

SRCS School Consolidation Advisory Committee Report

February 5, 2025

Background

- At the June 26, 2024 SRCS Board Meeting, the establishment of the School Consolidation Advisory Committee (SCAC) was approved
- Members of the public were given the opportunity to apply for the SCAC and on August 14, 2024 the Board approved 21 members. One member subsequently resigned from the SCAC, leaving 20 members.
- The SCAC members consist of teachers, administrators, parents, and community members.
- The SCAC was tasked to recommend a ranking of school sites for potential closure and provide potential scenarios for consideration to meet the target financial savings.

Committee Members

- Tammy Affonso (Staff, CSEA Executive Board Member)
- Janelle Black (Parent)
- Allison McLeod Budlong (Parent, SCAC Vice Chair)
- Allegra-Anne Buschman (Staff/Administrator)
- Andrea Correia (Staff/Administrator)
- Adrian Juarez Cruz (Parent)
- Ma Donna Feather Cruz (Community Member)
- Erin Geary (Staff/SRTA)
- Ross Hause (Staff/SRTA)
- Kathy Hayes (Staff/CSEA)
- Herman G. Hernandez (Community Member)
- Anna Valle Hope (Community Member/Business Owner)
- Kathryn Howell (Staff/SRTA President)
- Andrea Loveday-Brown (Parent)
- Evette Minor (Parent/Business Owner)
- Melissa Stewart (Parent)
- Carrie Taylor (Staff/CSEA)
- Nadia Berenice Villa (Parent)
- Jeanine Wilson (Staff/Administrator)
- Ben Wolf (Parent)

Process

- The SCAC held a series of 9 meetings from August 2024 - February 2025
- The meetings were facilitated by School Services of California (SSC) and in alignment with the California Department of Education (CDE) *Best Practices Guide for Potential School Closure*
- SSC developed the scoring criteria used to evaluate each school site and proposed these to the SCAC during the first meeting
- Data from each site were presented and discussed, with each site receiving a ranking for each criteria

SCAC Meetings

- August 19, 2024: Organizational Meeting to Introduce the Process and Criteria
- September 9, 2024: Demographics and Capacity
- October 7, 2024: Facilities
- October 28, 2024: Educational/Student Support Services
- November 18, 2024: Fiscal and Other Impacts
- December 16, 2024: “Parking Lot” and Alternative Scenario Discussion
- January 17, 2025: Initial Site Ranking Deliberations (Special Meeting)
- January 27, 2025: Final Site Ranking and Alternative Scenario Deliberations
- February 3, 2025: Final SCAC Meeting and Report Review

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

Criteria

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 affect 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

Criteria

Educational/Student Support Services	
14.*	<i>School does not meet performance (lowest two performance levels) in two or more state priorities</i>
15.*	<i>Percentage of students not meeting standard in English Language Arts (ELA) is below that of district as a whole</i>
16.*	<i>Percentage of students not meeting standard in Math is below that of the district as a whole</i>
17.	District-wide/special programs would need to be relocated
18.	District-wide/special programs can be relocated

* Data for criteria 14, 15, and 16 were presented and discussed; however, these criteria were removed by the SCAC.

Criteria

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

Removal of Criteria 14, 15, and 16

After significant discussion, these criteria were removed for the following reasons:

- Equity: Concern that these criteria may disproportionately impact schools serving a greater proportion of marginalized populations
- Data Limitations: Concern that the specific metrics do not best represent academic performance (e.g., limited multi-year data; concentration of specialized programs at sites with lower enrollment)
- Relevance: Concern that the metrics do not directly relate to factors within the control of the physical site (e.g., external support networks)

While the data was available to the SCAC during deliberations, the individual rankings were not directly considered in the summation of data

Ranking Process

- Each criteria received one or two scores: a relative score (i.e., primarily a 1 or 2 value) and/or a rank score to provide more relative comparison resolution (e.g., 1-5 for the high schools)
 - Criteria 1-24 received a yes/no score
 - Criteria 1-9, 14-16, and 24-25 received a rank score
- The yes/no scores were equally weighted when adding them, whereas the rank score provided more resolution as “tie breaker” data
- The SCAC was provided with summation data for all yes/no scores and all rank scores for each site (excluding criteria 14, 15, and 16)
- These scores were used as a starting point for the SCAC’s deliberations on final ranking recommendations

Final Ranking

The SCAC worked in four smaller teams for initial deliberations, deciding to use the following considerations:

- Sum of yes/no and rank scores
- Site location relative to other sites
- Potential local impact to communities near the sites
- Some teams gave more weight to enrollment, transfer rates, and/or financial metrics

The four team rankings were then discussed and deliberated on as a full committee over two meetings to come to consensus. These rankings are recommended as the basis for the 3-1-1 scenario.

Final School Site Ranking - High Schools

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

- Listed in three tiers in order of recommendation for potential closure
- Listed alphabetically in each tier
- The SCAC did not want to pit schools against each other and therefore did not decide on a ranking between the schools in the top tier

Final School Site Ranking - Middle Schools

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

- Listed in order of recommendation for potential closure
- Note that only SRMS and HCMS are located within the elementary school district boundary

Final School Site Ranking - Elementary Schools

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

- Listed in two tiers in order of recommendation for potential closure
- Listed alphabetically in each tier
- The second tier is primarily based on the rank scores
- Consideration of the relative locations for each site is important
- The SCAC is not recommending the CCLA program be closed

Additional Considerations and Recommendations

- Avoid closing multiple neighboring elementary schools
- Avoid closing multiple elementary schools with high populations of students with disabilities or other historically marginalized populations
- If MHS is selected for closure, ensure the IB Program can be relocated in time for current students to continue the program
- If any high school is closed, the students from the affected school should be supported to ensure they stay on track to achieve their post-secondary goals
- Consider the potential future impact of out-of-district charters within SRCS boundaries
- CCLA and SRACS likely need to move within SRCS boundaries in the future

Alternative Scenarios

Based on community feedback and discussions during the SCAC meetings, the following is recommended for consideration as an alternative to the 3-1-1 scenario:

- To keep all comprehensive high schools open, consider:
 - Addition of grades 7/8 to some high school sites (e.g., Elsie Allen, Piner, Montgomery)
 - Possibility of moving Ridgway to an existing HS site (this may be needed to achieve the financial targets if a high school is not selected for closure)
 - Closure of more than one middle school
- Creation of TK-8 programs at HCMS and/or SRMS
- Mix and match grade-level configurations (i.e., not a one-size-fits-all solution)
- Consider co-location of the CCLA and SRFACS

Final Thoughts from the Committee

This will be difficult on our whole community. We hope our focus through this can be on our students and staff, highlighting all of the programs that are and will be available. In the long-term, we want our schools and programs to attract and retain students, families, teachers, and staff.

Thank You





Santa Rosa City Schools

Embrace • Engage • Empower

SANTA ROSA CITY SCHOOLS SCHOOL CONSOLIDATION ADVISORY COMMITTEE

PREPARED BY
BRIANNA GARCÍA, VICE PRESIDENT
LINETTE HODSON, DIRECTOR, MANAGEMENT CONSULTING SERVICES
SCHOOL SERVICES OF CALIFORNIA INC.

FEBRUARY 4, 2025
REPORT TO THE BOARD OF TRUSTEES

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Allegra-Anne Buschman (Staff/Administrator)
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Evette Minor (Parent/Business Owner)
Melissa Stewart (Parent)
Carrie Taylor (Staff/CSEA)
Nadia Berenice Villa (Parent)
Jeanine Wilson (Staff/Administrator)
Ben Wolf (Parent)

Lisa August, Associate Superintendent—Ex-officio/Non-Voting Member

¹Resigned

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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 five comprehensive high school sites open. However, the Committee does not think that all five high schools could successfully be converted to grades 7-12. To this end, the Committee provides the following alternatives for the Board’s consideration:²

²These 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.

- 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.

The Committee also 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.

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.³

³Brianna 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.

As it pertains to the recommendations, note the following:

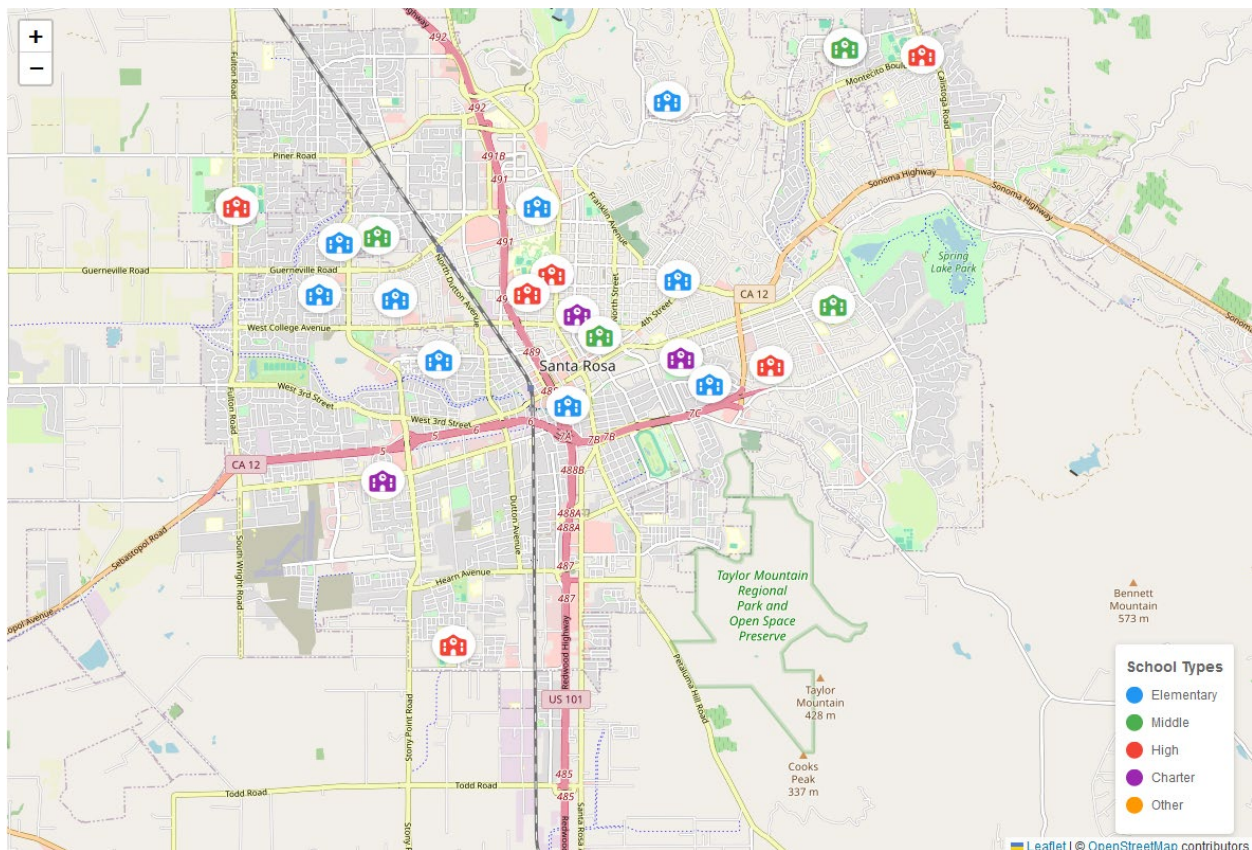
- For purposes of selecting and ranking school sites for closure, the four dependent charter schools have been combined with the elementary school as the charter schools also serve elementary grades
- Although all 13 elementary schools (i.e., 9 traditional elementary schools and 4 charter schools) were 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"> ▪ Herbert 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.⁴ 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

⁴The 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 website⁵ 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,⁶ 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.

