



Santa Rosa City Schools

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SANTA ROSA CITY SCHOOLS SCHOOL CONSOLIDATION ADVISORY COMMITTEE

PREPARED BY
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LINETTE HODSON, DIRECTOR, MANAGEMENT CONSULTING SERVICES
SCHOOL SERVICES OF CALIFORNIA INC.

FEBRUARY 4, 2025
REPORT TO THE BOARD OF TRUSTEES

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Facilitators, School Services of California Inc.

Aaron Johnson, Principal/CEO, Quattrocchi Kwok Architects

Rob Murry, Director of Demographics, King Consulting

Felicia Silveira, Van Pelt Consulting

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Executive Summary

The Santa Rosa City Schools (District) serves the Santa Rosa community, located in the county of Sonoma. The District serves a diverse population of approximately 14,500 students in grades TK-12 in 9 elementary schools, 4 middle schools, 5 comprehensive high schools, 1 continuation high school, and 4 dependent charter schools. Additionally, the District offers preschool programs.

As part of its budget stabilization commitment, at its June 26, 2024, meeting, the Board of Trustees (Board) approved a resolution for the formation of the School Consolidation Advisory Committee (Committee) to study and recommend schools for closure and/or consolidation. The Committee held a series of public meetings between August 2024 and January 2025 to study and recommend schools for closure and/or consolidation, based on data and established criteria.

This report provides a summary of the Committee’s meetings, as well as its recommendations. Based on the information provided and discussed, the Committee recommends that the Board consider the following school site prioritization, in rank order and/or by tiers—with a ranking of 1 meaning the school, or tier of schools, is higher on the list for closure, when it is making its decision regarding school closures and/or consolidations (Figure 1).

Figure 1: Recommended School Closures

Elementary Schools ¹	Middle Schools	High Schools ¹
1. Albert F. Biella Elementary School (ES) Brook Hill ES Steele Lane ES 2. Abraham Lincoln ES Cesar Chavez Language Academy Hidden Valley ES James Monroe ES	1. Santa Rosa Middle School (MS) 2. Herbert Slater MS 3. Hilliard Comstock MS 4. Rincon Valley MS	1. Elsie Allen High School (HS) Montgomery HS 2. Santa Rosa HS 3. Maria Carillo HS Piner HS

¹Schools within a tier are in alphabetical order

Additionally, based on public comments received throughout the Committee meetings, as well as through a series of community town hall dialogue meetings, the Committee would like the Board to consider keeping all the comprehensive high school sites open. To this end, the Committee provides the following alternatives for the Board’s consideration:

- Convert Elsie Allen HS, Montgomery HS, and/or Piner HS to grades 7-12
- Convert Hilliard Comstock MS to grades TK-8

- Close the Ridgway Continuation HS site and integrate it into one or more existing comprehensive high school campuses

Lastly, the Committee recommends that the Board consider creating a multilingual academy by co-locating Cesar Chavez Language Academy and Santa Rosa French-American Charter School on one campus.

As it pertains to the recommendations, note the following:

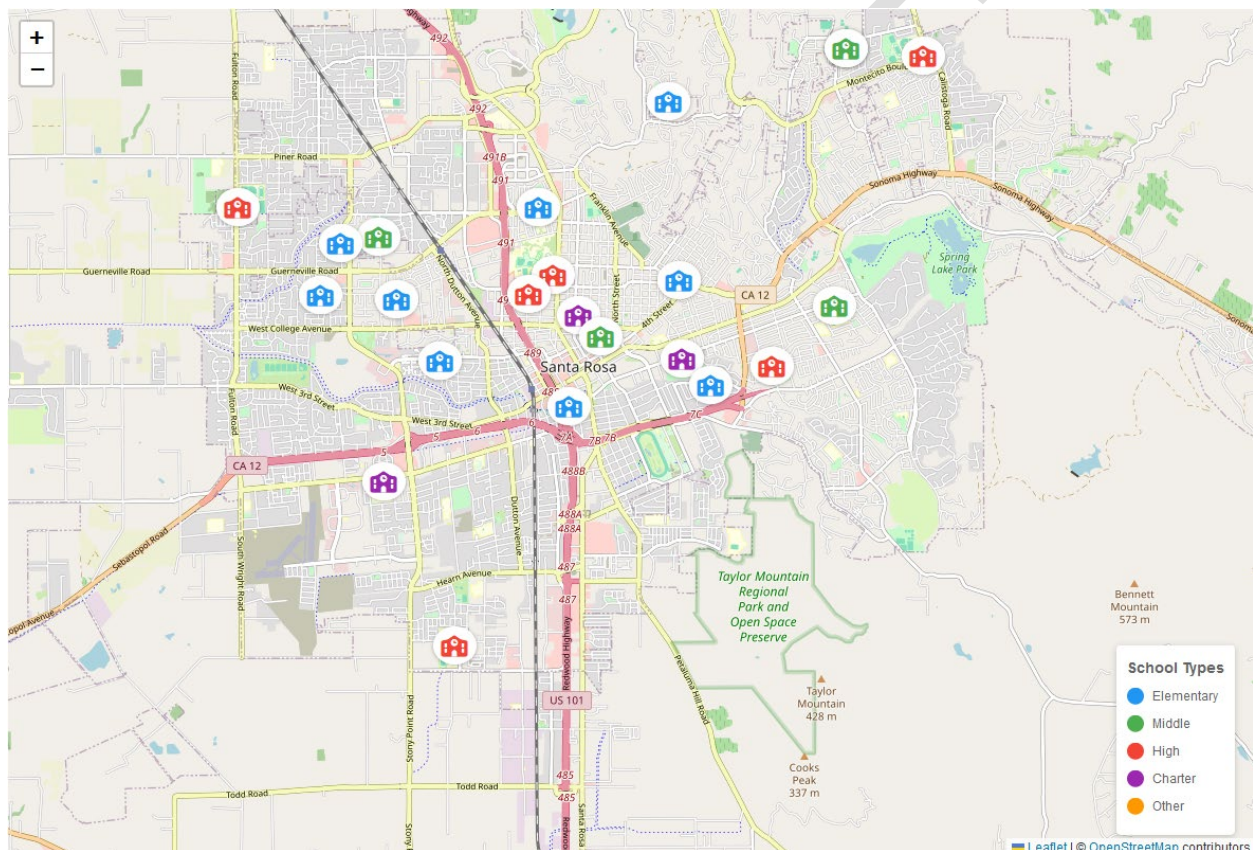
- For purposes of selecting and ranking school sites for closure, the four dependent charter schools have been combined with the elementary school as the charter schools also serve elementary grades
- Although all 13 elementary schools (i.e., 9 traditional elementary schools and 4 charter schools) were considered for closure, only the top 7 school sites have been recommended by the Committee for consideration by the Board
- While data was provided to the Committee for Ridgway Continuation HS, it was not considered as part of the closure recommendations; though the Committee ultimately included it as part of its alternative recommendations

This report is being provided to the Board for its consideration as it proceeds with school closures and/or consolidations.

Background

The Santa Rosa City Schools (District) is a combination of two school districts serving the Santa Rosa community—the Santa Rosa Elementary School District and the Santa Rosa High School District—located in the county of Sonoma (Figure 2).

Figure 2: District School Sites



The District serves approximately 14,500 students and is comprised of 9 elementary schools (grades TK-6) and 4 middle school (grades 7-8), 5 comprehensive high schools (grades 9-12), and 1 continuation high school (grades 11-12) (Figure 4). In addition, the District offers a preschool program and four dependent charter schools (three are grades TK-8 and one is grades 5-6). The District serves a diverse student population with 50.52% of its students in at least one of the following categories: eligible for free or reduced-price meals (FRPM), English learner, or foster youth. Further, its population of students with disabilities is approximately 19%.

Figure 3: District Schools

Elementary Schools	Middle Schools	High Schools	Charter Schools
<ul style="list-style-type: none"> ▪ Abraham Lincoln Elementary School (ES) ▪ Albert F. Biella ES ▪ Brook Hill ES ▪ Helen M. Lehman ES ▪ Hidden Valley ES ▪ James Monroe ES ▪ Luther Burbank ES ▪ Proctor Terrace ES ▪ Steele Lane ES 	<ul style="list-style-type: none"> ▪ Herber Slater Middle School (MS) ▪ Hilliard Comstock MS ▪ Rincon Valley MS ▪ Santa Rose MS 	<ul style="list-style-type: none"> ▪ Elsie Allen High School (HS) ▪ Maria Carillo HS ▪ Montgomery HS ▪ Piner HS ▪ Ridgway Continuation HS¹ ▪ Santa Rosa HS 	<ul style="list-style-type: none"> ▪ Cesar Chavez Language Academy ▪ Santa Rosa (SR) Accelerated Charter School ▪ SR Charter for the Arts School ▪ SR French-American Charter School

¹Data provided throughout the report for information purposes—not considered for closure

At its June 26, 2024, meeting, the Board approved a resolution for the establishment of a School Consolidation Advisory Committee (Committee) to review and analyze the school sites within the District and determine which might be closed and/or consolidated.² Staff solicited members via an application process to ensure broad representation. On August 14, 2024, the Board approved the members for the Committee. Based on the estimates developed by District staff, three elementary school sites, one middle school site, and one high school site would need to be closed in order to result in the required savings.

The Board initially appointed 21 members; however, one member was unable to serve through the end of the process and resigned.

The Committee composition was based on the following criteria:

- The ethnic, age group and socioeconomic composition of the district
- The business community, such as store owners, managers, or supervisors
- Landowners or renters, with preference to be given to representatives of neighborhood associations
- Teachers
- Administrators
- Parents of Students

²The Committee is tasked with recommendations regarding school closure. The disposition and/or use of the sites is not within its purview and would be addressed by a separate Board-appointed committee (i.e., a 7-11 committee) subsequent to school closure.

- Persons with expertise in environmental impact, legal contracts, building codes, and land use planning, including, but not limited to knowledge of the zoning and other land use restrictions of the cities or cities and counties to which surplus space and real property is located

Education Code Section (EC §) 17387 et seq. states that school district governing boards may appoint a district advisory committee to advise the governing board in the development of district-wide policies and procedures governing the use or disposition of school building not needed for school purposes. The California Department of Education (CDE) has developed a *Best Practices Guide for Potential School Closure*, which can be found on its website³ and provides “school communities facing this challenge with essential information needed and suggestions for best practices when closing a school.” The CDE guidance was utilized by School Services of California Inc. (SSC) to develop the proposed scoring criteria reviewed and agreed upon by the Committee, as well development of the data to be shared with the Committee throughout the process.

Summary of Committee Meetings

The Committee held nine public meetings to study and recommend schools for closure and/or consolidation, based on data and established criteria. It received and discussed information from consultants and District staff. All Committee meetings were open to the public, noticed at least 72 hours in advance,⁴ held in accordance with the Brown Act, and held in person at one of the following locations:

- District Office—110 Stony Point Road
- Montgomery HS—1250 Hahman Drive
- Santa Rosa HS—1235 Mendocino Avenue

The meetings began at approximately 5:30 p.m.

Meeting agendas, minutes, and materials are included in Appendix A and are available on the District’s website at:

https://simbli.eboardsolutions.com/SB_Meetings/SB_MeetingListing.aspx?S=36030438.

Meeting 1: August 19, 2024—Organizational

This meeting was organizational and introductory in nature. Lisa August, Associate Superintendent Business Services, welcomed the Committee and provided background and context. The role of the Committee and its members was discussed by Brianna García of SSC.

³<https://www.cde.ca.gov/ls/fa/sf/schoolclose.asp>

⁴The January 17, 2025, meeting was a special meeting that was noticed at least 24 hours in advance.

Linette Hodson of SSC lead the group through a consensus-building process to establish group norms. An overview of the Brown Act, Public Records Act, and conflict of interest laws was provided by Cynthia Smith of Fagen Friedman & Fulfroft LLP.

The Committee selected a chairperson and vice chairperson. Brianna García explained the roles of each position and nominations were taken. Christian Diaz was selected as the chair and Ben Wolf was selected as the vice chair.

An overview of the nine elementary school sites, four middle school sites, six high school sites, and four charter school sites was presented. Boundary maps were provided by grade span and each school site’s location, grades served, 2023-24 enrollment, and capacity, including the number of permanent and portable classrooms, were reviewed and Committee member questions were addressed.

In addition, Brianna García shared the proposed criteria with the Committee for their consideration and explained the scoring methodology (Figure 4).

Figure 4: Scoring Criteria

Demographics and Capacity	
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity), including considering special day classes
2.	Demographically diverse population based on the unduplicated pupil percentage (UPP) (within the range of 40%-60%)
3.	Excess classroom capacity, excluding portables
4.	Enrollment includes positive intra-district and/or inter-district transfers
5.	Excess classroom capacity, excluding intra-district and/or inter-district transfers
6.	Proximity to schools with capacity to accommodate incoming students, excluding intra-district and/or inter-district transfers
Facilities	
7.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)
8.	Modernization, construction, or other projects (e.g., technology upgrades) recently completed
9.	Total historical investments in facilities at the school site
10.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites
11.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment
12.	Environmental factors effect current or future use of property (e.g., earthquake faults, high-speed rail, etc.)
13.	Leases or other outside uses currently utilizing site/generate income

Educational/Student Support Services	
14.	School does not meet performance (lowest two performance levels) in two or more state priorities
15.	Percentage of students not meeting standard in English Language Arts (ELA) is below that of district as a whole
16.	Percentage of students not meeting standard in Math is below that of the district as a whole
17.	District-wide/special programs would need to be relocated
18.	District-wide/special programs can be relocated
Fiscal and Other Impacts	
19.	Existing safety concerns regarding traffic and safe routes to school
20.	Safety concerns regarding traffic and safe routes to school if students are relocated
21.	Would require transportation for relocated students to new school sites
22.	Alternative uses identified if site is closed (e.g., use for other district functions, joint-use/joint occupancy agreements, community day school use, use for charter school [Proposition 39], shift to full-day kindergarten or universal preschool program, etc.)
23.	Proximity to non-district school that could capture district students were the school site to close
24.	District would benefit from net savings if closed
25.	Per-student operating costs, excluding staff
Additional Considerations¹	
	FRPM percentage
	Percentage of students by race/ethnicity

¹While the information was provided to the Committee for its consideration, the “Additional Considerations” were not scored

There are two scores for a number of the criteria. The first score is a relative score based predominantly on yes or no answers whose numeric value depends on the criteria. For example, for school enrollment, yes equals 2 and no equals 1 because the lower the enrollment, the less operationally efficient the school and, therefore, the school should be ranked higher on the list for consideration for closure. Conversely, the scoring for facilities modernization and construction costs recently completed provides a score of 1 for yes and 2 for no because if funds have been expended at a school site, it should rank lower on the list so that the investment of those funds is not “lost” due to school closure. Criteria 1-24 each received a relative score.

The second score—the rank score—provides a rank order score dependent on the criteria. For instance, for the criterion regarding the condition of the facilities, the rank score provides a score based on the costs of the facilities projects identified in the District’s Facilities Master Plan (FMP) with the highest score applied to the school site with the most expensive facilities projects. The rank score provides additional information and greater differentiation between the schools to serve as a tie breaker when two or more schools have the same relative score. Criteria 1-9, 14-16, and 24-25 each received a rank score. For both the relative score and the rank score, the higher the total score received by a school site, the higher it ranks on the list for closure consideration.

That said, the Committee’s recommendations regarding consolidation/closure are not meant to be solely based on the scoring criteria. Rather, the criteria provide objective metrics and information that should inform the Committee’s decision-making.

The Committee discussed each criterion and were provided an opportunity to provide comments and ask clarifying questions. Based on the consensus model, the Committee agreed to follow the criteria as presented, with the exception of the three criteria that pertain to academics—14, 15, and 16. The Committee held a robust discussion regarding whether these criteria should be included. It was concerned that inclusion of these criteria could have an inequitable impact based on factors that are not wholly within the control of the school site (e.g., support networks available to students outside of the school). Further, the Committee felt that the specific metrics represented within these criteria may not provide the most accurate representation of student performance.

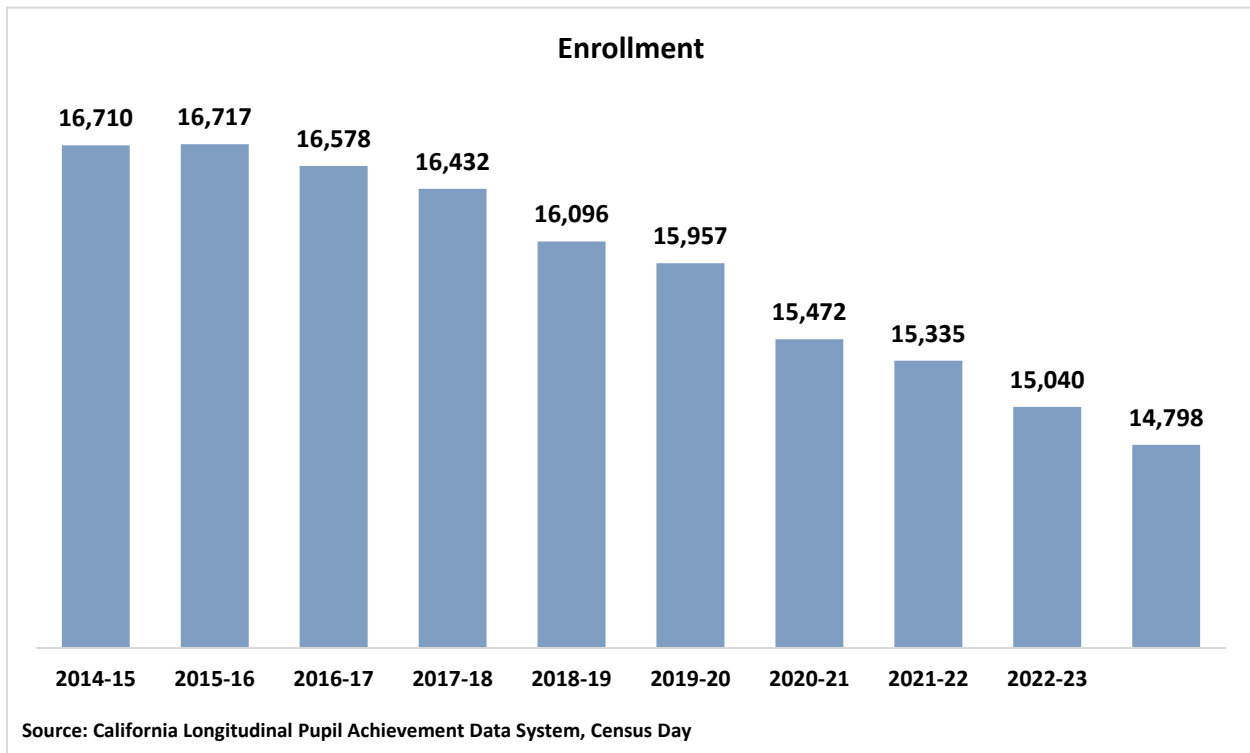
Therefore, it was determined that SSC and District staff would investigate whether other criteria could be substituted and that this information would be brought back to the Committee. Ultimately, at the November 18, 2024, meeting, the Committee reached a consensus to remove all three criteria.

Lastly, a timeline of the upcoming meetings and tentative subject areas was provided prior to adjournment of the meeting.

Meeting 2: September 9, 2024—Demographics

The Committee was presented with demographic and facilities capacity data beginning with historic enrollment data (Figure 5). Rob Murry, Director of Demographics for King Consulting, the District’s demographer, provided a presentation on the current and projected demographics and enrollment of the District. Both Felicia Silveira with Van Pelt Consulting and Lisa August also addressed questions posed by the Committee throughout and after the presentation.

Figure 5: District Enrollment Ten-Year Enrollment Trend



As part of his presentation, Rob Murray noted:

- Three sets of projections were developed as part of the District’s demographic study—low, moderate, and high—to account for variability in factors such as birth to kindergarten ratios, feeder cohort capture rates, and grade-to-grade migration rates. Due to the steep decline in actual enrollment rates for the 2024-25 school year as compared to the moderate projections developed in the study, the information provided to the Committee consisted of the low projections.
- Historic and projected enrollment for each school site (Figure 6)
- Enrollment is expected to continue to decline through the projection period. Overall, the District is expected to decline to 12,445 by 2029-30. The elementary (TK-6) and high school (9-12) grades show a steady decline, while the middle school grades show declines through 2027-28 and then level off through 2029-30. The largest declines are in the high school grades.

