve. They encounter many closely-knit families in which the parents have made and are making great sacrifices in the hope of a better life for their children. We see that this hope is often dashed, however, because the family's dependence upon children for translation, care of younger siblings, and care of elders prevents the younger generation from traveling for the education that could lead to a brighter future.

The presence of a full four-year university with everything available here for degree completion in a variety of fields would totally change this picture. It would enable youngsters to prepare for diverse careers while still being close to home for family needs.

There is no single act our state could take with greater positive impact on those who are struggling.

Sincerely,

The Rev. Kathleen Kelly

SunLine Transit Agency
A Public Agency

MEMBERS: Desert Hot Springs Palm Springs Cathedral City Rancho Mirage Palm Desert Indian Wells La Quinta Indio Coachella Riverside County

March 13, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

RE: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of SunLine Transit Agency (SunLine), I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system.

As the public transit provider for the Coachella Valley, SunLine provides access to safe and environmentally conscious public transportation services with alternative fuel solutions to meet the mobility needs of the communities we serve. SunLine's service area is comprised of 1,120 square miles, carrying approximately 4 million riders annually throughout the Coachella Valley. SunLine Transit Agency is a forward-facing organization that has seen an increase in ridership over the last year, a stark contrast from what is being seen throughout the nation for public transit. Led by an innovative Board of Directors and staff, SunLine Transit Agency constantly searches for new programs and initiatives that could benefit the mobility of the Coachella Valley. As such, new programs that will be implemented as part of SunLine's current Refueled initiative, makes our transit network primed for a future standalone university campus.

The growth and economic diversification of the Coachella Valley relies on having an educated workforce. According to U.S. Census population estimates (July 2019), Riverside County is one of the fastest growing counties in California as well as the country. Nevertheless, there is a large discrepancy regarding educational opportunities. Unlike the other four sites under consideration, Palm Desert is the only potential campus without a standalone four-year college within 60 miles. The closest campuses to the region is the University of California, Riverside (63 miles); CSU, San Bernardino (72 miles); and California State Polytechnic University, Pomona (94 miles). As displayed, residents are geographically isolated from opportunities of higher education in the Coachella Valley.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million if reproduced today. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered planned and shovel ready as well.

37-500 Harry Oliver Trail, Thousand Palms, California 92276 Phone 760-343-3456 Fax 760-343-3845 www.sunline.org

Cove Communities Senior Association
THE JOSLYN CENTER
"ENRICHING LIVES EVERY DAY"
73-750 Catalina Way • Palm Desert, California 92260
760.340.3220 • Fax 760.568.9230

March 11, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of the Joslyn Center, I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. The Joslyn Center, a 501(c)(3) nonprofit community organization, has provided programs, services, and activities for adults 50 and over living throughout the Coachella Valley since 1981.

Located in Palm Desert, the Joslyn Center has over 2,000 members ranging from ages 50-105 and hosts 250-400 visitors daily. Although seniors may typically enroll less in formal educational programs, many do participate in various extension courses offered through higher education. I anticipate many of our seniors will take advantage of a diversity of new programs offered through the CSU system. This is especially true among the "Baby Boomer" population who are expressing more interest in education and other ways to remain active and engaged in their community.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering the land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is master planned and shovel ready as well.

For the aforementioned reasons, please consider developing the next CSU campus in Palm Desert. Please contact me if you have any questions regarding this matter. Thank you.

Regards,

Jack Newby
Executive Director

cc: Governor Gavin Newsom

March 13, 2020

Timothy P. White
Chancellor, California State University
401 Golden Shore
Long Beach, CA 90802

Re: Support for the Development of California State University, Palm Desert

Dear Chancellor White,

On behalf of the Family YMCA of the Desert (YMCA), I strongly support the development of California State University, Palm Desert (CSU), as the next campus in the CSU system. The YMCA is the largest provider of licensed childcare in the Coachella Valley, with facilities from Palm Springs to Mecca. We serve over 2,800 local kids and families each day at our valley wide locations. We also provide a variety of programs, camps, and other events and activities for members of our community.

Education is understandably very important for the future success of our youth in the Coachella Valley. The growth and economic diversification of our community heavily relies on having an educated workforce. Unlike the other four sites under consideration, Palm Desert is the only potential campus without a standalone four-year college within 60 miles. The closest campuses to our region are the University of California, Riverside (63 miles); CSU, San Bernardino (72 miles); and California State Polytechnic University, Pomona (94 miles). As displayed, our students are geographically isolated from opportunities of higher education in the Coachella Valley.

Notwithstanding, the CSU system has a tremendous opportunity to develop the next standalone campus in Palm Desert. To encourage development, the City of Palm Desert previously dedicated 170 acres of land for a campus valued at approximately $44 million. While considering land acquisition and existing site improvements have been made with 100% local investments, the existing campus and facilities are currently estimated at $150 to $200 million if reproduced today. Private investors have already contributed funding to constitute approximately 20% of the needs to establish a campus with the capacity to serve 8,000 students. The proposed campus is mastered planned and shovel ready as well.

For the aforementioned reasons, please consider developing the next CSU campus in Palm Desert. Please contact me if you have any questions regarding this matter. Thank you.

Regards,

Paula Simonds
Chief Executive Officer

cc: Governor Gavin Newsom

B.2 Sustainability Analysis Report

EVALUATION METHODOLOGY

INTRODUCTION

This Report uses three key indicators of long-term success:

- The condition and climate/resilience factors of a target site lend themselves to resource conservation and adaptation.
- Infrastructure in place or planning for infrastructural development demonstrate a proactive approach to address energy and environmental management.
- The campus/site's means of operation and maintenance and its engagement with the community demonstrate commitment to advancing carbon neutrality and climate resilience goals as well as preparing students to be stewards of the natural and built environment.

MULTI CRITERIA ANALYSIS

Multi Criteria Analysis (MCA) is a decision-support process that allows stakeholders to identify the goals, objectives, and criteria for evaluation, as well as the associated metrics that may be used to score sites/projects as a measure of compliance or project success. These quantitative and qualitative metrics are commonly weighted to identify the hierarchy of criteria or preferences, such that project designs that target the same broad objective can be compared against other criteria scores that are of most importance to stakeholders.

The campus and greenfield locations under analysis are in the Chico, Sacramento, and Los Angeles Clusters and in the Five Evaluated Locations of Chula Vista, Concord, Palm Desert, San Joaquin County (Stockton), and San Mateo County. The criteria and sub-criteria under analysis evaluate the environmental factors that make a site perfectly suitable, partially suitable, or unsuitable for expansion, such that a ranking system may be formed to identify the campus/site Master Plan designs that best meet the stakeholder objectives pertaining to environmental sustainability. The ranking system is shown in terms of a weighted score across the triple bottom line (TBL), denoted collectively as the triple bottom line multi criteria analysis (TBL-MCA).

Overall, the MCA approach identifies sets of quantified goals, objectives, preferences, and trade-offs between those objectives as prescribed in different project designs.

There are three key steps that are involved in setting up the TBL-MCA:

- Setting up the broad criteria and sub-criteria
- Setting up weights per criteria and sub-criteria
- Scoring each campus/site plan

BROAD CRITERIA CHART

Within the MCA approach, the above scoring methodology is used to gather site data and information on resources expended towards fulfilling each of the criteria. The degree to which efforts have been expended by each campus or greenfield site are reflected in the scores obtained across each of the sub-criteria. Overall, the responses to each of the sub-criteria for each site are segmented into five levels of scoring (Level 1 – Level 5), where Level 5 represents complete fulfillment (and a score of 10), Level 1 represents minimum or no fulfillment (and a score of 2), and the levels in between show varying degrees of partial fulfillment (and scores of 4–8). Thereafter, a rubric for scoring each of the criteria across the campuses/sites was established. This rubric relies on CSU Sustainability minimum requirements at the neutral Level 3 where applicable, scoring campuses/sites that exceed standards at higher levels or those that fall beneath standards at lower levels.

SCORING RUBRIC

ANALYTIC HIERARCHY PROCESS

An Analytic Hierarchy Process (AHP) approach is used to examine the relative preferences between the broad criteria and sub-criteria and thereby set up the weights that are used for scoring. This includes making a series of simple comparisons, called Pairwise Comparisons, between the different criteria and sub-criteria within the MCA analysis. The comparisons are carried out by including a ranking system of the relative importance of each criterion on a scale of 1 to 9, with 5 clear groups of importance:

- Rank 1 – Equally important
- Rank 3 – Moderately more important
- Rank 5 – Strongly more important
- Rank 7 – Very strongly more important
- Rank 9 – Extremely more important

The rankings in between these five sections (2, 4, 6, 8) represent in-between levels that may be used if the relative importance does not fall within these five distinct sections. The results of the AHP simulation are provided below. The Analytic Hierarchy Process arranges the criteria and sub-criteria into a hierarchical structure similar to a family tree as seen in Table B2.3.

The weights are applied within two layers: first within the broad criteria to lend weight to the criteria that are of most importance to the stakeholders, and then also within the sub-criteria levels to place emphasis on the drivers of each of the broad criteria. For instance, in the above decision tree, Level 1 or Broad Criteria is listed in order of importance. This Fully Integrated Thinking (FIT) methodology to Campus/Site Analysis illustrates the relative weight of each sub-criteria within the seven major criteria points.

RESULTS

The pairwise comparisons have shown that Energy and Carbon is the most important criterion. Similarly, Level 2 or sub-criteria weights show the drivers within each of the broad criteria and the overall drivers within the MCA. For instance, under Food Systems, having access to local agriculture and produce is considered the

Table B2.1 Broad Criteria Chart

Criteria	Sub-Criteria	Scoring Methodology
Ecosystem & Climate	General climatic factors	Natural ventilation capacity and the CalEnviro Screen 3.0 are used to evaluate the percentage of year with comfortable weather for natural ventilation and the location-specific percentile on the burden of pollutants on local health.
	Heating & cooling degree days	Heating, cooling degree days and number of days over 90 degrees Fahrenheit and under 32 degrees Fahrenheit (Climate Explorer, 2020).
	Outdoor thermal comfort	Dry bulb temperature.
	Sequestration	Percent of land cover with green space within zip code (ICLUS, 2020).
	Biodiversity	Richness of Imperiled Species in the United States (Nature Serve – ESRI, 2020).
Energy & Carbon	Energy efficiency	Energy Use Intensity (EUI) tracking, compliance with Title 24 energy code, and energy reduction targets.
	PV generation potential	Solar energy production potential (horizontal radiation), renewable energy measures on site.
	Distribution – network – storage	Presence of campus utility plan, renewable energy source, energy storage; proximity to renewable energy plants and percent of renewables in the grid (California Energy Commission, 2020).
Water	Potable water access	Groundwater depletion rate (USGS 2003, 2010), municipal water quality reports.
	Water efficiency	Water use tracking and measures/investments towards potable/non-potable water use reduction.
	Treatment & distribution	Water harvesting and reuse measures that reduce the need for treatment and distribution of potable water.
Zero Waste	Recycled waste collection	Scale of measures on recycling and diversion.
	Composting	Scale of measures on composting.
	Waste prevention – reuse	Scale of measures on waste reuse and net zero waste.
Sustainable Food Systems	Access to local agriculture	Crop and agricultural land within a 10-mile radius (ICLUS, 2020).
	Sustainable food operations	Scale of measures on sustainable food availability on site.
	Community agriculture program	Scale of measures on incorporating community gardens and academic integration.
Green Building	Green policies	Scale of measures on compliance with LEED and AASHE ratings.
	O&M	Scale of measures on central BMS monitoring systems.
	Need for infrastructure replacement	Scale of measures on rolling replacements.
Climate Action Plan	Resilience challenge	Scoring out of 12 on risk of fire, flood, seismicity, and climate change, with lower scores denoting lower risks.
	Carbon neutrality goals	Scale of measures on site, municipality initiatives on GHG tracking, and carbon neutrality.
	Campus resilience	Scale of measures on monitoring climate action plans, resiliency towards climate change, impact mitigation.

driver of the broad sustainable food criteria. We score these criteria by analyzing the acres of cropland within a 10-mile radius of the site. This represents a distance that is easily reached by students, allowing for growth of campus initiatives such as integration between the university and farms for research and increased student learning. Further, it allows for the promotion of sustainable use of easily available produce on campus sites. Overall, across the MCA matrix, having energy efficiency is considered a key driver of campus/site selection. Including initiatives, such as tracking energy use intensity (EUI) on site and undertaking measures to reduce energy consumption on site that go beyond the 10% Title-24 requirements mandated by the CSU, are key drivers of satisfying the Energy Efficiency sub-criteria.

CAMPUS/SITE RESULTS

The results for all the campuses/sites are as follows, with Chico scoring the highest at 7.23, and Stockton scoring the lowest at 4.48. The campus/site scores have been divided into five tiers and color coded accordingly. The details on the scoring are provided in Table B2.4.

Table B2.2 Criteria Scoring Rubric

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Scoring Levels	Level 1	Level 2	Level 3	Level 4	Level 5
Ecosystem & Climate					
General Climate Factors	Percent of year with ideal weather under 50%, CalEnviro percentile burden of pollution at 50% or above	Percent of year with ideal weather between 50-55%, CalEnviro percentile burden of pollution between 35%-50%; OR Percent of year with ideal weather above 55% but a CalEnviro percentile burden of pollution above 50%	Percent of year with ideal weather above 55%, CalEnviro percentile burden of pollution between 20%-35%	Percent of year with ideal weather above 55%, CalEnviro percentile burden of pollution between 11%-20%	Percent of year with ideal weather above 55%, CalEnviro percentile burden of pollution at 10% or lower
Heating/Cooling Degree Days	A weighted score of three factors: heating degree days, cooling degree days, and days with extreme temperature (over 90°F and below 32°F)				
Heating Degree Days	Heating degree days above 2400 per year under RCP 8.5	Heating degree days under 2400 but above 2200 per year under RCP 8.5	Heating degree days under 2400 but above 2000 per year under RCP 8.5	Heating degree days under 2000 but above 1800 per year under RCP 8.5	Heating degree days under 1800 per year under RCP 8.5
Cooling Degree Days	Cooling degree days above 2000 per year under RCP 8.5	Cooling degree days under 2000 but above 1700 per year under RCP 8.5	Cooling degree days under 1700 but above 1400 per year under RCP 8.5	Cooling degree days under 1400 but above 1100 per year under RCP 8.5	Cooling degree days under 1100 per year under RCP 8.5
Overall days with extreme temperatures	Above 140	Between 120-140	Between 90-120	Between 60-90	Under 60
Outdoor Thermal Comfort	Indoor comfort under 5% of daily hours	Indoor comfort felt between 5-10% of daily hours	Indoor comfort felt between 10-15% of daily hours	Indoor comfort felt between 15-20% of daily hours	Indoor comfort felt above 20% of daily hours
Sequestration	Green space % below 10%	Green space % between 10%-15%	Green space % between 15%-20%	Green space % between 20%-25%	Green space % above 25%
Biodiversity	Endangered species richness in census area above 8	Endangered species richness in census area between 6-8	Endangered species richness in census area between 4-6	Endangered species richness in census area between 2-4	Endangered species richness in census area under 2
Energy					
Energy Efficiency: Energy reduction and Title 24 compliance/ exceedance	EUI tracking may not be available but the campus/site meets the T24 requirements by 10% exceedance	EUI is tracked and the campus/ site exceeds T24 requirements by 10%	EUI is tracked with energy consumption reduction outlined in the master plan and the campus/ site exceeds T24 requirements by 10-15% or higher	EUI is tracked building by building with energy consumption reduction targets, policies outlined in the master plan, and net zero energy targets included and the campus/ site exceeds T24 requirements by 15% or higher	EUI is tracked building by building with energy consumption reduction targets to surpass requirements from Title 24, policies outlined in the master plan, and net zero energy targets included and the campus/site exceeds T24 requirements by 20% or higher

Scoring Levels	Level 1	Level 2	Level 3	Level 4	Level 5
PV Generation Potential / Capacity	Expected solar energy production under 80 kBtu/sf but no information available on renewable energy policies	Expected solar energy production under 85 kBtu/sf but no information available on renewable energy policies	Expected solar energy production between 80-82 kBtu/sf. If the site has an existing campus, does the master plan recommend a dependence or show a case for use of renewable and biomass energy? If site does not have an existing campus, does the city municipality have a renewable energy policy?	Expected solar energy production between 80-85 kBtu/sf. If the site has an existing campus, has the campus shown some use of renewable energy such as solar panels or biomass energy? If site does not have an existing campus, has the city shown significant dependence on renewable energy?	Expected solar energy production above 80-85 kBtu/sf. If the site has an existing campus, has the campus shown significant use of renewable energy such as solar panels or biomass energy? If site does not have an existing campus, has the city shown significant dependence on renewable energy?
Distribution/ Network/ Storage	A weighted score of three factors: availability of campus/site utility plans, renewable sourcing, and storage; proximity to renewable energy plants; and % renewables in the regional grid				
Campus/site utility plan, renewable source, storage	0-1 out of the 3 criteria satisfied: 1) Central utility plan with steam boilers and water chiller plants, 2) high availability of renewable energy service providers, and 3) thermal energy storage	NA	2 out of the 3 criteria satisfied: 1) Central utility plan with steam boilers and water chiller plants, 2) high availability of renewable energy service providers, and 3) thermal energy storage	NA	All three criteria satisfied: 1) Central utility plan with steam boilers and water chiller plants, 2) high availability of renewable energy service providers, and 3) thermal energy storage
Proximity to renewable energy plants	<5000 Mwh of renewable energy production within 10 miles of site	5000-10,000 Mwh of renewable energy production within 10 miles of site	10,000-20,000 Mwh of renewable energy production within 10 miles of site	20,000-30,000 Mwh of renewable energy production within 10 miles of site	>30,000 Mwh of renewable energy production within 10 miles of site
% renewables in energy grid	<25% of renewable energy in local grid	25-30% of renewable energy in local grid	30-35% of renewable energy in local grid	35-40% of renewable energy in local grid	>40% of renewable energy in local grid
Water					
Potable Water Access	Groundwater rate depletion is recorded as above 0.5 feet per year, or a lower depletion rate but has reported elevated levels of arsenic or chromium levels	Groundwater rate depletion is recorded as between 0.3-0.5 feet per year, or a lower depletion rate but has reported elevated levels of arsenic or chromium levels	Groundwater rate depletion is recorded as between 0.10-0.3 feet per year	Groundwater rate depletion is recorded as below 0.1 feet per year with state and federal requirements for water quality	Groundwater rate depletion is recorded as below 0.1 feet per year and meets Cal Water, state and federal requirements for water quality and may conduct on-campus water quality testing
Water Efficiency	Campus/site water reports may not be available	Campus/site water tracked with overall published targets in the master plan or reductions in water use for construction	Campus/site water tracked with published targets year over year for reductions in water consumption or targets for reduced water use in irrigation	Campus/site water tracked with published targets for reductions in indoor water consumption and recycled water or reductions for irrigation in the master plan	Campus/site water tracked with installment of a central water management system, drought resilient vegetation and published targets for reductions in water consumption

Scoring Levels	Level 1	Level 2	Level 3	Level 4	Level 5
Treatment / Distribution	No water harvesting or recycling information available	1/4 included in campus/site policies or long-term master plan: Onsite Water Treatment + Rainwater Harvesting + Greywater Re-Use + Non-Potable or Recycled Water Use (Purple Pipe)	2/4 included in campus/site policies or long-term master plan: Onsite Water Treatment + Rainwater Harvesting + Greywater Re-Use + Non-Potable or Recycled Water Use (Purple Pipe)	3/4 included in campus/site policies or long-term master plan: Onsite Water Treatment + Rainwater Harvesting + Greywater Re-Use + Non-Potable or Recycled Water Use (Purple Pipe)	All included in campus/site policies or long-term master plan: Onsite Water Treatment + Rainwater Harvesting + Greywater Re-Use + Non-Potable or Recycled Water Use (Purple Pipe)
Waste					
Recycling Collected	Audit conducted on waste, compost, and recycling	Municipal landfill and recycling collection	Climate Action Plan includes waste diversion policies, goals of zero waste	City initiatives include recycling programs or significant campus/site efforts on waste diversion, goals of zero waste	Student-led efforts and programs on recycling and diversion, goals of zero waste
Composting	The campuses/sites do not currently have any composting plans	Master plan suggests and promotes composting programs	City initiatives include composting programs	Existing compost plans on campus/site	Composting integrated into community or academic programs as an educational tool
Waste Prevention / Reuse	No campus/site policy on waste prevention or reuse	Campus/city/site recommendations in master plan on waste prevention and reuse	On-campus/city/site collection drives or programs for medical waste and bans on non-reusable items such as styrofoam or plastic	Site has net zero waste goals by 2025 in addition to programs on recycled product discounts, signage, and reduced paper consumption	On-campus/site collection drives for medical waste and bans on non-reusable items such as styrofoam or plastic. Sustainability programs on campus/site to include recycling centers, loaning library, free store, DIY areas etc.
Food Systems					
Access to Local Food/Agriculture	0–1% in 10 miles, with very little availability of fresh produce nearby	1–10% in 10 miles, but with initiatives that showcase regional produce	10–20% in 10 miles	20–30% in 10 miles	Above 30% in 10 miles and initiatives showcasing local produce
Sustainable Food Ops/Retail	No obvious policy mentioned regarding sustainable food operations	Campus/city/site master plan suggests the purchase of local organic food	Campus/city/site priorities include purchasing local organic food or increasing local food access through the city to support small grocers	Campus/city/site initiatives include bringing awareness on campus to sustainable food options and having student-led initiatives and food banks or increasing local food access through the city to support small grocers and reduce food desert neighborhoods	Significant campus/site initiatives on local and sustainable food availability, student-led food banks, SNAP food benefit application assistance and referrals

Scoring Levels	Level 1	Level 2	Level 3	Level 4	Level 5
Community Agriculture Program	No nearby community garden or campus/ site garden	Community garden close within 5–10 miles of campus/ site, accessible by transportation	Small community garden on campus/ site or city initiatives on increasing local agriculture and community gardens	Garden on campus/ site or significant community gardens with tie up to existing university departments for research, or city initiatives on increasing local agriculture, and engagement with local schools to make healthier food choices and develop programs for gardening to be implemented in the school program	Garden on campus/ site or community actively distributing or producing food for the food pantry and students
Green Building					
Policies toward Green Building	Campus/site recommends LEED participation/ certification but has not achieved certifications as of yet	Campus/site has achieved LEED equivalent certifications	The campus/site has achieved LEED Silver certification, AASHE rating	The campus/site has achieved LEED Gold certification, AASHE gold/silver rating	The campus/site has achieved LEED Gold certification, mentioned zero net energy target in its policy (along with some differentiator policies that exceed state goals), and gold star rating in AASHE
Maintenance & Operations	Unclear if energy management system has been implemented	Not enough data available but assumed that CSU campus-wide/ site-wide energy management system has been implemented	Master plan recommends policies on monitoring of O&M costs on campus/site	Central BMS monitoring system to evaluate campus/ site EUI	Central BMS monitoring system to meet 2030 energy water and carbon goals
Need for Infrastructure Replacement	None of the following: Rolling Replacement Protocol or Facilities master plan included	NA	Any one: Rolling Replacement Protocol or Facilities master plan included	NA	Rolling Replacement Protocol and Facilities master plan included

<table>
<tr><th>Scoring Levels</th><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th><th>Level 5</th></tr>
<tr><td colspan="6">Climate Action</td></tr>
<tr><td>Resilience Challenges</td><td colspan="5">A score out of 12 for four factors (each scored 1–3): seismic risk, fire risk, flood risk, temperature risk:

Seismic Risk
▪ Low (1): <30% Probabilistic Ground Acceleration
▪ Medium (2): 30 – 50% Probabilistic Ground Acceleration
▪ High (3): >50% Probabilistic Ground Acceleration
*Source: California Department of Conservation: Probabilistic Seismic Hazards Assessment Index: https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Fire Risk
▪ Low (1): Tier 1: Minimal Fire Risk
▪ Medium (2): Tier 2: Elevated Fire Risk
▪ High (3): Tier 3: Extreme Fire Risk
*Source: California Public Utilities Commission: Fire Safety Rulemaking & Fire-Threat Maps: https://ia.cpuc.ca.gov/firemap/

Flood Risk
▪ Low (1): No or Minimal Flood Hazard
▪ Medium (2): Some Flood Hazard
▪ High (3): High Flood Zone Risk
*Source: FEMA Flood Zones: https://msc.fema.gov/portal/home

Temperature Risk
▪ Low (1)" <2°C 2050 Warming Potential
▪ Medium (2): >2°C 2050 Warming Potential
▪ High (3): >3°C 2050 Warming Potential
*Source: Cal-Adapt: Mid-Century High Emissions (RCP 8.5): https://cal-adapt.org/tools/maps-of-projected-change/</td></tr>
<tr><td>Risk rating extreme events</td><td>Risk rating is valued at a score of 12</td><td>Risk rating is valued at a score of 10</td><td>Risk rating is valued at a score of 8</td><td>Risk rating is valued at a score of 6</td><td>Risk rating is valued at a score of 4</td></tr>
<tr><td>Carbon Neutrality Goals</td><td>Any one of the following: 1) Zero net carbon emissions or carbon neutrality; 2) Tracking scope 1,2,3 emissions and site/campus focus on or proven efforts in renewable energy or energy efficiency opportunities; 3) city support towards environmental agreements and climate change regulation; 4) target policies on GHG reduction over time; 5) campus/site initiatives on setting up a baseline for GHG emission inventory</td><td>Any two of the following: 1) Zero net carbon emissions or carbon neutrality; 2) Tracking scope 1,2,3 emissions and site/campus focus on or proven efforts in renewable energy or energy efficiency opportunities; 3) city support towards environmental agreements and climate change regulation; 4) target policies on GHG reduction over time; 5) campus/site initiatives on setting up a baseline for GHG emission inventory</td><td>Any three of the following: 1) Zero net carbon emissions or carbon neutrality; 2) Tracking scope 1,2,3 emissions and site/campus focus on or proven efforts in renewable energy or energy efficiency opportunities; 3) city support towards environmental agreements and climate change regulation; 4) target policies on GHG reduction over time; 5) campus/site initiatives on setting up a baseline for GHG emission inventory</td><td>Any four of the following: 1) Zero net carbon emissions or carbon neutrality; 2) Tracking scope 1,2,3 emissions and site/campus focus on or proven efforts in renewable energy or energy efficiency opportunities; 3) city support towards environmental agreements and climate change regulation; 4) target policies on GHG reduction over time; 5) campus/site initiatives on setting up a baseline for GHG emission inventory</td><td>All five of the following: 1) Zero net carbon emissions or carbon neutrality; 2) Tracking scope 1,2,3 emissions and site/campus focus on or proven efforts in renewable energy or energy efficiency opportunities; 3) city support towards environmental agreements and climate change regulation; 4) target policies on GHG reduction over time; 5) campus/site initiatives on setting up a baseline for GHG emission inventory</td></tr>
</table>

Scoring Levels	Level 1	Level 2	Level 3	Level 4	Level 5
Campus/Site Resilience Planning	Any 1 of the following: 1) Signing or collaborating on GHG reduction and climate action plan agreements such as the Second Natural Carbon Commitment or "We are still in"; 2) has previously developed or is planning on developing climate action plans and monitoring the progress on these plans; 3) carbon reduction or neutrality targets; 4) Energy/waste/ transport goals or master plans; 5) academic program integration with climate change mitigation measures; 6) computing resiliency plans towards mitigating climate change as well as some socioeconomic resilience; 7) monitoring and updating the baseline GHG emission inventory – socioeconomic resilience of the site	Any 2 of the following: 1) Signing or collaborating on GHG reduction and climate action plan agreements such as the Second Natural Carbon Commitment or "We are still in"; 2) has previously developed or is planning on developing climate action plans and monitoring the progress on these plans; 3) carbon reduction or neutrality targets; 4) Energy/waste/ transport goals or master plans; 5) academic program integration with climate change mitigation measures; 6) computing resiliency plans towards mitigating climate change as well as some socioeconomic resilience; 7) monitoring and updating the baseline GHG emission inventory	Any 3 of the following: 1) Signing or collaborating on GHG reduction and climate action plan agreements such as the Second Natural Carbon Commitment or "We are still in"; 2) has previously developed or is planning on developing climate action plans and monitoring the progress on these plans; 3) carbon reduction or neutrality targets; 4) Energy/waste/ transport goals or master plans; 5) academic program integration with climate change mitigation measures; 6) computing resiliency plans towards mitigating climate change as well as some socioeconomic resilience; 7) monitoring and updating the baseline GHG emission inventory	Any 4 of the following: 1) Signing or collaborating on GHG reduction and climate action plan agreements such as the Second Natural Carbon Commitment or "We are still in"; 2) has previously developed or is planning on developing climate action plans and monitoring the progress on these plans; 3) carbon reduction or neutrality targets; 4) Energy/waste/ transport goals or master plans; 5) academic program integration with climate change mitigation measures; 6) computing resiliency plans towards mitigating climate change as well as some socioeconomic resilience; 7) monitoring and updating the baseline GHG emission inventory	5 or more of the following: 1) Signing or collaborating on GHG reduction and climate action plan agreements such as the Second Natural Carbon Commitment or "We are still in"; 2) has previously developed or is planning on developing climate action plans and monitoring the progress on these plans; 3) carbon reduction or neutrality targets; 4) Energy/waste/ transport goals or master plans; 5) academic program integration with climate change mitigation measures; 6) computing resiliency plans towards mitigating climate change as well as some socioeconomic resilience; 7) monitoring and updating the baseline GHG emission inventory

Table B2.3 Decision Hierarchy

DECISION HIERARCHY					
Level 0	**Level 1**	**Broad Weights**	**Level 2**	**Sub-Criteria Weights**	**MCA Global Weights**
Environmental Assessment	Energy & Carbon	22%	Energy Efficiency	49.3%	10.9%
			PV Generation	19.6%	4.3%
			Distribution/Network/Storage	31.1%	6.8%
	Water	19.8%	Potable Water Access	40%	7.9%
			Water Efficiencies	40%	7.9%
			Treatment & Distribution	20%	4.0%
	Ecosystem & Climate	16.2%	General Climate Factors	28.3%	4.6%
			Heating/Cooling Degree Days	28.3%	4.6%
			Outdoor Thermal Comfort	19%	3.1%
			Sequestration	12.3%	2.0%
			Biodiversity	12.3%	2.0%
	Climate Action Plan	14.8%	Resilience Challenges	50%	7.4%
			Carbon Neutrality Goals	25%	3.7%
			Campus/Site Resilience Planning	25%	3.7%
	Food Systems	11.1%	Local Agriculture Access	49.3%	5.5%
			Sustainable Food Ops & Retail	19.6%	2.2%
			Community Agriculture Program	31.1%	3.5%
	Waste	8.1%	Waste Prevention & Reuse	50%	2.0%
			Composting	25%	2.0%
			Recycling Collected	25%	4.0%
	Green Building	8.1%	O&M	50%	2.0%
			Policies	25%	4.0%
			Infrastructure Replacement Need	25%	2.0%
					100%

Table B2.4 Site Scoring Summary

Campus/Site	Score (0-10)
Chico	7.23
Concord	6.84
Cañada College	6.69
Palm Desert	6.37
Sacramento	6.21
Los Angeles	5.86
Chula Vista	5.21
Stockton	4.48

LEGEND	
Tier 1	0-3
Tier 2	3-5
Tier 3	5-6
Tier 4	6-7
Tier 5	7+

Figure B2.1 FIT Site Analysis

Chico Cluster

CALIFORNIA STATE UNIVERSITY, CHICO

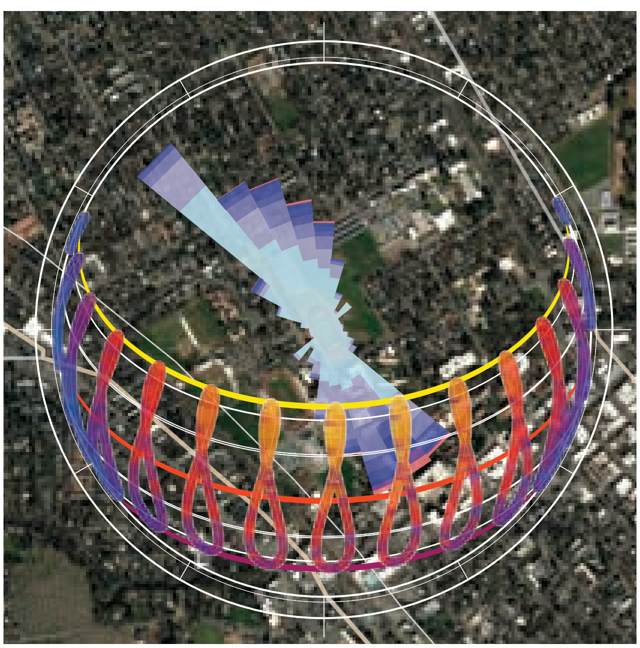
ENVIRONMENTAL SUSTAINABILITY EVALUATION

Within the Chico Cluster, California State University, Chico lies in a challenging climate zone in terms of minimizing energy infrastructure and providing a comfortable academic environment. It has moderate resilience factors, which are planned for in the Climate Action Plan. Chico State has established zero net energy (ZNE) and carbon neutrality goals for 2030. The campus has made investment in central water management systems with historical water use reduction targets, water efficient technologies, and efficient landscape maintenance practices. Green building protocols are within compliance or beyond CSU Sustainability Policy and Title 24 requirements. Additionally, the campus has extensive resources for sustainable food availability on campus, and the campus has initiatives to regulate waste management. The multi-criteria analysis weighs each of these environmental sub-criteria to create an aggregate score of 7.22, concluding that this site is well aligned for campus development and densification.

SITE ECOSYSTEM AND CLIMATE

- Chico lies in an inland valley climate, at the foot of California's Sierra Nevada mountain range, with cold, wet winters and hot, dry summers.
- The temperature typically varies from 38°F to 96°F and is rarely below 30°F or above 100°F.
  - The warm season lasts from June to September, with an average daily high above 88°F.
  - The cool season lasts from November to February, with an average daily high below 62°F.

Figure B2.2 Climate Analysis



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Red Bluff Muni AP 725910 (TMY3).

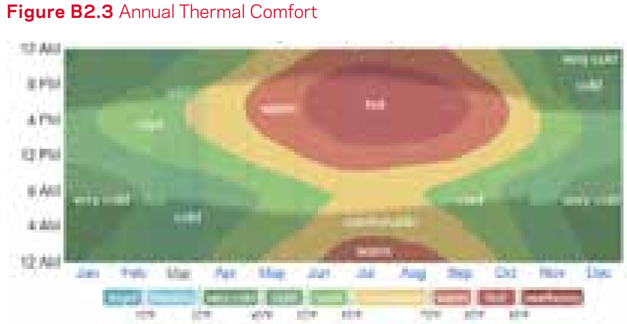
- Chico is typically a little humid from May through July and dry the rest of the year.
- With ~17.5 inches of rainfall per year, Chico experiences the majority of precipitation between September and June.
- Mild temperatures and humidity enable natural ventilation or economizer cycles in buildings for at least 43% of the year across all hours.
- Outdoor conditions are mild for outside learning and recreation, with 11% of the year comfortable, 66% mildly below comfort, and 23% too warm or above comfort.
- There are 5126 cooling and 3035 heating degree days, requiring some active cooling and heating throughout the year.
- With an increase in temperatures over time, the heating degree days are expected to decrease by 6% by 2050; however, the cooling degree days are expected to increase by 12% by 2050.
- The site has significant available green space within campus neighborhoods that are responsible for maintaining carbon sinks and purifying the air.
- According to the CalEnviro Screen, the burden of pollution on local health is rated as within the 60–65 percentile of state data, showing a higher health risk to the local population as compared to other prospective sites.

INFRASTRUCTURE

Energy and Carbon

- Energy Efficiency
  - Annual energy use surveys in 2013 and 2018 demonstrated 7% campus source energy use reduction.
  - Retro commissioning is in place after CSU systemwide BMS upgrade.
- PV Generation Potential / Capacity
  - 546 MWh renewable energy produced through solar panels in 2013–2014.
  - Campus switched electric utility providers in 2009 to increase renewable energy use.
  - Unknown percentage of purchased and site-generated renewable energy.

Figure B2.3 Annual Thermal Comfort



Source: Weather Spark. (2020). Average Weather in Chico. https://weatherspark.com/y/1175/Average-Weather-in-Chico-California-United-States-Year-Round. Accessed March 26, 2020.

- Distribution / District Network / Storage
    - Central utility plant distributes heating and chilled water throughout campus.
    - Chilled water thermal energy storage tanks utilized to offset peak chilled water load.

Water

- Potable Water Access
    - Potable water supply provider is the California Water Service.
    - Water contaminant levels are within acceptable levels per 2018 water quality report.
    - Campus conducts its own water quality tests and shuts off any contaminated fixtures.
- Water Efficiency
    - 25% water use reduction demonstrated between 2001 and 2004, then another 20% reduction between 2016 and 2018.
    - Long-term water saving goals: investments in on-site wastewater treatment using constructed wetlands with an aim of increased dependency on recycled water.
    - Gradually phasing out unnecessary hardscapes in favor of previous and green infrastructure.
- Treatment and Distribution
    - Central water management systems with historical water use reduction targets, water efficient technologies, and efficient landscape maintenance practices.
    - Reports indicate water reuse strategies are being employed, but details are unclear.
    - Plans to implement biological water treatment of wastewater on site.

OPERATIONS AND ENGAGEMENT

Green Building

- Policies
    - All new buildings and major renovations required to meet or exceed LEED Silver requirements.
    - All new buildings required to exceed California Energy Code requirements by 10%, and each trade must comply independently without energy tradeoffs.
    - Campus AASHE STARS Gold rating.
    - All new buildings required to eliminate natural gas combustion.
- Maintenance and Operations
    - Central utility plant modernization project completed in 2016.
    - Campus steam distribution replaced with heat water distribution system.
- Infrastructure Replacement Plans
    - Multiple interior and exterior lighting LED retrofit projects were completed and planned as future infrastructure work.
    - Rolling replacement protocols and central building management systems with constant monitoring to evaluate campus EUI, along with master plans for facilities.
    - Reports indicate moving away from a single central utility plant to a distributed or virtual central utility plant.

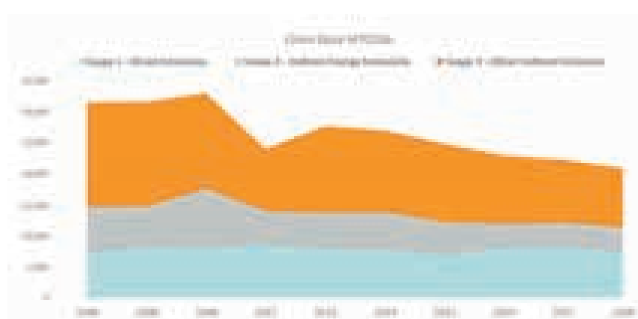
Recycling and Zero Waste

- Recycling
    - Annual Diversion Excursion, organized by the Associated Students Recycling Program, diverts recyclable and reusable items from landfill as students move in and out of residence halls.
    - Butte County has extensive resources to recycle all types of materials, including electronic and hazardous waste.
- Composting
    - Chico State has the Compost on Campus program and extensive compost gardens.
    - 5 additional composting locations are also available throughout Butte County.
- Waste Prevention / Re-Use
    - Chico State was the first CSU to ban plastic straws (2018).
    - Partners with local companies to promote reusable items like grocery bags and drink containers.
    - Campus pharmacy has an unused medication collection program.

Sustainable Food Systems

- Access to Local Food / Agriculture
    - Chico State has its own CSA, The Organic Vegetable Project.
    - There is extensive viable agriculture-related land within a 2-mile radius of campus.
    - Over 42% of land within a 10-mile radius of campus is covered in cropland.
- Sustainable Food Operations / Retail

Figure B2.4 Metric Tons CO_2 Equivalent



Source: Chico State (September 2019). Campus Sustainability Committee Orientation.

- Chico State is a Real Food Challenge participant: 15% of total food purchases toward local and community-based, fair, ecologically sound, and humanely raised food.
  - Hungry Wildcat Food Pantry provides supplemental food and quality meal access to students with food insecurity.
  - CalFresh USDA SNAP food benefit application assistance and referrals for Chico State students.
- Community Agriculture Program
  - Chico State has a Regenerative Agriculture Initiative and research program.
  - Chico State has a Center for Healthy Communities Farm to School Program.
  - Chico State University Farm conducts agriculture research and gives tours to engage with the local community.

CLIMATE ACTION AND ADAPTATION PLANNING

Resilience

- Regional – Seismic, Liquefaction Zones & Faults
  - 10–30% Probabilistic Ground Acceleration
  - Within 5 miles of Chico Monocline Fault
  - Within 20 miles of Corning Fault Fire Risk
- Elevated Fire Risk Zone
  - Neighbors Elevated Fire Risk Zone (~5 miles)
  - Neighbors Extreme Fire Risk Zone (~10 miles)
- Flood Hazard
  - Minimal Flood Hazard
  - Creek – Regulatory Floodway Warming Potential
- High Warming Potential
  - Worst Case 2050 Projection +2.8° C
  - 70.9 – 76.3° F (+5.4° F)

Carbon Neutrality

- Accomplish zero net energy and carbon by 2030.
  - Tracking Scope 1, 2, and 3 emissions since 1990.
  - Goal is to reduce systemwide facility GHG emissions by 40% from 1990 levels by 2020 and 80% below 1990 levels by 2040.
  - 2018 report showed a 35% reduction in emissions for new buildings, renovations, and equipment from 1990 levels.

Climate Action Plan

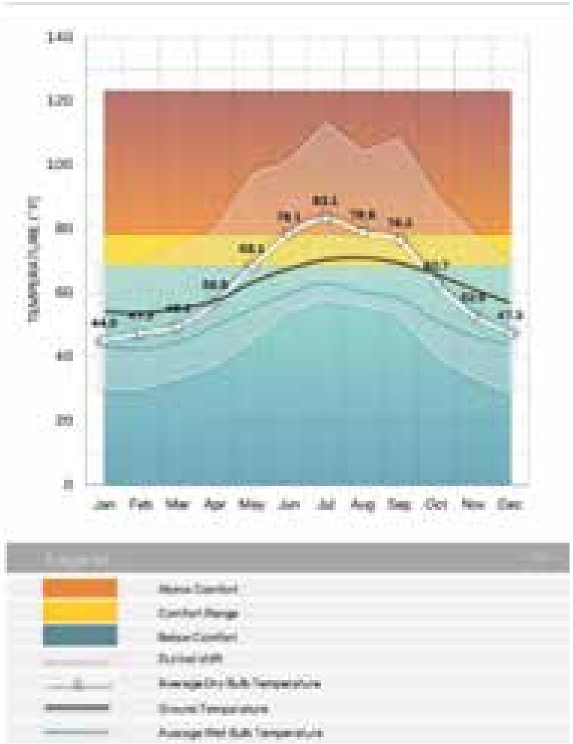
- Developed initial Climate Action Plan in 2011.
- Creating Climate Action Plan 2.0 in 2020.
  - Guiding document to achieve carbon neutrality by 2030.
  - Mandating compliance with the California Global Warming Solutions Act.
  - Integrating plans for resilience in the face of a changing climate.
- Specific goals target:
  - Energy Master Plan.
  - FMS 5 Year Goals.
- There are several research projects in the College of Engineering, Computer Science, Construction Management, and the College of Natural Sciences underway at Chico State to help mitigate the effects of climate change.
- Chico State benefits from local industry partnerships with research centers such as the Cleantech Innovation Center.

MULTI CRITERIA ANALYSIS

Chico Cluster – California State University, Chico Campus Results

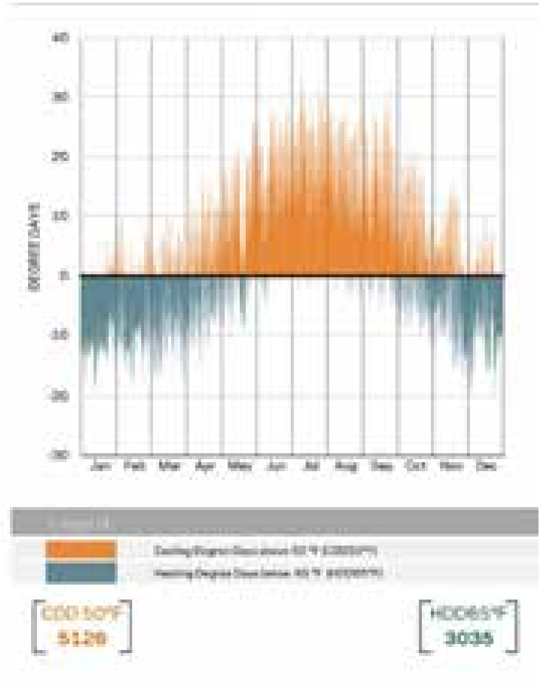
This site scores the highest ranking across the seven sites, owing to the extensive initiatives undertaken under the Water, Waste, Climate Action, and Green Building criteria.

Figure B2.5 Dry Bulb Temperature



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Red Bluff Muni AP 725910 (TMY3)

Figure B2.6 Degree Days

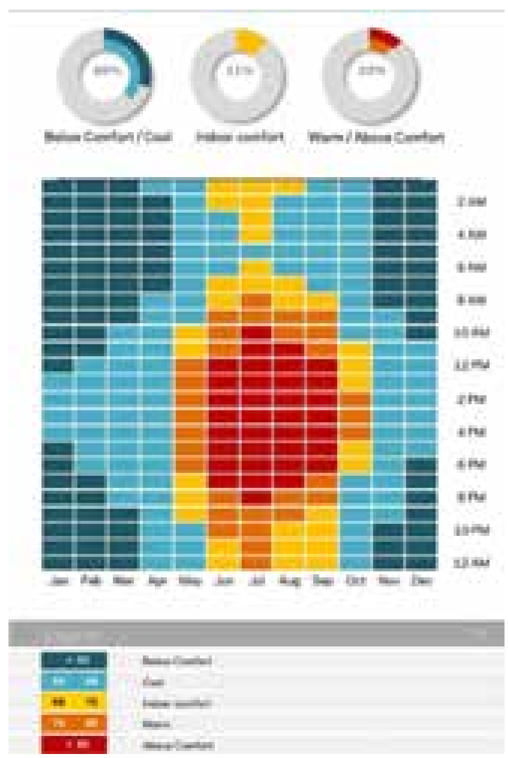


Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Red Bluff Muni AP 725910 (TMY3)

Figure B2.7 Precipitation and Relative Humidity

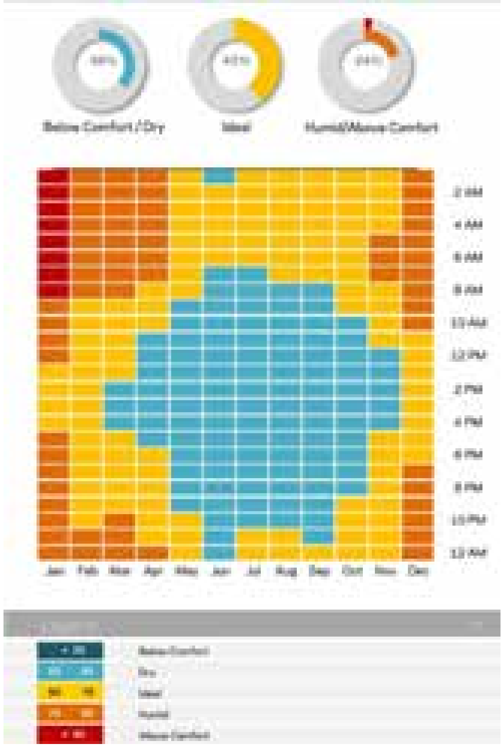
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Red Bluff Muni AP 725910 (TMY3)

Figure B2.8 Thermal Comfort



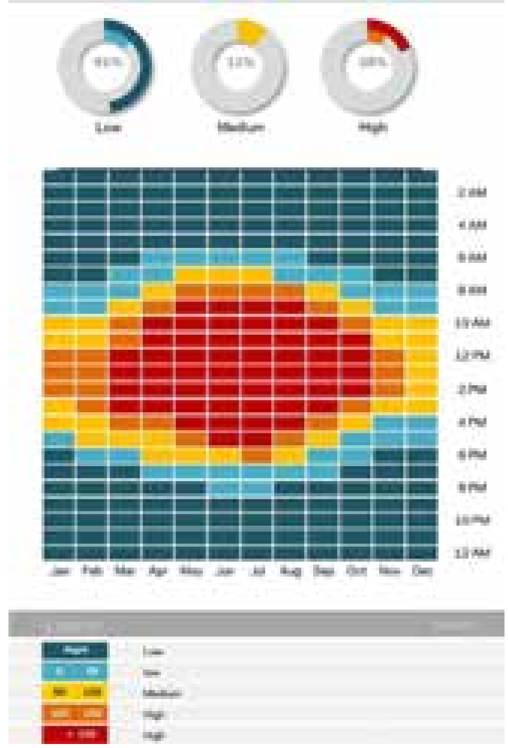
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Red Bluff Muni AP 725910 (TMY3)

Figure B2.9 Dry Humidity



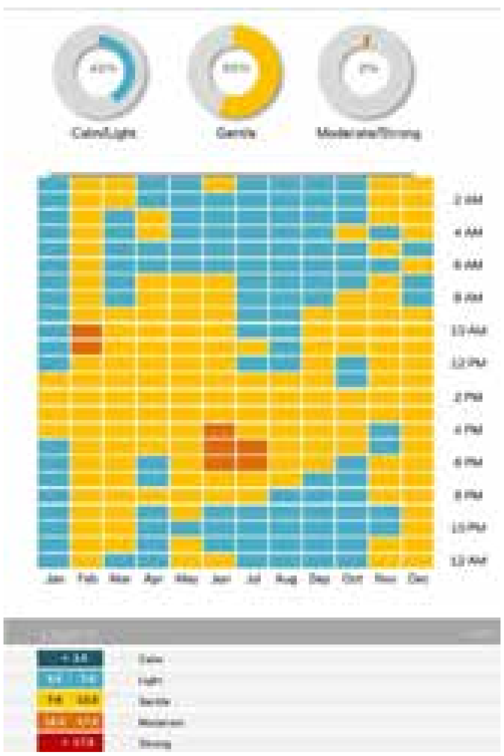
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Red Bluff Muni AP 725910 (TMY3)

Figure B2.10 Solar Radiation



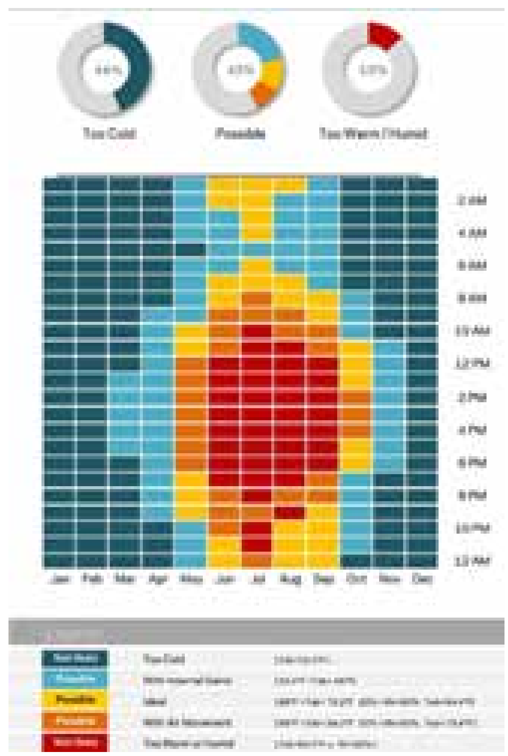
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Red Bluff Muni AP 725910 (TMY3)

Figure B2.11 Precipitation and Relative Wind Speed



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Red Bluff Muni AP 725910 (TMY3)

Figure B2.12 Natural Ventilation Potential



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Red Bluff Muni AP 725910 (TMY3)

Figure B2.13 Radar Chart

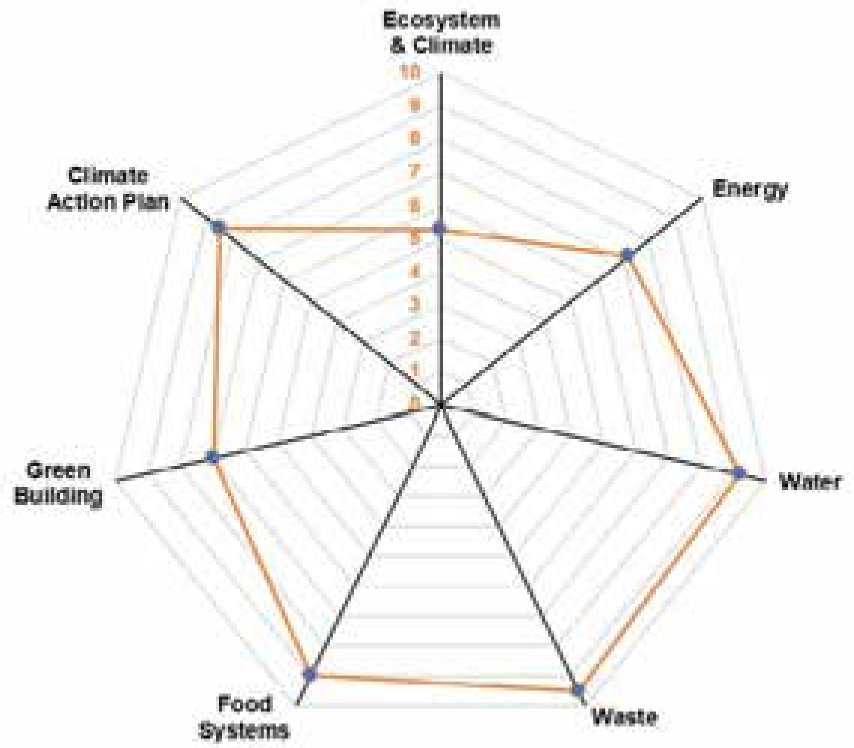


Table B2.5 Scoring Summary

CAMPUS SCORE	Sub-Criteria Score	Campus Weighted Score
Ecosystem & Climate	5.3	7.9
Energy	7.2	
Water	9.2	
Waste	9.5	
Food Systems	9.0	
Green Building	7.0	
Climate Action Plan	8.5	

LEGEND	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	0-3	3-5	5-6	6-7	7+

Scoring Summary (Continued)

ENERGY	
Energy Use Intensity (EUI) Reduction Plan *California Energy Code Title 24 Standards Compliance. Lower intensity use denotes efficient energy performance*	7
Solar Photovoltaic (PV) Generation Potential *Potential for on-site renewable energy generation*	8
Distribution / Network / Storage *Degree of local availability for green power*	7

CLIMATE ACTION PLAN	
Resilience Challenges *Aims to anticipate and mitigate climate change impacts derived from fire, flood and seismic risks*	8
Carbon Neutrality Goals *GHG reduction targets, zero-net carbon neutrality & pollutant inventory reporting*	8
Campus Resilience Planning *Aligning resilience-related investments and academic integration to address campus vulnerabilities*	10

ECOSYSTEM & CLIMATE	
General Climate Factors *Maximize natural climate comfort*	2
Heating & Cooling Degree Days *Minimize energy use to heat & cool buildings*	4
Outdoor Thermal Comfort *Maximize outdoor academic integration*	6
Sequestration *Maximize storage potential of carbon & air purification*	10
Biodiversity *Lower counts of local endangered species reduce potential habitat deconstruction*	10

WATER	
Potable Water Access *Degree of local water scarcity & compliance with federal water quality standards*	10
Water Efficiency *Targeted reduction policies aimed at minimizing potable water use to reduce depletion rates*	10
Treatment / Distribution *Harvesting and re-use practices that reduce energy required to process and deliver water to the campus*	6

WASTE	
Recycling Collected *Waste reduction goals minimize the need for new raw materials and increase waste diversion from landfills*	10
Composting *Improves soil structure, minimizes organics waste & offers academic integration opportunities*	8
Waste Prevention / Re-Use *Campus sustainability programs that increase diversion rates and decrease emissions from landfill sites*	10

FOOD SYSTEMS	
Access to Local Food / Agriculture *Reduces vehicle miles travelled for campus food supply*	10
Sustainable Food Operations / Retail Availability *Greater food security & access to nutritious foods*	8
Community Agriculture Program *Academic integration of on-site sustainable food systems*	8

GREEN BUILDING	
Policies toward Green Building *Propensity to construct efficient academic buildings*	6
Maintenance & Operations *Mindful campus maintenance practices aimed at minimizing energy and water use*	8
Need for Infrastructure Replacement *Identify buildings that are in most need of efficiency retrofits*	6

Sacramento Cluster

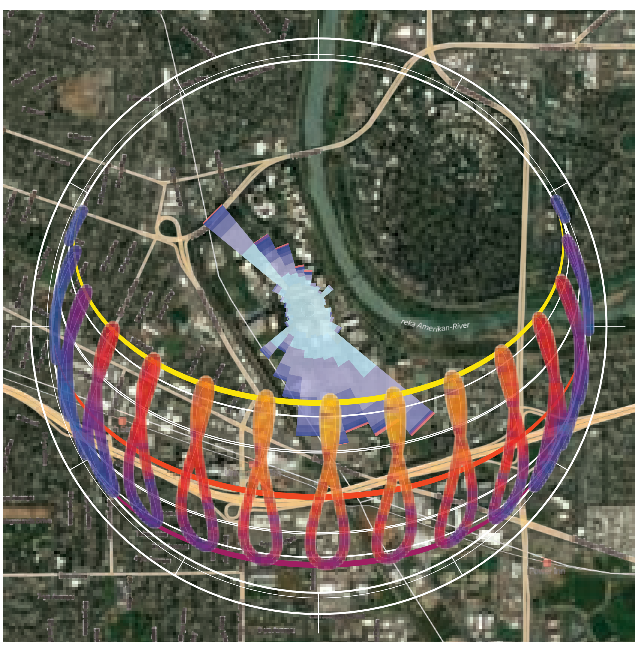
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
ENVIRONMENTAL SUSTAINABILITY EVALUATION

Within the Sacramento Cluster, California State University, Sacramento lies in a moderate climate zone in terms of minimizing energy infrastructure and providing a comfortable academic environment. It has minimal resilience factors, which are planned for in the Climate Action Plan. Sacramento State does not have an established zero net energy (ZNE) and carbon neutrality goal. Campus potable water efficiency use is required to use 30% less water per LEED criteria, and is supplemented by biofiltration systems used to harvest rainwater and green roofs to divert storm water. Green building protocols are within compliance or beyond CSU Sustainability Policy and Title 24 requirements. Sacramento State reports a waste diversion rate of 77% as of 2016, and there are initiatives on campus to supplement the campus's pop-up pantry with healthier options of fruits grown on campus. The multi-criteria analysis weighs each of these environmental sub-criteria to create an aggregate score of 6.2, concluding that this site is partially aligned for campus development and densification.

SITE ECOSYSTEM AND CLIMATE

- Sacramento lies in a hot-summer Mediterranean climate, characteristic of California's inland valleys, with damp, mild winters and hot, dry summers.
- The temperature typically varies from 39°F to 94°F and is rarely below 31°F or above 102°F.
    - The hot season lasts from June to September, with an average daily high above 86°F.
    - The cool season lasts from November to February, with an average daily high of 53°F.
- Sacramento is typically dry from April through October, with humidity never rising above 40%.
- With an average total accumulation of 17.5 inches of rainfall per year, Sacramento experiences the majority of precipitation between September and May.
- Sacramento is predominantly clear for the central months of the year, and cloudiest during the winter months.
- Mild temperatures and humidity enable natural ventilation or economizer cycles in buildings for at least 51% of the year across all hours.
- Outdoor conditions are mild for outside learning and recreation, with 13% of the year comfortable, 72% too cool or below comfort, and 16% too warm or above comfort. There are 4479 cooling and 3032 heating degree days, requiring some active cooling and heating throughout the year.
- With an increase in temperatures over time, the heating degree days are expected to reduce by 8% by 2050; however, the cooling degree days are expected to increase by 11%.
- There is little green space close to campus (approximately 9% of land cover).
- According to CalEnviro Screen, the burden of pollution on local health is rated as within the 50–55 percentile of state data.

Figure B2.14 Climate Analysis



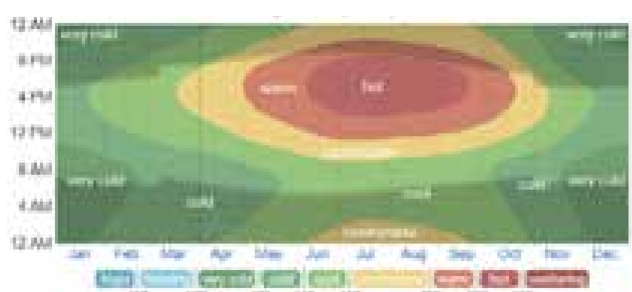
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Sacramento Metro AP 724839 (TMY3).

INFRASTRUCTURE

Energy and Carbon

- Energy Efficiency
    - Campus average energy use intensity (EUI) target for new and renovated buildings is set at 40 kBtu/sf/yr.
    - Retro commissioning is in place after CSU systemwide BMS upgrade.
- PV Generation Potential / Capacity
    - Campus has 83 kBTU/sf of potential solar power generation capacity on site, using the site's horizontal solar radiation capacity.
    - Plan to install rooftop solar panels on existing buildings totaling 9MW power generation.

Figure B2.15 Annual Thermal Comfort



Source: Weather Spark. (2020). Average Weather in Sacramento. https://weatherspark.com/y/1157/Average-Weather-in-Sacramento-California-United-States-Year-Round. Accessed April 2, 2020.

- Unknown percentage of purchased and site-generated renewable energy; however, the local energy grid has 33% of its mix being sourced from renewable sources.

- Distribution / District Network / Storage
  - Central utility plant distributes heating and chilled water throughout campus, although a few buildings have their own heating and cooling equipment.
  - Chilled water thermal energy storage tank utilized to offset peak chilled water load.

Water

- Potable Water Access
  - Potable water supply provider is the Sacramento Municipal Utilities District (SMUD).
  - Water contaminant levels are within acceptable levels per SMUD data portal.
  - Arsenic, nickel, uranium, gross, alpha, and coliform bacteria levels tested above ACWA guidelines between 2016 and 2019.
- Water Efficiency
  - Campus potable water and irrigation water use tracked through central monitoring system.
  - New construction required to use 30% less water per LEED criteria.
  - Existing building goal to reduce potable water usage by 30% through water audits.
- Treatment and Distribution
  - Biofiltration used in rainwater harvesting.
  - Storm water runoff diverted to green roofs.

OPERATIONS AND ENGAGEMENT

Green Building

- Policies
  - All new buildings required to achieve LEED Gold certification.
  - All new buildings required to exceed California Energy Code requirements by 10%, and each trade must comply independently without energy tradeoffs.
  - Campus AASHE STARS Gold rating.
- Maintenance and Operations
  - Steam boilers recently replaced with high-efficiency, high-turndown units.
  - Heating water thermal energy storage tank planned as future infrastructure work.
- Infrastructure Replacement Plans
  - Multiple interior and exterior lighting LED retrofit projects were completed and planned as future infrastructure work.
  - Plans to replace natural gas-fired heating water systems with solar thermal water heating systems.
  - Heating and cooling plant infrastructure will be required to be enlarged to accommodate the additional energy demand if the campus is expanded.

Recycling and Zero Waste

- Recycling
  - City of Sacramento has municipal landfill and recycling collection.
  - Sacramento State reported a 77.23% diversion rate in 2016.
  - 49 tons of electronic waste were diverted from landfill and recycled in 2016.
- Composting
  - The Bio-Conversion and Agricultural Collaborative (BAC) Yard collects food and landscape waste from campus for composting.
  - 100 tons of organic materials are diverted from landfill each year, generating 65 yards of compost and saving $5,000 annually on hauling fees.
- Waste Prevention / Re-Use
  - On-campus medication collection properly disposed of 630 pounds of unused/expired pills in 2016.
  - Sacramento State organizes Campus Surplus Auctions and surplus equipment reuse to reduce disposal or durable goods.
  - Sacramento State has no reported net zero waste goals.

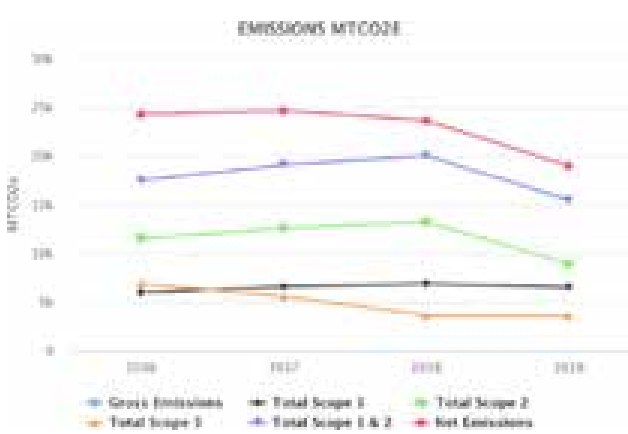
Sustainable Food Systems

Access to Local Food / Agriculture

- Annual Farm to Fork dinner started in 2016 celebrates zero-waste, sustainable and locally sourced food.
  - Minimal agriculture-viable land within 2-mile radius of campus and only 2.5% within 10 miles.

Sustainable Food Operations / Retail

Figure B2.16 Metric Tons CO_2 Equivalent



Source: California State University - Sacramento. (2019). Emissions over Time. Second Nature, http://reporting.secondnature.org/institution/detail!282#/282#282. Accessed April 20, 2020.

- Food and Sustainability Initiative from Capital Public Radio brings awareness to topics such as food insecurity and sustainable food production.
- Associated Students Inc supplements the campus's Pop-Up Pantry with fruits and vegetables grown on campus to provide healthier eating options for food-insecure students.
- The ASI Pop-Up Pantry has partnered with the Central Downtown Food Basket in Sacramento and serves approximately 400 students.

Community Agriculture Program

- BAC Yard conducts agriculture research and community engagement events on campus.
- Capital Public Radio sponsors on-campus garden.
- ASI Children Center's garden teaches the importance of healthy eating and access to organic and fresh food by enlisting the help of children in the growing process.

CLIMATE ACTION AND ADAPTATION PLANNING

Resilience

- Regional – Seismic, Liquefaction Zones & Faults
    - 10–30% Probabilistic Ground Acceleration
    - No close neighboring faults
- Fire Risk
    - Low Fire Risk Zone
- Flood Hazard
    - Minimal Flood Hazard
    - Reduced Flood Risk due to Levee
- Warming Potential
    - Worst Case 2050 Projection +2.8°C
    - 73.4 – 78.8° F (+5.4° F)

Carbon Neutrality

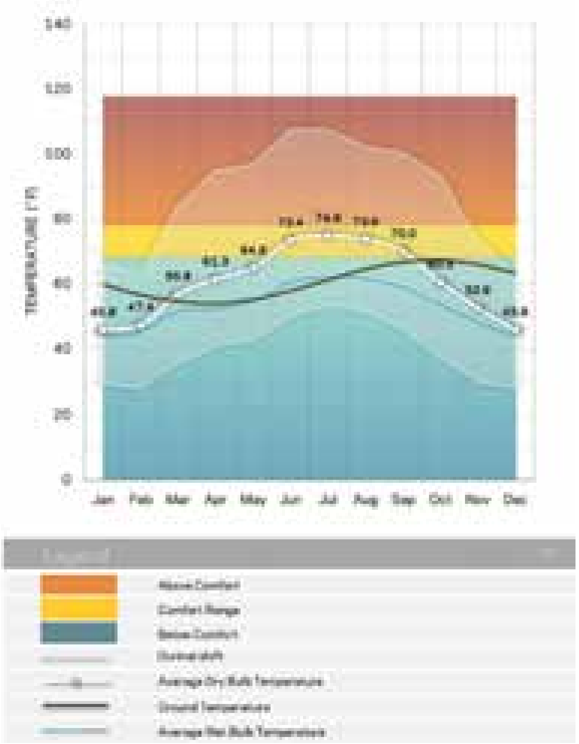
- Accomplish Zero Net Carbon emissions (carbon neutrality) by 2040
    - Tracking Scope 1, 2, and 3 Emissions
- Milestone Dates
    - Reduce total GHG emissions levels by 50% by 2030
    - Reduce total GHG emissions levels by 80% by 2035
    - Reduce total GHG emissions levels to net zero by 2040
- A campus greenhouse gas emissions inventory will continue to be completed annually and will serve as the basis for tracking regular progress towards carbon neutrality.

Climate Action Plan

- Sacramento State developed a Climate Action Plan (CAP) in 2018.
    - Goal is to ensure the reduction of greenhouse gas emissions towards a carbon neutral campus by 2040.
- Plan includes a baseline study of their carbon footprint, target dates for milestones, and recommended changes to operations and facilities. Milestone dates include:
    - Reduce total GHG emissions levels by 50% by 2030
    - Reduce total GHG emissions levels by 80% by 2035
    - Reduce total GHG emissions levels to net zero by 2040
- A campus greenhouse gas emissions inventory will continue to be completed annually and will serve as the basis for tracking regular progress towards carbon neutrality.
- The president signed the Second Nature Carbon Commitment in 2016 to begin benchmarking and annual tracking of Scope 1, 2 and 3 emissions with milestones of 50% reduction in 2030; 80% by 2035; and 100% by 2040.
- CAP does not address resilience or direct climate change impacts, but it does demonstrate wholistic integration of climate change research, mitigation and action with academic curriculum.MULTI CRITERIA ANALYSIS

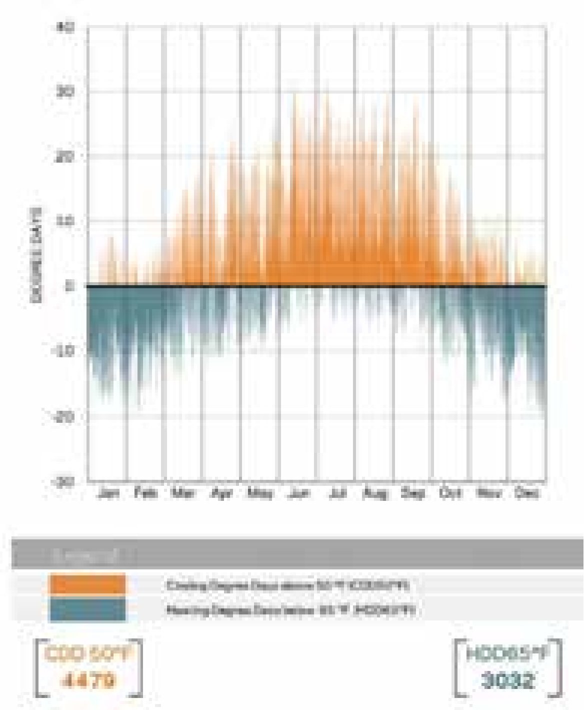
Sacramento Cluster – California State University, Sacramento
Sacramento scores within the fourth tier of the overall MCA scoring system. The site scores well along most of the criteria: Water, Waste, Food Systems, Green Building, and Climate Action Plan. However, it scores low with Energy and Carbon and Ecosystem and Climate; these criteria combined sum up to 38% of the MCA weighting. Energy and carbon itself has a weight of 22% (from the AHP process) and therefore, a low score in this criterion reduces the overall site score significantly.