⁵<https://www.cde.ca.gov/lr/fa/sf/schoolclose.asp>

⁶The 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 & Fulfroost 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.

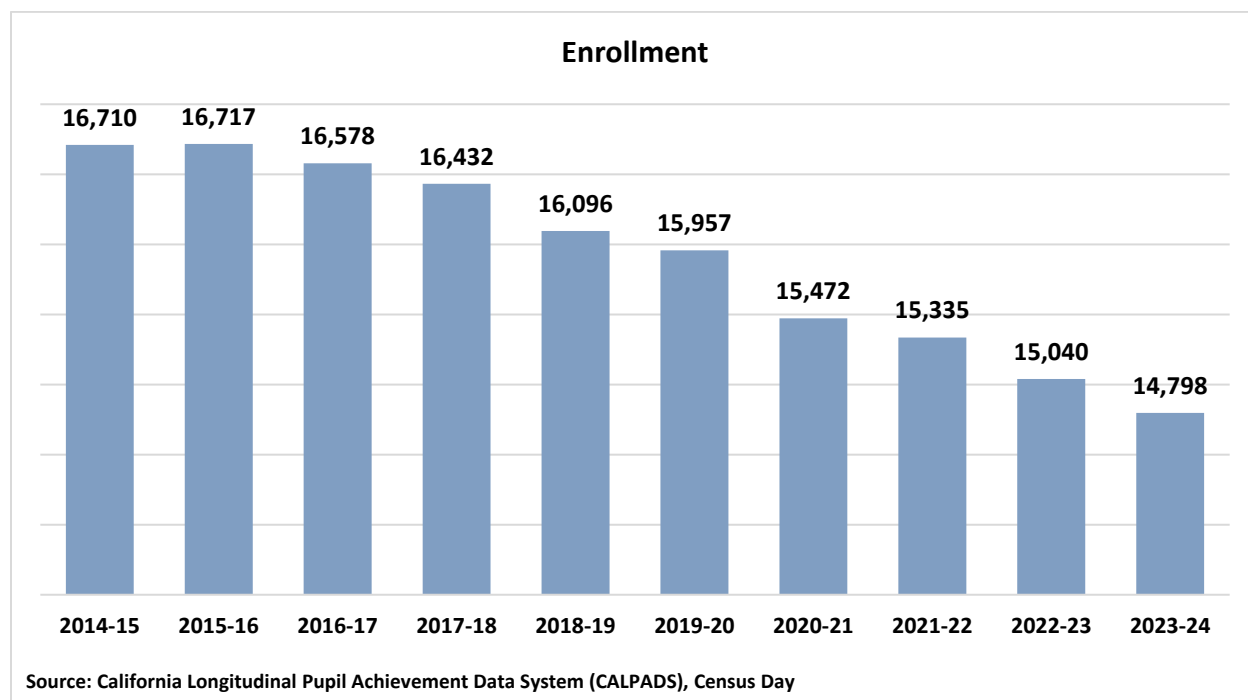
Therefore, it was determined that SSC and District staff would investigate whether other criteria could be substituted and that this information would be brought back to the Committee. Ultimately, at the November 18, 2024, meeting, the Committee reached a consensus to remove all three criteria.

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
Ridgeway Continuation HS	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

Santa Rosa City Schools
 School Consolidation Advisory Committee
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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

- 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>	<i>274</i>	<i>130</i>	<i>47.40%</i>
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%
Ridgway Continuation HS	274	1.8%	1.5%	2.2%	0.7%	74.8%	1.5%	15.0%	2.6%

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School	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
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>	<i>20</i>	<i>426</i>	<i>468</i>	<i>204</i>	<i>43.59%</i>	<i>264</i>
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%
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>	<i>59.49%</i>	<i>9.49%</i>	<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 Enrollment (a)	% Transfers (f)	2029-30 Enrollment Without Transfers (g)=(a)-[(a)*(f)]	Permanent Capacity (c)	Excess Capacity (c)-(g)	Score	Rank Score
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

School	Total Excess Capacity ¹	Enrollment With Transfers	Score	Rank Score
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

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	Santa Rosa HS
Elsie Allen HS	274		10.0 miles	5.2 miles	6.3 miles	5.0 miles
Maria Carrillo HS	893	10.0 miles		4.0 miles	7.6 miles	4.8 miles
Montgomery HS	145	5.2 miles	4.0 miles		6.9 miles	2.5 miles
Piner HS	221	6.3 miles	7.6 miles	6.9 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	

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 including 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	-
<i>Ridgway Continuation HS</i>	<i>\$18,700,000</i>	<i>\$33,420,000</i>	<i>\$1,170,000</i>	<i>\$5,325,000</i>	<i>\$26,925,000</i>	-
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 Tool⁷ (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

⁷A 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
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

School	Completed Bond Project Costs	Score	Rank Score	Cost per Enrollment ¹	Square Footage	Cost per SF
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 indicators⁸—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.

⁸State 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>	<i>n/a</i>	<i>Orange</i>	<i>Yellow</i>	<i>Orange</i>	<i>Orange</i>	<i>Very Low</i>	<i>Orange</i>
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-8 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	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
SR Charter for the Arts School	Grades TK-8 Focus on arts integration Boys and Girls Club After School Fee based after school care
SR French-American Charter School	French Two-Way Dual Immersion or Grades TK-8 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

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	\$2,896,277
Albert F. Biella ES	\$1,444,977	\$376,320	\$144,466	\$245,492	-	\$92,265	\$58,405	\$242,133	\$2,604,057
Brook Hill ES	\$1,943,345	\$408,634	\$150,396	\$209,646	-	\$173,284	\$40,952	\$151,572	\$3,077,821
Debra Lehman ES	\$2,237,264	\$359,046	\$141,293	\$238,018	-	\$157,124	\$19,444	\$216,413	\$3,368,602
Edwin Valley ES	\$2,939,695	\$400,674	\$151,451	\$224,467	-	\$184,485	\$23,764	\$302,801	\$4,227,332
James Monroe ES	\$2,385,601	\$349,662	\$137,603	\$270,757	-	\$113,822	\$62,556	\$235,018	\$3,555,017
Arthur Burbank ES	\$1,975,994	\$383,805	\$159,407	\$236,973	-	\$101,631	\$49,747	\$230,022	\$3,137,571
Doctor Terrace ES	\$2,253,577	\$370,488	\$151,432	\$215,873	-	\$71,921	\$18,416	\$262,890	\$3,344,504
Dee 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	\$30,049,003
Elementary Averages	\$2,161,955	\$376,306	\$149,106	\$242,096	-	\$126,997	\$35,308	\$247,015	\$3,338,778
Herbert Slater MS	\$3,602,118	\$959,133	\$72,877	\$466,879	\$133,877	\$26,369	-	\$402,474	\$5,663,721
William Comstock MS	\$1,919,087	\$912,398	\$75,247	\$523,193	\$124,523	\$11,679	-	\$421,004	\$3,987,113
Condon Valley MS	\$3,715,374	\$1,123,374	\$66,407	\$431,983	\$127,980	\$15,993	-	\$537,403	\$6,018,511
Santa Rosa MS	\$2,821,777	\$1,009,088	\$68,734	\$477,754	\$95,770	\$11,747	-	\$390,786	\$4,875,651
Middle Totals	\$12,058,356	\$4,003,993	\$283,265	\$1,899,809	\$482,150	\$65,788	-	\$1,751,667	\$20,545,002
Middle Averages	\$3,014,589	\$1,000,998	\$70,816	\$474,952	\$120,538	\$16,447	-	\$437,917	\$5,136,251
Sie Allen HS	\$5,910,763	\$2,029,608	\$232,216	\$780,910	\$198,463	-	-	\$608,125	\$9,760,085
María Carrillo HS	\$8,085,874	\$1,846,744	\$227,588	\$945,007	\$363,153	-	-	\$666,043	\$12,134,401
Montgomery HS	\$7,987,884	\$1,981,765	\$206,666	\$1,245,987	\$306,092	-	-	\$815,876	\$12,544,227
Walter HS	\$7,299,754	\$1,960,931	\$228,915	\$925,653	\$330,973	-	-	\$809,409	\$11,555,631
Santa Rosa HS	\$8,981,560	\$2,140,335	\$227,539	\$1,216,267	\$344,281	-	-	\$1,007,742	\$13,917,721
<i>Edgway 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>	<i>\$3,871,511</i>
High Totals	\$40,239,583	\$10,976,169	\$1,301,230	\$5,574,490	\$1,550,908	-	-	\$4,141,255	\$63,783,631
High Averages	\$6,706,597	\$1,829,362	\$216,872	\$929,082	\$258,485	-	-	\$690,209	\$10,630,600

Santa Rosa City Schools
 School Consolidation Advisory Committee
 Report to the Board of Trustees

February 4, 2025

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
Esar Chavez Language Academy	\$5,569,045	\$1,506,031	-	\$517,452	\$114,543	\$265,635	\$66,001	\$453,617	\$8,492,32
Accelerated Charter School	\$710,685	\$224,095	-	\$2,318	\$465	\$26,238	\$10,209	\$52,169	\$1,026,17
Charter for the Arts School	\$2,974,534	\$359,308	-	\$114,341	\$0	\$98,138	\$48,958	\$215,298	\$3,810,57
French-American Charter School	\$3,728,036	\$319,847	-	\$66,725	\$0	\$131,041	\$63,585	\$243,455	\$4,552,68
Charter School Totals	\$12,982,300	\$2,409,281	-	\$700,836	\$115,008	\$521,052	\$188,753	\$964,539	\$17,881,76
Charter School Averages	\$3,245,575	\$602,320	-	\$175,209	\$28,752	\$130,263	\$47,188	\$241,135	\$4,470,44

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 Savings per Enroller
aham Lincoln ES	\$361,144	\$165,278	\$229,935	-	\$20,413	\$269,322	\$1,046,092	301	\$3,4
ert F. Biella ES	\$376,320	\$144,466	\$245,492	-	\$58,405	\$242,133	\$1,066,816	131	\$8,1
ok Hill ES	\$408,634	\$150,396	\$209,646	-	\$40,952	\$151,572	\$961,200	262	\$3,6
en Lehman ES	\$359,046	\$141,293	\$238,018	-	\$19,444	\$216,413	\$974,214	370	\$2,6
den Valley ES	\$400,674	\$151,451	\$224,467	-	\$23,764	\$302,801	\$1,103,157	354	\$3,1
nes Monroe ES	\$349,662	\$137,603	\$270,757	-	\$62,556	\$235,018	\$1,055,596	330	\$3,1
her Burbank ES	\$383,805	\$159,407	\$236,973	-	\$49,747	\$230,022	\$1,059,954	251	\$4,2
ctor Terrace ES	\$370,488	\$151,432	\$215,873	-	\$18,416	\$262,890	\$1,019,099	279	\$3,6
ele Lane ES	\$376,982	\$140,624	\$307,701	-	\$24,072	\$312,962	\$1,162,341	380	\$3,0
mentary Totals	\$3,386,755	\$1,341,950	\$2,178,862	-	\$317,769	\$2,223,133	\$9,448,469	2,658	\$3,5
mentary Averages	\$376,306	\$149,106	\$242,096	-	\$35,308	\$247,015	\$1,049,830	295	\$3,5