Figure 6: Enrollment Summary by School Site

School	Actual Enrollment			Projected Enrollment						
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Abraham Lincoln ES	270	273	299	292	318	346	359	343	323	301
Albert F. Biella ES	287	257	215	234	205	185	157	145	136	131
Brook Hill ES	342	329	303	283	276	293	288	275	267	262
Helen Lehman ES	482	415	411	399	413	402	407	396	390	370
Hidden Valley ES	500	465	449	428	407	391	380	369	353	354
James Monroe ES	365	373	361	355	347	365	359	344	338	330
Luther Burbank ES	310	294	308	302	294	291	277	270	258	251
Proctor Terrace ES	354	342	335	324	311	298	296	291	282	279
Steele Lane ES	365	370	378	383	412	413	411	413	398	380
Elementary Totals	3,275	3,118	3,059	3,001	2,983	2,983	2,934	2,847	2,744	2,658
Herbert Slater MS	677	701	716	686	649	633	615	591	597	596
Hilliard Comstock MS	398	418	434	438	398	384	374	357	361	362
Rincon Valley MS	798	802	786	782	715	694	678	649	655	655
Santa Rosa MS	502	494	466	464	437	423	409	385	390	389
Middle Totals	2,375	2,415	2,402	2,370	2,200	2,134	2,076	1,982	2,003	2,002
Elsie Allen HS	1,071	1,088	1,055	1,118	1,075	1,082	1,026	974	902	860
Maria Carrillo HS	1,495	1,545	1,591	1,584	1,558	1,564	1,511	1,454	1,370	1,311
Montgomery HS	1,624	1,591	1,572	1,529	1,515	1,512	1,452	1,397	1,318	1,262
Piner HS	1,399	1,425	1,361	1,415	1,421	1,391	1,326	1,267	1,196	1,148
Santa Rosa HS	1,872	1,814	1,682	1,660	1,660	1,651	1,598	1,513	1,419	1,354
<i>Ridgway Continuation HS</i>	285	246	233	246	232	240	239	239	222	204
High Totals	7,746	7,709	7,494	7,554	7,461	7,441	7,152	6,844	6,427	6,139

School	Actual Enrollment			Projected Enrollment						
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Cesar Chavez Language Academy	440	927	853	825	811	809	796	780	778	763
SR Accelerated Charter School	127	128	128	128	128	128	128	128	128	128
SR Charter for the Arts School	401	393	391	379	366	357	355	344	339	329
SR French-American Charter School	430	397	436	450	440	445	440	432	432	425
Charter School Totals	1,398	1,845	1,808	1,782	1,745	1,740	1,719	1,685	1,676	1,645
District Totals	14,794	15,087	14,763	14,707	14,390	14,298	13,881	13,357	12,851	12,445
Annual Change		293	-324	-56	-317	-92	-417	-524	-507	-406

Source: Facilities Master Plan, Appendix 2: Demographic Analysis & Enrollment Projections Study, dated May 2023—low enrollment projections

DRAFT

- The FRPM percentage (Figure 7) and ethnicity (Figure 8) by school site.

Figure 7: FRPM Percentage by School Site

School	Enrollment Used for Meals	FRPM	
		Count	Percentage
Elementary Schools			
Abraham Lincoln ES	281	186	66.20%
Albert F. Biella ES	234	190	81.20%
Brook Hill ES	281	241	85.80%
Helen Lehman ES	381	325	85.30%
Hidden Valley ES	456	123	27.00%
James Monroe ES	336	287	85.40%
Luther Burbank ES	321	233	72.60%
Proctor Terrace ES	326	114	35.00%
Steele Lane ES	413	294	71.20%
Middle Schools			
Herbert Slater MS	690	348	50.40%
Hilliard Comstock MS	442	290	65.60%
Rincon Valley MS	780	214	27.40%
Santa Rosa MS	458	235	51.30%
High Schools			
Elsie Allen HS	980	571	58.30%
Maria Carrillo HS	1,585	373	23.50%
Montgomery HS	1,433	625	43.60%
Piner HS	1,384	788	56.90%
Santa Rosa HS	1,636	617	37.70%
<i>Ridgway Continuation HS</i>	274	130	47.40%
Charter Schools			
Cesar Chavez Language Academy	811	482	59.40%
SR Accelerated Charter School	129	13	10.10%
SR Charter for the Arts School	414	148	35.70%
SR French-American Charter School	468	109	23.30%
District Total	14,517	6,937	47.79%
County Total	64,447	31,322	48.60%
State Total	5,837,690	3,599,733	61.66%

Source: CDE DataQuest, 2023-24

Figure 8: Ethnicity Percentages by School Site

School	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
Elementary Schools									
Abraham Lincoln ES	281	1.1%	0.7%	1.1%	0.7%	88.6%	0.0%	6.0%	1.8%
Albert F. Biella ES	234	2.6%	0.0%	2.6%	0.9%	76.1%	0.4%	13.7%	3.8%
Brook Hill ES	281	1.1%	2.1%	2.5%	0.0%	81.9%	0.0%	9.6%	2.8%
Helen Lehman ES	381	2.9%	0.5%	5.0%	0.3%	81.1%	1.6%	6.0%	2.6%
Hidden Valley ES	456	0.7%	0.4%	7.9%	1.3%	33.6%	0.7%	46.5%	9.0%
James Monroe ES	336	1.8%	0.0%	0.6%	0.9%	94.0%	0.6%	1.2%	0.9%
Luther Burbank ES	321	0.3%	0.6%	4.0%	0.6%	85.0%	0.3%	7.2%	1.9%
Proctor Terrace ES	326	0.6%	0.9%	2.1%	0.3%	39.0%	0.9%	47.5%	8.6%
Steele Lane ES	413	1.7%	1.7%	2.7%	0.2%	80.1%	0.5%	9.9%	3.1%
Middle Schools									
Herbert Slater MS	690	1.2%	0.7%	2.6%	0.4%	64.9%	2.6%	22.2%	5.4%
Hilliard Comstock MS	442	1.6%	0.7%	3.2%	1.4%	81.4%	1.4%	7.5%	2.9%
Rincon Valley MS	780	0.8%	0.5%	8.3%	0.9%	28.5%	0.3%	52.9%	7.8%
Santa Rosa MS	458	2.4%	0.7%	3.3%	0.9%	67.5%	0.0%	20.1%	5.2%
High Schools									
Elsie Allen HS	980	1.5%	0.8%	2.9%	0.7%	85.1%	0.5%	6.4%	2.0%
Maria Carrillo HS	1,585	1.8%	0.5%	8.6%	2.0%	29.2%	0.9%	50.4%	6.5%
Montgomery HS	1,433	2.9%	0.5%	3.1%	1.4%	54.7%	2.0%	30.4%	5.0%
Piner HS	1,384	2.0%	0.7%	4.3%	1.2%	75.7%	0.8%	11.3%	4.0%
Santa Rosa HS	1,636	1.6%	0.7%	2.9%	1.2%	48.7%	0.4%	37.7%	7.0%
<i>Ridgway Continuation HS</i>	274	1.8%	1.5%	2.2%	0.7%	74.8%	1.5%	15.0%	2.6%
Charter Schools									
Cesar Chavez Language Academy	811	0.5%	0.1%	0.7%	0.1%	90.0%	0.1%	6.9%	1.5%
SR Accelerated Charter School	129	0.0%	0.0%	17.1%	2.3%	10.9%	0.0%	58.9%	10.9%
SR Charter for the Arts School	414	1.7%	0.0%	0.5%	0.7%	27.8%	0.0%	60.9%	8.5%
SR French-American Charter School	468	5.1%	0.0%	3.2%	0.2%	23.1%	0.0%	56.4%	12.0%
District Total ¹	14,513	1.7%	0.6%	4.0%	1.0%	59.3%	0.8%	27.5%	5.1%
County Total	64,447	1.5%	0.7%	2.9%	0.7%	49.2%	0.5%	38.0%	5.6%
State Total	5,837,690	4.9%	0.4%	9.9%	2.2%	56.1%	0.4%	20.3%	4.6%

Source: CDE DataQuest, 2023-24

¹Excludes students assigned to "District Office"

- There are a number of housing developments slated to be completed within the District's boundaries between now and well past 2030. Per information provided by the city, there are

over 16,000 units proposed for development that are projected to generate approximately 3,000 students.

- Inter-district transfers, students either entering or exiting the District from neighboring districts, and intra-district transfers, students moving between District schools, contribute to significant enrollment changes (Figure 9).

Figure 9: 2023-24 Inter- and Intra-District Transfers by School Site

School	In	Out	Net
Elementary Schools			
Abraham Lincoln ES	126	103	23
Albert F. Biella ES	95	101	-6
Brook Hill ES	86	108	-22
Helen Lehman ES	81	209	-128
Hidden Valley ES	177	104	73
James Monroe ES	138	91	47
Luther Burbank ES	122	87	35
Proctor Terrace ES	135	153	-18
Steele Lane ES	106	255	-149
Middle Schools			
Herbert Slater MS	138	154	-16
Hilliard Comstock MS	53	448	-395
Rincon Valley MS	236	38	198
Santa Rosa MS	166	259	-93
High Schools			
Elsie Allen HS	83	722	-639
Maria Carrillo HS	546	134	412
Montgomery HS	406	402	4
Piner HS	288	453	-165
Santa Rosa HS	831	285	546
Charter Schools¹			
Cesar Chavez Language Academy	302	2	300
SR Accelerated Charter School	91	0	91
SR Charter for the Arts School	148	0	148
SR French-American Charter School	282	0	282

¹"Transfers" represent only inter-district transfers (i.e., students attending from outside District boundaries)

- Existing classroom counts, including a breakdown of the permanent versus portable classrooms
- Capacity calculation for each school site, as well as total capacity

- Capacity accounted for differentiated loading ratios for both general education and special education classes
- Excess capacity and utilization rates—percent of capacity utilized—based on projected enrollment (Figure 10)

Figure 10: School Facility Utilization by School Site

School	Total Classrooms	Classroom Capacity ¹	Permanent Capacity	2029-30 Projected Enrollment	2029-30 Projected Utilization ²	2029-30 Excess Capacity ²
Abraham Lincoln ES	28	408	544	301	55.33%	243
Albert F. Biella ES	26	384	408	131	32.11%	277
Brook Hill ES	25	416	332	262	78.92%	70
Helen Lehman ES	26	480	432	370	85.65%	62
Hidden Valley ES	33	584	832	354	42.55%	478
James Monroe ES	29	512	544	330	60.66%	214
Luther Burbank ES	21	392	648	251	38.73%	397
Proctor Terrace ES	21	440	312	279	89.42%	33
Steele Lane ES	27	512	380	380	100.00%	0
Elementary Totals	236	4,128	4,432	2,658	59.97%	1,774
Herbert Slater MS	45	1,002	897	596	66.44%	301
Hilliard Comstock MS	43	924	924	362	39.18%	562
Rincon Valley MS	37	924	816	655	80.27%	161
Santa Rosa MS	38	957	783	389	49.68%	394
Middle Totals	163	3,807	3,420	2,002	58.54%	1,418
Elsie Allen HS	65	1,695	1,695	860	50.74%	835
Maria Carrillo HS	69	1,863	1,863	1,311	70.37%	552
Montgomery HS	87	2,028	1,404	1,262	89.89%	142
Piner HS	75	1,710	1,506	1,148	76.23%	358
Santa Rosa HS	96	2,094	1,593	1,354	85.00%	239
<i>Ridgway Continuation HS</i>	20	426	468	204	43.59%	264
High Totals	412	9,816	8,529	6,139	71.98%	2,390
Cesar Chavez Language Academy	53	969	986	763	77.38%	223
SR Accelerated Charter School	5	128	64	128	200.00%	-64
SR Charter for the Arts School	20	488	432	329	76.16%	103
SR French-American Charter School	23	528	376	425	113.03%	-49
Charter Totals	101	2,113	1,858	1,645	88.54%	213
District Totals	912	19,864	18,239	12,444	68.23%	5,795

¹Permanent and portable classrooms

²Based on permanent classroom capacity

Total capacity in 2029-30 would be 10,474 seats in 912 total classrooms—702 permanent classrooms and an additional 210 portable classrooms. Considering only permanent classrooms, total excess capacity in 2029-30 would be 5,795 seats. The elementary school sites range from no excess capacity at Steele Lane ES to 478 seats at Hidden Valley ES. The charter schools, which also serve elementary grades, have two school sites that would be over capacity (meaning it would have more students enrolled than available seats)—SR Accelerated Charter School and SR French-American Charter School—while SR Charter for the Arts School (103 seats) and Cesar Chavez Language Academy (223 seats) would have excess capacity. All the middle schools would have excess capacity, ranging from 161 seats at Rincon Valley MS to 562 seats at Hilliard Comstock MS. The high schools have the most total excess capacity at 2,390 seats, with Elsie Allen HS (835 seats) having the most excess capacity, followed by range Maria Carillo HS (552 seats) and Piner HS (358 seats).

At the completion of the presentation, Brianna García reviewed the criteria applicable to the data presented and worked with the Committee to score the criteria.

▪ **Criterion 1: School enrollment is low and projected to remain low (enrollment below 70% of capacity), including considering special day classes**

Relative Score—The excess capacity is further expressed by the utilization rate, which provides a metric for the available capacity utilized by the enrolled students. The schools with a utilization rate below 70% were considered to be underutilized and received a score of 2, while those above a rate of 70% received a score of 1 indicating more classroom space was being utilized.

Rank Score—The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the lowest enrollment, placing it higher in the ranking of potential schools to close, down to a score of 1 for the school site with the highest enrollment.

Figure 11 provides the relevant data, relative scores, and ranked scores for each school site.

Figure 11: Criterion 1 Scoring

School	2029-30 Enrollment (a)	Capacity (b)	Utilization Rate (a)/(b)	Score	Rank Score	Permanent Capacity (c)	Utilization Rate (a)/(c)
Elementary Schools							
Abraham Lincoln ES	301	408	73.77%	1	3	544	55.33%
Albert F. Biella ES	131	384	34.11%	2	9	408	32.11%

School	2029-30 Enrollment (a)	Capacity (b)	Utilization Rate (a)/(b)	Score	Rank Score	Permanent Capacity (c)	Utilization Rate (a)/(c)
Elementary Schools							
Brook Hill ES	262	416	62.98%	2	7	332	78.92%
Helen Lehman ES	370	480	77.08%	1	1	432	85.65%
Hidden Valley ES	354	584	60.62%	2	8	832	42.55%
James Monroe ES	330	512	64.45%	2	4	544	60.66%
Luther Burbank ES	251	392	64.03%	2	5	648	38.73%
Proctor Terrace ES	279	440	63.41%	2	6	312	89.42%
Steele Lane ES	380	512	74.22%	1	2	380	100.00%
Middle Schools							
Herbert Slater MS	596	1,002	59.48%	2	2	897	66.44%
Hilliard Comstock MS	362	924	39.18%	2	4	924	39.18%
Rincon Valley MS	655	924	70.89%	1	1	816	80.27%
Santa Rosa MS	389	957	40.65%	2	3	783	49.68%
High Schools							
Elsie Allen HS	860	1,695	50.74%	2	5	1,695	50.74%
Maria Carrillo HS	1,311	1,863	70.37%	1	1	1,863	70.37%
Montgomery HS	1,262	2,028	62.23%	2	4	1,404	89.89%
Piner HS	1,148	1,710	67.13%	2	2	1,506	76.23%
Santa Rosa HS	1,354	2,094	64.66%	2	3	1,593	85.00%
<i>Ridgway Continuation HS</i>	204	426	47.89%	<i>n/a</i>		468	43.59%
Charter Schools							
Cesar Chavez Language Academy	763	969	78.74%	1	3	986	77.38%
SR Accelerated Charter School	128	128	100.00%	1	1	64	200.00%
SR Charter for the Arts School	329	488	67.42%	2	4	432	76.16%
SR French-American Charter School	425	528	80.49%	1	2	376	113.03%

▪ **Criterion 2: Demographically diverse population based on the UPP (within the range of 40%-60%)**

Relative Score—Demographic diversity can be measured in a myriad of ways with arguments made for and against their appropriateness. In this case, the UPP was selected as a proxy for demographic diversity. It is a calculation that considers the percentage of students that are English learners, foster youth, and/or eligible for FRPM. Schools with a UPP between 40%-60% were considered to have a demographically diverse student population and received a score of 1, while those outside of that range received a score of 2 indicating they were not as demographically diverse.

Rank Score—The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the least diverse population (i.e., school with the greatest variance from 50%), placing it higher on the ranking of potential schools to close, down to a score of 1 for the most diverse school site (i.e., school with the smallest variance from 50%).

Figure 12 provides the relevant data, relative scores, and ranked scores for each school site.

Figure 12: Criterion 2 Scoring

School	UPP	Variance from 50%	Score	Rank Score
Elementary Schools				
Abraham Lincoln ES	86.48%	36.48%	2	5
Albert F. Biella ES	86.32%	36.32%	2	4
Brook Hill ES	89.32%	39.32%	2	6
Helen Lehman ES	91.86%	41.86%	2	9
Hidden Valley ES	31.80%	18.20%	2	2
James Monroe ES	90.77%	40.77%	2	8
Luther Burbank ES	85.67%	35.67%	2	3
Proctor Terrace ES	40.80%	9.20%	1	1
Steele Lane ES	90.07%	40.07%	2	7
Middle Schools				
Herbert Slater MS	61.76%	11.76%	2	2
Hilliard Comstock MS	79.41%	29.41%	2	4
Rincon Valley MS	30.00%	20.00%	2	3
Santa Rosa MS	58.30%	8.30%	1	1
High Schools				
Elsie Allen HS	71.63%	21.63%	2	4
Maria Carrillo HS	25.43%	24.57%	2	5
Montgomery HS	48.01%	1.99%	1	1
Piner HS	64.16%	14.16%	2	3
Santa Rosa HS	41.08%	8.92%	1	2
<i>Ridgway Continuation HS</i>	59.49%	9.49%	<i>n/a</i>	
Charter Schools				
Cesar Chavez Language Academy	71.27%	21.27%	2	3
SR Accelerated Charter School	11.63%	38.37%	2	4
SR Charter for the Arts School	37.20%	12.80%	2	1
SR French-American Charter School	30.56%	19.44%	2	2

▪ **Criterion 3: Excess classroom capacity**

Relative Score—The scoring methodology applied a score of 2 to schools that would have excess capacity in 2029-30 and a score of 1 to schools that would not. All but three schools would have excess capacity and therefore received a score of 2—indicating that the school would be operating below capacity and would therefore likely be less operationally efficient.

Rank Score—The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the most excess capacity, placing it higher on the ranking of potential schools to close, down to a score of 1 for the school with the least excess capacity.

Figure 13 provides the relevant data, relative scores, and ranked scores by school site.

Figure 13: Criterion 3 Scoring

School	2029-30 Enrollment (a)	Permanent Capacity (c)	Excess Capacity (c)-(a)	Score	Rank Score
Elementary Schools					
Abraham Lincoln ES	301	544	243	2	6
Albert F. Biella ES	131	408	277	2	7
Brook Hill ES	262	332	70	2	4
Helen Lehman ES	370	432	62	2	3
Hidden Valley ES	354	832	478	2	9
James Monroe ES	330	544	214	2	5
Luther Burbank ES	251	648	397	2	8
Proctor Terrace ES	279	312	33	2	2
Steele Lane ES	380	380	0	1	1
Middle Schools					
Herbert Slater MS	596	897	301	2	2
Hilliard Comstock MS	362	924	562	2	4
Rincon Valley MS	655	816	161	2	1
Santa Rosa MS	389	783	394	2	3
High Schools					
Elsie Allen HS	860	1,695	835	2	5
Maria Carrillo HS	1,311	1,863	552	2	4
Montgomery HS	1,262	1,404	142	2	1
Piner HS	1,148	1,506	358	2	3
Santa Rosa HS	1,354	1,593	239	2	2
<i>Ridgway Continuation HS</i>	<i>204</i>	<i>468</i>	<i>264</i>		<i>n/a</i>

School	2029-30 Enrollment (a)	Permanent Capacity (c)	Excess Capacity (c)-(a)	Score	Rank Score
Charter Schools					
Cesar Chavez Language Academy	763	986	223	2	4
SR Accelerated Charter School	128	64	-64	1	1
SR Charter for the Arts School	329	432	103	2	3
SR French-American Charter School	425	376	-49	1	2

▪ **Criterion 4: Enrollment includes positive intra-district and/or inter-district transfers**

Relative Score—The scoring methodology calculated the percentage of intra- and inter-district transfers in 2023-24. It applied a score of 1 to schools whose enrollment includes positive intra-district and/or inter-district transfers, which indicates that students and parents are choosing to attend the school, and a score of 2 to schools with negative transfer percentages, which indicates more students are transferring out of the school than those transferring in. Charter schools do not have attendance boundaries, so there is no true transfer process. Both District and non-district students and parents choose to attend charter schools. Therefore, the data for the charter schools, and the scoring, is based on the number of students enrolling in the charter schools from outside the District.