Figure B2.17 Dry Bulb Temperature



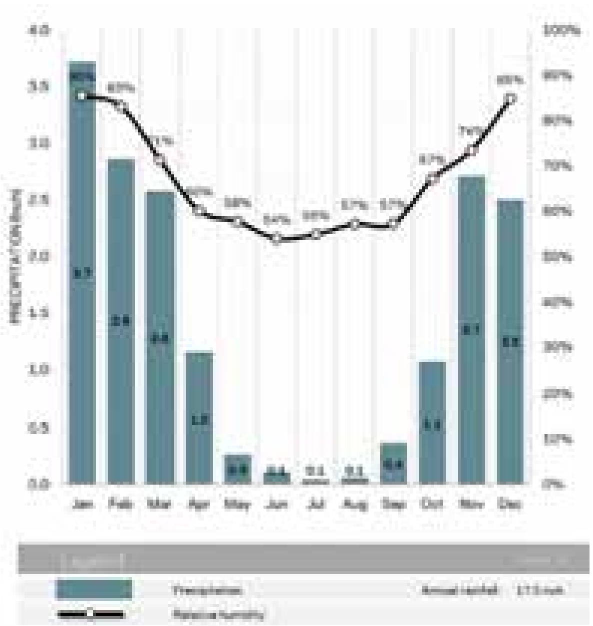
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Sacramento Metro AP 724839 (TMY3)

Figure B2.18 Degree Days



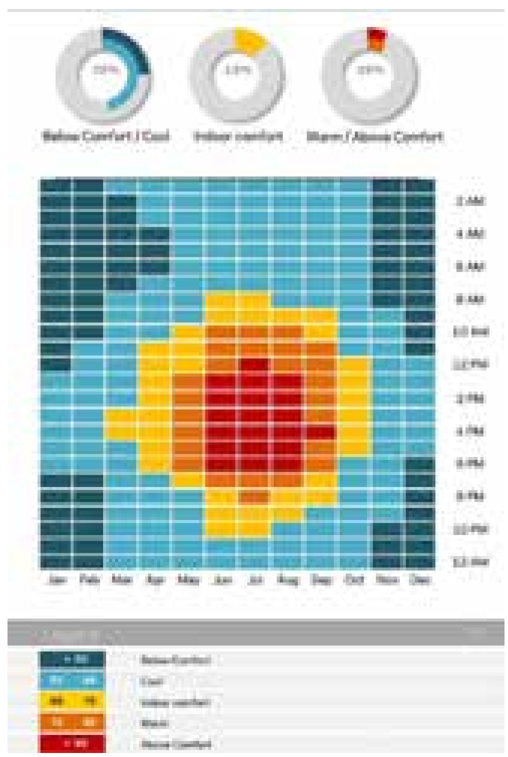
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Sacramento Metro AP 724839 (TMY3)

Figure B2.19 Precipitation and Relative Humidity



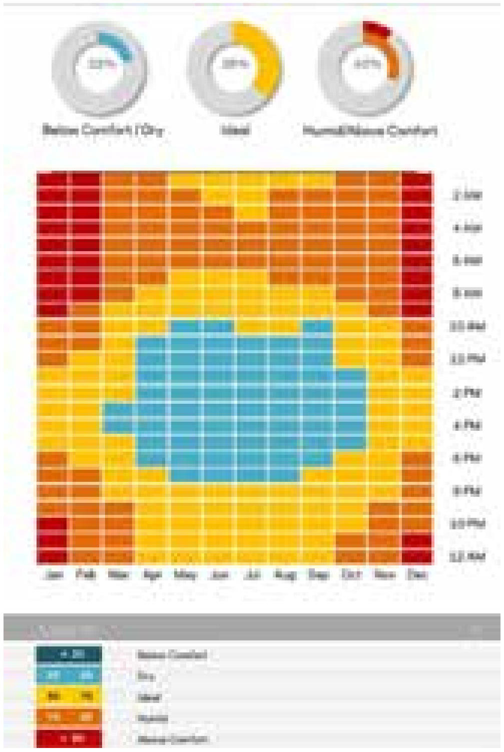
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Sacramento Metro AP 724839 (TMY3)

Figure B2.20 Thermal Comfort



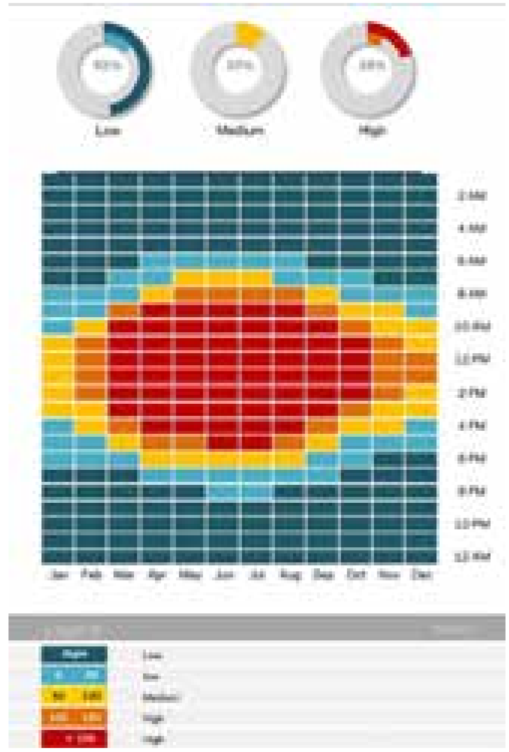
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Sacramento Metro AP 724839 (TMY3)

Figure B2.21 Humidity



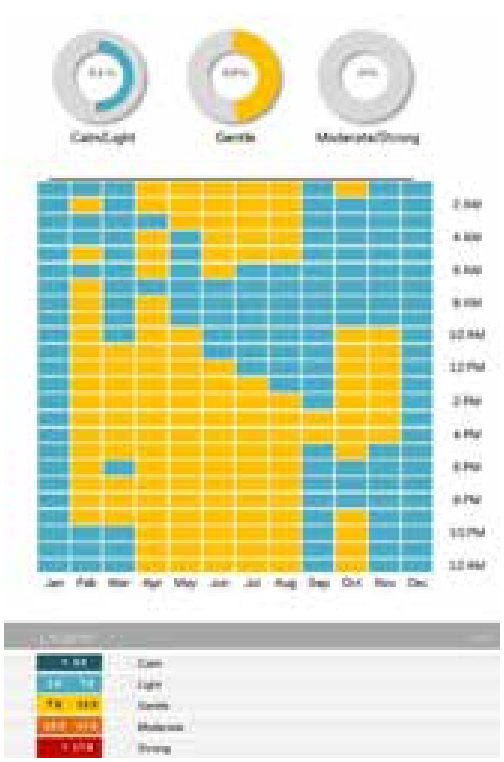
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Sacramento Metro AP 724839 (TMY3)

Figure B2.22 Solar Radiation



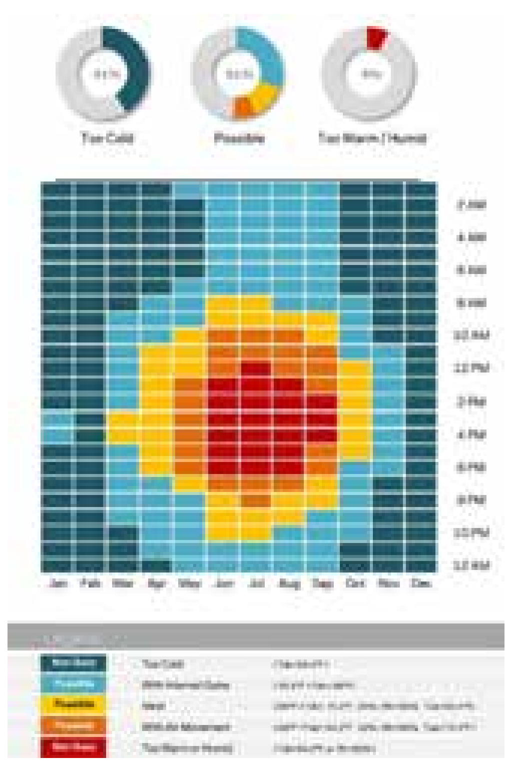
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Sacramento Metro AP 724839 (TMY3)

Figure B2.23 Wind Speed



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Sacramento Metro AP 724839 (TMY3)

Figure B2.24 Natural Ventilation Potential



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Sacramento Metro AP 724839 (TMY3)

Figure B2.25 Radar Chart

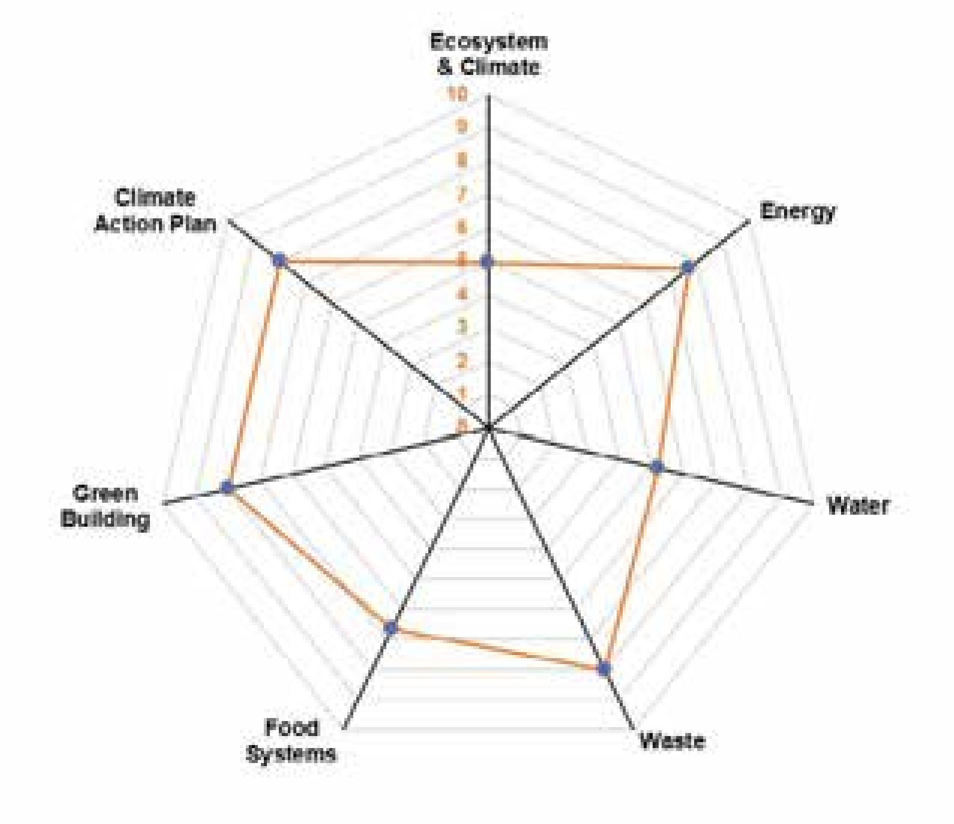


Table B2.6 Scoring Summary

CAMPUS SCORE	Sub-Criteria Score	Campus Weighted Score
Ecosystem & Climate	5.0	6.7
Energy	7.7	
Water	5.2	
Waste	8.0	
Food Systems	6.7	
Green Building	8.0	
Climate Action Plan	8.0	

LEGEND	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	0-3	3-5	5-6	6-7	7+

Scoring Summary (Continued)

ENERGY	
Energy Use Intensity (EUI) Reduction Plan *California Energy Code Title 24 Standards Compliance. Lower intensity use denotes efficient energy performance*	8
Solar Photovoltaic (PV) Generation Potential *Potential for on-site renewable energy generation*	8
Distribution / Network / Storage *Degree of local availability for green power*	7

CLIMATE ACTION PLAN	
Resilience Challenges *Aims to anticipate and mitigate climate change impacts derived from fire, flood and seismic risks*	8
Carbon Neutrality Goals *GHG reduction targets, zero-net carbon neutrality & pollutant inventory reporting*	8
Campus Resilience Planning *Aligning resilience-related investments and academic integration to address campus vulnerabilities*	8

ECOSYSTEM & CLIMATE	
General Climate Factors *Maximize natural climate comfort*	4
Heating & Cooling Degree Days *Minimize energy use to heat & cool buildings*	6
Outdoor Thermal Comfort *Maximize outdoor academic integration*	6
Sequestration *Maximize storage potential of carbon & air purification*	2
Biodiversity *Lower counts of local endangered species reduce potential habitat deconstruction*	6

WATER	
Potable Water Access *Degree of local water scarcity & compliance with federal water quality standards*	4
Water Efficiency *Targeted reduction policies aimed at minimizing potable water use to reduce depletion rates*	6
Treatment / Distribution *Harvesting and re-use practices that reduce energy required to process and deliver water to the campus*	6

WASTE	
Recycling Collected *Waste reduction goals minimize the need for new raw materials and increase waste diversion from landfills*	10
Composting *Improves soil structure, minimizes organics waste & offers academic integration opportunities*	10
Waste Prevention / Re-Use *Campus sustainability programs that increase diversion rates and decrease emissions from landfill sites*	6

FOOD SYSTEMS	
Access to Local Food / Agriculture *Reduces vehicle miles travelled for campus food supply*	4
Sustainable Food Operations / Retail Availability *Greater food security & access to nutritious foods*	8
Community Agriculture Program *Academic integration of on-site sustainable food systems*	10

GREEN BUILDING	
Policies toward Green Building *Propensity to construct efficient academic buildings*	10
Maintenance & Operations *Mindful campus maintenance practices aimed at minimizing energy and water use*	8
Need for Infrastructure Replacement *Identify buildings that are in most need of efficiency retrofits*	6

Los Angeles Cluster

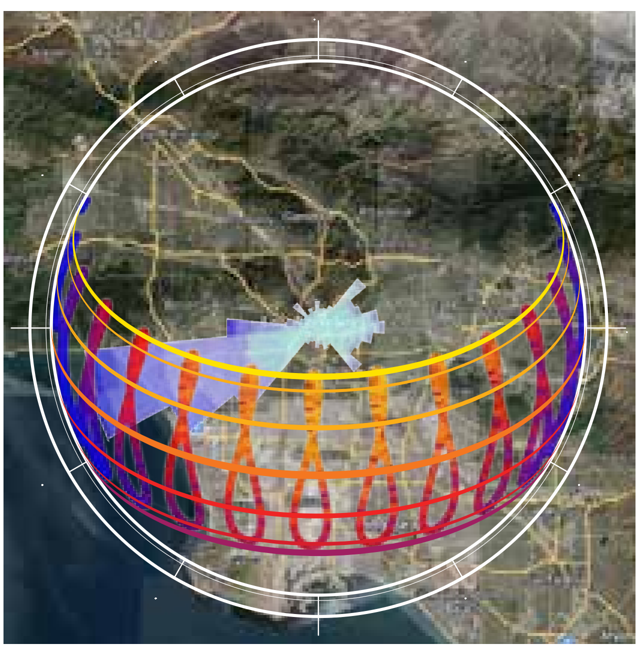
ENVIRONMENTAL SUSTAINABILITY EVALUATION

The Los Angeles Cluster includes the CSU campuses of Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, and Pomona, all of which lie within an ideal climate zone in terms of minimizing energy infrastructure and providing a comfortable academic environment. For the purposes of this report, Los Angeles was viewed as a Cluster of those campuses incorporating both CSU's established sustainability policy as well as the initiatives within the City of Los Angeles's Green New Deal. The Los Angeles Cluster demonstrates leadership in energy and green building with policies that mandate zero net energy targets for all new buildings by 2030, and 100% buildings zero carbon by 2050. Water goals shows potable water reduction per capita goals of 22.5% by 2025, and maintaining a 25% reduction through 2050 (using a baseline of 2014). All buildings must also meet LEED Gold requirements, AASHE Stars Silver rating with the broad sustainability policy. The LA Green New Deal also has overarching citywide greenhouse gas emission reductions wherein emissions are to be carbon neutral by 2045. There is less than 1% of cropland within a 10 miles radius of the site, the City of Los Angeles has over 494 urban agricultural sites. Individual CSU campuses within the Los Angeles Cluster have published or are in the process of developing campus-level climate action plans. The multi-criteria analysis weighs each of these environmental sub-criteria to create an aggregate score of 6.12, concluding that this site is partially aligned for campus development.

SITE ECOSYSTEM AND CLIMATE

- Los Angeles lies in a dry subtropical Mediterranean climate, with cool winters and dry summers.

Figure B2.26 Climate Analysis



Source: HOK Visualized Climate Analysis. Source Data: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Los Angeles Intl AP 722950 (TMY3).

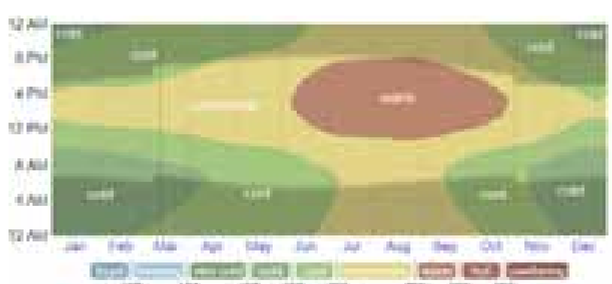
  - The temperature typically varies from 48°F to 85°F and is rarely below 42°F or above 93°F.
  - The warm season lasts from June to September, with an average daily high temperature above 81°F.
- The cool season lasts from November to March, with an average daily high temperature below 70°F.
- Los Angeles has consistent humidity levels year-round.
- With an average total accumulation of 12 inches of rainfall per year, Los Angeles experiences most of the precipitation between October and April.
- Los Angeles is clear, predominantly for the central months of the year, and cloudiest during winter months.
- Outdoor conditions are mild for outside learning and recreation with 16% of the year comfortable, and 84% mildly cool.
- Mild temperatures enable natural ventilation or economizers in buildings for at least 85% of the year across all hours.
- There are 4414 cooling and 1519 heating degree days, requiring some active cooling and heating throughout the year.
- With an increase in temperature over time, the heating degree days are expected to reduce by 17% by 2050, but the cooling degree days are expected to increase by 28%.
- According to CalEnviro Screen, the burden of pollution on local health is rated as within 90-95% percentile of state data, which showcases the highest burden of pollution as compared to the rest of California.

INFRASTRUCTURE

Energy and Carbon

- Energy Efficiency
  - LA Green New Deal mandates zero carbon targets for all new buildings by 2030, and 100% buildings achieving net zero carbon by 2050.
  - LA Green New Deal sets energy use intensity (EUI) goals to reduce citywide EUI 22% by 2025, 34% by 2035, and 44% by 2050 from the 68mBTU/sf/yr baseline in 2015.
  - LA Green New Deal sets greenhouse gas (GHG) emissions goals to reduce citywide GHG emissions 55% by 2025, 65% by 2035, and achieve carbon

Figure B2.27 Annual Thermal Comfort



Source: Weather Spark (2020). Average Weather in Los Angeles. https://weatherspark.com/y/1705/Average-Weather-in-Los-Angeles-California-United-States-Year-Round. Accessed March 12, 2020.

neutrality by 2045 from the 1990 GHG emissions baseline.

- PV Generation Potential / Capacity
  - Cluster has 84.5 kBTU/sf of potential solar power generation capacity (using the region's horizontal solar radiation capacity),
  - LA Green New Deal sets local PV system energy production goals of 900-1500MW by 2025, 1500-1800MW by 2035, and 1950MW by 2050. Currently local PV systems provide 360MW of production capacity.
  - The local energy grid has 32% of its mix being sourced from renewable sources. Within 10 miles of the site location, there are 4 solar power plants that generate 9,100 net MWh of energy per year.
- Distribution / District Network / Storage
  - LA Green New Deal phases out coal-based electricity by 2025 and natural gas power plants by 2029.
  - LA Green New Deal sets goals for the LADWP to supply 55% renewable energy by 2025, 80% renewable energy by 2036, and 100% renewable energy by 2045.
  - LADWP currently supplies 32% renewable energy and SCE currently supplies 36% renewable energy to their customers accordioning to the California Energy Commission.
  - LA Green New Deal sets goals to increase energy storage capacity from 1276MW in 2019 to 1654-1750MW by 2025, 3000MW by 2036, and 4000MW by 2045.

Water

- Potable Water Access
  - LA Green New Deal sets a goal to provide 70% of LA's water locally by 2035.
  - The LADWP 2018 Water Quality Report shows all contaminant levels below the State and Federal Maximum Contaminant Levels (MCL), but not all contaminants were below the State Public Health Goals (PHG).
- Water Efficiency
  - LA Green New Deal sets potable water use reduction goals of 22.5% by 2025, 25% by 2035, and to maintain or better the 25% target through 2050 based on a 2014 baseline.
- Treatment and Distribution
  - LA Green New Deal sets a goal to recycle 100% of wastewater for beneficial reuse by 2035 based on a 2018 baseline.
  - Incorporates stormwater capture of 150,000 acre feet per year of stormwater by 2035, and building at least 10 new multi-stormwater capture projects by 2025 – increasing to 200 projects by 2050.

OPERATIONS AND ENGAGEMENT

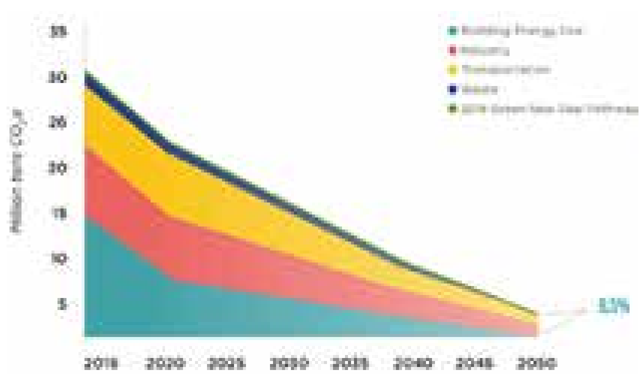
Green Building

- Policies
  - CSU Sustainability Policy requires all new buildings and major to meet or exceed LEED Silver requirements.
  - CSU Sustainability Policy requires all new buildings to exceed Title 24 Energy Code requirements by 10% and each trade must comply independently to avoid energy tradeoffs.
- Maintenance and Operations
  - CSU Sustainability Policy outlines a plan to implement a CSU systemwide Energy Information System (EIS) that will centralize and modernize monitoring and reporting of campus utility use.
- Infrastructure Replacement Plans
  - CSU Five-Year Renewal and Capital Improvement Plan in place for minor and major building or infrastructure improvement, maintenance, and new construction projects.

Recycling and Zero Waste

- Recycling
  - LA Green New Deal lays out goal to achieve 90% diversion by 2025, 95% by 2035, and 100% by 2050
  - 76.4% diversion rate was achieved at the end of 2011
  - In 2021 the city wants to pilot sector-specific recycling programs, engaging with industries like film and fashion, to reduce waste
- Composting
  - LA Green New Deal targets eliminating organic waste going to landfill by 2028
  - The city plans to launch residential food scraps collection, and develop a composting master plan by 2021

Figure B2.28 Metric Tons CO_2 Equivalent



Source: Eric Garcetti (2019). L.A's Green New Deal.

- Waste Prevention / Re-Use
    - LA Green New Deal sets goal to increase amount of reused/repurposed materials to at least 25% by 2025, and 50% by 2035.
    - The city plans to ban expanded polystyrene products by 2021.
    - In 2021 Los Angeles will begin to assess the potential for an industrial materials exchange program, and develop a resource recovery hub by 2025.

Sustainable Food Systems

- Access to Local Food / Agriculture
    - There is no viable agriculture land within a 20-mile radius of downtown Los Angeles
    - LA Green New Deal sets target to increase the number of urban agriculture sites by at least 25% by 2025, and 50% by 2035.
- Sustainable Food Operations / Retail
    - LA Green New Deal sets target to ensure all low-income residents live within 1/2 mile of fresh food by 2035.
    - By 2025, Los Angeles wants to design and implement
    - 5 Good Food Zones" to increase food access across the city
- Community Agriculture Program
    - There are 494 urban agriculture sites as of June 2013 in Los Angeles.
    - In 2021 Los Angeles wants to streamline permitting for gardens on public land, to convert parkways and open lots to agriculture and community gardens.

CLIMATE ACTION AND ADAPTATION PLANNING

Resilience

- Regional - Seismic, Liquefaction Zones & Faults
    - 40% - 70%+ Probabilistic Ground Acceleration
    - Multiple faults within LA county, high seismic hazard
- Fire Risk
    - Elevated and Extreme Fire Risk Zones
- Flood Hazard
    - Minimal Flood Hazard
- Warming Potential
    - Worst Case 2050 Projection +3°C
    - 72.4 – 77.9° F (+5.5° F)

Carbon Neutrality

- Individual CSU campuses within the Los Angeles Cluster have each established goals to achieve carbon neutrality, which includes Scope 3 emissions in addition to Scope 1 and 2 in accordance with CSU systemwide policy
    - Dominguez Hills: 2045
    - Los Angeles: 2040
    - Long Beach: 2030
    - Northridge: 2040
    - Fullerton: 2050
    - Pomona: 2030
- Los Angeles Green New Deal wants to reduce municipal GHG emissions 55% by 2025 and 65% by 2035 from 2008 baseline levels, reaching carbon neutral by 2045.

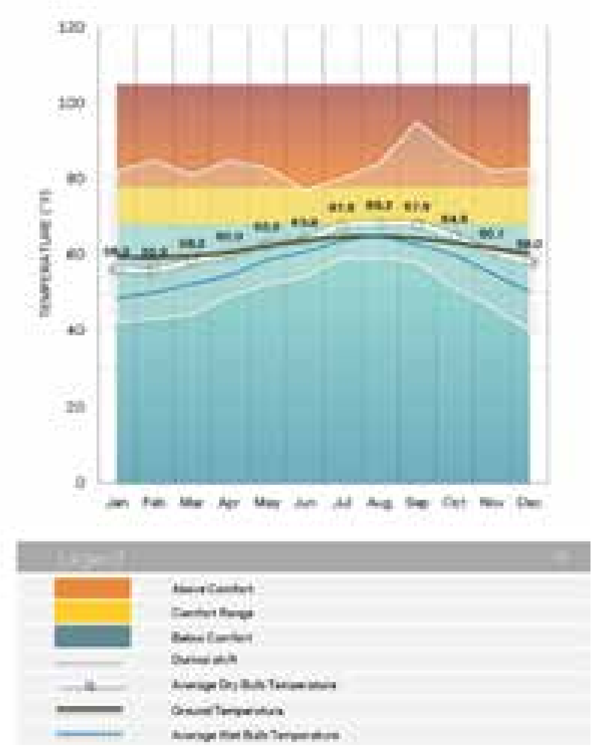
Climate Action Plan

- CSU began to develop a Systemwide Climate Action and Adaptation Plan in 2018.
- Individual CSU campuses within the Los Angeles Cluster have published or are in the process of developing campus-level climate action plans.
    - Dominguez Hills: no CAP
    - Los Angeles: published CAP (2019)
    - Long Beach: published CAP (2014)
    - Northridge: published CAP (2016)
    - Fullerton: no CAP
    - Pomona: published CAP (2009)
- The Los Angeles Green New Deal was initially released in 2015, with the most recent update published in 2019
- Plan will be updated and republished every four years
- Tracking greenhouse gas emissions by sector

MULTI CRITERIA ANALYSIS

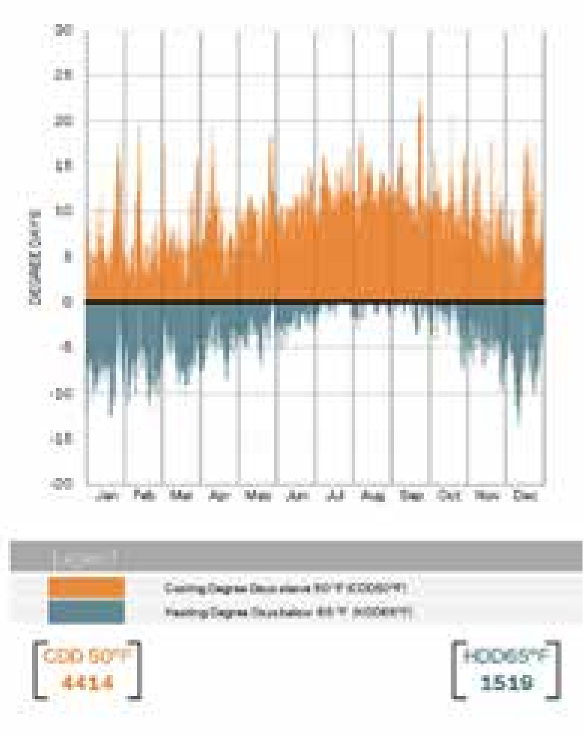
The Los Angeles Cluster ranks within Tier 4 of the broad MCA scoring tiers, with an aggregate score of 6.1.

Figure B2.29 Dry Bulb Temperature



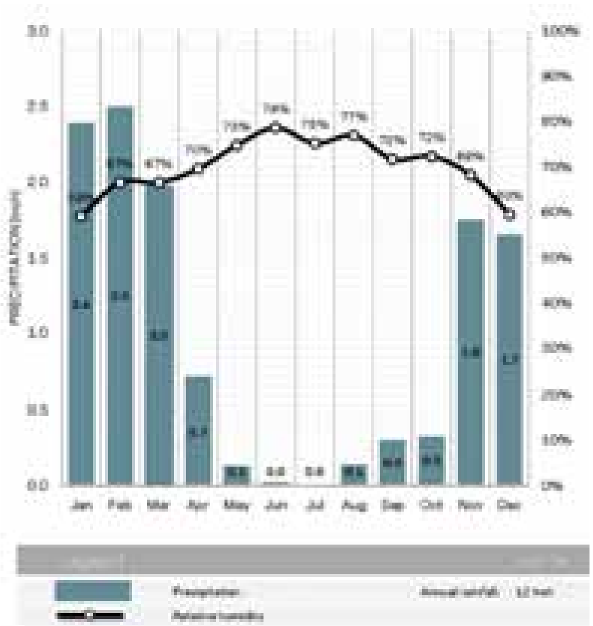
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Los Angeles Intl AP 722950 (TMY3)

Figure B2.30 Degree Days



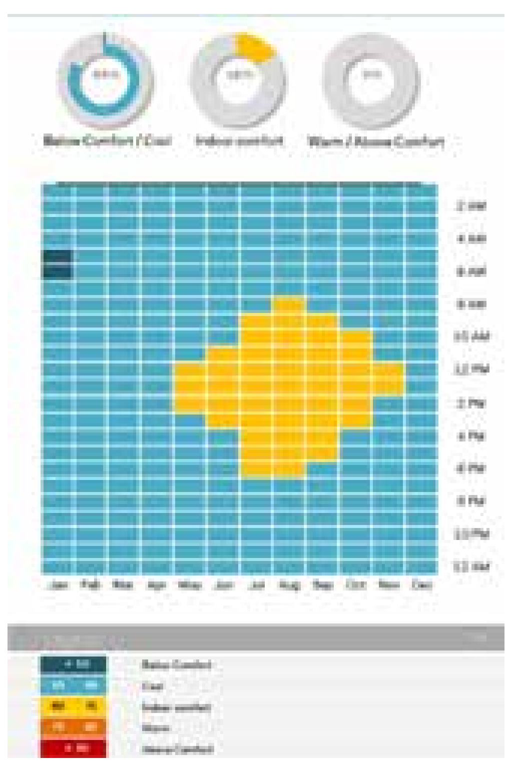
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Los Angeles Intl AP 722950 (TMY3)

Figure B2.31 Precipitation and Relative Humidity



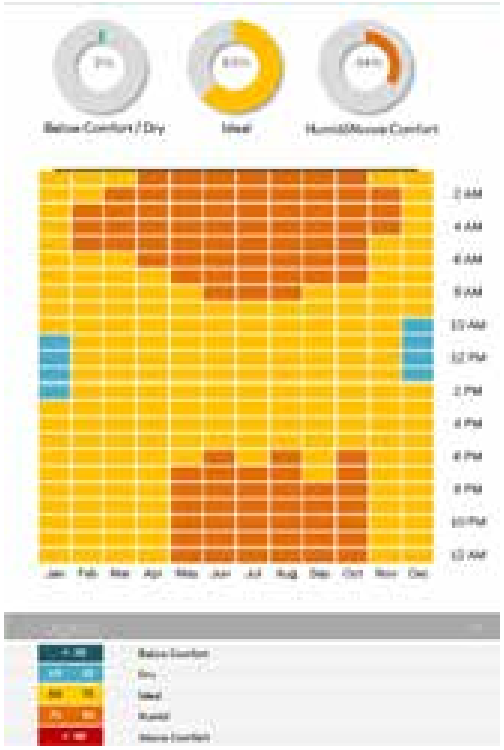
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Los Angeles Intl AP 722950 (TMY3)

Figure B2.32 Thermal Comfort



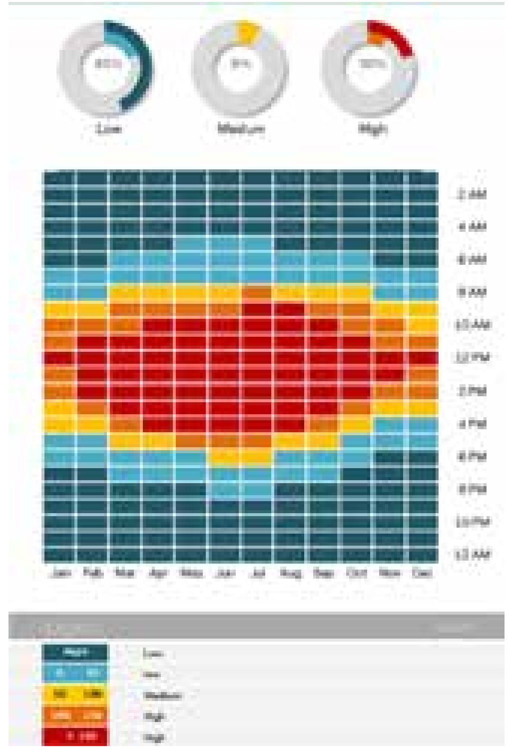
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Los Angeles Intl AP 722950 (TMY3)

Figure B2.33 Humidity



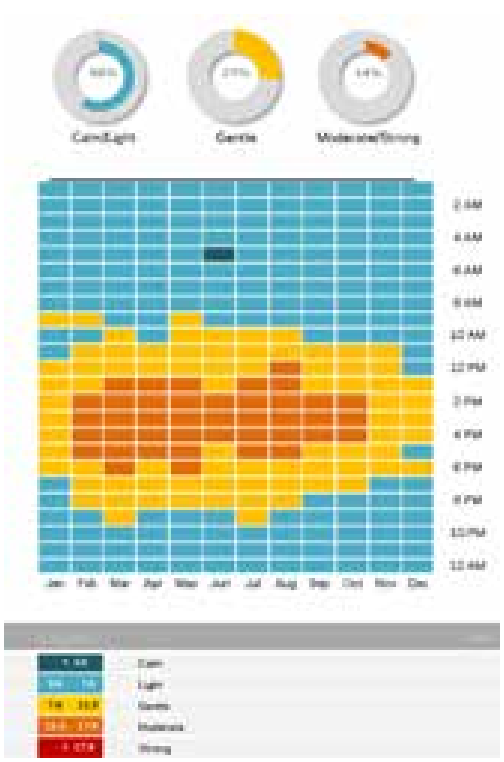
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Los Angeles Intl AP 722950 (TMY3)

Figure B2.34 Solar Radiation



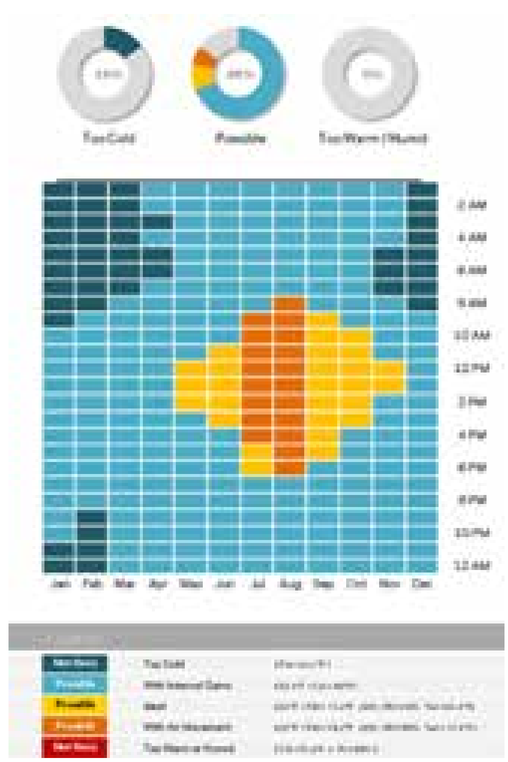
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Los Angeles Intl AP 722950 (TMY3)

Figure B2.35 Precipitation and Relative Wind Speed



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Los Angeles Intl AP 722950 (TMY3)

Figure B2.36 Natural Ventilation Potential



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Los Angeles Intl AP 722950 (TMY3)

Figure B2.37 Radar Chart

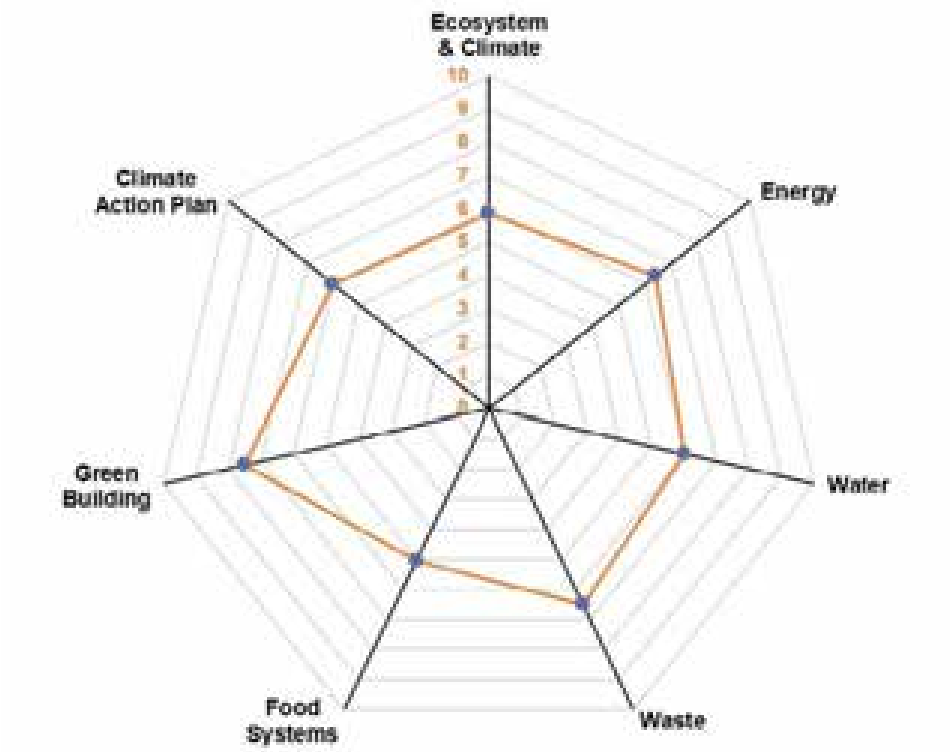


Table B2.7 Scoring Summary

CAMPUS SCORE	Sub Criteria Score	Campus Weighted Score
Ecosystem & Climate	5.8	6.1
Energy	6.4	
Water	6.0	
Waste	6.5	
Food Systems	5.0	
Green Buildings	7.5	
Climate Action Plan	6.0	

LEGEND	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	0-3	3-5	5-6	6-7	7+

Scoring Summary (Continued)

ENERGY	
Energy Use Intensity (EUI) Reduction Plan *California Energy Code Title 24 Standards Compliance, Lower intensity use denotes efficient energy performance*	6
Solar Photovoltaic (PV) Generation Potential *Potential for on-site renewable energy generation*	8
Distribution / Network / Storage *Degree of local availability for green power*	6

CLIMATE ACTION PLAN	
Resilience Challenges *Aims to anticipate and mitigate climate change impacts derived from fire, flood and seismic risks*	6
Carbon Neutrality Goals *GHG reduction targets, zero-net carbon neutrality & pollutant inventory reporting*	6
Campus Resilience Planning *Aligning resilience-related investments and academic integration to address campus vulnerabilities*	6

ECOSYSTEM & CLIMATE	
General Climate Factors *Maximize natural climate comfort*	8
Heating & Cooling Degree Days *Minimize energy use to heat & cool buildings*	6
Outdoor Thermal Comfort *Maximize outdoor academic integration*	6
Sequestration *Maximize storage potential of carbon & air purification*	2
Biodiversity *Lower counts of local endangered species reduce potential habitat deconstruction*	4

WATER	
Potable Water Access *Degree of local water scarcity & compliance with federal water quality standards*	6
Water Efficiency *Targeted reduction policies aimed at minimizing potable water use to reduce depletion rates*	6
Treatment / Distribution *Harvesting and re-use practices that reduce energy required to process and deliver water to the campus*	6

WASTE	
Recycling Collected *Waste reduction goals minimize the need for new raw materials and increase waste diversion from landfills*	8
Composting *Improves soil structure, minimizes organics waste & offers academic integration opportunities*	6
Waste Prevention / Re-Use *Campus sustainability programs that increase diversion rates and decrease emissions from landfill sites*	6

FOOD SYSTEMS	
Access to Local Food / Agriculture *Reduces vehicle miles travelled for campus food supply*	2
Sustainable Food Operations / Retail Availability *Greater food security & access to nutritious foods*	8
Community Agriculture Program *Academic integration of on-site sustainable food systems*	8

GREEN BUILDING	
Policies toward Green Building *Propensity to construct efficient academic buildings*	8
Maintenance & Operations *Mindful campus maintenance practices aimed at minimizing energy and water use*	8
Need for Infrastructure Replacement *Identify buildings that are in most need of efficiency retrofits*	6

City of Chula Vista

CHULA VISTA UNIVERSITY AND INNOVATION DISTRICT

ENVIRONMENTAL SUSTAINABILITY EVALUATION

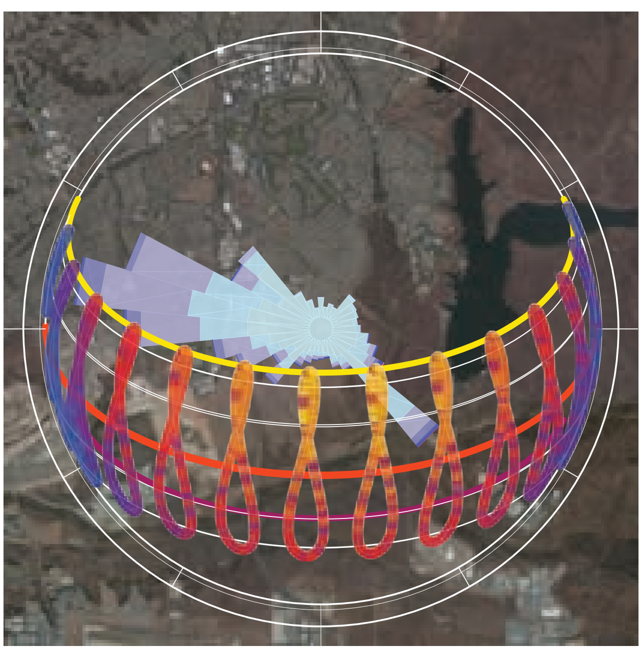
The Chula Vista University and Innovation District lies within an ideal climate zone in terms of minimizing energy infrastructure and providing a comfortable academic environment and has minimal to moderate resilience factors, which are planned for in the Climate Action Plan. The City of Chula Vista has established progressive zero net energy (ZNE) and carbon neutrality goals dating back 30 years. Approaches to water management and green building policies are recommendations rather than requirements, setting the community slightly below CSU policy. A standard waste policy demonstrates minimum compliance with state regulations and there is minimal documentation to provide access to sustainable food systems. The multi-criteria analysis weighs each of these environmental sub-criteria to create an aggregate score of 5.52, concluding that this site is partially aligned for campus development.

SITE ECOSYSTEM AND CLIMATE

Chula Vista

- Chula Vista has a semi-arid climate with Mediterranean characteristics; warm and arid summers are paired with cool and cloudy winters.
- The temperature typically varies from 48°F to 78°F and is rarely below 42°F or above 84°F.
    - The warm season lasts from July to October, with an average daily high temperature above 75°F.
    - The cool season lasts from November to April, with an average daily high temperature below 67°F.
- Chula Vista varies in humidity throughout the year and is typically muggy from July to September.
- With ~12 inches of rainfall per year, Chula Vista experiences the majority of precipitation between October and March.
- Chula Vista is predominantly clear for the central months of the year, May to October.
- Outdoor conditions are mild for outside learning and recreation, with 13% of the year comfortable, 85% too cool or below comfort, and 2% too warm or above comfort.
- Mild temperatures and humidity enable natural ventilation or economizer cycles in buildings for at least 73% of the year across all hours.
- There are 4068 cooling and 1960 heating degree days, requiring some active cooling and heating throughout the year.
- With an increase in temperatures over time, the heating degree days are expected to reduce by 8% by 2050, but the cooling degree days are expected to increase by 12%.
- There is some green space close to campus (approximately 17% of land cover) that is responsible for creating carbon sinks.
- According to the CalEnviro Screen, the burden of pollution on local health is rated as within 20-25% percentile of state data, and records 73% of the year as having favorable weather conditions to comfortably rely on natural ventilation for buildings.

Figure B2.38 Climate Analysis



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Chula Vista-Brown Field Muni AP 722904 (TMY3)

INFRASTRUCTURE

Energy and Carbon

- Energy Efficiency
    - Chula Vista University and Innovation District Plan requires new construction to be zero net energy (ZNE).
    - Campus energy use intensity (EUI) reduction goals are unknown.
- PV Generation Potential / Capacity
    - Campus has 86.5 kBTU/sf of potential solar power generation capacity on site (using the site's horizontal solar radiation capacity),

Figure B2.39 Annual Thermal Comfort

Source: Weather Spark. (2020). Average Weather in Chula Vista. https://weatherspark.com/y/1804/Average-Weather-in-Chula-Vista-California-United-States-Year-Round. Accessed April 8, 2020.

- University and Innovation District Plan recommends on-site energy generation through large-scale solar, co-generation, and biomass systems.
    - San Diego regional goal is 45% energy use through renewable sources by 2030.
- Distribution / District Network / Storage
    - Central utility plant and distribution network do not exist.
    - University and Innovation District Plan recommends a high-performance central energy facility with heat recovery systems and thermal energy storage to serve the campus.

Water

- Potable Water Access
    - Potable water supply provider is the Otay Water District (OWD).
    - Water contaminant levels are within acceptable levels per 2018 water quality report.
- Water Efficiency
    - University and Innovation District Plan water conservation plan estimated to reduce potable water consumption by 23%.
- Treatment and Distribution
    - Recycled water piping (purple pipe) distribution network planned throughout campus development district.
    - New bioretention tanks and storm water treatment required to protect runoff into the Lower Otay Reservoir.
    - New wastewater treatment plant project required to support University and Innovation District.

OPERATIONS AND ENGAGEMENT

Green Building

- Policies
    - University and Innovation District Plan requires all new buildings to be LEED certified.
    - All new buildings required to exceed California Energy Code requirements by 10%, and each trade must comply independently without energy tradeoffs.
    - University and Innovation District Plan recommends AASHE STARS participation.
    - University and Innovation District Plan recommends I2SL Labs21 participation.
- Maintenance and Operations
    - University and Innovation District Plan recommends development of facilities maintenance and operation plan.
- Infrastructure Replacement Plans
    - Campus infrastructure does not currently exist, and new systems will be required.

Recycling and Zero Waste

- Recycling
    - Recycling is mandated by the City of Chula Vista.
    - San Diego County collects mixed recycling.
- Composting
    - City of Chula Vista has a backyard composting program with weekly workshops to assist residents in composting their food and yard waste.
    - San Diego County collects landscaping waste.
- Waste Prevention / Re-Use
    - City of Chula Vista has programs in place to collect medications, sharps, and other hazardous waste.
    - No published goals regarding net zero waste.

Sustainable Food Systems

- Access to Local Food / Agriculture
    - There is no viable agriculture land within a 2-mile radius of campus.
    - Otay Ranch Town Center has a weekly farmers market, 1 mile away from campus.
- Sustainable Food Operations / Retail
    - No information regarding sustainable food operations or retail found in the University and Innovation District Plan.
- Community Agriculture Program
    - There are 8 community gardens around Chula Vista, located at both parks and schools.
    - Mosaic Community Garden is located 9 miles away, accessible by car or bus.

Figure B2.40 Chula Vista University and Innovation District Open Space

Source: City of Chula Vista (November 2018.) University Innovation District Sectional Planning Area Plan.

CLIMATE ACTION AND ADAPTATION PLANNING

Resilience Challenges

- Regional – Seismic, Liquefaction Zones & Faults
  - 30–40% Probabilistic Ground Acceleration
  - 10 miles to Rose Canyon
- Fire Risk
  - Elevated Fire Risk Zone
- Flood Hazard
  - Minimal Flood Hazard
- Warming Potential
  - Worst Case 2050 Projection +3°C
  - 74.7 – 79.9°F (+4.5°F)

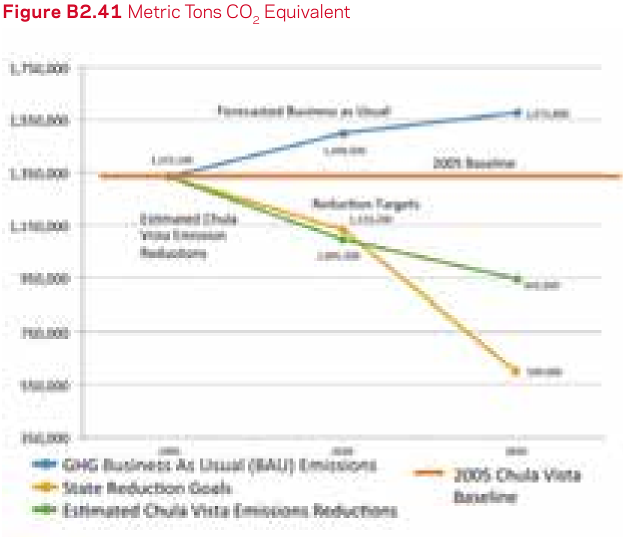
Carbon Neutrality

- Chula Vista established 1990 as the baseline for the reduction of Greenhouse Gas (GHG) emissions.
- 2000 – set a GHG reduction goal of 80% of 1990 levels in 2010.
- Goal to reduce GHG emission levels back to 1990 levels by 2020.
- City conducts GHG emission inventories every two years.
- 2017 Climate Action Plan (CAP) updated baseline to 2005, with new goals to reduce GHG emissions:
  - 2020 Target – 15% below 2005
  - 2030 Target – 55% below 2005
  - 2050 Target – Zero Net Energy and Carbon

Climate Action Plan

- Developed Initial CO2 Reduction Plan in 2000, Climate Mitigation Plan in 2008, Climate Adaptation Plan in 2011, and updated CAP in 2017.

Figure B2.41 Metric Tons CO_2 Equivalent



Source: City of Chula Vista (September 2017). Chula Vista Climate Action Plan.

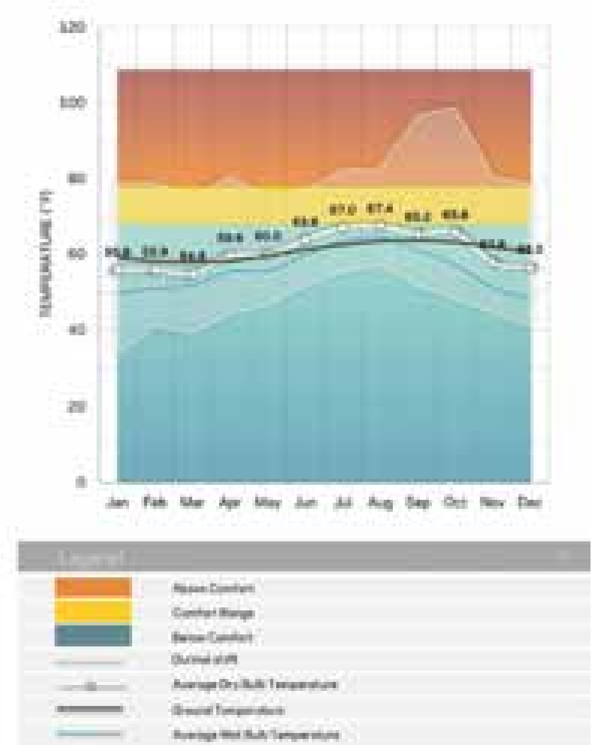
- 2000 CO2 reduction plan set to reduce or mitigate GHG emissions.
- 2011 Climate Adaptation Plan recommended 11 strategies to adapt to the impacts of climate change and future risks.
- 2013 Implementation Progress Report measures successful completion of 70% of the 57 proposed components in previous plans and 26% in execution.
- 2017 Climate Action Plan advances previous targets while targeting new actions around:
  - Economic Development and Jobs
  - Air Quality
  - Water Quality
  - Education
  - Community Health
  - Equity

MULTI CRITERIA ANALYSIS

City of Chula Vista – Chula Vista University and Innovation District

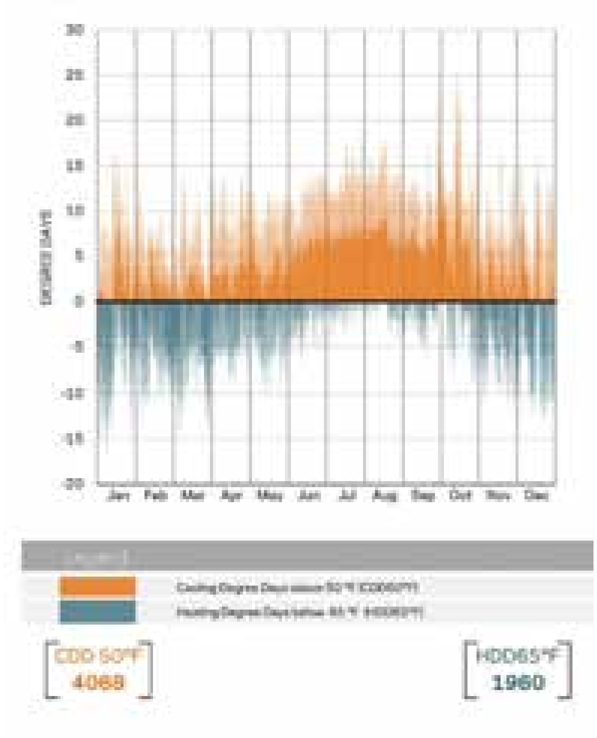
This site ranks within Tier 3 of the broad MCA scoring tiers with an aggregate score of 5.5. None of the broad criteria at this site have a weighted score above 6.5 out of 10.

Figure B2.42 Dry Bulb Temperature



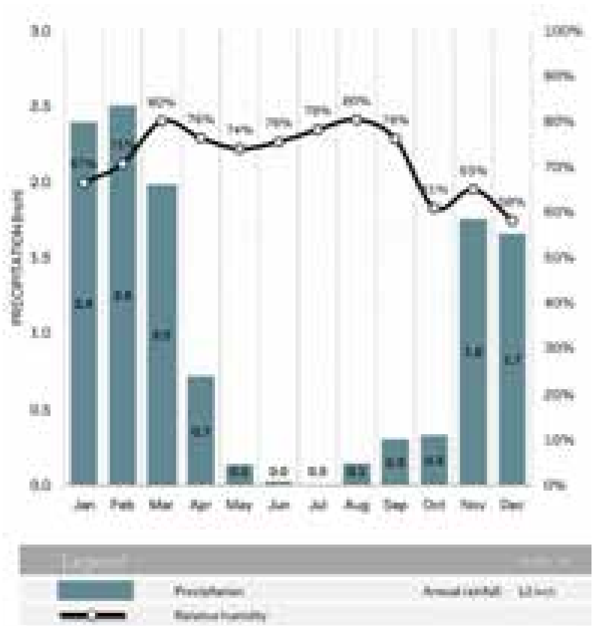
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Chula Vista-Brown Field Muni AP 722904 (TMY3)

Figure B2.43 Degree Days



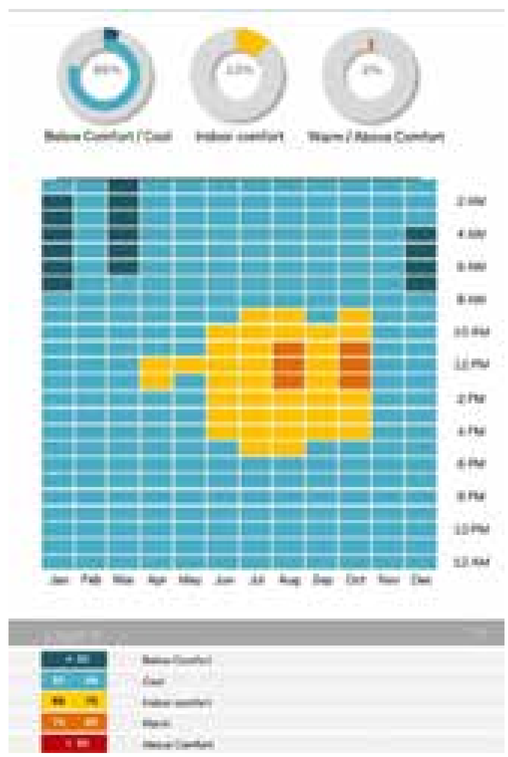
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Chula Vista-Brown Field Muni AP 722904 (TMY3)

Figure B2.44 Precipitation and Relative Humidity



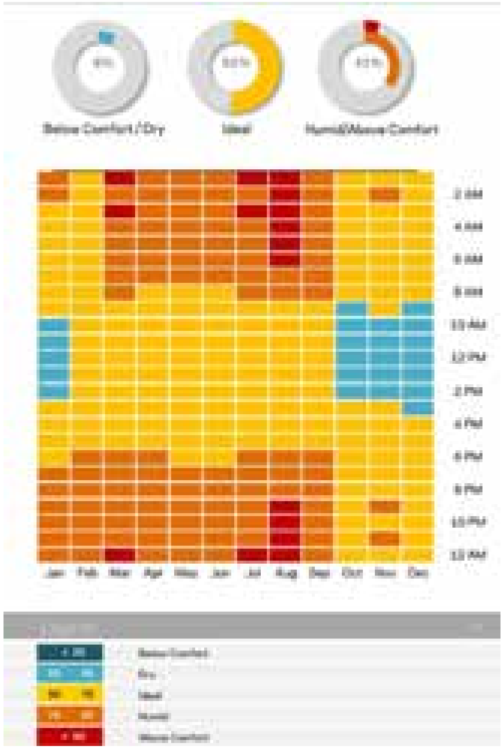
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Chula Vista-Brown Field Muni AP 722904 (TMY3)

Figure B2.45 Thermal Comfort



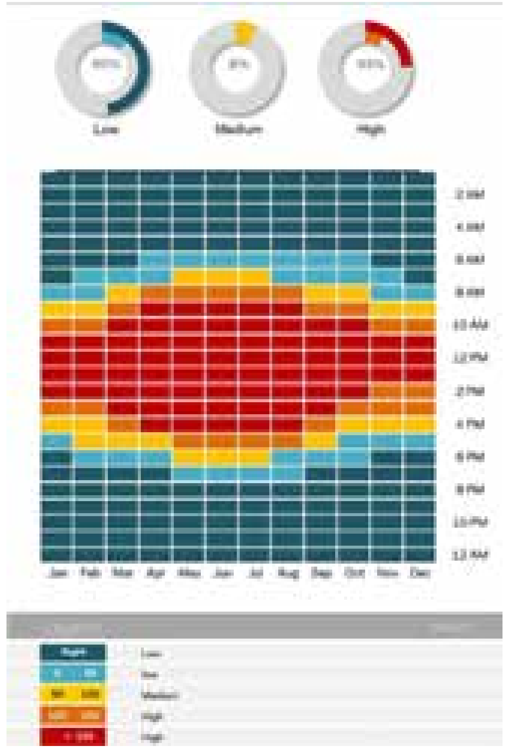
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Chula Vista-Brown Field Muni AP 722904 (TMY3)

Figure B2.46 Humidity



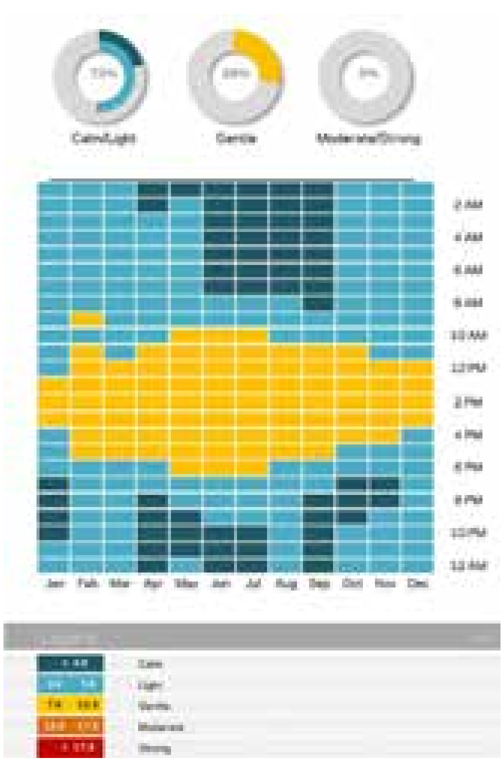
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Chula Vista-Brown Field Muni AP 722904 (TMY3)

Figure B2.47 Solar Radiation



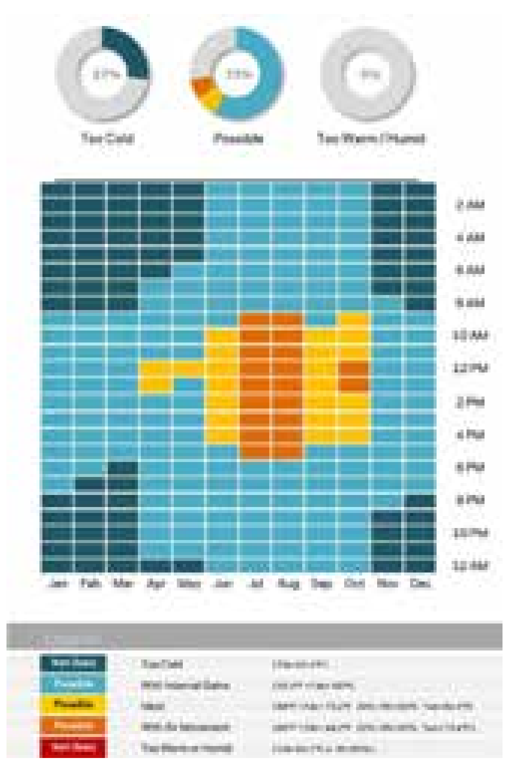
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Chula Vista-Brown Field Muni AP 722904 (TMY3)

Figure B2.48 Wind Speed



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Chula Vista-Brown Field Muni AP 722904 (TMY3)

Figure B2.49 Natural Ventilation Potential



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Chula Vista-Brown Field Muni AP 722904 (TMY3)

Figure B2.50 Radar Chart

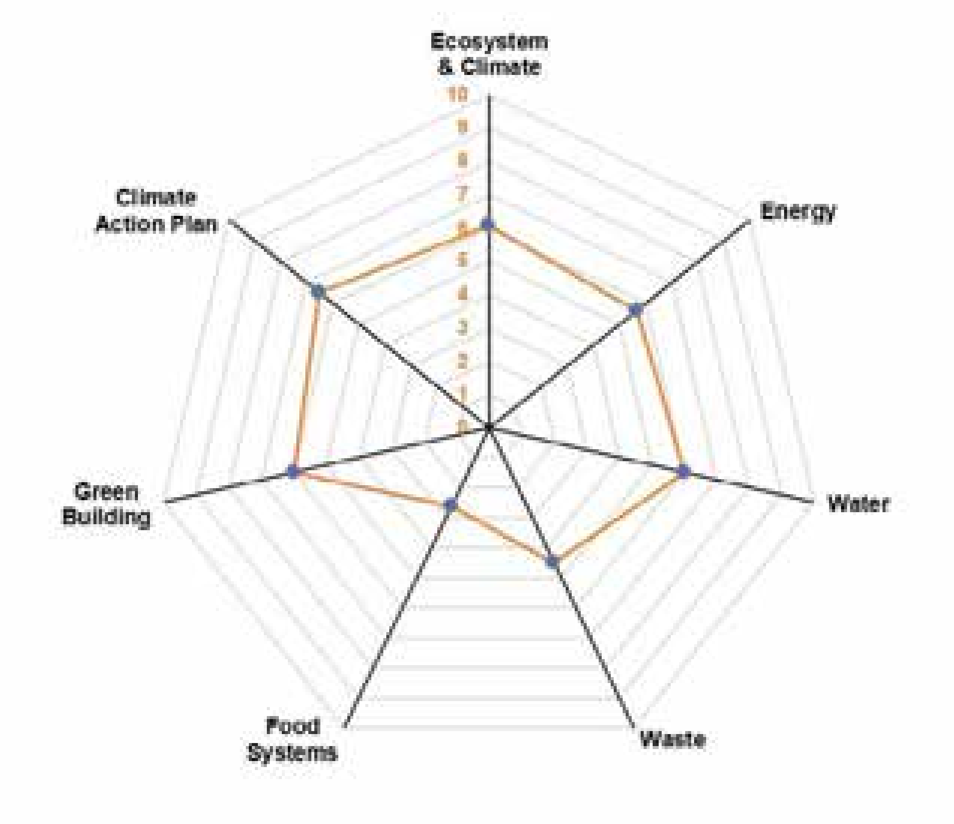


Table B2.8 Scoring Summary

CAMPUS SCORE	Sub-Criteria Score	Campus Weighted Score
Ecosystem & Climate	6.1	5.5
Energy	5.6	
Water	6.0	
Waste	4.5	
Food Systems	2.6	
Green Building	6.0	
Climate Action Plan	6.5	

LEGEND	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	0-3	3-5	5-6	6-7	7+

ENERGY	
Energy Use Intensity (EUI) Reduction Plan *California Energy Code Title 24 Standards Compliance. Lower intensity use denotes efficient energy performance*	4
Solar Photovoltaic (PV) Generation Potential *Potential for on-site renewable energy generation*	6
Distribution / Network / Storage *Degree of local availability for green power*	8

CLIMATE ACTION PLAN	
Resilience Challenges *Aims to anticipate and mitigate climate change impacts derived from fire, flood and seismic risks*	6
Carbon Neutrality Goals *GHG reduction targets, zero-net carbon neutrality & pollutant inventory reporting*	8
Campus Resilience Planning *Aligning resilience-related investments and academic integration to address campus vulnerabilities*	6

ECOSYSTEM & CLIMATE	
General Climate Factors *Maximize natural climate comfort*	8
Heating & Cooling Degree Days *Minimize energy use to heat & cool buildings*	6
Outdoor Thermal Comfort *Maximize outdoor academic integration*	6
Sequestration *Maximize storage potential of carbon & air purification*	6
Biodiversity *Lower counts of local endangered species reduce potential habitat deconstruction*	2

WATER	
Potable Water Access *Degree of local water scarcity & compliance with federal water quality standards*	8
Water Efficiency *Targeted reduction policies aimed at minimizing potable water use to reduce depletion rates*	4
Treatment / Distribution *Harvesting and re-use practices that reduce energy required to process and deliver water to the campus*	6

WASTE	
Recycling Collected *Waste reduction goals minimize the need for new raw materials and increase waste diversion from landfills*	6
Composting *Improves soil structure, minimizes organics waste & offers academic integration opportunities*	4
Waste Prevention / Re-Use *Campus sustainability programs that increase diversion rates and decrease emissions from landfill sites*	4

FOOD SYSTEMS	
Access to Local Food / Agriculture *Reduces vehicle miles travelled for campus food supply*	2
Sustainable Food Operations / Retail Availability *Greater food security & access to nutritious foods*	2
Community Agriculture Program *Academic integration of on-site sustainable food systems*	4

GREEN BUILDING	
Policies toward Green Building *Propensity to construct efficient academic buildings*	6
Maintenance & Operations *Mindful campus maintenance practices aimed at minimizing energy and water use*	6
Need for Infrastructure Replacement *Identify buildings that are in most need of efficiency retrofits*	6

City of Concord

CONCORD REUSE PROJECT CAMPUS DISTRICT
ENVIRONMENTAL SUSTAINABILITY EVALUATION

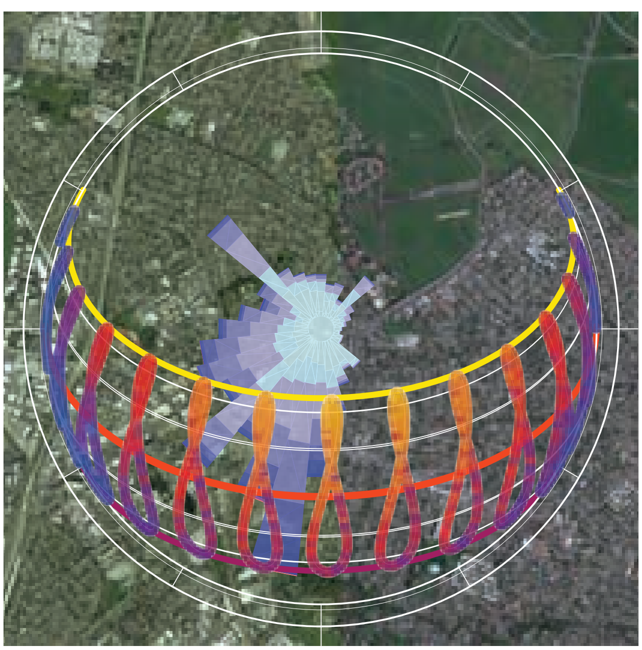
The Concord Reuse Project Campus District lies within a moderate climate to minimize energy infrastructure, provide for a comfortable academic environment. Its moderate resilience challenges are actively addressed in the Climate Action Plan. The city has established progressive zero net energy (ZNE) and carbon neutrality goals, with active tracking. Approaches to water management and green building policies exceed that of CSU policy. A standard waste policy demonstrates minimum compliance with state regulations. There is minimal documentation to assess availability of sustainable food systems. The multi-criteria analysis weighs each of these environmental sub-criteria to create an aggregate score of 6.86 concluding that this site is well-aligned for campus development.