Santa Rosa City Schools
 School Consolidation Advisory Committee
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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 Savings per Enroller
Robert Slater MS	\$959,133	\$72,877	\$466,879	\$133,877	-	\$402,474	\$2,035,240	596	\$3,4
Liard Comstock MS	\$912,398	\$75,247	\$523,193	\$124,523	-	\$421,004	\$2,056,365	362	\$5,6
Con Valley MS	\$1,123,374	\$66,407	\$431,983	\$127,980	-	\$537,403	\$2,287,147	655	\$3,4
Santa Rosa MS	\$1,009,088	\$68,734	\$477,754	\$95,770	-	\$390,786	\$2,042,132	389	\$5,2
Grade Totals	\$4,003,993	\$283,265	\$1,899,809	\$482,150	-	\$1,751,667	\$8,420,884	2,002	\$4,2
Grade Averages	\$1,000,998	\$70,816	\$474,952	\$120,538	-	\$437,917	\$2,105,221	501	\$4,2
Dee Allen HS	\$2,029,608	\$232,216	\$780,910	\$198,463	-	\$608,125	\$3,849,322	860	\$4,4
Marina Carrillo HS	\$1,846,744	\$227,588	\$945,007	\$363,153	-	\$666,043	\$4,048,535	1,311	\$3,0
Montgomery HS	\$1,981,765	\$206,666	\$1,245,987	\$306,092	-	\$815,876	\$4,556,386	1,262	\$3,6
Deer HS	\$1,960,931	\$228,915	\$925,653	\$330,973	-	\$809,409	\$4,255,881	1,148	\$3,7
Santa Rosa HS	\$2,140,335	\$227,539	\$1,216,267	\$344,281	-	\$1,007,742	\$4,936,164	1,354	\$3,6
Gateway Continuation HS	\$1,016,786	\$178,306	\$460,666	\$7,946	-	\$234,060	\$1,897,764	204	\$9,3
High Totals	\$10,976,169	\$1,301,230	\$5,574,490	\$1,550,908	-	\$4,141,255	\$23,544,052	6,139	\$3,8
High Averages	\$1,829,362	\$216,872	\$929,082	\$258,485	-	\$690,209	\$3,924,009	1,023	\$3,8
Bar Chavez Language Academy	\$1,506,031	-	-	\$114,543	\$66,001	\$453,617	\$2,140,192	763	\$2,8
Accelerated Charter School	\$224,095	-	-	\$465	\$10,209	\$52,169	\$286,938	128	\$2,2
Charter for the Arts School	\$359,308	-	-	\$0	\$48,958	\$215,298	\$623,564	329	\$1,8
French-American Charter School	\$319,847	-	-	\$0	\$63,585	\$243,455	\$626,887	425	\$1,4
Charter School Totals	\$2,409,281	-	-	\$115,008	\$188,753	\$964,539	\$3,677,581	1,645	\$2,2
Charter School Averages	\$602,320	-	-	\$28,752	\$47,188	\$241,135	\$919,395	411	\$2,2

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	\$359
Elementary Averages	\$105,996	295	
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	\$431
Middle Averages	\$215,778	501	
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
<i>Ridgway Continuation HS</i>	<i>\$105,146</i>	<i>204</i>	<i>\$515</i>
High Totals	\$2,757,195	6,139	\$449
High Averages	\$459,533	1,023	
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	\$314
Charter School Averages	\$129,019	411	

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).

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.

Figure 36: Transportation

School	2023-24 Total Enrollment	Bused			Walk/Drop Off		Percent Within Walking Distance
		General Education	Special Education	Total	Estimated	Percentage	
Elementary Schools							
Abraham Lincoln ES	281	1	40	41	240	85.41%	59.16%
Albert F. Biella ES	234	-	26	26	208	88.89%	56.30%
Brook Hill ES	281	75	56	131	150	53.38%	21.48%
Helen Lehman ES	381	21	13	34	347	91.08%	58.07%
Hidden Valley ES	456	26	13	39	417	91.45%	24.94%
James Monroe ES	336	2	5	7	329	97.92%	42.48%
Luther Burbank ES	321	65	25	90	231	71.96%	44.65%
Proctor Terrace ES	326	3	19	22	304	93.25%	44.85%
Steele Lane ES	413	43	53	96	317	76.76%	27.23%
Middle Schools							
Herbert Slater MS	690	183	58	241	449	65.07%	20.10%
Hilliard Comstock MS	442	37	50	87	355	80.32%	63.97%
Rincon Valley MS	780	61	21	82	698	89.49%	29.35%
Santa Rosa MS	458	30	28	58	400	87.34%	23.81%
High Schools							
Elsie Allen HS	980	131	66	197	783	79.90%	79.33%
Maria Carrillo HS	1585	63	23	86	1,499	94.57%	57.53%
Montgomery HS	1433	134	76	210	1,223	85.35%	72.93%
Piner HS	1384	18	33	51	1,333	96.32%	74.84%
Santa Rosa HS	1636	39	53	92	1,544	94.38%	62.16%
<i>Ridgway Continuation HS</i>	<i>274</i>	<i>8</i>	<i>44</i>	<i>52</i>	<i>222</i>	<i>81.02%</i>	<i>24.29%</i>

School	2023-24 Total Enrollment	Bused			Walk/Drop Off		Percent Within Walking Distance
		General Education	Special Education	Total	Estimated	Percentage	
Charter Schools							
Cesar Chavez Language Academy	811	87	13	100	711	87.67%	11.20%
SR Accelerated Charter School	129	1	-	1	128	99.22%	6.35%
SR Charter for the Arts School	414	1	8	9	405	97.83%	25.00%
SR French-American Charter School	468	-	1	1	467	99.79%	14.99%

▪ **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
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

School	Safety Concerns	Score
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

School	Relocation Safety Concerns	Score
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
Santa Rosa HS	Yes	2
<i>Ridgway Continuation HS</i>	<i>n/a</i>	<i>n/a</i>
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

School	Transportation Necessary	Score
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
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
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>

School	Net Cost Savings	Score	Rank Score	Cost per Enrollment ¹	Square Footage	Cost per SF
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

School	Total Unrestricted Budget	Budget Excluding Staff	Cost per Enrollment ¹	Rank Score
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
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.⁹

- 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 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.

⁹While the presentation included solely this information, staff clarified that the Board is also interested in alternative recommendations (e.g., grade reconfigurations, etc.)

- 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.

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 of Trustees

Elementary School Matrix

	Elementary Schools, Including Charter Schools										Cesar Chavez Language Academy							
	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	
to the School with the:	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS	S	RS
ment	1	6	2	13	2	11	1	4	2	12	2	8	2	9	2	10	1	5
Population	2	8	2	7	2	10	2	13	2	3	2	12	2	6	1	1	2	11
Capacity, Excluding Portables	2	10	2	11	2	6	2	5	2	13	2	8	2	12	2	4	1	3
Change of Net Transfers	1	8	2	9	2	11	2	12	1	5	1	6	1	7	2	10	2	13
Capacity, Excluding Transfers	2	9	2	10	2	5	1	2	2	13	2	8	2	11	2	3	1	1
Schools with Most Total Excess Capacity	2	6	2	3	2	1	2	7	2	4	2	5	2	2	2	9	2	8
Facilities Needs	1	10	1	1	1	7	1	9	1	3	1	6	1	2	1	8	1	11
Recently Completed Projects	1	6	1	5	1	2	1	1	1	7	1	10	1	8	1	3	1	9
Capital Investments	2	8	2	6	2	11	2	4	2	5	2	7	2	9	2	3	2	12
ties	2		2		2		2		1		1		2		2		2	
es with Sufficient Capacity	2		2		2		2		2		2		2		2		2	
al Factors	1		1		2		2		2		1		2		2		2	
/Special Programs	2		2		2		2		2		2		2		2		2	
/Special Programs Relocatable	3		2		3		3		2		2		3		2		2	
Routes to School/Traffic Concerns	2		1		1		1		2		2		1		2		2	
o School/Traffic Concerns After Closure	2		1		1		1		2		2		1		2		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—which represents the work completed by the Committee with Post-it notes on poster boards—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
Elementary Schools				
Abraham Lincoln ES	2	3	4	2
Albert F. Biella ES	1	1	3	1
Brook Hill ES	1	4	2	2
Helen Lehman ES	2	9	5	2
Hidden Valley ES	4	11	8	2
James Monroe ES	4	7	6	2
Luther Burbank ES	3	10	7	1
Proctor Terrace ES	4	6	8	2
Steele Lane ES	1	2	1	1

School	Group A	Group B	Group C	Group D
Cesar Chavez Language Academy		5		3
SR Accelerated Charter School		12		3
SR Charter for the Arts School		8		3
SR French-American Charter School		13		3
Middle Schools				
Herbert Slater MS	2	3	2	1
Hilliard Comstock MS	3	1	3	2
Rincon Valley MS	4	4	4	2
Santa Rosa MS	1	2	1	1
High Schools				
Elsie Allen HS	1	1	2	3
Maria Carrillo HS	4	5	4	3
Montgomery HS	1	3	1	1
Piner HS	2	4	5	2
Santa Rosa HS	3	2	3	2

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 Carillo 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 Carillo 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 Organization 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 Garcia 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 Garcia 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:¹⁰

- 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.

¹⁰These 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.

The Committee also 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.¹¹

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.

After public comment, Dr. Roderick Castro provided additional information regarding the International Baccalaureate program and the ability to move the program should Montgomery HS be closed. The program could potentially be moved if it meets certain criteria (see document shared with Committee in Appendix A). District staff is in contact with the International Baccalaureate Organization regarding submitting the necessary documentation to transfer the program should the Board determine that Montgomery HS will be one of the school sites closed and that the program should continue.

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.

¹¹Brianna 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

Meeting 1: August 19, 2024

The Santa Rosa City Schools' School Consolidation Advisory Committee Meeting of August 19, 2024, starting at 5:30 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Administrative Assistant at the District Office Training Room (110 Stony Point Road, Suite 210, Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la Comité Asesor de Consolidación Escolar Santa Rosa City Schools del 19 de agosto de 2024, a partir de las 5:30 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Administrativo en la Sala de Capacitación del Distrito (110 Stony Point Rd, Suite 20, Santa Rosa, CA 95401) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed up to two minutes to address the Committee on each agenda or non-agenda item. The committee may limit the total time for public input on each item to 20 minutes. With committee consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por dos minutos ante de Comité sobre cada tema incluido o no en la agenda. El Comité puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento del Comité, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or shoyos@srcs.k12.ca.us.

Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. CALL TO ORDER (5:30 PM) / LLAMA PARA ORDENAR (5:30 PM)

B. ROLL CALL / PASAJE DE LISTA

- Introductions
- Establishment of Quorum

- Presentaciones

- Establecimiento de un Quórum

C. INTRODUCTION AND ROLE OF SCHOOL SERVICES OF CALIFORNIA, INC. / INTRODUCCIÓN Y FUNCIÓN DE SCHOOL SERVICES OF CALIFORNIA INC

D. OVERVIEW OF COMMITTEE RESPONSIBILITIES AND ESTABLISHMENT OF COMMITTEE NORMS / DESCRIPCIÓN GENERAL DE LAS RESPONSABILIDADES DEL COMITÉ Y ESTABLECIMIENTO DE LAS NORMAS DEL COMITÉ

E. BROWN ACT AND CONFLICT OF INTEREST PRESENTATION / PRESENTACIÓN SOBRE LA LEY BROWN Y CONFLICTOS DE INTERESES

F. SELECTION OF CHAIRPERSON AND VICE CHAIRPERSON OF COMMITTEE / SELECCIÓN DE UN PRESIDENTE Y UN VICEPRESIDENTE PARA EL COMITÉ

G. OVERVIEW OF SCHOOL SITES / DESCRIPCIÓN GENERAL DE LOS SITIOS ESCOLARES

H. PRESENTATION OF PROPOSED CRITERIA/SCORING METHODOLOGY / PRESENTACIÓN DE LOS CRITERIOS/METODOLOGÍA DE PUNTUACIÓN PROPUESTOS

I. VISITOR / PUBLIC COMMENTS / COMENTARIOS DE VISITANTES/PÚBLICO

At this time, members of the public may address the Committee on any agenda item. No action can be taken on an item not on the agenda. Each speaker will be given two minutes to address the Committee.

The Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board committee.

En este momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema en la agenda. No se puede actuar sobre un tema que no esté en el orden del día. Cada orador tendrá un total de dos minutos para dirigirse al Comité.

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité de la mesa directiva del distrito escolar.

J. NEXT STEPS / PRÓXIMOS PASOS

- Schedule
- Topics of Next Meetings

- Calendario
- Temas para las Próximas Reuniones

K. ADJOURNMENT / APLAZAMIENTO

MEETING MINUTES

The Santa Rosa City Schools' School Consolidation Advisory Committee Meeting of August 19, 2024, starting at 5:30 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Administrative Assistant at the District Office Training Room (110 Stony Point Road, Suite 210, Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

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A. CALL TO ORDER (5:30 PM) / LLAMA PARA ORDENAR (5:30 PM)

Brianna Garcia of School Service of California (committee facilitator) called the meeting to order at 5:30pm.

Brianna García de School Service of California (facilitadora del comité) convocó la reunión a las 5:30 pm.

B. ROLL CALL / PASAJE DE LISTA

Absences / Ausencias
Allegra-Anne Buschman
MaDonna Feather Cruz

C. INTRODUCTION AND ROLE OF SCHOOL SERVICES OF CALIFORNIA, INC. / INTRODUCCIÓN Y FUNCIÓN DE SCHOOL SERVICES OF CALIFORNIA INC

Brianna Garcia and Linette Hodson of School Services of California facilitated introductions and reviewed the role of School Services of California.

Brianna García y Linette Hodson de School Services of California facilitaron las presentaciones y revisaron el papel de School Services of California.

D. OVERVIEW OF COMMITTEE RESPONSIBILITIES AND ESTABLISHMENT OF COMMITTEE NORMS / DESCRIPCIÓN GENERAL DE LAS RESPONSABILIDADES DEL COMITÉ Y ESTABLECIMIENTO DE LAS NORMAS DEL COMITÉ

Brianna Garcia and Linette Hodson of School Services of California presented the committee's responsibilities and norms.

By consensus, the committee added the following norms:

- Say just enough
- Speak up for the Zoom listeners
- Norms can be added as needed

E. BROWN ACT AND CONFLICT OF INTEREST PRESENTATION / PRESENTACIÓN SOBRE LA LEY BROWN Y CONFLICTOS DE INTERESES

Cynthia Smith of Fagen Friedman and Fulfroost LLP presented the Brown Act and Conflict of Interest presentation to the committee.

Cynthia Smith de Fagen Friedman y Fulfroost LLP presentó la presentación sobre la Ley Brown y Conflicto de Interés al comité

F. SELECTION OF CHAIRPERSON AND VICE CHAIRPERSON OF COMMITTEE / SELECCIÓN DE UN PRESIDENTE Y UN VICEPRESIDENTE PARA EL COMITÉ

The committee selected Christian Diaz as the Chairperson and Ben Wolf as Vice Chairperson.

El comité seleccionó a Christian Díaz como Presidente y a Ben Wolf como Vicepresidente.

G. OVERVIEW OF SCHOOL SITES / DESCRIPCIÓN GENERAL DE LOS SITIOS ESCOLARES

The following individuals presented the overview of School Sites:

- Brianna Garcia, School Services of California
- Linette Hodson, School Services of California

- Lisa August, Associate Superintendent - Business Services

Las siguientes personas presentaron la visión general de los sitios escolares:

- Brianna Garcia, School Services of California
- Linette Hodson, School Services of California
- Lisa August, Superintendente Auxiliar Servicios Comerciales

H. PRESENTATION OF PROPOSED CRITERIA/SCORING METHODOLOGY / PRESENTACIÓN DE LOS CRITERIOS/METODOLOGÍA DE PUNTUACIÓN PROPUESTOS

The following individuals presented the overview of the Proposed Criteria/Scoring Methodology:

- Brianna Garcia, School Services of California
- Linette Hodson, School Services of California

The committee requested that the Santa Rosa City Schools Board review the Proposed Criteria/Scoring Methodology.

Las siguientes personas presentaron la visión general de los Criterios/ Metodología de puntuación propuestas

- Brianna Garcia, School Services of California
- Linette Hodson, School Services of California

El comité solicitó que la Junta de Escuelas de la Ciudad de Santa Rosa revise la los Criterios/ Metodología de puntuación propuestas.

I. VISITOR / PUBLIC COMMENTS / COMENTARIOS DE VISITANTES/PÚBLICO

The following individuals addressed the Board during public comment on non-agenda items:

- Shane Ramey - Potential closure of Santa Rosa French-American Charter School

Las siguientes personas se dirigieron a la Junta durante el comentario público sobre temas no incluidos en la agenda:

- Shane Ramey - Posible cierre de la Escuela Charter Santa Rosa Francés-Americana

J. NEXT STEPS / PRÓXIMOS PASOS

The next School Consolidation Advisory Committee will be on September 9, 2024.

La próxima reunión del Comité Asesor de Consolidación Escolar será el 9 de septiembre de 2024.

K. ADJOURNMENT / APLAZAMIENTO

The meeting was adjourned at 8:11 pm.

La reunión terminó a las 8:11 pm.



Santa Rosa City Schools
Embrace · Engage · Empower

School Consolidation Advisory Committee

AUGUST 19, 2024

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Role of School Services of California Inc.



Brianna García
Vice President



Linette Hodson
Director, Management
Consulting Services

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Committee Responsibilities and Group Norms

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Santa Rosa City Schools



Dr. Daisy Morales
Superintendent



Lisa August
Associate Superintendent
Business Services

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About the Committee

The Board of Education (Board) appointed all members of the Committee, including:

- **Community representatives**
 - Parents (diverse experiences/backgrounds/and areas of expertise)
 - At-large community members drawn from community organizations, diverse experiences, backgrounds, or areas of expertise
- **Staff representatives**
 - Principals/Administrators
 - Labor Partners:
 - Santa Rosa Teachers Association (SRTA)
 - California School Employees Association (CSEA)
 - Associate Superintendent (ex-officio/non-voting member)

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Committee Members

- Tammy Affonso—Staff, CSEA Executive Board Member
- Janelle Black—Parent with expertise in environmental impact, legal contracts, building codes, and land use planning
- Allison McLeod Budlong—Parent, experience with Black Student Union Advisory, Special Education, and marginalized communities
- Allegra-Anne Buschman—Staff/Administrator, experience with marginalized and low socioeconomic status students
- Andrea Correia—Staff/Administrator, Parent, experience with at risk student populations
- Adrian Juarez Cruz—Parent, DELAC
- MaDonna Feather Cruz—Community Organization, experience serving Native American and Disabled populations
- Cristian Ramon Díaz de Leon Barraza—Parent, expertise in project management
- Erin Geary—Staff/SRTA, Parent
- Ross Hause—Staff/SRTA, homeowner and landlord in District boundaries
- Kathy Hayes—Staff/CSEA, expertise in governmental affairs, general plans, land use, and zoning

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Committee Members

- Herman G. Hernandez—Community Organization, experience serving on boards, foundations, and youth related organizations
- Anna Valle Hope—Community Member/Business Owner/ Parent, 1st generation, experience in PTA and School Site Council
- Kathryn Howell—Staff, SRTA Union President, experience in school closure/consolidation
- Andrea Loveday-Brown—Community Organization/ Parent, expertise in equity and social justice
- Evette Minor—Parent/Business Owner, experience with marginalized populations
- Melissa Stewart—Parent, Community Organization, experience with real estate, land use, zoning, school boundaries
- Carrie Taylor—Staff/CSEA
- Nadia Berenice Villa—Parent, bilingual, expertise with differently abled students
- Jeanine Wilson—Staff/Administrator, experience with at risk, multilingual, special education, and low socioeconomic status students
- Ben Wolf - Parent, Parent Organization and School Site Council

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Committee Charge

1. Consider the potential of each school site to host educational programs that would maintain or enhance enrollment and provide educational opportunities to meet the diverse needs and interests of students, families, and staff.
2. The Committee acts in an advisory capacity to the Board and Superintendent.
3. Become fully informed on the District's current and future financial situation, issues, and challenges and consider strategies to maintain the District in a sound fiscal condition.
4. Become fully informed on the District's current and future demographics as they relate to enrollment.
5. Consider all schools for potential closure or consolidation, considering the positive and negative factors and variables (location, capacity, programs, community impact, etc.) for each school.

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Committee Charge

6. Develop and utilize criteria and demographic data to base its recommendations on the most appropriate schools for closure or consolidation. Specific criteria to consider may be subject to review and approval by the Board prior to or during the Committee's work.
7. Based on the above criteria and data, provide the Board and administration with recommendations on new school boundary areas, educational programs offered at specific sites, and other factors which could maintain or improve enrollment in the District and its schools.
8. Identify grandfathering conditions for boundary reassignment.
9. Identify school(s) the Committee will recommend to the Board for potential school closure.
10. Develop specific transition support plans for any schools recommended for closure.

Code of Conduct

- This Code of Conduct (Code) provides general guidelines for Committee members to follow in carrying out their roles
- Not all questions that Committee members face are covered in this Code
 - However, it captures some of the critical areas that help define ethical and professional conduct for Committee members
- The provisions of this Code were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices
- Committee members are expected to adhere to the provisions of this Code

Code of Conduct

The following is expected of every member of the Committee:

1. Regularly attend all Committee meetings. Inform staff in advance if you cannot attend.
2. Be prepared. Always read your meeting packets in advance of meetings.
3. Stay focused on the purposes of the Committee.
4. Be courteous and respectful during all Committee meetings.
5. Faithfully observe the Brown Act, District policies, all applicable laws and this Code.