Rank Score—The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the lowest percentage (negative) of transfers, placing it higher in the ranking of potential schools to close, down to a score of 1 for the school with the highest percentage of positive transfers.

Figure 14 provides the relevant data, relative scores, and ranked scores by school site.

Figure 14: Criterion 4 Scoring

School Name	2023-24 Intra-/Inter-District Transfers			2023-24 Enrollment (e)	% Transfers (f)=(d)/(e)	Score	Rank Score
	In	Out	Net (d)				
Elementary Schools							
Abraham Lincoln ES	126	103	23	281	8.19%	1	4
Albert F. Biella ES	95	101	-6	235	-2.55%	2	5
Brook Hill ES	86	108	-22	281	-7.83%	2	7
Helen Lehman ES	81	209	-128	381	-33.60%	2	8
Hidden Valley ES	177	104	73	456	16.01%	1	1

School Name	2023-24 Intra- /Inter-District Transfers			2023-24 Enrollment (e)	% Transfers (f)=(d)/(e)	Score	Rank Score
	In	Out	Net (d)				
James Monroe ES	138	91	47	336	13.99%	1	2
Luther Burbank ES	122	87	35	321	10.90%	1	3
Proctor Terrace ES	135	153	-18	326	-5.52%	2	6
Steele Lane ES	106	255	-149	413	-36.08%	2	9
Middle Schools							
Herbert Slater MS	138	154	-16	690	-2.32%	2	2
Hilliard Comstock MS	53	448	-395	442	-89.37%	2	4
Rincon Valley MS	236	38	198	780	25.38%	1	1
Santa Rosa MS	166	259	-93	458	-20.31%	2	3
High Schools							
Elsie Allen HS	83	722	-639	980	-65.20%	2	5
Maria Carrillo HS	546	134	412	1,585	25.99%	1	2
Montgomery HS	406	402	4	1,483	0.27%	1	3
Piner HS	288	453	-165	1,384	-11.92%	2	4
Santa Rosa HS	831	285	546	1,636	33.37%	1	1
<i>Ridgway Continuation HS</i>	<i>n/a</i>			274	<i>n/a</i>		
Charter Schools¹							
Cesar Chavez Language Academy	302	2	300	811	36.99%	1	3
SR Accelerated Charter School	91	0	91	129	70.54%	1	1
SR Charter for the Arts School	148	0	148	414	35.75%	1	4
SR French-American Charter School	282	0	282	468	60.26%	1	2

¹"Transfers" represent only inter-district transfers (i.e., students attending from outside District boundaries)

▪ **Criterion 5: Excess classroom capacity, excluding intra-district and/or inter-district transfers**

Relative Score—The scoring methodology used the previously calculated percentage of intra- and inter-district transfers to project excess capacity in 2029-30, excluding the transfers. The scoring methodology applied a score of 2 to schools that would have excess capacity, excluding inter- and/or inter-district transfers, in 2029-30 and a score of 1 to schools that would not. All but two schools would have excess capacity and therefore received a score of 2—indicating that the school would be operating below capacity and would therefore likely be less operationally efficient. Once again, the transfers for the charter schools are based on the number of students enrolling in the charter schools from outside the District.

Rank Score—The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the most excess capacity, excluding inter- and/or inter-district transfers, placing it higher in the ranking of potential schools to close, down to a score of 1 for the school with the least excess capacity.

Figure 15 provides the relevant data, relative scores, and ranked scores by school site.

Figure 15: Criterion 5 Scoring

School Name	2029-30					Score	Rank Score
	Enrollment	% Transfers	Enrollment Without Transfers	Permanent Capacity	Excess Capacity		
	(a)	(f)	(g)=(a)-[(a)*(f)]	(c)	(c)-(g)		
Elementary Schools							
Abraham Lincoln ES	301	8.19%	276	544	268	2	6
Albert F. Biella ES	131	-2.55%	134	408	274	2	7
Brook Hill ES	262	-7.83%	283	332	49	2	4
Helen Lehman ES	370	-33.60%	494	432	-62	1	2
Hidden Valley ES	354	16.01%	297	832	535	2	9
James Monroe ES	330	13.99%	284	544	260	2	5
Luther Burbank ES	251	10.90%	224	648	424	2	8
Proctor Terrace ES	279	-5.52%	294	312	18	2	3
Steele Lane ES	380	-36.08%	517	380	-137	1	1
Middle Schools							
Herbert Slater MS	596	-2.32%	610	897	287	2	2
Hilliard Comstock MS	362	-89.37%	686	924	238	2	1
Rincon Valley MS	655	25.38%	489	816	327	2	4
Santa Rosa MS	389	-20.31%	468	783	315	2	3
High Schools							
Elsie Allen HS	860	-65.20%	1,421	1,695	274	2	3
Maria Carrillo HS	1,311	25.99%	970	1,863	893	2	5
Montgomery HS	1,262	0.27%	1,259	1,404	145	2	1
Piner HS	1,148	-11.92%	1,285	1,506	221	2	2
Santa Rosa HS	1,354	33.37%	902	1,593	691	2	4
<i>Ridgway Continuation HS</i>	204		<i>n/a</i>	468			<i>n/a</i>
Charter Schools¹							
Cesar Chavez Language Academy	763	36.99%	481	986	505	2	4
SR Accelerated Charter School	128	70.54%	38	64	26	2	1
SR Charter for the Arts School	329	35.75%	211	432	221	2	3
SR French-American Charter School	425	60.26%	169	376	207	2	2

¹"Transfers" represent only inter-district transfers (i.e., students attending from outside District boundaries)

▪ **Criterion 6: Proximity to schools with capacity to accommodate incoming students**

Relative Score—The scoring methodology applied a score of 1 to schools that, if closed, their enrollment could not be accommodated in the three nearest schools. If a school’s enrollment could be accommodated in the three nearest schools, a score of 2 was applied—limiting additional travel time for students from their current school to their potential newly assigned school—indicating there is sufficient capacity at the three nearest schools to accommodate additional students.

Rank Score—The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the nearest three schools with the highest total available excess capacity that could accommodate new students, placing it higher in the ranking of potential schools to close, down to a score of 1 for the school with the least total available excess capacity at the three nearest schools.

No scores were applied to the charter schools as the closure of a charter school would not necessarily result in students attending one of its three nearest schools as charter schools are a school of choice and not attendance-boundary-area dependent.

Figure 16 and Figure 17 provide the relevant data, relative scores, and ranked scores by school site.

Figure 16: Criterion 6 Scoring

School	Total Excess Capacity ¹	Enrollment With Transfers	Score	Rank Score
Elementary Schools				
Abraham Lincoln ES	622	301	2	6
Albert F. Biella ES	391	131	2	3
Brook Hill ES	305	262	2	1
Helen Lehman ES	801	370	2	7
Hidden Valley ES	415	354	2	4
James Monroe ES	479	330	2	5
Luther Burbank ES	335	251	2	2
Proctor Terrace ES	1,009	279	2	9
Steele Lane ES	812	380	2	8
Middle Schools				
Herbert Slater MS	992	596	2	3
Hilliard Comstock MS	1,041	362	2	4
Rincon Valley MS	841	655	2	1
Santa Rosa MS	853	389	2	2

High Schools				
Elsie Allen HS	1,057	860	2	1
Maria Carrillo HS	1,057	1,311	1	1
Montgomery HS	1,858	1,262	2	5
Piner HS	1,111	1,148	1	3
Santa Rosa HS	1,259	1,354	1	4
<i>Ridgway Continuation HS</i>		<i>n/a</i>		

¹Total excess capacity of three nearest schools

DRAFT

Figure 17: Criterion 6—Distance Between Schools

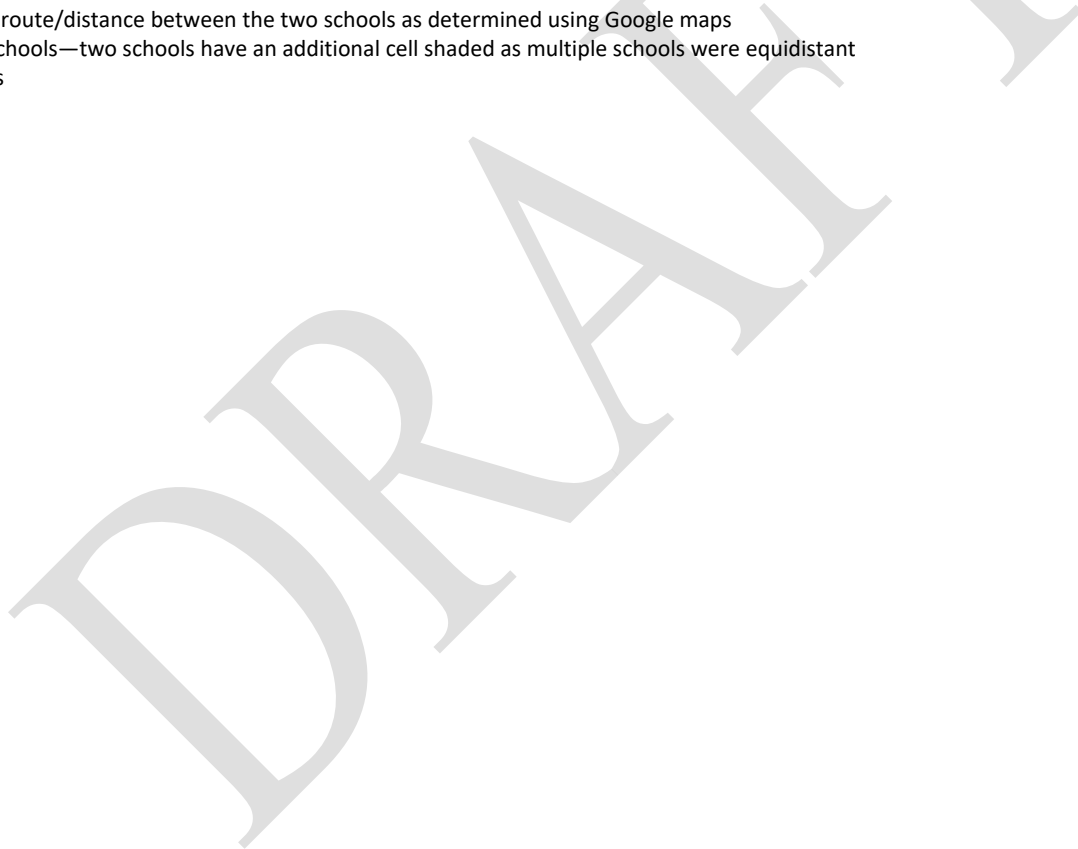
School Name	Excess Capacity ¹	Abraham Lincoln ES	Albert F. Biella ES	Brook Hill ES	Helen Lehman ES	Hidden Valley ES	James Monroe ES	Luther Burbank ES	Proctor Terrace ES	Steele Lane ES
Abraham Lincoln ES	268		1.5 miles	3.5 miles	1.3 miles	4.2 miles	1.7 miles	1.5 miles	2.7 miles	2.4 miles
Albert F. Biella ES	274	1.5 miles		5.2 miles	0.7 miles	4.2 miles	0.7 miles	3.0 miles	3.7 miles	2.4 miles
Brook Hill ES	49	3.5 miles	5.2 miles		4.5 miles	3.8 miles	5.4 miles	1.4 miles	1.8 miles	2.9 miles
Helen Lehman ES	-62	1.3 miles	0.7 miles	4.7 miles		3.8 miles	0.9 miles	2.3 miles	3.0 miles	2.0 miles
Hidden Valley ES	535	4.2 miles	4.2 miles	3.8 miles	3.8 miles		3.9 miles	3.8 miles	2.1 miles	2.0 miles
James Monroe ES	260	1.7 miles	0.7 miles	5.4 miles	0.9 miles	3.9 miles		3.5 miles	3.7 miles	2.1 miles
Luther Burbank ES	424	1.5 miles	3.0 miles	1.4 miles	2.3 miles	3.8 miles	3.5 miles		1.7 miles	2.2 miles
Proctor Terrace ES	18	2.7 miles	3.7 miles	1.8 miles	3.0 miles	2.1 miles	3.7 miles	1.7 miles		1.8 miles
Steele Lane ES	-137	2.4 miles	2.4 miles	2.9 miles	2.0 miles	2.0 miles	2.1 miles	2.2 miles	1.8 miles	

School Name	Excess Capacity ¹	Herbert Slater MS	Hilliard Comstock MS	Rincon Valley MS	Santa Rosa MS
Herbert Slater MS	287		6.3 miles	2.9 miles	2.4 miles
Hilliard Comstock MS	238	6.3 miles		5.9 miles	2.9 miles
Rincon Valley MS	327	2.9 miles	5.9 miles		4.3 miles
Santa Rosa MS	315	2.4 miles	2.9 miles	4.3 miles	

School Name	Excess Capacity ¹	Elsie Allen HS	Maria Carrillo HS	Montgomery HS	Piner HS	Ridgway Continuation HS	Santa Rosa HS
Elsie Allen HS	274		10.0 miles	5.2 miles	6.3 miles	4.1 miles	5.0 miles
Maria Carrillo HS	893	10.0 miles		4.0 miles	7.6 miles	5.2 miles	4.8 miles
Montgomery HS	145	5.2 miles	4.0 miles		6.9 miles	2.9 miles	2.5 miles
Piner HS	221	6.3 miles	7.6 miles	6.9 miles		4.1 miles	4.4 miles
Ridgway Continuation HS	n/a	4.1 miles	5.2 miles	2.9 miles	4.1 miles		0.4 miles
Santa Rosa HS	691	5.0 miles	4.8 miles	2.5 miles	4.4 miles	0.4 miles	

School Name	Excess Capacity	Cesar Chavez Language Academy	SR Accelerated Charter School	SR Charter for the Arts School	SR French-American Charter School
Cesar Chavez Language Academy	223		7.3 miles	3.4 miles	3.8 miles
SR Accelerated Charter School	-64	7.3 miles		4.6 miles	3.8 miles
SR Charter for the Arts School	103	3.4 miles	4.6 miles		1.3 miles
SR French-American Charter School	-49	3.8 miles	3.8 miles	1.3 miles	

Source: Distance calculated is the shortest route/distance between the two schools as determined using Google maps
 Shaded cells represent the three nearest schools—two schools have an additional cell shaded as multiple schools were equidistant
¹Excluding intra- and inter-district transfers



Meeting 3: October 7, 2024—Facilities

The first order of business was the selection of a new chairperson and vice chairperson as Christian Diaz resigned from the Committee. The Committee selected Ben Wolf as the chairperson and Allison Budlong as the vice chairperson.

The meeting focused on the presentation of facilities information. Erik Oden, Executive Director of Facilities, Maintenance & Operations and Aaron Jobson, Principal/CEO of Quattrocchi Kwok Architects presented the data and information.

The District’s 2023 FMP provides project costs for modernization projects and utilized Indicators of Quality (IoQ) to indicate the level of need across school sites. The IoQ scores correspond to four levels of need—low, medium, high, and highest. The FMP also included a utilization implementation plan (UIP) allocation, which is the total amount of funds—from Measures C and G (general obligation bonds issued by the District)—allocated per site for the project. The UIP allocations were determined based on the IoQ levels of need.

Figure 18 provides the total UIP allocation as well as the breakdown by level of need for planned investments. If a school or schools were to be closed, the District might be able to halt some of the work at the effected school(s) to save money. However, while some projects could be cancelled, the facilities are still owned by the District and some repairs still need to be made, especially if a building were to be leased. Therefore, many projects would still need to be completed even if the site is no longer used as a school site (e.g., fire alarm and security systems; heating, ventilation, and air conditioning; roofing; etc.).

Figure 18: Master Plan Project Costs

School	Total UIP Allocation	Total Needs	Highest	High	Medium	Low
Abraham Lincoln ES	\$10,200,000	\$46,324,800	\$10,295,000	\$23,229,800	\$4,125,000	\$8,675,000
Albert F. Biella ES	\$3,750,000	\$16,242,000	\$6,370,000	\$7,722,000	\$900,000	\$1,250,000
Brook Hill ES	\$11,750,000	\$37,396,200	\$11,392,000	\$15,654,200	-	\$10,350,000
Helen Lehman ES	\$21,225,000	\$41,300,000	\$18,295,000	\$14,175,000	-	\$8,830,000
Hidden Valley ES	\$11,025,000	\$20,626,000	\$10,660,000	\$7,779,000	\$787,000	\$1,400,000
James Monroe ES	\$17,434,424	\$31,540,000	\$18,850,000	\$10,840,000	\$600,000	\$1,250,000
Luther Burbank ES	\$17,370,000	\$19,744,400	\$8,210,000	\$9,469,400	\$765,000	\$1,300,000
Proctor Terrace ES	\$16,550,000	\$41,200,000	\$19,005,000	\$6,720,000	\$9,100,000	\$6,375,000
Steele Lane ES	\$18,350,000	\$50,609,000	\$23,515,000	\$11,944,000	\$13,650,000	\$1,500,000
Elementary Totals	\$127,654,424	\$304,982,400	\$126,592,000	\$107,533,400	\$29,927,000	\$40,930,000
Herbert Slater MS	\$23,450,000	\$74,539,500	\$11,172,500	\$31,990,000	\$9,627,000	\$21,750,000
Hilliard Comstock MS	\$17,593,038	\$80,118,000	\$48,975,000	\$11,250,000	\$11,143,000	\$8,750,000

School	Total UIP Allocation	Total Needs	Highest	High	Medium	Low
Rincon Valley MS	\$38,400,000	\$56,292,500	\$26,300,000	\$18,712,500	\$5,250,000	\$6,030,000
Santa Rosa MS	\$16,250,000	\$60,061,000	\$28,395,000	\$20,700,000	\$8,716,000	\$2,250,000
Middle Totals	\$95,693,038	\$271,011,000	\$114,842,500	\$82,652,500	\$34,736,000	\$38,780,000
Elsie Allen HS	\$38,650,325	\$57,052,700	\$6,590,000	\$34,662,700	\$9,300,000	\$6,500,000
Maria Carrillo HS	\$30,051,129	\$86,419,000	\$1,050,000	\$59,844,000	\$25,525,000	-
Montgomery HS	\$78,100,000	\$200,082,600	\$97,712,600	\$59,120,000	\$27,000,000	\$16,250,000
Piner HS	\$24,800,000	\$94,280,000	\$10,160,000	\$65,025,000	\$17,745,000	\$1,350,000
Santa Rosa HS	\$52,300,000	\$125,522,300	\$55,115,000	\$63,312,300	\$7,095,000	-
Ridgway Continuation HS	\$18,700,000	\$33,420,000	\$1,170,000	\$5,325,000	\$26,925,000	-
High Totals	\$242,601,454	\$596,776,600	\$171,797,600	\$287,289,000	\$113,590,000	\$24,100,000
Cesar Chavez Language Academy	\$41,681,800	\$86,077,700	\$43,252,500	\$32,575,200	\$4,900,000	\$5,350,000
SR Accelerated Charter School	\$9,825,000	\$21,650,000	\$7,775,000	\$13,875,000	-	-
SR Charter for the Arts School	\$3,900,000	\$23,682,000	\$4,740,000	\$15,642,000	\$2,050,000	\$1,250,000
SR French-American Charter School ¹	\$325,000	-	-	-	-	-
Charter Totals	\$55,731,800	\$131,409,700	\$55,767,500	\$62,092,200	\$6,950,000	\$6,600,000
District Totals	\$521,680,716	\$1,304,179,700	\$468,999,600	\$539,567,100	\$185,203,000	\$110,410,000

Source: District's 2023 FMP

¹No UIP allocation nor needs costs included given the charter school's location within the Alquist-Priolo Earthquake Fault Zone (discussed in more detail later in the report)

The costs for completed bond projects—both those recently completely and historical investments—were also provided to inform the Committee of any school site where projects funds have already been or are currently being spent (Figure 19).