SITE ECOSYSTEM AND CLIMATE

Concord

- Concord has a hot summer Mediterranean climate, with hot, dry summers and mild, wet winters.
- The temperature typically varies from 40°F to 88°F and is rarely below 32°F or above 99°F.
    - The hot season lasts from June to October, with an average daily high temperature above 81°F.
    - The cool season lasts from November to February, with an average daily high temperature below 62°F.
- Concord is typically dry and comfortable year-round.

Figure B2.51 Climate Analysis



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Concord-Buchanan Field 724936 (TMY3)

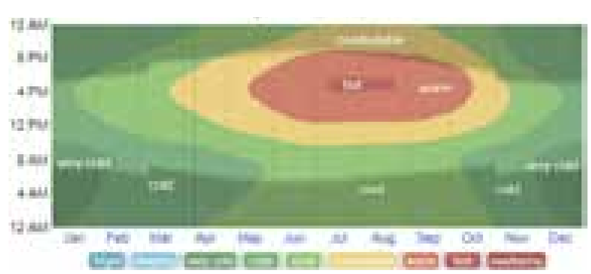
- With ~20 inches of rainfall per year, Concord experiences the majority of precipitation between October and May.
- Concord is predominantly clear from May to October, and cloudiest during the winter months.
- Mild temperatures and humidity enable natural ventilation or economizer cycles in buildings for at least 59% of the year across all hours.
- Outdoor conditions are mild for outside learning and recreation, with 9% of the year comfortable, 80% too cool or below comfort, and 11% too warm or above comfort.
- There are 3771 cooling and 3018 heating degree days, requiring some active cooling and heating throughout the year.
- With an increase in temperatures over time, the heating degree days are expected to reduce by 8% by 2050, and cooling degree days are expected to increase by 13%.
- According to the CalEnviro Screen, the burden of pollution on local health is rated as within 5-10% percentile of state data, and records 59% of the year as having favorable weather conditions to comfortably rely on natural ventilation for buildings.

INFRASTRUCTURE

Energy and Carbon

- Energy Efficiency
    - City of Concord Climate Action Plan requires all city projects to be zero net energy (ZNE) after 2020.
    - Concord Reuse Project Area Plan goal is 30% energy use reduction over current Title 24 baseline.
- PV Generation Potential / Capacity
    - The site offers a potential of 80-85 kBTU/sf of solar energy production capacity (given the horizontal solar radiation levels).
    - Within the regional grid, 39% of the electricity mix is also attributable to solar or renewable energy.
    - Concord Reuse Project Area Plan goal is 35–75% of available rooftop space utilized for solar panels.
- Distribution / District Network / Storage
    - Central utility plant and distribution network do not exist.
    - Plan for a central or distributed utility plant is unknown.

Figure B2.52 Annual Thermal Comfort



Source: Weather Spark. (2020). Average Weather in Concord. https://weatherspark.com/y/502/Average-Weather-in-Concord-California-United-States-Year-Round. Accessed April 8, 2020.

Water

- Potable Water Access
    - Potable water supply provider is the Contra Costa Water District (CCWD).
    - Water contaminant levels are within acceptable levels per 2018 water quality report.
- Water Efficiency
    - Concord Reuse Project Area Plan water conservation plan estimated to reduce indoor water consumption by 37%.
    - Concord Reuse Project Area Plan requires zero potable water use for non-potable uses.
- Treatment and Distribution
    - Recycled water piping (purple pipe) distribution network planned throughout campus development district.
    - New wastewater treatment plant project planned to support Concord Reuse Project Campus District.

OPERATIONS AND ENGAGEMENT

Green Building

- Policies
    - Concord Reuse Project Area Plan requires all new buildings to be LEED Gold (or equivalent) certified.
    - Concord Reuse Project Area Plan requires all new buildings to exceed California Energy Code requirements by 30%.
- Maintenance and Operations
    - Concord Reuse Project Area Plan requires building monitoring and reporting to meet sustainability goals.
    - Plans to create a campus facilities master plan are unknown.
- Infrastructure Replacement Plans
    - Campus infrastructure does not currently exist, and new systems will be required.

Recycling and Zero Waste

- Recycling
    - Concord Reuse Project Climate Action Plan aims to reduce waste by implementing an enhanced recycling program.
    - City of Concord's website does not specify what types of recycling programs are in place.
    - City of Concord 2013 Climate Action Plan sets goal to divert 75% of waste from landfills.
- Composting
    - Concord Reuse Project Campus District is being planned to establish new green waste/food scrap collection services.
    - No municipal composting for City of Concord.
    - 2013 Climate Action Plan notes to "consider expansion of Yard Waste program to include all household compost."
- Waste Prevention / Re-Use
    - Concord Reuse Project Campus District plans to establish a "Waste Smart" education policy to promote waste reduction.
    - City of Concord has set in place a styrofoam ban for food retail.
    - No goals regarding net zero waste in Concord Reuse Project Area Plan.

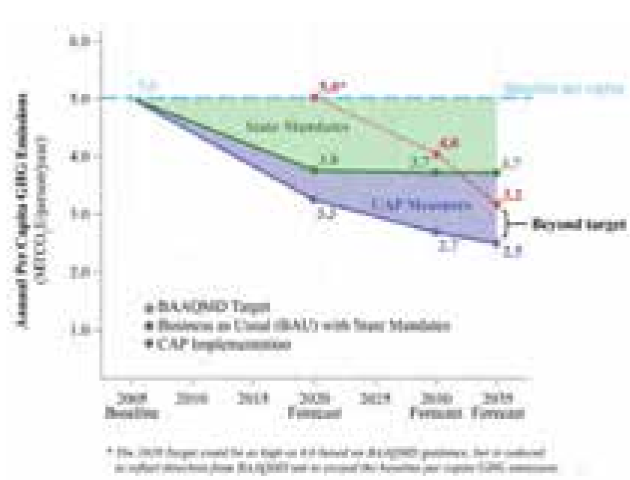
Sustainable Food Systems

- Access to Local Food / Agriculture
    - No viable agriculture land within 2-mile radius of campus.
    - Concord farmers market located less than 1 mile away.
- Sustainable Food Operations / Retail
    - No information found in Concord Reuse Project Area Plan.
- Community Agriculture Program
    - No community gardens shown in Concord Reuse Project Area Plan.

Figure B2.53 Reuse Project Greenways

Source: City of Concord (January 2012). Concord Reuse Project Area Plan, Book One: Vision and Standards

Figure B2.54 Metric Tons CO_2 Equivalent



Source: Arup (July 2013). City of Concord Citywide Climate Action Plan.

- No nearby community gardens found in Concord.

CLIMATE ACTION AND ADAPTATION PLANNING

Resilience

- Regional – Seismic, Liquefaction Zones & Faults
  - 50–70% Probabilistic Ground Acceleration
  - Within miles of Concord and Hayward Fault
- Fire Risk
  - Neighbors Elevated Fire Risk Zone
- Flood Hazard
  - Minimal Flood Hazard
- Warming Potential
  - Worst Case 2050 Projection +2.5°C
  - 71.1 – 75.6° F (+4.5° F)

Carbon Neutrality

- Goal to reduce Greenhouse Gas (GHG) emission levels back to 1990 levels by 2020.
- Prepare for and implement zero net energy (ZNE) in all City building projects after 2020.
- In particular, the Citywide CAP meets the Bay Area Air Quality Management District's (BAAQMD) requirements for a Qualified Greenhouse Gas Reduction Strategy.
- The City of Concord has prepared a baseline emissions inventory for 2005 and has forecast emissions inventories for 2020, 2030, and 2035.
- Total emissions for the City in 2005 were ~5 per capita Metric Tonnes (MT) CO_2e.
  - 2020 Target – 3.2 MT CO_2e
  - 2030 Target – 2.7 MT CO_2e
  - 2035 Target – 2.5 MT CO_2e

Climate Action Plan

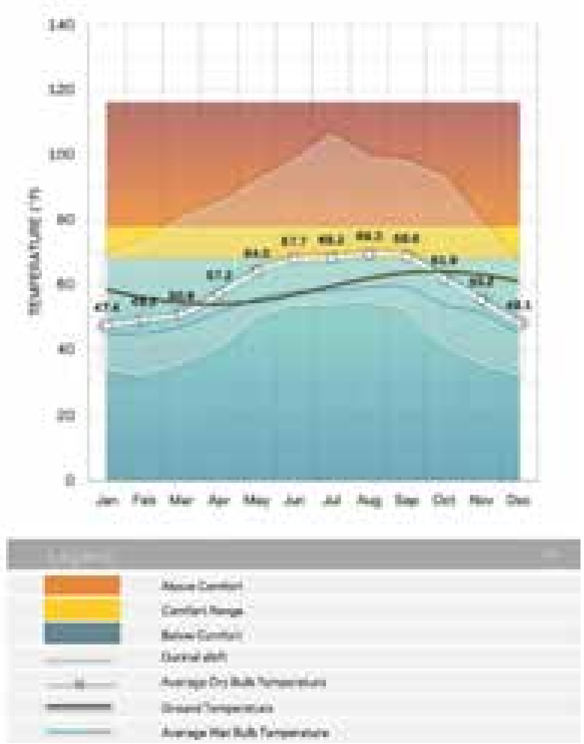
- Developed initial City of Concord Climate Action Plan in 2013.
- Nine Climate Change Adaptation Strategies identified to reduce the negative impacts of climate change on the Concord community:
  - Protect vulnerable populations
  - Robust utilities plans and infrastructure
  - Well-informed and prepared community members
  - Cooling center for heat waves
  - Supporting groundwater retention
  - Flexible peak-period energy use
  - On-site electricity production
  - Resilient urban forest
  - Robust native wildlife and habitat areas

MULTI CRITERIA ANALYSIS

City of Concord – Concord Reuse Project Campus District

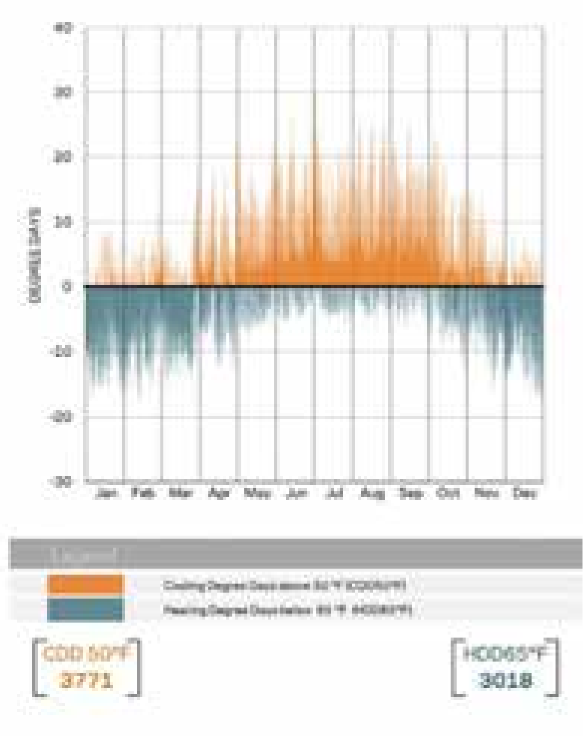
This site scores well within the MCA framework, and is categorized as a Tier 4 location with an aggregate score of 6.9 out of 10. The site scores well along the primary criteria that drives the MCA framework: Energy Use.

Figure B2.55 Dry Bulb Temperature



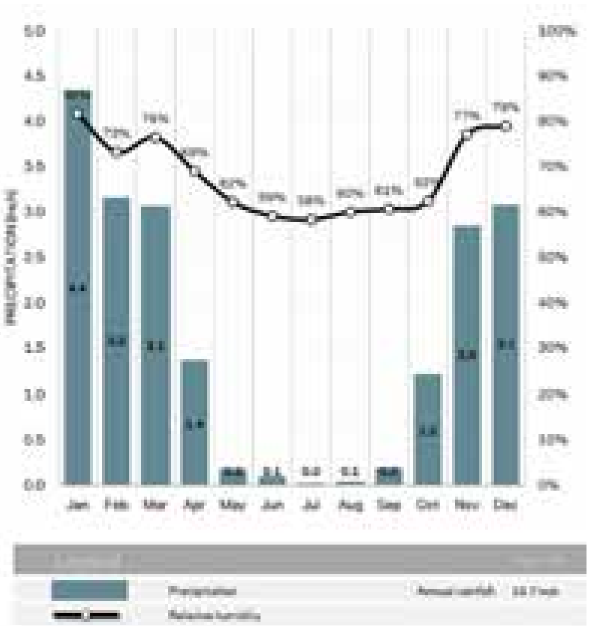
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Concord-Buchanan Field 724936 (TMY3)

Figure B2.56 Degree Days



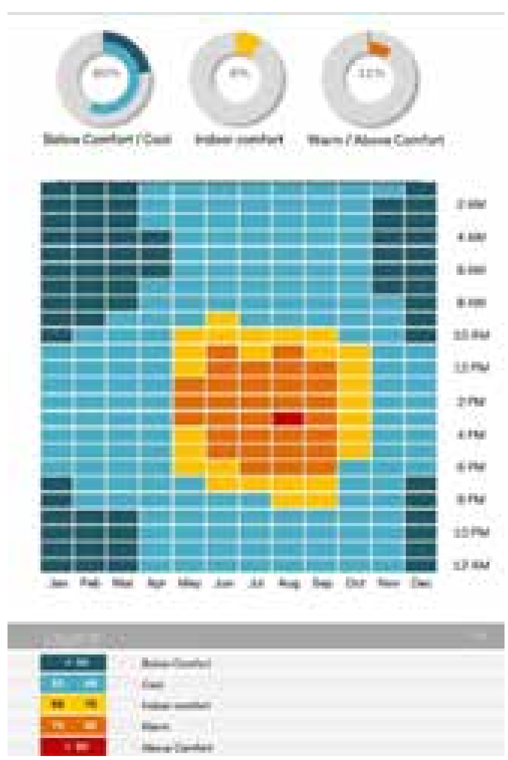
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Concord-Buchanan Field 724936 (TMY3)

Figure B2.57 Precipitation and Relative Humidity



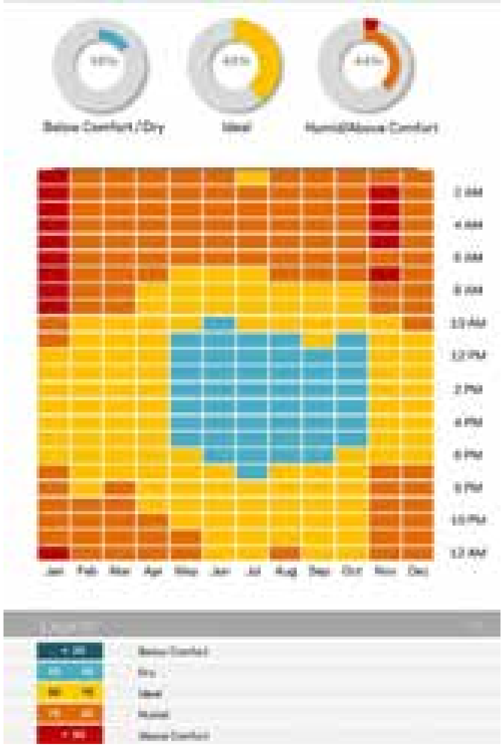
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Concord-Buchanan Field 724936 (TMY3)

Figure B2.58 Thermal Comfort



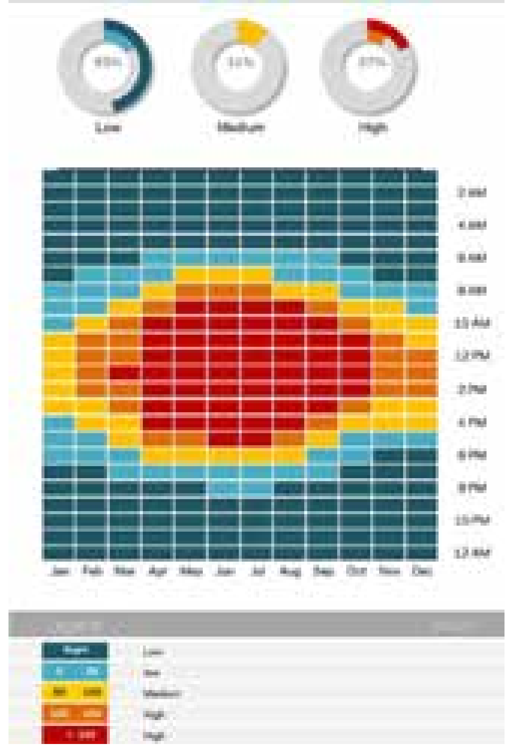
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Concord-Buchanan Field 724936 (TMY3)

Figure B2.59 Humidity



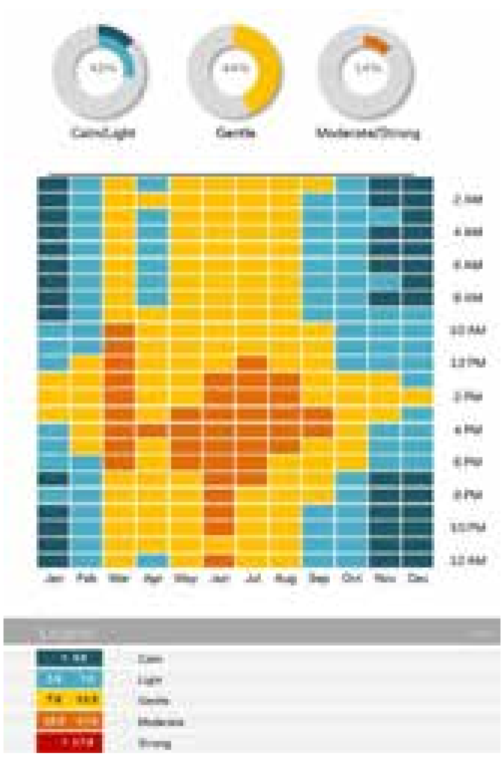
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Concord-Buchanan Field 724936 (TMY3)

Figure B2.60 Solar Radiation



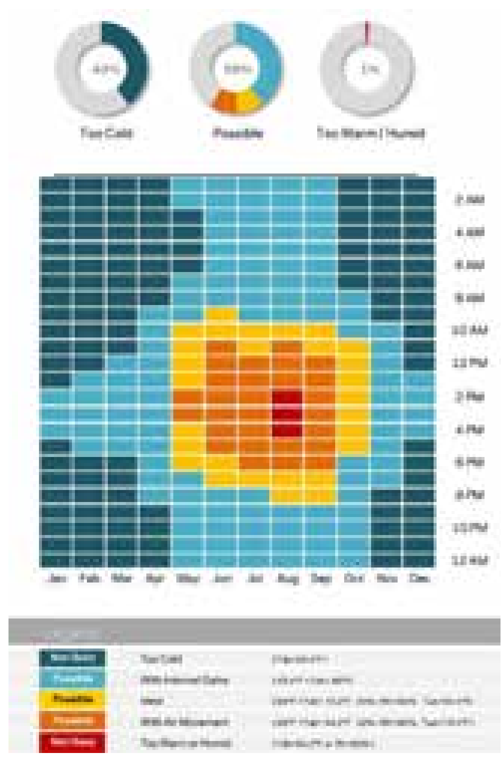
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Concord-Buchanan Field 724936 (TMY3)

Figure B2.61 Precipitation and Relative Wind Speed



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Concord-Buchanan Field 724936 (TMY3)

Figure B2.62 Natural Ventilation Potential



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Concord-Buchanan Field 724936 (TMY3)

Figure B2.63 Radar Chart

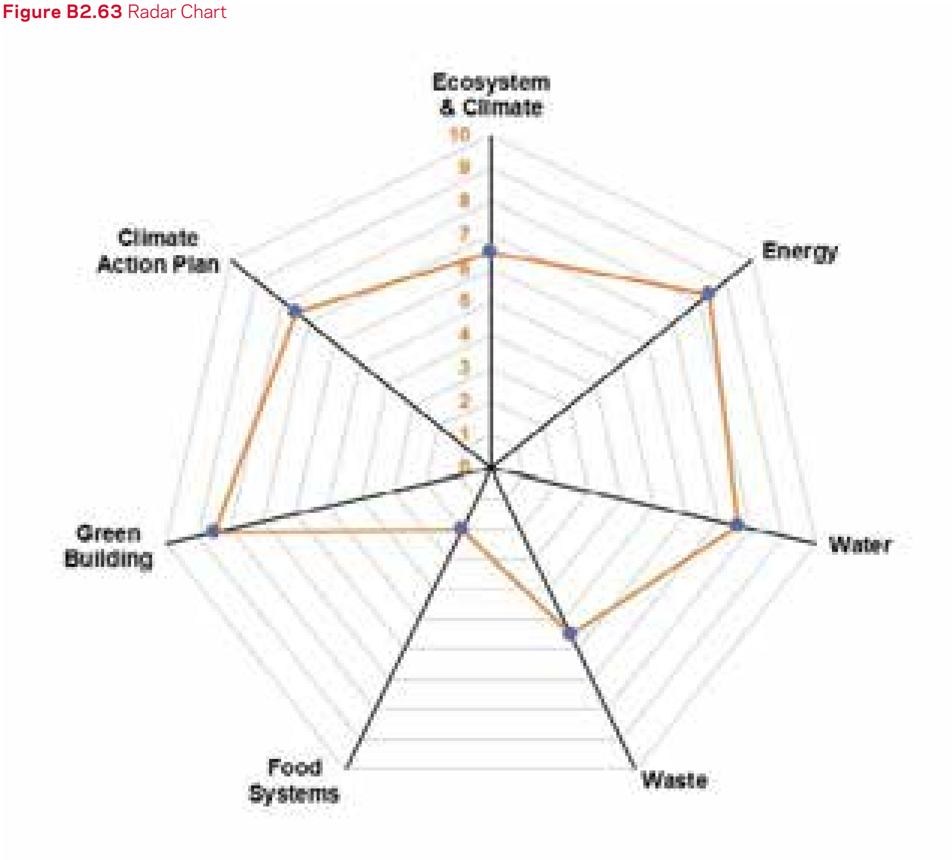


Table B2.9 Scoring Summary

CAMPUS SCORE	Sub-Criteria Score	Campus Weighted Score
Ecosystem & Climate	6.5	6.9
Energy	8.4	
Water	7.6	
Waste	5.5	
Food Systems	2.0	
Green Building	8.5	
Climate Action Plan	7.5	

LEGEND	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	0-3	3-5	5-6	6-7	7+

ENERGY	
Energy Use Intensity (EUI) Reduction Plan *California Energy Code Title 24 Standards Compliance, Lower intensity use denotes efficient energy performance*	10
Solar Photovoltaic (PV) Generation Potential *Potential for on-site renewable energy generation*	8
Distribution / Network / Storage *Degree of local availability for green power*	6

WATER	
Potable Water Access *Degree of local water scarcity & compliance with federal water quality standards*	8
Water Efficiency *Targeted reduction policies aimed at minimizing potable water use to reduce depletion rates*	8
Treatment / Distribution *Harvesting and re-use practices that reduce energy required to process and deliver water to the campus*	6

CLIMATE ACTION PLAN	
Resilience Challenges *Aims to anticipate and mitigate climate change impacts derived from fire, flood and seismic risks*	8
Carbon Neutrality Goals *GHG reduction targets, zero-net carbon neutrality & pollutant inventory reporting*	8
Campus Resilience Planning *Aligning resilience-related investments and academic integration to address campus vulnerabilities*	6

WASTE	
Recycling Collected *Waste reduction goals minimize the need for new raw materials and increase waste diversion from landfills*	6
Composting *Improves soil structure, minimizes organics waste & offers academic integration opportunities*	4
Waste Prevention / Re-Use *Campus sustainability programs that increase diversion rates and decrease emissions from landfill sites*	6

ECOSYSTEM & CLIMATE	
General Climate Factors *Maximize natural climate comfort*	7
Heating & Cooling Degree Days *Minimize energy use to heat & cool buildings*	8
Outdoor Thermal Comfort *Maximize outdoor academic integration*	4
Sequestration *Maximize storage potential of carbon & air purification*	10
Biodiversity *Lower counts of local endangered species reduce potential habitat deconstruction*	2

FOOD SYSTEMS	
Access to Local Food / Agriculture *Reduces vehicle miles travelled for campus food supply*	2
Sustainable Food Operations / Retail Availability *Greater food security & access to nutritious foods*	2
Community Agriculture Program *Academic integration of on-site sustainable food systems*	2

GREEN BUILDING	
Policies toward Green Building *Propensity to construct efficient academic buildings*	8
Maintenance & Operations *Mindful campus maintenance practices aimed at minimizing energy and water use*	10
Need for Infrastructure Replacement *Identify buildings that are in most need of efficiency retrofits*	6

City of Palm Desert

CSUSB PALM DESERT CAMPUS

ENVIRONMENTAL SUSTAINABILITY EVALUATION

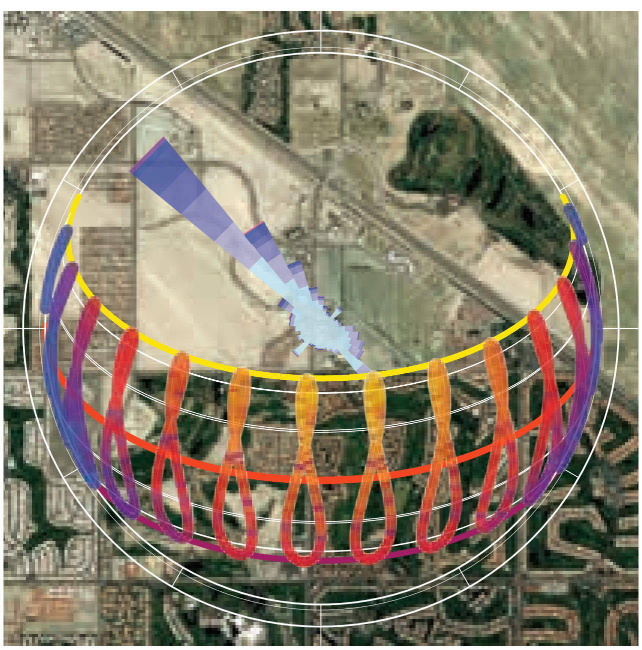
The CSUSB Palm Desert Campus within the City of Palm Desert was evaluated for its suitability to advance CSU Sustainability criteria. The site lies within a moderate climate to minimize energy infrastructure, provides for an uncomfortably hot academic environment, and has significant resilience challenges which are moderately addressed in the Climate Action Plan. The campus has established progressive zero net energy (ZNE) goals through onsite PV and carbon neutrality goals with active tracking. Water scarcity is an issue at Palm Desert, but the campus has an active plan to address water efficiency and reuse. Green building policies are in line with CSU policy. A standard waste policy demonstrates minimum compliance with state regulations and there is minimal documentation suggesting access to sustainable food systems. The multi-criteria analysis weighs each of these environmental sub-criteria to create an aggregate score of 6.4 concluding that this site is partially aligned for campus development.

SITE ECOSYSTEM AND CLIMATE

Palm Desert

- Palm Desert has a sub-tropical desert climate, where sweltering and arid summers are paired with cool winters.
  - The temperature typically varies from 44°F to 107°F and is rarely below 36°F or above 113°F.
  - The hot season lasts from June to September, with an average daily high temperature above 99°F.

Figure B2.64 Climate Analysis



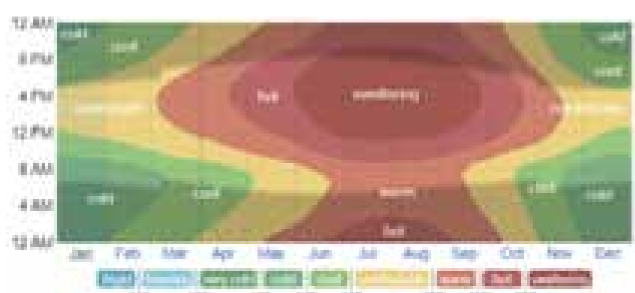
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Palm Springs Intl AP 722868 (TMY3)

  - The cool season lasts from November to February, with an average daily high temperature below 76°F.
- Palm Desert is typically dry year-round.
- With ~12 inches of rainfall per year, Palm Desert experiences the majority of precipitation between November and March.
- Palm Desert is predominantly clear for the central months of the year, and cloudiest during the winter months.
- Mild temperatures and humidity enable natural ventilation or economizer cycles in buildings for at least 55% of the year across all hours.
- Outdoor conditions are too warm for outside learning and recreation, with 14% of the year comfortable, 37% too cool or below comfort, and 49% too warm or above comfort.
- There are 9288 cooling and 853 heating degree days, requiring some active cooling and heating throughout the year.
- With an increase in temperatures over time, the heating degree days are expected to reduce by 8% by 2050, but the cooling degree days are expected to increase by 7%.
- Green space also covers 23% of the site region lending favorable conditions for carbon sinks and air purification. The region also has no endangered species within the vicinity that would be at risk with campus expansion.
- According to the CalEnviro Screen, the burden of pollution on local health is rated as within 1-5% percentile of state data, and records 55% of the year as having favorable weather conditions to comfortably rely on natural ventilation for buildings.

Energy and Carbon

- Energy Efficiency
  - 2016 CSUSB PDC Master Plan recommends energy use intensity (EUI) targets 56% lower than benchmark EUI.
  - 2016 CSUSB PDC Master Plan recommends all new construction be zero net energy (ZNE) ready.
- PV Generation Potential / Capacity
  - The site offers a potential of 87.5 kBTU/sf of solar energy production capacity (given the horizontal solar radiation levels).

Figure B2.65 Annual Thermal Comfort



Source: Weather Spark. (2020). Average Weather in Palm Desert. https://weatherspark.com/y/2117/Average-Weather-in-Palm-Desert-California-United-States-Year-Round. Accessed April 2, 2020.

- The local energy grid also has 36% of its mix being sourced from renewable sources.
- An unknown percentage of power is from renewable sources.
- 2016 CSUSB PDC Master Plan analysis calculated 106% of all building energy use can be offset by 80% rooftop solar panel coverage on new buildings.

- Distribution / District Network / Storage
  - Central utility plant and distribution network do not exist.
  - 2017 CSUSB PDC MEP Utilities Master Plan recommends a central utility plant be constructed in phases as campus expands.

Water

- Potable Water Access
  - Potable water supply provider is the Coachella Valley Water District (CVWD).
  - Water contaminant levels are within acceptable levels per 2019 water quality report.
  - Chromium-6 exceeds the public health goal (PHG) but is below the EPA maximum contaminant level (MCL).
- Water Efficiency
  - 2016 CSUSB PDC Master Plan recommends 30% domestic water consumption reduction over benchmark.
  - 2016 CSUSB PDC Master Plan recommends 60% irrigation water consumption reduction over benchmark.
  - 2016 CSUSB PDC Master Plan recommends zero potable water use for non-potable uses.
- Treatment and Distribution
  - 2016 CSUSB PDC Master Plan recommends grey water collection, recycled water re-use, and rain water capture.

Green Building

- Policies
  - 2016 CSUSB PDC Master Plan recommends all new buildings be LEED Gold certified.

Figure B2.66 CSUSB Palm Desert Campus Master Plan

Source: CallisonRTKL (2016). CSUSB Palm Desert Campus Master Plan.

- All new buildings required to exceed California Energy Code requirements by 10%, and each trade must comply independently to avoid energy tradeoffs.
- 2016 CSUSB PDC Master Plan recommends AASHE STARS participation.

- Maintenance and Operations
  - Maintenance and operations plan is unknown.
- Infrastructure Replacement Plans
  - Campus infrastructure does not currently exist, and new systems will be required.
  - 2017 CSUSB PDC MEP Utilities Master Plan recommends heat recovery chillers.

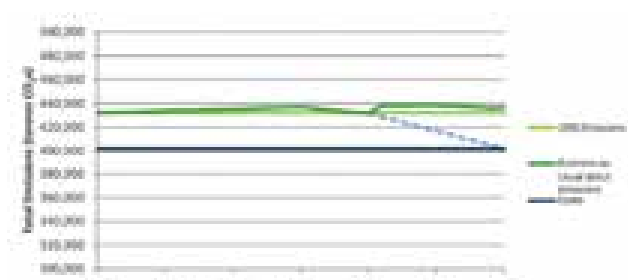
Recycling and Zero Waste

- Recycling
  - Recycling is mandated by the City of Palm Desert for all commercial businesses.
  - City of Palm Desert has electronic waste recycling and bulky item pick-up programs.
- Composting
  - No information available regarding composting program specific to CSUSB Palm Desert Campus.
  - The City of Palm Desert collects organics and food waste for businesses in accordance with AB 1826.
- Waste Prevention / Re-Use
  - City of Palm Desert has programs in place to collect medications, sharps, and other hazardous waste.
  - Cal State San Bernardino has no published goals regarding net zero waste.

Sustainable Food Systems

- Access to Local Food / Agriculture
  - No viable agriculture land within 2-mile radius of campus.
  - Palm Springs farmers market 14 miles away from campus.
- Sustainable Food Operations / Retail
  - No information available through Cal State San Bernardino regarding sustainable food operations.
- Community Agriculture Program

Figure B2.67 Metric Tons CO_2 Equivalent



Source: EcoMotion (2008). Palm Desert Greenhouse Gas Inventory.

- One small community garden is located on campus.
- City of Palm Desert has five community gardens with plots available to rent.

CLIMATE ACTION AND ADAPTATION PLANNING

Resilience Challenges

- Regional – Seismic, Liquefaction Zones & Faults
  - 50–70% Probabilistic Ground Acceleration
  - Within miles of San Andreas Fault
- Fire Risk
  - Low Fire Risk Zone
- Flood Hazard
  - Minimal Flood Hazard
- Warming Potential
  - Worst Case 2050 Projection +3.2°C
  - 80.1 – 86.7°F (+6.6°F)

Carbon Neutrality

- City of Palm Desert established its first Greenhouse Gas (GHG) Inventory in 2008.
  - The City endorsed the U.S. Conference of Mayors Climate Protection Agreement in line with Kyoto Protocols.
  - Tracking Scope 1, 2, and 3 emissions.
  - Reduced its per capita GHG intensity by 30% from 1990 baseline.
  - Total GHG rose from 406,607 MT CO_2e to 621,225 MT CO_2e.
- 2010 Sustainability Plan sets forth Emission Reduction Plan:
  - 10-year, three-phase period to provide an annual reduction of 37,538 metric tonnes.
- Goal for all new residential construction to be zero net energy by 2020, and all new commercial construction by 2030.

Climate Action Plan

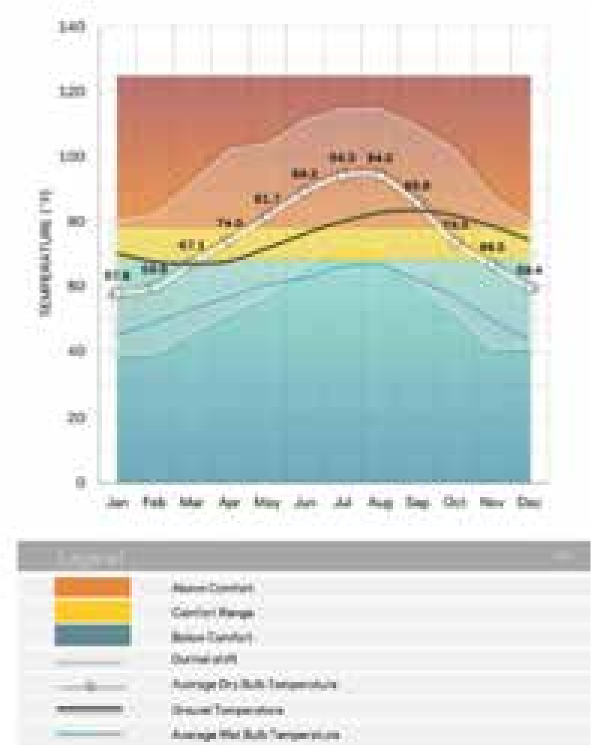
- City of Palm Desert developed initial Climate Action Plan in 2013.
  - The Plan suggests a number of programs or policies that are linked with the City's Greenhouse Gas Inventory. A portfolio of 78 measures has been presented for implementation over eight years.
  - Does not address resilience challenges.

MULTI CRITERIA ANALYSIS

City of Palm Desert – CSUSB Palm Desert Campus

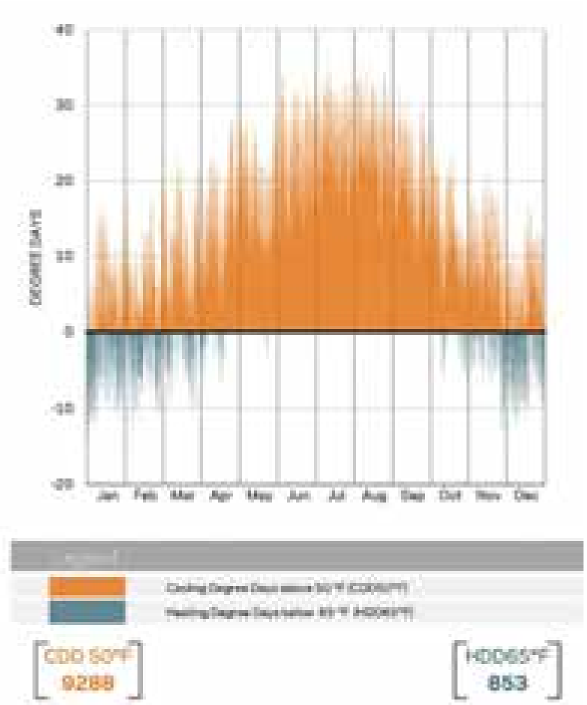
This site scores within Tier 4 of scoring with an aggregate score of 6.1 out of 10. The site scores very well along the Water Use and Energy Criteria.

Figure B2.68 Dry Bulb Temperature



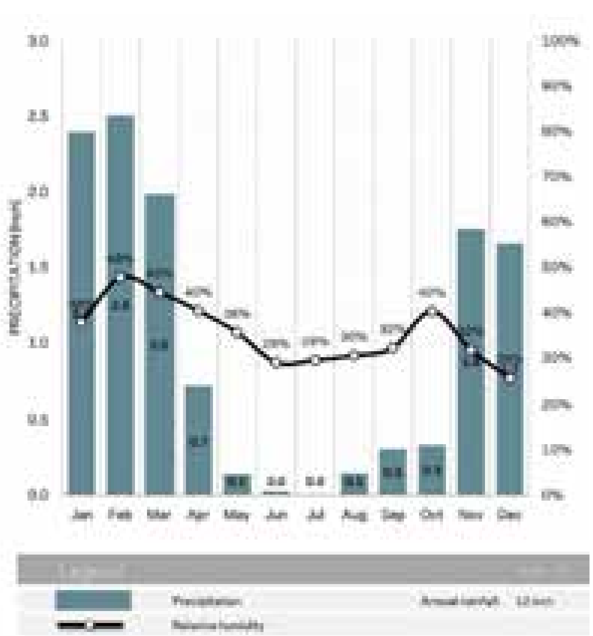
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Palm Springs Intl AP 722868 (TMY3)

Figure B2.69 Degree Days



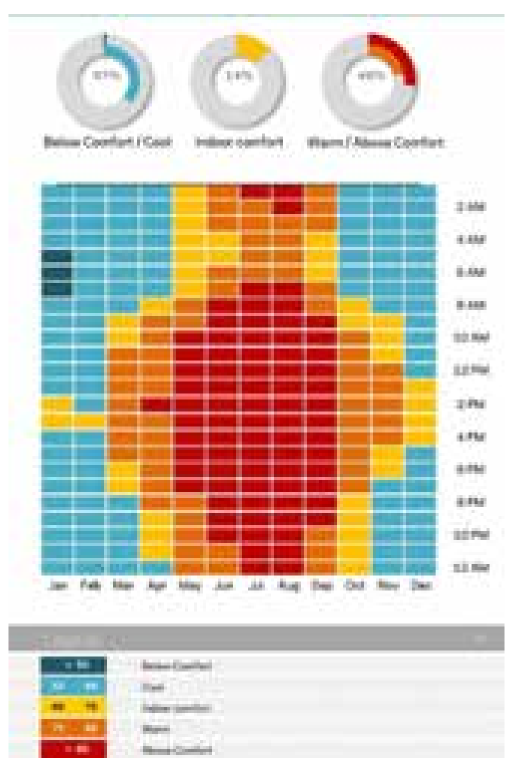
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Palm Springs Intl AP 722868 (TMY3)

Figure B2.70 Precipitation and Relative Humidity



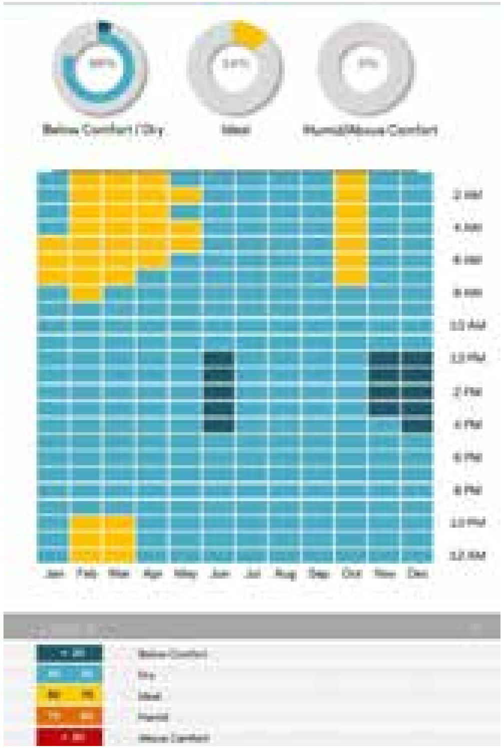
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Palm Springs Intl AP 722868 (TMY3)

Figure B2.71 Thermal Comfort



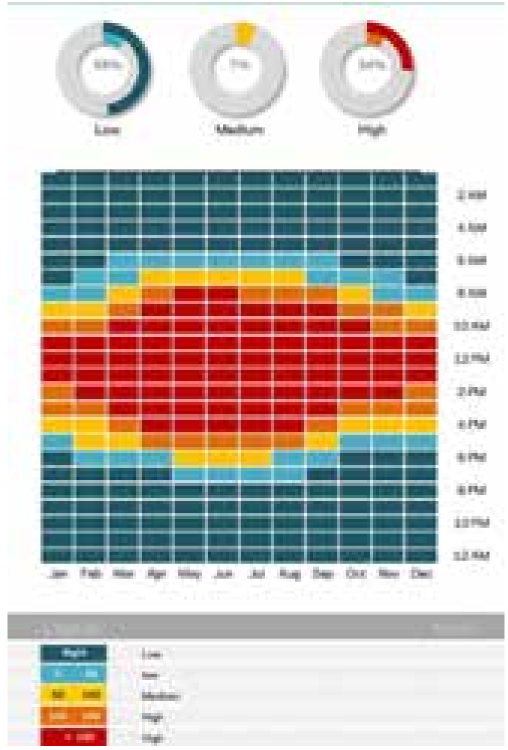
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Palm Springs Intl AP 722868 (TMY3)

Figure B2.72 Humidity



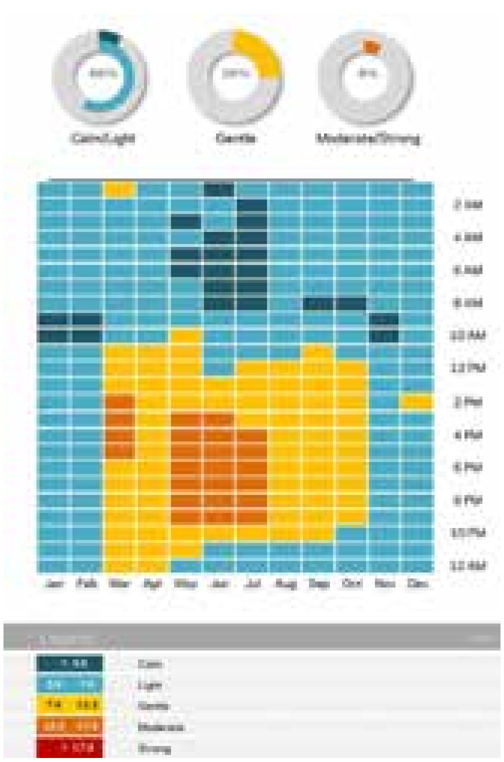
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Palm Springs Intl AP 722868 (TMY3)

Figure B2.73 Solar Radiation



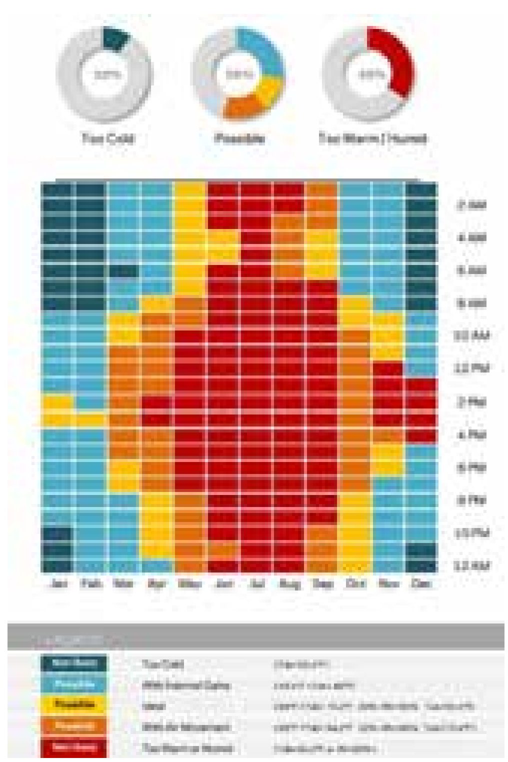
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Palm Springs Intl AP 722868 (TMY3)

Figure B2.74 Wind Speed



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Palm Springs Intl AP 722868 (TMY3)

Figure B2.75 Natural Ventilation Potential



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Palm Springs Intl AP 722868 (TMY3)

Figure B2.76 Radar Chart

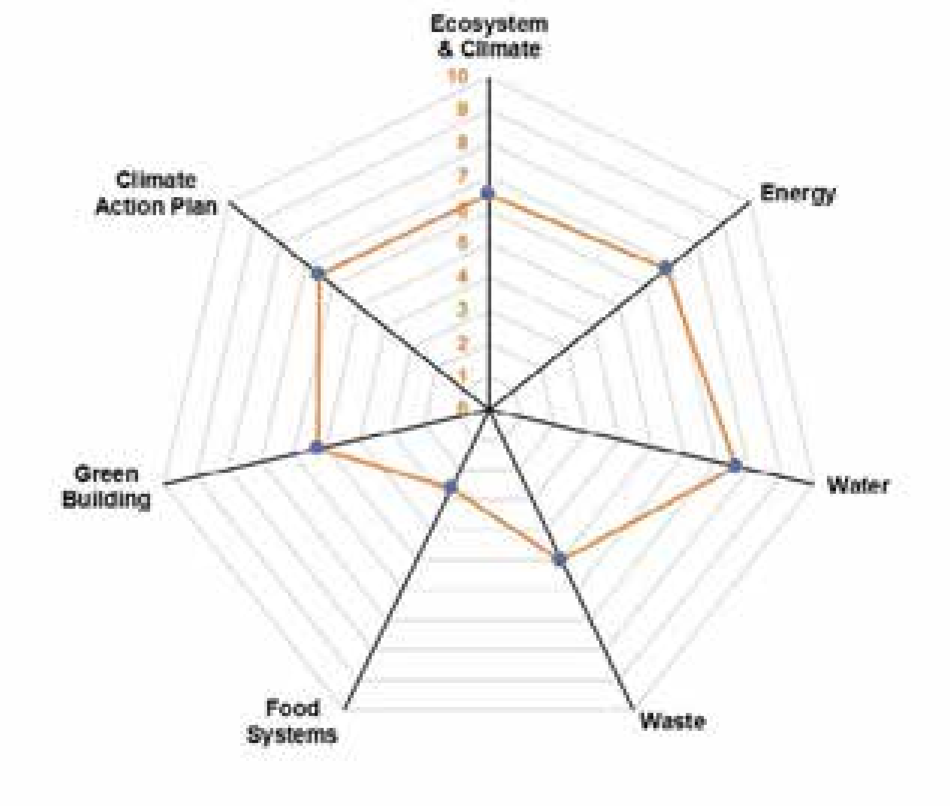


Table B2.10 Scoring Summary

CAMPUS SCORE	Sub-Criteria Score	Campus Weighted Score
Ecosystem & Climate	6.5	6.1
Energy	6.8	
Water	7.6	
Waste	5.0	
Food Systems	2.6	
Green Building	5.3	
Climate Action Plan	6.5	

LEGEND	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	0-3	3-5	5-6	6-7	7+

Scoring Summary (Continued)

ENERGY	
Energy Use Intensity (EUI) Reduction Plan *California Energy Code Title 24 Standards Compliance, Lower intensity use denotes efficient energy performance*	6
Solar Photovoltaic (PV) Generation Potential *Potential for on-site renewable energy generation*	10
Distribution / Network / Storage *Degree of local availability for green power*	6

WATER	
Potable Water Access *Degree of local water scarcity & compliance with federal water quality standards*	6
Water Efficiency *Targeted reduction policies aimed at minimizing potable water use to reduce depletion rates*	8
Treatment / Distribution *Harvesting and re-use practices that reduce energy required to process and deliver water to the campus*	10

CLIMATE ACTION PLAN	
Resilience Challenges *Aims to anticipate and mitigate climate change impacts derived from fire, flood and seismic risks*	6
Carbon Neutrality Goals *GHG reduction targets, zero-net carbon neutrality & pollutant inventory reporting*	8
Campus Resilience Planning *Aligning resilience-related investments and academic integration to address campus vulnerabilities*	6

WASTE	
Recycling Collected *Waste reduction goals minimize the need for new raw materials and increase waste diversion from landfills*	4
Composting *Improves soil structure, minimizes organics waste & offers academic integration opportunities*	4
Waste Prevention / Re-Use *Campus sustainability programs that increase diversion rates and decrease emissions from landfill sites*	6

ECOSYSTEM & CLIMATE	
General Climate Factors *Maximize natural climate comfort*	7
Heating & Cooling Degree Days *Minimize energy use to heat & cool buildings*	4
Outdoor Thermal Comfort *Maximize outdoor academic integration*	6
Sequestration *Maximize storage potential of carbon & air purification*	8
Biodiversity *Lower counts of local endangered species reduce potential habitat deconstruction*	10

FOOD SYSTEMS	
Access to Local Food / Agriculture *Reduces vehicle miles travelled for campus food supply*	2
Sustainable Food Operations / Retail Availability *Greater food security & access to nutritious foods*	2
Community Agriculture Program *Academic integration of on-site sustainable food systems*	4

GREEN BUILDING	
Policies toward Green Building *Propensity to construct efficient academic buildings*	7
Maintenance & Operations *Mindful campus maintenance practices aimed at minimizing energy and water use*	4
Need for Infrastructure Replacement *Identify buildings that are in most need of efficiency retrofits*	6

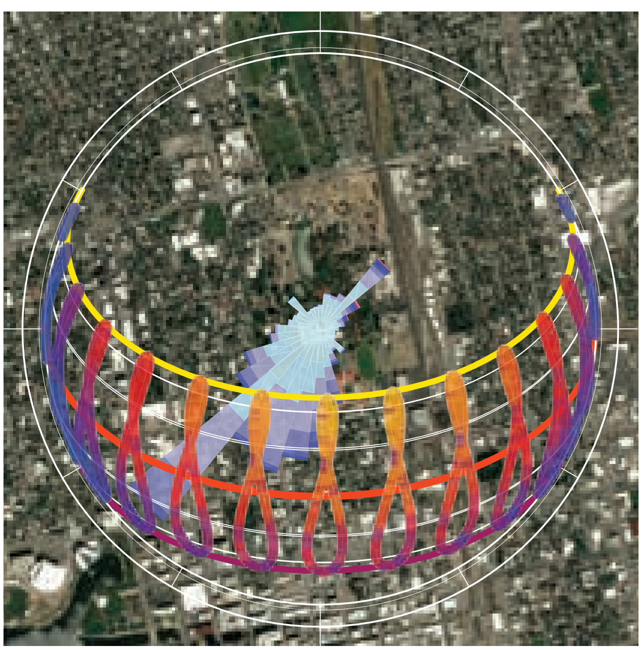
San Joaquin County (Stockton)

ENVIRONMENTAL SUSTAINABILITY EVALUATION

The City of Stockton within San Joaquin County was evaluated for its suitability to advance CSU Sustainability criteria across three sites: Stockton University Park, Stockton Education and Enterprise Zone, and San Joaquin County Fairground. Climate, Operations and Engagement, and Resilience have been evaluated at the city scale to determine the city's environmental conditions and sustainability approaches to such criteria to comply with CSU Sustainability Policy. Infrastructure analysis was focused on the Stockton University Park site, as the other sites have no existing infrastructure on site to evaluate. For Stockton Education and Enterprise Zone and San Joaquin County Fairground, city and county policies and approaches to infrastructure were evaluated.

The City of Stockton lies within a moderate climate to minimize energy infrastructure, provides for a comfortable academic environment, and has minimal resilience challenges, which are addressed by the Climate Action Plan. The city has not established zero net energy (ZNE) goals or specific carbon neutrality goals. The city does not have specific water use reduction goals to align with CSU policy. Green building policies are in line with those of CSU policy. A standard waste policy demonstrates minimum compliance with state regulations. It is an opportune region to provide access to sustainable food systems, but there are no specific policies. The multi-criteria analysis weighs each of these environmental sub-criteria to create an aggregate score of 4.27, concluding that these sites are minimally aligned for campus development.

Figure B2.77 Climate Analysis

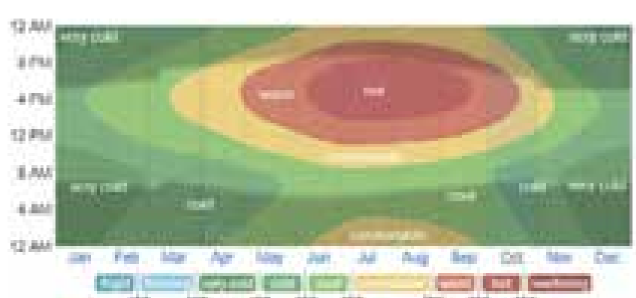


Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Stockton Metro AP 724920 (TMY3)

SITE ECOSYSTEM AND CLIMATE

- Stockton has a hot-summer Mediterranean climate, characteristic of California's inland valleys, with hot, dry summers and mild winters.
- The temperature typically varies from 39°F to 94°F and is rarely below 30°F or above 103°F.
    - The warm season lasts from June to September, with an average daily high temperature above 86°F.
    - The cool season lasts from November to February, with an average daily high temperature below 62°F.
- Stockton is typically dry year-round, and humidity rarely causes discomfort.
- With ~17.5 inches of rainfall per year, Stockton experiences the majority of precipitation between October and May. Stockton is predominantly clear for the central months of the year, and cloudiest during winter and spring months.
- Mild temperatures and humidity enable natural ventilation or economizer cycles in buildings for at least 51% of the year across all hours.
- There are 4621 cooling and 2957 heating degree days, requiring some active cooling and heating throughout the year.
- Outdoor conditions are mildly cool for outside learning and recreation, with 14% of the year comfortable, 70% too cool or below comfort, and 16% too warm or above comfort.
- With an increase in temperatures over time, the heating degree days are expected to reduce by 12% by 2050, but the cooling degree days are expected to increase by 28%.
- There is little green space close to Stockton University Park (approximately 2% of land cover), while the Stockton Education and Enterprise Zone and San Joaquin County Fairground present good opportunities for open natural green space.
- According to CalEnviro Screen, the burden of pollution on local health is rated as within 35-40% percentile of state data, and records 51% of the year as having temperatures where natural ventilation would be suitable in academic buildings.

Figure B2.78 Annual Thermal Comfort



Source: Weather Spark. (2020). Average Weather in Stockton. https://weatherspark.com/y/1103/Average-Weather-in-Stockton-California-United-States-Year-Round. Accessed April 3, 2020.

INFRASTRUCTURE – STOCKTON UNIVERSITY PARK

Energy and Carbon

- Energy Efficiency
  - Stanislaus State Stockton Campus at University Park is currently located within an existing building and does not have specific EUI reduction or carbon neutrality goals.
  - Current Stockton University Park energy use intensity (EUI) and operational carbon emissions values can be derived from historical utility bills but are unknown at the time of this Report.
  - The Stockton University Park campus does not have a central energy management system (EMS), and it is assumed that the campus will follow the CSU systemwide sustainability targets (since site-specific targets have not been provided).
- PV Generation Potential / Capacity
  - The region provides 82.5 kBtu/sf of potential solar power generation capacity on site (using the site's horizontal solar radiation capacity).
  - The local energy grid has 39% of its mix being sourced from renewable sources.
  - Within 10 miles of the site location, there are 4 solar power plants and 1 biomass plant that generate 10,000 net MWh of energy per year.
  - The site Master Plan recommends the use of rooftop PV systems, but there is no documentation regarding installed power from renewable sources.
  - Thhe Acacia Court Replacement Feasibility Study recommends that PV systems be installed for on-site power generation, but does not provide specific power generation recommendations.
- Distribution / District Network / Storage
  - Central utility plant and distribution network do not exist.
  - Plans for a central utility plant and distribution network are unknown.

Water

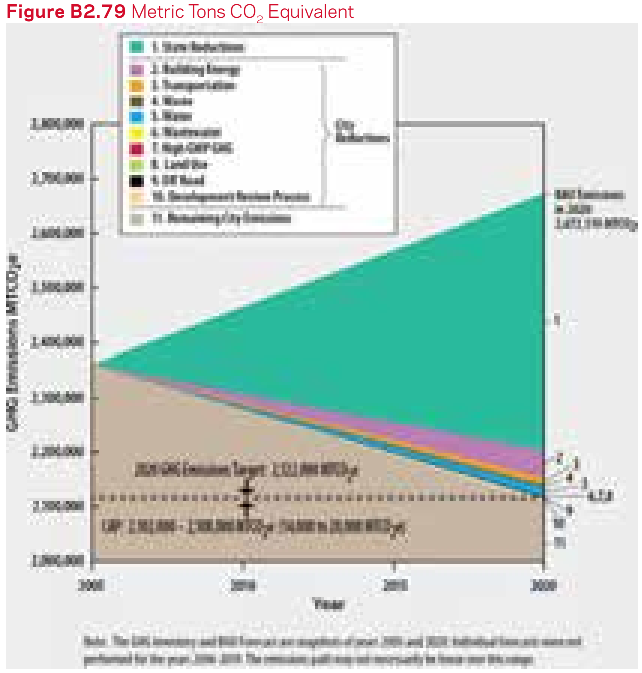
- Potable Water Access
  - Potable water supply provider is the California Water Service.
  - Water contaminant levels are within acceptable levels per 2018 water quality report.
  - Chromium-6 exceeds the reporting limit but is below the EPA maximum contaminant level (MCL).
- Water Efficiency
  - Campus does not use potable water for irrigation.
  - The Master Plan does however record targeted water reductions over time, with a goal of reducing water consumption by 20% by 2020.
  - Water use reduction goals will need to meet CSU systemwide sustainability targets.
- Treatment and Distribution
  - The Stockton University Park site does not currently have on-site rainwater harvesting or water reuse systems.
  - There is no on-site water treatment.

INFRASTRUCTURE – STOCKTON EDUCATION AND ENTERPRISE ZONE AND SAN JOAQUIN COUNTY FAIRGROUND

Energy and Carbon

- Energy Efficiency
  - City of Stockton Environmental Impact Report and Climate Action Plan and Related Actions document (from 2014) sets forth an interim GHG emissions reduction goal of 15% below 2005 levels by 2020.
  - "It is the City's judgment that meeting the target would require some measures or actions that are infeasible under current economic conditions in Stockton; these measures or actions would result in short- and near-term financial impacts that could affect economic recovery in Stockton and would affect Stockton's ability to invest in energy efficiency and other GHG reduction strategies in the long run."
  - Goals are established to promote energy conservation, but no specific targets have been set.
- PV Generation Potential / Capacity
  - The region provides 82.5 kBtu/sf of potential solar power generation capacity on site (using the region's horizontal solar radiation capacity).

Figure B2.79 Metric Tons CO_2 Equivalent



Source: ICF International (August 2014). City of Stockton Climate Action Plan.

- The local energy grid has 39% of its mix being sourced from renewable sources.
- Within 10 miles of both the Stockton Education and Enterprise Zone and San Joaquin County Fairground site locations, there are 4 solar power plants and 1 biomass plant that generate 10,000 net MWh of energy per year.

- Distribution / District Network / Storage
  - Central utility plant and distribution network do not exist.
  - Plans for a central utility plant and distribution network are unknown.

Water

- Potable Water Access
  - Potable water supply provider is the California Water Service.
  - Water contaminant levels are within acceptable levels per 2018 water quality report.
  - Chromium-6 exceeds the reporting limit but is below the EPA maximum contaminant level (MCL).
- Water Efficiency
  - The Climate Action Plan targets water reductions over time, with a goal of reducing water consumption by 20% by 2020.
  - Water use reduction goals will need to meet CSU systemwide sustainability targets.
- Treatment and Distribution
  - Water reuse, water treatment, and rain water harvesting goals are unknown.
  - No on-site water treatment.

OPERATIONS AND ENGAGEMENT – ALL STOCKTON SITES

Green Building

- Policies
  - All new buildings and any major renovations are required to meet or exceed LEED Silver requirements.
  - All new buildings are required to exceed California Energy Code requirements by 10%, and each trade must comply independently to avoid energy tradeoffs.
- Maintenance and Operations
  - Maintenance and operations plan is unknown.
- Infrastructure Replacement Plans
  - For Stockton Education and Enterprise Zone and San Joaquin County Fairground, infrastructure does not currently exist, and new systems will be required.

Recycling and Zero Waste

- Recycling
  - No reported diversion rate for existing Stanislaus State Stockton Campus or the other sites.
  - City of Stockton has electronic waste recycling program and plastic bag drop-off locations throughout the city.
- Composting
  - Municipal green waste collection is available through the City of Stockton.
- Waste Prevention / Re-Use
  - Stanislaus State Stockton Campus and the City of Stockton have no net zero waste goals reported.
  - No reported incentives for using reusables.

Sustainable Food Systems

- Access to Local Food / Agriculture
  - Farmers market in downtown Stockton.
  - Some agriculture-viable land within a 2-mile radius of the Stockton University Park site, with much more extending past this radius, and the Stockton Education and Enterprise Zone is adjacent to agriculture-viable land.
- Sustainable Food Operations / Retail
  - Stanislaus State Stockton Campus has no policy in place regarding sustainable food operations.
- Community Agriculture Program
  - No community garden located on Stockton University Park campus.
  - Ted Robb and Chris Robb Community Garden in Stockton, 3 miles from the Stockton University Park site.

CLIMATE ACTION AND ADAPTATION PLANNING – ALL STOCKTON SITES

Resilience

- Regional – Seismic, Liquefaction Zones & Faults
  - 10–30% Probabilistic Ground Acceleration
  - No close neighboring faults
- Fire Risk
  - Low Fire Risk Zone
- Flood Hazard
  - Minimal Flood Hazard
- Warming Potential
  - Worst Case 2050 Projection +2.8°C
  - 73.4 – 78.8° F (+5.4° F)

Carbon Neutrality

- Goal to reduce Greenhouse Gas (GHG) emission levels back to 1990 levels by 2020.
  - The final GHG inventory was completed and accepted by the CAPAC in 2011.
  - Total emissions for the City in 2005 were 2,360,932 MT CO2e.
  - Stockton's BAU emissions for 2020 are estimated at 2,672,519 Metric Tons of Co2.
- Goal is to achieve 2,122,000 Metric Tons Co2e (10% better than 2005 Baseline).

    - This goal is as a near-term 2020 reduction target to understand emission reductions needed to stabilize CO2 emissions by 2050.
- No pronounced Zero Net Energy or Carbon Goal.

Climate Action Plan

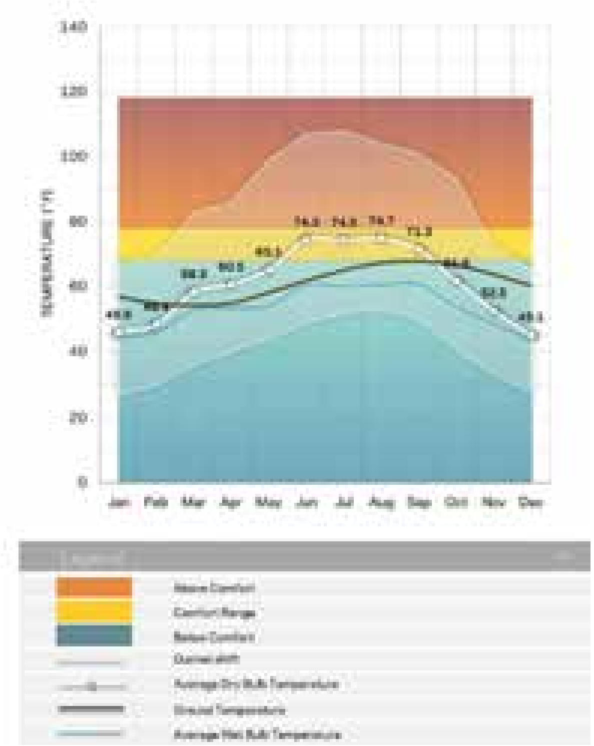
- Developed initial Climate Action Plan in 2014.
    - Phase 1: 2014-2015 – development and implementation of key programs, ordinances and policies
    - Phase 2: 2016-2017 – mid-course evaluation to see whether GHG reductions measures are working as planned.
    - Phase 3: 2018-2020 – Continue to implement and support measures begun in the previous phases.
- 2018 Sustainable Neighborhood Plan supported creation of a framework for sustainability development to address Environmental, Economic, and Social resilience.

MULTI CRITERIA ANALYSIS

San Joaquin County (Stockton) Results

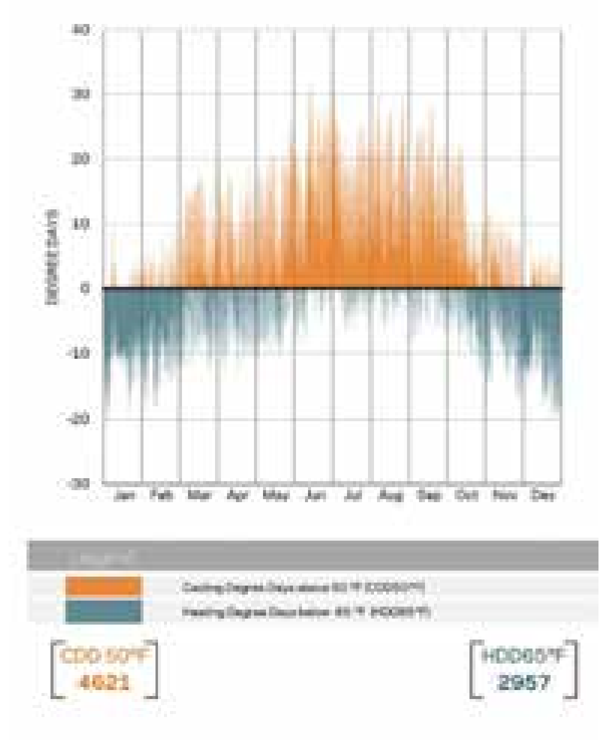
The Stockton sites rank within Tier 2 with an aggregate score of 4.3 out of 10. None of the broad criteria have a weighted score above 7 out of 10.