Code of Conduct

6. Always direct questions of District staff or the consultants through the Committee chair or their designees.
7. Avoid any financial conflicts of interest. A Committee member will not make or influence a District decision which will benefit the Committee member's outside employment, business, or personal financial interests, or that of an immediate family member, such as a spouse, child, or parent.
8. A Committee member will place their duty to the Committee above any personal or business interest in fulfilling their role as a Committee member.

Facilitation—Table Talk

Sample Group Norms

- Respect the opinions of others
- Actively participate
- Assume positive intentions
- Be honest
- Ask clarifying questions
- Be an active listener
- Honor start and end times
- Focus on the work of the group
- Respect the individuals
- Suspend judgement



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Brown Act and Conflicts of Interest

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Brown Act

- The Brown Act is set forth in the Government Code, in Sections 54950–54963
- Purpose:
 - To keep the public informed of the actions, debates, and views of local representatives
 - To provide the procedural framework for local legislators, officials, and committee members to meet, debate, act, and listen collectively to their constituents
- Committees created by the Board are generally subject to the Brown Act

Brown Act

- Applies to “meetings” of a legislative body
- All meetings of a legislative body are public, and official business must be transacted at a public meeting
- A “meeting” occurs when a majority of the members gather at the same time and place to hear, discuss, or deliberate upon any item with the subject matter jurisdiction of the legislative body

Brown Act

- **Requirements:**
 - **Open and noticed meetings**
 - **Agenda**
 - **Public comment**
- **Prohibition on serial communications:**
 - **A serial of communications, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the body**

Public Records & Conflicts

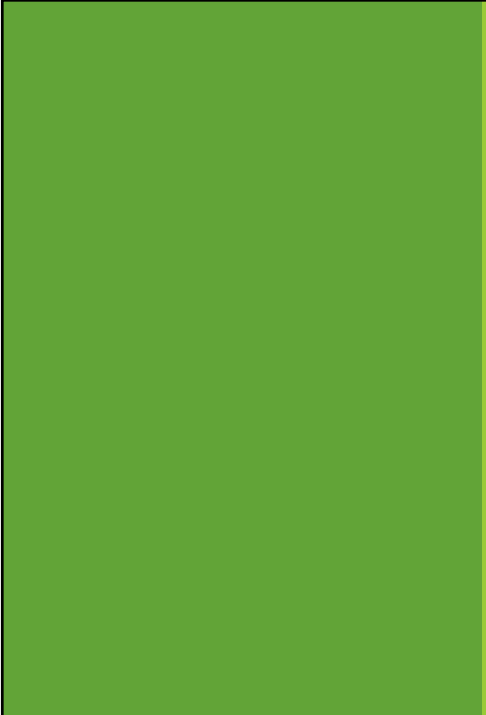
- **California Public Records Act**
 - **May require public disclosure of Committee records**
 - **Any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by the District**
 - **May include personal email and text accounts**
- **Conflicts of Interest**
 - **Avoid appearance of impropriety**
 - **Code of Conduct**



Selection of Chairperson and Vice Chairperson

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Overview of School Sites Under Consideration

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School Data Source

Enrollment Data

- Aeries—Santa Rosa City Schools Student Data Management System 2023/2024 School Year

Student Capacity Data

- Total number of classrooms and portables—Facilities Master Plan
- Standards used to calculate student capacity per classroom
 - Grades TK-2 24 students
 - Grades 3-6 32 students
 - Grades 7-12 27 students
(32 students, accounting for each classroom not having a student for one prep period each day)
 - Special Education 12 students
(assuming all Special Education rooms should be available for Moderate/Severe students, if needed.)

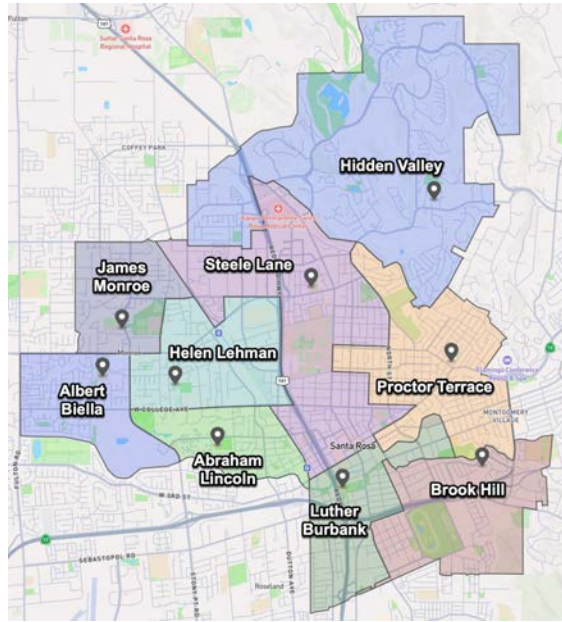
Other

- Includes some of the programs and services offered at the respective school site

Elementary Schools

9

Elementary Schools



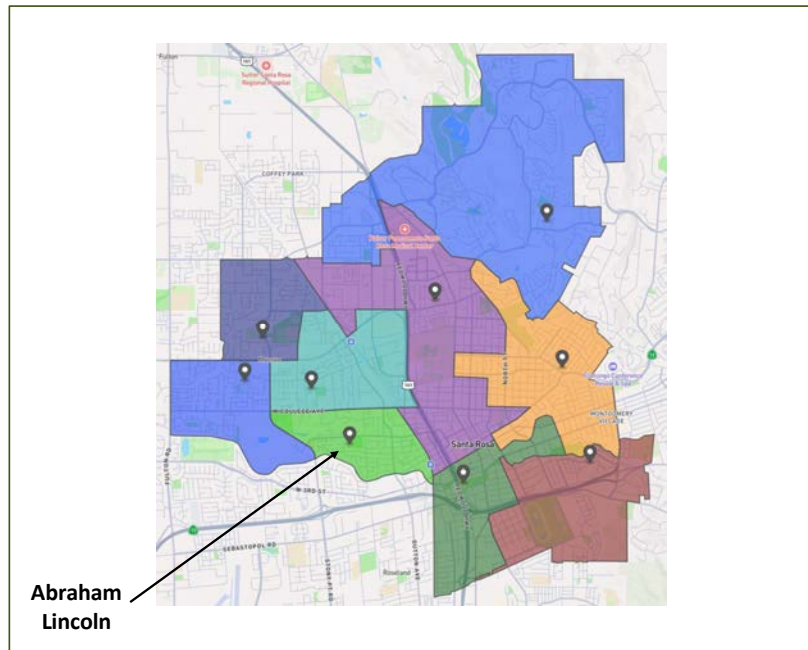
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23

23

Abraham Lincoln Elementary School

- Address: 850 W 9th Street
- Grade Span: TK-6
- 2023-24 Enrollment: 280
- Student Capacity: 428
- 19 Classrooms: 301
- 8 Portables: 127
- Other: None



Abraham Lincoln

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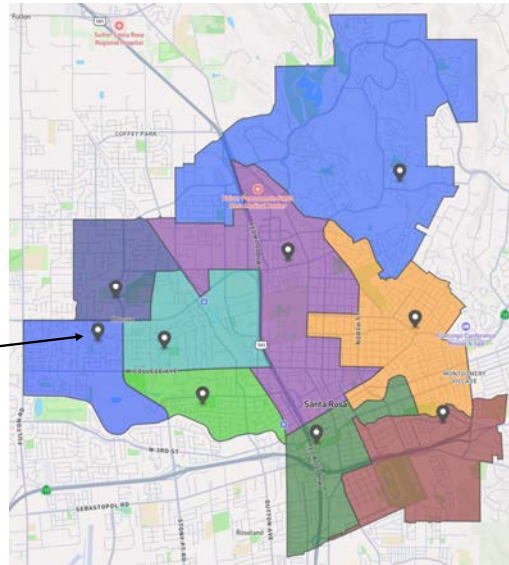
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Albert F. Biella Elementary School

- Address: 2140 Jennings Avenue
- Grade Span: TK-6
- 2023-24 Enrollment: 260
- Student Capacity: 524
- 14 Classrooms: 282
- 12 Portables: 242
- Other: None

Albert F. Biella



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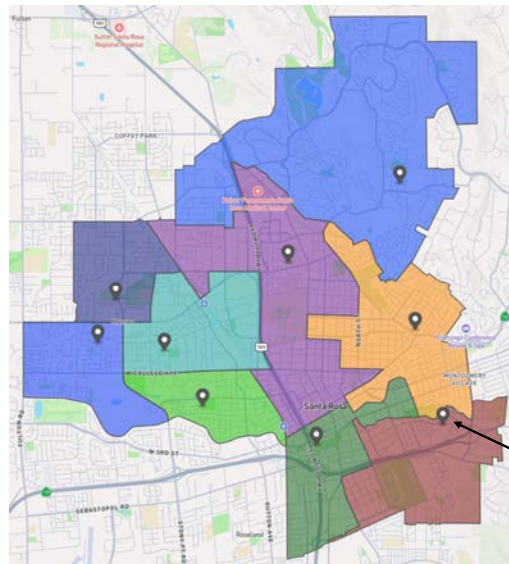
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Brook Hill Elementary School

- Address: 1850 Vallejo Street
- Grade Span: TK-6
- 2023-24 Enrollment: 275
- Student Capacity: 514
- 13 Classrooms: 248
- 14 Portables: 266
- Other: None

Brook Hill



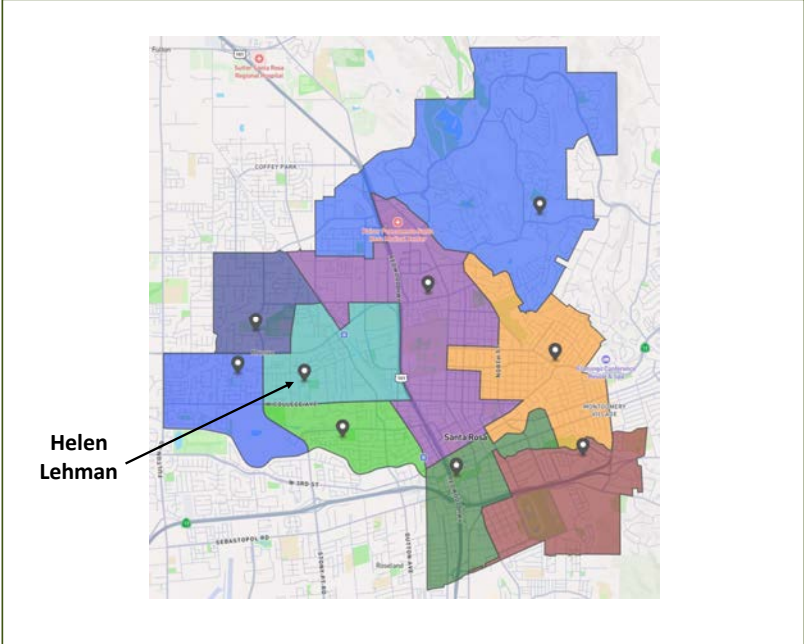
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Helen Lehman Elementary School

- Address: 1700 Jennings Avenue
- Grade Span: TK-6
- 2023-24 Enrollment: 341
- Student Capacity: 532
- 13 Classrooms: 288
- 11 Portables: 244
- Other: None