Figure 19: Recently Completed Bond Projects and Historical Investments

School	Recently Completed	Historical Investments
Abraham Lincoln ES	\$84,712	\$3,576,061
Albert F. Biella ES	\$132,431	\$1,645,285
Brook Hill ES	\$365,218	\$5,430,773
Helen Lehman ES	\$4,751,402	\$1,214,752
Hidden Valley ES	\$65,507	\$1,434,332
James Monroe ES	\$8,433	\$3,281,014
Luther Burbank ES	\$28,577	\$4,178,845
Proctor Terrace ES	\$330,837	\$1,014,350
Steele Lane ES	\$24,821	\$7,214,565
Elementary Totals	\$5,791,938	\$28,989,977

School	Recently Completed	Historical Investments
Herbert Slater MS	\$349,963	\$7,474,282
Hilliard Comstock MS	\$167,937	\$5,293,251
Rincon Valley MS	\$10,362,536	\$1,712,918
Santa Rosa MS	\$103,178	\$7,922,314
Middle Totals	\$10,983,614	\$22,402,765
Elsie Allen HS	\$413,913	\$9,483,909
Maria Carrillo HS	\$451,167	\$12,432,197
Montgomery HS	\$4,859,545	\$23,294,918
Piner HS	\$474,952	\$19,654,689
Santa Rosa HS	\$1,072,875	\$28,799,456
<i>Ridgway Continuation HS</i>	<i>\$76,550</i>	<i>\$390,141</i>
High Totals	\$7,349,002	\$94,055,310
Cesar Chavez Language Academy	\$176,647	\$10,661,711
SR Accelerated Charter School	-	\$53,115
SR Charter for the Arts School	\$7,338	\$4,428,915
SR French-American Charter School	\$5,943	\$287,319
Charter Totals	\$189,928	\$15,431,060
District Totals	\$24,314,482	\$160,879,112

Source: District's 2023 FMP

Aerial maps were shared for each school site that identified portable and permanent buildings. Additionally, each aerial map was accompanied by information for each school site, such as the total building square footage and site acreage, the insured value as determined by the Redwood Empire School Insurance Group, the Facilities Inspection Tool⁵ (FIT) score, and current and planned classrooms and capacity.

Lastly, in order to address several of the criteria to be reviewed by the Committee, the presentation also included information on unique facilities located on the school sites that could not be replicated, support facilities (e.g., cafeteria, multi-purpose room, playgrounds, etc.) with insufficient capacity, and environmental factors and leases that might impact the school sites. Several school sites house unique facilities, such as the SPARQ Center at Piner HS, or Hidden Valley ES, which is the only elementary school in the District with a multipurpose room and gym. All but two schools—Hilliard Comstock MS and Piner HS—and the four charter schools were

⁵A tool developed by the Office of Public School Construction to meet the legal requirements specified in EC § 33012 et seq., to determine if a school facility is in “good repair” as defined by EC § 17002(d)(1), and to rate facilities pursuant to EC § 17002(d)(2).

identified for having support spaces with insufficient capacity to meet current or projected enrollment.

Further, all but three elementary schools and one charter school have environmental factors that could affect use of the site. The most significant of these is the location of four schools either partially or fully within the Alquist-Priolo Earthquake Fault Zone—Brook Hill ES, Hidden Valley ES, Proctor Terrance ES, and SR French-American Charter School. SR French-American Charter School was previously identified and several geotechnical investigations have been completed within close proximity to the site; therefore, there is an extremely high probability that fault traces are present. While the District has determined that the site is safe, no facilities improvements can occur on this site. The other three elementary schools were identified as part of the February 2024 Alquist-Priolo map update. If facilities improvements are proposed, geotechnical investigations would need to be completed to ensure that there are no fault traces present, as school buildings cannot be constructed or rehabilitated within 50 feet of the trace of an active fault.

The Committee discussed the implications to the rankings of schools being identified and asked for guidance regarding whether this factor should be given more weight than others when considering which school sites to recommend for closure. The guidance from the District was that, except for SR French-American Charter School for which investigations have been conducted, further investigations would be needed to determine the impacts of the identification on any future modernization and/or new construction at the school sites. Therefore, the Committee should consider this environmental factor along with all others when making its recommendations.

At the completion of the presentation, Brianna García reviewed the criteria applicable to the data presented.

▪ **Criterion 7: Facilities are in good condition (based on cost of facilities needs and proposed modernization/construction projects)**

Relative Score—This criterion utilized a slightly different scoring methodology. Instead of a yes or no (i.e., score of 1 or 2), based on the FIT, the scoring reflects whether the school site is in good condition (score of 1), fair condition (score of 2), or poor condition (score of 3), as the poorer the condition of the facilities, the higher its ranking of schools considered for closure. With the exception of SR French-American Charter School, which is in fair condition and therefore received a score of 2, all schools are in good condition.

Rank Score—Based on the cost of facilities needs and proposed modernization/construction projects, the highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the most expensive needs, placing it

higher in the ranking of potential schools to close as more funds need to be spent on the campus, down to a score of 1 for the school site with the least expensive needs.

Figure 20 provides the relevant data, relative scores, and ranked scores for each school site. It also provides the costs on a per-enrollment and per-square-foot basis upon the request of the Committee to normalize the data and allow for an easier comparison across school sites.

Figure 20: Criterion 7 Scoring

School	Total Costs	Condition	Score	Rank Score	Cost per Enrollment ¹	Square Footage (SF)	Cost per SF
Elementary Schools							
Abraham Lincoln ES	\$46,324,800	Good	1	8	\$85,156	43,179	\$1,073
Albert F. Biella ES	\$16,242,000	Good	1	1	\$39,809	42,259	\$384
Brook Hill ES	\$37,396,200	Good	1	5	\$112,639	39,472	\$947
Helen Lehman ES	\$41,300,000	Good	1	7	\$95,602	35,587	\$1,161
Hidden Valley ES	\$20,626,000	Good	1	3	\$24,791	39,472	\$523
James Monroe ES	\$31,540,000	Good	1	4	\$57,978	45,946	\$686
Luther Burbank ES	\$19,744,400	Good	1	2	\$30,470	35,791	\$552
Proctor Terrace ES	\$41,200,000	Good	1	6	\$132,051	40,262	\$1,023
Steele Lane ES	\$50,609,000	Good	1	9	\$133,182	91,702	\$552
Middle Schools							
Herbert Slater MS	\$74,539,500	Good	1	3	\$83,099	91,702	\$813
Hilliard Comstock MS	\$80,118,000	Good	1	4	\$86,708	95,021	\$843
Rincon Valley MS	\$56,292,500	Good	1	1	\$68,986	82,251	\$684
Santa Rosa MS	\$60,061,000	Good	1	2	\$76,706	84,865	\$708
High Schools							
Elsie Allen HS	\$57,052,700	Good	1	1	\$33,659	174,924	\$326
Maria Carrillo HS	\$86,419,000	Good	1	2	\$46,387	154,334	\$560
Montgomery HS	\$200,082,600	Good	1	5	\$142,509	174,756	\$1,145
Piner HS	\$94,280,000	Good	1	3	\$62,603	178,509	\$528
Santa Rosa HS	\$125,522,300	Good	1	4	\$78,796	243,589	\$515
<i>Ridgway Continuation HS</i>	<i>\$33,420,000</i>	<i>Good</i>		<i>n/a</i>	<i>\$71,410</i>	<i>30,656</i>	<i>\$1,090</i>
Charter Schools							
Cesar Chavez Language Academy	\$86,077,700	Good	1	4	\$87,300	95,021	\$906
SR Accelerated Charter School	\$21,650,000	Good	1	2	\$338,281	82,251	\$263
SR Charter for the Arts School	\$23,682,000	Good	1	3	\$54,819	28,297	\$837
SR French-American Charter School	\$0	Fair	2	1	\$0	38,492	\$0

¹Based on permanent capacity

▪ **Criterion 8: Modernization, construction, or other projects (e.g., technology upgrades) recently completed**

Relative Score—The scoring methodology applied a score of 2 to schools that do not have any recently completed projects, which pertains only to SR Accelerated Charter Schools. All remaining schools have had recent improvements completed or have projects underway and, therefore, received a score of 1.

Rank Score—The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the least expensive recently completed projects—placing schools with less costly completed projects higher in the ranking of potential schools to close since less money has recently been invested at the site, down to a score of 1 for the school with the costliest completed projects.

Figure 21 provides the relevant data, relative scores, and ranked scores for each school site. It also provides the costs on a per-enrollment and per-square-foot basis upon the request of the Committee to normalize the data and allow for an easier comparison across school sites.

Figure 21: Criterion 8 Scoring

School	Completed Bond Project Costs	Score	Rank Score	Cost per Enrollment ¹	Square Footage	Cost per SF
Elementary Schools						
Abraham Lincoln ES	\$84,712	1	5	\$156	43,179	\$1.96
Albert F. Biella ES	\$132,431	1	4	\$325	42,259	\$3.13
Brook Hill ES	\$365,218	1	2	\$1,100	39,472	\$9.25
Helen Lehman ES	\$4,751,402	1	1	\$10,999	35,587	\$133.52
Hidden Valley ES	\$65,507	1	6	\$79	39,472	\$1.66
James Monroe ES	\$8,433	1	9	\$16	45,946	\$0.18
Luther Burbank ES	\$28,577	1	7	\$44	35,791	\$0.80
Proctor Terrace ES	\$330,837	1	3	\$1,060	40,262	\$8.22
Steele Lane ES	\$24,821	1	8	\$65	91,702	\$0.27
Middle Schools						
Herbert Slater MS	\$349,963	1	2	\$390	91,702	\$3.82
Hilliard Comstock MS	\$167,937	1	3	\$182	95,021	\$1.77
Rincon Valley MS	\$10,362,536	1	1	\$12,699	82,251	\$125.99
Santa Rosa MS	\$103,178	1	4	\$132	84,865	\$1.22
High Schools						
Elsie Allen HS	\$413,913	1	5	\$244	174,924	\$2.37
Maria Carrillo HS	\$451,167	1	4	\$242	154,334	\$2.92
Montgomery HS	\$4,859,545	1	1	\$3,461	174,756	\$27.81

School	Completed Bond Project Costs	Score	Rank Score	Cost per Enrollment ¹	Square Footage	Cost per SF
Piner HS	\$474,952	1	3	\$315	178,509	\$2.66
Santa Rosa HS	\$1,072,875	1	2	\$673	243,589	\$4.40
<i>Ridgway Continuation HS</i>	\$76,550	<i>n/a</i>		\$164	30,656	\$2.50
Charter Schools						
Cesar Chavez Language Academy	\$176,647	1	1	\$179	95,021	\$1.86
SR Accelerated Charter School	\$0	2	4	\$0	82,251	\$0.00
SR Charter for the Arts School	\$7,338	1	2	\$17	28,297	\$0.26
SR French-American Charter School	\$5,943	1	3	\$16	38,492	\$0.15

¹Based on permanent capacity

▪ **Criterion 9: Total historical investments in facilities at the school site**

Relative Score—The scoring methodology would have applied a score of 1 to schools that have not received any investments in the past, excluding those already noted as completed utilizing recent bond funds. However, all schools have received facilities investments at some point in time and, therefore, all received a score of 2.

Rank Score—The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the highest total historical facilities investments—placing it higher in the ranking of potential schools to close, down to a score of 1 for the school with the lowest total historical facilities investment. While this might seem counterintuitive, this criterion is meant to ensure that a school is not penalized because it may need more work in the present day due to the lack of prior investments. This criterion counter balances Criteria 5 and 6 that place greater weight on the costs of current or future needed improvements.

Figure 22 provides the relevant data, relative scores, and ranked scores by school site. It also provides the costs on a per-enrollment and per-square-foot basis upon the request of the Committee to normalize the data and allow for an easier comparison across school sites.

Figure 22: Criterion 9 Scoring

School	Completed Bond Project Costs	Score	Rank Score	Cost per Enrollment ¹	Square Footage	Cost per SF
Elementary Schools						
Abraham Lincoln ES	\$3,576,061	2	6	\$6,574	43,179	\$82.82
Albert F. Biella ES	\$1,645,285	2	4	\$4,033	42,259	\$38.93

School	Completed Bond Project Costs	Score	Rank Score	Cost per Enrollment ¹	Square Footage	Cost per SF
Brook Hill ES	\$5,430,773	2	8	\$16,358	39,472	\$137.59
Helen Lehman ES	\$1,214,752	2	2	\$2,812	35,587	\$34.13
Hidden Valley ES	\$1,434,332	2	3	\$1,724	39,472	\$36.34
James Monroe ES	\$3,281,014	2	5	\$6,031	45,946	\$71.41
Luther Burbank ES	\$4,178,845	2	7	\$6,449	35,791	\$116.76
Proctor Terrace ES	\$1,014,350	2	1	\$3,251	40,262	\$25.19
Steele Lane ES	\$7,214,565	2	9	\$18,986	91,702	\$78.67
Middle Schools						
Herbert Slater MS	\$7,474,282	2	3	\$8,333	91,702	\$81.51
Hilliard Comstock MS	\$5,293,251	2	2	\$5,729	95,021	\$55.71
Rincon Valley MS	\$1,712,918	2	1	\$2,099	82,251	\$20.83
Santa Rosa MS	\$7,922,314	2	4	\$10,118	84,865	\$93.35
High Schools						
Elsie Allen HS	\$9,483,909	2	1	\$5,595	174,924	\$54.22
Maria Carrillo HS	\$12,432,197	2	2	\$6,673	154,334	\$80.55
Montgomery HS	\$23,294,918	2	4	\$16,592	174,756	\$133.30
Piner HS	\$19,654,689	2	3	\$13,051	178,509	\$110.10
Santa Rosa HS	\$28,799,456	2	5	\$18,079	243,589	\$118.23
<i>Ridgway Continuation HS</i>	<i>\$390,141</i>	<i>n/a</i>		<i>\$834</i>	<i>30,656</i>	<i>\$12.73</i>
Charter Schools						
Cesar Chavez Language Academy	\$10,661,711	2	4	\$10,813	95,021	\$112.20
SR Accelerated Charter School	\$53,115	2	1	\$830	82,251	\$0.65
SR Charter for the Arts School	\$4,428,915	2	3	\$10,252	28,297	\$156.52
SR French-American Charter School	\$287,319	2	2	\$764	38,492	\$7.46

¹Based on permanent capacity

- **Criterion 10: Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites**

Relative Score—The scoring methodology applied a score of 1 to any school with unique facilities that could not be readily replicated—indicating that if the school were to be closed, the District would lose those facilities. Therefore, the school site should be placed lower in the ranking of potential schools to close. A score of 2 was applied to any school without unique facilities, placing it higher in the ranking of potential schools to close.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 23 provides the relevant data and relative scores by school site.

Figure 23: Criterion 10 Scoring

School	Unique Facilities	Score
Elementary Schools		
Abraham Lincoln ES	n/a	2
Albert F. Biella ES	n/a	2
Brook Hill ES	n/a	2
Helen Lehman ES	n/a	2
Hidden Valley ES	Multipurpose room (MPR) and gym	1
James Monroe ES	Baseball fields	1
Luther Burbank ES	n/a	2
Proctor Terrace ES	n/a	2
Steele Lane ES	n/a	2
Middle Schools		
Herbert Slater MS	n/a	2
Hilliard Comstock MS	n/a	2
Rincon Valley MS	n/a	2
Santa Rosa MS	n/a	2
High Schools		
Elsie Allen HS	Barn	1
Maria Carrillo HS	Auto shop	1
Montgomery HS	n/a	2
Piner HS	SPARQ Center	1
Santa Rosa HS	Barn and auto shop	1
<i>Ridgway Continuation HS</i>	<i>n/a</i>	<i>n/a</i>
Charter Schools		
Cesar Chavez Language Academy	Gym	1
SR Accelerated Charter School	n/a	2
SR Charter for the Arts School	Black box theatre; arts, science, and music classrooms	1
SR French-American Charter School	n/a	2

- **Criterion 11: Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment**

Relative Score—The scoring methodology applied a score of 1 to any school whose support spaces have sufficient capacity. A score of 2 was applied if the support spaces did not have sufficient capacity—indicating that the identified support spaces are either currently insufficient or would be insufficient to meet demand if the school were to reach its full capacity. Therefore, the school should be placed higher in the ranking of potential schools to close. A majority of the District’s schools received a score of 2—indicating they have support facilities with insufficient capacity.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 24 provides the relevant data and relative scores by school site.

Figure 24: Criterion 11 Scoring

School	Support Facilities Needs	Score
Elementary Schools		
Abraham Lincoln ES	Undersized MPR Playground owned by city	2
Albert F. Biella ES	Undersized MPR Inadequate parking/drop-off	2
Brook Hill ES	Undersized MPR Lacks wrap-around support space	2
Helen Lehman ES	Undersized MPR Lacks wrap-around support space	2
Hidden Valley ES	Lacks wrap-around support space	2
James Monroe ES	Lacks wrap-around support space	2
Luther Burbank ES	Undersized MPR Lacks wrap-around support space	2
Proctor Terrace ES	Undersized MPR Lacks wrap-around support space Inadequate parking/drop-off	2
Steele Lane ES	Undersized MPR Lacks wrap-around support space Inadequate parking/drop-off	2
Middle Schools		
Herbert Slater MS	Lacks wrap-around support space Inadequate performing arts space	2
Hilliard Comstock MS	n/a	1
Rincon Valley MS	Lacks wrap-around support space Drama and physical education spaces overcrowded Inadequate parking/drop-off	2
Santa Rosa MS	Lacks wrap-around support space Inadequate parking Inadequate spaces for performing arts, drama, dining, larger group instruction	2
High Schools		
Elsie Allen HS	Lacks wrap-around support space Inadequate career technical education classrooms	2

School	Support Facilities Needs	Score
Maria Carrillo HS	Insufficient restroom and outdoor covered areas	2
Montgomery HS	Undersized performing arts building	2
Piner HS	n/a	1
Santa Rosa HS	Girls' locker room inadequate/does not meet Title IX Challenging drop-off	2
<i>Ridgway Continuation HS</i>	<i>No MPR on site</i>	<i>n/a</i>
Charter Schools		
Cesar Chavez Language Academy	n/a	1
SR Accelerated Charter School	n/a	1
SR Charter for the Arts School	n/a	1
SR French-American Charter School	n/a	1

▪ **Criterion 12: Environmental factors effect current or future use of the property (e.g., earthquake faults, high speed rail, etc.)**

Relative Score—The scoring methodology applied a score of 2 to any school with existing environmental factors—indicating it should be higher in the ranking of schools considered for closure as future development could be impacted. A score of 1 was applied to those schools with no environmental concerns.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 25 provides the relevant data and relative scores by school site.

Figure 25: Criterion 12 Scoring

School	Environmental Factor	Score
Elementary Schools		
Abraham Lincoln ES	n/a	1
Albert F. Biella ES ¹	n/a	1
Brook Hill ES	Alquist-Priolo Zone	2
Helen Lehman ES	P&E easement for overhead power lines	2
Hidden Valley ES	Alquist-Priolo Zone	2
James Monroe ES	n/a	1
Luther Burbank ES	Proximity to freeway and city easement	2
Proctor Terrace ES	Alquist-Priolo Zone	2
Steele Lane ES	Proximity to freeway and traffic	2
Middle Schools		
Herbert Slater MS	n/a	1
Hilliard Comstock MS	n/a	1

School	Environmental Factor	Score
Rincon Valley MS	n/a	1
Santa Rosa MS	n/a	1
High Schools		
Elsie Allen HS ¹	n/a	1
Maria Carrillo HS ¹	n/a	1
Montgomery HS ¹	n/a	1
Piner HS	n/a	1
Santa Rosa HS ¹	n/a	1
<i>Ridgway Continuation HS¹</i>	<i>n/a</i>	<i>n/a</i>
Charter Schools		
Cesar Chavez Language Academy ¹	n/a	1
SR Accelerated Charter School	n/a	1
SR Charter for the Arts School	n/a	1
SR French-American Charter School	Alquist-Priolo Zone and city easement	2

¹City easements present

▪ **Criterion 13: Leases or other outside uses currently utilizing site/generating income**

Relative Score—The scoring methodology applied a score of 1 to any school with existing leases or other uses placing it lower in the ranking of schools considered for closure as existing lease obligations are present and/or generating income, either of which could be impacted were the site to close. Only two schools, Hilliard Comstock MS and Elsie Allen HS, have any identified leases or other uses that could be impacted by their closure. A score of 2 was applied to the remaining schools.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 26 provides the relevant data and relative scores by school site.