Figure B2.80 Dry Bulb Temperature



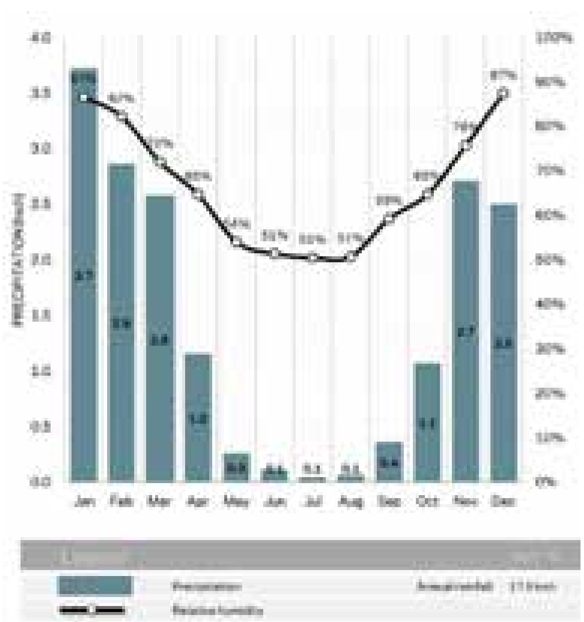
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Stockton Metro AP 724920 (TMY3)

Figure B2.81 Degree Days



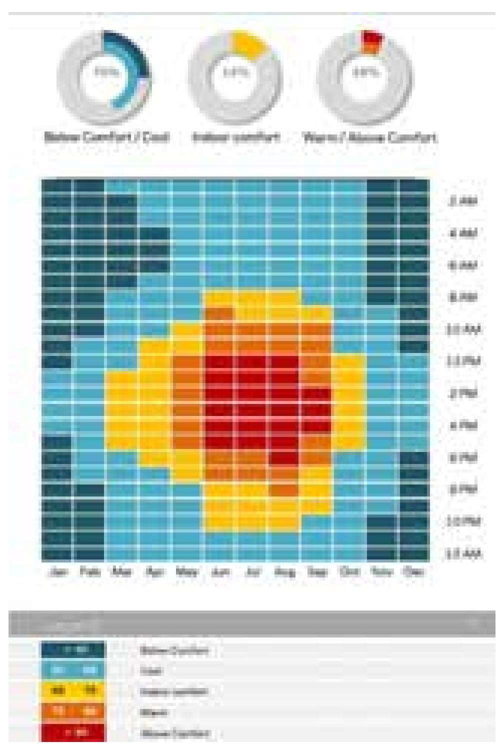
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Stockton Metro AP 724920 (TMY3)

Figure B2.82 Precipitation and Relative Humidity



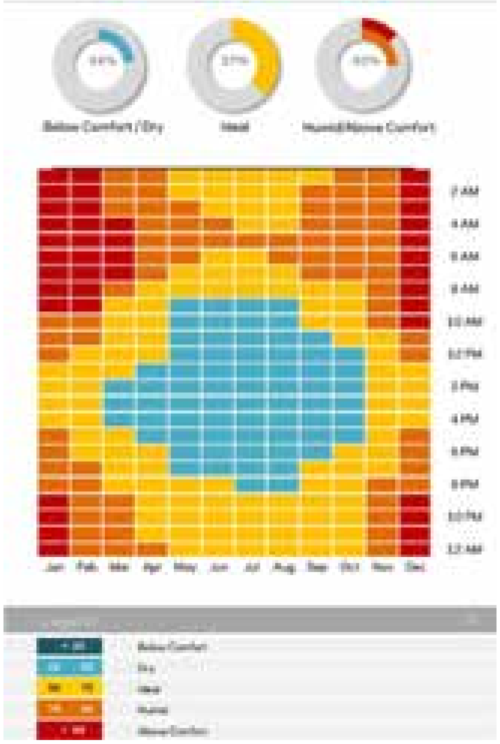
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Stockton Metro AP 724920 (TMY3)

Figure B2.83 Thermal Comfort



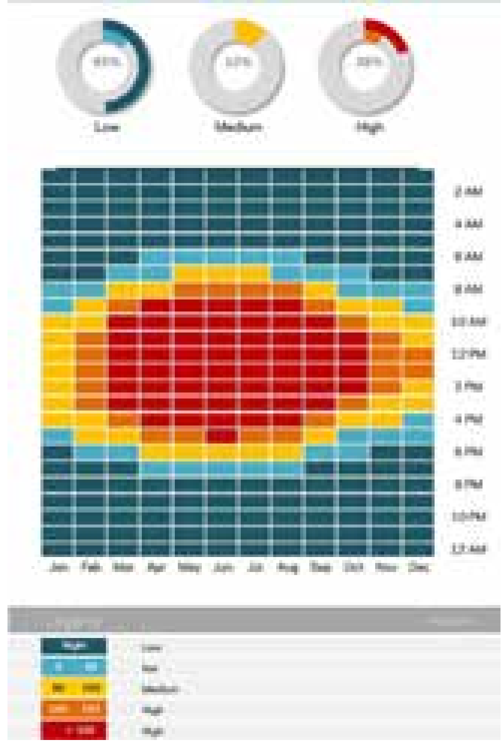
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Stockton Metro AP 724920 (TMY3)

Figure B2.84 Humidity



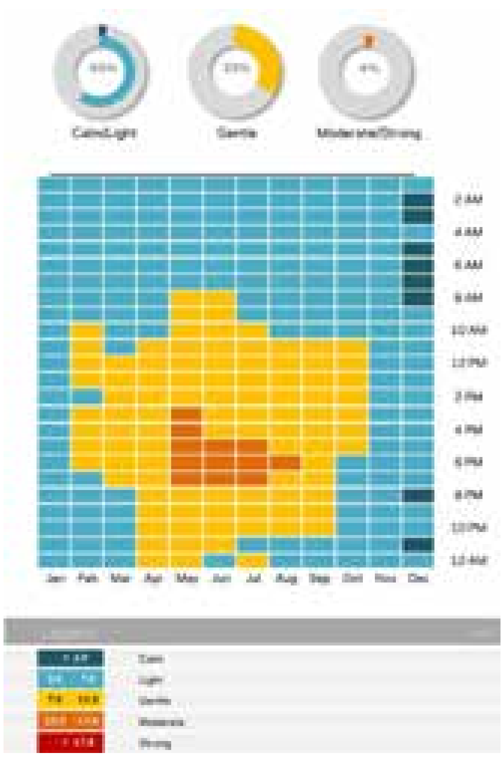
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Stockton Metro AP 724920 (TMY3)

Figure B2.85 Solar Radiation



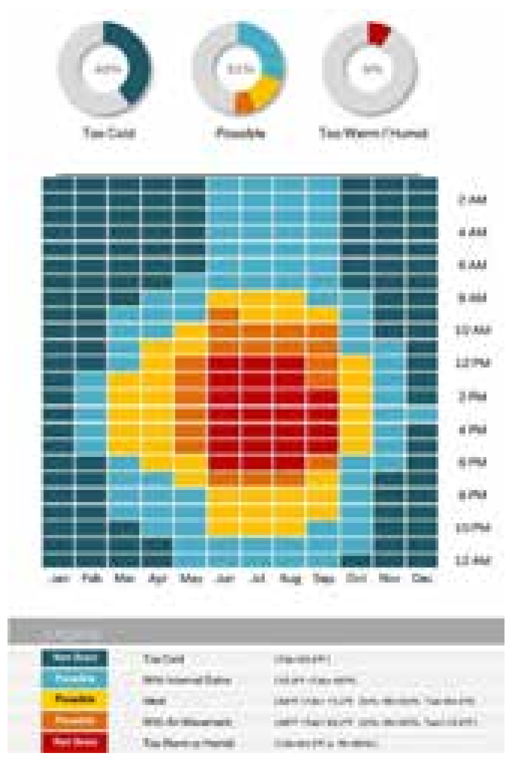
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Stockton Metro AP 724920 (TMY3)

Figure B2.86 Wind Speed



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Stockton Metro AP 724920 (TMY3)

Figure B2.87 Natural Ventilation Potential



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: Stockton Metro AP 724920 (TMY3)

Figure B2.88 Radar Chart

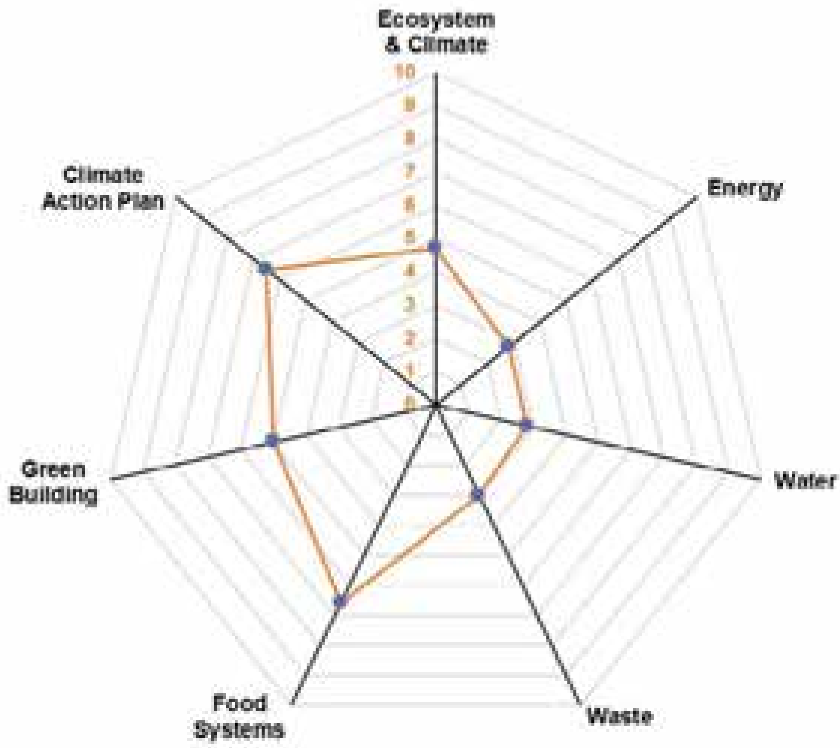


Table B2.11 Scoring Summary

CAMPUS SCORE	Sub-Criteria Score	Campus Weighted Score
Ecosystem & Climate	4.7	4.3
Energy	2.8	
Water	2.8	
Waste	3.0	
Food Systems	6.6	
Green Building	5.0	
Climate Action Plan	6.5	

LEGEND	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	0-3	3-5	5-6	6-7	7+

Scoring Summary (Continued)

ENERGY	
Energy Use Intensity (EUI) Reduction Plan *California Energy Code Title 24 Standards Compliance, Lower intensity use denotes efficient energy performance*	2
Solar Photovoltaic (PV) Generation Potential *Potential for on-site renewable energy generation*	6
Distribution / Network / Storage *Degree of local availability for green power*	2

WATER	
Potable Water Access *Degree of local water scarcity & compliance with federal water quality standards*	2
Water Efficiency *Targeted reduction policies aimed at minimizing potable water use to reduce depletion rates*	4
Treatment / Distribution *Harvesting and re-use practices that reduce energy required to process and deliver water to the campus*	2

CLIMATE ACTION PLAN	
Resilience Challenges *Aims to anticipate and mitigate climate change impacts derived from fire, flood and seismic risks*	8
Carbon Neutrality Goals *GHG reduction targets, zero-net carbon neutrality & pollutant inventory reporting*	4
Campus Resilience Planning *Aligning resilience-related investments and academic integration to address campus vulnerabilities*	6

WASTE	
Recycling Collected *Waste reduction goals minimize the need for new raw materials and increase waste diversion from landfills*	4
Composting *Improves soil structure, minimizes organics waste & offers academic integration opportunities*	4
Waste Prevention / Re-Use *Campus sustainability programs that increase diversion rates and decrease emissions from landfill sites*	2

ECOSYSTEM & CLIMATE	
General Climate Factors *Maximize natural climate comfort*	4
Heating & Cooling Degree Days *Minimize energy use to heat & cool buildings*	6
Outdoor Thermal Comfort *Maximize outdoor academic integration*	6
Sequestration *Maximize storage potential of carbon & air purification*	2
Biodiversity *Lower counts of local endangered species reduce potential habitat deconstruction*	4

FOOD SYSTEMS	
Access to Local Food / Agriculture *Reduces vehicle miles travelled for campus food supply*	10
Sustainable Food Operations / Retail Availability *Greater food security & access to nutritious foods*	2
Community Agriculture Program *Academic integration of on-site sustainable food systems*	4

GREEN BUILDING	
Policies toward Green Building *Propensity to construct efficient academic buildings*	6
Maintenance & Operations *Mindful campus maintenance practices aimed at minimizing energy and water use*	4
Need for Infrastructure Replacement *Identify buildings that are in most need of efficiency retrofits*	6

San Mateo County

SAN MATEO COUNTY CCD – CAÑADA COLLEGE

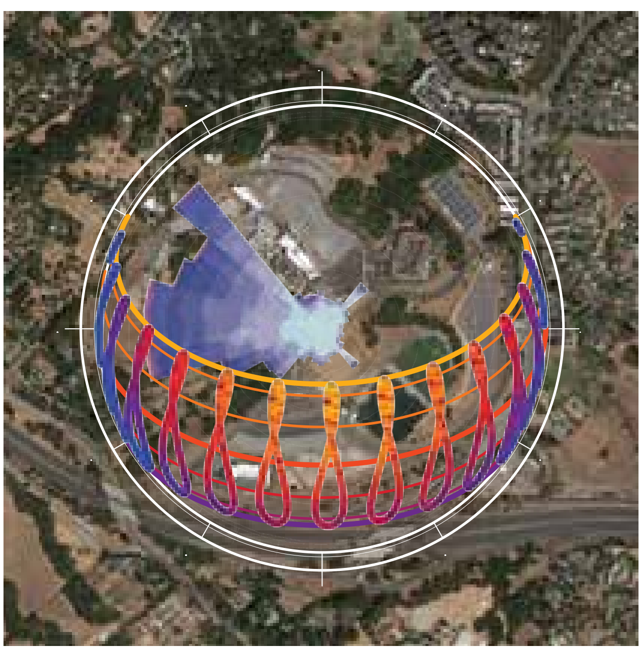
ENVIRONMENTAL SUSTAINABILITY EVALUATION

Cañada College has an ideal climate to minimize energy infrastructure and provide for a comfortable academic environment. It has significant resilience challenges, but these are addressed in its Climate Action Plan. The campus has established progressive zero net energy (ZNE), renewable energy and carbon neutrality goals. The campus has specific water use reduction goals and tracking in line with CSU Policy. Green building policies exceed baseline CSU policy. Active waste audits demonstrate progress toward established Zero Waste goals. The multi-criteria analysis weighs each of these environmental sub-criteria to create an aggregate score of 7.07, concluding that this site is well-aligned for campus development.

SITE ECOSYSTEM AND CLIMATE

- San Mateo County lies in a warm summer Mediterranean climate, characteristic of California's coast, with moist, mild winters and dry summers.
- Over the course of the year, the temperature typically varies from 44°F to 74°F and is rarely below 38°F or above 84°F.
    - The warm season lasts from June to October, with an average daily high temperature above 70°F.
    - The cool season lasts from November to February, with an average daily high temperature below 59°F.
- San Mateo County is typically dry from April through October, with consistent humidity year-round.

Figure B2.89 Climate Analysis



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: San Francisco Intl AP 724940 (TMY3)

- With ~20 inches of rainfall per year, San Mateo County experiences the majority of precipitation between November and March.
- San Mateo County is predominantly clear for the central months of the year, and cloudiest during the winter months.
- Mild temperatures and humidity enable natural ventilation or economizer cycles in buildings for at least 56% of the year across all hours.
- Outdoor conditions are mild for outside learning and recreation, with 4% of the year comfortable and 80% mildly cool.
- There are 2663 cooling and 3001 heating degree days, requiring some active cooling and heating throughout the year.
- With an increase in temperatures over time, the heating degree days are expected to reduce by 8% by 2050, but the cooling degree days are expected to increase by 46% - thus requiring more energy in the future for cooling academic buildings.
- According to the CalEnviro Screen, the burden of pollution on local health is rated as within 1-5% percentile of state data, and records 56% of the year as having favorable weather conditions to comfortably rely on natural ventilation for buildings.

INFRASTRUCTURE

Energy and Carbon

- Energy Efficiency
    - Cañada College campus energy use intensity (EUI) reduction goals: 15% by 2017, 25% by 2019, 35% by 2021, zero net energy (ZNE) by 2030.
    - Annual energy use surveys in 2016 and 2018 demonstrated 9% campus EUI reduction.
    - Retro commissioning in place after campus BMS was upgraded in 2017.
- PV Generation Potential / Capacity
    - The Campus has 82 kBTU/sf of potential solar energy production capacity (given the horizontal solar radiation levels)

Figure B2.90 Annual Thermal Comfort

Source: Weather Spark. (2020). Average Weather in San Mateo. https://weatherspark.com/y/560/Average-Weather-in-San-Mateo-California-United-States-Year-Round. Accessed March 23, 2020.

- Within the regional grid, 51% of the electricity mix is also attributable to solar or renewable energy.
- 1.25MW PV system installed in 2014 providing over 50% of the campus electricity requirements.
- Unknown percentage of purchased power is from renewable sources.

- Distribution / District Network / Storage
  - Co-generation plant installed in 2004 provides heating and on-site power generation.
  - Central utility plant distributes heating and chilled water throughout campus.
  - Thermal energy storage or large-scale battery storage systems not present.

Water
- Potable Water Access
  - Potable water supply provider is the City of Redwood City, which purchases 100% of its water supply from the San Francisco Public Utilities Commission.
  - Water contaminant levels are within acceptable levels per 2018 annual water quality report.
  - Additional water filtration requirements, such as WELL Standard, have not been observed.
- Water Efficiency
  - Water use reduction goals compared to 2013 baseline: 25% already achieved, 30% by 2017, 40% by 2019, 45% by 2021, 50% by 2025.
  - Water reuse strategies, grey water, and recycled black water strategies recommended in 2015 Water Efficiency Program, but unclear which strategies have been implemented.
  - Current water conservation policies do not distinguish between potable and non-potable water use.
- Treatment and Distribution
  - Net zero water runoff required for all new projects.
  - No on-site water treatment.
  - Alternative water treatment systems, such as sphagnum moss filtration, recommended in 2015 Water Efficiency Program, but unclear which strategies have been implemented.

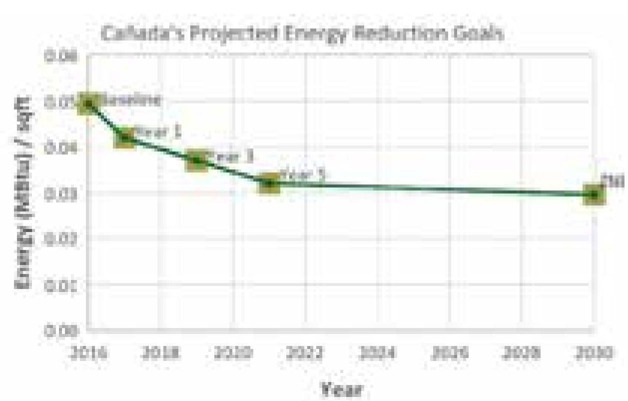
OPERATIONS AND ENGAGEMENT

Green Building
- Policies
  - All new buildings are required to be LEED Gold certified.
  - All new buildings are required to be ZNE ready.
  - All new buildings are required to exceed California Energy Code requirements by 15%.
- Maintenance and Operations
  - Cooling plant equipment replaced with larger and higher efficiency equipment in 2019.
  - Heating plant equipment was retrofitted with low NOx burners in 2017.
  - Chilled water and heating water loops extended to new buildings as the campus expands.
- Infrastructure Replacement Plans
  - Heat recovery chillers and other small to large-scale energy reducing strategies were studied in Zero Net Energy Plan and are recommended for future infrastructure work.
  - Multiple interior and exterior lighting LED retrofit projects were completed and planned as future infrastructure work.
  - Facilities master plan was last updated in 2015 and does not reference ZNE or carbon neutrality goals.

Waste
- Recycling
  - 2015 Waste Audit revealed waste stream was 44% recyclable, 41% compostable, and 15% landfill.
  - Campus is currently achieving 70% waste diversion.
- Composting
  - Composting program introduced in Fall 2017 in accordance with Assembly Bill 1826.
- Waste Prevention / Re-Use
  - Goal is to achieve net zero waste by 2025.
  - Goal is to reduce paper consumption 30% by 2021.
  - Reusable cup discount program implemented at café.
  - Improved signage for waste collection stations.

Sustainable Food Systems
- Access to Local Food / Agriculture
  - Closest viable farmland is about 10 miles away in Half Moon Bay.
  - Alameda & Vera Community Orchard is 3 miles from campus.

Figure B2.91 Metric Tons CO_2 Equivalent



Source: Cañada College (May 2018). Cañada College Sustainability Plan.

    - Closest farmers markets are in Redwood City and Menlo Park city centers, about 5 miles away, best accessible by car or bus.
- Sustainable Food Operations / Retail
    - Sustainability Plan sets goal to prioritize purchasing of local organic food for campus café.
- Community Agriculture Program
    - No community gardens on campus.
    - Nearest community gardens in Redwood City and Palo Alto, about 6 miles away, best accessible by car or bus.

CLIMATE ACTION AND ADAPTATION PLANNING

Resilience

- Regional – Seismic, Liquefaction Zones & Faults
    - >70% Probabilistic Ground Acceleration
    - Within miles of San Andreas Fault
- Local - Earthquake & Landslide Risk
    - Earthquake, Landslide & Liquefaction Zone
- Fire Risk
    - Elevated Fire Risk Zone
    - Neighbors Extreme Fire Risk Zone
- Flood Hazard
    - Minimal Flood Hazard
- Warming Potential
    - Worst Case 2050 Projection +2°C
    - 64.9 – 69.3° F (+4.4° F)

Carbon Neutrality

- Accomplish zero net energy and carbon by 2030.
    - Benchmarked all buildings across campus.
    - Created a phased plan and established budget for improvement opportunities.
    - Activated 1.25 MW solar array, offsetting 50% of energy load.

Climate Action Plan

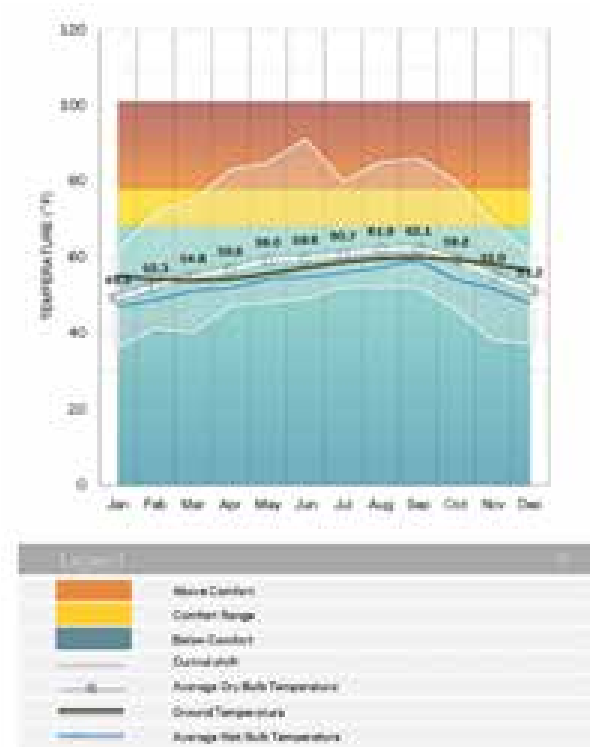
- Cañada College's Climate Action Plan is under development.
    - Monitor and update GHG emissions inventory.
    - Reduced EUI by 30% in 2021.
- San Mateo County
    - Developed initial Climate Action Plan (CAP) in 2015; updated in 2020.
    - CAP calls for zero net carbon by 2045.
    - Continual inventory of San Mateo County GHG emissions, BAU forecast, and calculation of CAP measures to reduce GHGs.
    - Address resilience challenges of sea level rise, fire, flood, and warming.

MULTI-CRITERIA ANALYSIS

San Mateo County CCD – Cañada College

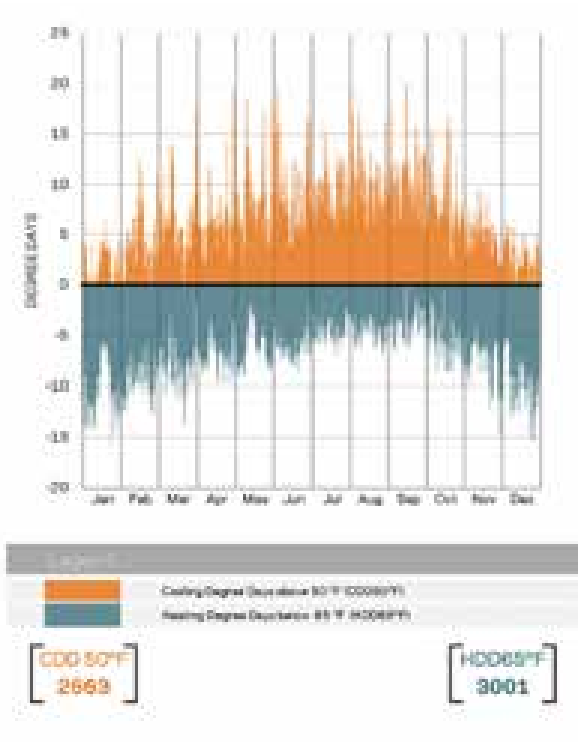
This site scores at the top of Tier 4 with an aggregate score of 7.1 out of 10. The site scores well across the criteria that drives the MCA framework: Energy Use and Waste Management, amongst all other criteria, except Sustainable Food Systems.

Figure B2.92 Dry Bulb Temperature



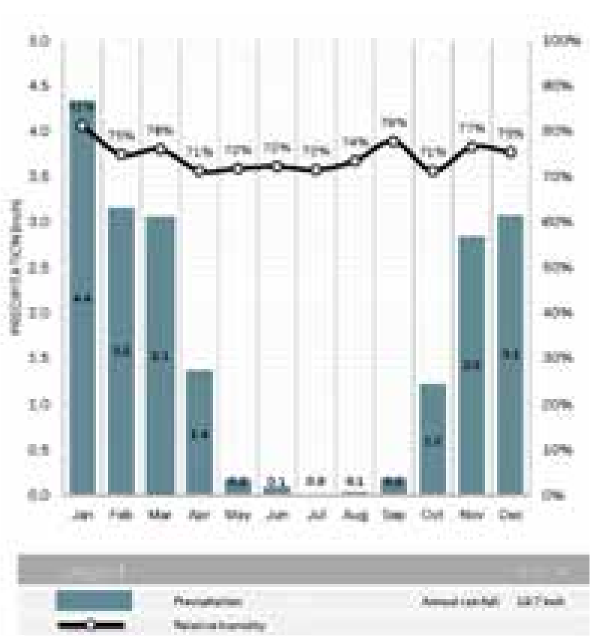
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: San Francisco Intl AP 724940 (TMY3)

Figure B2.93 Degree Days



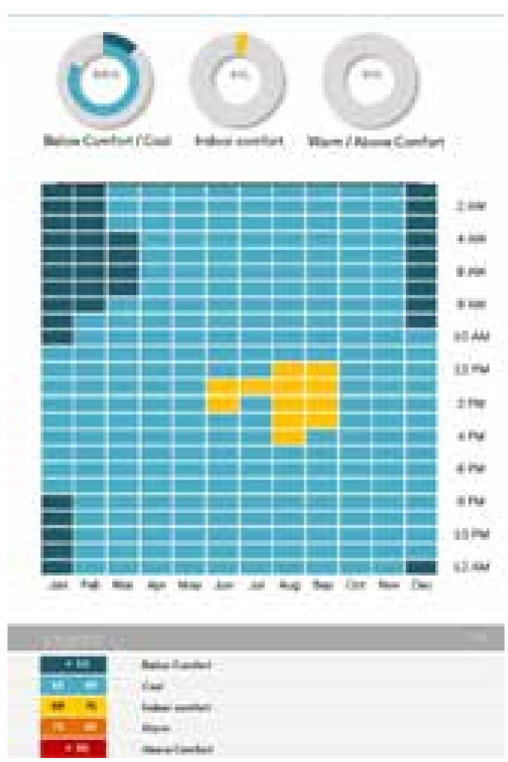
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: San Francisco Intl AP 724940 (TMY3)

Figure B2.94 Precipitation and Relative Humidity



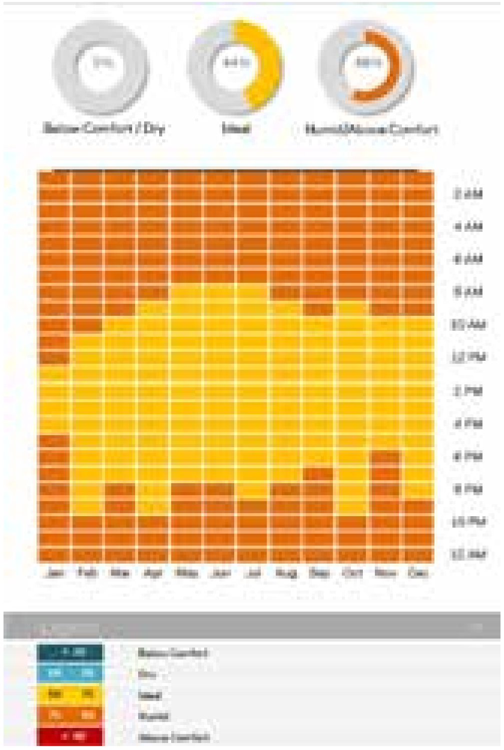
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: San Francisco Intl AP 724940 (TMY3)

Figure B2.95 Thermal Comfort



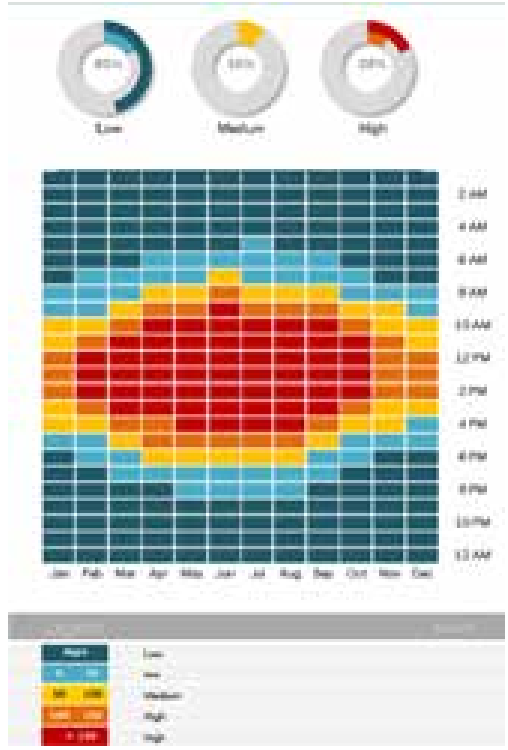
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: San Francisco Intl AP 724940 (TMY3)

Figure B2.96 Humidity



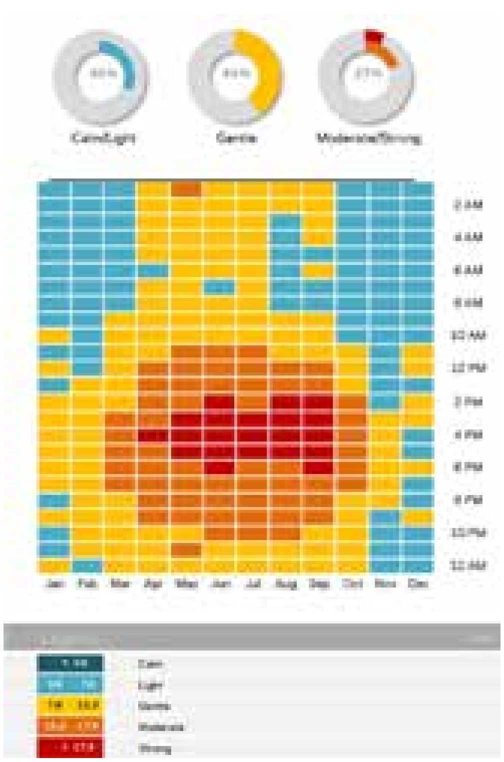
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: San Francisco Intl AP 724940 (TMY3)

Figure B2.97 Solar Radiation



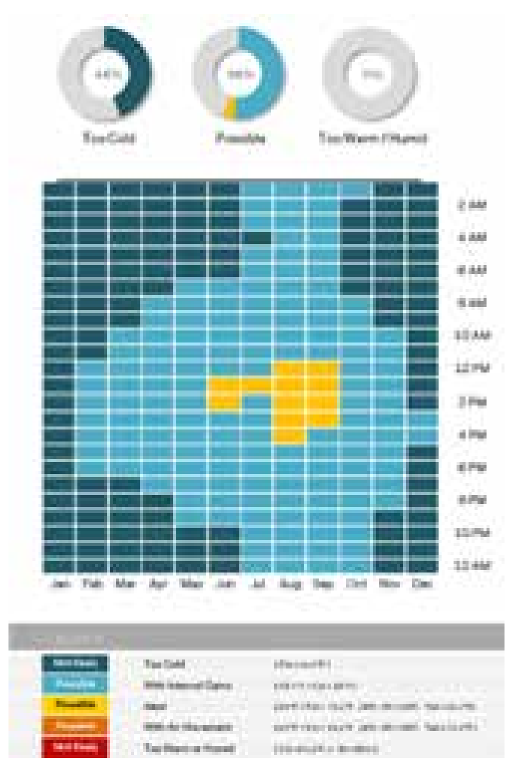
Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: San Francisco Intl AP 724940 (TMY3)

Figure B2.98 Precipitation and Relative Wind Speed



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: San Francisco Intl AP 724940 (TMY3)

Figure B2.99 Natural Ventilation Potential



Source: HOK Visualized Climate Analysis. Source: California Energy Commission (2009) and US DOE Energy Plus Weather Data file: San Francisco Intl AP 724940 (TMY3)

Figure B2.100 Radar Chart

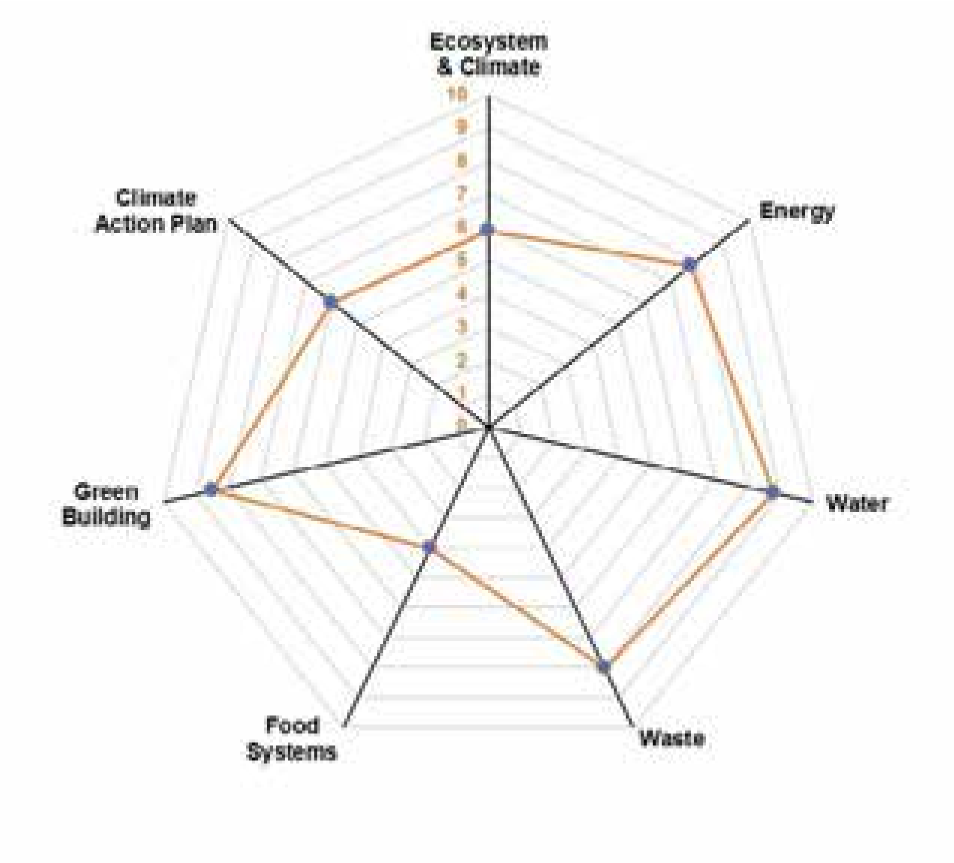


Table B2.12 Scoring Summary

CAMPUS SCORE	Sub-Criteria Score	Campus Weighted Score
Ecosystem & Climate	5.9	7.1
Energy	7.8	
Water	8.8	
Waste	8.0	
Food Systems	4.0	
Green Building	8.5	
Climate Action Plan	6.0	

LEGEND	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	0-3	3-5	5-6	6-7	7+

Scoring Summary (Continued)

ENERGY	
Energy Use Intensity (EUI) Reduction Plan *California Energy Code Title 24 Standards Compliance. Lower intensity use denotes efficient energy performance*	8
Solar Photovoltaic (PV) Generation Potential *Potential for on-site renewable energy generation*	10
Distribution / Network / Storage *Degree of local availability for green power*	6

WATER	
Potable Water Access *Degree of local water scarcity & compliance with federal water quality standards*	10
Water Efficiency *Targeted reduction policies aimed at minimizing potable water use to reduce depletion rates*	8
Treatment / Distribution *Harvesting and re-use practices that reduce energy required to process and deliver water to the campus*	8

CLIMATE ACTION PLAN	
Resilience Challenges *Aims to anticipate and mitigate climate change impacts derived from fire, flood and seismic risks*	4
Carbon Neutrality Goals *GHG reduction targets, zero-net carbon neutrality & pollutant inventory reporting*	8
Campus Resilience Planning *Aligning resilience-related investments and academic integration to address campus vulnerabilities*	8

WASTE	
Recycling Collected *Waste reduction goals minimize the need for new raw materials and increase waste diversion from landfills*	8
Composting *Improves soil structure, minimizes organics waste & offers academic integration opportunities*	8
Waste Prevention / Re-Use *Campus sustainability programs that increase diversion rates and decrease emissions from landfill sites*	8

ECOSYSTEM & CLIMATE	
General Climate Factors *Maximize natural climate comfort*	7
Heating & Cooling Degree Days *Minimize energy use to heat & cool buildings*	8
Outdoor Thermal Comfort *Maximize outdoor academic integration*	6
Sequestration *Maximize storage potential of carbon & air purification*	2
Biodiversity *Lower counts of local endangered species reduce potential habitat deconstruction*	2

FOOD SYSTEMS	
Access to Local Food / Agriculture *Reduces vehicle miles travelled for campus food supply*	4
Sustainable Food Operations / Retail Availability *Greater food security & access to nutritious foods*	4
Community Agriculture Program *Academic integration of on-site sustainable food systems*	4

GREEN BUILDING	
Policies toward Green Building *Propensity to construct efficient academic buildings*	8
Maintenance & Operations *Mindful campus maintenance practices aimed at minimizing energy and water use*	8
Need for Infrastructure Replacement *Identify buildings that are in most need of efficiency retrofits*	10

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B.3 Regulatory and Environmental Barriers Analysis Report

Key regulatory and environmental barriers for entitlements and CEQA clearance are identified by analyzing each of the Evaluated Locations based on the following criteria: existing entitlements and environmental clearance, needed entitlements and environmental clearance, potential CEQA exemptions, previously identified environmental impacts, potential for mitigation, CEQA processing time, and other relevant and noteworthy issues. After analyzing each of the Evaluated Locations, the existing entitlements and environmental clearance or the anticipated ease of CEQA clearance for new entitlements were used as a measure of alignment with this criterion.

The CSU is typically the lead agency for CEQA clearance of CSU development, meaning the CSU is typically the public agency that has the primary responsibility for carrying out or approving a project. CSU development can also occur via private-public partnerships, in which case, the CSU may not be the lead agency. CSU development can be streamlined if a CSU campus Master Plan, or a similar plan by others, is already environmentally cleared. Where environmentally cleared CSU Master Plans or similar plans are not already in place, they can be developed to streamline future efforts.

Greater alignment is achieved if the anticipated CEQA strategy is likely to be easier or quicker relative to the other Evaluated Locations. Where environmental clearance exists that is compatible with CSU development, CSU development can be streamlined by tiering-off of existing clearances.

B.3.1 REGULATORY AND ENVIRONMENTAL CARRYING CAPACITY AT EVALUATED LOCATIONS

CITY OF CHULA VISTA: CHULA VISTA UNIVERSITY AND INNOVATION DISTRICT

The potential campus site is in the City of Chula Vista's University and Innovation District (UID), a 390-acre site designated and intended for a transit-oriented and high-density university with a mix of land uses. Implementation of the UID was analyzed in an Environmental Impact Report (EIR). The Final EIR was certified in 2018 and environmentally clears approximately 10 million square feet of development, enough space for approximately 20,000 students, 6,000 faculty/staff, 8,000 other jobs, and housing for approximately 5,400 students and 6,000 non-students.

The EIR contemplated that future entitlement actions required to support implementation of development within the UID would require that a Tentative Map (TM) and final map be submitted to and approved by the City. The City would ultimately determine whether additional environmental review is required for subsequent applications requesting TMs, final maps, and development permits for implementation of individual projects within the UID project area. Projects within the UID could be eligible for CEQA exemptions for being within a transit priority area (Public Resources Code Section 21155.4) or for residential projects consistent with an existing Specific Plan (CA Code of Regulations Section 65457). While the proposed site is not currently within a designated transit priority area, based on the transit-oriented vision for the campus, it is anticipated it could be designated as such through coordination with the San Diego Association of Governments (SANDAG). Requesting a re-designation process through SANDAG would most likely result in schedule implications and potentially override any schedule gains achieved by trying to leverage future CEQA clearance on a streamlined process.

Unique or site-specific circumstances related to current, off-site, or unique project conditions may trigger the need for additional, topic-related measures depending on site-specific development conditions. In the case of the potential campus site, "unique circumstances" might include the scenic characteristics and presence of agricultural land. An Addendum to the certified Final EIR that includes technical analysis for site-specific development is likely. Based on average preparation times with similar CEQA documents processed through the City, an addendum would be expected to take approximately six months, or possibly less if the City supports expediting the entitlement process. Under the current COVID-19 directive, cities across the state are looking for ways to expedite projects that are part of larger implementation strategies in an effort to keep development momentum and economic activity healthy. As such and based on the City's prior support for implementation of the UID, an expedited process may be possible. An Addendum does not need to be circulated for public review but can be included in or attached to the Final EIR.

The UID's FEIR's Statement of Overriding Considerations substantiated findings related to unavoidable impacts related to loss of agricultural lands, resource consumption, and use of potentially hazardous materials. Loss of agricultural lands is also envisioned in the adopted Otay Ranch General Development Plan. Chula Vista's political climate generally supports this development.

CITY OF CONCORD: CONCORD REUSE PROJECT CAMPUS DISTRICT

The potential campus site is located within the City of Concord's Reuse Project Campus District (Reuse District), which is part of the larger redevelopment of the Concord Naval Weapons Station. The Reuse District has an Area Plan from 2010 that was incorporated into Concord's General Plan with a Reuse Plan EIR Addendum that was certified in 2012. The Final EIR for Concord's General Plan was prepared at a programmatic level and environmentally clears approximately 8.5 million square feet of non-residential uses and 13,000 housing units.

A Notice of Preparation (NOP) for an EIR for an updated Specific Plan for the Reuse District, identified as the Concord Reuse Project Specific Plan, was circulated in November 2018. The NOP states that a broad and comprehensive range of potential impacts are expected to be evaluated under CEQA, including potential impacts related to aesthetics, agriculture and forestry resources, air quality, biological resources, cultural, tribal and paleontological resources, energy, geology and soils, GHG, hazards and hazardous materials, hydrology and water quality, land use and planning, mineral resources, noise and vibration, population and housing, recreation, transportation and circulation, and utility and service systems. Any projects within the Specific Plan area requesting entitlement actions resulting in impacts not addressed in this comprehensive list of environmental topics yet to be evaluated in this EIR would require additional environmental review and clearance.

If the Concord Reuse Project Specific Plan EIR were to proceed, projects within the Reuse District may be eligible for CEQA exemptions for being infill (CEQA 15183.3) and consistent with an existing community plan or zoning (CEQA 15183). Because the timing of the Concord Reuse Project Specific Plan EIR is uncertain and the Specific Plan does not currently include residential in the Campus District, an EIR for a CSU campus Master Plan would likely be required. The expected CEQA processing time is approximately 12 to 18 months. Uncertainty of the timing of the Specific Plan EIR is compounded by the fact that there are concerns that the current Master Plan Developer for the updated Specific Plan may walk away from this project. It is recommended that the CSU continue (and perhaps increase) participation in the Specific Plan preparation efforts to support the desired outcomes and a more streamlined, cost-effective approach to full entitlement. Regardless of the vehicle used to provide CEQA clearance, due to past activity on the former base, any projects within the Reuse District that contemplate residential use will be required to comply with federal, state, and local regulatory requirements with respect to the handling and remediation of hazardous waste.

Though there are a myriad of complex environmental constraints associated with the disposition of the former base, general local support for redevelopment of the Reuse District has been demonstrated by the Concord Campus District Vision that was developed in 2019 by a Blue Ribbon Committee established by City Council in August 2018. Support for its implementation remains healthy.

CITY OF PALM DESERT: CSUSB PALM DESERT CAMPUS

The campus site would result in an expansion of the CSUSB Palm Desert Campus, which currently serves as an Off-Campus Center for the California State University, San Bernardino main campus. An FEIR for a Campus Master Plan, which outlines the expansion, was certified in 2017. The EIR was prepared at a programmatic level and environmentally clears an approximate 85-acre expansion that can accommodate approximately 8,000 students and 616 beds in 408,000 square feet of development.

The City of Palm Desert has also adopted the University Neighborhood Specific Plan, which is intended to streamline student housing around the site. The University Neighborhood Specific Plan was approved by the Palm Desert Planning Commission in 2018, and environmental clearance of this Specific Plan is pending, as is adoption of the Plan by City Council.

Based on the FEIR for the CSUSB Palm Desert Campus Master Plan, at the time that each facility improvement or other action pursuant to the Master Plan is carried forward, California State University, San Bernardino will review individual action or improvement to determine whether the Program EIR has fully addressed the potential impacts and identified appropriate mitigation measures. If so, no further review is required. Unique circumstances related to current off-site conditions or unique project conditions may trigger the need for additional, topic-related measures depending on site-specific development conditions. Additional approvals and environmental clearance are required for any development not on CSU property and/or not within the parameters of the Campus Master Plan EIR. If CSUSB Palm Desert becomes an independent campus, then this new Palm Desert campus may take over the review of the facility improvements, but it is undetermined how this would affect the review process at this time.

Projects located within the Master Plan area could be eligible for CEQA exemptions for being infill (CEQA 15183.3) and consistent with an existing community plan or zoning (CEQA 15183).

The Campus Master Plan's Statement of Overriding Considerations substantiated findings related to significant, unavoidable impacts related to noise, air quality, and traffic on Interstate 10. Palm Desert's political climate generally supports this development.

SAN JOAQUIN COUNTY (STOCKTON)

Three sites are evaluated in the City of Stockton and San Joaquin County as follows: Stockton University Park, Stockton Education and Enterprise Zone, and San Joaquin County Fairground.

Stockton University Park

The Stockton University Park campus site is located within the City of Stockton in the boundaries of the University Park Master Development Plan (MDP), for which a Final EIR was certified in 2003. The site is governed by a Joint Powers Authority (JPA) comprising the City and the CSU. The guiding vision for University Park was the creation of a versatile mixed-use development consisting of a variety of compatible uses, while maintaining maximum land use flexibility and market sensitivity, with the Stockton University Park campus as the core.

The MDP's FEIR provided environmental clearance for approximately 26 acres for educational uses to accommodate approximately 1,000 students, 21 acres for housing, 26 acres for office use, and 5 acres for commercial/retail use.

Future entitlements and environmental clearance are not required for educational uses if they are consistent with the mission of higher education and approved by the CSU. For non-educational uses, if they are consistent with the MDP, the Community Development Director may approve these projects. If non-educational uses are not consistent with the MDP, amendments to the MDP and City of Stockton General Plan are required. Review by the City's Community Development Director is expected to take approximately one to two months.

If additional environmental clearance is required for projects within the MDP, they may be eligible for CEQA streamlining for infill projects (CEQA 15183.3) or projects that are consistent with existing community plans or zoning (CEQA 15183).

It is anticipated that impacts related to transportation, cultural resources, and air quality and noise during construction may require further site-specific evaluation. These impacts may be mitigated through multimodal transportation system improvements and transportation demand management measures; cultural resource surveys, consultation, and preservation and treatment plans; and best management practices for construction. The entire site is a designated California Historical Landmark, which is listed on the California Register and has been determined eligible for listing on the National Register.

Depending on site-specific development conditions, an EIR for a CSU campus Master Plan or an Addendum to the previously certified MDP EIR may be appropriate. An Addendum does not need to be circulated for public review but can be included in or attached to the Final EIR. An Addendum is expected to take four to six months to process, and an EIR for a CSU campus Master Plan is expected to take approximately 12 to 18 months.

Under the current COVID-19 directive, cities across the state are looking for ways to expedite projects that are part of larger implementation strategies in an effort to keep development momentum and economic activity healthy. As such, and based on the City's support of high-quality development that brings additional employment to the area, an expedited process may be possible.

San Joaquin County Fairground

The subject site is located on the existing San Joaquin County Fairground within the City of Stockton, just south of the Downtown area, on land owned by the State of California. The location is designated in the City's 2035 General Plan as Institutional and zoned as Public Facilities (PF), which permits public colleges.

If the potential expansion as contemplated by the CSU at this location is consistent with the Development Code (Max FAR 0.5, up to 87 dwelling units per acre, Max 50% site coverage, Max height limit of 75 ft, parking space 1/classroom + 0.75 per student in largest shift on site at one time), then no entitlement amendments would be necessary.

If the project is not consistent with the Development Code, depending on the level of inconsistency, a zoning variance or amendment to the General Plan or Zoning Code may be required. In the case of a zoning amendment, it is recommended that a Mixed Use (MX) zoning be considered, as was initiated for Stockton University Park. MX zoning also requires a Master Development Plan. For these reasons, if CSU development is sought that is not consistent with the existing development code, it is recommended that the CSU act as the lead agency to develop and environmentally clear a campus Master Plan.

Potential impacts under CEQA at this site and their potential to be mitigated require further study.

There is no existing environmental clearance for this location as a CSU campus. In the absence of environmental clearance, an initial review of environmental considerations was conducted. This initial review concluded that a few categories would need to be evaluated as part of any future environmental analysis. This list is not intended to be representative of all potential impacts or mitigation measures that would be required of the project.

- Biological Resources: 9 Endangered Species and 10 Migratory Birds – *mitigated through contribution to San Joaquin County Multi-Species Open Space and Habitat Conservation Plan Bank or Inspected by Biologist for Incidental Take Minimization Measures (ITMM).*
- Increase of trip generation – *mitigated through multimodal transportation system improvement and transportation demand management measures.*
- Hydrology and Water Quality: Surface waters and water quality – *mitigated through implementing a Stormwater Pollution Prevent Plan (SWPPP).*
- Air Quality, Noise, Transportation during Construction – *mitigated through best management practices for construction activities.*
- Hazardous Waste – *mitigated through compliance with site-wide approaches.*
- Light and Glare on adjacent residential parcels – *mitigated through compliance with municipal code, use of specific materials, landscaping with large canopy trees.*
- Floodplain: 1% Chance of Annual Flood – *mitigated through design to capture and treat stormwater runoff and use of permeable surfaces.*

Given the lack of previous environmental clearance and the depth of potential impacts at this site, it is anticipated that an EIR for a CSU campus Master Plan would be necessary for the development of this location. An EIR for a CSU campus Master Plan is expected to take 18 to 24 months.

Under the current COVID-19 directive, cities across the state are looking for ways to expedite projects that are part of larger implementation strategies in an effort to keep development momentum and economic activity healthy. As such, and based on the City's support of high-quality development that brings additional employment to the area, an expedited process may be possible.

Stockton Education and Enterprise Zone

The potential site is in unincorporated San Joaquin County, directly north of the City of Stockton, and adjacent to Interstate 5.

Within the County, the location is zoned for Agriculture. The County's General Plan designates this area as Agricultural/Urban Reserve (A/UR) land use. This designation provides a reserve for urban development but does not accommodate urban development projected during the planning period of the General Plan (i.e., 2035). The A/UR designation generally applies to areas currently undeveloped or used for agricultural production that are in the logical path of development around an Urban Community or City Fringe Area, such as the City of Stockton.

This location is located within the City of Stockton's Sphere of Influence (SOI) and Urban Service Area Boundary (USAB). Stockton's General Plan designates the site as an Economic and Education Enterprise land use.

Under County jurisdiction, developing a CSU campus on this site would require a General Plan Amendment and rezoning. The land could be annexed to the City of Stockton, but this would not be required if the CSU is the lead agency, and it is likely that the CSU would be the lead agency. If the CSU is not the lead agency (in a scenario where a P3 or other development model is implemented), annexation may be considered. In that case, an amendment to the City of Stockton's Eight Mile Road Precise Plan would be required, and relinquishment of access restrictions on Eight Mile Road is a probable requirement. The site would also require Local Agency Formation Commission (LAFCO) approval for annexation into the City of Stockton. Annexation by LAFCO cannot be initiated until CEQA compliance has been completed, thereby lengthening the entitlement process. LAFCO approvals in San Joaquin County take no less than an average of 24 months to complete.

In the absence of an existing environmental clearance, an initial review of environmental considerations of an FEIR of a nearby project was conducted. Below is a list of previously identified and potentially applicable impacts under CEQA. This list may not be comprehensive.

- Prime Farmland, Farmland of Statewide Importance, Unique Farmland, Farmland of Local Importance – *mitigated through purchase of farmland at a 1:1 ratio.*
- Wetlands (System Palustrine and Special Modifier Farmed) located west of I-5 – *mitigated through in-lieu fees and mitigation bank credit purchase.*
- Biological Resources: 1 Critical Habitat (Delta Smelt), 11 Endangered Species, and 18 Migratory Birds – *mitigated through contribution to San Joaquin County Multi-Species Open Space and Habitat Conservation Plan Bank or Inspected by Biologist for Incidental Take Minimization Measures (ITMM).*
- Limited roadway network existing and the site is adjacent to I-5 – *mitigated through roadway improvements, including a Caltrans interchange.*
- Hydrology and Water Quality: Surface waters and water quality – *mitigated through implementing a Stormwater Pollution Prevent Plan (SWPPP).*
- Air Quality, Noise, Transportation during Construction – *mitigated through best management practices for construction activities.*
- Hazardous Waste – *mitigated through compliance with site-wide approaches.*
- Light and Glare on adjacent residential parcels – *mitigated through compliance with municipal code, use of specific materials, landscaping with large canopy trees.*
- Floodplain: 1% Chance of Annual Flood; Area west of I-5 lower risk due to levee – *mitigated through design to capture and treat stormwater runoff and use of permeable surfaces.*
- Soil erosion (Geology and Soils) – *mitigated through compliance with local requirements and SWPPP.*

In this location, water and sewer are available, but storm drain would need to be extended. Impact to archaeological and tribal cultural resources due to the greenfield nature of the site and proximity to the river are also foreseeable, and impacts to these resources may be mitigated through cultural resource surveys, consultation, and preservation and treatment plans.

Given the lack of entitlements and environmental clearance aligned with CSU expansion and the depth of technical issues, it is anticipated that an EIR for a campus Master Plan would be necessary for the development of this location. Projects on this site could be eligible for CEQA exemptions for being consistent with an existing community plan or zoning (CEQA 15183). An EIR for a campus Master Plan is expected to take 18 to 24 months to process. Additional time for annexation by the City is not required if the CSU is the lead agency for an EIR for a CSU campus Master Plan.

SAN MATEO COUNTY: SAN MATEO COUNTY CCD – CAÑADA COLLEGE

The subject site is located within the San Mateo County Community College District (SMCCCD). It is a hilly 122-acre site partially utilized by the existing Cañada College. There is a Final EIR that was certified in 2015 for the existing college campus. Additional development for a CSU campus was not contemplated in 2015 and thus has not been environmentally cleared.

Because it is a school district, the property is subject to Government Code Section 53094, which authorizes a school district, by two-thirds vote of its members, to render city and county zoning ordinances inapplicable to the proposed use of certain property for educational purposes. City approvals and Conditional Use permits would be necessary for non-educational purposes such as housing, administrative buildings, warehouses, and storage.

It is anticipated that impacts related to aesthetics, biological resources, geology, hazards, hydrology/water, transportation, and archaeological and tribal cultural resources would take place. It is also expected that these impacts can be mitigated through application of aesthetic design treatments, minimum light standards, remediation for potential hazard glare, best management construction practices, multimodal transportation system improvements, transportation demand management measures, avoidance and revegetation measures for plants and bird species, on-site stormwater treatment including hydromodification features, development of a hazardous material business plan, and cultural resource surveys, consultation, and preservation and treatment plans.

It is anticipated that a Project Level EIR would be necessary for expansion of facilities at this location. Projects on this site could be eligible for CEQA exemptions for being infill (CEQA 15183.3) and consistent with an existing community plan or zoning (CEQA 15183). A project level EIR is expected to take 18 to 24 months to process.

It should be noted that the campus parking lots are currently utilized by the Town of Woodside for event parking and that the local community is interested in maintaining its rural character, including scenic vistas.

B.3.2 CEQA ROADMAP SUMMARY TABLE

The tables that follow are color coded based on anticipated ease of CEQA clearance in relationship to other project sites.

Easy / Quick	Chula Vista University and Innovation District, CSUSB Palm Desert Campus, Stockton University Park
Medium	Concord Reuse Project Campus District, San Mateo County CCD – Cañada College
Difficult / Long	San Joaquin County Fairground, Stockton Education and Enterprise Zone

Table B3.1 Chula Vista University and Innovation District CEQA Roadmap Summary

Project Site	Chula Vista University and Innovation District[1] City of Chula Vista San Diego County
Existing CEQA Clearance & Entitlements	Project Level FEIR (2018) for University and Innovation District (UID) Sectional Planning Area (SPA) Plan UID is 390-acre site designated for future transit-oriented higher-density university with a mix of uses. Development Cleared 10M SF 20,000 students 6,000 faculty/staff 8,000 other jobs Housing for 5,400 students and 6,000 other
Entitlements Needed (General Plan/Specific Plan/ Zoning Amendments)	Prior to any physical improvements within the Project site, a Tentative Map and a final map would need to be submitted to and approved by the City. The City will determine whether additional environmental review is required for subsequent tentative maps, final maps, and development permits for Project implementation.
Potential Exemptions	Government Code Section 65457 –Residential Development Project Consistent with Specific Plan Public Resources Code Section 21155.4 – Within Transit Priority Area Construction Noise (Chula Vista Muni Code Section 19.68.060)
Previously Identified Potentially Significant Impacts/ Issues of Concern	Significant & Unavoidable Impacts Statement of Overriding Considerations prepared for unavoidable impacts related to loss of agricultural lands, resource consumption, use of potentially hazardous materials
Applicable, Feasible or Standard Mitigations	All standard feasible measures and/or standard conditions of approval are addressed in previously certified EIR; unique circumstances related to current, off-site, or unique project conditions may trigger the need for additional, topic-related measures depending on site-specific development conditions.
CEQA Clearance Required/ Recommended (Addendum, ND, Mitigated ND, or type of EIR)	Existing: EIR (previously certified) Recommended: Addendum likely with technical analysis to support EIR focused on site-specific development plan
CEQA Processing Time	Addendum 4–6 months Concurrently with: City Process 2–3 months
Noteworthy Local Issues[2]	Loss of agricultural lands envisioned in adopted Otay Ranch General Development Plan Political climate supports this development SANDAG coordination for Transit Priority Area (TPA)

1 City of Chula Vista University and Innovation District webpage. https://www.chulavistaca.gov/residents/university-park-innovation-district

2 Local Issues may include: political climate, no-growth initiatives, demographic trends or other issues not otherwise reflected under the "Potentially Significant Impacts" row.

Table B3.2 Concord Reuse Project Campus District CEQA Roadmap Summary

Project Site	Concord Reuse Project Campus District City of Concord Contra Costa County
Existing CEQA Clearance & Entitlements	Area/Reuse Plan Final Area Plan EIR & Addendum (2010) FEIR (2012) for 2030 GP which includes Area plan for Concord Reuse Project. (13,000 homes, 8.5m non-res, and 3,000 acres parklands) NOP for Concord Reuse Project Specific Plan EIR circulated on 11/20/2018 (Campus is Phase 2 in the Campus District)
Entitlements Needed (General Plan/Specific Plan/ Zoning Amendments)	Any entitlements not cleared by Concord Reuse Project Specific Plan EIR. Suggest the CSU continue and perhaps increase participation in Specific Plan efforts.
Potential Exemptions	CEQA 15183 – Consistent with Community Plan or Zoning CEQA 15183.3 – Streamlining for Infill Projects may be applicable
Previously Identified Potentially Significant Impacts/ Issues of Concern	Significant & Unavoidable Impacts Statement of Overriding Considerations prepared for unavoidable impacts related to: Transportation and Freeway Operations (2012 General Plan) Specific Plan analysis and corresponding EIR not completed. NOP lists evaluation expected to be completed on aesthetics, agriculture and forestry resources, air quality, biological resources, cultural, tribal, and paleontological resources, energy, geology & soils, GHG, hazards & hazardous materials, hydrology and water quality, land use and planning, mineral resources, noise & vibration, population & housing, recreation, transportation & circulation, utility & service systems.
Applicable, Feasible or Standard Mitigations	Specific Plan EIR Analysis not complete Handling & remediation of hazardous waste for any residential use Multimodal transportation demand management measures On-site mitigation with or purchase credits for impacts to jurisdictional waters on site
CEQA Clearance Required/ Recommended (Addendum, ND, Mitigated ND, or type of EIR)	Existing: EIR for Specific Plan-INCOMPLETE (NOP released) Recommended: Participate in and influence Specific Plan EIR process Because timing of Specific Plan EIR is uncertain and the Specific Plan does not currently include residential in the Campus District, a stand-alone EIR in the absence of completion of the SP EIR could be needed
CEQA Processing Time	EIR 12–18 months
Noteworthy Local Issues	Local support demonstrated by Concord Campus District Vision Framework (2019) Concern that the current Master Plan Developer of the updated Specific Plan may walk away from this project

Table B3.3 CSUSB Palm Desert Campus CEQA Roadmap Summary

Project Site	CSUSB Palm Desert Campus[3] City of Palm Desert Riverside County
Existing CEQA Clearance & Entitlements	Program level FEIR (2017) for 2016 CSU Campus Master Plan for: 85-acre expansion, 8,000 FTE students by 2035; 408,000 SF of Academic Facilities, 616 residential beds, library, union/dining, wellness center, PE facilities, admin/maintenance facilities, 4,000 parking spaces, open space/landscaping
Entitlements Needed (General Plan/Specific Plan/ Zoning Amendments)	At the time that each facility improvement or other action pursuant to the Master Plan is carried forward, CSU San Bernardino will review each individual action or improvement to determine whether the Program EIR fully addressed the potential impacts and identified appropriate mitigation measures. If so, no further review will be required. Additional approvals needed for development not on CSU property
Potential Exemptions	CEQA 15183 – Consistent with Community Plan or Zoning CEQA 15183.3 – Streamlining for Infill Projects may be applicable
Previously Identified Potentially Significant Impacts/ Issues of Concern	Significant & Unavoidable Impacts Statement of Overriding Considerations prepared for unavoidable impacts related to noise, air quality, traffic on I-10
Applicable, Feasible or Standard Mitigations	All standard feasible measures and/or standard conditions of approval are addressed in previously certified EIR; unique circumstances related to current, off-site, on-site, or unique project conditions may trigger the need for additional, topic-related measures depending on site-specific development conditions.
CEQA Clearance Required/ Recommended (Addendum, ND, Mitigated ND, or type of EIR)	Recommended Subsequent EIR or possibly addendum depending on site-specific development conditions
CEQA Processing Time	Addendum 6–8 months
Noteworthy Local Issues	Acts as an extension to existing CSU San Bernardino Political climate supports this development University Neighborhood Specific Plan for Student Housing around site approved by Planning Commission in 2018[4] University committed to provide Agua Caliente Band of Cahuilla Indians with ongoing updates

3 City of Chula Vista University and Innovation District webpage. https://www.chulavistaca.gov/residents/university-park-innovation-district
4 Local Issues may include: political climate, no-growth initiatives, demographic trends or other issues not otherwise reflected under the "Potentially Significant Impacts" row.

Table B3.4 Stockton University Park CEQA Roadmap Summary

Project Site	Stockton University Park City of Stockton San Joaquin County
Existing CEQA Clearance & Entitlements	Existing CSU Campus University Park Master Development Plan (MDP) w/FEIR (2003)[5] Educational Uses (25.8 ac): Classrooms, labs, admin/offices, post-secondary education, Delta Community College, Allen Short gallery; library, child care center, youth activity center, community assembly/meeting hall, recreation/sports facility, student services, schools K-12 Other Uses: 346 dwelling units 21.1 ac (City's R-3 District), Office uses (25.7 ac), Office/Residential (13 du) commercial/retail (City's C-2 District) 4.9 ac, Community Center (4.1 ac), 3,659 parking spaces (7.1 ac), Road ROW (9.7 ac) & DMV (2.5 ac) Governed by Joint Powers Authority (JPA) with the CSU & City
Entitlements Needed (General Plan/Specific Plan/ Zoning Amendments)	None related to university if consistent with mission of higher education with approval of CSU Trustees Non-educational purposes (e.g., residential): If consistent with MDP/GP, then Community Development Director may approve If not consistent with MDP: Master Development Plan (Specific Reuse) Amendment & City of Stockton General Plan Amendment
Potential Exemptions	CEQA 15183 – Consistent with Community Plan or Zoning CEQA 15183.3 – Streamlining for Infill Projects may be applicable
Previously Identified Potentially Significant Impacts/ Issues of Concern	New potentially significant impacts expected to be able to be mitigated include: ▪ Increased traffic & loss of parking ▪ Cultural resources ▪ Air quality, noise, and transportation during construction
Applicable, Feasible or Standard Mitigations	Multimodal transportation system improvements and transportation demand management measure Cultural resource surveys, consultation, and preservation and treatment plans Best Management Practices during construction
CEQA Clearance Required/ Recommended (Addendum, ND, Mitigated ND, or type of EIR)	Recommended: Review by City's Community Development Director Subsequent EIR or Addendum depending on site-specific development conditions
CEQA Processing Time	Director Review: 1–2 months Plus additional time if required for: Subsequent EIR 12–18 months
Noteworthy Local Issues	Political climate supports this development Adjacent to railroad tracks California Historical Landmark on site and entire area eligible for National & CA Registers

5 2003 EIR is not available online or through the State Clearinghouse.

Table B3.5 San Joaquin County Fairground CEQA Roadmap Summary

Project Site	San Joaquin County Fairground City of Stockton San Joaquin County
Existing CEQA Clearance & Entitlements	City of Stockton 2035 General Plan Land Use designation as Institutional; Zoned Public Facilities (PF), which permits public colleges
Entitlements Needed (General Plan/Specific Plan/ Zoning Amendments)	None if consistent with PF Development Code If not consistent: Zoning Amendment (Mixed Use zoning requires Master Development Plan; this was what was done for Stockton University Park)
Potential Exemptions	CEQA 15183 – Consistent with Community Plan or Zoning CEQA 15183.3 – Streamlining for Infill Projects may be applicable
Previously Identified Potentially Significant Impacts/ Issues of Concern	Impacts expected to be able to be mitigated (Categories): ▪ Transportation ▪ Biological Resources ▪ Floodplain (1% change) ▪ Hazardous Waste ▪ Hydrology/Water Quality ▪ Air Quality, Noise, & Transportation during Construction ▪ Light & Glare
Applicable, Feasible or Standard Mitigations	Contribute to Mitigation Bank for Multiple Species Conservation Plan On-site or in-lieu fee to mitigate impacts to jurisdictional waters Multimodal transportation system improvements and transportation demand management measure Landscaping with large canopy trees Capture and treat stormwater runoff
CEQA Clearance Required/ Recommended (Addendum, ND, Mitigated ND, or type of EIR)	Recommended CSU Master Plan EIR
CEQA Processing Time	EIR 18–24 months
Noteworthy Local Issues	Site owned by State of California Political climate supports this development

Table B3.6 Stockton Education and Enterprise Zone CEQA Roadmap Summary

Project Site	Stockton Education and Enterprise Zone San Joaquin County
Existing CEQA Clearance & Entitlements	Current: ▪ San Joaquin County ▪ Zoning: Agricultural 40 acres (AG-40) ▪ Land Use: Agricultural Urban Reserve (A/UR) If Annexed: ▪ City of Stockton ▪ Within City's Sphere of Influence (SOI) and Urban Service Area Boundary (USAB) ▪ Land Use: Economic & Education Enterprise
Entitlements Needed (General Plan/Specific Plan/ Zoning Amendments)	County General Plan Amendment & County Zoning Amendment Or Potential Annexation of land into City City of Stockton Eight Mile Road Precise Plan Amendment Potential relinquishment of access restrictions on Eight Mile Road
Potential Exemptions	CEQA 15183 – Consistent with Community Plan or Zoning may be applicable
Previously Identified Potentially Significant Impacts/ Issues of Concern	Impacts expected to be able to be mitigated (Categories): ▪ Soil Erosion ▪ Surface waters and water quality ▪ Construction air quality, noise, and transportation ▪ Biological Resources ▪ Stormwater Extension ▪ Floodplain ▪ Light and Glare ▪ Prime Farmland (majority of site) ▪ Wetlands (half the site) ▪ Transportation Level of impacts will change depending where and how much of the site is utilized. Archaeological and Tribal Cultural resources due to the greenfield nature of the site and proximity to the river.
Applicable, Feasible or Standard Mitigations	▪ In-lieu fee and mitigation bank credit purchase for impacts to jurisdictional waters and wetlands. ▪ Contribute to Mitigation bank for Multiple Species Conservation Plan ▪ Purchase of farmland at likely a 1:1 ratio to address impacts to prime farmland ▪ Roadway Improvements, including Caltrans interchange ▪ Implement Stormwater Pollution Prevention Plan (SWPPP) ▪ Landscaping with large canopy trees ▪ Capture and treat stormwater runoff
CEQA Clearance Required/ Recommended (Addendum, ND, Mitigated ND, or type of EIR)	Recommended CSU Master Plan EIR
CEQA Processing Time	EIR 18–24 months Plus additional time for: Annexation[6] 24 Months
Noteworthy Local Issues[7]	Political climate supports this development Adjacent to major interstate (I-5) Site is on unincorporated land

6 Additional time for annexation is not required if CSU is the lead agency
7 City of Chula Vista University and Innovation District webpage. https://www.chulavistaca.gov/residents/university-park-innovation-district

Table B3.7 San Mateo County CCD – Cañada College CEQA Roadmap Summary

Project Site	San Mateo County CCD – Cañada College San Mateo County Redwood City Town of Woodside
Existing CEQA Clearance & Entitlements	Project level EIR for Existing Cañada College (2015); potential for new facilities for a CSU expansion on this site has not been environmentally cleared Property governed by San Mateo County Community College District (SMCCCD)
Entitlements Needed (General Plan/Specific Plan/ Zoning Amendments)	SMCCCD Board of Trustees Project Approval & Certification of EIR City/County approvals for non-educational purposes (housing, warehouses, storage, administrative buildings, etc.) Redwood City Conditional Use Permit for non-residential buildings Town of Woodside Conditional Use Permit for Zoning
Potential Exemptions	Government Code Section 53094 on School District Zoning Authority CEQA 15183 – Consistent with Community Plan or Zoning CEQA 15183.3 – Streamlining for Infill Projects may be applicable
Previously Identified Potentially Significant Impacts/ Issues of Concern	Impacts expected to be able to be mitigated (Categories: Visual, Biological, Cultural, Geology, Hazards, Hydrology/Water, traffic, and during construction to visual, air quality, GHG, noise, and transportation)
Applicable, Feasible or Standard Mitigations	▪ Apply minimum lighting standards, remediate potential for hazard glare ▪ Noise-reducing construction practices ▪ Transportation Control Plan ▪ Implementation of avoidance and revegetation measures for plants and bird species ▪ On-site stormwater treatment including Hydromodification features ▪ Hazardous Material Business Plan (HMBP) for County of San Mateo ▪ Cultural resource surveys, consultation, and preservation treatment plans
CEQA Clearance Required/ Recommended (Addendum, ND, Mitigated ND, or type of EIR)	Recommended CSU Master Plan EIR
CEQA Processing Time	EIR 18–24 months
Noteworthy Local Issues	Must meet SMCCCD design & construction standards Visual/aesthetics commented on & highlighted in General Plan of Town of Woodside (local community is interested in maintaining its rural character, including scenic vistas) Solar Array located in Southeast of property Hillside location triggers "sensitivity" for visual/aesthetic and geologic considerations Campus parking lots utilized by Town for events

B.3.3 SUPPLEMENTAL INFORMATION TO CEQA ROADMAP TABLE

ALL SITES

CEQA Exemptions

- CEQA 15183 – Consistent with Community Plan or Zoning: allows a streamlined environmental review process for projects that are consistent with the densities established by existing zoning, general plan policies with a certified community plan or Environmental Impact Report (EIR).
- CEQA 15183.3 – Streamlining for Infill Projects: streamline the environmental review process for eligible infill projects by limiting the topics subject to review at the project level where the effects of infill development have been addressed in a planning level decision or by uniformly applicable development policies.
- All sites
- CEQA exemptions outside of the CEQA Statute (CalOPR CEQA Exemption Technical Advisory, 2018).
- SB 375 established CEQA streamlining and relevant exemptions for projects that are determined to be consistent with the land use assumptions and other relevant policies of an adopted Sustainable Communities Strategy (SCS). SB 375 relates to land use planning by building on the existing framework of regional planning to tie together the regional allocation of housing needs and regional transportation planning to reduce GHG emissions from motor vehicle trips. (Chula Vista FEIR, p. 5.1-1)
- CALGreen Code: areas not served by construction/demo recycling infrastructure (Final Supplement EIR to the 2030 Concord GP_2012).