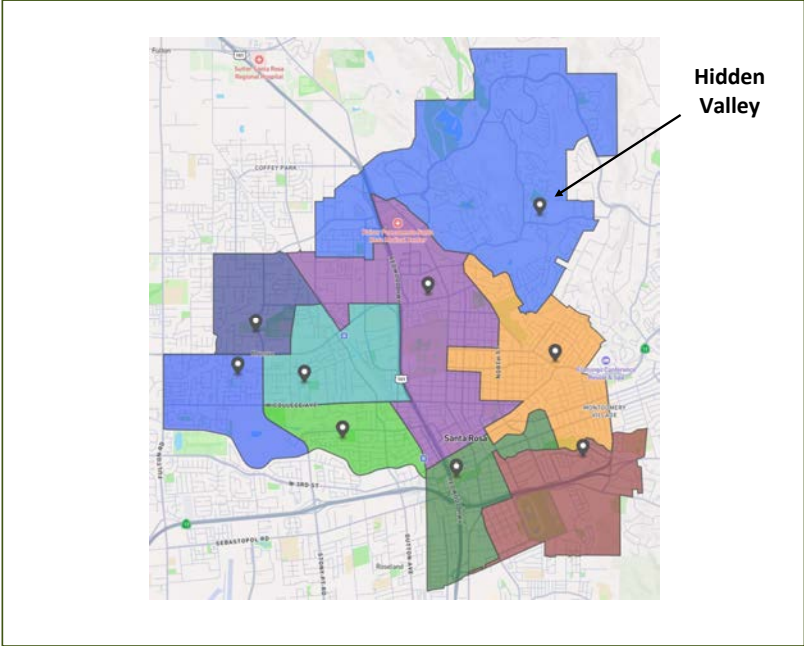
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Hidden Valley Elementary School

- Address: 3435 Bonita Vista Lane
- Grade Span: PK-6
- 2023-24 Enrollment: 480
- Student Capacity: 632
- 27 Classrooms: 517
- 6 Portables: 115
- Other: Deaf and Hard of Hearing Program



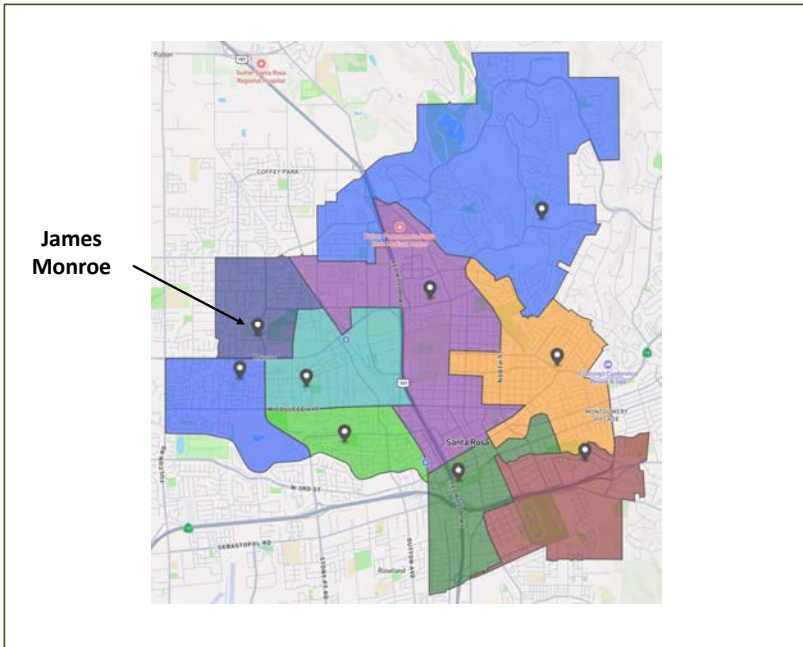
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James Monroe Elementary School

- Address: 2567 Marlow Road
- Grade Span: TK-6
- 2023-24 Enrollment: 311
- Student Capacity: 622
- 19 Classrooms: 394
- 11 Portables: 228
- Other: North Bay Children's Center Program



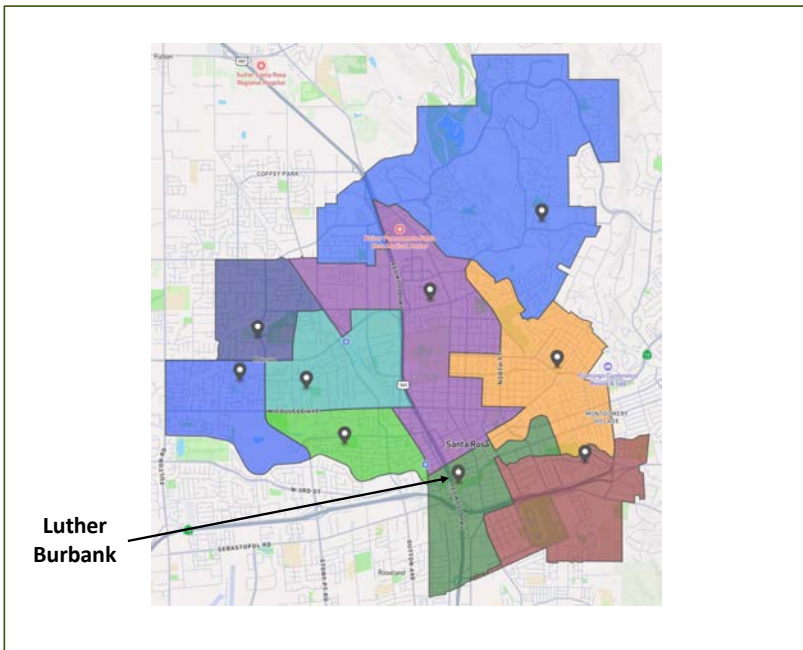
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Luther Burbank Elementary School

- Address: 203 A Street
- Grade Span: TK-6
- 2023-24 Enrollment: 296
- Student Capacity: 480
- 22 Classrooms: 459
- 1 Portable: 21
- Other: None



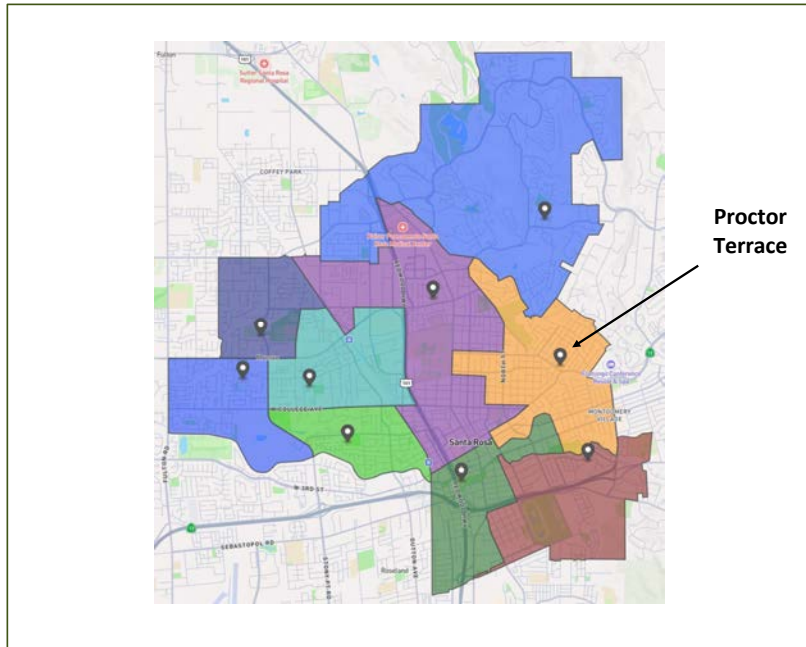
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Proctor Terrace Elementary School

- Address: 1711 Bryden Lane
- Grade Span: TK-6
- 2023-24 Enrollment: 285
- Student Capacity: 424
- 13 Classrooms: 251
- 9 Portables: 173
- Other: None



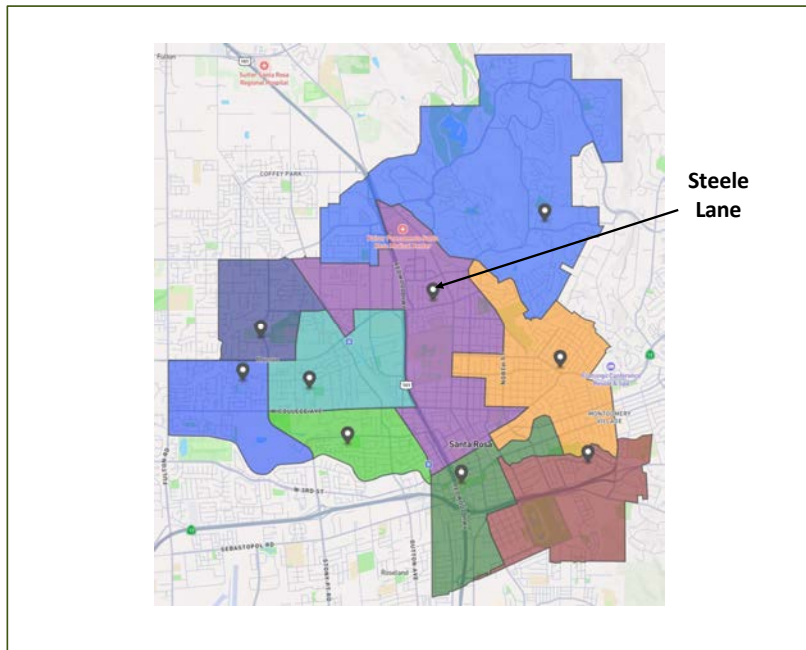
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Steele Lane Elementary School

- Address: 301 Steele Lane
- Grade Span: PK-6
- 2023-24 Enrollment: 423
- Student Capacity: 514
- 16 Classrooms: 294
- 12 Portables: 220
- Other: North Bay Children's Center



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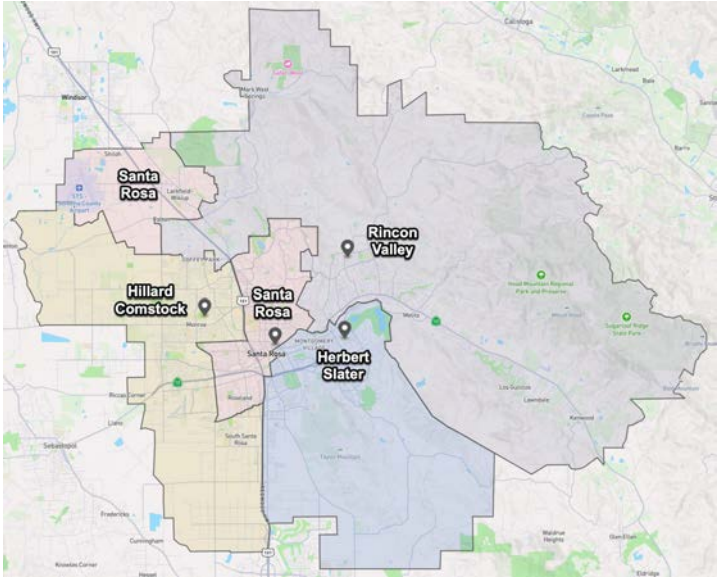
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Middle Schools