Figure 26: Criterion 13 Scoring

School	Lease/Outside Uses	Score
Elementary Schools		
Abraham Lincoln ES	n/a	2
Albert F. Biella ES	n/a	2
Brook Hill ES	n/a	2
Helen Lehman ES	n/a	2
Hidden Valley ES	n/a	2
James Monroe ES	n/a	2
Luther Burbank ES	n/a	2
Proctor Terrace ES	n/a	2
Steele Lane ES	n/a	2

School	Lease/Outside Uses	Score
Middle Schools		
Herbert Slater MS	n/a	2
Hilliard Comstock MS	Land swap agreement with city for use of softball fields/track and field	1
Rincon Valley MS	n/a	2
Santa Rosa MS	n/a	2
High Schools		
Elsie Allen HS	Santa Rosa Community Health Center	1
Maria Carrillo HS	n/a	2
Montgomery HS	n/a	2
Piner HS	n/a	2
Santa Rosa HS	n/a	2
<i>Ridgway Continuation HS</i>	<i>n/a</i>	<i>n/a</i>
Charter Schools		
Cesar Chavez Language Academy	n/a	2
SR Accelerated Charter School	n/a	2
SR Charter for the Arts School	n/a	2
SR French-American Charter School	n/a	2

Meeting 4: October 28, 2024—Educational/Support Services

Dr. Roderick Castro, Assistant Superintendent of Educational Services, and Alisa Haley, Executive Director of Educational Services, presented information on the educational and student support services offered by the District. Additionally, John Fischer, Executive Director of Special Services, Dr. Vicki Zands, Assistant Superintendent of Human Resources, and Erika Raffo, Coordinator of College and Career Readiness in Educational Services, addressed questions posed by the Committee throughout and after the presentation.

The presentation included a review of the California School Dashboard (Dashboard), including an overview of how the state’s accountability system arrives at its color-coded performance levels, as well as each school site’s performance color on the applicable state performance indicators⁶—chronic absenteeism, suspension rate, English learner progress, college/career (grades 9-12 only), graduation rate (grades 9-12 only), and standardized assessment results in English Language Arts (ELA) and mathematics. There are five performance levels that can be achieved—the order from highest to lowest is blue, green, yellow, orange, and red. Figure 27 provides the 2023 Dashboard results for each of the applicable state indicators for each school site.

⁶State indicator performance levels are determined based on percentile cut scores—current status and change (year-over-year change)—which creates 5-by-5 grids that produce 25 results and 5 performance levels

Figure 27: Dashboard Performance Levels

School	Chronic Absenteeism	Suspension Rate	English Learner Progress	ELA	Math	College/ Career	Graduation Rate
Elementary Schools							
Abraham Lincoln ES	Yellow	Orange	Orange	Orange	Orange	n/a	n/a
Albert F. Biella ES	Yellow	Blue	Orange	Yellow	Yellow	n/a	n/a
Brook Hill ES	Yellow	Orange	Blue	Yellow	Yellow	n/a	n/a
Helen Lehman ES	Yellow	Orange	Green	Orange	Yellow	n/a	n/a
Hidden Valley ES	Yellow	Orange	Green	Blue	Green	n/a	n/a
James Monroe ES	Yellow	Red	Yellow	Orange	Orange	n/a	n/a
Luther Burbank ES	Red	Red	Green	Orange	Orange	n/a	n/a
Proctor Terrace ES	Yellow	Orange	-	Orange	Orange	n/a	n/a
Steele Lane ES	Yellow	Orange	Red	Red	Orange	n/a	n/a
Middle Schools							
Herbert Slater MS	Red	Red	Red	Orange	Red	n/a	n/a
Hilliard Comstock MS	Yellow	Red	Green	Orange	Orange	n/a	n/a
Rincon Valley MS	Orange	Orange	-	Orange	Orange	n/a	n/a
Santa Rosa MS	Red	Yellow	Orange	Red	Red	n/a	n/a
High Schools							
Elsie Allen HS	n/a	Red	Red	Orange	Red	Low	Red
Maria Carrillo HS	n/a	Orange	-	Green	Yellow	High	Orange
Montgomery HS	n/a	Red	Orange	Orange	Orange	Low	Green
Piner HS	n/a	Red	Red	Orange	Orange	Low	Orange
Santa Rosa HS	n/a	Orange	Yellow	Red	Orange	Low	Orange
<i>Ridgway Continuation HS</i>	n/a	Orange	Yellow	Orange	Orange	Very Low	Orange
Charter Schools							
Cesar Chavez Language Academy	Red	Orange	Yellow	Red	Red	n/a	n/a
SR Accelerated Charter School	Yellow	Orange	n/a	Blue	Blue	n/a	n/a
SR Charter for the Arts School	Yellow	Red	-	Orange	Orange	n/a	n/a
SR French-American Charter School	Red	Blue	-	Green	Yellow	n/a	n/a
District-wide	Yellow	Red	Orange	Yellow	Orange	Low	Orange
Statewide	Yellow	Orange	Yellow	Orange	Orange	Low	Orange

Source: 2023 Dashboard

Note that, per the Education Code, the state’s accountability system also tracks student groups (e.g., race/ethnicity, socioeconomically disadvantaged, English learners, students with disabilities, foster youth, and homeless). Historically, students within these specified student groups have scored lower on the Smarter Balanced Summative Assessments and/or been captured in the lower

performance levels on the Dashboard. As such, when reviewing the proceeding Dashboard results, it should be noted that a school’s results could be similarly impacted if it has a higher population of one or more of these student groups.

Lastly, the presentation also included information about special education programs, student support services, and academic supports and interventions provided at the school sites, as well as other educational programs that are unique to each site and whether the programs could be relocated were the school site to close. While the majority of the programs could be relocated, there are two schools—Piner HS (SPARQ Center) and Santa Rosa HS (Art Quest)—with unique programs that could not be relocated without a significant financial cost.

The following classes, programs, and services are offered at all elementary schools:

- Grades TK-6
- Educational Specialist (Resource Specialist Program [RSP])
- Boys and Girls Club After School Program
- Student engagement facilitator
- Counselor
- Restorative Specialist
- Music grades 1-6
- Music Blitz grades 4-6
- Physical education grades 1-6
- Family engagement facilitator

Figure 28 provides the classes, programs, and services provided at each elementary school.

Figure 28: Elementary School Offerings

School	Class	Unique Programs
Abraham Lincoln ES	9 Extended support needs (ESN) classes 10 General education classes	
Albert F. Biella ES	6 ESN Classes 1 Sonoma County Office of Education class 2 Full inclusion classes 9 General education classes	Full Inclusion Model Code to the Future Pasitos Walking school, no bus

School	Class	Unique Programs
Brook Hill ES	3 Reaching Independence Through Special Education (RISE) classes 12 General education classes 1 Full Inclusion	
Helen Lehman ES	15 General education classes	
Hidden Valley ES	3 Deaf and Hard of Hearing 19 General education classes 1 Full inclusion class	Deaf and Hard of Hearing Fee based after school care
James Monroe ES	12 General education classes 1 Full inclusion class	Pasitos Santa Rosa Junior College (SRJC) Adult Education classes
Luther Burbank ES	2 Special day classes (SDC) 12 General education classes 3 Full inclusion classes 1 RISE class	
Proctor Terrace ES	2 SDC Classes 13 General education classes	Fee based after school care
Steele Lane ES	3 SDC Classes 1 Full Inclusion 16 General education classes	Houses 4 Lewis Early Learning classes

The following classes, programs, and services are offered at all middle schools:

- Grades 7-8
- Educational Specialist (RSP)
- Counselors
- 0.50 Full-time equivalent Multi-tiered System of Supports (MTSS) Counselors
- Restorative Specialist
- School-based therapist
- Academic language development (ALD) Courses for English language learners
- Honors English
- Honors Mathematics
- Family engagement facilitator
- Visual and Performing Arts (VAPA) offerings

Figure 29 provides the classes, programs, and services provided at each middle school.

Figure 29: Middle School Offerings

School	Class	Unique Programs
Herbert Slater MS	2 ESN classes	Advancement Via Individual Determination (AVID) School French Partnership
Hilliard Comstock MS	1 Full inclusion 1 RISE class 4 ESN classes	Boys and Girls Club After School
Rincon Valley MS	1 Full inclusion 1 RISE class	Success through Opportunities for Academics and Relationships (SOAR) Homeroom teachers provide Social Emotional Learning lessons and build connections with students
Santa Rosa MS	1 Full inclusion class 1 Counseling Enriched Programs (CEP) Class	Cougar Connection—Homeroom Social Emotional Learning Lessons Career Technical Education (CTE): Paxton Patterson Lab; Wheel Course (Exploring College and Careers)

The following classes, programs, and services are offered at all high schools:

- Grades 9-12
- Student safety advisors (5)
- Family engagement facilitators (2)
- Counselors
- MTSS Counselor
- Restorative Specialists (2)
- ALD Courses for English language learners
- Advanced courses
- A-G approved courses
- College and Career Center
- VAPA Offerings
- Athletics
- CTE offerings

Figure 30 provides the classes, programs, and services provided at each elementary school.

Figure 30: High School Offerings

School	Class	Unique Programs
Elsie Allen HS	2 CEP classes 3 ESN classes	CTE: Agriculture Education; Public and Community Health Public Safety AVID Spanish dual immersion program Newcomer Center College and Career Access Pathways; SRJC University Center Program with Sonoma State University
Maria Carrillo HS	1 RISE class 1 CEP class	CTE: Automotive Technology; Culinary Arts; Sports Medicine Agreement for credits with SRJC
Montgomery HS	3 ESN classes	CTE: Green Construction; Business; Design, Media, Visual Arts; Patient Care International Baccalaureate School (would take specialty training) AVID Best Buddies
Piner HS	1 RISE class 1 CEP class	CTE: Construction, Engineering, and Design; Culinary Arts; Health Science and Biotechnology; Geospatial Technology Agreement for credits with SRJC SPARQ Center Grace (credit recovery within Piner) Early College Magnet with SRJC Science, Technology, Engineering, and Mathematics (STEM) School
Santa Rosa HS	2 CEP classes 2 ESN classes	CTE: Agriculture; Construction; Automotive Manufacturing Art Quest
Ridgway Continuation HS	6 Adult transition classes (18-22)	CTE: Culinary Arts Credit Recovery Continuation HS Work Based Learning through SRJC

Figure 31 provides the classes, programs, and services provided at the charter schools.

Figure 31: Charter School Offerings

School	Unique Programs
Cesar Chavez Language Academy	Spanish two-way dual immersion TK-6 Grade Grades 7-8 pathways World Language (introductory Spanish or Spanish for Native Speakers) Traditional World House for Newcomers in their first 24 months in US Boys and Girls Club After School & Fee based after school care

School	Unique Programs
SR Accelerated Charter School	<p>Accelerated Program Grades 5 and 6 housed at the Rincon Valley MS campus Classes designed to meet and exceed standards Based on the concepts of acceleration, depth, complexity and novelty Classes are divided into two core classes: math/science and ELA/social studies</p>
SR Charter for the Arts School	<p>Grades TK-8 Focus on arts integration Boys and Girls Club After School Fee based after school care</p>
SR French-American Charter School	<p>French Two-Way Dual Immersion or Grades TK-6 Only accredited public French immersion school in California Accreditation through L'Agence pour l'Enseignement Français à l'Étranger/Agency for French Education Abroad Fee based after school care Use the French Ministry and CA Common Core Standards</p>

Lastly, the Committee was presented with opportunities and challenges for the District, including possible grade reconfigurations.

At the completion of the presentation, Brianna García reviewed the criteria applicable to the data presented. While data was presented for Criteria 14, 15, and 16, at the November 18, 2024, meeting, the Committee decided to exclude these criteria from the analysis. Therefore, they have not been included in this report.

- **Criterion 17: District-wide and/or special programs would need to be relocated**

Relative Score—The scoring methodology applied a score of 1 for those schools that house District-wide and/or special programs. As previously noted, several schools house either District-wide and/or special programs. The remaining school sites received the higher score of 2—indicating it should be higher in the ranking of school sites considered for closure as no District-wide and/or special programs would be impacted or need relocation.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 32 provides the relevant data and relative scores by school site.

- **Criterion 18: District-wide/special programs can be relocated**

Relative Score—While Criterion 17 looked at which sites have District-wide and/or special programs that could be affected by a school closure, Criterion 18 looks at whether the program could be relocated. This criterion utilized a slightly different scoring methodology. Instead of

a yes or no (i.e., score of 1 or 2), the scoring took into consideration the fact that a school site with no District-wide and/or special programs should be placed higher in the ranking of school sites considered for closure as there would be no impacts to said programs (score of 3), while school sites with programs that could be relocated were given a score of 2. The scoring methodology applied a score of 1 for those schools that house District-wide and/or special programs that could not be relocated. Only two schools—Piner HS and Santa Rosa HS—have programs that could not be relocated.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 32 provides the relevant data and relative scores by school site.

Figure 32: Criteria 17 and 18 Scoring

School	District-Wide/Special Programs	Criterion 17 Score	Relocatable?	Criterion 18 Score
Elementary Schools				
Abraham Lincoln ES	n/a	2	n/a	3
Albert F. Biella ES	Full Inclusion Model Code to the Future Pasitos Walking school, no bus	1	Yes	2
Brook Hill ES	n/a	2	n/a	3
Helen Lehman ES	n/a	2	n/a	3
Hidden Valley ES	Deaf and Hard of Hearing Fee based after school care	1		2
James Monroe ES	Pasitos SRJC Adult Education classes	1	Yes	2
Luther Burbank ES	n/a	2	n/a	3
Proctor Terrace ES	Fee based after school care	1	Yes	2
Steele Lane ES	Houses 4 Lewis Early Learning classes	1	Yes	2
Middle Schools				
Herbert Slater MS	AVID	1	Yes	2
Hilliard Comstock MS	Boys and Girls Club After School	1	Yes	2
Rincon Valley MS	SOAR	1	Yes	2
Santa Rosa MS	Cougar Connection CTE courses	1	Yes	2

School	District-Wide/Special Programs	Criterion 17 Score	Relocatable?	Criterion 18 Score
High Schools				
Elsie Allen HS	CTE courses AVID Spanish dual immersion program Newcomer Center College and Careers Access pathways with SRJC	1	Yes	2
Maria Carrillo HS	CTE courses	1	Yes	2
Montgomery HS	CTE courses International Baccalaureate school AVID Best Buddies	1	Yes	2
Piner HS	CTE courses SPARQ Center Grace Early College Magnet with SRJC STEM School	1	No	1
Santa Rosa HS	CTE courses Art Quest	1	No	1
<i>Ridgway Continuation HS</i>	<i>CTE Credit Recovery Continuation high school Work-based learning through SRJC</i>	1	Yes	2
Charter Schools				
Cesar Chavez Language Academy	Spanish two-way dual immersion TK-6 Boys and Girls Club After School Fee based after school care	1	Yes	2
SR Accelerated Charter School	Accelerated program	1	Yes	2
SR Charter for the Arts School	Focus on arts integration Boys and Girls Club After School Fee based after school care	1	Yes	2
SR French-American Charter School	French two-way dual immersion TK-6 Fee based after school care	1	Yes	2

Meeting 5: November 18, 2024—Fiscal and Other Implications

The meeting focused on the presentation of the District’s fiscal status, the fiscal implications of school closure, and other community impacts. Lisa August and Joel Dontos, Executive Director of Fiscal Services, presented a fiscal overview of the District. They discussed the basics of the budget and drew a comparison between a school district’s budget and budget categories and the personal budget of an individual. The presentation included the District’s 2024-25 Adopted Budget and the associated projections, including the multiyear projection, which illustrated the District’s current practice of deficit spending and the impacts of this practice on the District’s ending fund balance and reserves.

The current unrestricted budget for each school site, potential cost savings, and operating costs, excluding staff, were shared with the Committee. Figure 33 provides the 2024-25 budgeted direct costs by school site. Figure 34 provides a breakdown of the categories that make up the net savings, as well as the resulting maximum possible cost savings for each site. It should be noted that the cost savings may be reduced depending on the need to retain some classified staff positions. However, the exact number of classified staff positions will not be known until sites are identified and staffing needs determined. Lastly, Figure 35 provides the operating costs for each school site excluding staff costs.

Figure 33: Budgeted Direct Costs by School Site (Unrestricted Funds Only)

School	Instruction	School Administration	Family and Student Engagement	Guidance Counseling and Restorative	School Sponsored Activities	Noon Supervision	Media/Library	Plant Service Operations	Total School Direct Costs
Abraham Lincoln ES	\$1,746,133	\$361,144	\$165,278	\$229,935	-	\$104,054	\$20,413	\$269,322	\$2,896,279
Albert F. Biella ES	\$1,444,977	\$376,320	\$144,466	\$245,492	-	\$92,265	\$58,405	\$242,133	\$2,604,058
Brook Hill ES	\$1,943,345	\$408,634	\$150,396	\$209,646	-	\$173,284	\$40,952	\$151,572	\$3,077,829
Helen Lehman ES	\$2,237,264	\$359,046	\$141,293	\$238,018	-	\$157,124	\$19,444	\$216,413	\$3,368,602
Hidden Valley ES	\$2,939,695	\$400,674	\$151,451	\$224,467	-	\$184,485	\$23,764	\$302,801	\$4,227,337
James Monroe ES	\$2,385,601	\$349,662	\$137,603	\$270,757	-	\$113,822	\$62,556	\$235,018	\$3,555,019
Luther Burbank ES	\$1,975,994	\$383,805	\$159,407	\$236,973	-	\$101,631	\$49,747	\$230,022	\$3,137,579
Proctor Terrace ES	\$2,253,577	\$370,488	\$151,432	\$215,873	-	\$71,921	\$18,416	\$262,890	\$3,344,597
Steele Lane ES	\$2,531,007	\$376,982	\$140,624	\$307,701	-	\$144,390	\$24,072	\$312,962	\$3,837,738
Elementary Totals	\$19,457,593	\$3,386,755	\$1,341,950	\$2,178,862	-	\$1,142,976	\$317,769	\$2,223,133	\$30,049,038
Elementary Averages	\$2,161,955	\$376,306	\$149,106	\$242,096	-	\$126,997	\$35,308	\$247,015	\$3,338,782
Herbert Slater MS	\$3,602,118	\$959,133	\$72,877	\$466,879	\$133,877	\$26,369	-	\$402,474	\$5,663,727
Hilliard Comstock MS	\$1,919,087	\$912,398	\$75,247	\$523,193	\$124,523	\$11,679	-	\$421,004	\$3,987,131
Rincon Valley MS	\$3,715,374	\$1,123,374	\$66,407	\$431,983	\$127,980	\$15,993	-	\$537,403	\$6,018,514
Santa Rosa MS	\$2,821,777	\$1,009,088	\$68,734	\$477,754	\$95,770	\$11,747	-	\$390,786	\$4,875,656
Middle Totals	\$12,058,356	\$4,003,993	\$283,265	\$1,899,809	\$482,150	\$65,788	-	\$1,751,667	\$20,545,028
Middle Averages	\$3,014,589	\$1,000,998	\$70,816	\$474,952	\$120,538	\$16,447	-	\$437,917	\$5,136,257
Elsie Allen HS	\$5,910,763	\$2,029,608	\$232,216	\$780,910	\$198,463	-	-	\$608,125	\$9,760,085
Maria Carrillo HS	\$8,085,874	\$1,846,744	\$227,588	\$945,007	\$363,153	-	-	\$666,043	\$12,134,409
Montgomery HS	\$7,987,884	\$1,981,765	\$206,666	\$1,245,987	\$306,092	-	-	\$815,876	\$12,544,270
Piner HS	\$7,299,754	\$1,960,931	\$228,915	\$925,653	\$330,973	-	-	\$809,409	\$11,555,635
Santa Rosa HS	\$8,981,560	\$2,140,335	\$227,539	\$1,216,267	\$344,281	-	-	\$1,007,742	\$13,917,724
<i>Ridgway Continuation HS</i>	<i>\$1,973,748</i>	<i>\$1,016,786</i>	<i>\$178,306</i>	<i>\$460,666</i>	<i>\$7,946</i>	-	-	<i>\$234,060</i>	\$3,871,512
High Totals	\$40,239,583	\$10,976,169	\$1,301,230	\$5,574,490	\$1,550,908	-	-	\$4,141,255	\$63,783,635
High Averages	\$6,706,597	\$1,829,362	\$216,872	\$929,082	\$258,485	-	-	\$690,209	\$10,630,606