Approvals Needed

- California Division of the State Architect (DSA) – The Division of the State Architect (DSA) provides design and construction oversight to state-funded facilities, like CSU facilities, to ensure that they comply with all structural and accessibility codes and regulations. The State Fire Marshal is the authority having jurisdiction over fire and life safety.

CHULA VISTA UNIVERSITY AND INNOVATION DISTRICT

Existing CEQA Clearance and Entitlements

"The approximately 383.8-acre UID SPA is designated as a future university site with a mix of retail and residential land uses that transition to the open space areas south of the Project site along the Otay River Valley. The Project would include transit-oriented development with higher densities and mixed uses within 0.25 mile of a transit stop. The UID SPA Plan considered is conceptual at the time of the public review period for this EIR." (UID PSA EIR, p. 3-1)

Entitlements Needed: General Plan/Specific Plan/Zoning Amendments

"Accordingly, the Project does not include specific development details for the UID SPA, as would be included for a TM or final map. Prior to any physical improvements within the Project site, a TM and a final map would need to be submitted to and approved by the City, and a determination made about whether additional environmental review is required." (UID PSA EIR, p. 3-1)

CEQA Exemptions

- Section 19.68.060, Special provision (exemptions), of the Chula Vista Municipal Code provides an exemption from exterior noise standards for construction and rehabilitation activities. (Chula Vista, p. 5.5-4)

Potentially Significant Impacts

- "Irreversible Environmental Changes:" (p. 8-1) to Loss of agricultural lands, Resource consumption, and Use of potentially hazardous materials.

Noteworthy Local Issues

- Loss of agricultural lands envisioned in adopted Otay Ranch General Development Plan (p. 8-2).

Nearby Development Projects

The City of Chula Vista served as the lead agency for the University and Innovation District EIR. In general, the City has played an active role in advancing district and small area plans associated with the Otay Ranch General Development Plan, including General Plan updates and environmental processes.

Otay Ranch Village 4 SPA Plan EIR (approved 2018)

- Process Overview—SPA amendment process led by the City of Chula Vista that resulted in the preparation of an Environmental Impact Report and establishment of Mitigation Monitoring and Reporting Program[1] (MMRP) with the City serving as the monitoring/reporting agency.
- Outcome—Approved by City Council, with the City of Chula Vista taking the lead on the MMRP.
- Application/Takeaways—Adherence to the Multiple Species Conservation Program was critical to the successful approval of the SPA amendment. By taking the lead on the MMRP and EIR, the City of Chula Vista demonstrated initiative and support to advance the build-out of the Otay Ranch GDP vision, while balancing the needs of the environment.

CONCORD REUSE PROJECT CAMPUS DISTRICT

Existing CEQA Clearance and Entitlements

- Area/Reuse Plan Final Area Plan EIR and Addendum (2010) for 150-acre CSU Campus with 10,000 students.

Potentially Significant Impacts

- 2010 Reuse Plan: Significant and unmitigated; Statement of Overriding Considerations prepared for unmitigable impacts

1. Source: Otay Ranch Village Four SPA Plan EIR. (2018). https://www.chulavistaca.gov/home/showdocument?id=18139

related to: Land Use, Transportation, Air Quality, Noise and Vibration, and Utilities (Table S-3 on p. S-19).

- 2012 General Plan: New Cumulative Traffic (SU) and Freeway Operations (SU) (FEIR p . ES-9).

Noteworthy Local Issues

"The Concord Naval Weapons Station (CNWS) Inland Area, including portions of the Specific Plan Area, is on the 'Cortese List' of hazardous materials sites compiled pursuant to Government Code Section 65962.5." (Specific Plan NOP, p. 1)

Nearby Development Projects

Website: https://www.cityofconcord.org/458/Environmental-Documents

Concord Industrial Center Light Industrial Project

- Process Overview—Initial project approval required EIS; subsequent changes to site plan only required documentation in an Addendum due to determination of no additional impact.
- Outcome—Addendum prepared;[2] lead agency determined changes not significant enough to warrant revised EIS.
- Application/Takeaways—It may be disadvantageous to include prescriptive details on the envisioned tenants or building design for larger scale projects that may take years to complete for various reasons. Market conditions ultimately changed the envisioned site plan and building needs, therefore triggering the need for an addendum to the original EIS.

CSUSB PALM DESERT CAMPUS

Entitlements Needed: General Plan/Specific Plan/Zoning Amendments

- "At the time that each facility improvement or other action pursuant to the Master Plan is carried forward, CSU San Bernardino will review each individual action or improvement to determine whether the Program EIR fully addressed the potential impacts and identified appropriate mitigation measures. If so, no further review will be required." (FEIR, p. 1)

Noteworthy Local Issues

- The city is heavily vested in the success of the CSU and UCR campus off of Cook Street and wants to ultimately see a Cal State Palm Desert in the future. The General Plan states they hope to have 20,000 CSU students by 2040.
- There is a surrounding University Park Specific Plan for Student Housing around the site.

Nearby Development Projects

Desert Surf

- Process Overview—In compliance with CEQA, the City identified the preparation of the Desert Surf Specific Plan as a "Project" and prepared an Initial Study. The new Specific Plan required an EIR.
- Outcome—City Council approved the Specific Plan and project.
- Application/Takeaways—The new Specific Plan provided the City with an important tool for a master planning project site; most importantly, it ensured the project would align with the General Plan. The CEQA process was determined by this decision.

STOCKTON UNIVERSITY PARK

Existing CEQA Clearance

Educational Uses: (25.8 acres) Classrooms, labs, administration/offices, post-secondary education, Delta community college, Allen Short Gallery, library, childcare center, youth activity center, community assembly/meeting hall, recreation/sports facility, student services, and K-12 schools.

The 2003 MDP 10-year projected enrollment number was 1,000 FTES and understood that the campus would be expanded to accommodate growing enrollment over time. This expansion may include adjacent designated office areas with parking to be located near the campus to support the students and faculty.

Other Uses

- 359 dwelling units on 21.1 acres (City's R-3 District Development Code); approximately 1,113 residents.
- Office uses on 25.7 acres.
- Commercial/Retail on 4.9 acres (City's C-2 District Development Code).
- Community Center on 4.1 acres.
- 3,650 parking spaces on 7.1 acres.
- Road Right-of-Way on 9.7 acres.
- DMV Expansion on 2.5 acres.

Regulatory Framework

- Existing CSU Campus.
- Joint Powers Authority (JPA) between the CSU and City of Stockton to manage and operate the site.
    - The CSU is the site landowner and JPA maintains specific authority to approve MDP prior to City Action.
    - Joint Powers Authority Executive Director retains certain authority to approve specific components of the MDP that may require determinations of consistency or appropriateness at a later date once plans and specifications are prepared for physical improvements.
- University Park Master Development Plan (2003) included an FEIR, General Plan Amendment, Rezoning Z-3-2 Ordinance, and Development Agreement DA3-03 Ordinance.
- Located within the Midtown Neighborhood Master Revitalization Strategy (April 2001) area and a portion is within the Midtown Redevelopment Plan.

2. Concord Industrial Center Light Industrial Project Addendum to the EIR. (February 2020). https://www.cityofconcord.org/DocumentCenter/View/4446/FINAL-CONCORD-INDUSTRIAL-EIR-ADDENDUM-2-20-20

Noteworthy Local Issues

- The entire site is designated a California Historical Landmark, which is listed on the California Register and has been determined eligible for listing on the National Register. Magnolia Mansion/the Superintendent's House is also a City of Stockton-designated local landmark and together with the Residences 1, 2, 3, and 5 along Doctor's Row comprise a City-designated historic district.

Nearby Development Projects

Website: http://www.stocktongov.com/government/departments/communityDevelop/cdPlanEnv.html

Aspire Public Schools Langston Hughes Academy Site Improvements

- Process Overview—Amend use permit to increase enrollment at existing public school. Prepared Mitigated Negative Declaration.
- Outcome—Approved by Planning Commission and City Council. Comments by governing authorities (Caltrans, Water Board, etc.) included standard requests, instruction, and guidance for permitting, site surveying, transportation studies, etc.
- Application/Takeaways—small-scale amendments to general plan and zoning are supported, even when proposed new use is notably different.

SAN JOAQUIN COUNTY FAIRGROUND

Public Facilities Development Code:

- Maximum FAR 0.5 (outside of Downtown).
- 0 to 87 dwelling units per acre.
- Maximum 50% site coverage.
- Maximum height limit of 75 feet (may be due to Stockton Airport located three miles to the south).
- Parking spaces: 1/classroom plus 0.75 student in largest shift on site at one time.

Nearby Development Projects

Tuscany Cove Assisted Living and Memory Care Project

- Process Overview—Required a change to the General Plan designation and zoning, as well as an Initial Study/Mitigated Negative Declaration document.
- Outcome—Approved by City Council.
- Application/Takeaways—The land use change—from a single-family zone in a single-family neighborhood to an assisted living facility—demonstrates local support and feasibility of projects that require changes to the general plan and zoning.

STOCKTON EDUCATION AND ENTERPRISE ZONE

Noteworthy Local Issues

- General Plan land use designations support college uses that support job growth (Policy LU-4.1 and CH-3.4).

Nearby Development Projects

Thornton Road/Eight Mile Road Commercial Project (ARCO Fueling Station) – City of Stockton

- Process Overview—General plan amendment and rezoning from high-density housing to commercial. Road plan amendment to allow driveway and relinquish access restrictions. Prepared Mitigated Negative Declaration.
- Outcome—Approved by Planning Commission and City Council. Comments by governing authorities (Caltrans, Water Board, etc.) included standard requests, instruction, and guidance for permitting, site surveying, transportation studies, etc.
- Application/Takeaways—small-scale amendments to general plan and zoning are supported, even when proposed new use is notably different.

Sanchez-Hoggan Annexation Project – City of Stockton

- Process Overview—Annexation into city, including prezoning to new use (light industrial). Process currently entails preparation of EIR and application for the cancellation of the Williamson Act, as required for conversion of land from agricultural use to industrial. Additional approvals:
- City of Stockton: FEIR certification, tentative parcel map, annexation and pre-zoning, Williamson Act contract cancellation. Additional approvals and permits listed here: http://www.stocktongov.com/files/Sanchez_Hoggan_Project_Description.pdf

SAN MATEO COUNTY CCD – CAÑADA COLLEGE

Regulatory Framework

- San Mateo County Community Colleges District (SMCCCD) owns and operates the property.
- Government Code Section 53094 authorizes a school district, by two-thirds vote of its members, to render city and county zoning ordinances inapplicable to the proposed use of certain property for educational purposes (doesn't include housing, administrative buildings, warehouses, storage, etc.) unless the zoning ordinance makes provision for the location of public schools and unless the city or county has adopted a general plan. http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=53094.&lawCode=GOV
- Redwood City – Zoned R-3/RH-20.
- Town of Woodside – Zoned SR.

Potentially Significant Impacts

SMCCCD for 2015 Facilities Master Plan EIR

- Visual Impacts during Construction (dust) and Final Building Design (scenic vistas/resources lighting, and glare).
- Air Quality, GHG, Noise, and Transportation during construction.
- Impact special-statue plant, bird (white-tailed kite and nesting birds), bats (myotis, pallid, and hoary), grasslands, and wildlife nursery sites.
- Increase risk of landslide and loss of topsoil (steep slopes).

- Hazardous and Haz Materials during Construction, to emergency responses plans, wildland fires.
- Hydrology/Water Quality to discharges, groundwater recharge, drainage patterns, runoff, housing within floodplain.

Nearby Development Projects

Website: https://planning.smcgov.org/ceqa-docs?page=1

- No CEQA projects of comparable scale or land use.

4507 Jefferson Avenue Subdivision

- Process Overview—Subdivision application was consistent with existing land use/zoning, but the additional density warranted preparation of Initial Study and Mitigated Negative Declaration.
- Outcome— Approved by County.
- Application/Takeaways— As indicated by the subdivision application, increased densities of existing uses, even if within by-right zoning, will most likely still require CEQA procedures. Transportation and nature conservation (trees) appear to be key concern locally.

B.4 Site Criteria for Land Capacity Evaluation

B.4.1 LAND AVAILABILITY STUDY – EVALUATION OF SIGNIFICANT AND NON-SIGNIFICANT SITE CRITERIA

This Report provides analysis of sites and existing CSU main campuses containing sufficient land area to assess for use as a higher education campus development. The Report utilizes a variety of sources, including publicly available ArcGIS shapefiles (from city, county, or federal sources), to identify potentially developable land within the Five Evaluated Locations and CSU campuses for additional capacity beyond their Master Plans. All of the following criteria had the potential to affect land capacity, although only the criteria marked as significant did affect capacity, through either the potential for increased construction costs, potential entitlement challenges, or higher risk of future physical resiliency challenges.

LAND AVAILABILITY CRITERIA – SITE ELEMENTS

Site evaluation included the following site elements that had the potential to affect land capacity:

Topography

- Potentially significant criteria: steep slopes at or over 20 percent.
- Potentially non-significant criteria: steep slopes up to 19 percent.

Streams

- Potentially significant criteria: if a canal, creek, or river is mapped on site or immediately adjacent to the site's property boundary or if a wash or intermittent stream is not in a culvert on site.
- Potentially non-significant criteria: if a ditch, wash, or intermittent stream is mapped on site and is in a culvert.

High-Tension Power Lines

- Potentially significant criteria: if high-tension electrical power lines were mapped on site.
- Potentially non-significant criteria: if high-tension electrical power lines were mapped off site.

Easements

- Potentially significant criteria: a mapped easement for a public right of way or other public access easement such as a sidewalk, conservation, beach, or view easement; or a mapped access point to a below-ground utility, such as a storm drain, sanitary sewer main, or natural gas line.
- Potentially non-significant criteria: if mapped on site for a below-ground storm drain, sanitary sewer main, or natural gas line.

Large Tree Stands, Arboretums, or Orchards

- Potentially significant criteria: if large tree stands are over five acres, or campus identity-defining arboretums or orchards were mapped on site.
- Potentially non-significant criteria: if mapped off site or if mapped at an off-main campus site.

Agricultural Research Fields

- Potentially significant criteria: if mapped on campus, even if in a remote location.
- Potentially non-significant criteria: if mapped off campus or if mapped at an off-main campus site.

LAND AVAILABILITY CRITERIA – PHYSICAL RESILIENCY

Site evaluation included the following physical resiliency elements:

Fault Lines

- Potentially significant criteria: If the identified fault line is a Holocene-active fault, a fault that has had surface displacement within Holocene time (the last 11,700 years), or a fault that was mapped on site, or if a Pre-Holocene fault was mapped within a mile of the site, it is classified as an Alquist-Priolo earthquake fault zone, and has had recent significant seismic activity.
- Potentially non-significant criteria: if the identified fault is a Pre-Holocene fault and was mapped more than a mile off site.
- Probabilistic Ground Shaking: Potentially significant criteria: if the probabilistic ground shaking is over 40 percent.
- Potentially non-significant criteria: if the probabilistic ground shaking is under 40 percent.

Earthquake and Landslide Risk

- Potentially significant criteria: if a landslide zone is present on site, or if a liquefaction zone (Moderate, High, or Very High Susceptibility) is present on site. If the possibility of liquefaction exists but the potential liquefaction zone was not specified by the source, then it is considered potentially significant.
- Potentially non-significant criteria: if a landslide zone is not present, or if a liquefaction zone (Low and Very Low Susceptibility) is present on site.

Designated Agricultural Land

- Potentially significant criteria: if Prime Farmland or Farmland of Statewide Importance was mapped on site.
- Potentially non-significant criteria: if Unique Farmland, Farmland of Local Importance, Grazing Land, or Built-Up Areas were mapped on site.

Local Access to Agriculture Resources

- Potentially significant criteria: if Prime Farmland or Farmland of Statewide Importance providing local access to agriculture was not mapped within a two-mile radius of site.

- Potentially non-significant criteria: if Unique Farmland, Farmland of Local Importance, Grazing Land, or Built-Up Areas were mapped within a two-mile radius of site.

FEMA Flood Zones

- Potentially significant criteria: if areas of high flood zone risk (zones AH, AO) are mapped on site.
- Potentially non-significant criteria: if areas of low to moderate flood zone risk (zones A, AE, X [shaded], and X [unshaded]) or Zone D, Undetermined Risk Areas, are mapped on site.

Fire Threat Risk Map

- Potentially significant criteria: if Fire-Threat Tier 2: Elevated or Fire-Threat Tier 3: Extreme are mapped within a five-mile radius of site.
- Potentially non-significant criteria: if Zone 1: Low is mapped on site.

SUMMARY TABLES OF SITE ELEMENTS CONSIDERED

- **Potentially Significant – "Yes" –** this evaluation criterion was identified on site and may have affected the site or the campus's land capacity.
- **Potentially Non-Significant – "No" –** this evaluation criterion was not identified on site and did not affect the site or the campus's land capacity.

B.4.2 SITE EVALUATION CRITERIA DEFINITIONS

Site Element Definitions That Have Potential to Affect Land Capacity

- Steep Slopes: Digital topographic data were obtained from NASA's version 2 of the Shuttle Radar Topography Mission (SRTM), which is a mission by the National Geospatial Intelligence Agency. The data are available in ESRI Shapefile format and may be obtained through this URL: http://dds.cr.usgs.gov/srtm/
- Streams: a general term for a body of flowing water; natural water course containing water at least part of the year. In hydrology, it is generally applied to the water flowing in a natural channel as distinct from a canal.
- Canal: an open conduit either naturally or artificially created that periodically or continuously contains moving water, or which forms a connecting link between two bodies of water. Canal and floodway are some of the terms used to describe artificial channels.
- Creek: a natural stream of water normally smaller than and often tributary to a river.
- Ditch: a man-made channel other than a modified natural stream. Ditches are constructed for drainage purposes and typically dug through inter-stream divide areas.
- River: a natural stream of water of considerable volume, larger than a brook or creek.
- Wash: a dry creek, stream bed, or gulch that temporarily or seasonally fills and flows after sufficient rain.
- Intermittent Stream: a stream that flows only when it receives water from rainfall runoff or springs, or from some surface source such as melting snow.

Table B4.1 Site Elements Summary for Identified Sites

Evaluated Locations		Chula Vista University and Innovation District	Concord Reuse Project Campus District	CSUSB Palm Desert Campus	Stockton University Park	San Joaquin County Fairground	Stockton Education and Enterprise Zone	San Mateo County CCD - Cañada College
LAND CAPACITY	Topography (steep slopes above 20%)	Yes	Yes	No	No	No	No	Yes
	Streams	No	No	No	No	No	No	No
	High-tension power lines	No	No	No	No	No	Yes	No
	Easements	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Large tree stands, arboretums, or orchards	No	No	No	Yes	No	No	No
	Agricultural research fields	No	No	No	No	No	No	No
PHYSICAL RESILIENCY	Fault lines	No	Yes	No	No	No	No	Yes
	Earthquake, landslide, or liquefaction risk	No	Yes	Yes	No	No	No	Yes
	Probabilistic ground shaking >40%	No	Yes	Yes	No	No	No	Yes
	Designated agricultural land	No	No	No	No	No	Yes	No
	Local access to agriculture resources > 2 miles	Yes	Yes	Yes	No	No	No	Yes
	Flood zones	No	No	No	No	No	No	No
	Fire risk zones	Yes	Yes	No	No	No	No	Yes

Table B4.2 Site Elements Summary for CSU Campuses in Clusters with Unmet Enrollment Demand

		Chico	Sacramento	Dominguez Hills	Fullerton	Long Beach	Los Angeles	Northridge	Pomona
LAND CAPACITY	Topography (steep slopes above 20%)	No	No	No	No	No	No	No	No
	Streams	Yes	No	No	No	Yes	No	No	No
	High-tension power lines	Yes	No	No	No	No	No	No	No
	Easements	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A
	Large tree stands, arboretums, or orchards	No	Yes	Yes	Yes	Yes	No	Yes	Yes
	Agricultural research fields	No	No	No	No	No	No	No	Yes
PHYSICAL RESILIENCY	Fault lines	No	No	Yes	No	Yes	No	Yes	Yes
	Earthquake, landslide, or liquefaction risk	No	No	No	Yes	Yes	Yes	No	Yes
	Probabilistic ground shaking > 40%	No	No	Yes	Yes	Yes	Yes	Yes	Yes
	Designated agricultural land	No	No	No	No	No	No	No	No
	Local access to agriculture resources > 2 miles	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Flood zones	No	No	No	No	No	No	No	No
	Fire risk zones	Yes	No	No	Yes	No	Yes	Yes	Yes

High-Tension Power Lines: High-tension power lines are used for sub-transmission and transmission of bulk quantities of electric power and connection to very large consumers.

High-Tension Power Line: any power line that transmits at voltages at or above 69 kilovolts (KV).

Low- to Medium-Tension Power Line: any power line that transmits at voltages below 69 kilovolts (KV).

Easements: An easement is a legal right to use another's land for a specific limited purpose. When someone is granted an easement, they are granted the legal right to use the property, but the legal title to the land itself remains with the owner of the land. Most commonly, easements are granted to utility companies to run power lines and cable lines.

- Utility Easements (below ground): storm drains, sanitary sewer mains, or natural gas lines that run through and under a property.

Large tree stands, arboretums, or orchards:

- Large tree stands: semi-forested areas of campus with groupings of mature trees.
- Arboretums: academic facilities where trees, shrubs, and herbaceous plants are cultivated for scientific and educational purposes.
- Orchards: agricultural resources including planting of fruit trees, nut trees, or sugar maples for academic or commercial purposes.

Agricultural research fields: working campus farms that may include working livestock facilities or horticultural fields for student research and participatory learning.

PHYSICAL RESILIENCY ELEMENT DEFINITIONS

Seismic Zone: A seismic zone is used to describe an area where earthquakes tend to focus, for example, the New Madrid Seismic Zone in the Central United States. A seismic hazard zone describes an area with a particular level of hazard due to earthquakes. Typically, a high seismic hazard zone is nearest a seismic zone where there are more earthquakes, and a lower seismic hazard zone is farther away from a seismic zone.

Probabilistic Seismic Hazard Analysis (PSHA) (also known as ground shaking): a methodology that estimates the likelihood that various levels of earthquake-caused ground motions will be exceeded at a given location in a given future time period. The results of such an analysis are expressed as estimated probabilities per year or estimated annual frequencies. PSHA considers the contribution from all potential sources of earthquakes shaking collectively, considers the likelihood of those events, and treats the uncertainty of those events explicitly. PSHA computes the annual probability of exceeding specified ground motions.

Earthquake Fault Zones (EFZ): regulatory zones (also known as "A-P Zones," for the Alquist-Priolo Earthquake Fault Zoning Act) that encompass traces of Holocene-active faults to address hazards associated with surface fault rupture. EFZ are delineated by the State Geologist and implemented by lead agencies through permitting, inspection, and land-use planning activities. This Report utilizes map depictions of regulatory EFZ.

Fault line: A fault line is a fracture or zone of fractures between two blocks of rock. Faults allow the blocks to move relative to each other. This movement may occur rapidly, in the form of an earthquake, or may occur slowly, in the form of creep. Faults may range in length from a few millimeters to thousands of kilometers. Most faults produce repeated displacements over geologic time. During an earthquake, the rock on one side of the fault suddenly slips with respect to the other. The fault surface can be horizontal or vertical or some arbitrary angle in between.

Age-undetermined fault: a fault whose age of most recent movement is not known or is unconstrained by dating methods or by limitations in stratigraphic resolution.

Holocene-active fault: a fault that has had surface displacement within Holocene time (the last 11,700 years).

- **Pre-Holocene fault:** a fault whose recency of past movement is older than 11,700 years, and thus does not meet the criteria of Holocene-active fault as defined in the State Mining and Geology Board regulations.
  - **Quaternary Fault:** A Quaternary fault is one that has been recognized at the surface and that has moved in the past 1,600,000 years, a portion of the Quaternary epoch.
  - **Late Quaternary Fault:** The late Quaternary refers informally to the past 0.5–1.0 million years. Faults that have slipped during this time are sometimes considered active.
  - **Undifferentiated Quaternary:** The undifferentiated Quaternary refers to the past 1.6 million years.
  - **Class B Fault:** Geologic evidence demonstrates the existence of a fault or suggests Quaternary deformation, but either (1) the fault might not extend deeply enough to be a potential source of significant earthquakes, or (2) the currently available geologic evidence is too strong to confidently assign the feature to Class C but not strong enough to assign it to Class A.

If a site-specific fault investigation finds a geologic hazard exists, appropriate mitigation measures must be proposed in the report prior to project approval by the lead agency. The A-P Act addresses the hazard of surface fault rupture and, because the A-P Act explicitly prohibits the construction of structures for human occupancy across traces of Holocene-active faults, the only mitigation the A-P Act allows for is avoidance. This means that if a Holocene-active fault is found during a fault investigation, a structure for human occupancy will not be allowed to be built across that fault.

Earthquake and Landslide Risk: "Earthquake Fault Zones of Required Investigation" (EZRIM): When an EFZ map is released with other regulatory seismic hazard zones, it is collectively referred to as an EZRIM. Site-specific investigations are required for certain developments within the zones depicted on these maps and, if the potential for the hazard is found to exist, plans to mitigate the hazard must be provided prior to a lead agency issuing a permit for construction.

The California Department of Conservation maps zones of geologic hazards and areas of farmland importance for the State of California. The Alquist-Priolo Earthquake Fault Zoning Act (A-P Act), 1972, and the Seismic Hazards Mapping Act, 1990, direct the State Geologist to delineate regulatory "zones of required investigation" to assist cities, counties, and state agencies in fulfilling their responsibilities to protect public safety from the effects of earthquake-triggered ground failure. Lead agencies affected by the zones must regulate certain development projects within them.[1]

Liquefaction: Liquefaction occurs when loose, water-saturated sediments lose strength and fail during strong ground shaking. Liquefaction is defined as the transformation of granular material from a solid state into a liquefied state because of increased pore-water pressure. The process of zoning for liquefaction combines Quaternary geologic mapping, historical ground-water information, and subsurface geotechnical data. Required Investigation boundaries are based on the presence of shallow historical groundwater (< 40 feet depth) in uncompacted sands and silts deposited during the last 15,000 years and sufficiently strong levels of earthquake shaking expected during the next 50 years.

Landslides: Landslides tend to occur in weak soil and rock on sloping terrain. The landslide hazard Zone of Required Investigation boundaries generally indicate steep hillslopes composed of weak materials that may fail when shaken by an earthquake. The process for zoning earthquake-induced landslides incorporates expected future earthquake shaking, existing landslide features, slope gradient, and strength of hillslope materials.

Agricultural Resources: The Farmland Mapping and Monitoring Program (FMMP) provides data to decision makers for use in planning for the present and future use of California's agricultural land resources. The data are a current inventory of agricultural resources classified as Important Farmland in a geographic area.

- **Prime Farmland:** irrigated land with the best combination of physical and chemical features able to sustain long-term production of agricultural crops. This land has the soil quality, growing season, and moisture supply needed to produce sustained high yields.
- **Statewide Important Farmland:** irrigated land like Prime Farmland that has a good combination of physical and chemical characteristics to produce agricultural crops. This land has minor shortcomings, such as greater slopes or less ability to store soil moisture than Prime Farmland. Land must have been used for production of irrigated crops at some time during the four years prior to the mapping date.

1. More information regarding the Alquist-Priolo Earthquake Fault Zoning Act may be obtained through this URL: https://www.conservation.ca.gov/cgs/Documents/SP_042.pdf

- **Unique Farmland:** lesser quality soils used to produce the state's leading agricultural crops. This land is usually irrigated but may include non-irrigated orchards or vineyards as found in some climatic zones in California. Land must have been cropped at some time during the four years prior to the mapping date.
- **Locally Important Farmland:** all farmable lands within Fresno County that do not meet the definitions of Prime, Statewide, or Unique. This includes land that is or has been used for irrigated pasture, dryland farming, confined livestock and dairy, poultry facilities, aquaculture, and grazing land. The Fresno County Board of Supervisors modified its Farmland of Local Importance definition in 2001, adding the confined animal agriculture component.
- **Grazing Land (G):** land on which the existing vegetation is suited to the grazing of livestock.
- **Urban and Built-Up Land (D):** occupied by structures with a building density of at least 1 unit to 1.5 acres, or approximately 6 structures to a 10-acre parcel. Common examples include residential, industrial, commercial, institutional facilities, cemeteries, airports, golf courses, sanitary landfills, sewage treatment, and water control structures.
- **Other Land (X):** land not included in any other mapping category. Common examples include low-density rural developments, brush, timber, wetland, and riparian areas not suitable for livestock grazing, confined livestock, poultry, or aquaculture facilities, strip mines, borrow pits, and water bodies smaller than 40 acres. Vacant and nonagricultural land surrounded on all sides by urban development and greater than 40 acres is mapped as Other Land.
- **Water (W):** perennial water bodies with an extent of at least 40 acres.
- **Area not Mapped (Z):** area that falls outside of the NRCS soil survey; not mapped by the FMMP.

FEMA Flood Zones: geographic areas that the FEMA has defined according to varying levels of flood risk. These zones are depicted on a community's Flood Insurance Rate Map (FIRM) or Flood Hazard Boundary Map. Each zone reflects the severity or type of flooding in the area.

- **Low to Moderate Flood Areas:**
  - **Zone A:** areas with a 1 percent annual chance of flooding and a 26 percent chance of flooding over the life of a 30-year mortgage.
  - **Zone AE:** the base floodplain where base flood elevations are provided. AE Zones are now used on new format FIRMs instead of A1-A30 Zones.
  - **Zone X (shaded):** area of moderate flood hazard, usually the area between the limits of the 100-year and 500-year floods.
  - **Zone X (unshaded):** area of minimal flood hazard, usually depicted on FIRMs as above the 500-year flood level.
- **High Risk Flood Areas:**
  - **Zone AH:** areas with a 1 percent annual chance of shallow flooding, usually in the form of a pond, with an average depth ranging from 1 to 3 feet.
  - **Zone AO:** river or stream flood hazard areas, and areas with a 1 percent or greater chance of shallow flooding each year, usually in the form of sheet flow, with an average depth ranging from 1 to 3 feet.
- **Undetermined Risk Areas:**
  - **Zone D:** areas with possible but undetermined flood hazards. No flood hazard analysis has been conducted. Flood insurance rates are commensurate with the uncertainty of the flood risk.

Fire Risk Zones: In 2012, the California Public Utilities Commission (CPUC) ordered the development of a statewide map that is designed specifically for the purpose of identifying areas where there is an increased risk for utility-associated wildfires. Each zone reflects the severity or type of fire risk in the area.

- **Zone 1 – Low:** This zone consists of Tier 1 High Hazard Zones (HHZs) on the USFS-CAL FIRE joint map of Tree Mortality HHZs. Tier 1 HHZs are in direct proximity to communities, roads, and utility lines, and are a direct threat to public safety.
- **Tier 2 – Elevated:** This zone consists of areas on the CPUC Fire-Threat Map where there is an elevated risk (including likelihood and potential impacts on people and property) from wildfires associated with overhead utility power lines or overhead utility power-line facilities also supporting communication facilities.
- **Tier 3 – Extreme:** This zone consists of areas on the CPUC Fire-Threat Map where there is an extreme risk (including likelihood and potential impacts on people and property) from wildfires associated with overhead utility power lines or overhead utility power-line facilities also supporting communication facilities. Tier 3 is distinguished from Tier 2 by having the highest likelihood of utility-associated fire initiation and growth that would impact people or property, and where the most restrictive utility regulations are necessary to reduce utility fire risk.

CSU Campuses

CALIFORNIA STATE UNIVERSITY, CHICO

SIGNIFICANT CONDITIONS

Land Capacity: Streams, high-tension power lines

Figure B4.1 Streams

Streams

Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

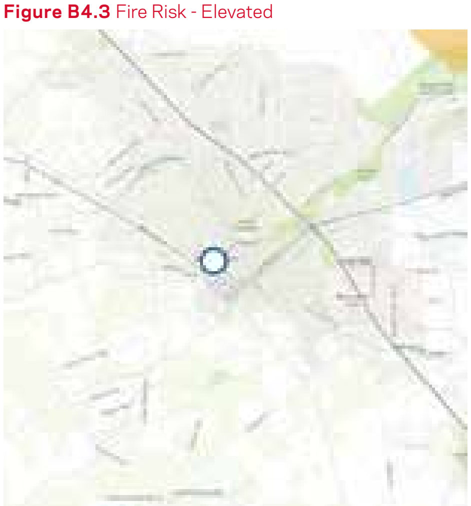
Figure B4.2 High-Tension Power Lines

High-tension power lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

Physical Resiliency: Fire risk zones

Figure B4.3 Fire Risk - Elevated



Low
Elevated
Extreme

Source: California Public Utilities Commission. (2019). CPUC Fire-Threat Map. https://ia.cpuc.ca.gov/firemap/#

Chico Fire Risk: While there is limited direct fire threat to the Chico State campus, there is extreme fire risk to the surrounding region. Fires, as recently as the Fall of 2018, destabilized campus operations, led to neighboring property damage, in particular homes, and created poor conditions for human health.

How the fires affected the CSU: The Camp Fire started on November 8, 2018, in Northern California's Butte County, home to California State University, Chico. Campus leaders closed the campus from November 9 through November 25, and residents of some surrounding communities were ordered to evacuate. While no university structures burned, hundreds of staff, students, and faculty members lost their homes. (A number of other CSU campuses were also temporarily closed due to poor air quality from the Camp Fire, including Maritime, East Bay, Sacramentoe, San Francisco, San José, Stanislaus, and Sonoma.) By the time the fire was contained on November 25, it had burned over 150,000 acres and destroyed more than 17,000 buildings across the county—the majority of those homes. The town of Paradise and adjacent Concow communities were hardest hit.

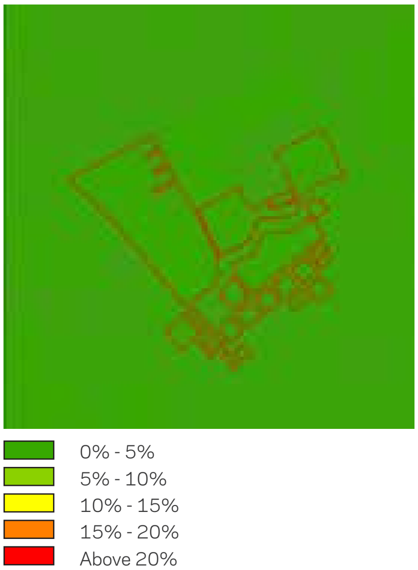
Source: Hazel Kelly. (n.d.). *The Fires of 2018: What Happens Now?* https://www2.calstate.edu/csu-system/news/Pages/The-Fires-of-2018.aspx#:~:text=The%20Camp%20Fire%20started%20on,to%20California%20State%20University%2C%20Chico.&text=By%20the%20time%20the%20fire,the%20majority%20of%20those%20homes

CALIFORNIA STATE UNIVERSITY, CHICO

NON-SIGNIFICANT CONDITIONS

Land Capacity: Topography, easements, large tree stands, arboretums or orchards, agricultural research fields

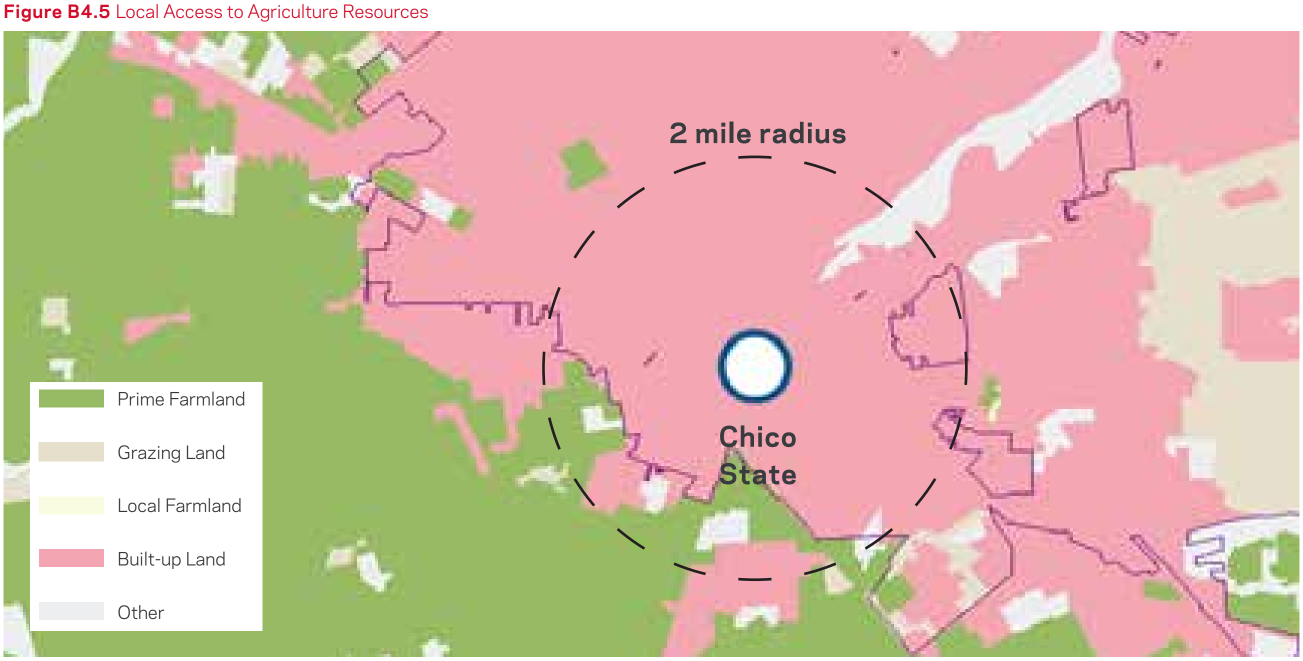
Figure B4.4 Topography (Steep Slopes Above 20%)



Steep Slopes Analysis done in ESRI ArcGIS.
Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

Physical Resiliency: Local access to agriculture resources, fault lines, earthquake, landslide, or liquefaction risk, designated agricultural land, flood zones, probabilistic ground shaking

Figure B4.5 Local Access to Agriculture Resources



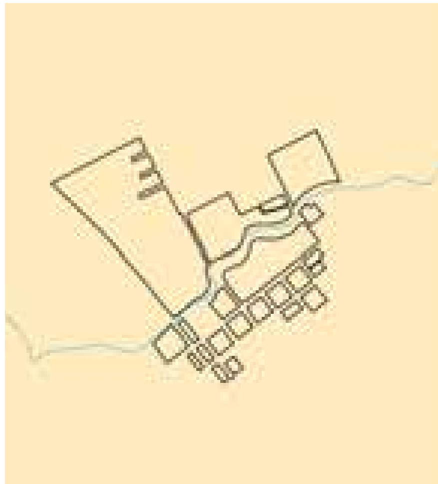
Source: California Department of Conservation. (2020). California Important Farmland: Most Recent. https://maps.conservation.ca.gov/agriculture/DataViewer/index.html

Figure B4.6 Fault Lines

Class B Fault
Historic <150 yrs
Holocene <11,000 yrs
Late Quaternary <130,000 yrs
Quaternary <1.6 Million yrs

Source: California Department of Conservation. (2020). Fault Activity Map of California. https://maps.conservation.ca.gov/geologichazards/DataViewer/index.html

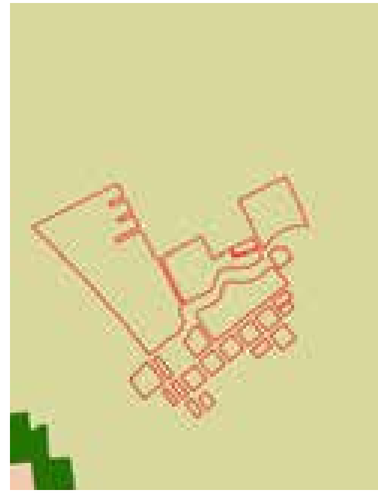
Figure B4.7 Liquefaction Risk



Moderate liquefaction risk

Source: Butte County GIS Department. (2020). Liquefaction.

Figure B4.8 Designated Agricultural Land



Urban and built-up land

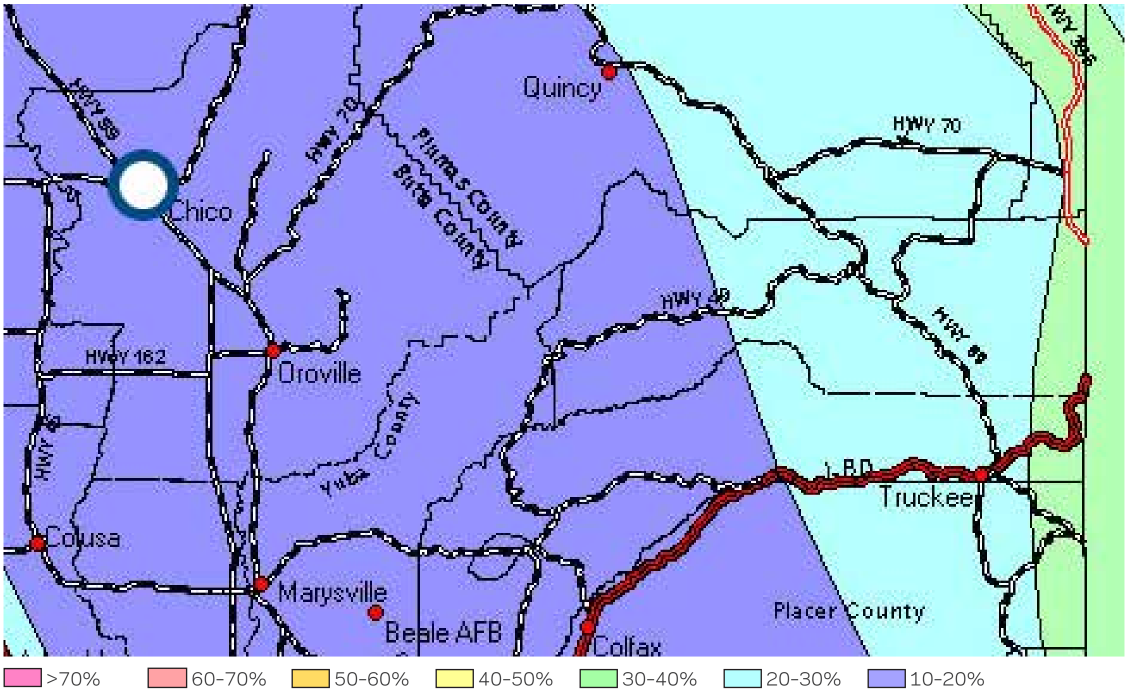
Source: California Department of Conservation. (2014). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.9 Flood Zones

Minimal Flood Zone
Special Flood Zone
Regulatory Flood Zone
0.2-1% Chance Flood

Source: Federal Emergency Management Agency. (2019). FEMA's National Flood Hazard Layer (NFHL). https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

Figure B4.10 Probabilistic Ground Shaking



Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

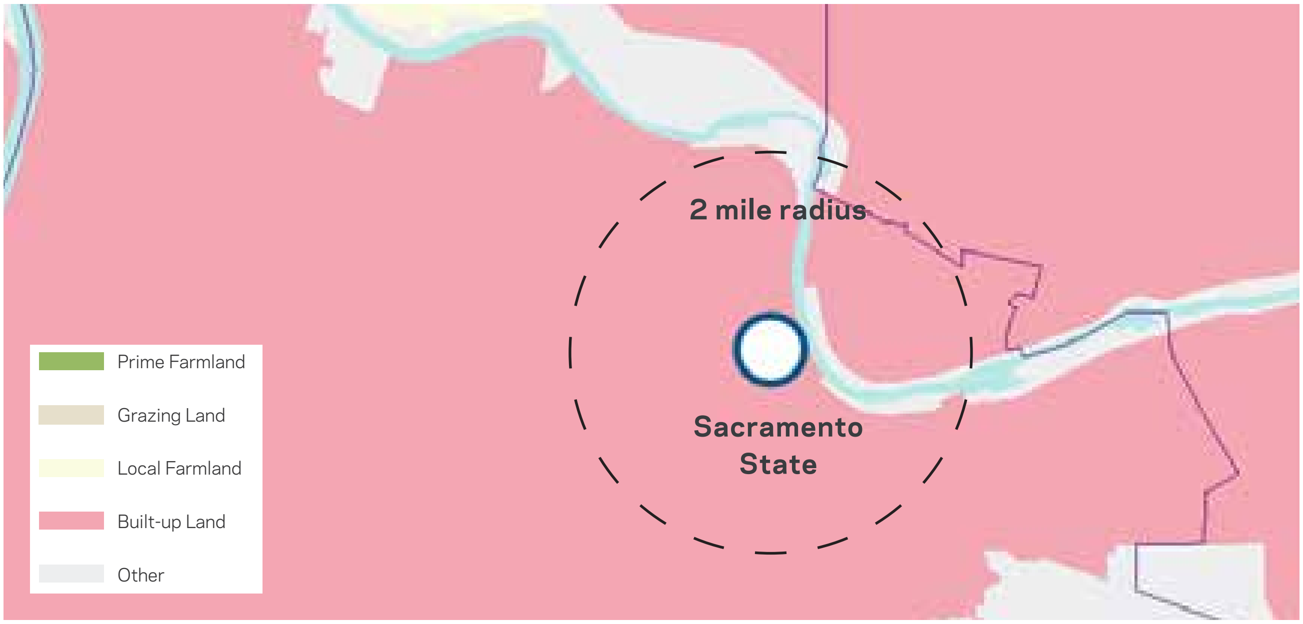
SIGNIFICANT CONDITIONS

Land Capacity: Large tree stands, arboretums, or orchards

Source: California State University, Sacramento, Campus Master Plan. (Revised July 2015)

Physical Resiliency: Local access to agriculture resources

Figure B4.11 Local Access to Agriculture Resources



Source: California Department of Conservation. (2020). California Important Farmland: Most Recent. https://maps.conservation.ca.gov/agriculture/DataViewer/index.html

NON-SIGNIFICANT CONDITIONS

Land capacity: Streams, topography, high-tension power lines, easements, agricultural research fields

Figure B4.12 Streams

Streams

Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

Figure B4.13 Topography (Steep Slopes Above 20%)

0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey. dds.cr.usgs.gov/srtm/

Figure B4.14 High-Tension Power Lines

High-tension power lines
Low- to medium-tension power lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

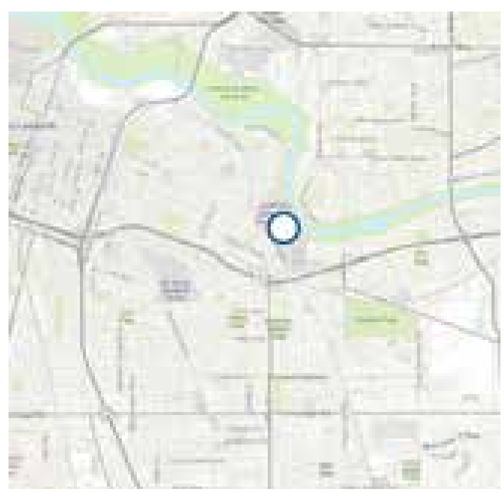
Physical Resiliency: Fault lines, earthquake, landslide, or liquefaction risk, fire risk zones, flood zones, designated agricultural land, probabilistic ground shaking

Figure B4.15 Fault Lines

Class B Fault
Historic <150 yrs
Holocene <11,000 yrs
Late Quaternary <130,000 yrs
Quaternary <1.6 Million yrs

Source: California Department of Conservation. (2020). Fault Activity Map of California. https://maps.conservation.ca.gov/geologichazards/DataViewer/index.html

Figure B4.16 Fire Risk - Low



Low
Elevated
Extreme

Source: California Public Utilities Commission. (2019). CPUC Fire-Threat Map. https://ia.cpuc.ca.gov/firemap/#

Figure B4.17 Flood Zones - Minimal (Levee-Protected)

- Minimal Flood Zone
- Special Flood Zone
- Regulatory Flood Zone
- 0.2-1% Chance Flood

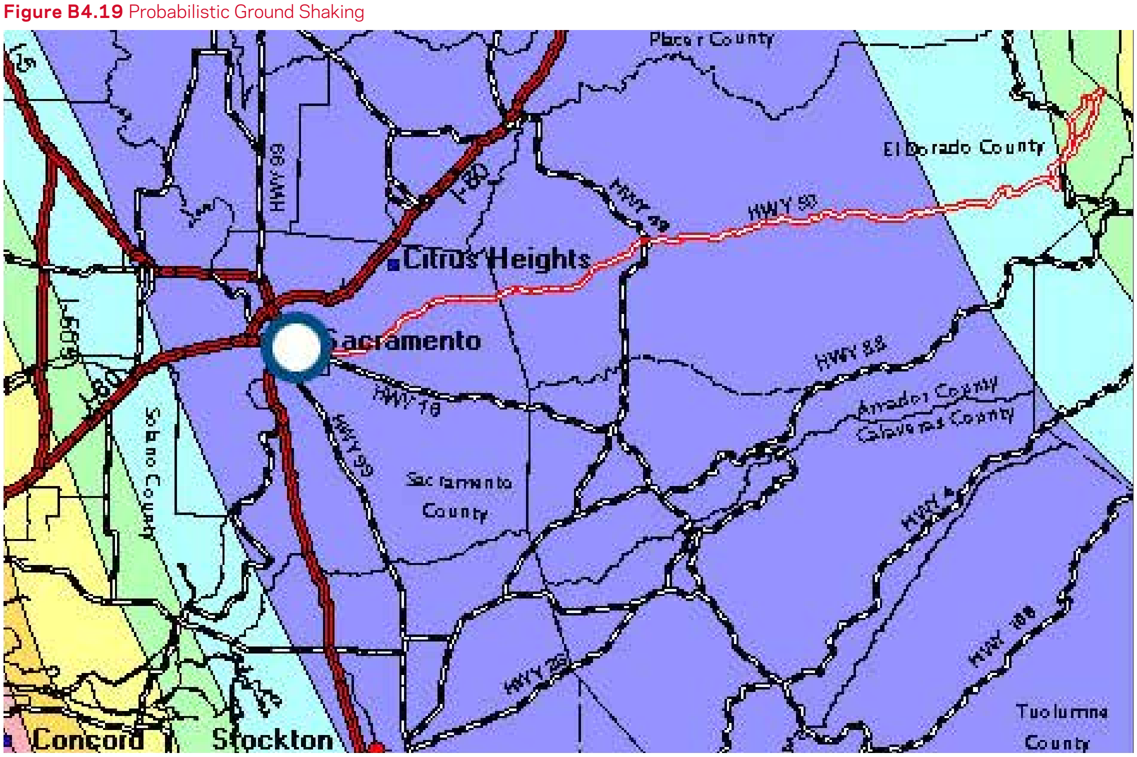
Source: Federal Emergency Management Agency. (2019). FEMA's National Flood Hazard Layer (NFHL). https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

Figure B4.18 Designated Agricultural Land

- Urban and built-up land

Source: California Department of Conservation. (2018). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.19 Probabilistic Ground Shaking



>70% | 60-70% | 50-60% | 40-50% | 30-40% | 20-30% | 10-20%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

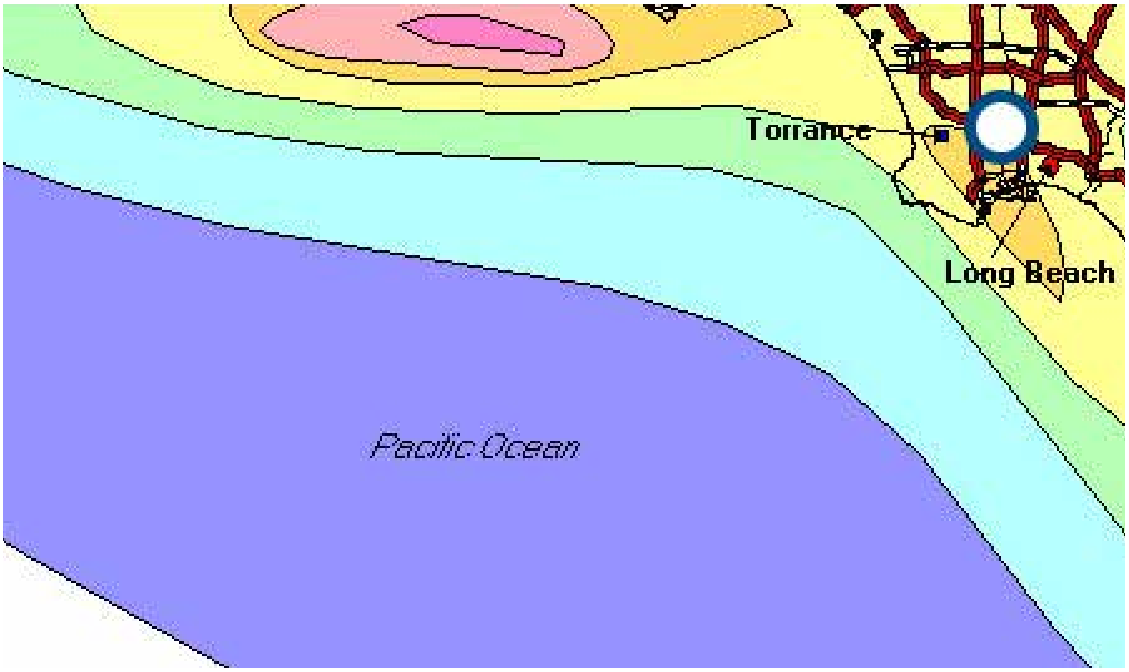
SIGNIFICANT CONDITIONS

Land Capacity: Large tree stands, arboretums, or orchards

Source: California State University, Dominguez Hills, Campus Master Plan. (Revised May 2010)

Physical Resiliency: Probabilistic ground shaking, fault lines, local access to agriculture resources

Figure B4.20 Probabilistic Ground Shaking



>70% | 60-70% | 50-60% | 40-50% | 30-40% | 20-30% | 10-20%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Figure B4.21 Fault Lines

Fault lines

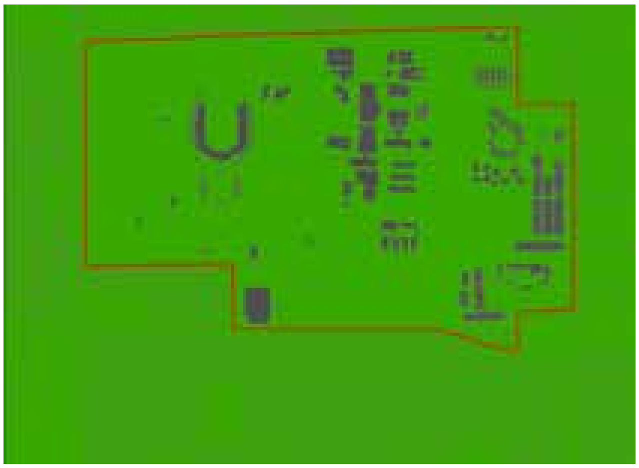
Source: U.S. Geological Survey. (2017). Quaternary Faults GIS files. https://www.usgs.gov/natural-hazards/earthquake-hazards/faults?qt-science_support_page_related_con=4#qt-science_support_page_related_con

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

NON-SIGNIFICANT CONDITIONS

Land Capacity: Steep slopes, streams, high-tension power lines, easements, large tree stands, arboretums or orchards, agricultural research fields

Figure B4.22 Topography (Steep Slopes Above 20%)



0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

Figure B4.23 Streams

Streams

Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

Figure B4.24 High-Tension Power Lines

High-tension power lines
Low- to medium-tension power lines

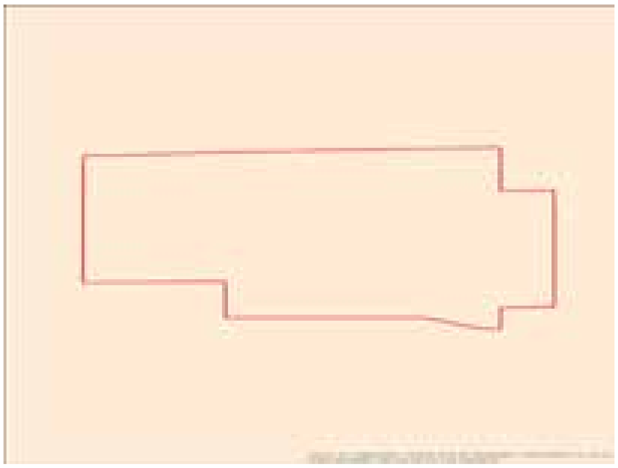
Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

NON-SIGNIFICANT CONDITIONS

Physical Resiliency: Designated agricultural land, flood zones, earthquake, landslide or liquefaction zone, designated agricultural land, fire risk zones

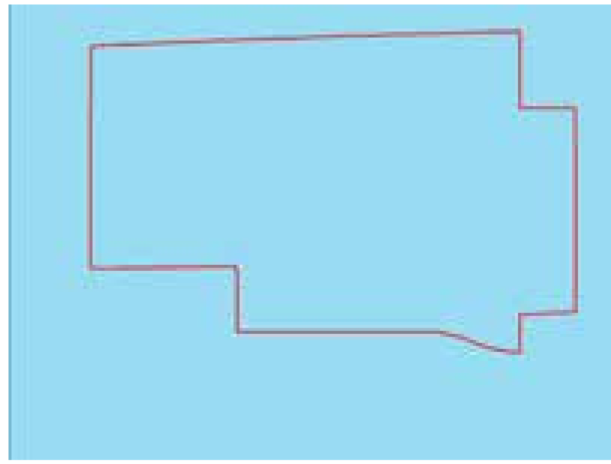
Figure B4.25 Designated Agricultural Land



Area Not Mapped

Source: California Department of Conservation. (2016). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.26 Flood Zones



Zone X

Source: Los Angeles County GIS Data Portal. (2015). 2015 FEMA Flood Data. https://egis3.lacounty.gov/dataportal/2015/01/08/flood-hazard-data-from-fema/

CALIFORNIA STATE UNIVERSITY, FULLERTON

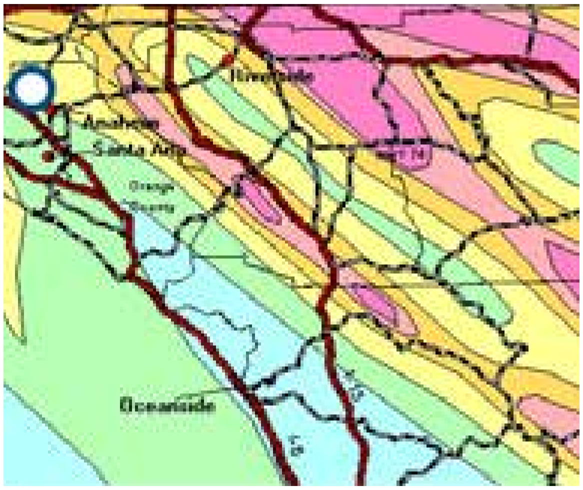
SIGNIFICANT CONDITIONS

Land Capacity: Large tree stands, arboretums, or orchards

Source: California State University, Fullerton, Campus Master Plan. (Revised November 2003)

Physical Resiliency: Probabilistic ground shaking, earthquake, landslide, or liquefaction risk, fire risk zones, local access to agriculture resources

Figure B4.27 Probabilistic Ground Shaking



>70% 40-50% 10-20%
60-70% 30-40%
50-60% 20-30%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Figure B4.28 Earthquake, Landslide, or Liquefaction Risk

Liquefaction zone

Source: California Department of Conservation (2016). Earthquake Zones of Required Investigation. https://maps.conservation.ca.gov/cgs/EQZApp/

CALIFORNIA STATE UNIVERSITY, FULLERTON

NON-SIGNIFICANT CONDITIONS

Land Capacity: Streams, high-tension power lines, topography, easements, agricultural research fields

Figure B4.29 Streams

Streams

Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

Figure B4.30 Power Lines

Low- to medium-Tension power lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

Figure B4.31 Topography (Steep Slopes Above 20%)

- 0% - 5%
- 5% - 10%
- 10% - 15%
- 15% - 20%
- Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

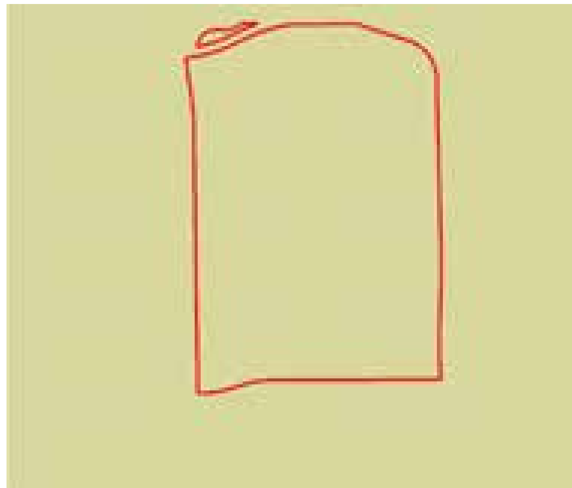
Physical Resliency: Flood zones, designated agricultural land, fault lines

Figure B4.32 Flood Zones

Minimal Flood Zone
Special Flood Zone
Regulatory Flood Zone
0.2-1% Chance Flood

Source: FEMA (2017). FEMA's National Flood Hazard Layer (NFHL) Viewer. https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

Figure B4.33 Designated Agricultural Land



Urban and built-up land

Source: California Department of Conservation (2016). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.34 Fault Lines

Fault lines

Source: U.S. Geological Survey. (2017). Quaternary Faults GIS files. https://www.usgs.gov/natural-hazards/earthquake-hazards/faults?qt-science_support_page_related_con=4#qt-science_support_page_related_con

CALIFORNIA STATE UNIVERSITY, LONG BEACH

SIGNIFICANT CONDITIONS

Land Capacity: Easements, streams, large tree stands, arboretums, or orchards

Source: California State University, Long Beach, Campus Master Plan. (Revised May 2008)

Figure B4.35 Easements

Easements

Source: California State University, Long Beach, Campus Master Plan, Revised May 2008.