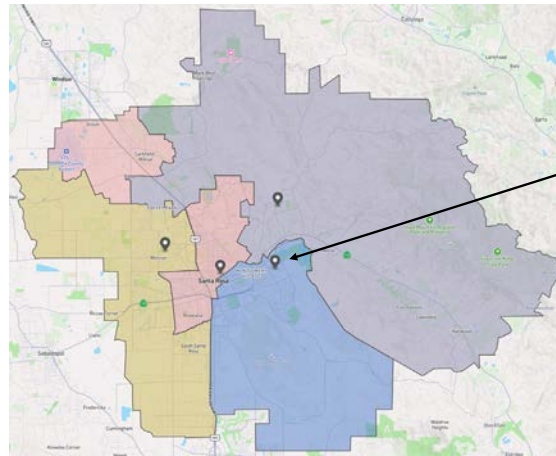
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Middle Schools



Herbert Slater Middle School

- Address: 3500 Sonoma Avenue
- Grade Span: 7-8
- 2023-24 Enrollment: 519
- Student Capacity: 1,041
- 37 Classrooms: 896
- 6 Portables: 145
- Other: None



Herbert Slater

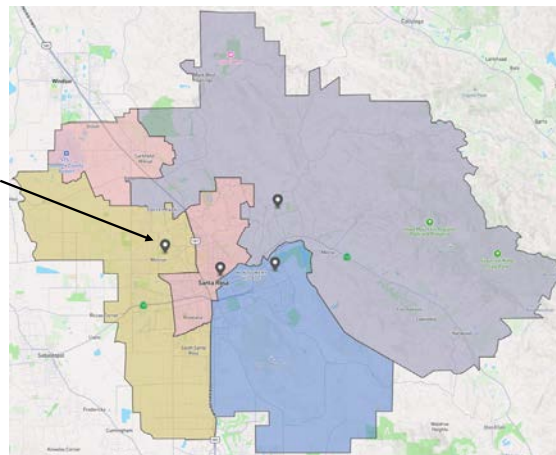
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Hilliard Comstock Middle School

- Address: 2750 W Steele Lane
- Grade Span: 7-8
- 2023-24 Enrollment: 392
- Student Capacity: 963
- 34 Classrooms: 840
- 5 Portables: 123
- Other: None



Hilliard Comstock

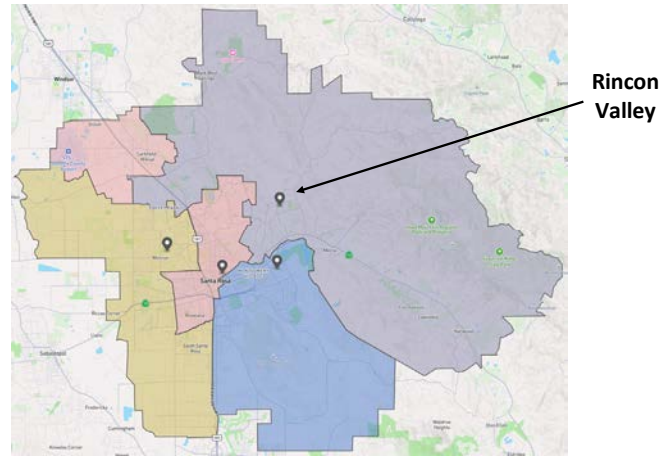
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Rincon Valley Middle School

- Address: 4650 Badger Road
- Grade Span: 7–8
- 2023-24 Enrollment: 683
- Student Capacity: 1,005
- 33 Classrooms: 873
- 5 Portables: 132
- Other: Santa Rosa Accelerated Charter School, Grades 5–6



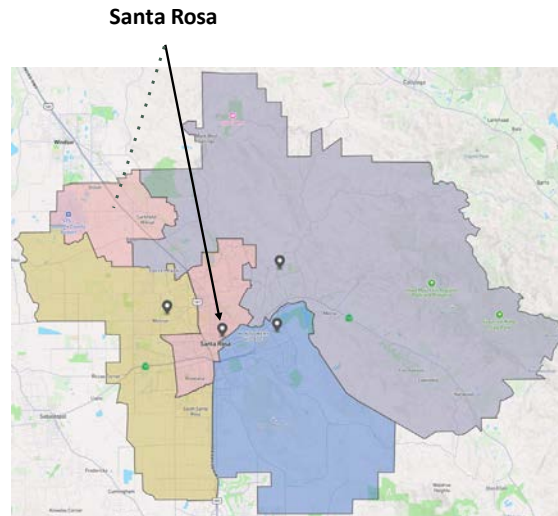
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Santa Rosa Middle School

- Address: 500 E Street
- Grade Span: 7–8
- 2023-24 Enrollment: 461
- Student Capacity: 1,012
- 30 Classrooms: 779
- 9 Portables: 233
- Other: None



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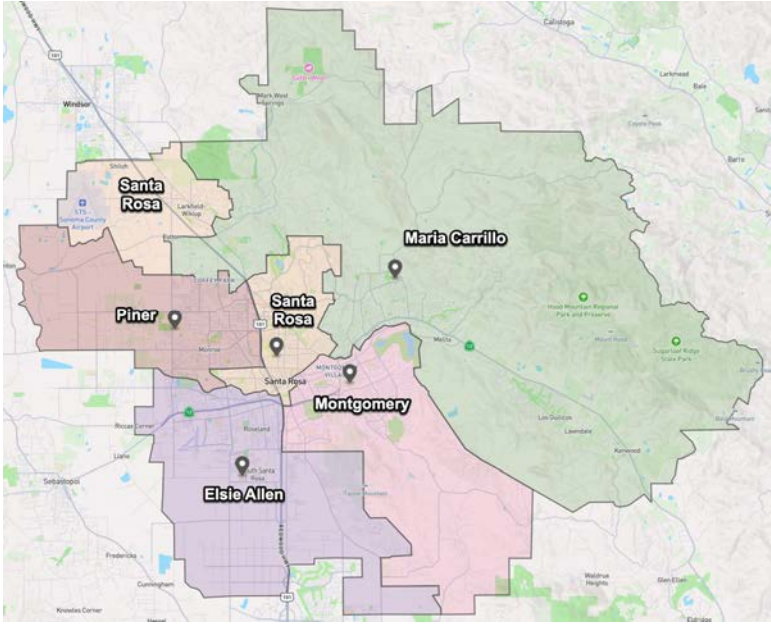
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High Schools

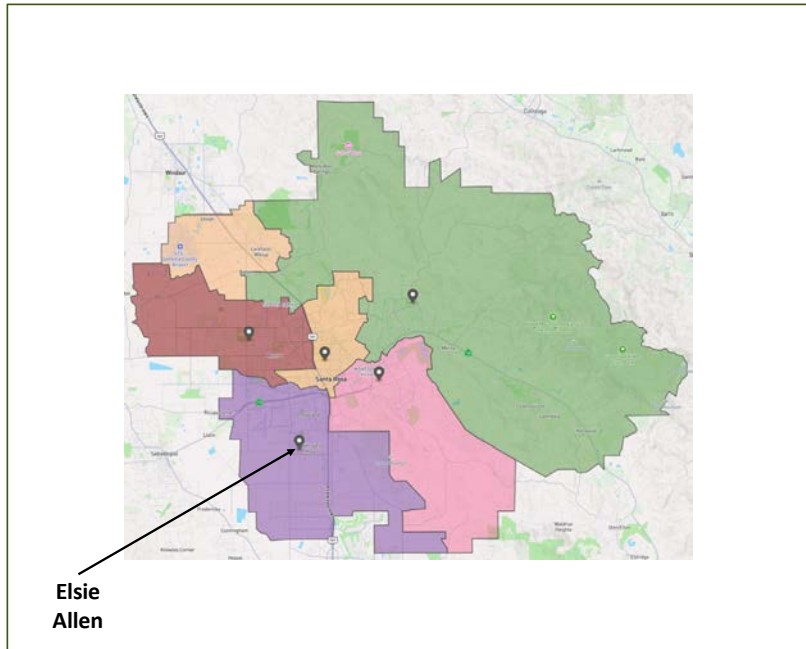
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High Schools



Elsie Allen High School

- Address: 599 Bellevue Avenue
- Grade Span: 9–12
- 2023-24 Enrollment: 1,026
- Student Capacity: 2,097
- 59 Classrooms: 1,587
- 19 Portables: 510
- Other: Santa Rosa Community Health Clinic & Agricultural Program



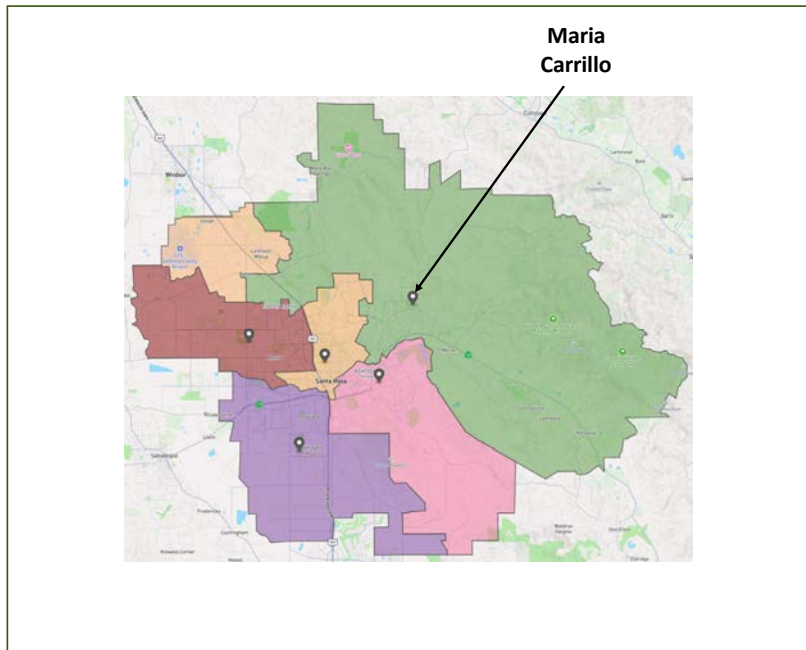
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Maria Carrillo High School

- Address: 6975 Montecito Boulevard
- Grade Span: 9–12
- 2023-24 Enrollment: 1,584
- Student Capacity: 1,800
- 68 Classrooms: 1,800
- 0 Portables
- Other: None



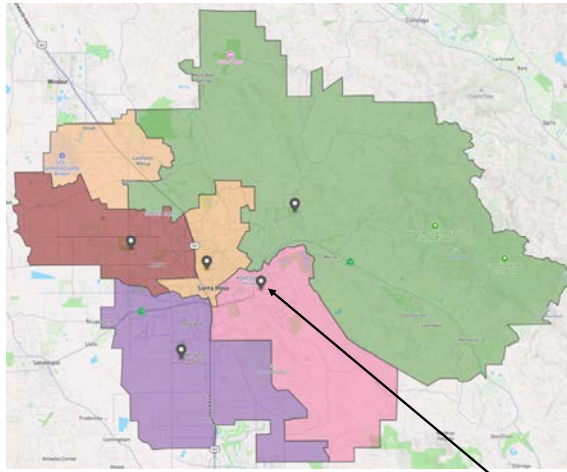
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Montgomery High School