School	Instruction	School Administration	Family and Student Engagement	Guidance Counseling and Restorative	School Sponsored Activities	Noon Supervision	Media/Library	Plant Service Operations	Total School Direct Costs
Cesar Chavez Language Academy	\$5,569,045	\$1,506,031	-	\$517,452	\$114,543	\$265,635	\$66,001	\$453,617	\$8,492,324
SR Accelerated Charter School	\$710,685	\$224,095	-	\$2,318	\$465	\$26,238	\$10,209	\$52,169	\$1,026,179
SR Charter for the Arts School	\$2,974,534	\$359,308	-	\$114,341	\$0	\$98,138	\$48,958	\$215,298	\$3,810,577
SR French-American Charter School	\$3,728,036	\$319,847	-	\$66,725	\$0	\$131,041	\$63,585	\$243,455	\$4,552,689
Charter School Totals	\$12,982,300	\$2,409,281	-	\$700,836	\$115,008	\$521,052	\$188,753	\$964,539	\$17,881,769
Charter School Averages	\$3,245,575	\$602,320	-	\$175,209	\$28,752	\$130,263	\$47,188	\$241,135	\$4,470,442

Figure 34: Potential Cost Savings by School Site (Unrestricted Funds Only)

School	School Administration	Family and Student Engagement	Guidance Counseling and Restorative	School Sponsored Activities	Media/Library	Plant Service Operations	Total Potential Costs Savings	2029-30 Projected Enrollment	Potential Cost Savings per Enrollment
Abraham Lincoln ES	\$361,144	\$165,278	\$229,935	-	\$20,413	\$269,322	\$1,046,092	301	\$3,475
Albert F. Biella ES	\$376,320	\$144,466	\$245,492	-	\$58,405	\$242,133	\$1,066,816	131	\$8,144
Brook Hill ES	\$408,634	\$150,396	\$209,646	-	\$40,952	\$151,572	\$961,200	262	\$3,669
Helen Lehman ES	\$359,046	\$141,293	\$238,018	-	\$19,444	\$216,413	\$974,214	370	\$2,633
Hidden Valley ES	\$400,674	\$151,451	\$224,467	-	\$23,764	\$302,801	\$1,103,157	354	\$3,116
James Monroe ES	\$349,662	\$137,603	\$270,757	-	\$62,556	\$235,018	\$1,055,596	330	\$3,199
Luther Burbank ES	\$383,805	\$159,407	\$236,973	-	\$49,747	\$230,022	\$1,059,954	251	\$4,223
Proctor Terrace ES	\$370,488	\$151,432	\$215,873	-	\$18,416	\$262,890	\$1,019,099	279	\$3,653
Steele Lane ES	\$376,982	\$140,624	\$307,701	-	\$24,072	\$312,962	\$1,162,341	380	\$3,059
Elementary Totals	\$3,386,755	\$1,341,950	\$2,178,862	-	\$317,769	\$2,223,133	\$9,448,469	2,658	\$3,555
Elementary Averages	\$376,306	\$149,106	\$242,096	-	\$35,308	\$247,015	\$1,049,830	295	\$3,555

School	School Administration	Family and Student Engagement	Guidance Counseling and Restorative	School Sponsored Activities	Media/Library	Plant Service Operations	Total Potential Costs Savings	2029-30 Projected Enrollment	Potential Cost Savings per Enrollment
Herbert Slater MS	\$959,133	\$72,877	\$466,879	\$133,877	-	\$402,474	\$2,035,240	596	\$3,415
Hilliard Comstock MS	\$912,398	\$75,247	\$523,193	\$124,523	-	\$421,004	\$2,056,365	362	\$5,681
Rincon Valley MS	\$1,123,374	\$66,407	\$431,983	\$127,980	-	\$537,403	\$2,287,147	655	\$3,492
Santa Rosa MS	\$1,009,088	\$68,734	\$477,754	\$95,770	-	\$390,786	\$2,042,132	389	\$5,250
Middle Totals	\$4,003,993	\$283,265	\$1,899,809	\$482,150	-	\$1,751,667	\$8,420,884	2,002	\$4,206
Middle Averages	\$1,000,998	\$70,816	\$474,952	\$120,538	-	\$437,917	\$2,105,221	501	\$4,206
Elsie Allen HS	\$2,029,608	\$232,216	\$780,910	\$198,463	-	\$608,125	\$3,849,322	860	\$4,476
Maria Carrillo HS	\$1,846,744	\$227,588	\$945,007	\$363,153	-	\$666,043	\$4,048,535	1,311	\$3,088
Montgomery HS	\$1,981,765	\$206,666	\$1,245,987	\$306,092	-	\$815,876	\$4,556,386	1,262	\$3,610
Piner HS	\$1,960,931	\$228,915	\$925,653	\$330,973	-	\$809,409	\$4,255,881	1,148	\$3,707
Santa Rosa HS	\$2,140,335	\$227,539	\$1,216,267	\$344,281	-	\$1,007,742	\$4,936,164	1,354	\$3,646
<i>Ridgway Continuation HS</i>	<i>\$1,016,786</i>	<i>\$178,306</i>	<i>\$460,666</i>	<i>\$7,946</i>	-	<i>\$234,060</i>	<i>\$1,897,764</i>	<i>204</i>	<i>\$9,303</i>
High Totals	\$10,976,169	\$1,301,230	\$5,574,490	\$1,550,908	-	\$4,141,255	\$23,544,052	6,139	\$3,835
High Averages	\$1,829,362	\$216,872	\$929,082	\$258,485	-	\$690,209	\$3,924,009	1,023	\$3,835
Cesar Chavez Language Academy	\$1,506,031	-	-	\$114,543	\$66,001	\$453,617	\$2,140,192	763	\$2,805
SR Accelerated Charter School	\$224,095	-	-	\$465	\$10,209	\$52,169	\$286,938	128	\$2,242
SR Charter for the Arts School	\$359,308	-	-	\$0	\$48,958	\$215,298	\$623,564	329	\$1,895
SR French-American Charter School	\$319,847	-	-	\$0	\$63,585	\$243,455	\$626,887	425	\$1,475
Charter School Totals	\$2,409,281	-	-	\$115,008	\$188,753	\$964,539	\$3,677,581	1,645	\$2,236
Charter School Averages	\$602,320	-	-	\$28,752	\$47,188	\$241,135	\$919,395	411	\$2,236

Figure 35: Operating Costs, Excluding Staff, by School Site (Unrestricted Funds Only)

School	Plant Service Operations, Excluding Staff	2029-30 Projected Enrollment	Operating Costs, Excluding Staff, per Enrollment
Abraham Lincoln ES	\$88,744	301	\$295
Albert F. Biella ES	\$110,216	131	\$841
Brook Hill ES	\$93,923	262	\$358
Helen Lehman ES	\$87,430	370	\$236
Hidden Valley ES	\$120,616	354	\$341
James Monroe ES	\$80,728	330	\$245
Luther Burbank ES	\$93,087	251	\$371
Proctor Terrace ES	\$140,182	279	\$502
Steele Lane ES	\$139,036	380	\$366
Elementary Totals	\$953,962	2,658	
Elementary Averages	\$105,996	295	\$359
Herbert Slater MS	\$187,889	596	\$315
Hilliard Comstock MS	\$202,649	362	\$560
Rincon Valley MS	\$283,167	655	\$432
Santa Rosa MS	\$189,408	389	\$487
Middle Totals	\$863,113	2,002	
Middle Averages	\$215,778	501	\$431
Elsie Allen HS	\$446,576	860	\$519
Maria Carrillo HS	\$519,818	1,311	\$397
Montgomery HS	\$489,109	1,262	\$388
Piner HS	\$508,665	1,148	\$443
Santa Rosa HS	\$687,881	1,354	\$508
Ridgway Continuation HS	\$105,146	204	\$515
High Totals	\$2,757,195	6,139	
High Averages	\$459,533	1,023	\$449
Cesar Chavez Language Academy	\$244,058	763	\$320
SR Accelerated Charter School	\$18,046	128	\$141
SR Charter for the Arts School	\$149,113	329	\$453
SR French-American Charter School	\$104,858	425	\$247
Charter School Totals	\$516,075	1,645	
Charter School Averages	\$129,019	411	\$314

Information was shared pertaining to the safety and community impacts that could affect the school sites. Data was collected from the City of Santa Rosa, as well as West County Transportation Agency (WCTA). A number of school sites have traffic related concerns either currently or anticipated if the school site were to increase in student enrollment. Figure 37 and Figure 38 provide a synopsis of the concerns. The full notes can be found in the presentation in Appendix A.

Further, as it pertains to transportation, staff provided information regarding the number of students provided transportation to and from school—both for general and special education, as well as an estimate of those either walk or are dropped off and the percent of students that live within walking distance of each school site (Figure 36).

Figure 36: Transportation

School	2023-24 Total Enrollment	Bused				Walk/Drop Off		Percent Within Walking Distance
		General Education	Special Education	Total	Percentage	Estimated	Percentage	
Elementary Schools								
Abraham Lincoln ES	281	1	40	41	14.59%	240	85.41%	59.16%
Albert F. Biella ES	234	-	26	26	11.11%	208	88.89%	56.30%
Brook Hill ES	281	75	56	131	46.62%	150	53.38%	21.48%
Helen Lehman ES	381	21	13	34	8.92%	347	91.08%	58.07%
Hidden Valley ES	456	26	13	39	8.55%	417	91.45%	24.94%
James Monroe ES	336	2	5	7	2.08%	329	97.92%	42.48%
Luther Burbank ES	321	65	25	90	28.04%	231	71.96%	44.65%
Proctor Terrace ES	326	3	19	22	6.75%	304	93.25%	44.85%
Steele Lane ES	413	43	53	96	23.24%	317	76.76%	27.23%
Middle Schools								
Herbert Slater MS	690	183	58	241	34.93%	449	65.07%	20.10%
Hilliard Comstock MS	442	37	50	87	19.68%	355	80.32%	63.97%
Rincon Valley MS	780	61	21	82	10.51%	698	89.49%	29.35%
Santa Rosa MS	458	30	28	58	12.66%	400	87.34%	23.81%
High Schools								
Elsie Allen HS	980	131	66	197	20.10%	783	79.90%	79.33%
Maria Carrillo HS	1585	63	23	86	5.43%	1,499	94.57%	57.53%
Montgomery HS	1433	134	76	210	14.65%	1,223	85.35%	72.93%
Piner HS	1384	18	33	51	3.68%	1,333	96.32%	74.84%
Santa Rosa HS	1636	39	53	92	5.62%	1,544	94.38%	62.16%
<i>Ridgway Continuation HS</i>	274	8	44	52	18.98%	222	81.02%	24.29%
Charter Schools								
Cesar Chavez Language Academy	811	87	13	100	12.33%	711	87.67%	11.20%
SR Accelerated Charter School	129	1	-	1	0.78%	128	99.22%	6.35%
SR Charter for the Arts School	414	1	8	9	2.17%	405	97.83%	25.00%
SR French-American Charter School	468	-	1	1	0.21%	467	99.79%	14.99%

There was some discussion as to whether the increased enrollment at the school sites that remain open would experience traffic impacts. While the District will need to further study traffic patterns, which cannot be completed until it is determined which school sites will close and the attendance boundaries adjusted for the remaining schools, it was noted that the enrollment proposed for the schools that remain open would be similar to the levels prior to the current decline in enrollment. In other words, the enrollment would not be unprecedented and could be accommodated on the campuses as it had in the past at the time of peak enrollment.

Lastly, information was provided to the Committee regarding the number of non-district schools within a one- to five-mile radius of each elementary and charter school and between a one- to ten-mile radius of each middle and high schools. These are schools that could draw enrollment from the District were a given school site to close. Figure 41 provides a synopsis of the number of schools within the maximum identified radius. The full list by increasing radius bands can be found in the presentation in Appendix A.

At the completion of the presentation and discussion, Brianna García reviewed the criteria applicable to the data presented.

▪ **Criterion 19: Existing safety concerns regarding traffic and safe routes to school relocated**

Relative Score—The scoring methodology applied a score of 1 to school sites without safety concerns (e.g., railroad tracks, traffic flow, double parking, major thoroughfares, school crossings, etc.). The schools with identified safety concerns received a score of 2—the majority of these safety concerns were focused on traffic flow during pick-up and drop-off.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 37 provides the relevant data and relative scores by school site.

Figure 37: Criterion 19 Scoring

School	Safety Concerns	Score
Elementary Schools		
Abraham Lincoln ES	Queues and double parking on West 9th Street	2
Albert F. Biella ES	n/a	1
Brook Hill ES	n/a	1
Helen Lehman ES	n/a	1
Hidden Valley ES	Queues on Chanate and parking issues	2

School	Safety Concerns	Score
James Monroe ES	-Queues on Marlow Road southbound cause backups and lane changes during arrival and dismissal -Small pickup area limits on-site circulation -High speed and volumes on Marlow Road	2
Luther Burbank ES	n/a	1
Proctor Terrace ES	Queues on Bryden Lane spill onto 4th Street	2
Steele Lane ES	High speed and volume with little parking and no place to queue	2
Middle Schools		
Herbert Slater MS	n/a	1
Hilliard Comstock MS	n/a	1
Rincon Valley MS	n/a	1
Santa Rosa MS	Queues and double parking on E Street with parking on 5th, College, and surrounding streets full before arrival/dismissal	2
High Schools		
Elsie Allen HS	n/a	1
Maria Carrillo HS	n/a	1
Montgomery HS	n/a	1
Piner HS	High speed and volume	2
Santa Rosa HS	Queues on Mendocino southbound entering loop	2
<i>Ridgway Continuation HS</i>	<i>n/a</i>	<i>n/a</i>
Charter Schools		
Cesar Chavez Language Academy	Queues on Sebastopol Road and parking in bike lane	2
SR Accelerated Charter School	n/a	1
SR Charter for the Arts School	n/a	1
SR French-American Charter School	Turns into/out of Doyle Park Drive cause congestion	2

▪ **Criterion 20: Safety concerns regarding traffic and safe routes to school if students are relocated**

Relative Score—While Criterion 19 looked at which sites have existing safety concerns regarding traffic and safe routes to school, Criterion 20 looks at whether the closure of certain schools and movement and concentration of students at other schools would create safety concerns. The scoring methodology applied a score of 1 to school sites not anticipated to experience safety concerns due to the increased enrollment. Schools received a score of 2 if there are potential safety concerns with increased student attendance. Once again, the main concern was the flow of traffic during pick-up and drop-off.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 38 provides the relevant data and relative scores by school site.

Figure 38: Criterion 20 Scoring

School	Relocation Safety Concerns	Score
Elementary Schools		
Abraham Lincoln ES	Yes	2
Albert F. Biella ES	n/a	1
Brook Hill ES	n/a	1
Helen Lehman ES	n/a	1
Hidden Valley ES	Circulation would need to be addressed with addition of students	2
James Monroe ES	Yes	2
Luther Burbank ES	n/a	1
Proctor Terrace ES	Yes	2
Steele Lane ES	Yes	2
Middle Schools		
Herbert Slater MS	n/a	1
Hilliard Comstock MS	n/a	1
Rincon Valley MS	-Badger Loop may need to be addressed -Circulation would need to be improved with addition of students	2
Santa Rosa MS	Yes	2
High Schools		
Elsie Allen HS	n/a	1
Maria Carrillo HS	n/a	1
Montgomery HS	n/a	1
Piner HS	Would require studying on-site circulation if changed	2

School	Relocation Safety Concerns	Score
Santa Rosa HS	Yes	2
Ridgway Continuation HS	n/a	n/a
Charter Schools		
Cesar Chavez Language Academy	Circulation would need to be addressed if changed	2
SR Accelerated Charter School	-Badger Loop may need to be addressed -Circulation would need to be improved with addition of students	2
SR Charter for the Arts School	n/a	1
SR French-American Charter School	Yes	2

▪ **Criterion 21: Would require transportation for relocated students to new school sites**

Relative Score—The scoring methodology applied a score of 2 if students would require transportation due to the proposed closure of a school—indicating it should be higher in the ranking of schools considered for closure due to the additional expense this would generate. All schools, with the exception of the charter schools, received a score of 2. The District does not provide transportation to the charter schools; therefore, all charter schools received a score of 1.

Rank Score—No Rank score methodology was utilized for this criterion.

Figure 39 provides the relevant data and relative scores by school site.

Figure 39: Criterion 21 Scoring

School	Transportation Necessary	Score
Elementary Schools		
Abraham Lincoln ES	Yes	2
Albert F. Biella ES	Yes	2
Brook Hill ES	Yes	2
Helen Lehman ES	Yes	2
Hidden Valley ES	Yes	2
James Monroe ES	Yes	2
Luther Burbank ES	Yes	2
Proctor Terrace ES	Yes	2
Steele Lane ES	Yes	2
Middle Schools		
Herbert Slater MS	Yes	2
Hilliard Comstock MS	Yes	2

School	Transportation Necessary	Score
Rincon Valley MS	Yes	2
Santa Rosa MS	Yes	2
High Schools		
Elsie Allen HS	Yes	2
Maria Carrillo HS	Yes	2
Montgomery HS	Yes	2
Piner HS	Yes	2
Santa Rosa HS	Yes	2
<i>Ridgway Continuation HS</i>	<i>n/a</i>	<i>n/a</i>
Charter Schools		
Cesar Chavez Language Academy	No	1
SR Accelerated Charter School	No	1
SR Charter for the Arts School	No	1
SR French-American Charter School	No	1

- **Criterion 22: Alternative uses identified if site is closed (e.g., use for other district functions, joint-use/joint occupancy agreements, community day school use, use by charter school [Proposition 39], shift to full-day kindergarten or universal pre-school program, etc.)**

Relative Score—The scoring methodology would have applied a score of 2 to any school where the District has identified an alternative use for the site if the school were to be closed—indicating it should be higher in the ranking of schools considered for closure as the site could be utilized for another purpose in the more immediate future. However, no alternative uses have been identified by the District and, therefore, all schools received a score of 1.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 40 provides the relevant data and relative scores by school site.

Figure 40: Criterion 22 Scoring

School Name	Alternative Uses	Score
Elementary Schools		
Abraham Lincoln ES	No	1
Albert F. Biella ES	No	1
Brook Hill ES	No	1
Helen Lehman ES	No	1

School Name	Alternative Uses	Score
Hidden Valley ES	No	1
James Monroe ES	No	1
Luther Burbank ES	No	1
Proctor Terrace ES	No	1
Steele Lane ES	No	1
Middle Schools		
Herbert Slater MS	No	1
Hilliard Comstock MS ¹	No	1
Rincon Valley MS	No	1
Santa Rosa MS	No	1
High Schools		
Elsie Allen HS	No	1
Maria Carrillo HS	No	1
Montgomery HS	No	1
Piner HS	No	1
Santa Rosa HS	No	1
<i>Ridgway Continuation HS</i>	<i>No</i>	<i>n/a</i>
Charter Schools		
Cesar Chavez Language Academy	No	1
SR Accelerated Charter School	No	1
SR Charter for the Arts School	No	1
SR French-American Charter School	No	1

¹City of Santa Rosa has expressed interest in use of the property

▪ **Criterion 23: Proximity to non-district schools that could capture district students were the school site to close**

Relative Score—The scoring methodology would have applied a score of 2 to any school where there are no non-district schools within a reasonable proximity that could enroll District students were the school site to close. However, all school sites have proximate non-district schools and, therefore, all schools received a score of 1.

Rank Score—No rank score methodology was utilized for this criterion.

Figure 41 provides the relevant data and relative scores by school site.

Figure 41: Criterion 23 Scoring

School Name	Number of Proximate Non-District Schools	Score
Elementary Schools¹		
Abraham Lincoln ES	7	1
Albert F. Biella ES	6	1
Brook Hill ES	7	1
Helen Lehman ES	7	1
Hidden Valley ES	2	1
James Monroe ES	6	1
Luther Burbank ES	7	1
Proctor Terrace ES	6	1
Steele Lane ES	2	1
Middle Schools²		
Herbert Slater MS	3	1
Hilliard Comstock MS	9	1
Rincon Valley MS	2	1
Santa Rosa MS	8	1
High Schools³		
Elsie Allen HS	13	1
Maria Carrillo HS	10	1
Montgomery HS	10	1
Piner HS	14	1
Santa Rosa HS	15	1
<i>Ridgway Continuation HS</i>	15	<i>n/a</i>
Charter Schools²		
Cesar Chavez Language Academy	11	1
SR Accelerated Charter School	16	1
SR Charter for the Arts School	9	1
SR French-American Charter School	8	1

¹Schools within a 2-mile radius

²Schools within a 5-mile radius

³Schools within a 10-mile radius

▪ **Criterion 24: District would benefit from net savings if closed**

Relative Score—The scoring methodology would have applied a score of 1 to any school that did not result in net savings upon closure. However, as previously shown in Figure 34, all school closures would result in net savings. Therefore, all schools received a score of 2.