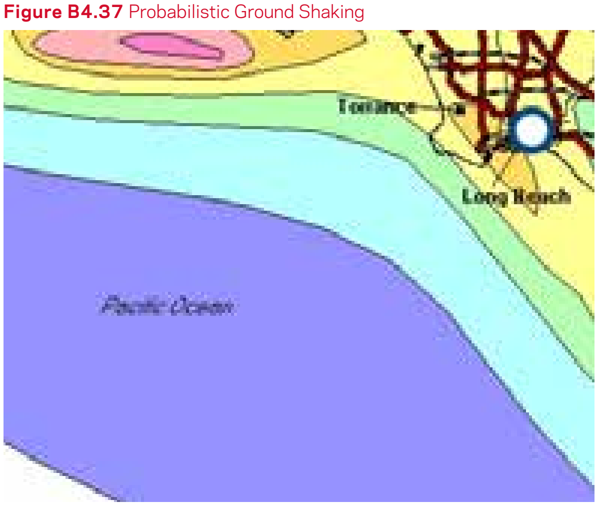
Figure B4.36 Streams

Streams

Source: California Department of Fish and Wildlife. (2018). CA_ Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

Physical Resliency: Probabilistic ground shaking, earthquake, landslide, or liquefaction risk, fault lines, local access to agriculture resources

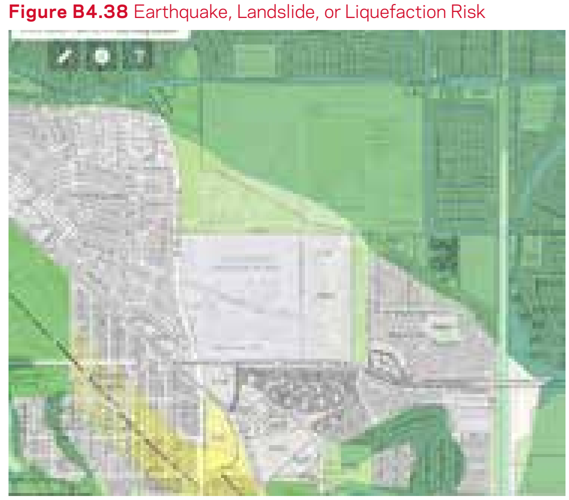
Figure B4.37 Probabilistic Ground Shaking



>70% | 40-50% | 10-20%
60-70% | 30-40%
50-60% | 20-30%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Figure B4.38 Earthquake, Landslide, or Liquefaction Risk



Liquefaction zone

Source: California Department of Conservation. (2016). Earthquake Zones of Required Investigation. https://maps.conservation.ca.gov/cgs/EQZApp/

CALIFORNIA STATE UNIVERSITY, LONG BEACH

NON-SIGNIFICANT CONDITIONS

Land Capacity: High-tension power lines, steep slopes, agricultural research fields

Figure B4.39 Power Lines

Low- to medium-tension power lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

Figure B4.40 Topography (Steep Slopes Above 20%)

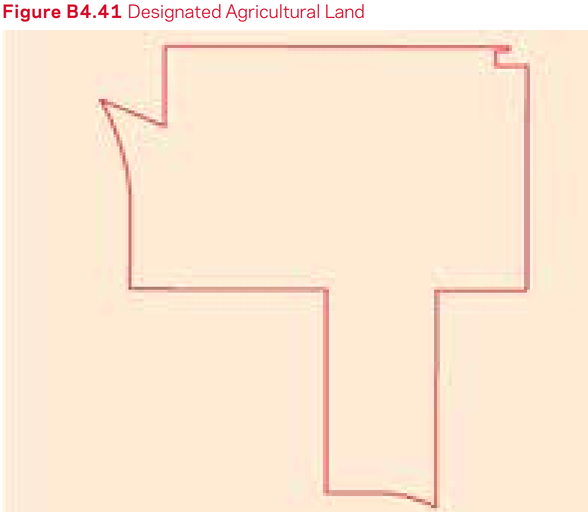
0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

Physical Resiliency: Designated agricultural land, flood zones, fire risk zones

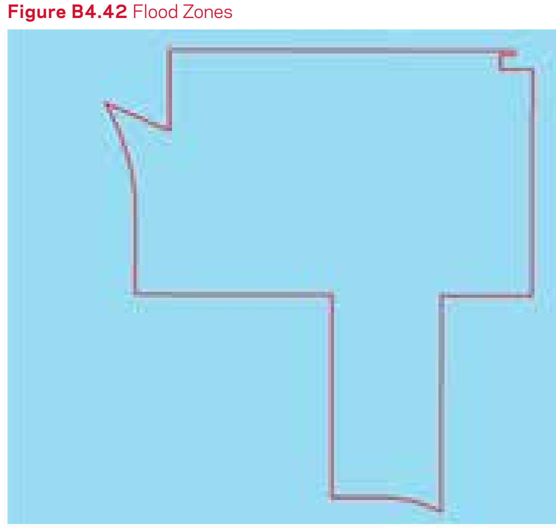
Figure B4.41 Designated Agricultural Land



Area Not Mapped

Source: California Department of Conservation. (2016). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.42 Flood Zones



Zone X

Source: Los Angeles County GIS Data Portal. (2015). 2015 FEMA Flood Data. https://egis3.lacounty.gov/dataportal/2015/01/08/flood-hazard-data-from-fema/

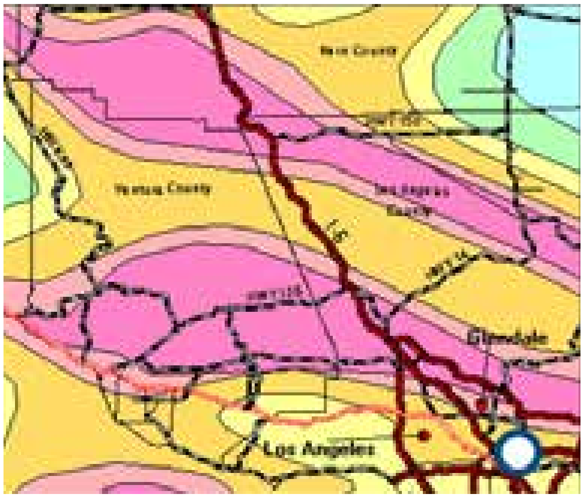
CALIFORNIA STATE UNIVERSITY, LOS ANGELES

SIGNIFICANT CONDITIONS

Land Capacity: None

Physical Resiliency: Probabilistic ground shaking, earthquake, landslide, or liquefaction risk, fire risk zones, local access to agriculture resources

Figure B4.43 Probabilistic Ground Shaking



>70% | 40-50% | 10-20%
60-70% | 30-40%
50-60% | 20-30%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Figure B4.44 Earthquake and Landslide Risk

Landslide zone

Source: California Department of Conservation. (2016). Earthquake Zones of Required Investigation. https://maps.conservation.ca.gov/cgs/EQZApp/.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

NON-SIGNIFICANT CONDITIONS

Land Capacity: Streams, high-tension power lines, topography, easements, large tree stands, arboretums or orchards, agricultural research fields

Figure B4.45 Streams

Streams

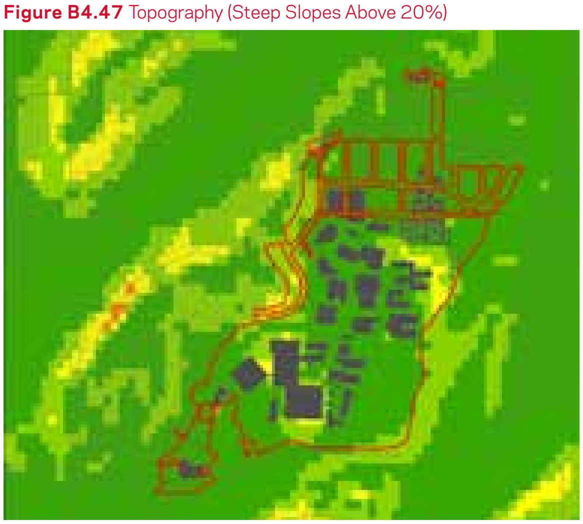
Source: California Department of Fish and Wildlife. (2018). CA_ Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

Figure B4.46 Power Lines

Low- to medium-tension power lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

Figure B4.47 Topography (Steep Slopes Above 20%)



0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

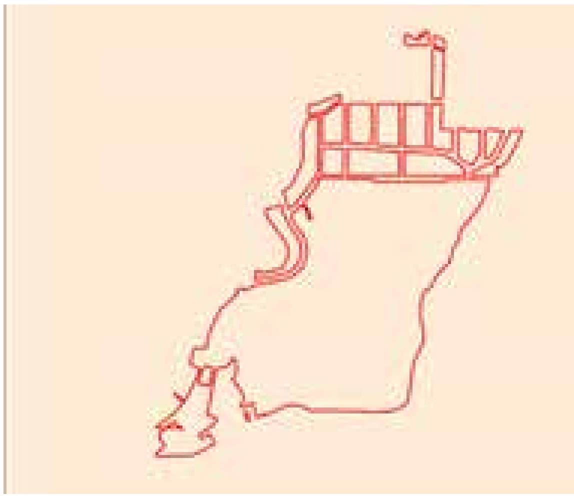
Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

NON-SIGNIFICANT CONDITIONS

Physical Resiliency: Designated agricultural land, flood zones, fault lines

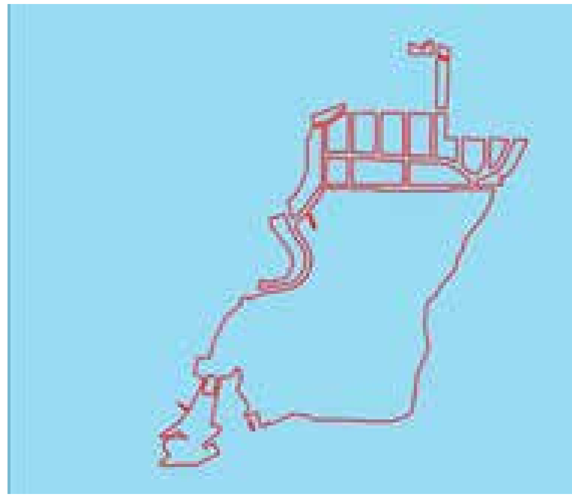
Figure B4.48 Designated Agricultural Land



Area not mapped

Source: California Department of Conservation. (2016). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.49 Flood Zones



Zone X

Source: Los Angeles County GIS Data Portal. (2015). 2015 FEMA Flood Data. https://egis3.lacounty.gov/dataportal/2015/01/08/flood-hazard-data-from-fema/

Figure B4.50 Fault Lines

Fault lines

Source: U.S. Geological Survey. (2017). Quaternary Faults GIS files. https://www.usgs.gov/natural-hazards/earthquake-hazards/faults?qt-science_support_page_related_con=4#qt-science_support_page_related_con

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

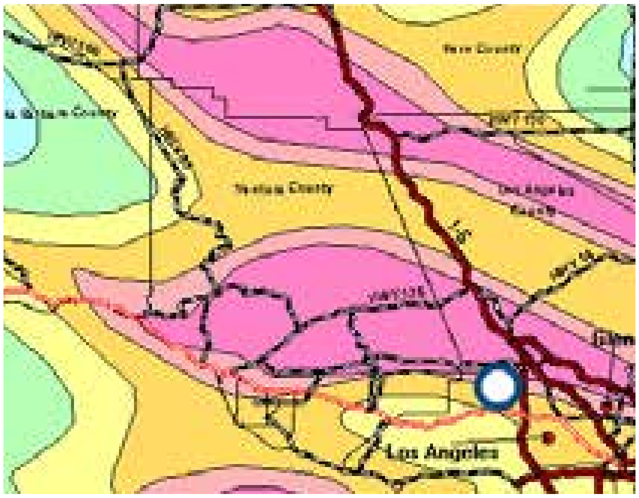
SIGNIFICANT CONDITIONS

Land Capacity: Large tree stands, arboretums, or orchards

Source: California State University, Northridge, Campus Master Plan. (Revised July 2018)

Physical Resiliency: Probabilistic ground shaking, fault lines, fire risk zones, local access to agriculture resources

Figure B4.51 Probabilistic Ground Shaking



>70% | 40-50% | 10-20%
60-70% | 30-40%
50-60% | 20-30%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Figure B4.52 Fault Lines

Fault lines

Source: U.S. Geological Survey. (2017). Quaternary Faults GIS files. https://www.usgs.gov/natural-hazards/earthquake-hazards/faults?qt-science_support_page_related_con=4#qt-science_support_page_related_con

NON-SIGNIFICANT CONDITIONS

Land Capacity: High-tension power lines, streams, topography, easements, agricultural research fields

Figure B4.53 High-Tension Power Lines

High-tension power lines

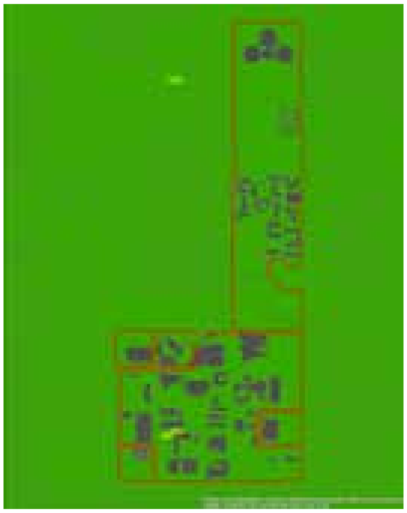
Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

Figure B4.54 Streams

Streams

Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

Figure B4.55 Topography (Steep Slopes Above 20%)



- 0% - 5%
- 5% - 10%
- 10% - 15%
- 15% - 20%
- Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

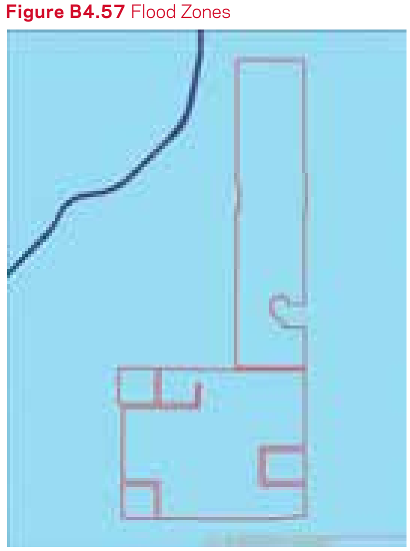
Physical Resiliency: Designated agricultural land, flood zones

Figure B4.56 Designated Agricultural Land

Urban and Built Up Land

Source: California Department of Conservation (2016). Farmland Mapping & Monitoring Program. CA Department of Conservation, www.conservation.ca.gov/dlrp/fmmp/

Figure B4.57 Flood Zones



Zone X   Zone AE

Source: Los Angeles County GIS Data Portal (2015). 2015 FEMA Flood Data. https://egis3.lacounty.gov/dataportal/2015/01/08/flood-hazard-data-from-fema/

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

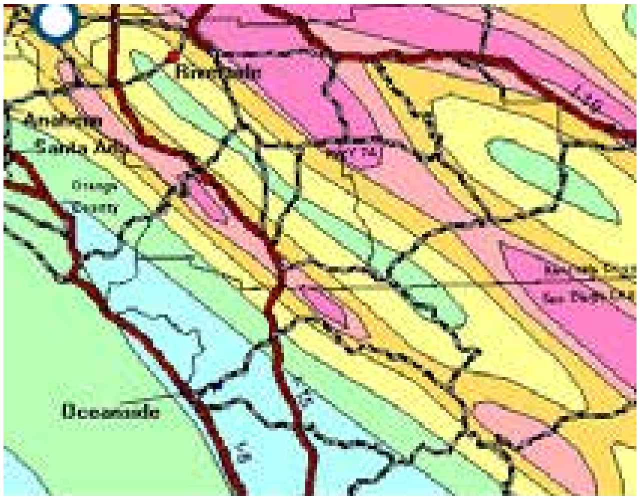
SIGNIFICANT CONDITIONS

Land Capacity: Agricultural research fields, large tree stands, arboretums, or orchards

Source: California State Polytechnic University, Pomona, Campus Master Plan. (Revised November 2016)

Physical Resiliency: Probabilistic ground shaking, earthquake, landslide, or liquefaction risk, fault lines, fire risk zones, local access to agriculture resources

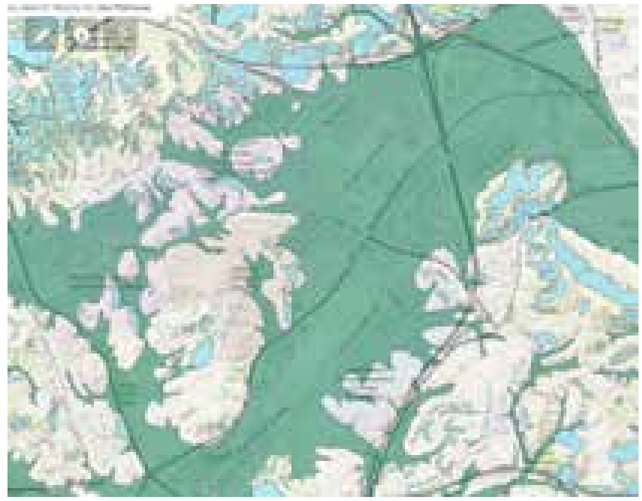
Figure B4.58 Probabilistic Ground Shaking



>70%
60-70%
50-60%
40-50%
30-40%
20-30%
10-20%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Figure B4.59 Earthquake and Landslide Risk



Liquefaction zone
Landslide zone

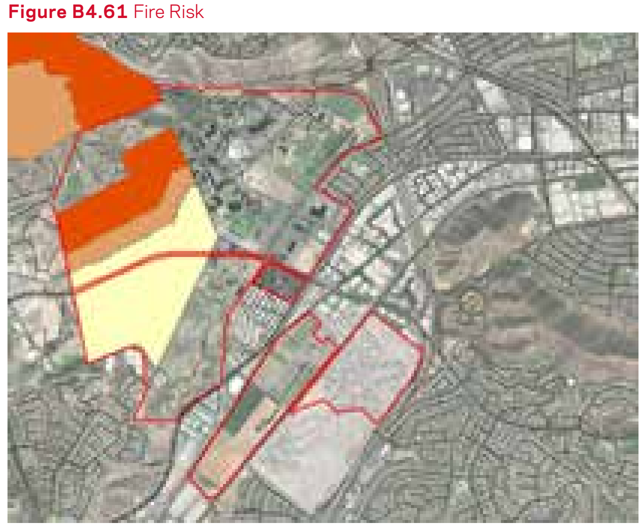
Source: California Department of Conservation (2016). Earthquake Zones of Required Investigation. https://maps.conservation.ca.gov/cgs/EQZApp/

Figure B4.60 Fault Lines

Fault lines

Source: U.S. Geological Survey. (2017). Quaternary Faults GIS files. https://www.usgs.gov/natural-hazards/earthquake-hazards/faults?qt-science_support_page_related_con=4#qt-science_support_page_related_con

Figure B4.61 Fire Risk



Moderate
High
Very high

Source: Los Angeles County Open Data. (2017). Fire Hazard Severity Zones. https://hub.arcgis.com/datasets/lahub::fire-hazard-severity-zones.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

NON-SIGNIFICANT CONDITIONS

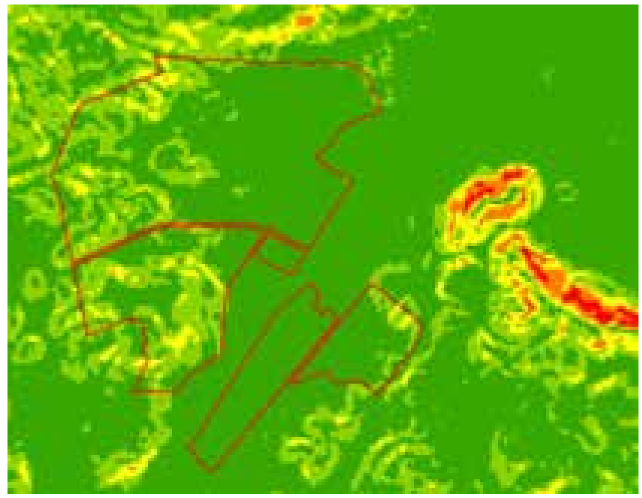
Land Capacity: High-tension power lines, topography, streams, easements

Figure B4.62 Power Lines

Low- to medium-tension power lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

Figure B4.63 Topography (Steep Slopes Above 20%)



0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

Figure B4.64 Streams

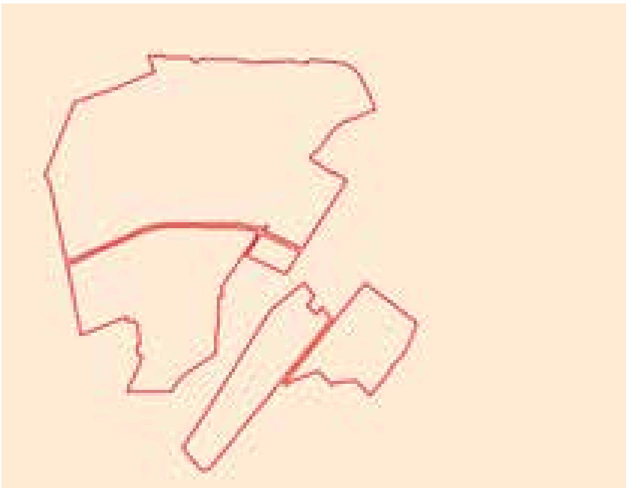
Streams

Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
NON-SIGNIFICANT CONDITIONS

Physical Resiliency: Designated agricultural land, flood zones

Figure B4.65 Designated Agricultural Land



Area Not Mapped

Source: California Department of Conservation (2016). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.66 Flood Zones

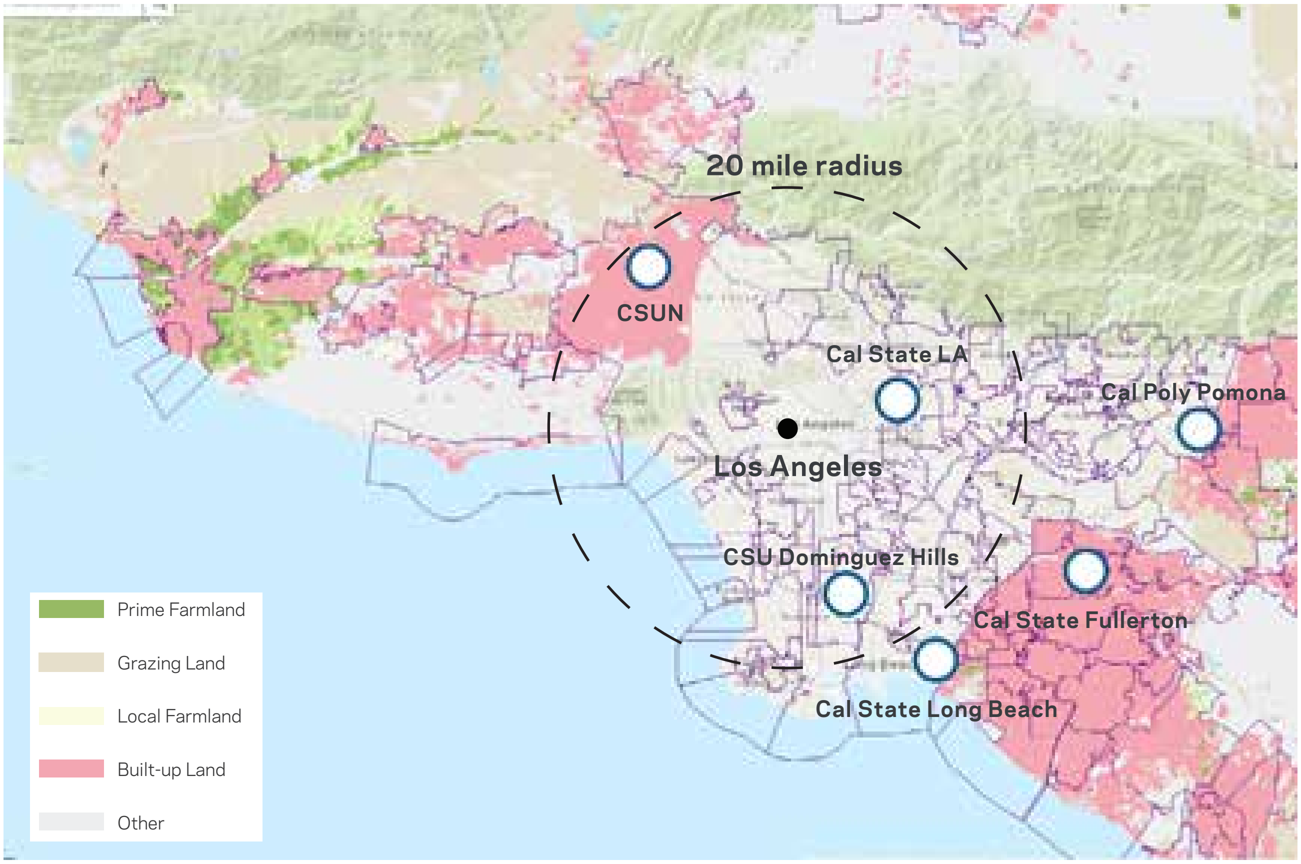
Zone X
Zone D

Source: Los Angeles County GIS Data Portal (2015). 2015 FEMA Flood Data. https://egis3.lacounty.gov/dataportal/2015/01/08/flood-hazard-data-from-fema/.

SIGNIFICANT CONDITIONS

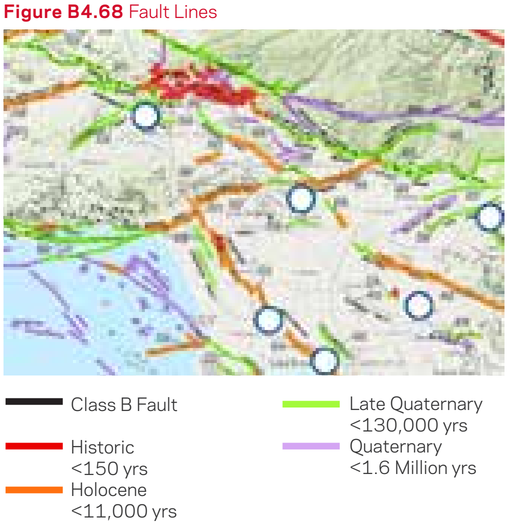
Physical Resiliency: Local access to agriculture resources, fault lines, fire risk zones

Figure B4.67 Local Access to Agriculture Resources



Source: California Department of Conservation (2020). California Important Farmland: Most Recent. https://maps.conservation.ca.gov/agriculture/DataViewer/index.html

Figure B4.68 Fault Lines



Source: California Department of Conservation (2020). Fault Activity Map of California. https://maps.conservation.ca.gov/geologichazards/DataViewer/index.html

Figure B4.69 Fire Risk

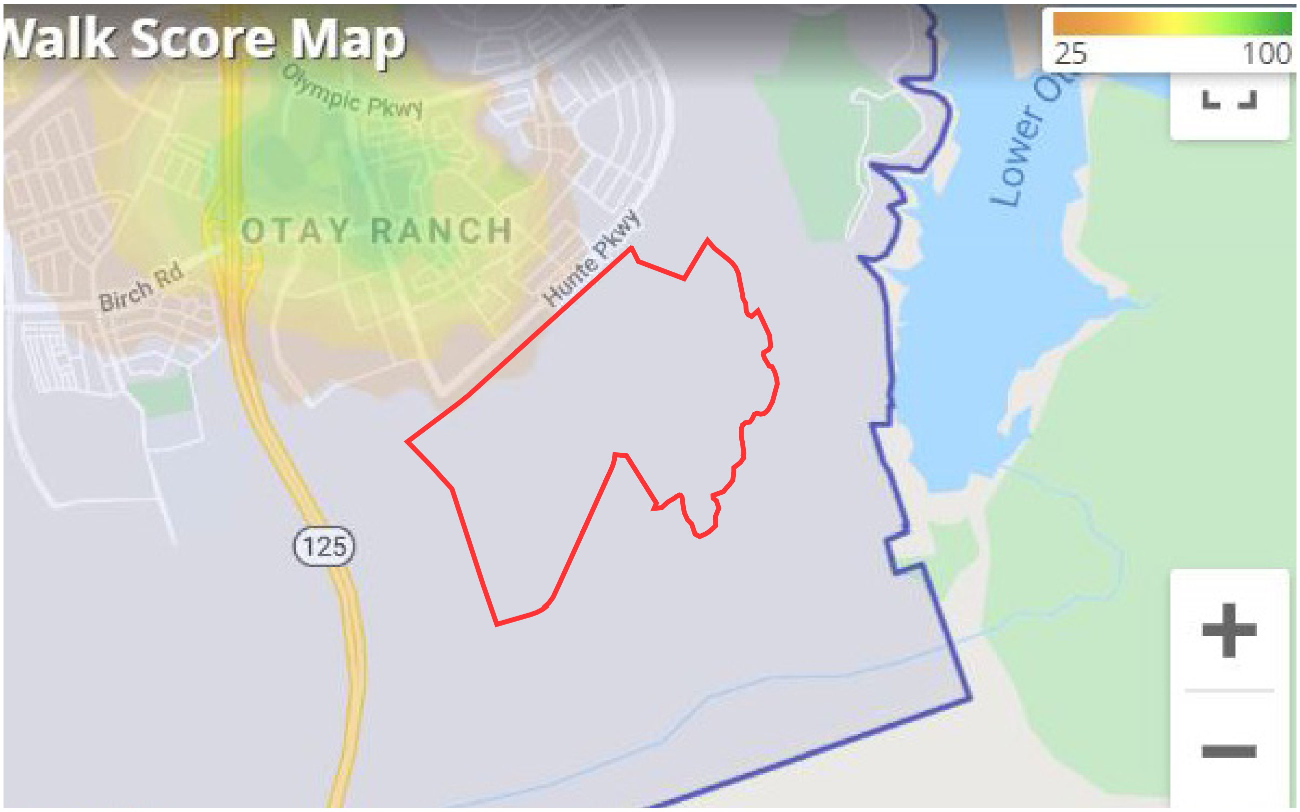
Source: California Public Utilities Commission. (2019). CPUC Fire-Threat Map. https://ia.cpuc.ca.gov/firemap/#

Five Evaluated Locations

CHULA VISTA UNIVERSITY AND INNOVATION DISTRICT

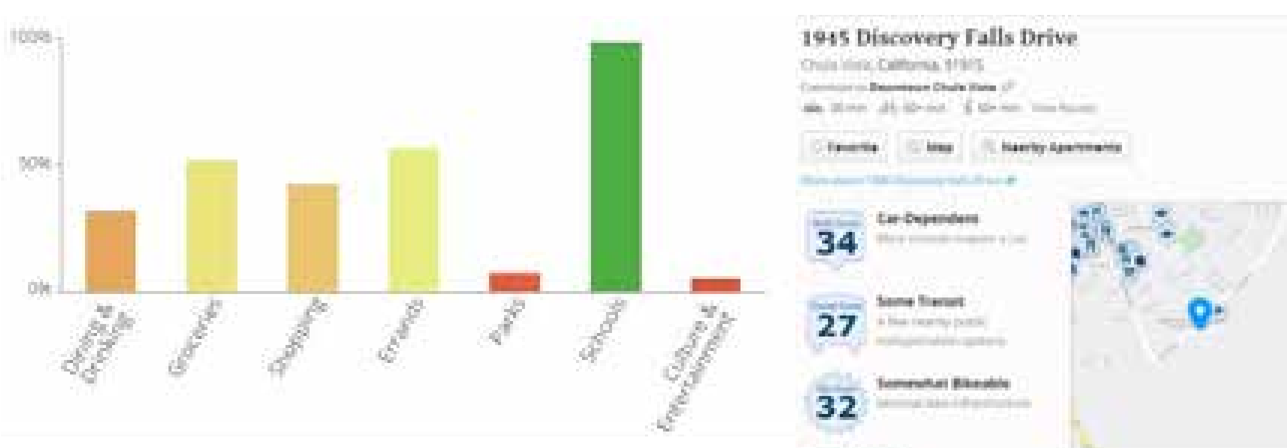
WALK SCORE

Figure B4.70 Walk Score Map



Source: Walk Score. (2020). Walk Score Map. https://www.walkscore.com/CA/Chula_Vista/91911

Figure B4.71 Walk Score Detail



Source: Walk Score. (2020). Walk Score Details. https://www.walkscore.com/score/1945-discovery-falls-dr-chula-vista-ca-91915

CHULA VISTA UNIVERSITY AND INNOVATION DISTRICT

SIGNIFICANT CONDITIONS

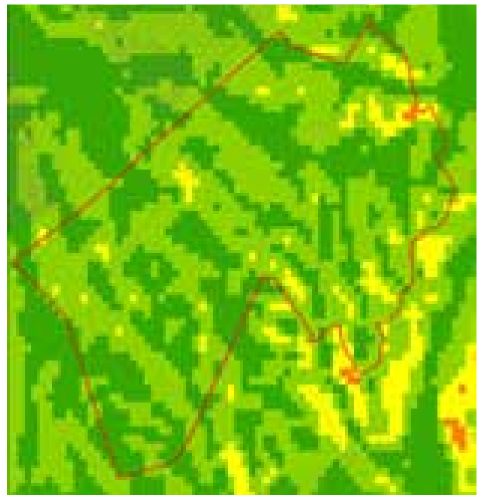
Land Capacity: Topography

Figure B4.72 Topography (Steep Slopes Above 20%)

Project boundary
Grading footprint
Less than 25%
Greater than 25%

Source: City of Chula Vista. University Innovation District Section Planning Area Plan, November 2018.

Figure B4.73 Topography (Steep Slopes Above 20%) – USGS



0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

Physical Resiliency: Fire risk zones, local access to agriculture resources

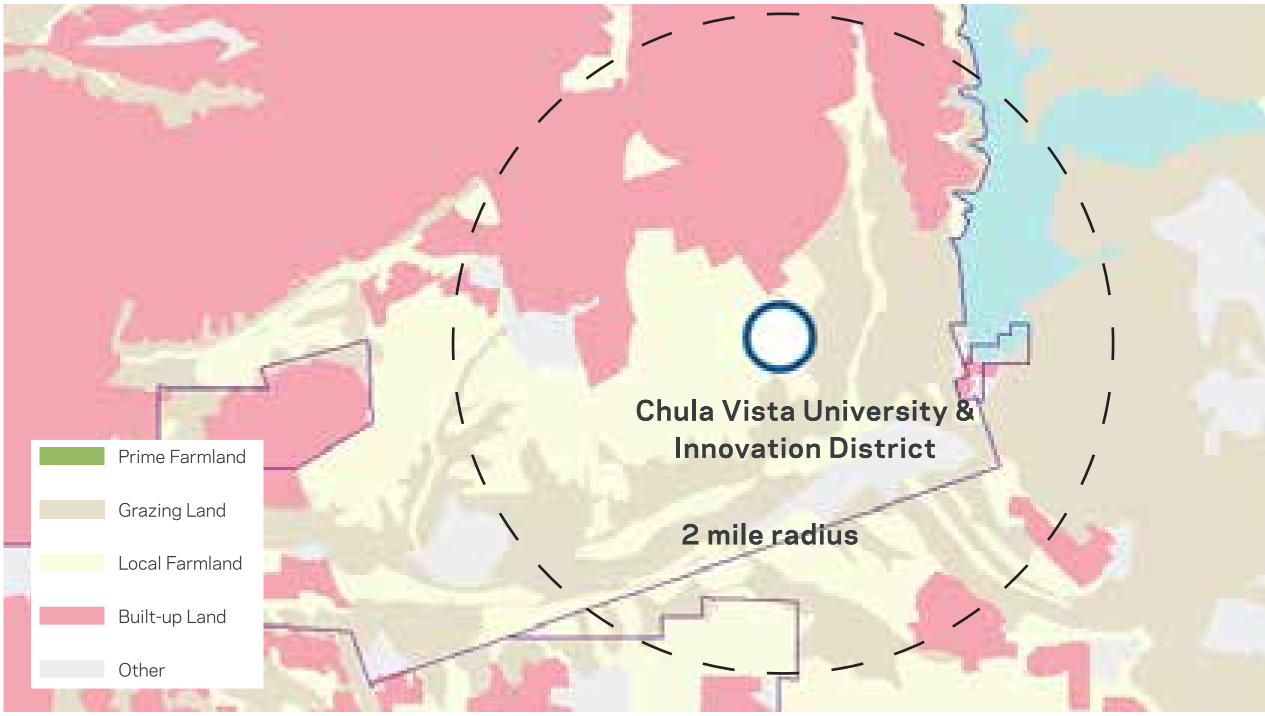
Figure B4.74 Fire Risk Zones - Elevated

Low
Elevated
Extreme

Source: California Public Utilities Commission. (2019). CPUC Fire-Threat Map." https://ia.cpuc.ca.gov/firemap/#

CHULA VISTA UNIVERSITY AND INNOVATION DISTRICT
SIGNIFICANT CONDITIONS

Figure B4.75 Local Access to Agriculture Resources



Source: California Department of Conservation (2020). California Important Farmland: Most Recent. https://maps.conservation.ca.gov/agriculture/DataViewer/index.html

NON-SIGNIFICANT CONDITIONS

Land Capacity: High-tension power lines, streams, easements, large tree stands, arboretums or orchards, agricultural research fields

Figure B4.76 High-Tension Power Lines

High-tension Power Lines

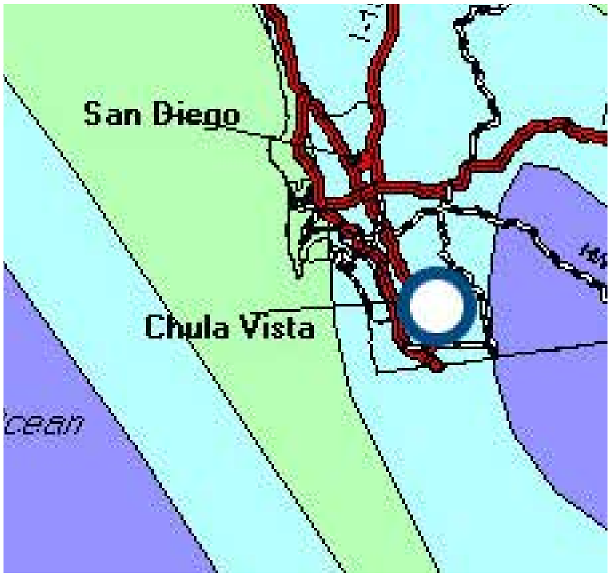
Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

CHULA VISTA UNIVERSITY AND INNOVATION DISTRICT

NON-SIGNIFICANT CONDITIONS

Physical Resiliency: Probabilistic ground shaking, designated agricultural land, earthquake, landslide or liquefaction risk, fault lines, flood zones

Figure B4.77 Probabilistic Ground Shaking



>70%	40-50%	10-20%
60-70%	30-40%	
50-60%	20-30%	

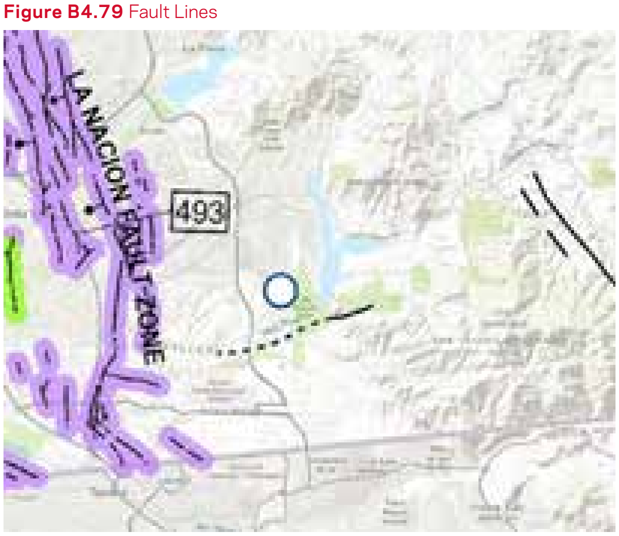
Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Figure B4.78 Designated Agricultural Land

- Grazing land
- Urban and built-up land
- Local importance

Source: California Department of Conservation (2016). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.79 Fault Lines



- Class B Fault
- Historic <150 yrs
- Holocene <11,000 yrs
- Late Quaternary <130,000 yrs
- Quaternary <1.6 Million yrs

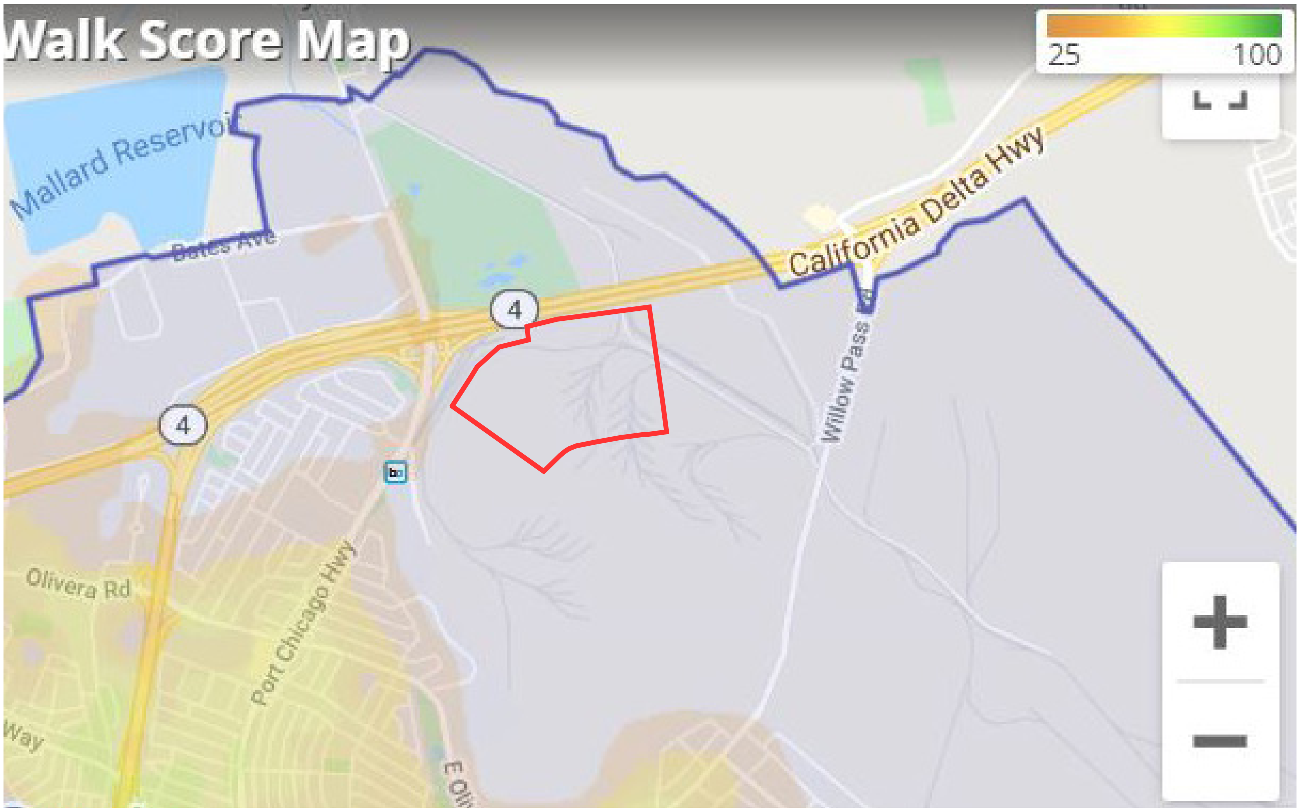
Source: California Department of Conservation (2020). Fault Activity Map of California. https://maps.conservation.ca.gov/geologichazards/DataViewer/index.html

Figure B4.80 Flood Zones

- Minimal Flood Zone
- Special Flood Zone
- Regulatory Flood Zone
- 0.2-1% Chance Flood

Source: Federal Emergency Management Agency. (2019). FEMA's National Flood Hazard Layer (NFHL). https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

Figure B4.81 Walk Score Map



Source: Walk Score. (2020). Walk Score Map. https://www.walkscore.com/CA/Concord

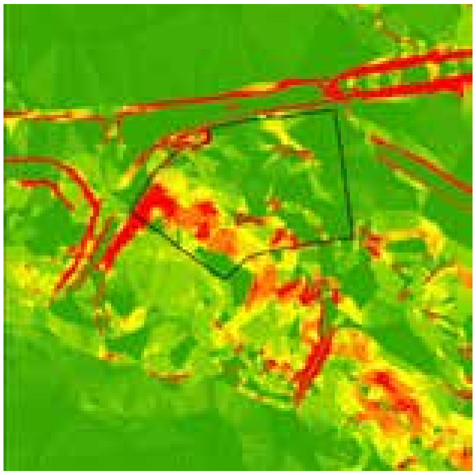
Figure B4.82 Walk Score Detail

Source: Walk Score. (2020). Walk Score Details. https://www.walkscore.com/score/3700-port-chicago-hwy-concord-ca-94520

SIGNIFICANT CONDITIONS

Land Capacity: Topography

Figure B4.83 Topography (Steep Slopes Above 20%)



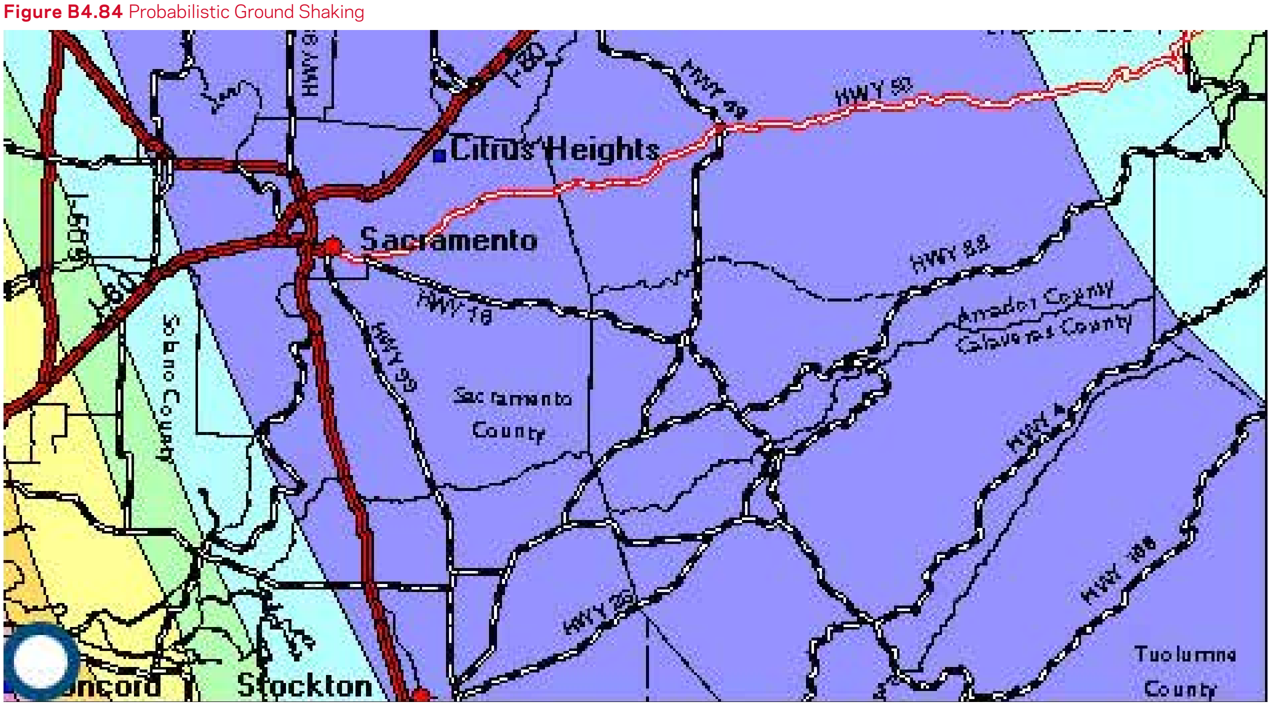
0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

Physical Resiliency: Probabilistic ground shaking, local access to agriculture resources, fire risk zones, fault lines, earthquake, landslide, or liquefaction risk

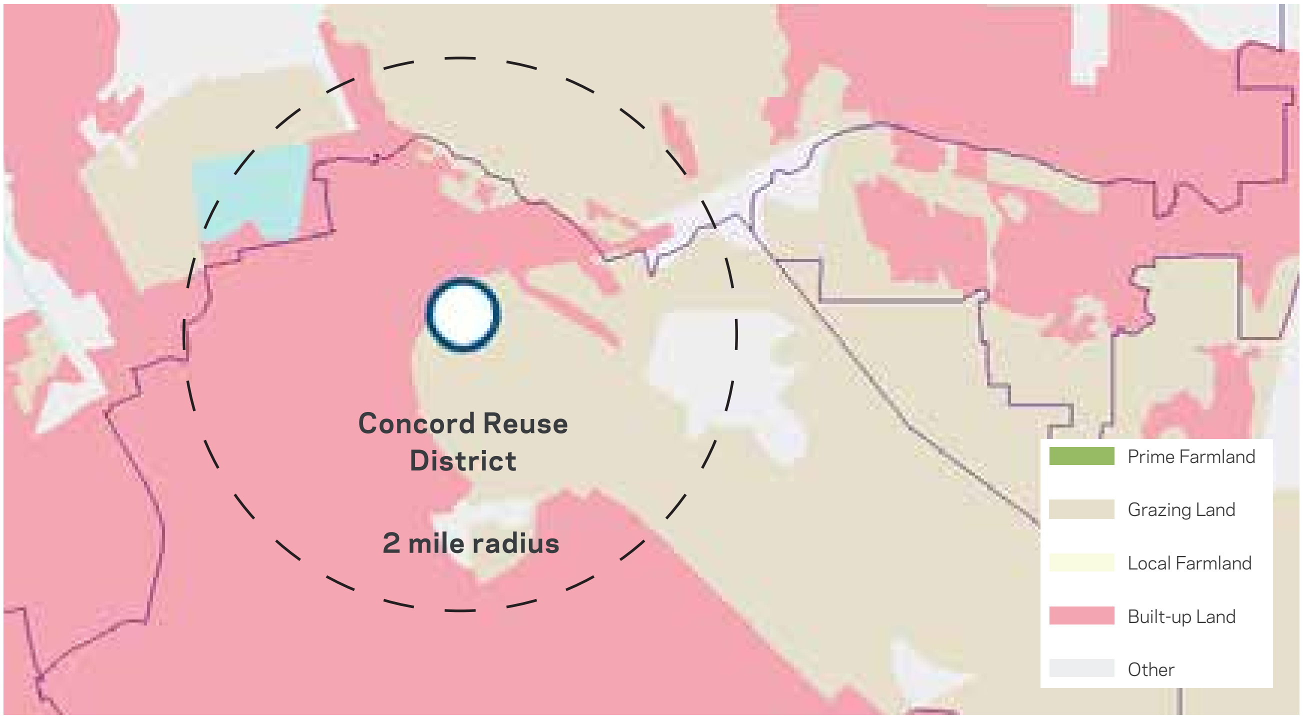
Figure B4.84 Probabilistic Ground Shaking



>70% 60-70% 50-60% 40-50% 30-40% 20-30% 10-20%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Figure B4.85 Local Access to Agriculture Resources



Source: California Department of Conservation (2020). California Important Farmland: Most Recent. https://maps.conservation.ca.gov/agriculture/DataViewer/index.html

Figure B4.86 Fire Risk Zones - Elevated

Low
Elevated
Extreme

Source: California Public Utilities Commission. (2019). CPUC Fire-Threat Map. https://ia.cpuc.ca.gov/firemap/#

Figure B4.87 Fault Lines

Class B Fault
Historic <150 yrs
Holocene <11,000 yrs
Late Quaternary <130,000 yrs
Quaternary <1.6 Million yrs

Source: California Department of Conservation (2020). Fault Activity Map of California. https://maps.conservation.ca.gov/geologichazards/DataViewer/index.html

Figure B4.88 Earthquake, Landslide, or Liquefaction Risk

Landslide + Fault Zone
Landslide

Source: California Geological Survey. (2019). Earthquake Zones of Required Investigation. https://maps.conservation.ca.gov/cgs/EQZApp/App/

CONCORD REUSE PROJECT CAMPUS DISTRICT

NON-SIGNIFICANT CONDITIONS

Land Capacity: Streams, hazardous materials, high-tension power lines, easements, large tree stands, arboretums or orchards, agricultural research fields

Figure B4.89 Streams

Streams

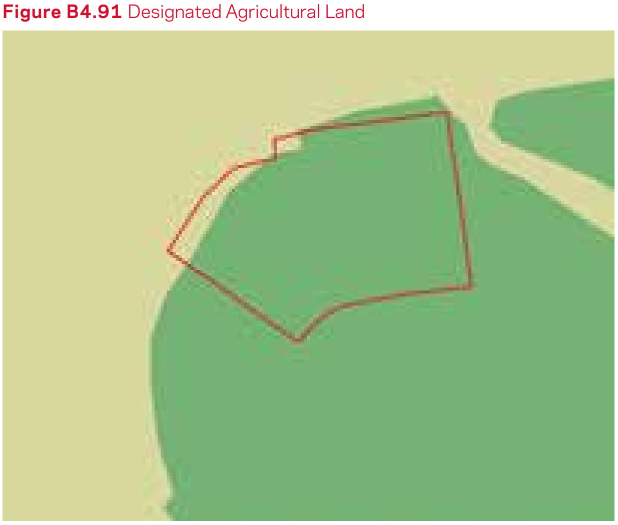
Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

Figure B4.90 Hazardous Materials

Source: Draft EIR - Concord 2030 Urban Area General Plan (2006). http://www.ci.concord.ca.us/DocumentCenter/View/1036/Draft-EIR_-Part-2-PDF

Physical Resiliency: Designated agricultural land, flood zones

Figure B4.91 Designated Agricultural Land



Grazing land

Urban and built-up land

Source: California Department of Conservation (2016). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.92 Flood Zones

Minimal Flood Zone

Special Flood Zone

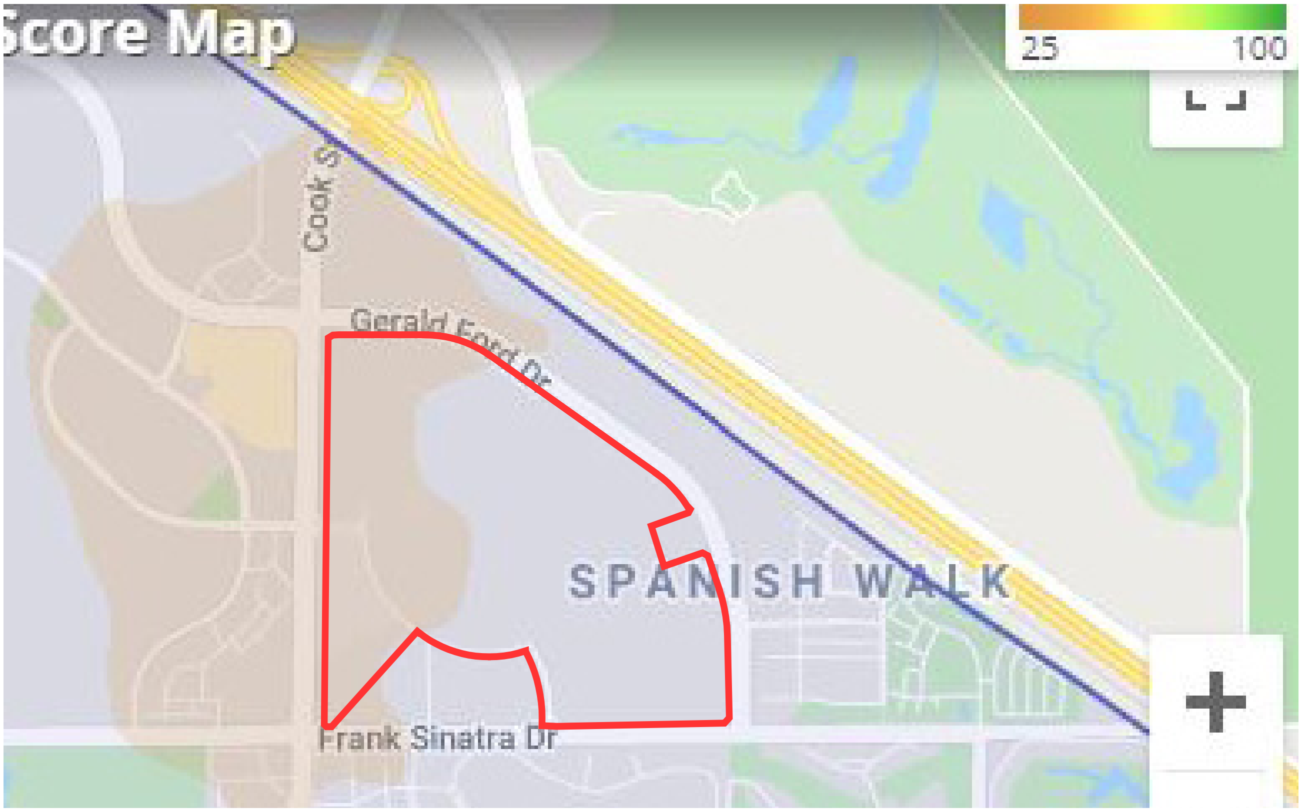
Regulatory Flood Zone

0.2-1% Chance Flood

Source: FEMA (2017). FEMA's National Flood Hazard Layer (NFHL) Viewer. https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

CSUSB PALM DESERT CAMPUS
WALK SCORE

Figure B4.93 Walk Score Map



Source: Walk Score. (2020). Walk Score Map. https://www.walkscore.com/CA/Palm_Desert.

Figure B4.94 Walk Score Detail

Source: Walk Score. (2020). Walk Score Details. https://www.walkscore.com/score/37500-cook-st-palm-desert-ca-92211.

CSUSB PALM DESERT CAMPUS

SIGNIFICANT CONDITIONS

Land Capacity: None

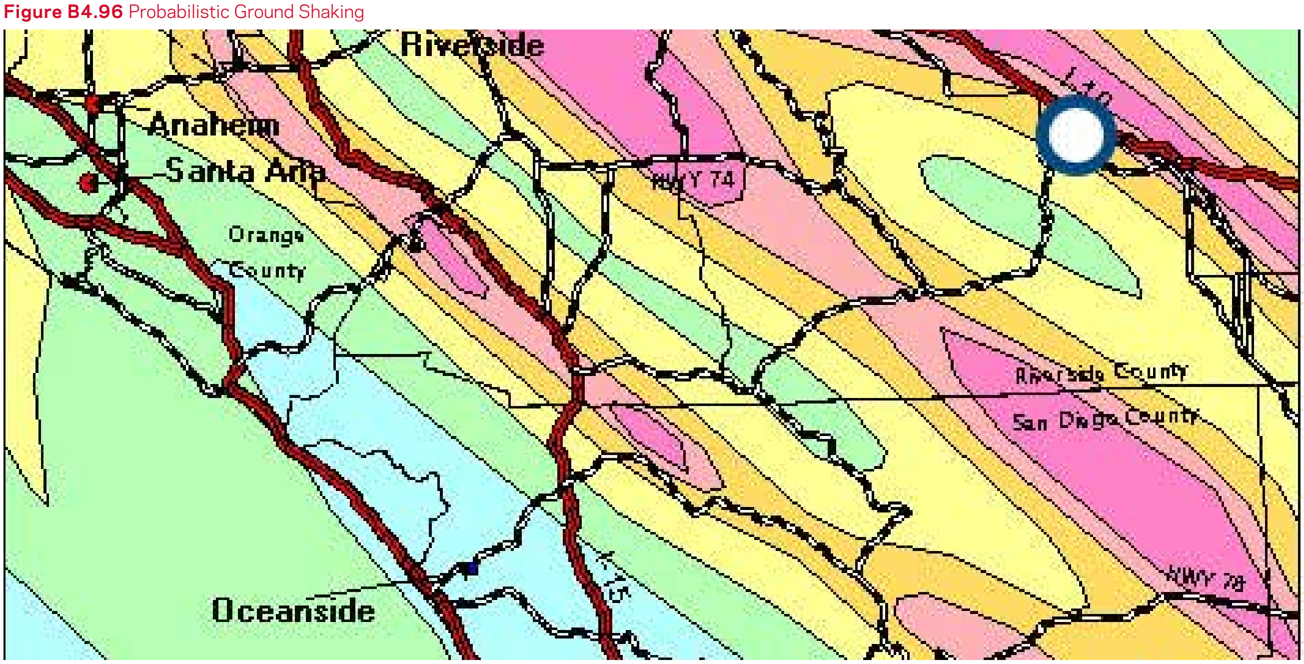
Physical Resiliency: Earthquake, landslide, or liquefaction risk, probabilistic ground shaking, local access to agriculture resources

Figure B4.95 Liquefaction Risk

Moderate liquefaction risk

Source: Riverside County Mapping Portal. (2019). Liquefaction. County of Riverside GIS Open Data. https://gisopendata-countyofriverside.opendata.arcgis.com/datasets/liquefaction

Figure B4.96 Probabilistic Ground Shaking



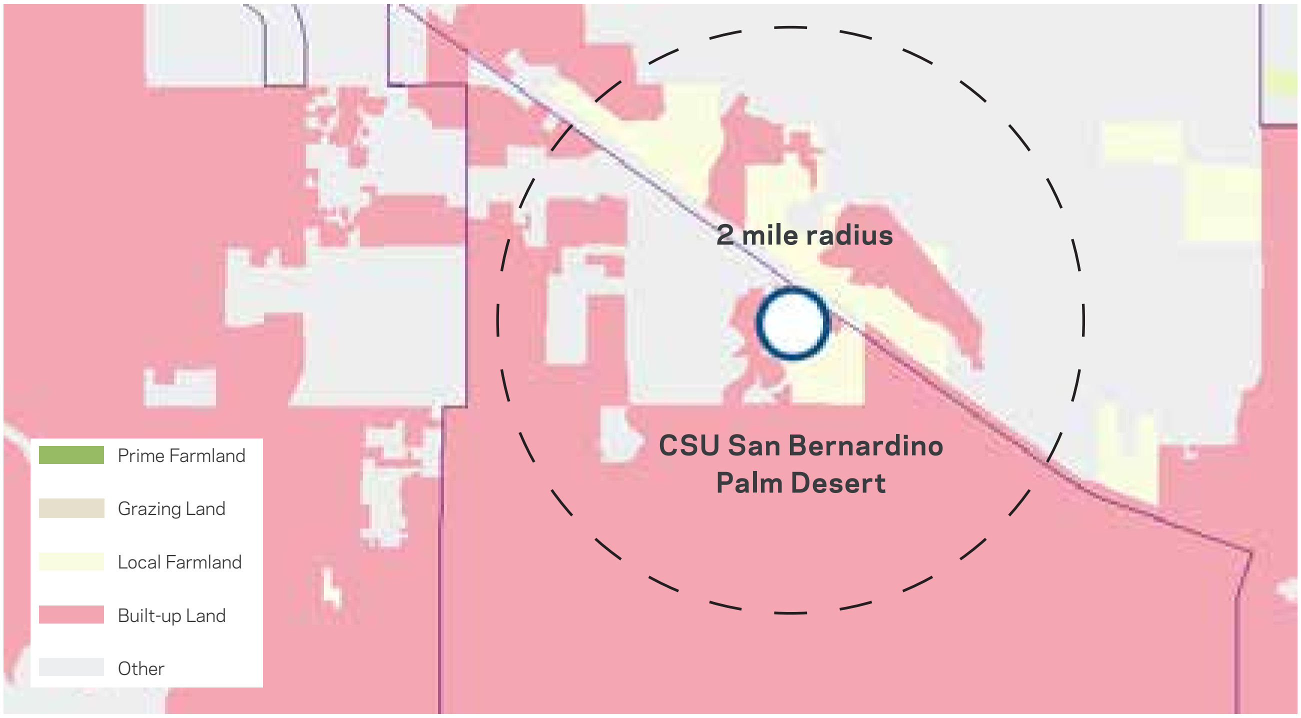
>70% | 60-70% | 50-60% | 40-50% | 30-40% | 20-30% | 10-20%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

CSUSB PALM DESERT CAMPUS

SIGNIFICANT CONDITIONS

Figure B4.97 Local Access to Agriculture Resources



Source: California Department of Conservation (2020). California Important Farmland: Most Recent. https://maps.conservation.ca.gov/agriculture/DataViewer/index.html

NON-SIGNIFICANT CONDITIONS

Land Capacity: Topography, streams, high-tension power lines, easements, large tree stands, arboretums or orchards, agricultural research fields

Figure B4.98 Topography (Steep Slopes Above 20%)

- 0% - 5%
- 5% - 10%
- 10% - 15%
- 15% - 20%
- Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

Figure B4.99 High-Tension Power Lines

High-tension Power Lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

CSUSB PALM DESERT CAMPUS

NON-SIGNIFICANT CONDITIONS

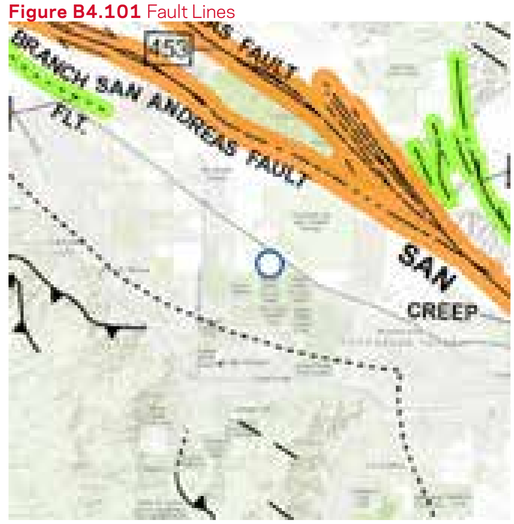
Physical Resiliency: Designated agricultural land, fault lines, flood zones, fire risk zones

Figure B4.100 Designated Agricultural Land

- Local importance
- Urban and built-up land

Source: California Department of Conservation. (2018). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.101 Fault Lines



- Class B Fault
- Historic <150 yrs
- Holocene <11,000 yrs
- Late Quaternary <130,000 yrs
- Quaternary <1.6 Million yrs

Source: California Department of Conservation (2020). Fault Activity Map of California. https://maps.conservation.ca.gov/geologichazards/DataViewer/index.html

Figure B4.102 Flood Zones

- Minimal Flood Zone
- Special Flood Zone
- Regulatory Flood Zone
- 0.2-1% Chance Flood

Source:Federal Emergency Management Agency. (2019). FEMA's National Flood Hazard Layer (NFHL). https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

Figure B4.103 Fire Risk Zones

- Low
- Elevated
- Extreme

Source: California Public Utilities Commission. (2019). CPUC Fire-Threat Map. https://ia.cpuc.ca.gov/firemap/#

STOCKTON

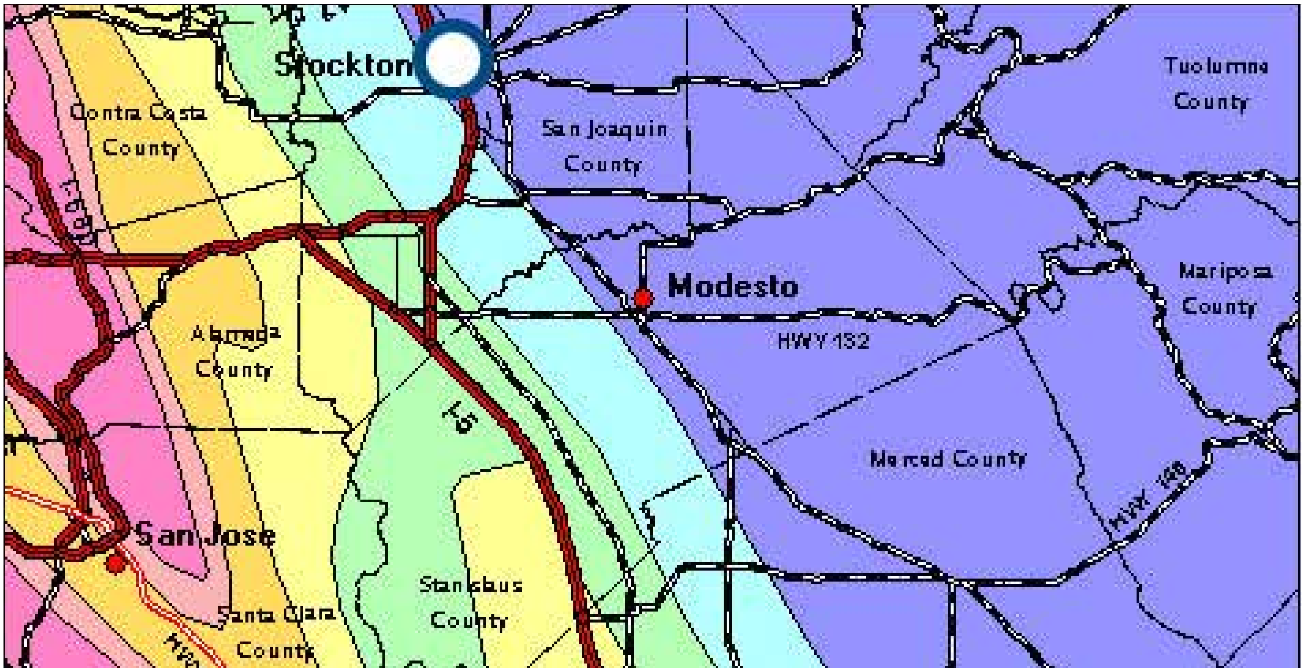
SIGNIFICANT CONDITIONS

Physical Resiliency: None

NON-SIGNIFICANT CONDITIONS

Physical Resiliency: Probabilistic ground shaking, fault lines, fire risk zones, local access to agriculture resources

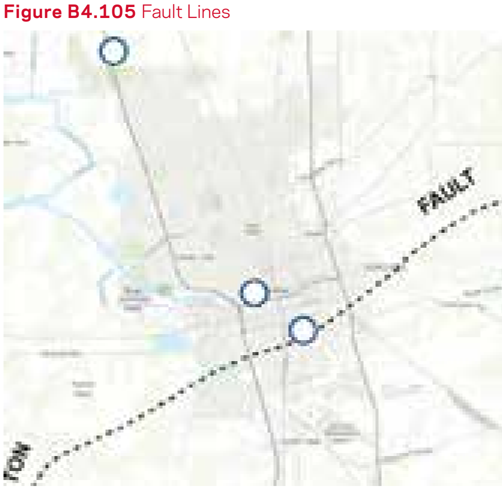
Figure B4.104 Probabilistic Ground Shaking



>70% | 60-70% | 50-60% | 40-50% | 30-40% | 20-30% | 10-20%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

Figure B4.105 Fault Lines



Class B Fault
Historic <150 yrs
Holocene <11,000 yrs
Late Quaternary <130,000 yrs
Quaternary <1.6 Million yrs

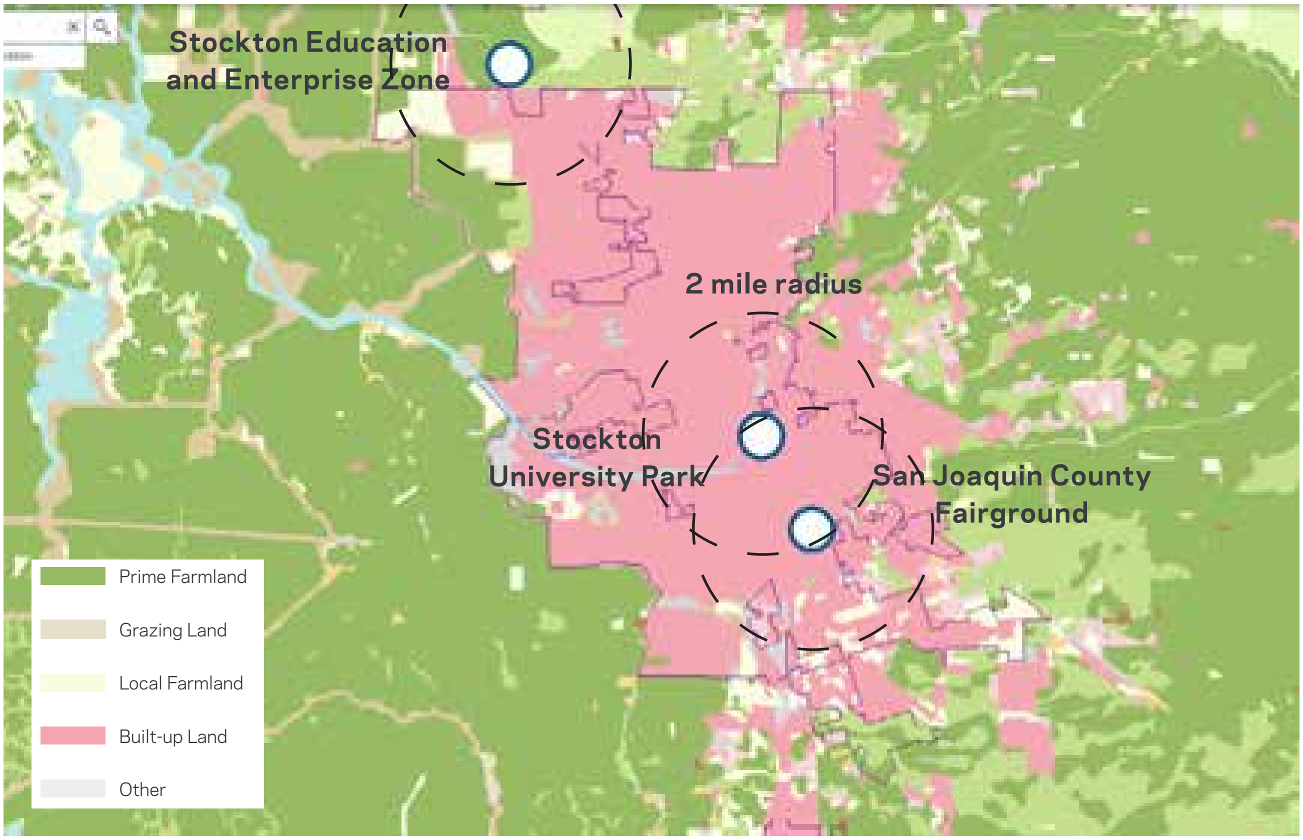
Source: California Department of Conservation (2020). Fault Activity Map of California. https://maps.conservation.ca.gov/geologichazards/DataViewer/index.html

Figure B4.106 Fire Risk Zones

Low
Elevated
Extreme

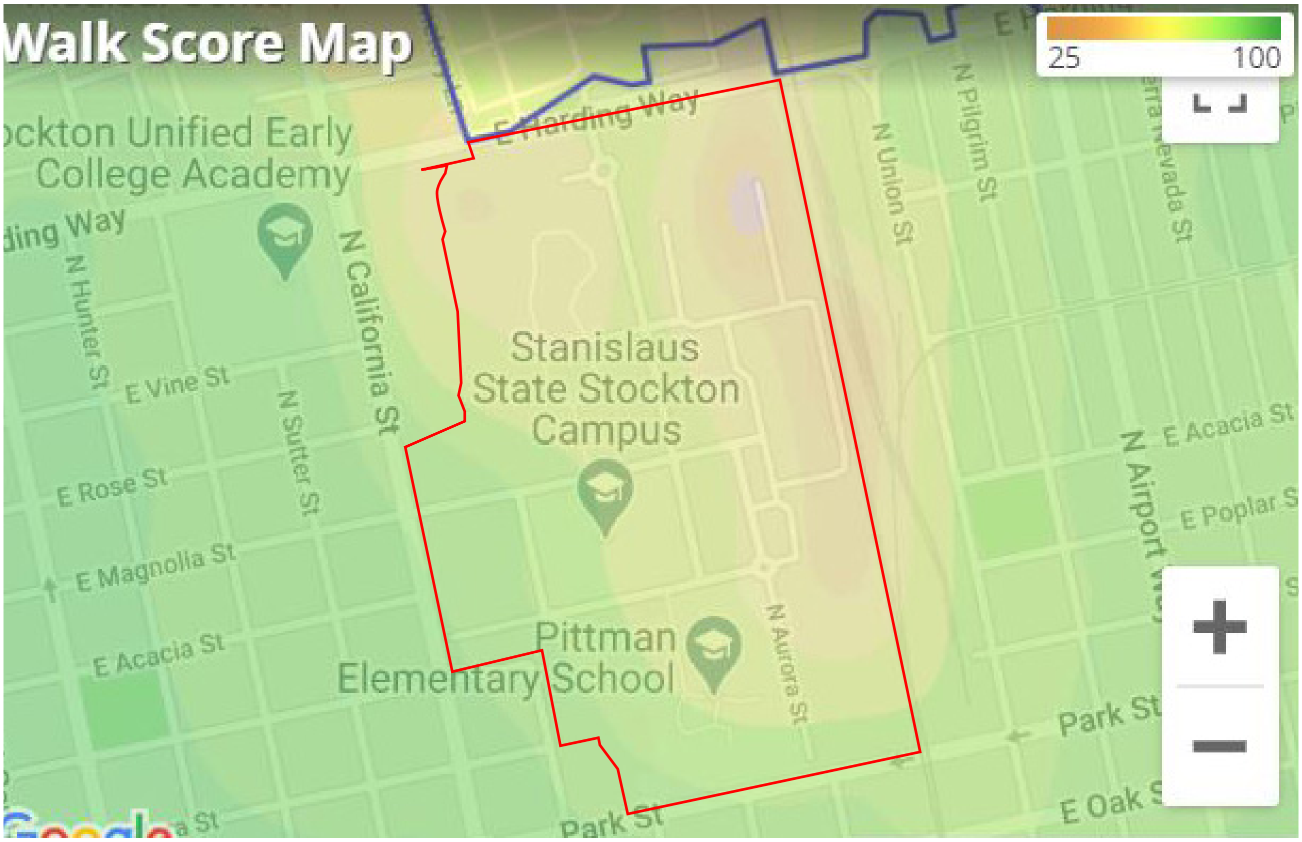
Source: California Public Utilities Commission. (2019). CPUC Fire-Threat Map. https://ia.cpuc.ca.gov/firemap/#

Figure B4.107 Local Access to Agriculture Resources



Source: California Department of Conservation (2020). California Important Farmland: Most Recent. https://maps.conservation.ca.gov/agriculture/DataViewer/index.html

Figure B4.108 Walk Score Map



Source: Walk Score. (2020). Walk Score Map. https://www.walkscore.com/CA/Stockton

Figure B4.109 Walk Score Detail

Source: Walk Score. (2020). Walk Score Details. https://www.walkscore.com/score/501-e-magnolia-st-stockton-ca-95202

STOCKTON UNIVERSITY PARK

SIGNIFICANT CONDITIONS

Land Capacity: Large tree stands, arboretums or orchards

Source: California State University, Stanislaus Stockton Center, Campus Master Plan. (Approved September 2007)

Physical Resiliency: None

NON-SIGNIFICANT CONDITIONS

Land Capacity: Topography, high-tension power lines, easements, large tree stands, arboretums or orchards, agricultural research fields

Figure B4.110 Topography (Steep Slopes Above 20%)

0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

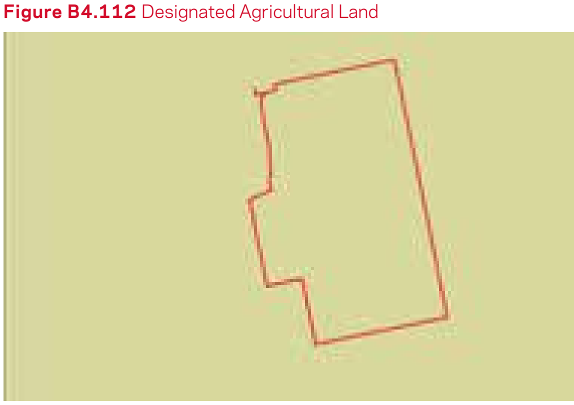
Figure B4.111 Power Lines

Low- to medium-tension power lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

Physical Resiliency: Designated agricultural land, flood zones, fault lines, earthquake, landslide, or liquefaction risk, fire risk zones, probabilistic ground shaking, local access to agriculture resources (Refer to the cumulative map for the Stockton area)

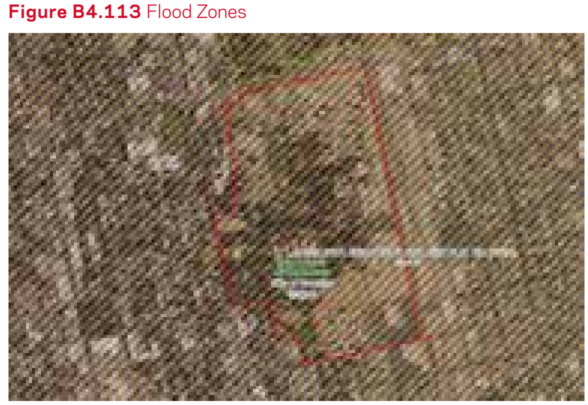
Figure B4.112 Designated Agricultural Land



Urban and built-up land

Source: California Department of Conservation (2016). Farmland Mapping & Monitoring Program. CA Department of Conservation. www.conservation.ca.gov/dlrp/fmmp/

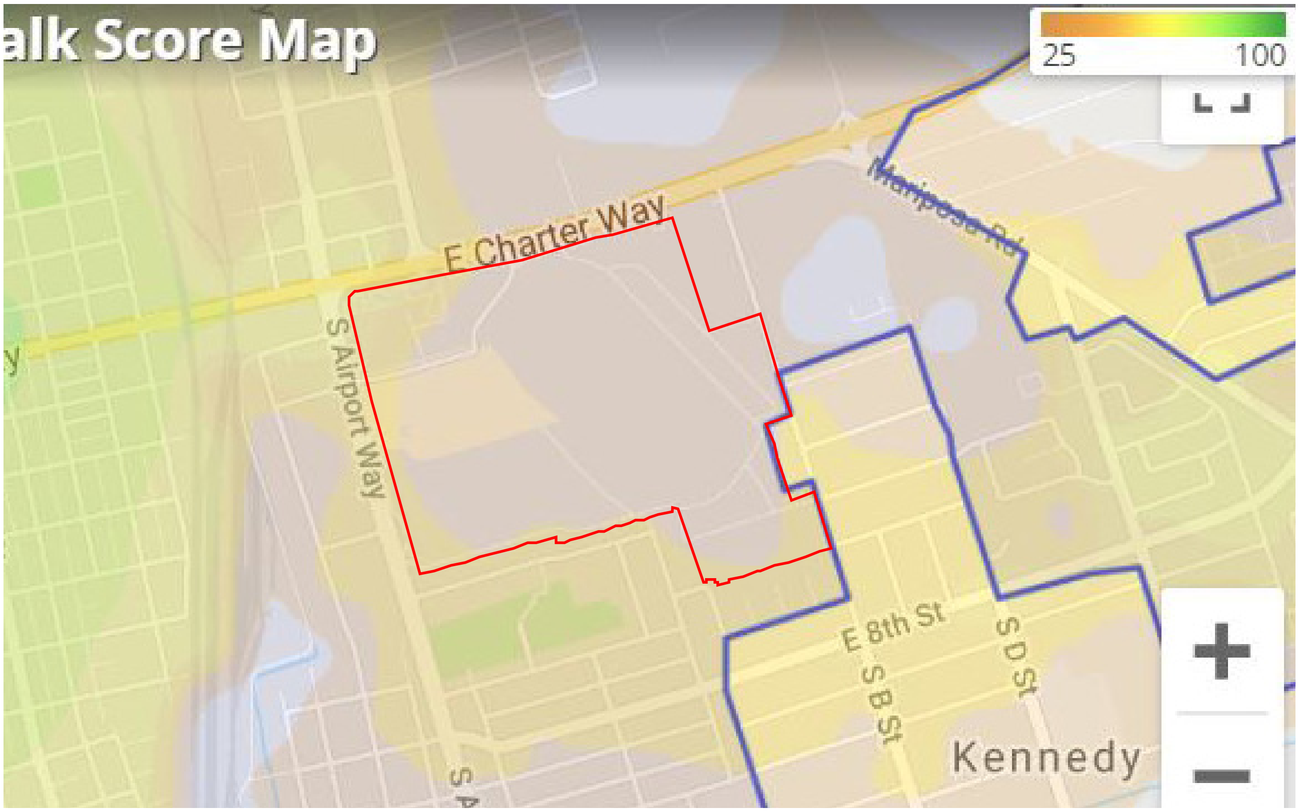
Figure B4.113 Flood Zones



Minimal Flood Zone
Special Flood Zone
Regulatory Flood Zone
0.2-1% Chance Flood
Area with reduced flood risk due to Levee

Source: Federal Emergency Management Agency. (2019). FEMA's National Flood Hazard Layer (NFHL). https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

Figure B4.114 Walk Score Map



Source: Walk Score. (2020). Walk Score Map. https://www.walkscore.com/CA/Stockton

Figure B4.115 Walk Score Detail

Source: Walk Score. (2020). Walk Score Details. https://www.walkscore.com/score/fairgrounds-stockton-ca-us

SAN JOAQUIN COUNTY FAIRGROUND

SIGNIFICANT CONDITIONS

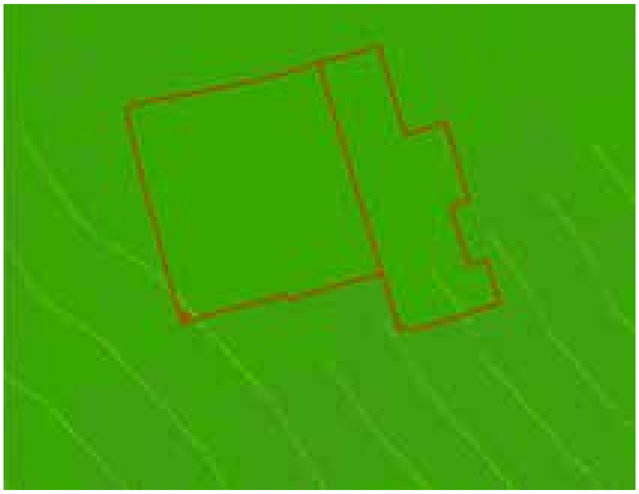
Land Capacity: None

Physical Resiliency: None

NON-SIGNIFICANT CONDITIONS

Land Capacity: Topography, streams, high-tension power lines, easements, large tree stands, arboretums or orchards, agricultural research fields

Figure B4.116 Topography (Steep Slopes Above 20%)



0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

Figure B4.117 Streams

Streams

Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

Figure B4.118 Power Lines

Low- to medium-tension power lines

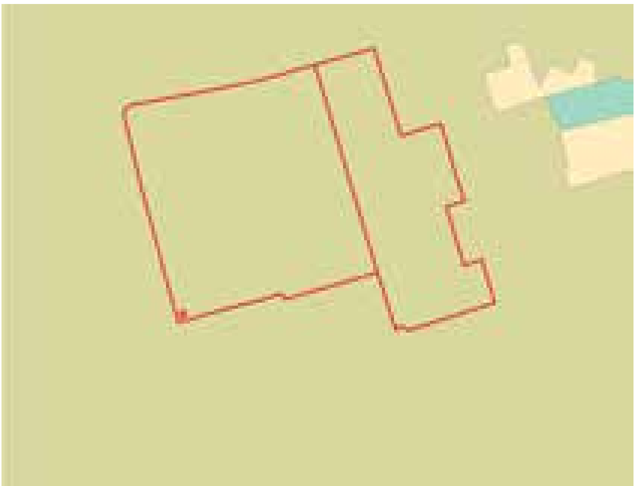
Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

SAN JOAQUIN COUNTY FAIRGROUND

NON-SIGNIFICANT CONDITIONS

Physical Resiliency: Designated agricultural land, flood zones, fault lines, probabilistic ground shaking, earthquake, landslide or liquefaction risk, fire risk zones, local access to agriculture resources (Refer to the cumulative map for the Stockton area)

Figure B4.119 Designated Agricultural Land



Urban and built-up land

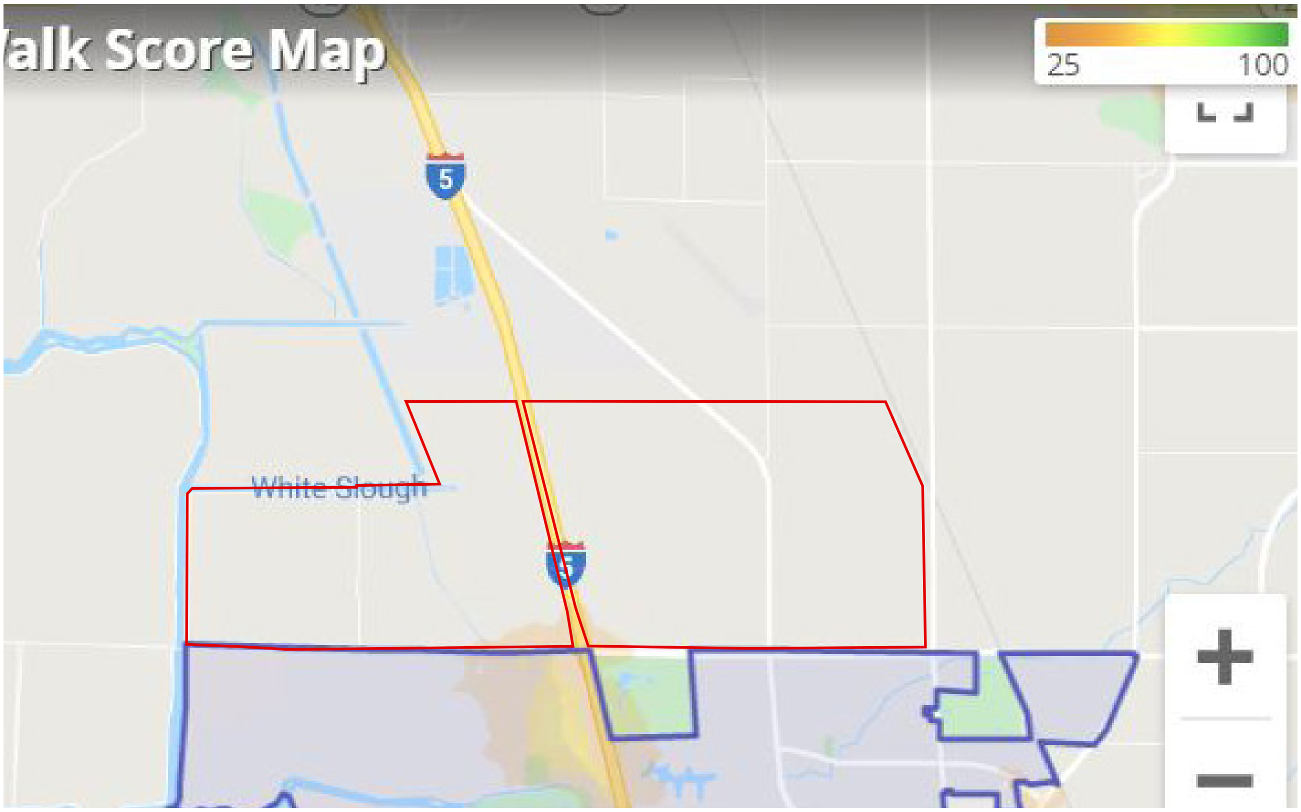
Source: California Department of Conservation (2016). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

Figure B4.120 Flood Zones

Minimal Flood Zone
Special Flood Zone
Regulatory Flood Zone
0.2-1% Chance Flood

Source: Federal Emergency Management Agency. (2019). FEMA's National Flood Hazard Layer (NFHL). https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

Figure B4.121 Walk Score Map



Source: Walk Score. (2020). Walk Score Map. https://www.walkscore.com/CA/Stockton

Figure B4.122 Walk Score Detail

Source: Walk Score. (2020). Walk Score Details. https://www.walkscore.com/score/10924-thornton-rd-stockton-ca-95209

STOCKTON EDUCATION AND ENTERPRISE ZONE

SIGNIFICANT CONDITIONS

Land Capacity: High-tension power lines

Figure B4.123 High-Tension Power Lines

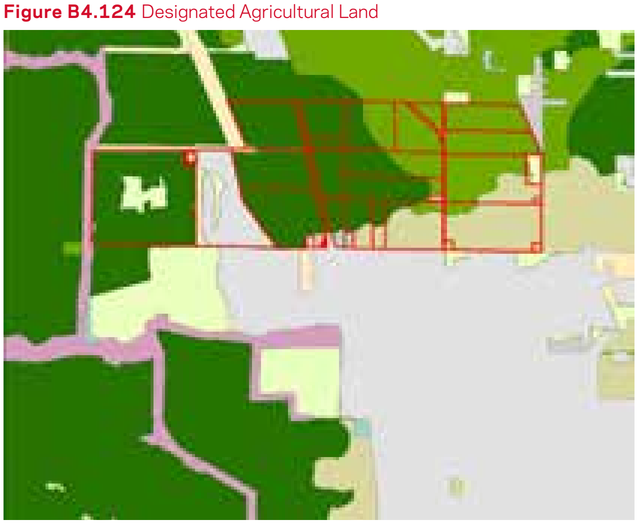
High-tension power lines

Low- to medium-tension power lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html

Physical Resiliency: Designated agricultural land

Figure B4.124 Designated Agricultural Land



Prime Farmland

Farmland of statewide importance

Unique farmland

Local Importance

Source: California Department of Conservation (2016). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/

STOCKTON EDUCATION AND ENTERPRISE ZONE

NON-SIGNIFICANT CONDITIONS

Land Capacity: Topography, streams, easements, large tree stands, arboretums or orchards, agricultural research fields

Figure B4.125 Topography (Steep Slopes Above 20%)

0% - 5%
5% - 10%
10% - 15%
15% - 20%
Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

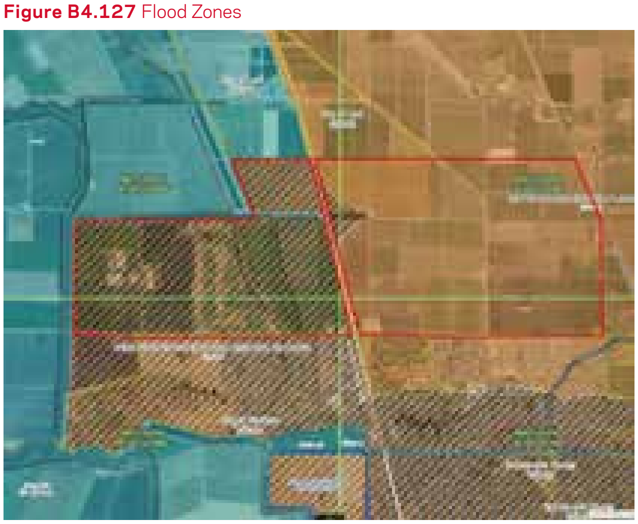
Figure B4.126 Streams

Streams

Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse

Physical Resiliency: Flood zones, fault lines, earthquake, landslide, or liquefaction risk, fire risk zones, probabilistic ground shaking, local access to agriculture resources (Refer to the cumulative map for the Stockton area)

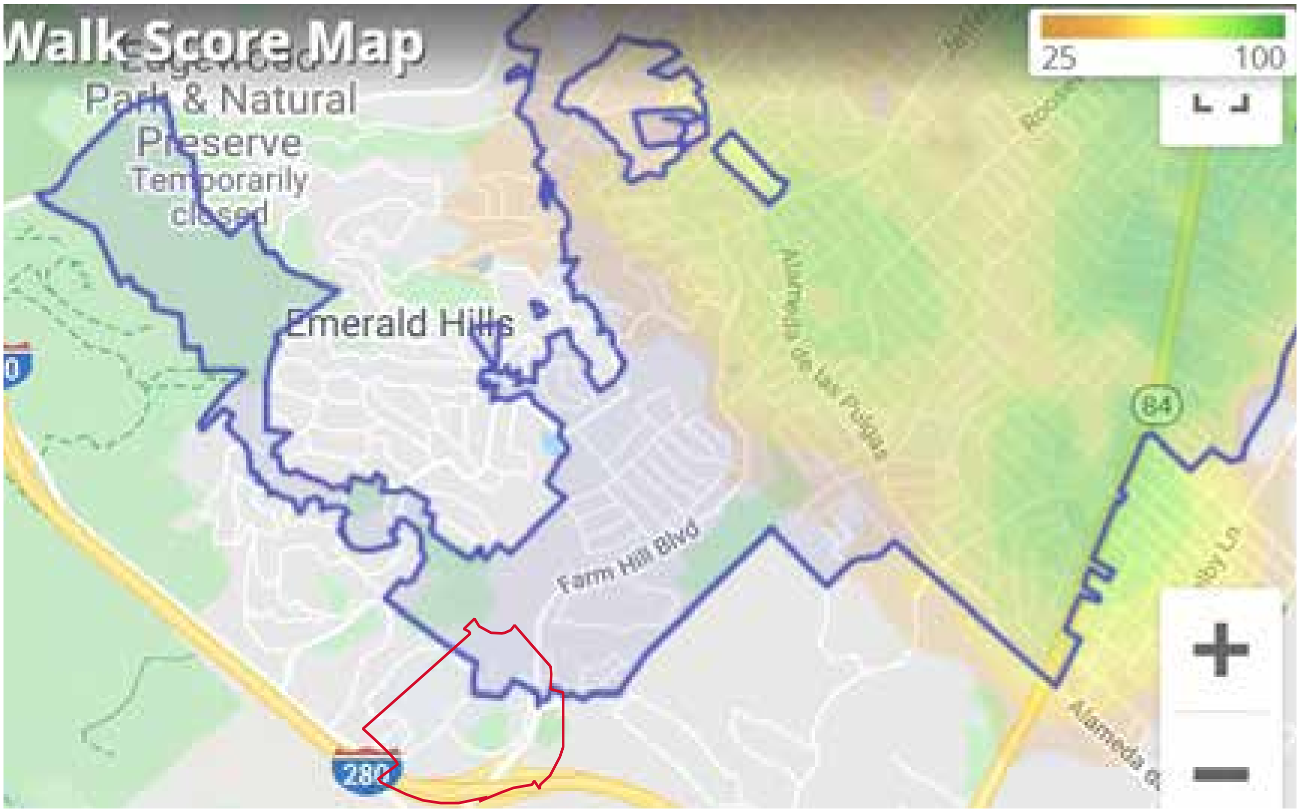
Figure B4.127 Flood Zones



Minimal Flood Zone
Special Flood Zone
Regulatory Flood Zone
0.2-1% Chance Flood

Source: Federal Emergency Management Agency. (2019). FEMA's National Flood Hazard Layer (NFHL). https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

Figure B4.128 Walk Score Map



Source: Walk Score. (2020). Walk Score Map. https://www.walkscore.com/CA/Redwood_City. Accessed April 3, 2020.

Figure B4.129 Walk Score Detail

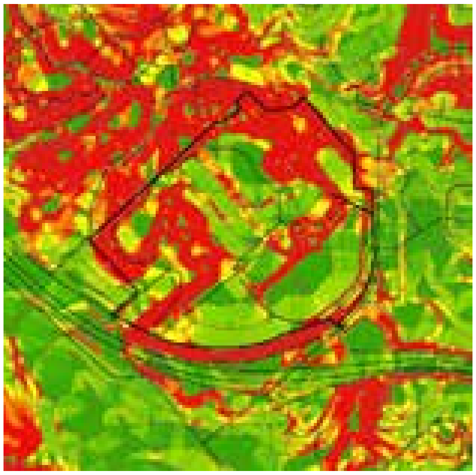
Source: Walk Score. (2020). Walk Score Details. https://www.walkscore.com/score/farmhill-boulevard-and-woodhill-drive. Accessed April 3, 2020.

SAN MATEO COUNTY CCD – CAÑADA COLLEGE

SIGNIFICANT CONDITIONS

Land Capacity: Topography

Figure B4.130 Topography (Steep Slopes Above 20%)



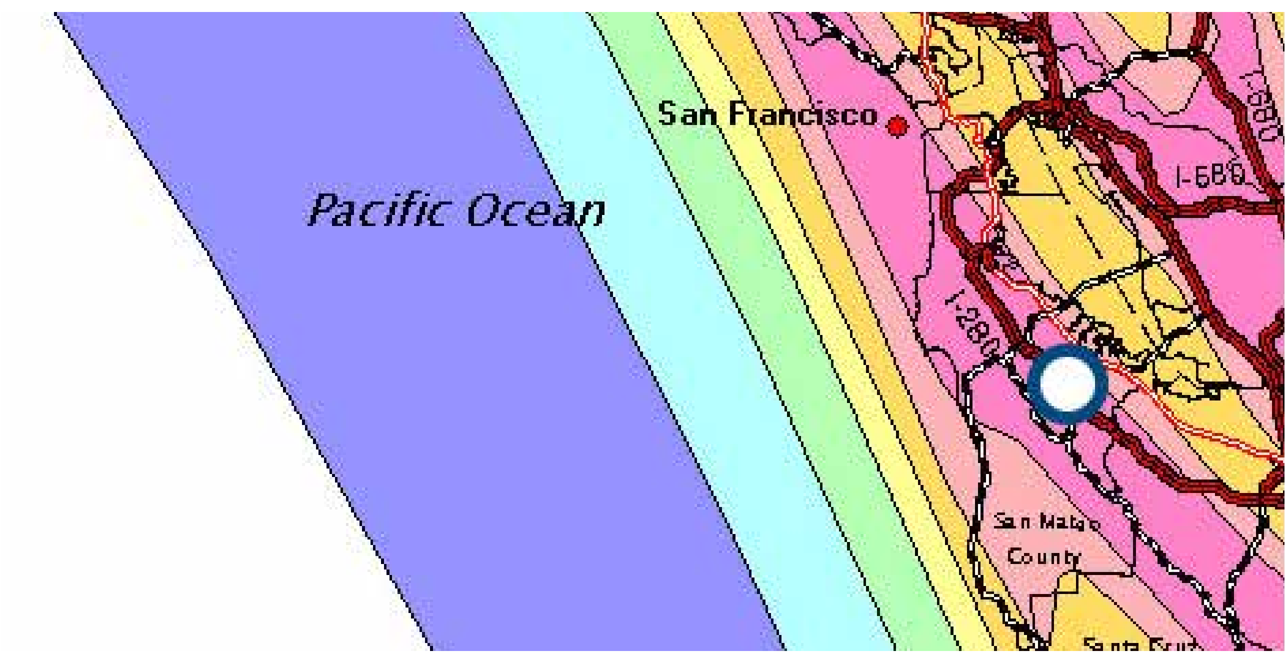
- 0% - 5%
- 5% - 10%
- 10% - 15%
- 15% - 20%
- Above 20%

Steep Slopes Analysis done in ESRI ArcGIS.

Source for Base File: USGS. Index of /Srtm, United States Geological Survey, dds.cr.usgs.gov/srtm/

Physical Resiliency: Probabilistic ground shaking, local access to agriculture resources, fire risk zones, fault lines, earthquake, landslide, or liquefaction risk

Figure B4.131 Probabilistic Ground Shaking

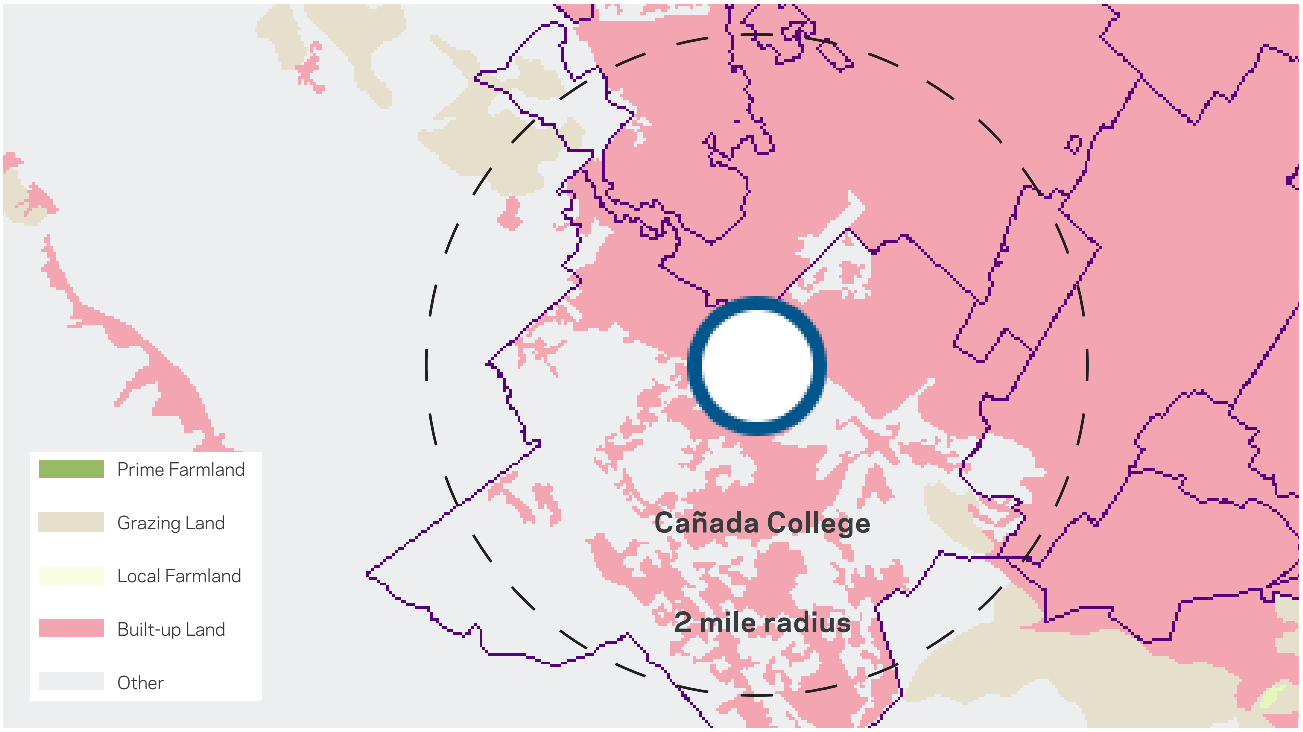


>70% | 60-70% | 50-60% | 40-50% | 30-40% | 20-30% | 10-20%

Source: California Department of Conservation. (2019). Probabilistic Seismic Hazards Assessment Index Map. https://www.conservation.ca.gov/cgs/Pages/PSHA/PSHA-map-index/psha-index.aspx

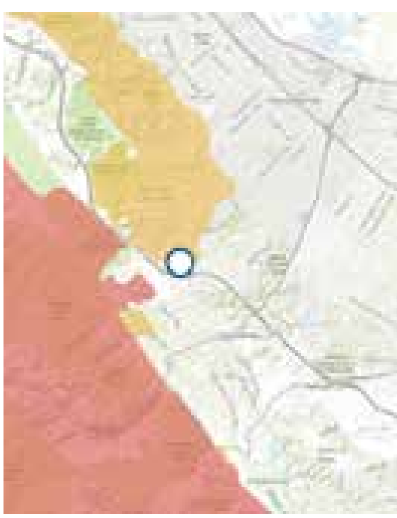
SIGNIFICANT CONDITIONS

Figure B4.132 Local Access to Agriculture Resources



Source: California Department of Conservation (2020). California Important Farmland: Most Recent. https://maps.conservation.ca.gov/agriculture/DataViewer/index.html

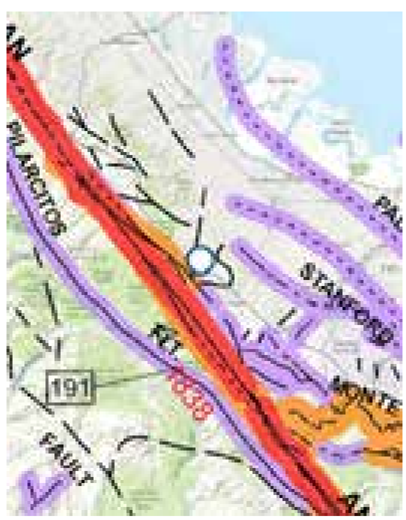
Figure B4.133 Fire Risk Zones - Elevated



Low
Elevated
Extreme

Source: California Public Utilities Commission. (2019). CPUC Fire-Threat Map. https://ia.cpuc.ca.gov/firemap/#

Figure B4.134 Fault Lines



Class B Fault
Historic <150 yrs
Holocene <11,000 yrs
Late Quaternary <130,000 yrs
Quaternary <1.6 Million yrs

Source: California Department of Conservation (2020). Fault Activity Map of California. https://maps.conservation.ca.gov/geologichazards/DataViewer/index.html

Figure B4.135 Earthquake, Landslide, or Liquefaction Risk

Landslide zone
Landslide zone + Fault Zone

Source: California Geological Survey. (2019). Earthquake Zones of Required Investigation. https://maps.conservation.ca.gov/cgs/EQZApp/App/

SAN MATEO COUNTY CCD - CAÑADA COLLEGE

NON-SIGNIFICANT CONDITIONS

Land Capacity: Streams, high-tension power lines, easements, large tree stands, arboretums or orchards, agricultural research fields

Figure B4.136 Streams

Streams

Source: California Department of Fish and Wildlife. (2018). CA_Streams Dataset. https://wildlife.ca.gov/Data/GIS/Clearinghouse. Accessed March 15, 2020.

Figure B4.137 Power Lines

Low- to medium-tension power lines

Source: California Energy Commission. (2018). Electric Transmission Lines ds1198 Dataset. https://map.dfg.ca.gov/metadata/ds1198.html. Accessed March 12, 2020.

Physical Resiliency: Flood zones, designated agricultural land

Figure B4.138 Flood Hazard - Minimal

Minimal Flood Zone
Special Flood Zone
Regulatory Flood Zone
0.2-1% Chance Flood

Source:Federal Emergency Management Agency. (2019). FEMA's National Flood Hazard Layer (NFHL). https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

Figure B4.139 Designated Agricultural Land

Urban and Built Up Land

Source: California Department of Conservation. (2018). Farmland Mapping & Monitoring Program. www.conservation.ca.gov/dlrp/fmmp/. Accessed March 12, 2020.

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B.5 Land Availability Analysis

B.5.1 METHODOLOGY

This Report provides analysis of sites containing sufficient land area to assess for use as a higher education development. This Report utilizes a variety of sources, including publicly available ArcGIS shapefiles (from city, county, or federal sources), to identify whether there is publicly owned or privately owned land within the City of Stockton and San Mateo County, beyond that which was previously identified by the State of California, the CSU system, or community stakeholders.

The land availability identification process includes the following steps:

Step 1 – Relevancy: The boundaries of the City of Stockton and San Mateo County were identified with information provided by the San Joaquin Community Development Department and the San Mateo County Information Services Department.

Step 2 – Size: Utilizing ArcGIS, a geographic information system tool, any parcel equal to or above 50 acres within the City of Stockton or San Mateo County was highlighted for a possible CSU campus.

Step 3 – Protected Open Space: Parks and open space lands are valuable community assets that are to be preserved and protected.

- In Stockton, parcels designated as Agricultural Reserves, Green Belts and Parks, or Public Facilities were eliminated from consideration for further development.
- In San Mateo County, parcels within the Mid-Peninsula Regional Open Space District, Peninsula Open Space Trust, California State Parks, San Mateo County Parks, and San Francisco Public Utilities Commission watershed lands were eliminated from consideration for further development.

Step 4 – FEMA Flood Zones: Land areas at high risk of flood were eliminated from further study. Land areas with moderate or minimal flood hazards were flagged for further evaluation. In both the City of Stockton and San Mateo County, FEMA flood zones were identified and grouped into three categories:

- Low to Moderate Flood Areas:
    - **Zone A:** areas with a 1 percent annual chance of flooding and a 26 percent chance of flooding over the life of a 30-year mortgage.
    - **Zone AE:** the base floodplain where base flood elevations are provided. AE Zones are now used on new format FIRMs instead of A1-A30 zones.
    - **Zone X (shaded):** area of moderate flood hazard, usually the area between the limits of the 100-year and 500-year floods.
    - **Zone X (unshaded):** area of minimal flood hazard, usually depicted on FIRMs as above the 500-year flood level.
- High Risk Flood Areas:
    - **Zone AH:** areas with a 1 percent annual chance of shallow flooding, usually in the form of a pond, with an average depth ranging from 1 to 3 feet.
    - **Zone AO:** river or stream flood hazard areas, and areas with a 1 percent or greater chance of shallow flooding each year, usually in the form of sheet flow, with an average depth ranging from 1 to 3 feet.
- Undetermined Risk Areas:
    - **Zone D:** areas with possible but undetermined flood hazards. No flood hazard analysis has been conducted. Flood insurance rates are commensurate with the uncertainty of the flood risk.

Step 5 – Topography: A steep slope analysis was conducted within ArcGIS for the City of Stockton and San Mateo County based on available topographic contours. Slopes steeper than 10 percent were eliminated from further study due to likely higher construction costs for those areas.

Step 6 – Access to Transit: To support the State's goals of reducing Vehicle Miles Traveled (VMT) and Greenhouse Gas (GHG) emissions, land areas not within a half-mile radius of any existing or planned passenger rail station were eliminated from further study.

Step 7 – Existing Civic Use: Parcels that are currently owned by civic and institutional users of social importance, such as religious facilities, cemeteries, K-12 educational facilities, and healthcare facilities, were eliminated from further study.

Step 8 – General Plan: The remaining parcels were compared against the area's General Plan. Parcels designed as "Institutional," "Parks and Recreation," or "Open Space/Agriculture" were eliminated from further study.

Step 9 – Ownership of Resulting Parcels: For the resulting parcels, the county assessor or clerk-recorder's office (San Mateo County Assessor and City of Stockton Assessor and Clerk-Recorder) was contacted to determine parcel ownership information. This information is listed in Figures B5.13 and B5.28.

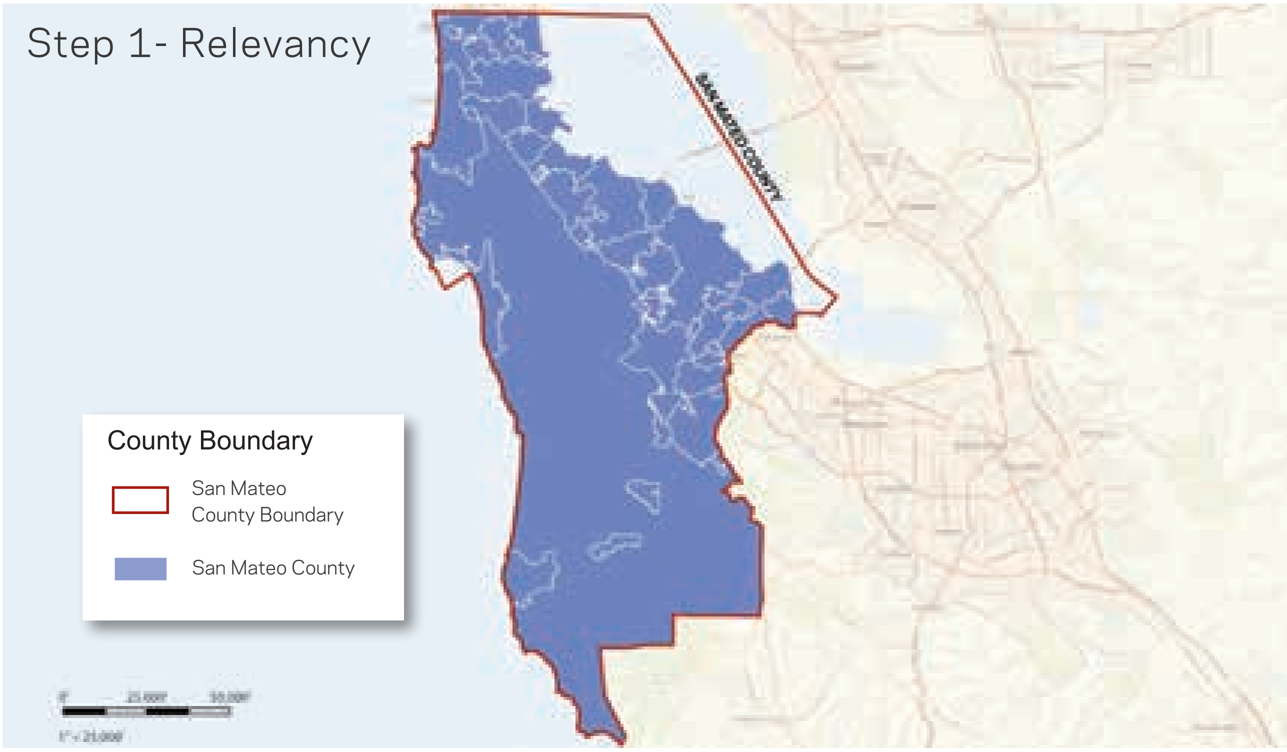
B.5.2 LAND AVAILABILITY FINDINGS

This Report finds no notable additional land areas, above what was already identified by the State of California, the CSU system, the City of Stockton, San Mateo County, or other community stakeholders, during the course of this study.

- **San Mateo County**
    - Resultant under-developed parcels from the land availability study are largely golf courses and country clubs or large retail, shopping, and mall sites, which are listed in Figure B5.13. The exception is the privately owned Oyster Point Properties parcel in the northeastern-most portion of the County, which is zoned for a Commercial Mixed-Use District by the City of Brisbane.
- **City of Stockton**
    - Resultant under-developed parcels from the land availability study are largely under private ownership; they are listed in Figure B5.28. The study did identify two parcels owned by the California State Department of Transportation, including the already studied San Joaquin County Fairground. The study also correctly identified the already studied Stockton University Park as a potential site for evaluation.

San Mateo County Land Availability Analysis

Figure B5.1 San Mateo County and City Boundaries



Source: County of San Mateo Information Services Department. (2015). Open Space Preserve Boundaries, Berkeley Library Geodata.

Figure B5.2 Parcels Equal to, or Above, 50 Acres

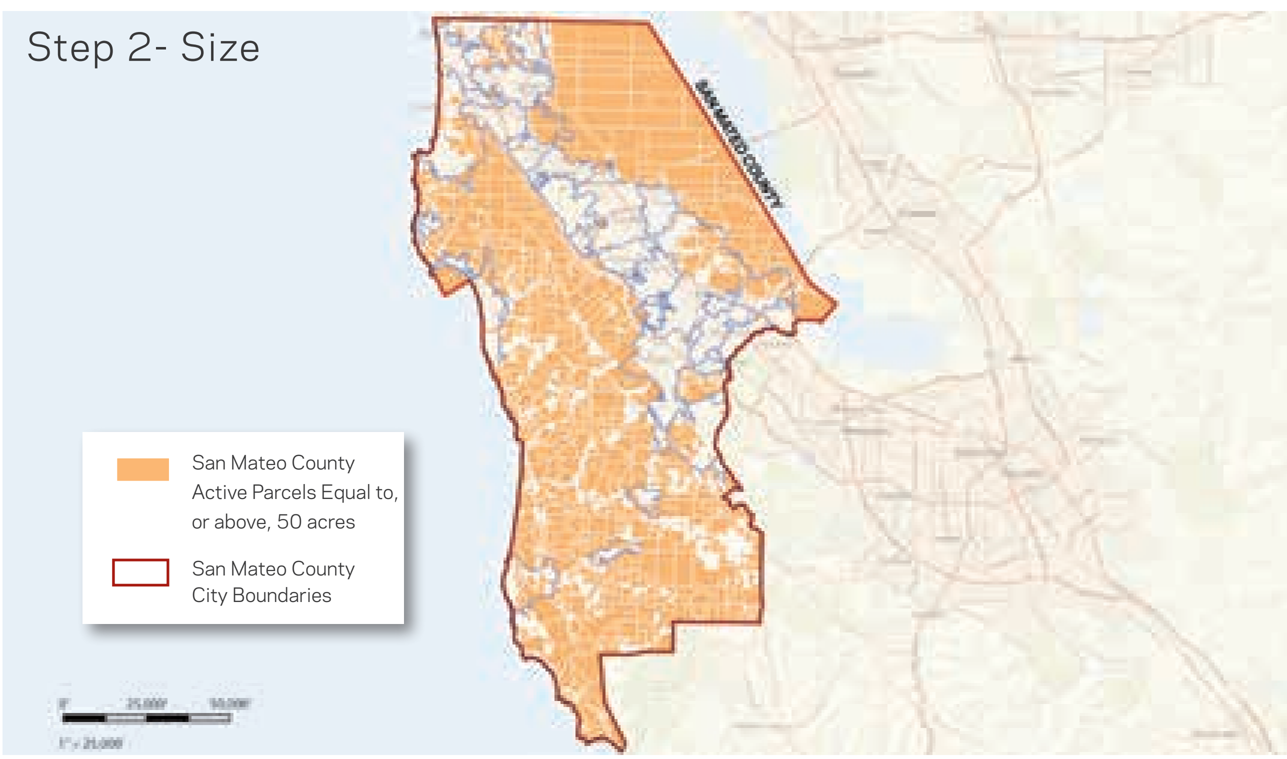
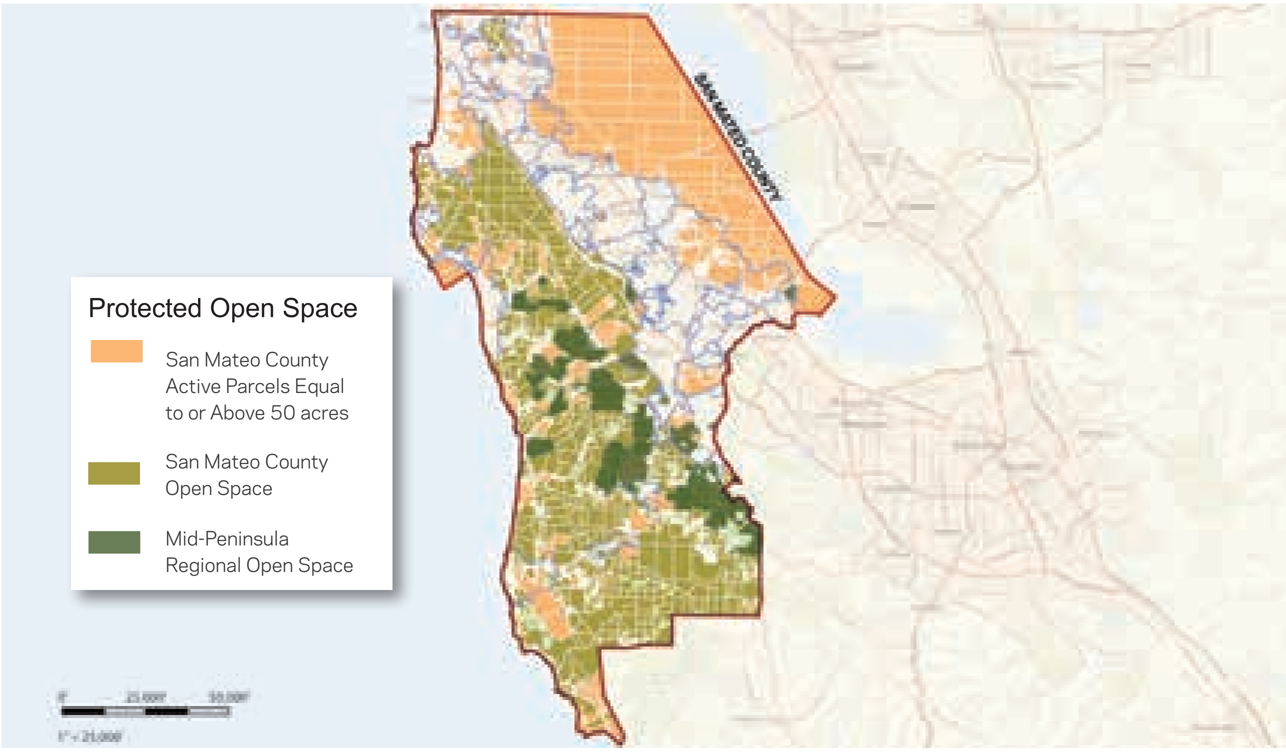


Figure B5.3 Parcels on Protected Lands



Source: County of San Mateo Information Services Department. (2015). Open Space Preserve Boundaries, Berkeley Library Geodata.

Figure B5.4 Resultant Parcels after Elimination of Parcels on Protected Lands

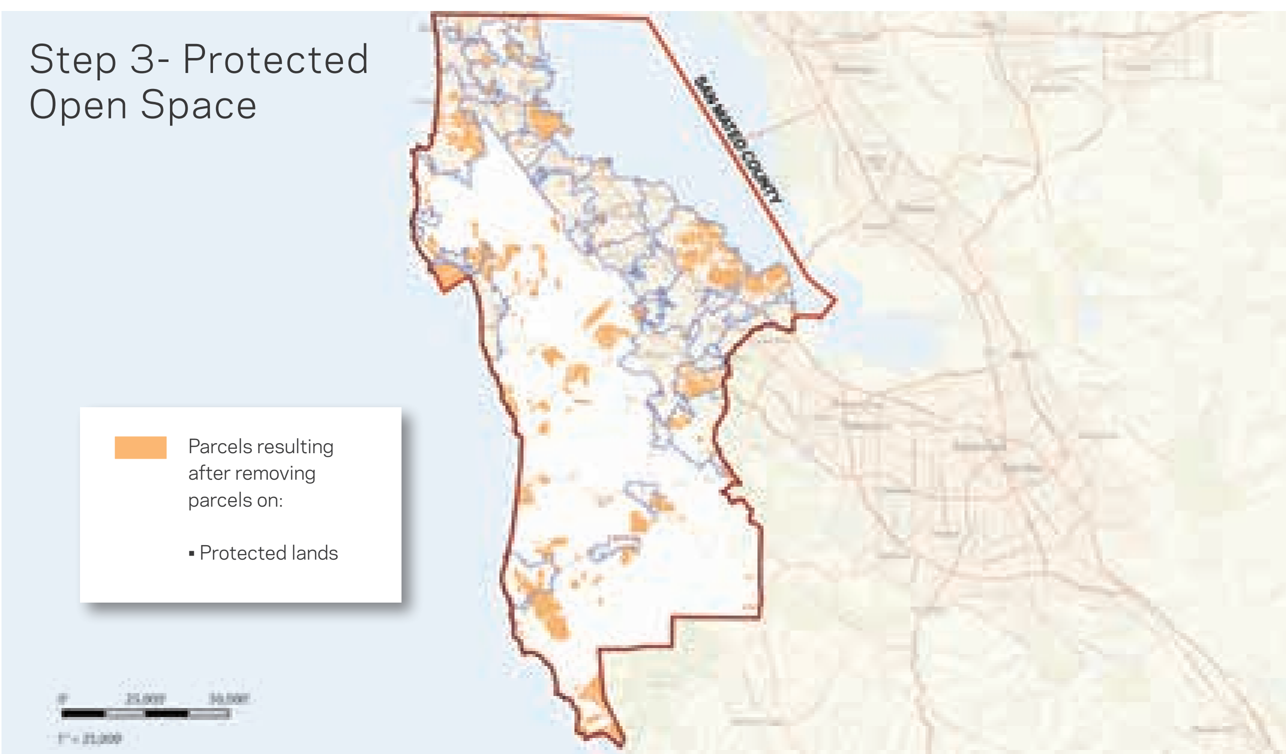
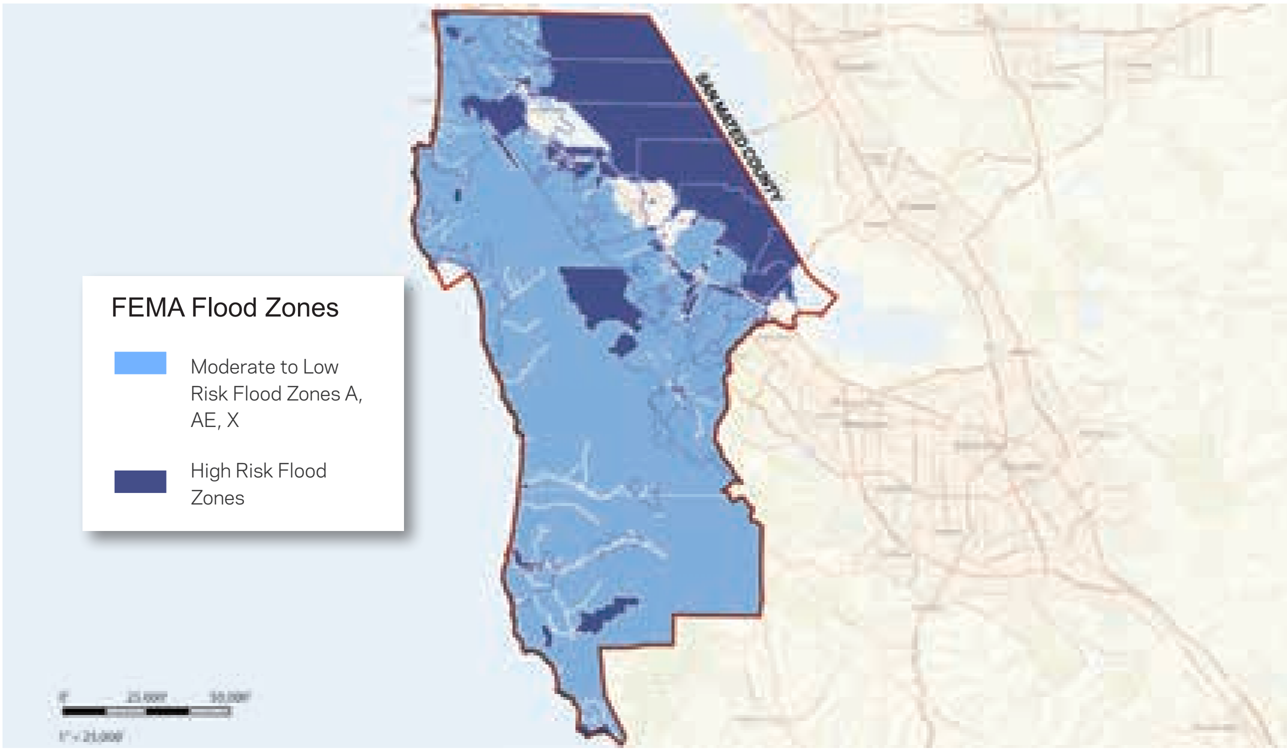


Figure B5.5 FEMA Flood Zones



Source: County of San Mateo. (2018). San Mateo County, CA FEMA Flood Zones, https://koordinates.com/

Figure B5.6 Resultant Parcels after Elimination of Parcels in High Risk Flood Areas

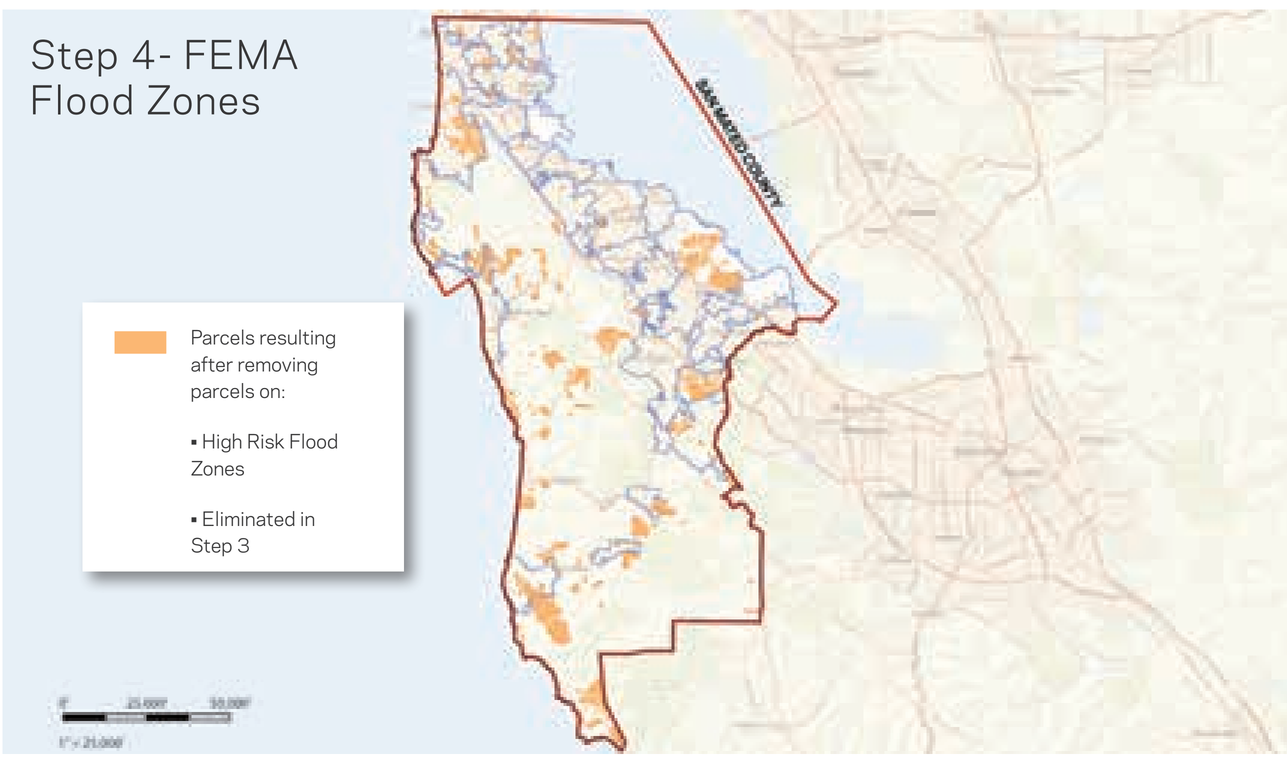
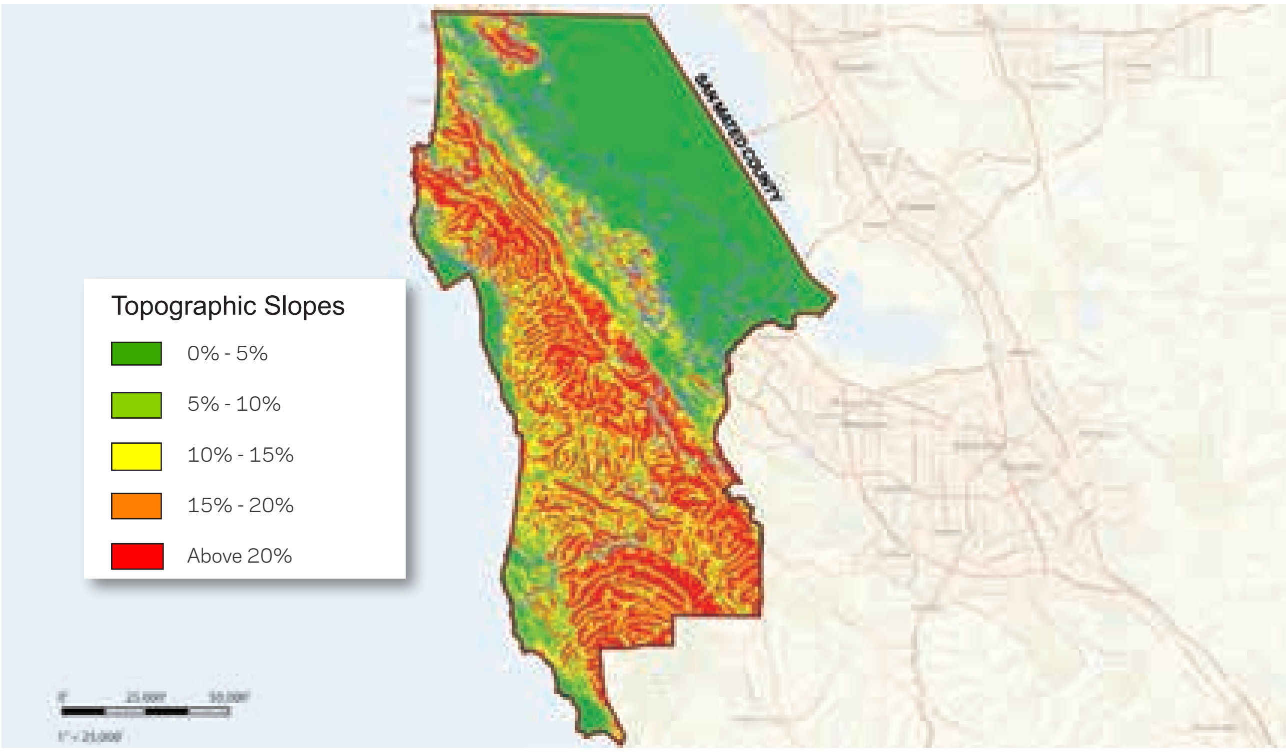


Figure B5.7 Steep Slopes Analysis



Source: County of San Mateo Information Services Department. (2015). Contour Lines (20 ft), Stanford Earthworks Libraries.

Figure B5.8 Resultant Parcels after Elimination of Parcels in Slopes over 10%

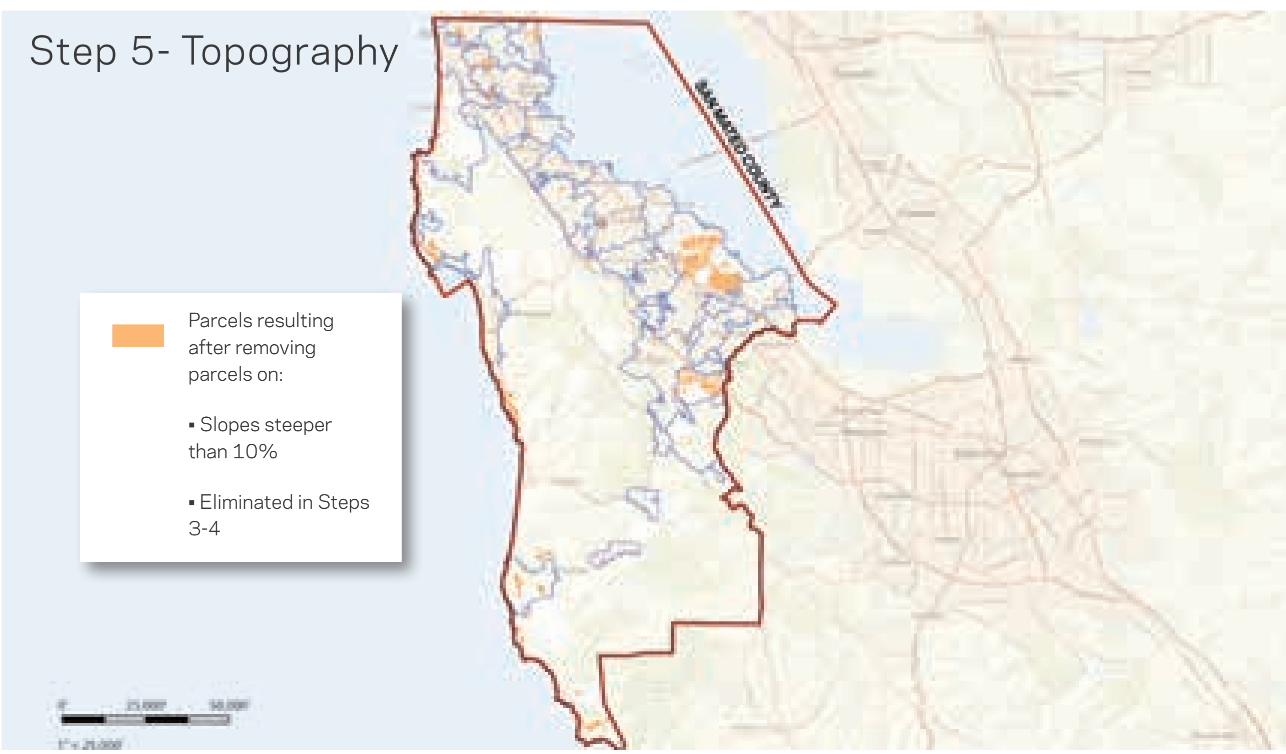
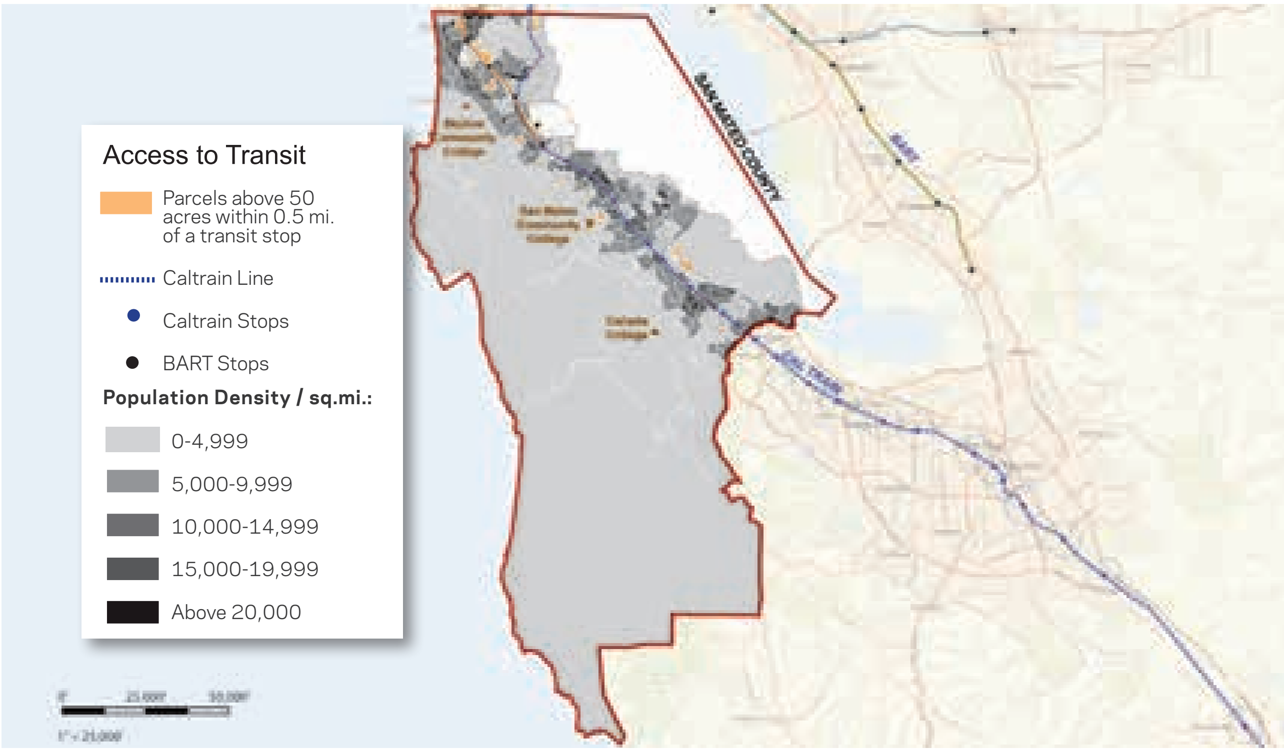


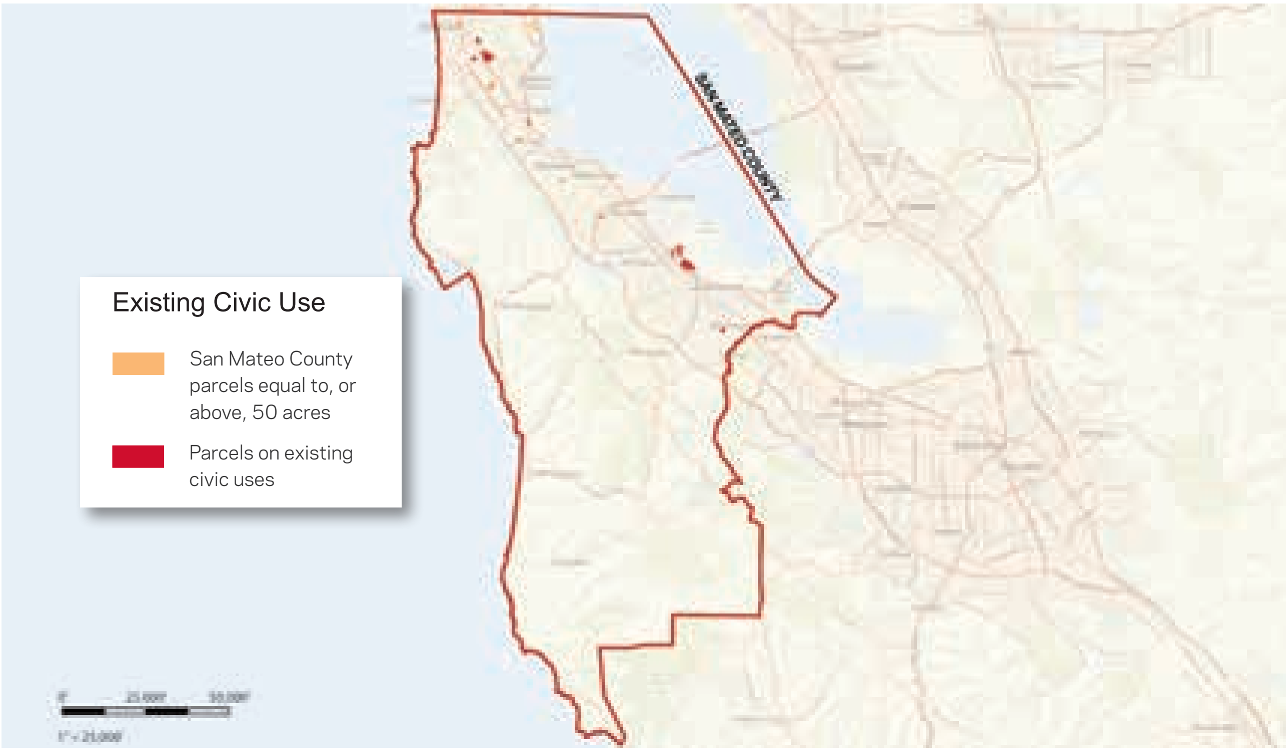
Figure B5.9 Parcels near High Density Neighborhoods and 0.5 Mile Transit Buffer



Sources: County of San Mateo (2016). Caltrain Stations and Stops, Open San Mateo County; County of San Mateo (2016). Caltrain Routes, Open San Mateo County; United States Census Bureau. (2018).