Rank Score—The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the most savings, placing it higher in the ranking of potential schools to close as more savings could be accomplished, down to a score of 1 for the school with the least savings.

Figure 42 provides the relevant data, relative scores, and ranked scores by school site. It also provides the costs on a per enrollment and per square foot basis upon the request of the Committee to normalize the data and allow for an easier comparison across school sites.

Figure 42: Criterion 24 Scoring

School	Net Cost Savings	Score	Rank Score	Cost per Enrollment ¹	Square Footage	Cost per SF
Elementary Schools						
Abraham Lincoln ES	\$1,046,092	2	4	\$1,923	43,179	\$24
Albert F. Biella ES	\$1,066,816	2	7	\$2,615	42,259	\$25
Brook Hill ES	\$961,200	2	1	\$2,895	39,472	\$24
Helen Lehman ES	\$974,214	2	2	\$2,255	35,587	\$27
Hidden Valley ES	\$1,103,157	2	8	\$1,326	39,472	\$28
James Monroe ES	\$1,055,596	2	5	\$1,940	45,946	\$23
Luther Burbank ES	\$1,059,954	2	6	\$1,636	35,791	\$30
Proctor Terrace ES	\$1,019,099	2	3	\$3,266	40,262	\$25
Steele Lane ES	\$1,162,341	2	9	\$3,059	91,702	\$13
Middle Schools						
Herbert Slater MS	\$2,035,240	2	1	\$2,269	91,702	\$22
Hilliard Comstock MS	\$2,056,365	2	3	\$2,226	95,021	\$22
Rincon Valley MS	\$2,287,147	2	4	\$2,803	82,251	\$28
Santa Rosa MS	\$2,042,132	2	2	\$2,608	84,865	\$24
High Schools						
Elsie Allen HS	\$3,849,322	2	1	\$2,271	174,924	\$22
Maria Carrillo HS	\$4,048,535	2	2	\$2,173	154,334	\$26
Montgomery HS	\$4,556,386	2	4	\$3,245	174,756	\$26
Piner HS	\$4,255,881	2	3	\$2,826	178,509	\$24
Santa Rosa HS	\$4,936,164	2	5	\$3,099	243,589	\$20
<i>Ridgway Continuation HS</i>	<i>\$1,897,764</i>		<i>n/a</i>	<i>\$4,055</i>	<i>30,656</i>	<i>\$62</i>
Charter Schools						
Cesar Chavez Language Academy	\$2,140,192	2	4	\$2,171	95,021	\$23
SR Accelerated Charter School	\$286,938	2	1	\$4,483	82,251	\$3
SR Charter for the Arts School	\$623,564	2	2	\$1,443	28,297	\$22
SR French-American Charter School	\$626,887	2	3	\$1,667	38,492	\$16

¹Based on permanent capacity

▪ **Criterion 25: Per-student operating costs, excluding staff**

Relative Score—No relative score methodology was utilized for this criterion.

Rank Score—This criterion calculated the per-student operating costs based on total unrestricted budget, excluding staffing costs, utilizing 2029-30 permanent capacity. Staff is excluded because the number and type of staff, and therefore the cost, is in part a result of the programs and service the Districts decides to place at a school site. Additionally, some staff (e.g., school site secretaries, principals, maintenance personnel, etc.) would be the same across all school sites and are therefore represent “a wash” in terms of cost savings. Therefore, inclusion of staffing costs could disadvantage a school site based on District-level decisions that could be adjusted from year to year.

The highest score (9 for elementary schools, 4 for middle schools, 5 for high schools, and 4 for charter schools) was applied to the school with the highest per-student operating costs, placing it higher in the ranking of potential schools to close as it is more costly to operate, down to a score of 1 for the school least costly to operate.

Figure 43 provides the relevant data and ranked scores by school site.

Figure 43: Criterion 25 Scoring

School	Total Unrestricted Budget	Budget Excluding Staff	Cost per Enrollment ¹	Rank Score
Elementary Schools				
Abraham Lincoln ES	\$2,896,279	\$88,744	\$163	4
Albert F. Biella ES	\$2,604,058	\$110,216	\$270	6
Brook Hill ES	\$3,077,829	\$93,923	\$283	7
Helen Lehman ES	\$3,368,602	\$87,430	\$202	5
Hidden Valley ES	\$4,227,337	\$120,616	\$145	2
James Monroe ES	\$3,555,019	\$80,728	\$148	3
Luther Burbank ES	\$3,137,597	\$93,087	\$144	1
Proctor Terrace ES	\$3,344,597	\$140,182	\$449	9
Steele Lane ES	\$3,837,738	\$139,036	\$366	8
Middle Schools				
Herbert Slater MS	\$5,663,727	\$187,889	\$209	1
Hilliard Comstock MS	\$3,987,131	\$202,649	\$219	2
Rincon Valley MS	\$6,018,514	\$283,167	\$347	4
Santa Rosa MS	\$4,875,656	\$189,408	\$242	3

School	Total Unrestricted Budget	Budget Excluding Staff	Cost per Enrollment ¹	Rank Score
High Schools				
Elsie Allen HS	\$9,760,085	\$446,576	\$263	1
Maria Carrillo HS	\$12,134,409	\$519,818	\$279	2
Montgomery HS	\$12,544,270	\$489,109	\$348	4
Piner HS	\$11,555,635	\$508,665	\$338	3
Santa Rosa HS	\$13,917,724	\$687,881	\$432	5
<i>Ridgway Continuation HS</i>	<i>\$3,871,512</i>	<i>\$105,146</i>	<i>\$225</i>	<i>n/a</i>
Charter Schools				
Cesar Chavez Language Academy	\$8,492,324	\$244,058	\$248	1
SR Accelerated Charter School	\$1,026,179	\$18,046	\$282	3
SR Charter for the Arts School	\$3,810,577	\$149,113	\$345	4
SR French-American Charter School	\$4,552,689	\$104,858	\$279	2

¹Based on permanent capacity

Meeting 6: December 16, 2024

The first part of the meeting was focused on addressing the “parking lot” questions and/or requests asked by the Committee throughout the previous five meetings. Parking lot questions and/or requests are those asked that were not pertinent to the topic being discussed at that time or to the Committee’s work, or a question and/or request for which staff needed to gather additional information. The questions and/or requests addressed, and the responses, are as follows:

- Do we have a fiscal target that we are getting to? Is it a dollar amount or something else?

The Board is requesting closure recommendations for three elementary schools, one middle school, and one high school, as well as a ranking of schools for the Board’s consideration. The District budget assumption includes \$12.5 million in savings from school closures.⁷

- Are we making decisions regarding facilities or programs? How is all this data relevant?

The decisions are being made based on all the data provided. While much of the data provided pertained to facilities or the impacts on facilities, the data provided also included information regarding programs, support services, transportation, costs, and other impacts. Though the

⁷While the presentation included solely this information, staff clarified that the Board is also interested in alternative recommendations (e.g., grade reconfigurations, etc.)

District is attempting to fix a budget shortfall, the closure of a school should be determined based on all relevant factors and not only the fiscal savings.

- Would like more information for the expanded territory for the fault line and the impact to the work of this Committee.

A presentation that was provided to the community regarding potential seismic impacts was provided and discussed with the Committee. The presentation in Appendix A includes links to that presentation. The sites remain safe and can continue to operate. As noted during the October 7, 2024, meeting, only the SR French-American Charter School site is known to have an extremely high probability of fault traces being present. The other sites would need additional investigation to determine if any fault traces are present. Therefore, the Committee was informed that it should take into consideration what is known about the fault line and affected school sites at this time as the District will not have additional information until such time as further studies are completed.

- How are charter schools included in this process?

The District's dependent charters are each under the elementary district and should be treated as elementary schools. The majority of their revenues and expenditures are outside of the District's General Fund. They do not have boundaries or attendance areas, but they do enroll students who may otherwise attend traditional schools (in and out of the District).

- When are each of the charter schools up for renewal?

A chart was provided with renewal dates for all the District's dependent and independent charter schools, as well as those located within the District's boundaries that are authorized by other neighboring districts.

- Is all the data really equal when we make our recommendations?

The Committee was informed that the determination of if and how the data is weighed would be part of the Committee's decision-making process.

- Are there opportunities for some sites to earn revenue in the future if closed?

This information was discussed during the November 18, 2024, meeting—slides 38-42. District staff shared which sites have the potential for alternative uses were they to close. However, no revenues were shared as no alternative uses have been identified by the District at this time.

- Are we considering the potential increased cost for transportation with the school closures?

Depending on the combination of schools, the need to increase or the opportunity to decrease routes will vary. Based on the most recent information provided by the WCTA, the average District general education route is approximately \$134,000. See the presentation from the November 18, 2024, meeting—slides 48-52—for additional transportation information.

- Challenges created for kids that walk, ride their bike, or ride city buses. What are the potential safety concerns with school closures?

The District analyzed two distinct data points to determine the accessibility of walking and cycling to school for students. Safe Routes to School provides schools with an estimate of the number of students who could potentially walk or cycle to school each school year. The Information and Evaluation Department conducted a comparable analysis based on walkability to school, following the WCTA policies for busing service. However, the District has not undertaken a similar analysis that considers the potential impact on walking or cycling to school for the possibility of school consolidations.

- What school site would be the best options for creation of TK-8 model?

- Luther Burbank ES
- Hilliard Comstock MS
- Santa Rosa MS
- SR Charter for the Arts School

- List of school feeder patterns.

A flow chart depicting the main District feeder patterns was provided as not all of them neatly align with a given middle or high school or across the elementary and secondary sites.

- Can we review the boundary maps?

Boundary maps were provided by grade span during the first meeting. See the presentation for the August 19, 2024, meeting—slides 23, 40, and 48.

- Inter- and intra-district transfers/potential impact to increased or decreased Local Control Funding Formula (LCFF) revenue.

Changes in enrollment between inter- and intra-district enrollments will not affect the LCFF allocation for the 2025-2026 school year thanks to the hold harmless LCFF provision. This provision guarantees that school districts experiencing year-to-year declines in enrollment receive the same funding level as the previous year, allowing an additional fiscal year to address declines in enrollment. Consequently, if school consolidation results in a reduction in student enrollment, the District will continue to receive the same LCFF allocation for the 2025-2026 school year as it received for the 2024-2025 school. The reduction in funding due to this possible decrease in enrollment will be reflected in the 2026-2027 LCFF allocation, as part of the three-year average ADA funding model.

- School-based programs—enrollment and success.

A chart was provided, which can be found in the presentation in Appendix A, that lists various programs (e.g., Advanced Placement, CTE, International Baccalaureate, etc.) offered at the five comprehensive high schools, and their enrollment, the percentage of students receiving a C or better, the percentage of students taking Advanced Placement (AP) tests, and the percentage of student passing the AP tests with a 3 or better.

- Requirements of the California Environmental Quality Act (CEQA).

District staff provided the Committee with information on what qualifies as an exemption under CEQA.

Additionally, the Committee requested some information that was determined to be outside its scope. Those three items were as follows:

- How will reimagining or creation of programs help with the \$25 million budget issue?

This was determined to be the purview of the District’s Local Control and Accountability Plan and Fiscal Stabilization Committees.

- Several comments/questions/ideas regarding the reimagining of programs.

The Committee was informed that while this was not what it was charged with by the Board, it could include recommendations in its report to the Board in addition to the recommended school closures.

- Numerous questions regarding the District’s special education programs and services (e.g., the difference between class sizes and caseload; special education ratios defined in the Education

Code versus in the District’s collective bargaining agreement; whether the committee could look at the equitable distribution of special education programs/students; etc.).

While outside the Committee’s purview, in an effort to be responsive to the Committee, District staff collated information to address the questions and provided a link to a folder with supporting data. This link can be found in the presentation in Appendix A.

After the parking lot questions and/or requests were addressed, Brianna García provided a review of the prior meetings, including the data shared and the pertinent criteria, in preparation of the Committee’s deliberations.

After public comment, Brianna García and Linette Hodson shared the actions that would need to be taken by the Committee. Namely, the Board requested the Committee recommend three elementary schools, one middle school, and one high school for closure (i.e., 3-1-1 scenario). In an effort to provide the Board the opportunity to review all the data shared with the Committee, as well as broader considerations when making their final selection, the Committee was asked to rank the top six elementary schools, all four middle schools, and all five high schools.

However, based on the various public comments received, the Committee discussed and determined that in addition to recommending closures, it would like to discuss and potentially recommend alternatives to school closures. The Committee was polled and the following alternative options were raised for possible consideration:

- Consider keeping all five high schools open, closing more than one middle school, and creating 7-12 campuses
- Create TK-8 campuses at middle school sites to take advantage of some of the unique facilities that exist
- Mix and match grade level configurations depending upon boundaries (i.e., does not need to be a one-size-fits-all solution for each site)
- Create alternative programs at each of the comprehensive high school sites
- Move Ridgeway Continuation HS to Santa Rosa HS
- Move charter schools that are currently outside the District’s boundaries to sites within the District’s boundaries
- Consider “Big Picture” schools

- If closing middle schools, consider a gradual transition to limit the disruption for students

These alternatives will be discussed at an upcoming meeting and a determination made as to which, if any, the Committee would like to recommend to the Board in addition to the separate recommendation regarding school closures.

Note that in addition to the individual scoring criteria, the Committee was provided three matrices—by grade span—that summarized the relative and rank scoring for each school site and criterion, with aggregate scores for both the relative and ranked scores by school. Unlike the individual scoring criteria information previously provided, the elementary summary matrix combines the charter schools with the District elementary school as the charter schools also serve elementary grades and will be treated as elementary schools for closure purposes. Due to the discussion regarding consideration of alternatives and time constraints, the Committee did not review the matrices during the meeting. However, as it was provided to the Committee, the three matrices are included in Figure 44, Figure 45, and Figure 46.

DRAFT

Figure 44: Summary Elementary School Matrix

Elementary Schools, Including Charter Schools			Abraham Lincoln ES		Albert F. Biella ES		Brook Hill ES		Helen Lehman ES		Hidden Valley ES		James Monroe ES		Luther Burbank ES		Proctor Terrace ES		Steele Lane ES		Cesar Chavez Language Academy		SR Accelerated Charter School		SR Charter for the Arts School		SR French-American Charter School			
			S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS
Highest Rank Score Goes to the School with the:																														
Criterion 1—Lowest Enrollment	(Y=2; N=1)		1	6	2	13	2	11	1	4	2	12	2	8	2	9	2	10	1	5	1	3	1	1	2	7	1	2	1	2
Criterion 2—Least Diverse Population	(Y=1; N=2)		2	8	2	7	2	10	2	13	2	3	2	12	2	6	1	1	2	11	2	5	2	9	2	2	2	4	2	4
Criterion 3—Most Excess Capacity, Excluding Portables	(Y=2; N=1)		2	10	2	11	2	6	2	5	2	13	2	8	2	12	2	4	1	3	2	9	1	1	2	7	1	2	1	2
Criterion 4—Lowest Percentage of Net Transfers	(Y=1; N=2)		1	8	2	9	2	11	2	12	1	5	1	6	1	7	2	10	2	13	1	3	1	1	1	4	1	2	1	2
Criterion 5—Most Excess Capacity, Excluding Transfers	(Y=2; N=1)		2	9	2	10	2	5	1	2	2	13	2	8	2	11	2	3	1	1	2	12	2	4	2	7	2	6	2	6
Criterion 6—Three Closets Schools with Most Total Excess Capacity	(Y=2; N=1)		2	6	2	3	2	1	2	7	2	4	2	5	2	2	2	9	2	8	-	-	-	-	-	-	-	-	-	-
Criterion 7—Most Expensive Facilities Needs	(Good=1; Fair=2; Poor=3)		1	10	1	1	1	7	1	9	1	3	1	6	1	2	1	8	1	11	1	12	1	4	1	5	2	-	2	-
Criterion 8—Least Expensive Recently Completed Projects	(Y=1; N=2)		1	6	1	5	1	2	1	1	1	7	1	10	1	8	1	3	1	9	1	4	2	13	1	11	1	12	1	12
Criterion 9—Most Historical Investments	(Y=2; N=1)		2	8	2	6	2	11	2	4	2	5	2	7	2	9	2	3	2	12	2	13	2	1	2	10	2	2	2	2
Criterion 10—Unique Facilities	(Y=1; N=2)		2		2		2		2		1		1		2		2		2		1		2		1		2		2	
Criterion 11—Support Spaces with Sufficient Capacity	(Y=1; N=2)		2		2		2		2		2		2		2		2		2		1		1		1		1		1	
Criterion 12—Environmental Factors	(Y=2; N=1)		1		1		2		2		2		1		2		2		2		1		1		1		1		2	
Criterion 13—Leases	(Y=1; N=2)		2		2		2		2		2		2		2		2		2		2		2		2		2		2	
Criterion 17—District-Wide/Special Programs	(Y=1; N=2)		2		1		2		2		1		1		2		1		1		1		1		1		1		1	
Criterion 18—District-Wide/Special Programs Relocatable	(Y=2; N=1; n/a=3)		3		2		3		3		2		2		3		2		2		2		2		2		2		2	
Criterion 19—Existing Safe Routes to School/Traffic Concerns	(Y=2; N=1)		2		1		1		1		2		2		1		2		2		2		1		1		2		2	
Criterion 20—Safe Routes to School/Traffic Concerns After Closure	(Y=2; N=1)		2		1		1		1		2		2		1		2		2		2		2		1		2		2	

Elementary Schools, Including Charter Schools		Abraham Lincoln ES		Albert F. Biella ES		Brook Hill ES		Helen Lehman ES		Hidden Valley ES		James Monroe ES		Luther Burbank ES		Proctor Terrace ES		Steele Lane ES		Cesar Chavez Language Academy		SR Accelerated Charter School		SR Charter for the Arts School		SR French-American Charter School			
		S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS		
Highest Rank Score Goes to the School with the:																													
Criterion 21—Transportation Required	(Y=2; N=1)	2		2		2		2		2		2		2		2		2		2		1		1		1		1	
Criterion 22—Alternative Uses Identified	(Y=2; N=1)	1		1		1		1		1		1		1		1		1		1		1		1		1		1	
Criterion 23—Proximity to Non-District Schools	(Y=1; N=2)	1		1		1		1		1		1		1		1		1		1		1		1		1		1	
Criterion 24— Most Net Cost Savings	(Y=2; N=1)	2	7	2	10	2	4	2	5	2	11	2	8	2	9	2	6	2	12	2	13	2	1	2	2	2	3		
Criterion 25— Highest Per-Student Operating Cost	n/a		4		7		10		5		2		3		1		13		12		6		9		11		8		
Score (S) Total		36		34		37		35		35		34		36		36		34		29		29		28		31			
Rank Score (RS) Total		82		82		78		67		78		81		76		70		97		80		44		66		41			
Ranked in Top 6		6		5		5		3		4		6		6		5		7		5		3		3		2			

Figure 45: Summary Middle School Matrix

Middle Schools		Herbert Slater MS		Hilliard Comstock MS		Rincon Valley MS		Santa Rosa MS	
		S	RS	S	RS	S	RS	S	RS
Highest Rank Score Goes to the School with the:		S	RS	S	RS	S	RS	S	RS
Criterion 1—Lowest Enrollment	(Y=2; N=1)	2	2	2	4	1	1	2	3
Criterion 2—Least Diverse Population	(Y=1; N=2)	2	2	2	4	2	3	1	1
Criterion 3—Most Excess Capacity, Excluding Portables	(Y=2; N=1)	2	2	2	4	2	1	2	3
Criterion 4—Lowest Percentage of Transfers In	(Y=1; N=2)	2	2	2	4	1	1	2	3
Criterion 5—Most Excess Capacity, Excluding Transfers	(Y=2; N=1)	2	2	2	1	2	4	2	3
Criterion 6—Three Closets Schools with Most Total Excess Capacity	(Y=2; N=1)	2	3	2	4	2	1	2	2
Criterion 7—Most Expensive Facilities Needs	(Good=1; Fair=2; Poor=3)	1	3	1	4	1	1	1	2
Criterion 8—Least Expensive Recently Completed Projects	(Y=1; N=2)	1	2	1	3	1	1	1	4
Criterion 9—Most Historical Investments	(Y=2; N=1)	2	3	2	2	2	1	2	4
Criterion 10—Unique Facilities	(Y=1; N=2)	2		2		2		2	
Criterion 11—Support Spaces with Sufficient Capacity	(Y=1; N=2)	2		1		2		2	
Criterion 12—Environmental Factors	(Y=2; N=1)	1		1		1		1	
Criterion 13—Leases	(Y=1; N=2)	2		1		2		2	
Criterion 17—District-Wide/Special Programs	(Y=1; N=2)	1		1		1		1	
Criterion 18—District-Wide/Special Programs Relocatable	(Y=2; N=1; n/a=3)	2		2		2		2	
Criterion 19—Existing Safe Routes to School/Traffic Concerns	(Y=2; N=1)	1		1		1		2	
Criterion 20—Safe Routes to School/Traffic Concerns After Closure	(Y=2; N=1)	1		1		2		2	
Criterion 21—Transportation Required	(Y=2; N=1)	2		2		2		2	
Criterion 22—Alternative Uses Identified	(Y=2; N=1)	1		1		1		1	
Criterion 23—Proximity to Non-District Schools	(Y=1; N=2)	1		1		1		1	
Criterion 24—Most Net Cost Savings	(Y=2; N=1)	2	1	2	3	2	4	2	2
Criterion 25—Highest Per-Student Operating Cost	n/a		1		2		4		3
Score (S) Total		34		32		33		35	
Rank Score (RS) Total		23		35		22		30	