Figure B5.10 Resultant Parcels Proximate to Transit or in High Density Neighborhoods

Figure B5.11 Parcels Owned by Religious Facilities, Cemeteries, K-12 Educational Facilities, and Health Care Facilities



Source: San Mateo County, Assessor-County Clerk-Recorder.

Figure B5.12 Resultant Parcels after Elimination of Parcels in Existing Civic Uses

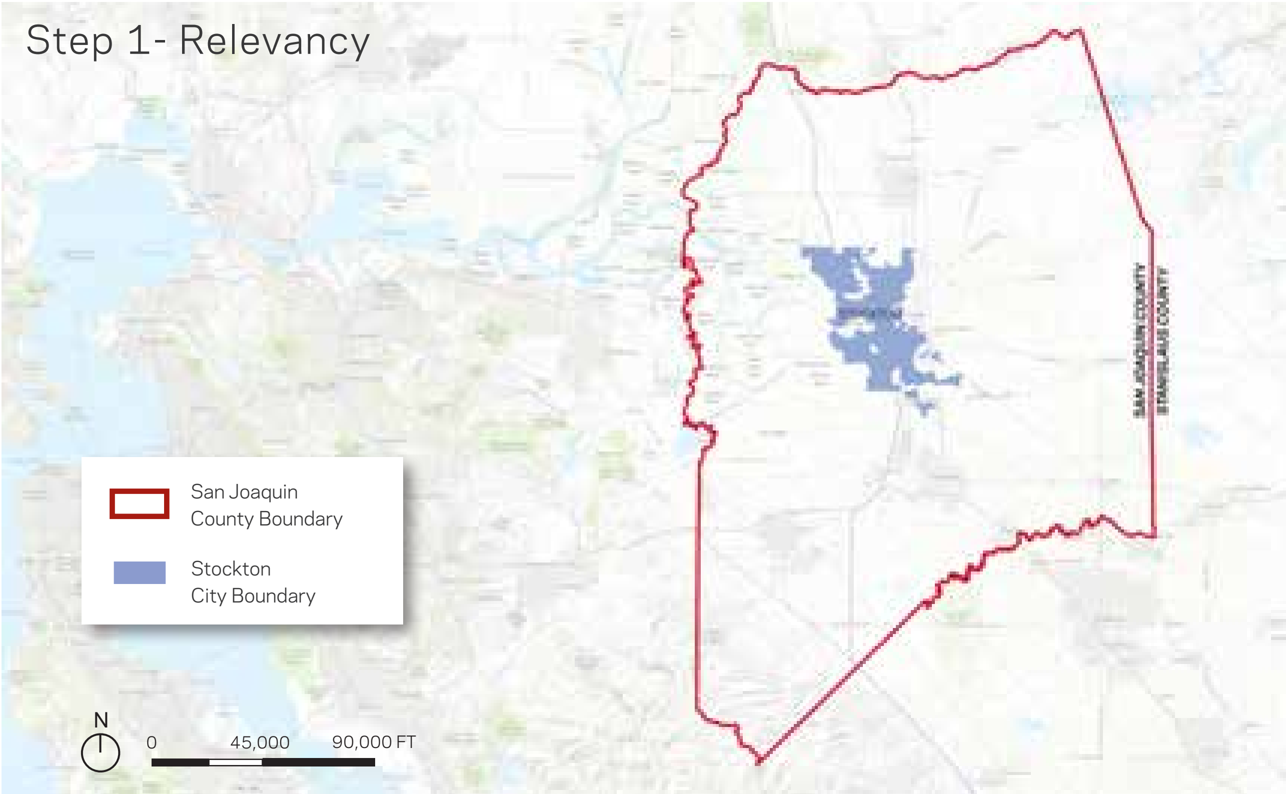
Step 8- General Plan (No Parcels Elminated)

Figure B5.13 Parcel Ownership Data of Eleven Viable Parcels

Step 9- Ownership of Resulting Parcels

City of Stockton Land Availability Analysis

Figure B5.14 Stockton City Boundaries within San Joaquin County



Source: County of San Joaquin Community Development Department. (2020). County Limit, San Joaquin County Geographic Information Systems.

Figure B5.15 Parcels Equal to, or Above, 50 Acres

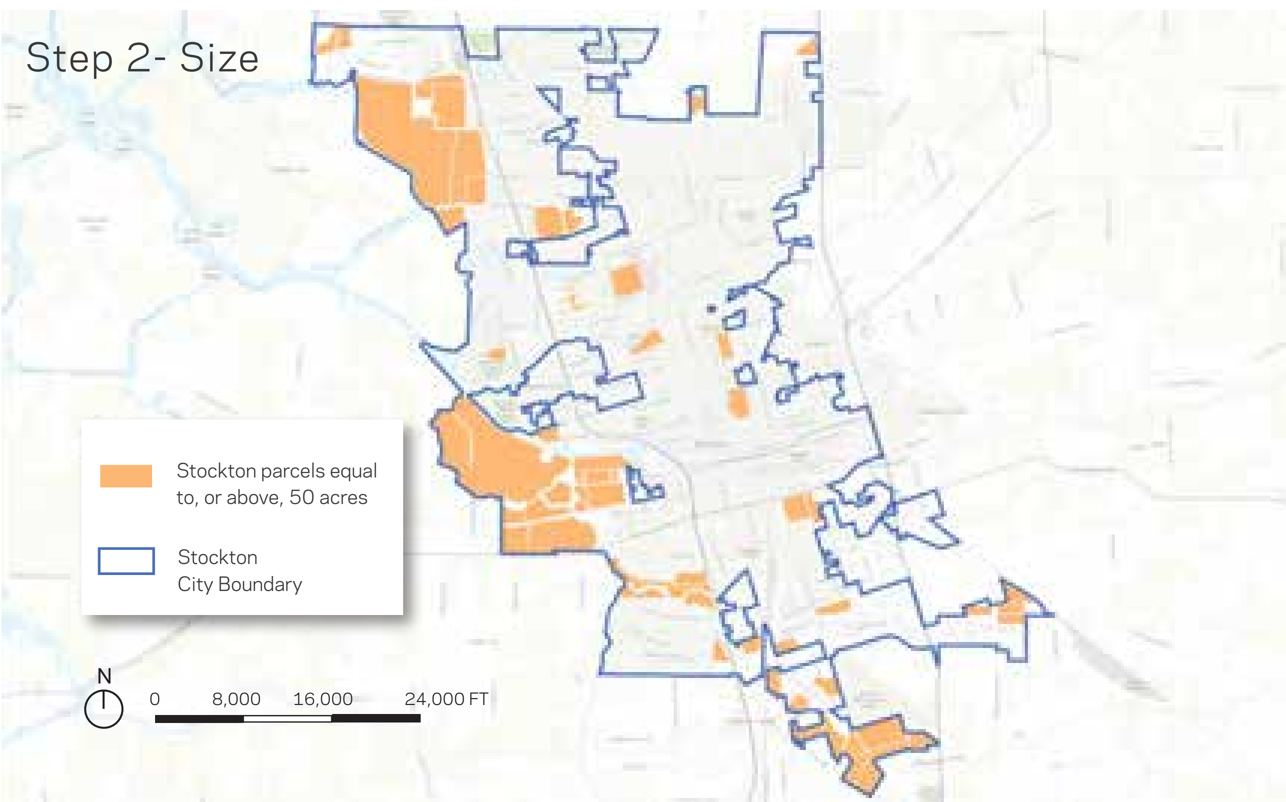
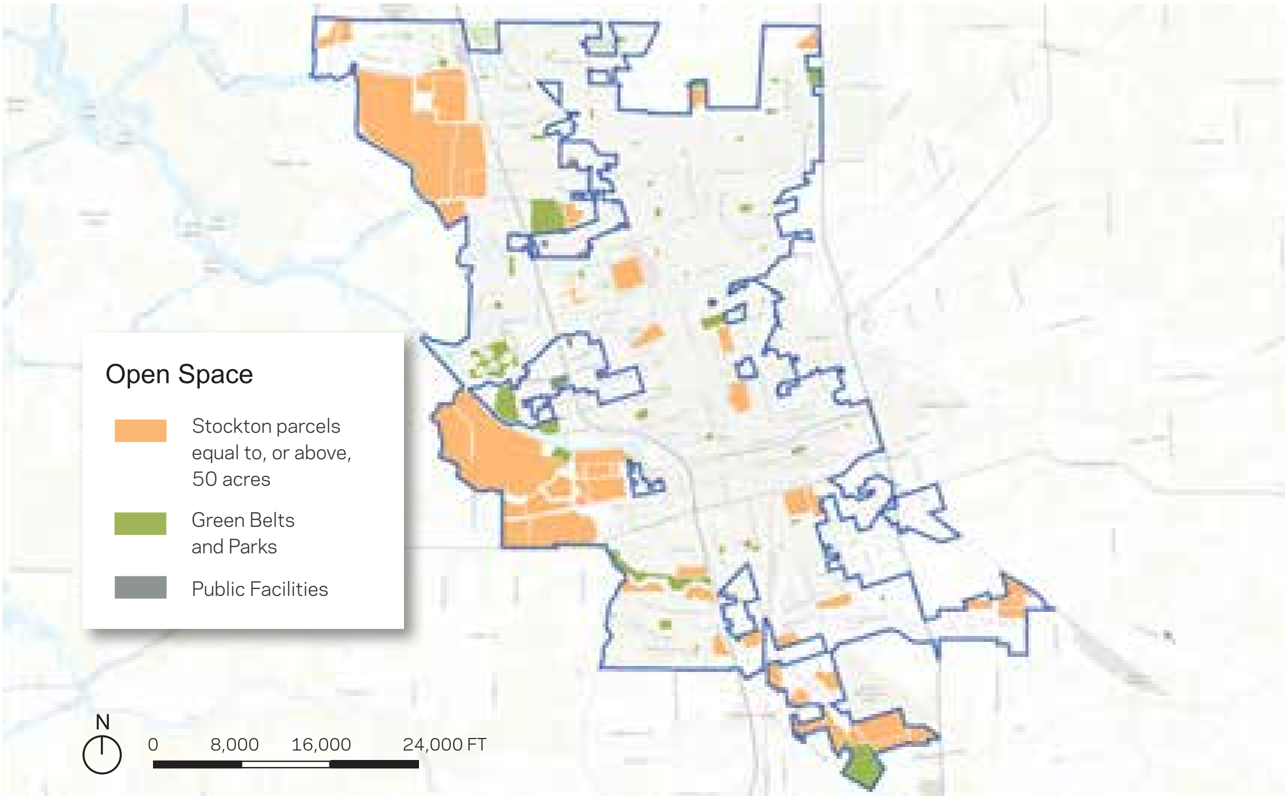


Figure B5.16 Protected Open Space: Parcels on Protected Lands



Source: County of San Joaquin Community Development Department. (2020). Green Belts, San Joaquin County Geographic Information Systems.

Figure B5.17 Resultant Parcels after Elimination of Parcels on Protected Lands

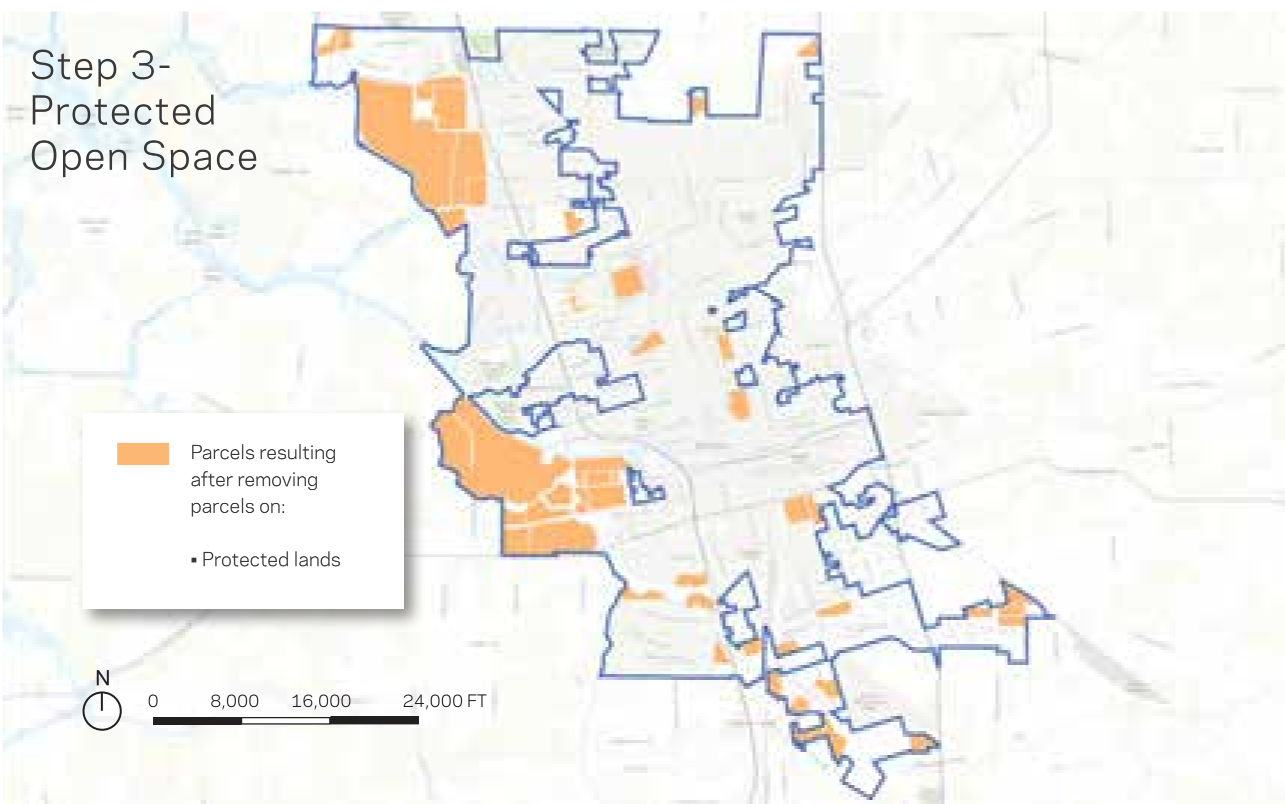
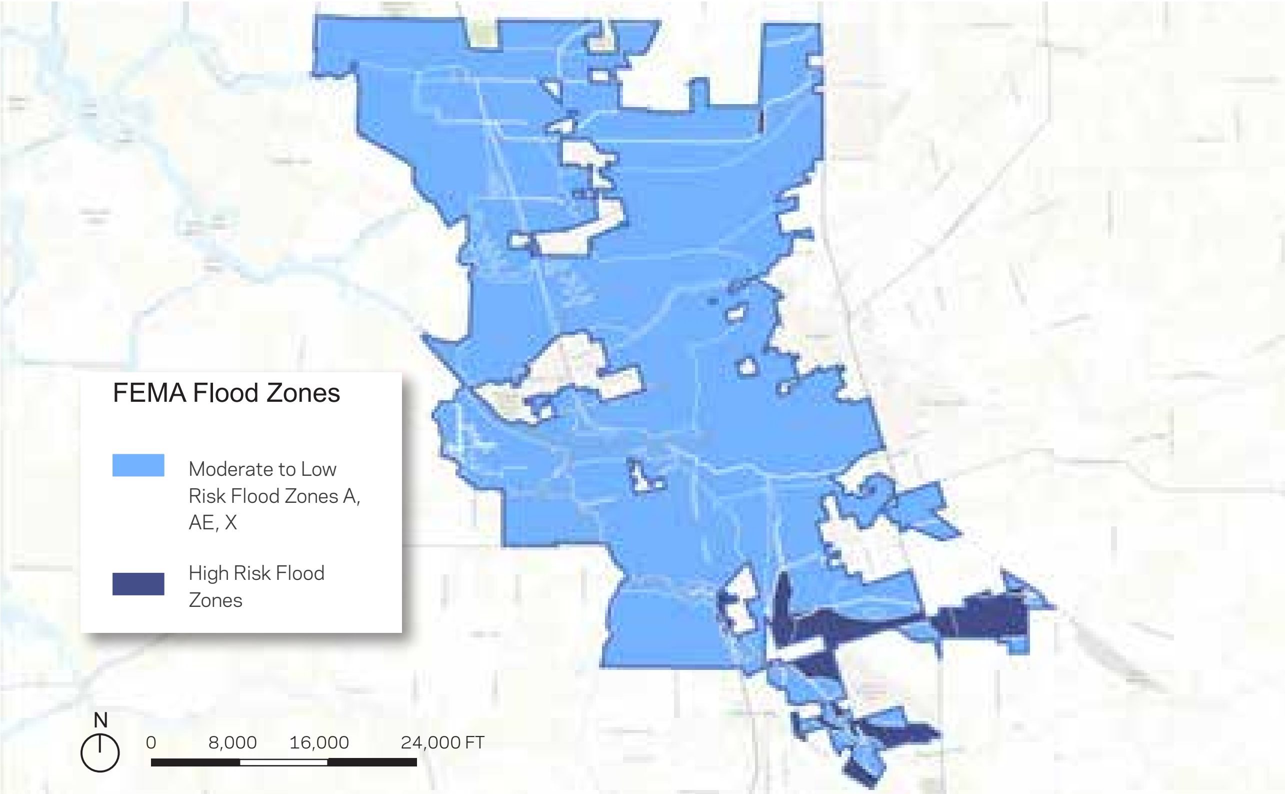


Figure B5.18 FEMA Flood Zones



Source: County of San Joaquin Community Development Department. (2020). FEMA Flood Zones, San Joaquin County Geographic Information Systems.

Figure B5.19 Resultant Parcels after Elimination of Parcels in High Risk Flood Areas

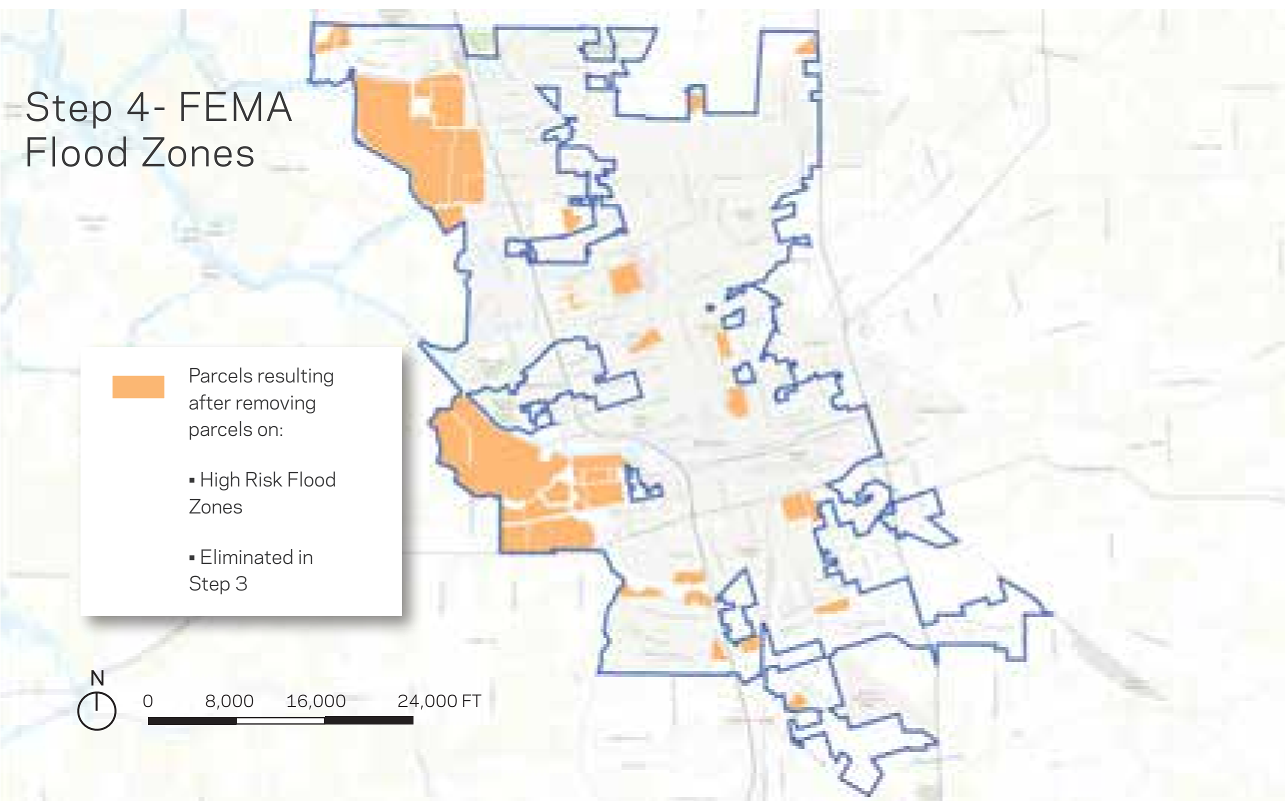
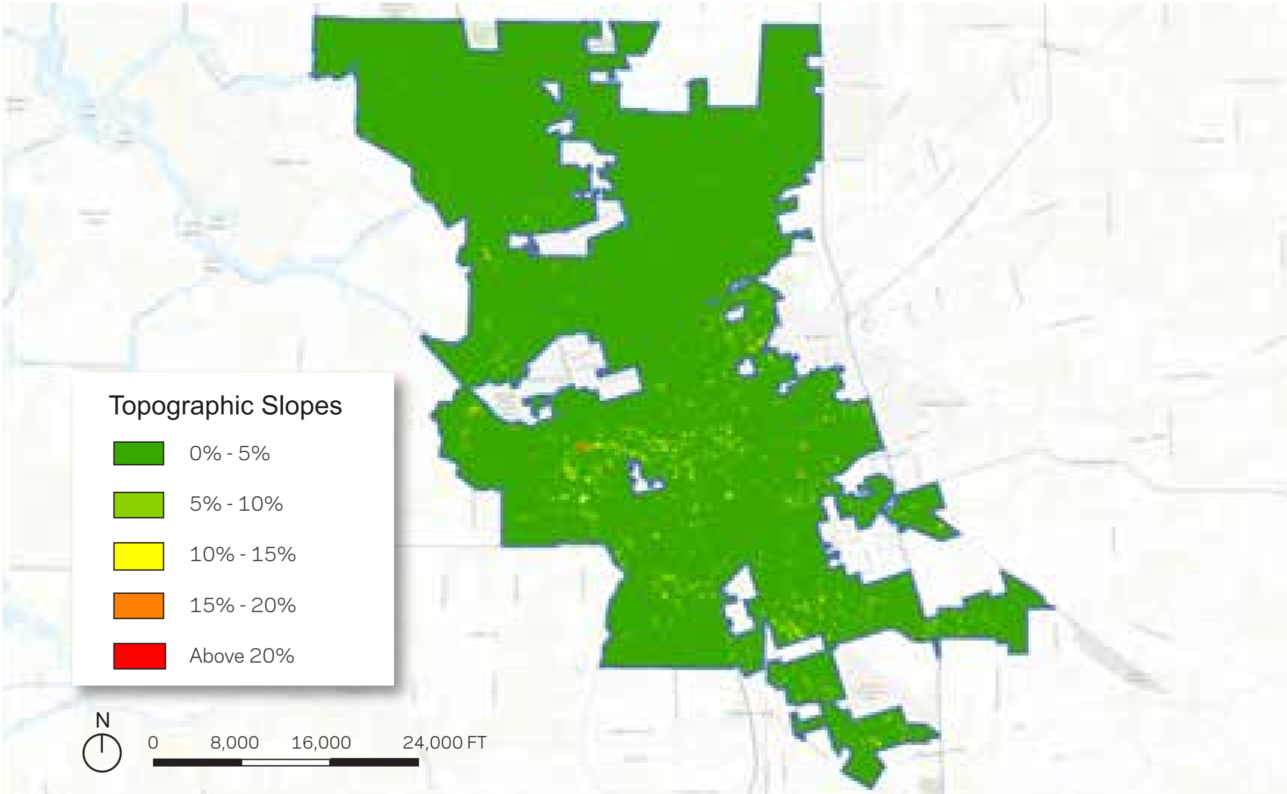


Figure B5.20 Steep Slopes Analysis



Source: County of San Joaquin Community Development Department. (2020). Elevation Contours, San Joaquin County Geographic Information Systems.

Figure B5.21 Resultant Parcels after Elimination of Parcels in Slopes over 10%

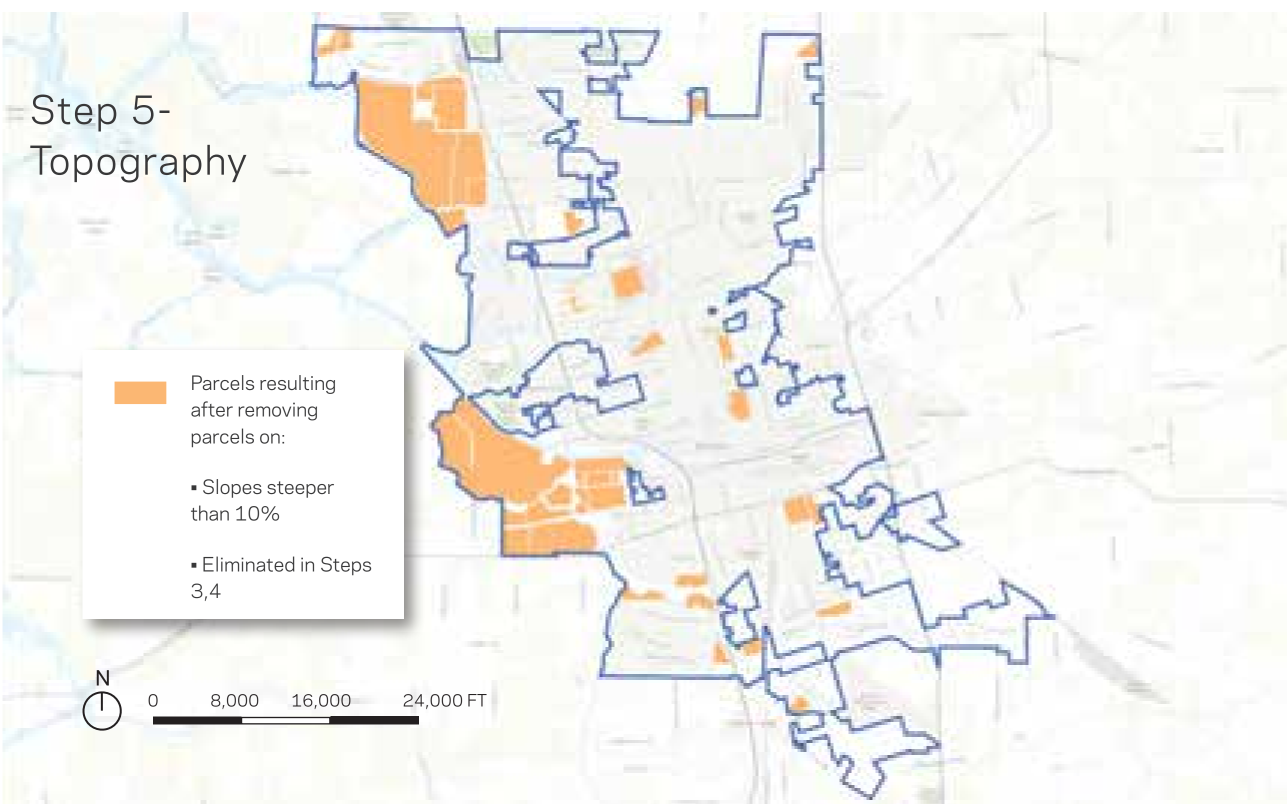
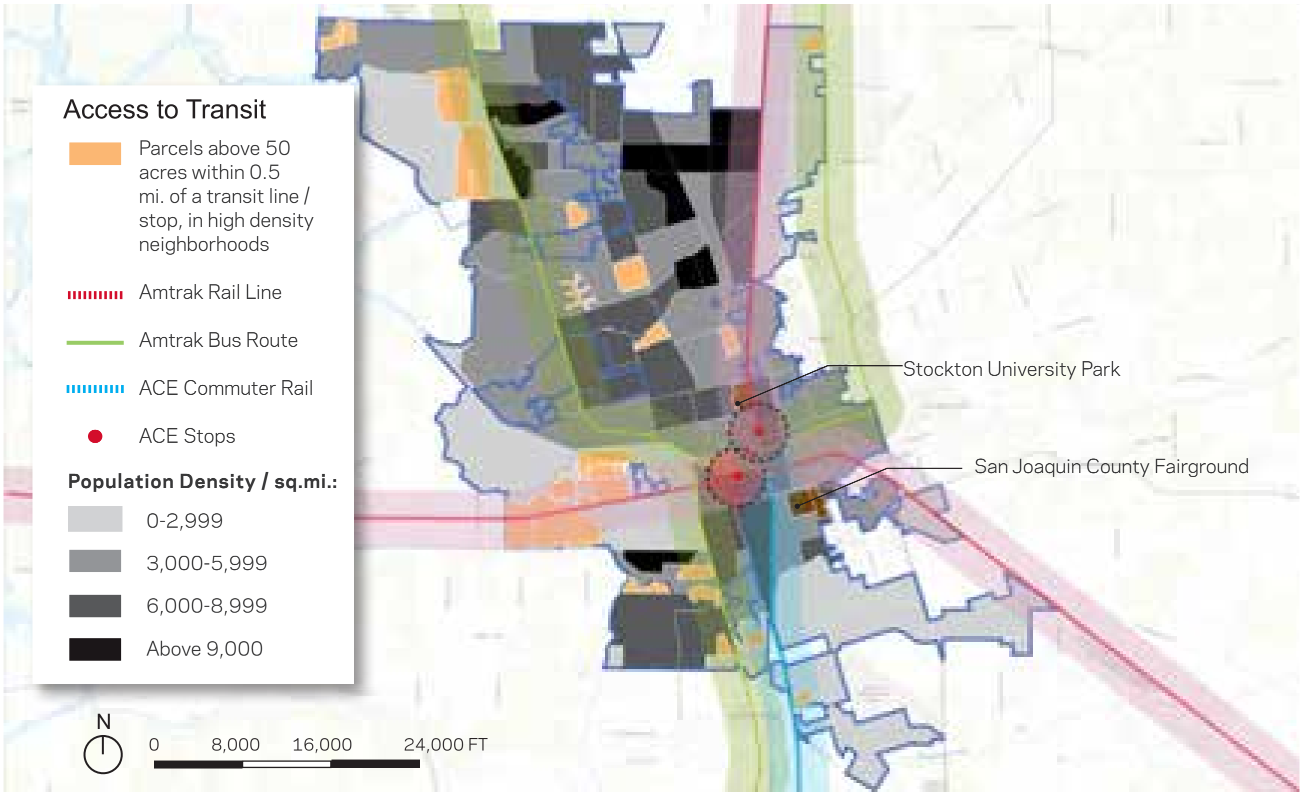


Figure B5.22 Parcels near High Density Neighborhoods and 0.5 Mile Transit Buffer



Sources: United States Census Bureau. (2018); County of San Joaquin Community Development Department. (2020). Railroads, San Joaquin County Geographic Information Systems.

Figure B5.23 Resultant Parcels Proximate to Transit or in High Density Neighborhoods

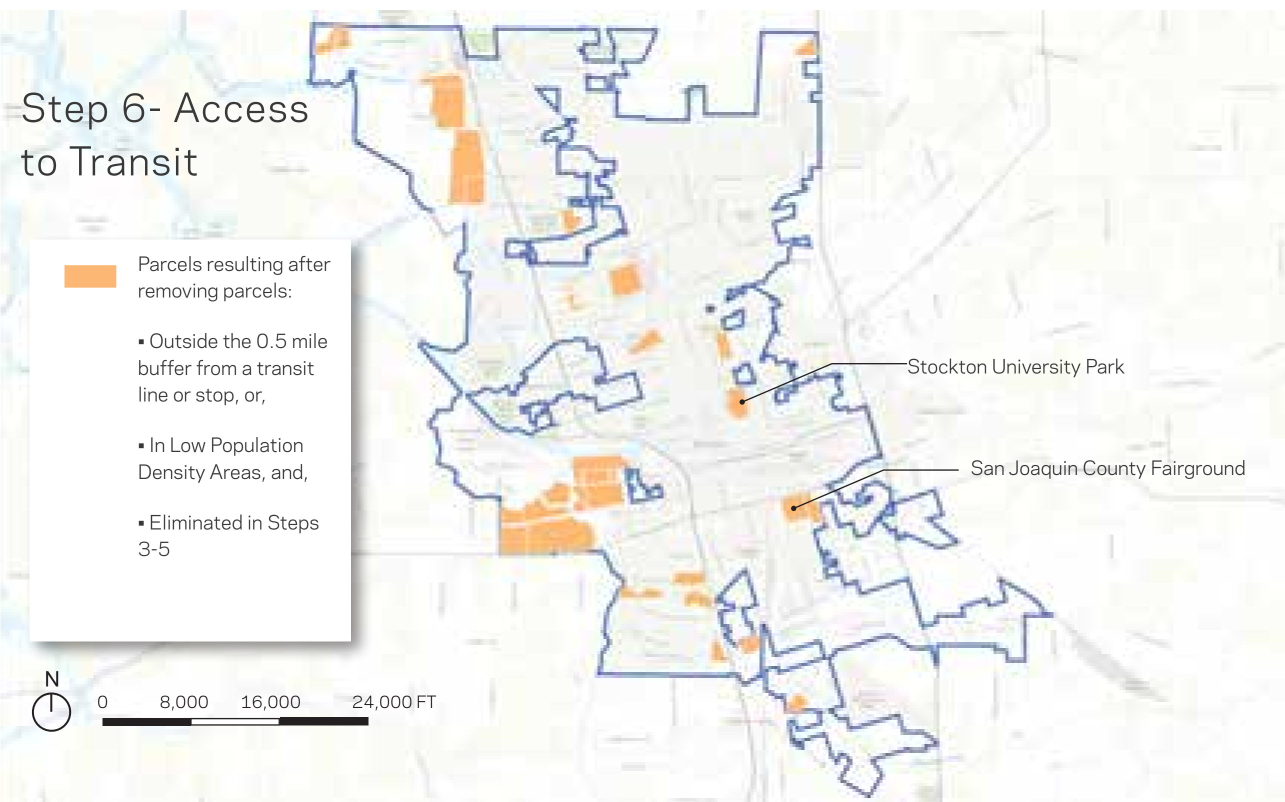
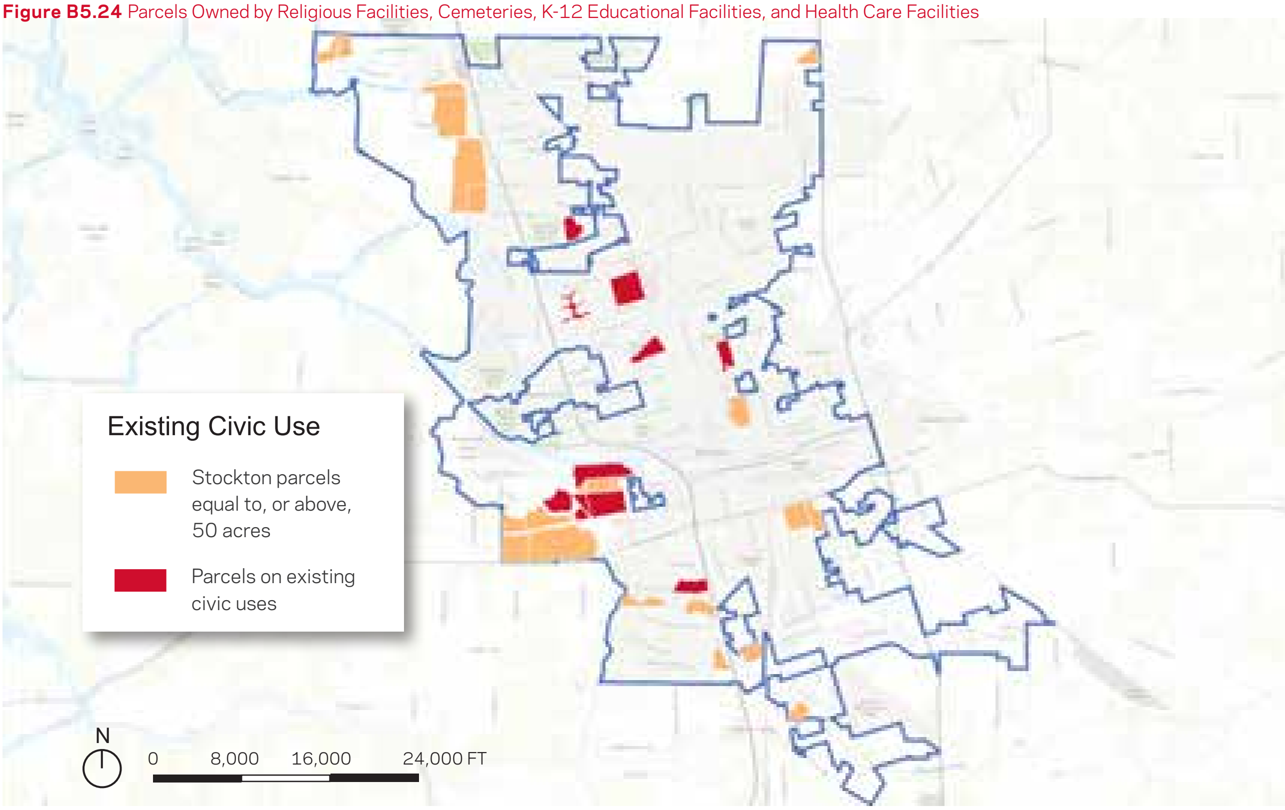


Figure B5.24 Parcels Owned by Religious Facilities, Cemeteries, K-12 Educational Facilities, and Health Care Facilities



Source: San Joaquin County Assessor.

Figure B5.25 Resultant Parcels after Elimination of Parcels in Existing Civic Uses

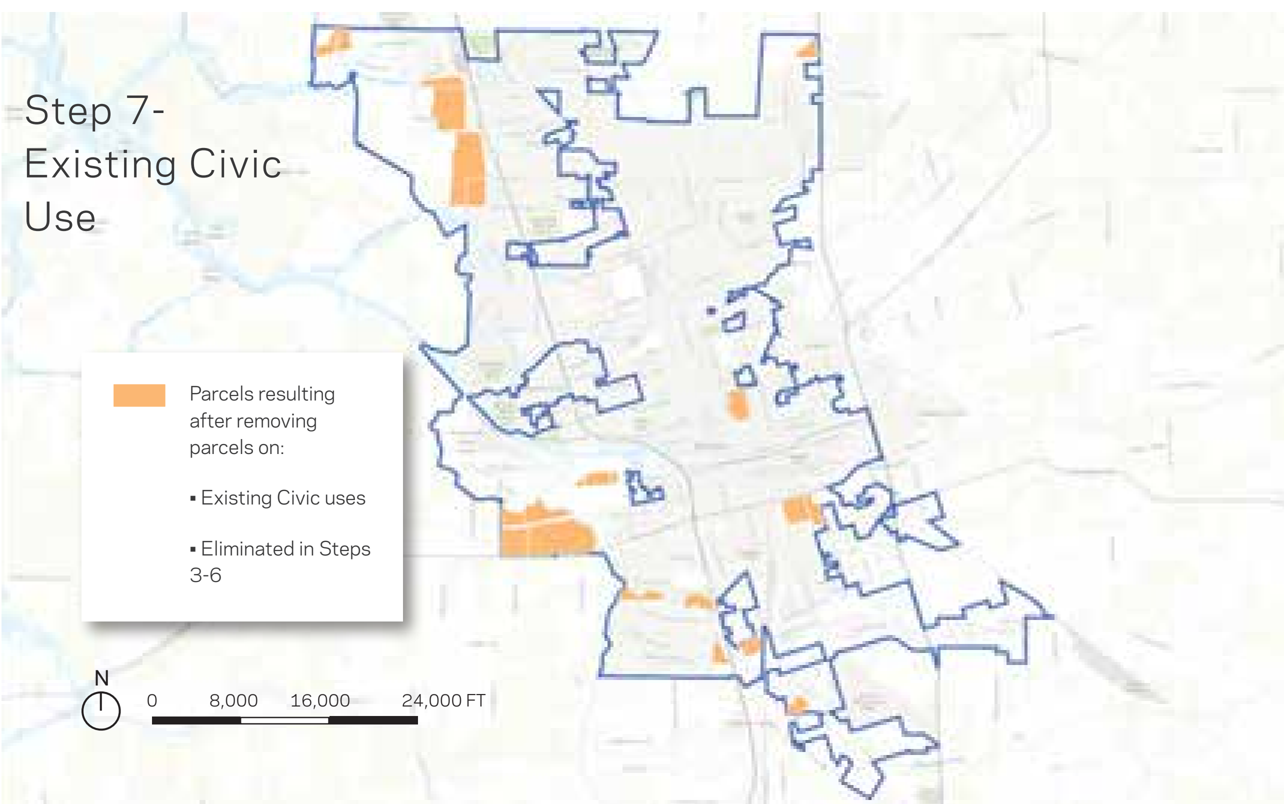
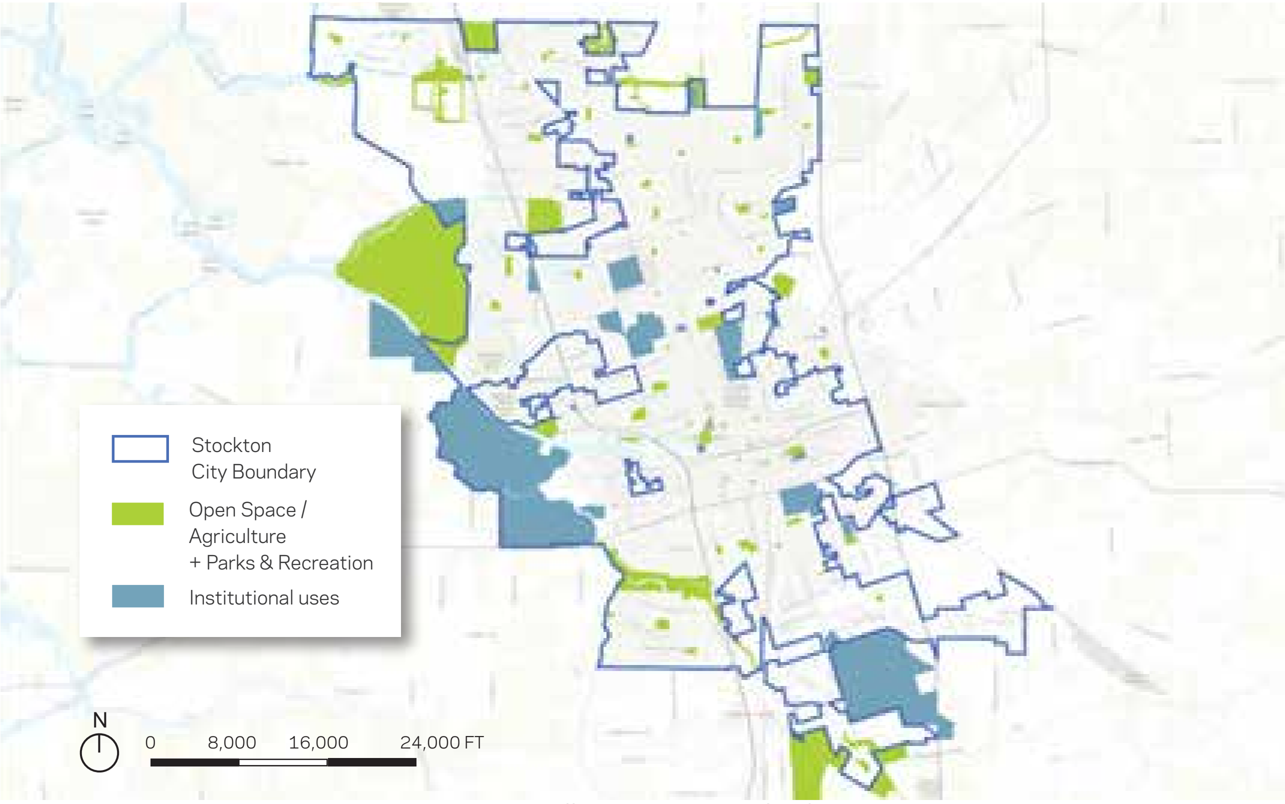


Figure B5.26 Envision Stockton 2040 General Plan



Sources: City of Stockton. (2017). General Plan Land Use Map, http://www.stocktongov.com/files/General_Plan_Land_Use_Map.pdf; County of San Joaquin Community Development Department. (2020). Agricultural Preserves, San Joaquin County Geographic Information Systems.

Figure B5.27 Resultant Parcels after Elimination of Parcels in Institutional / Open Space Designations

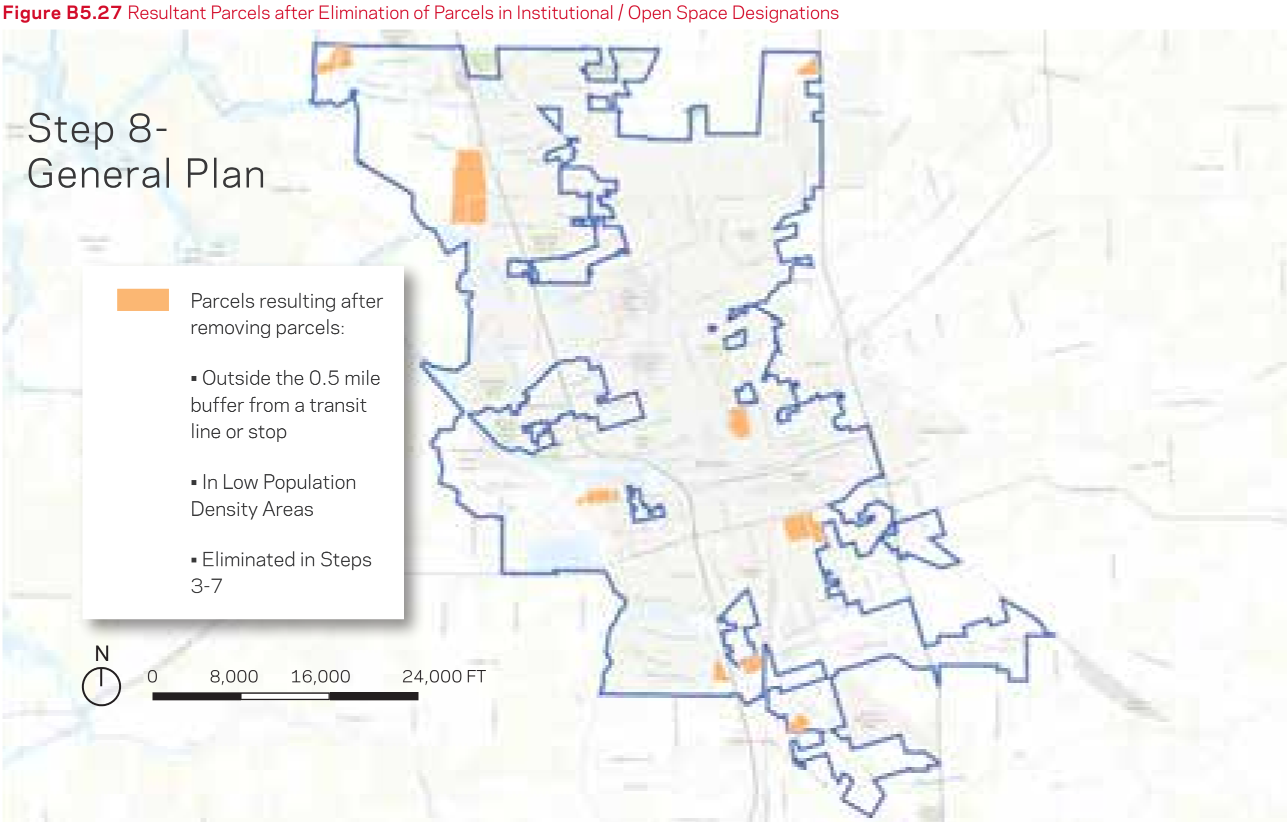
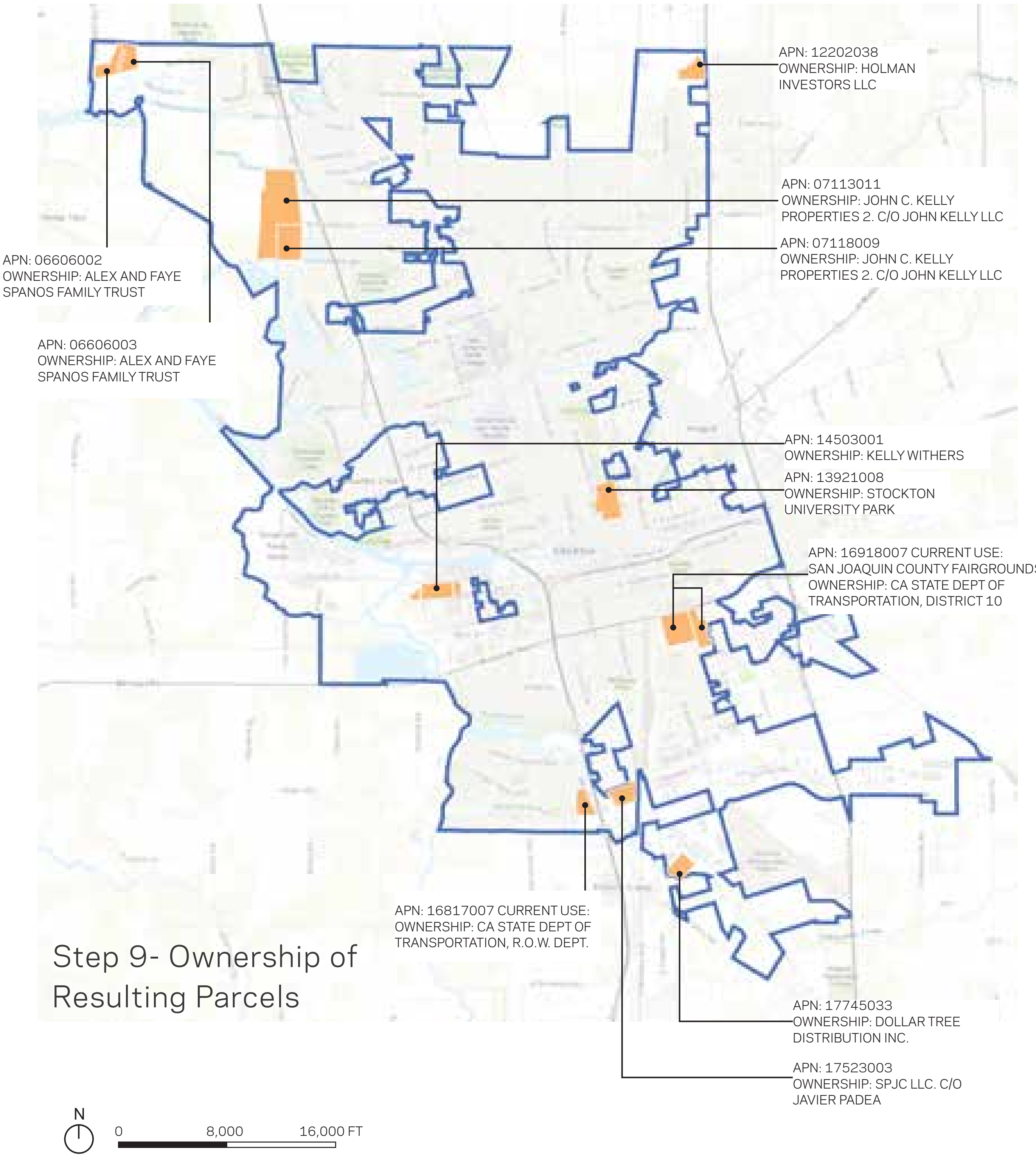


Figure B5.28 Results: Parcel Ownership Data of 12 Viable Parcels



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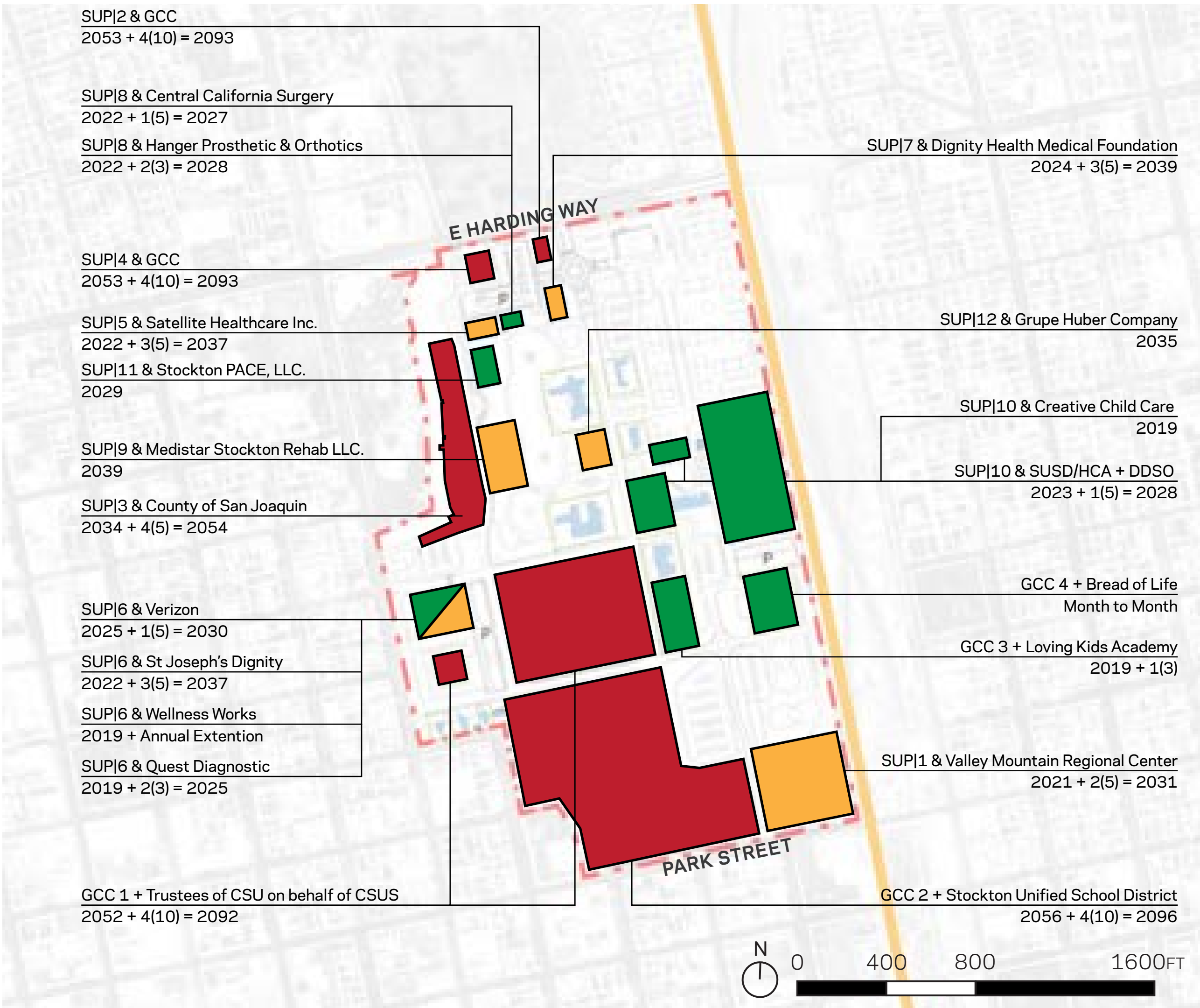
B.6 Stockton University Park Land Availability Analysis

B.6.1 BUILDING AVAILABILITY AND LEASING STUDY

This Appendix lists the sources of information used to determine the timeline of buildings and land areas that are potentially available for CSU use. This Appendix utilizes a variety of sources, including leasing plans and timelines, potential building demolition plans, and available building square footage from the Grupe Company. Information on historic structures was obtained from the Stockton University Park EIR, while the existing Stanislaus Stockton Center Campus Master Plan and the Acacia Court Replacement Study were provided by the CSU.

Figure B6.1 Stockton University Park - Leasing Plan



LEGEND

- 2021-2030
- 2031-2040
- 2041-2050
- 2051+

Source: The Grupe Company. (2019). Stockton Center Plan.
Source: California State University, Stanislaus Stockton Center, Campus Master Plan. (Approved September 2007).
Source: EIP Associates. (16 May 2003). *University Park Master Development Plan Administrative Draft #2*, 4.3.

B.6.2 STOCKTON UNIVERSITY PARK SITE BUILDING GSF

Table B6.1 Building Occupancy, Historic Status, and Size Information

Building Name[1]	Building Size[2] (GSF)	Historic Status[3]	Occupancy		
			Tenant	Leasing	Use
Acacia Court	219,000	Historic	Trustees of CSU on behalf of CSUS	University Available	University
Pittman Elementary School	56,503	Non-Historic	Stockton Unified School District	Leased	Non-University
Oak Hall	12,845	Historic	Loving Kids Academy	Leased	Non-University
Bread of Life	8,741 20,000	Non-Historic Non-Historic	LifeSong Partners	Unoccupied Available	Non-University Non-University
Valley Mountain Regional Center	62,323	Non-Historic	Valley Mountain Regional Center	Leased	Non-University
Development Parcel	0	Non-Historic	GCC	Leased	Future University
Parking Lot	0	Non-Historic	County of San Joaquin	Leased	Non-University
Development Parcel	0	Non-Historic	GCC	Leased	Future University
Satellite Healthcare Inc.	9,361	Non-Historic	Satellite Dialysis	Leased	Non-University
Magnolia Center	20,685	Non-Historic Non-Historic Non-Historic Non-Historic	Verizon Wireless Dignity Behavioral Health Wellness Works Quest Diagnostics	Leased Leased Leased Leased	Non-University Non-University Non-University Non-University
Dignity Medical Center	10,107	Non-Historic	Dignity Health Medical Foundation	Leased	Non-University
Hanger Prosthetic & Orthotics	4,906	Non-Historic Non-Historic	Hanger Clinic Central California Surgery	Leased Leased	Non-University Non-University
Medistar Stockton Rehab LLC.	0	Non-Historic	Medistar Stockton Rehab LLC.	Leased	Non-University
Weber Square (Charter School) Creative Child Care DDSO	105,106 23,195 –	Non-Historic Non-Historic Non-Historic	SUSD/HCA Creative Child Care DDSO	Leased Leased Leased	Non-University Non-University Non-University
Stockton PACE	16,659	Non-Historic	Stockton PACE, LLC.	Leased	Non-University
Vonnie Erb Library (Spruce Center)	6,212	Historic	Grupe Huber Company	Leased	Non-University
Grupe Commercial Company Office	3,052	Historic	Grupe Commercial Company Office	Available	Non-University

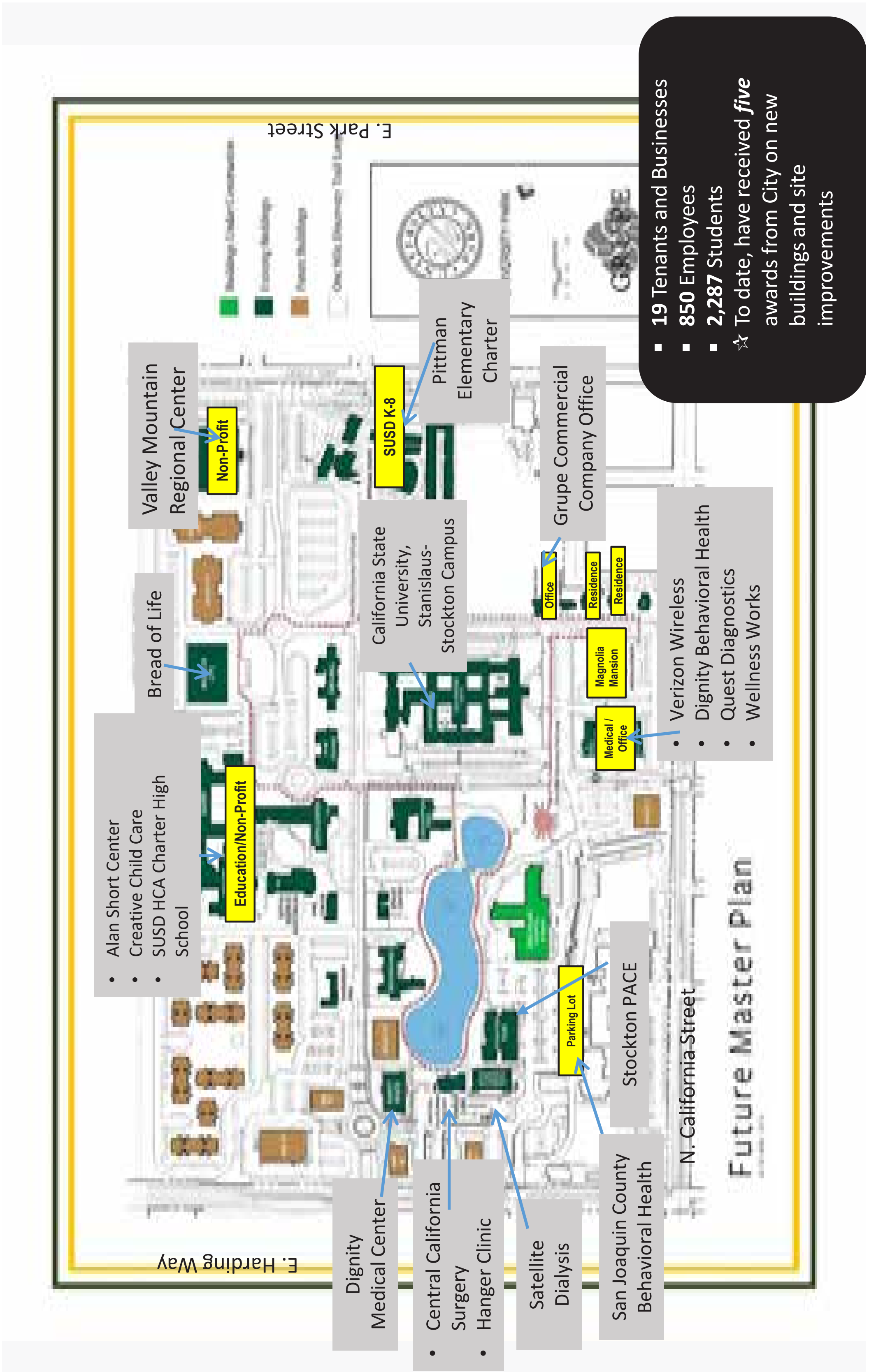
1. The Grupe Company. (2019). Stockton Center Plan.
2. California State University, Stanislaus Stockton Center, Campus Master Plan. (Approved September 2007).
3. EIP Associates. (16 May 2003). University Park Master Development Plan Administrative Draft #2, 4.3.

Table B6.1 Building Occupancy, Historic Status, and Size Information (Continued)

Building Name[1]	Building Size[2] (GSF)	Historic Status[3]	Occupancy		
			Tenant	Leasing	Use
Superintendent's Home (Magnolia Mansion)	7,149	Historic	–	Available	Vacant
Volunteer Center (Aspen Center)	24,522	Historic	–	Unoccupied	Vacant
Volunteer Center (Aspen Center)	19,833	Historic	–	Available	Vacant
Religious Center (Elm Center)	10,052	Historic	–	Available	Vacant
Foster Grandparents (Evergreen Hall)	6,560	Historic	–	Available	Vacant
Oak Hall	9,800	Historic	–	Available	Vacant
Curved Needle (Pine Center)	6,744	Historic	–	Available	Vacant
Residence 1	4,749	Historic	–	Available	Vacant
Residence 2	6,360	Historic	Unknown Tenant	Leased	Non-University
Residence 3	4,749	Historic	–	Available	Vacant
Delta Learning Center (Sequoia Hall)	20,876	Historic	–	Available	Vacant
Delta Learning Center (Sequoia Hall)	6,614	Historic	–	Unoccupied	Vacant
Campbell Achievement Center (Eucalyptus Center)	15,578	Historic	–	Available	Vacant
Grant Street House (Residence 5)	4,749	Historic	–	Available	Vacant

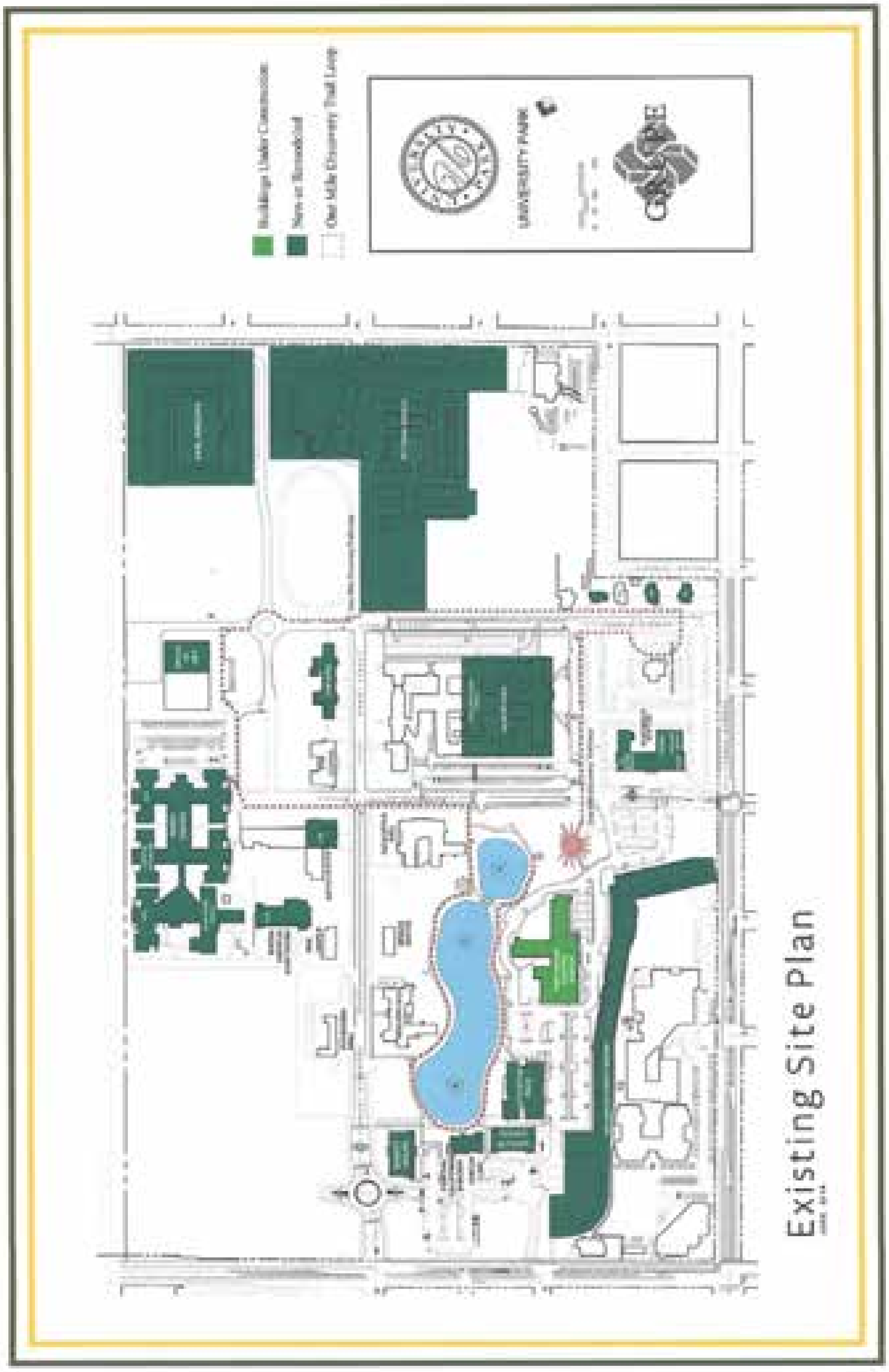
1. The Grupe Company. (2019). Stockton Center Plan.
2. California State University, Stanislaus Stockton Center, Campus Master Plan. (Approved September 2007).
3. EIP Associates. (16 May 2003). University Park Master Development Plan Administrative Draft #2, 4.3.

Figure B6.2 Stockton Center Development Plan 2019



Source: The Grupe Company. (April 2019). Stockton Center Plan.

Figure B6.3 Stockton University Park Existing Site Plan



Source: The Grupe Company. (June 2019). Existing Site Plan.

Table B6.2 Stockton University Park Available Space

University Park
Available Space
As of May 1, 2020

Magnolia Mansion	Acacia Street	7,149sf
R1	Acacia Street	4,749sf
R3	Acacia Street	4,749sf
Grant House	Acacia Street	4,749sf
Bread of Life Building	Aurora Street	20,000sf
Oak Hall	Grant Street	9,800sf
Elm Center	Grant Street	10,052sf
Aspen Center	Grant Street	19,833sf
Eucalyptus Hall	Magnolia Street	15,578sf
Pine Center	Grant Street	6,744sf
Sequoia Hall	Grant Street	20,876sf
Evergreen Hall	Grant Street	6,560sf

Source: The Grupe Company. (June 2019). Existing Site Plan.

Table B6.3 Stockton University Park Historic Buildings

TABLE 4.3-2

HISTORIC CONTRIBUTORS
STRUCTURES TO BE RETAINED

Building Name (New Name) Address	Year Built
Acacia Court 612 E. Magnolia	1930
Superintendent's Home (Magnolia Mansion) 571 E. Acacia	1900
Volunteer Center (Aspen Center) 114 N. Grant	1931
Religious Center (Elm Center) 1080 N. Grant	1916
Campbell Achievement Center (Eucalyptus Center) 755 E. Magnolia	1916
Foster Grandparents (Evergreen Hall) 1282 N. Grant	1931
Alan Short Center (Oak Hall) 1004 N. Grant	1914
Curved Needle (Pine Center) 1204 N. Grant	1929
Residence 1 504 and 506 E. Acacia	1870
Residence 2 520 E. Acacia	1870
Residence 3 560 E. Acacia	1870
Delta Learning Center (Sequoia Hall) 1281 N. Grant	1938
Vonnie Erb Library (Spruce Center) 1203 N. Grant	1929
Grant Street House (Residence 5) 710 N. Grant	1888

Source: EIP Associates. (September 2003). Stockton University Park Final Environmental Impact Report.