Figure 46: Summary High School Matrix

High Schools		Elsie Allen HS		Maria Carrillo HS		Montgomery HS		Piner HS		Santa Rosa HS	
		S	RS	S	RS	S	RS	S	RS	S	RS
Highest Rank Score Goes to the School with the:		S	RS	S	RS	S	RS	S	RS	S	RS
Criterion 1— Lowest Enrollment	(Y=2; N=1)	2	5	1	1	2	4	2	2	2	3
Criterion 2— Least Diverse Population	(Y=1; N=2)	2	4	2	5	1	1	2	3	1	2
Criterion 3— Most Excess Capacity, Excluding Portables	(Y=2; N=1)	2	5	2	4	2	1	2	3	2	2
Criterion 4— Lowest Percentage of Net Transfers	(Y=1; N=2)	2	5	1	2	1	3	2	4	1	1
Criterion 5— Most Excess Capacity, Excluding Transfers	(Y=2; N=1)	2	3	2	5	2	1	2	2	2	4
Criterion 6—Three Closets Schools with Most Total Excess Capacity	(Y=2; N=1)	2	1	1	1	2	5	1	3	1	4
Criterion 7— Most Expensive Facilities Needs	(Good=1; Fair=2; Poor=3)	1	1	1	2	1	5	1	3	1	4
Criterion 8— Least Expensive Recently Completed Projects	(Y=1; N=2)	1	5	1	4	1	1	1	3	1	2
Criterion 9— Most Historical Investments	(Y=2; N=1)	2	1	2	2	2	4	2	3	2	5
Criterion 10—Unique Facilities	(Y=1; N=2)	1		1		2		1		1	
Criterion 11—Support Spaces with Sufficient Capacity	(Y=1; N=2)	2		2		2		1		2	
Criterion 12—Environmental Factors	(Y=2; N=1)	1		1		1		1		1	
Criterion 13—Leases	(Y=1; N=2)	1		2		2		2		2	
Criterion 17—District-Wide/Special Programs	(Y=1; N=2)	1		1		1		1		1	
Criterion 18—District-Wide/Special Programs Relocatable	(Y=2; N=1; n/a=3)	2		2		2		1		1	
Criterion 19—Existing Safe Routes to School/Traffic Concerns	(Y=2; N=1)	1		1		1		2		2	
Criterion 20—Safe Routes to School/Traffic Concerns After Closure	(Y=2; N=1)	1		1		1		2		2	
Criterion 21—Transportation Required	(Y=2; N=1)	2		2		2		2		2	
Criterion 22—Alternative Uses Identified	(Y=2; N=1)	1		1		1		1		1	
Criterion 23—Proximity to Non-District Schools	(Y=1; N=2)	1		1		1		1		1	
Criterion 24— Most Net Cost Savings	(Y=2; N=1)	2	1	2	2	2	4	2	3	2	5
Criterion 25— Highest Per-Student Operating Cost	n/a		1		2		4		3		5
Score (S) Total		32		30		32		32		31	
Rank Score (RS) Total		32		30		33		32		37	

Meeting 7: January 17, 2025

The Committee met to begin deliberations on the ranking of the schools. The Committee was divided into four groups and each group was charged with two tasks: 1) rank and/or create tiers for the schools by grade span with 1 or the top tier representing the school(s) higher on the list for closure; and 2) note the criteria and/or considerations utilized to arrive at the ranking and/or tiers.

After public comment, each group was first asked to share the criteria and/or considerations discussed that led to the rankings and/or tiers of schools. The criteria and/or considerations noted by each group are as follows:

- **Group A**

The group began their discussion with a review of the criteria, including the 11 that had relative scores with a yes or no answer, the 11 other criteria that had ranked scores, and then considering all the criteria and areas that held more weight for them. The group then stepped back to see if there were additional considerations. Criteria 1 and 4 held a lot of weight for them and criteria 24 and 25 were the saving and efficiencies criteria, which were taken into consideration. Even though Criteria 14-16 were not included by the Committee, they had some discussion about their impacts. The group then ranked the schools in five different ways and put those five rankings together to see how they would then rate them. They once again took a step back and reviewed the maps and local impacts based on the maps, such as closing three schools in one area, walkability factors, etc. The group ended by noting that no one on the Committee likes the decisions that need to be made.

- **Group B**

The entire group is tied to the District. They came to agreements as to what they needed to look at and prioritize and prioritized the ranking task. The group tried to keep emotions out of the discussion as there are millions of reasons each school should not be closed. They instead looked at the cost, longevity, and enrollment ten years from now. They focused on the sites and not programs as programs can be moved. This way, they were able to come together and complete the ranking process; reduce the impact to students, staff, and parents; and determine the opportunities available.

- **Group C**

The group followed a similar process as noted for Group D below. Their big concern was retention of students. If they close schools and do not keep students, then this process will not work. They considered the organic flow and where families would be taking the students. The

group also wanted to maintain the District’s presence in all parts of the city. Walkability was also a factor, specifically with elementary schools and the transportation and mobility of the families.

▪ **Group D**

The group started with the high schools and the highest ranking one, which is Santa Rosa HS. Then they considered the geographic perspective, equity, and the academic criteria (Criteria 14-16). When the group shifted to the elementary and middle schools, they looked more closely at the maps, so that if they closed Montgomery HS, for example, they did not want to close another school in the same area. Current staff and the District English Learner Advisory Committee president were represented within the group and their input was valuable. The group tried to keep to the ranking of the criteria by geography, which was an important consideration. The review of the geography including looking at the areas the schools served and where the students would go if a school was closed.

After each group shared the relevant criteria and/or considerations, each group was then asked to share the rankings and/or tiers for the schools. Some of the groups ranked the schools with a numerical ranking while others utilized a combination of numerical ranking and grouping of schools in tiers. Additionally, two of the groups did not include the charter schools in their elementary schools ranking/tiers. For Figure 47, the tiers have been converted to a numerical ranking for easier comparison, with a 1 representing the top tier, a 2 representing the next tier, and so on. Therefore, in Figure 47, if more than one school has the same numerical ranking, it means that the schools were grouped together in one tier. For example, Group A grouped Albert F. Biella ES, Brook Hill ES, and Steele Lane ES in the top tier for closure, therefore, all three elementary schools are displayed with a number 1.

Figure 47: Group Rankings and/or Tiers

School	Group A	Group B	Group C	Group D	Totals	Averages
Elementary Schools						
Abraham Lincoln ES	2	3	4	2	11	2.75
Albert F. Biella ES	1	1	3	1	6	1.50
Brook Hill ES	1	4	2	2	9	2.25
Helen Lehman ES	2	9	5	2	18	4.50
Hidden Valley ES	4	11	8	2	25	6.25
James Monroe ES	4	7	6	2	19	4.75
Luther Burbank ES	3	10	7	1	21	5.25
Proctor Terrace ES	4	6	8	2	20	5.00
Steele Lane ES	1	2	1	1	5	1.25

School	Group A	Group B	Group C	Group D	Totals	Averages
Cesar Chavez Language Academy		5		3	8	4.00
SR Accelerated Charter School		12		3	15	7.50
SR Charter for the Arts School		8		3	11	5.50
SR French-American Charter School		13		3	16	8.00
Middle Schools						
Herbert Slater MS	2	3	2	1	8	2.00
Hilliard Comstock MS	3	1	3	2	9	2.25
Rincon Valley MS	4	4	4	2	14	3.50
Santa Rosa MS	1	2	1	1	5	1.25
High Schools						
Elsie Allen HS	1	1	2	3	7	1.75
Maria Carrillo HS	4	5	4	3	16	4.00
Montgomery HS	1	3	1	1	6	1.50
Piner HS	2	4	5	2	13	3.25
Santa Rosa HS	3	2	3	2	10	2.50

At this point, Lisa August worked with the Committee to reach consensus on the schools by grade span. Starting with the high schools, the schools ranked similarly across all four groups were identified and the Committee asked if there was consensus on the ranking or tier for each school. For example, Maria Carrillo HS was in the bottom ranking or tier for all four groups. Lisa August asked the Committee if there was consensus—using a thumbs up if they were in agreement, a thumbs down if they were not in agreement, or a sideways thumb if further discussion was needed—for placing Maria Carrillo HS in the bottom tier.

With this method utilized for each school, consensus was reached on three tiers for the five high schools (Figure 48). After some additional discussion, the Committee did not reach a consensus on the ranking of the two schools in the top tier nor the two schools in the lowest tier and decided to hold further discussions on the high school rankings and move on to ranking of the middle schools.

Figure 48: High School Tiers

School ¹
1. Elsie Allen HS Montgomery HS
2. Santa Rosa HS
3. Maria Carrillo HS Piner HS

¹Schools within a tier are in alphabetical order

Continuing with the consensus building methodology utilized for the high schools, the Committee reached consensus on a ranking for the four middle schools (Figure 49).

Figure 49: Middle School Rankings

School
1. Santa Rosa MS
2. Herbert Slater MS
3. Hilliard Comstock MS
4. Rincon Valley MS

Once again, continuing with the same consensus building methodology, the Committee reached consensus on the inclusion of three elementary schools in a top tier (Figure 50). Abraham Lincoln ES, Helen Lehman ES, and Luther Burbank ES were proposed as the next tier of schools; however, the Committee could not reach a consensus on the ranking or tiers for the other elementary schools and decided to hold discussing the ranking of the three schools in the top tier until the next meeting.

Figure 50: Elementary School Tiers

School ¹
1. Albert F. Biella ES
Brook Hill ES
Steele Lane ES

¹Schools within a tier are in alphabetical order

At this point, the Committee returned to discussing the high schools. However, after some discussion, and no consensus reached, it was determined that the Committee would adjourn for the evening and return to the high school and elementary school rankings at the following meeting.

Meeting 8: January 27, 2025

The meeting began with a review of the work completed and the consensus reached during the January 17, 2025, meeting. Committee questions and comments were solicited, and then public comment was heard. At the conclusion of the public comment period, the Committee resumed the school rankings. As the ranking for the middle schools was completed, the focus was on completing the rankings for the elementary and high schools.

For the high schools, three tiers were established during the prior meeting; therefore, the Committee began with ranking the top two high schools. However, after some discussion, the Committee consensus was to not rank the two high schools as it refused to show a preference or pit one school against the other. Additionally, the Committee expressed it was concerned with the

equity issues related to choosing one high school over the other as both schools serve a diverse student population. Therefore, the Committee decided to provide the Board with tiers developed during the prior meeting, as shown in Figure 48, for the Board's consideration and ultimate determination regarding school closure. It should be noted that there was some concern expressed as to the continuation of the International Baccalaureate should Montgomery HS close. Not as it pertains to the District's desire or willingness to continue the program, rather whether the accreditation of the program can be transferred from one site to another. District staff shared that they are in contact with International Baccalaureate staff and will have more information on the viability of the program should Montgomery HS be selected for closure.

For the elementary schools, the top tier was established during the prior meeting. Therefore, the Committee was asked to select an additional three schools for a second tier and then rank all six schools. The Committee had an extensive discussion regarding a second tier of elementary schools. There were concerns expressed regarding the impacts of closing multiple schools on the west side of town, as well as the closure of neighboring schools. Further, the Committee thought it would be difficult to select a second tier of schools without knowing which school(s) from the first tier was being closed as each school would have a differing effect and impact on which other school(s) could be closed.

The Committee questioned whether the Board direction for a recommendation of a 3-1-1 scenario necessitated the selection and ranking of additional schools. Brianna García explained that while the Board was considering the closure of three elementary schools, the Committee was being asked to select and rank six so as to provide the Board with options as it considered all possible factors (e.g., geography, feeder patterns, program availability, enrollment, etc.). Further, while the Committee was concerned with the closure of multiple schools on one side of town or the impacts on students with disabilities with the closure of certain schools, ultimately, the Board, with the support of District staff, would take those and other factors into consideration as it determined which schools to close or consolidate.

There was an additional concern raised regarding the loss of specific programs with the closure of a school site (e.g., language programs at the charter schools, the International Baccalaureate program at Montgomery HS, or the deaf and hard of hearing program at Hidden Valley ES) and whether the Committee was recommending the closure of a site or the schools. Brianna García explained that the savings was in the school (e.g., staff, which run the programs, and some facilities and operational savings); therefore, the closures pertain to the schools. However, the Board could decide that while it is closing a school, it could retain a program by moving it to another school. This option would be at the Board's discretion.

The Committee considered a number of second tier options and by employing the thumbs up, thumbs down, and sideways thumb methodology used during the prior meeting, rejected a number of proposed second tier options. The Committee was not keen on selecting the next three schools determined by the ranking and grouping of schools completed during the group work on January 17 (Figure 47) as all groups did not use the same methodology nor did all groups rank all the schools. At this point, a Committee member suggested utilizing the scores calculated based on the criteria (Figure 44). This resulted in a discussion as to whether the total relative score, which takes into consideration 21 of the 22 criteria, or the total rank score, which only accounts for 11 of the criteria and therefore applies some weight to the criteria, should be utilized. Further, the Committee deliberated whether the charter schools should be considered—some members thought they should be considered while others did not.

Ultimately, the Committee reached consensus to utilize the total rank score to determine the next tier of schools and included four schools in the second tier as one of the schools was a charter school. The inclusion of the Cesar Chavez Language Academy in the second tier is not an indication that the Committee is not supportive of multilingual education. The Committee would like to see this program continued as is evidenced by its alternative recommendation (discussed in more detail below).

The Committee declined to rank the school sites within the tiers. Figure 51 shows the final tiers for the elementary schools.

Figure 51: Final Tiers—Elementary Schools

School ¹
1. Albert F. Biella ES Brook Hill ES Steele Lane ES
2. Abraham Lincoln ES Cesar Chavez Language Academy Hidden Valley ES James Monroe ES

¹Schools within a tier are in alphabetical order

Upon completion of the rankings, District staff presented the results of the community town hall dialogue meetings that provided an opportunity for the community to discuss their preferences for alternative scenarios loosely based on the alternatives discussed by the Committee at its December 16, 2025, meeting. District staff also presented the results of the survey made available to the community for those that were unable to attend or voice their opinions during the town hall meetings. The alternatives provided to the community were:

1. TK-8 Scenario—Would require the closure of some elementary schools, two middle schools, and one high school.
2. 6-8 Scenario—Would require the closure of about half of the elementary schools, two middle schools, and one high school.
3. TK-3/4-8 Scenario—Would require the closure of some elementary schools, two middle schools, and one high school.
4. 7-12 Scenario—Would require the closure of some elementary schools and all middle schools, as well as construction at high school sites to accommodate increased enrollment and enhanced services.

The Committee then discussed the information presented, the alternatives, and considered whether to recommend an alternative(s) to the Board. The Committee decided to focus its efforts on scenario 4, which would prioritize retaining all five comprehensive high schools. However, the Committee did not think that all five high schools could successfully be converted to grades 7-12; therefore, it reached consensus on the following alternative recommendations:⁸

- Convert Elsie Allen HS to grades 7-12, noting that this provides a natural middle school feeder which is currently missing.
- Convert Montgomery HS to grades 7-12, expand the International Baccalaureate program to all grade levels, and close Herbert Slater MS.
- Convert Piner HS to grades 7-12, close Hilliard Comstock MS, and keep Santa Rosa MS open.
- Convert Hilliard Comstock MS to grades TK-8.
- Close the Ridgway Continuation HS site and integrate the program into one or more existing comprehensive high school campuses—either move the program in its entirety and physically locate it on one or more of the comprehensive high school sites or integrate the students back into high schools' general population. This would capture additional savings to support keeping all the comprehensive high schools open.

⁸These are recommendations that the Board can adopt individually or in concert with one another, though some of the recommendations are mutually exclusive and cannot be jointly implemented.

Lastly, the Committee recommends the Board consider creating a multilingual academy by co-locating Cesar Chavez Language Academy and SR French-American Charter School on one campus. This could allow students to access classes in the other language in grades 7 and 8.

The Committee voted on the recommendations to be provided to the Board. A motion was made and seconded as follows:

The Committee recommends that the Board consider the following school site prioritization, in rank order and/or by tiers, when it is making its decision regarding school closures and/or consolidations. The elementary schools, in order recommended for closure, are in two tiers with Albert F. Biella ES, Brook Hill ES, and Steele Lane ES in the first tier and Abraham Lincoln ES, Cesar Chavez Language Academy, Hidden Valley ES, and James Monroe ES in the second tier. The middle schools, in order recommended for closure, are Santa Rosa MS, Herbert Slater MS, Hilliard Comstock MS, and Rincon Valley MS. The high schools, in order recommended for closure, are in three tiers with Elsie Allen HS and Montgomery HS in the first tier, Santa Rosa HS in the second tier, and Maria Carrillo HS and Piner HS in the third tier.

In addition, as alternatives and in an effort to retain all comprehensive high schools, the Committee recommends that the Board consider converting Elsie Allen HS, Montgomery HS, and/or Piner HS to grades 7-12; converting Hilliard Comstock MS to grades TK-8; and closing the Ridgway Continuation HS site and integrating the program into one or more existing comprehensive high school sites.

Lastly, the Committee recommends that the Board consider creating a multilingual academy by co-locating Cesar Chavez Language Academy and SR French-American Charter School on one campus.

The motion was unanimous—approved by the 18 Committee members that were present.

Lastly, the Committee would like the Board to take the following into consideration:

- As it pertains to the elementary schools, the District cannot afford to close three schools on the west side of town, nor should neighboring (proximate) schools be closed. This is in order to avoid making attendance more difficult for students, families, and staff.
- Albert F. Biella ES and Abraham Lincoln ES should not both be closed due to the high concentrations of students with disabilities. Additionally, both are walking schools and the only students being provided transportation are students with disabilities.

- If a high school is closed, the students from that high school should be prioritized and supported to ensure they stay on track to graduate and achieve their post-secondary goals.
- The District should ensure it is creating and highlighting its program offerings, as well as school sites, in an effort to attract and retain students, families, and staff.
- Consider, as appropriate, the non-renewal of non-District sponsored charter schools located within the District's boundaries.⁹

The Committee decided to defer review of the draft report until the February 3, 2025, meeting.

Meeting 9: February 3, 2025

The purpose of this meeting was to review the draft report with the Committee. Brianna García provided an explanation as to the various sections and data included, as well as the appendix that will be included as part of the final version. Committee member questions were addressed and requested edits were noted for inclusion in the final report. The Committee agreed to provide SSC with delegated authority to edit the draft report as discussed, complete the summary of the final meeting, and finalize the report for presentation to the Board.

⁹Brianna García noted that the Education Code provides a limited number of reasons for denial of a charter school and unless the District can make a written finding supported by factual data as to one of those reasons, it cannot deny a charter school.

Appendix A—Meeting Agendas, Minutes, and Materials

DRAFT

Meeting 1: August 19, 2024

DRAFT

Meeting 2: September 9, 2024

DRAFT

Meeting 3: October 7, 2024

DRAFT

Meeting 4: October 28, 2024

DRAFT

Meeting 5: November 18, 2024

DRAFT

Meeting 6: December 16, 2024

DRAFT

Meeting 7: January 17, 2025

DRAFT

Meeting 8: January 27, 2025

DRAFT

Meeting 9: February 3, 2025

DRAFT