- Address: 1250 Hahman Drive
- Grade Span: 9–12
- 2023-24 Enrollment: 1,296
- Student Capacity: 2,145
- 51 Classrooms: 1,302
- 33 Portables: 843
- Other: None



Montgomery

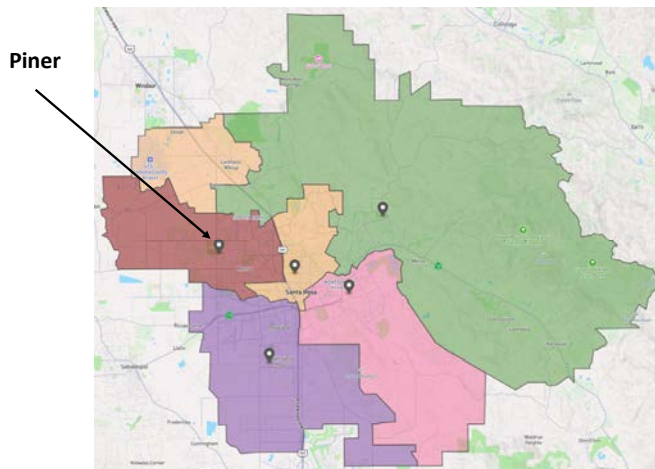
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Piner High School

- Address: 1700 Fulton Road
- Grade Span: 9–12
- 2023-24 Enrollment: 1,437
- Student Capacity: 1,887
- 64 Classrooms: 1,569
- 13 Portables: 318
- Other: SPARQ Center



Piner

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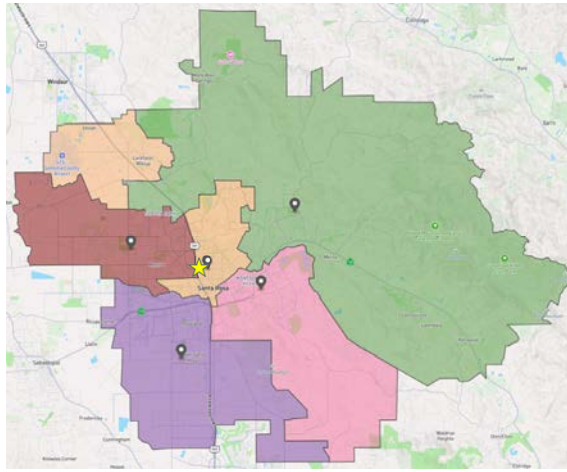
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Ridgway High School

- Address: 325 Ridgway Avenue
- Grade Span: 9–12
- 2023-24 Enrollment: 139
- Student Capacity: 380
- 17 Classrooms: 340
- 2 Portables: 40
- Other: None

★ = Ridgway



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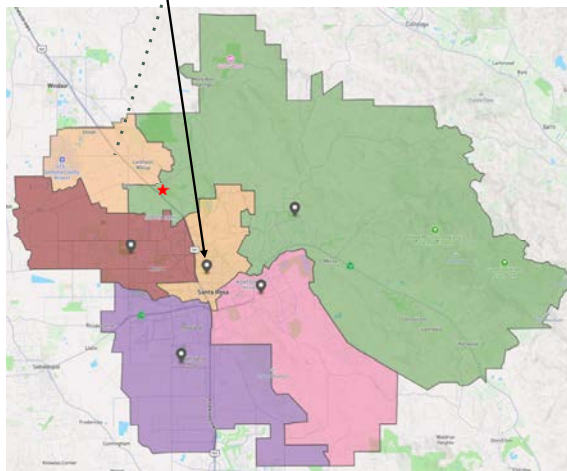
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Santa Rosa High School

- Address: 1235 Mendocino Avenue
- Grade Span: 9–12
- 2023-24 Enrollment: 1,595
- Student Capacity: 2,232
- 72 Classrooms: 1,747
- 20 Portables: 485
- Other: Agricultural Program, Alba Lane Location & ArtQuest

Santa Rosa



★ = Alba Lane Location

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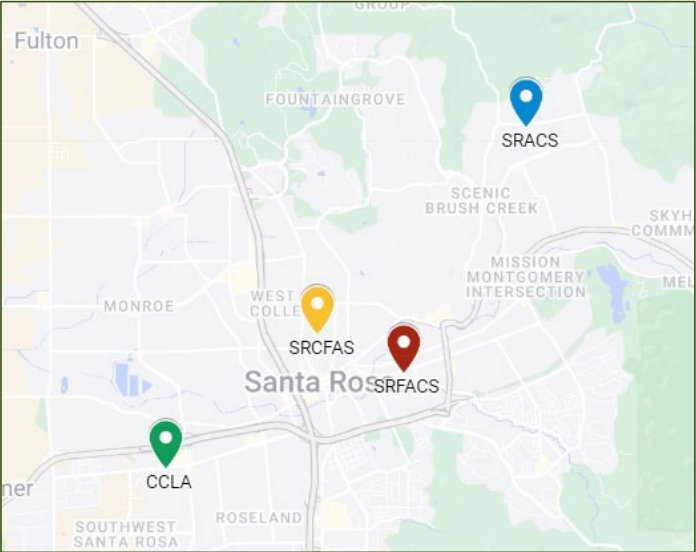
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Charter Schools

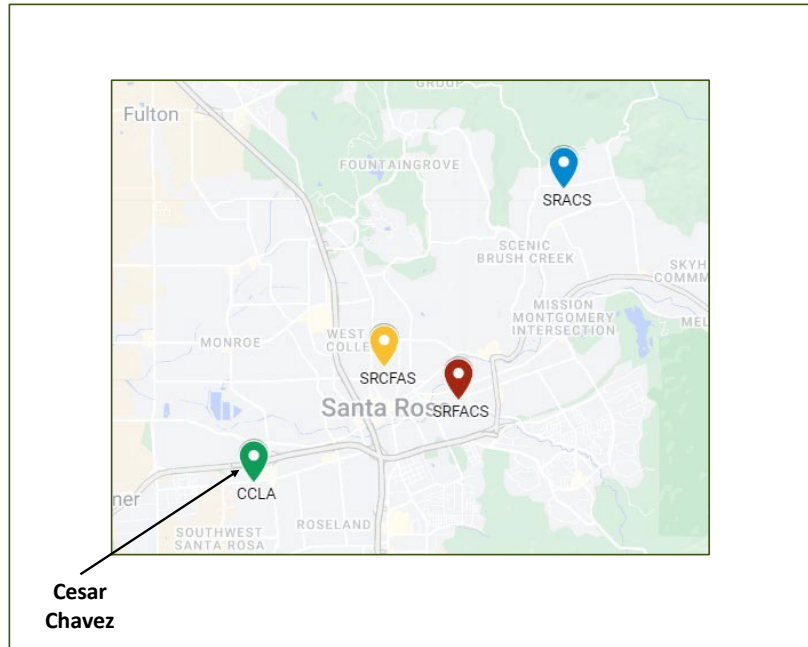
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Charter Schools



Cesar Chavez Language Academy

- Address: 2480 Sebastopol Road
- Grade Span: TK-8
- 2023-24 Enrollment: 784
- Student Capacity: 1,199
- 34 Classrooms: 816
- 16 Portables: 383
- Other: Head Start Program



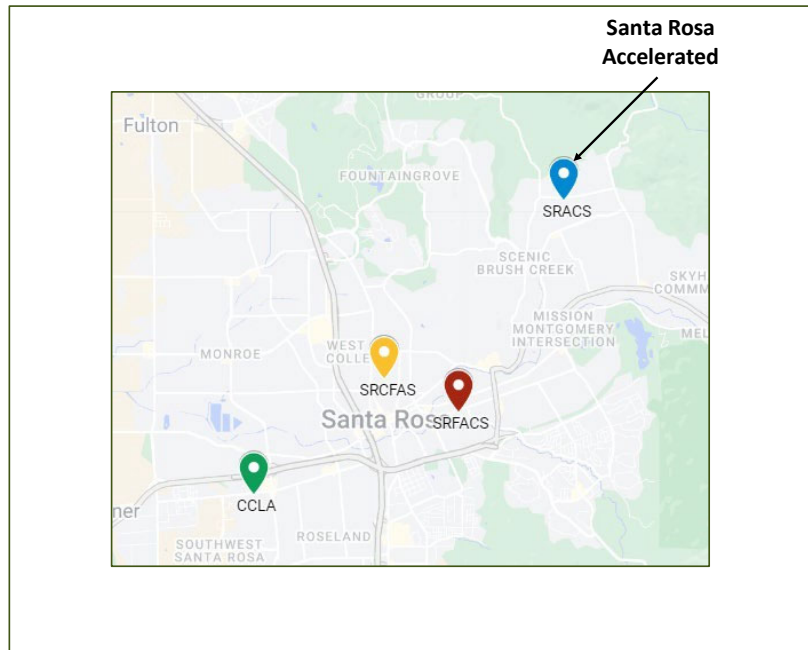
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SR Accelerated Charter School

- Address: 4650 Badger Road
- Grade Span: 5-6
- 2023-24 Enrollment: 128
- Student Capacity: 108
- 2 Classrooms: 31
- 5 Portables: 77
- Other: Located on the Rincon Valley Middle School Campus



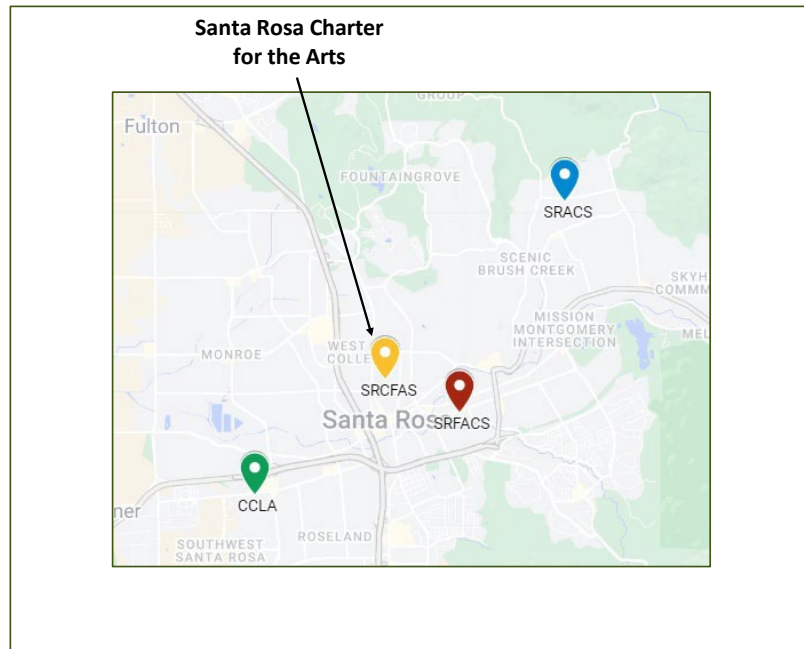
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SR Charter for the Arts School

- Address: 756 Humboldt Street
- Grade Span: TK-8
- 2023-24 Enrollment: 397
- Student Capacity: 504
- 16 Classrooms: 384
- 5 Portables: 120
- Other: None



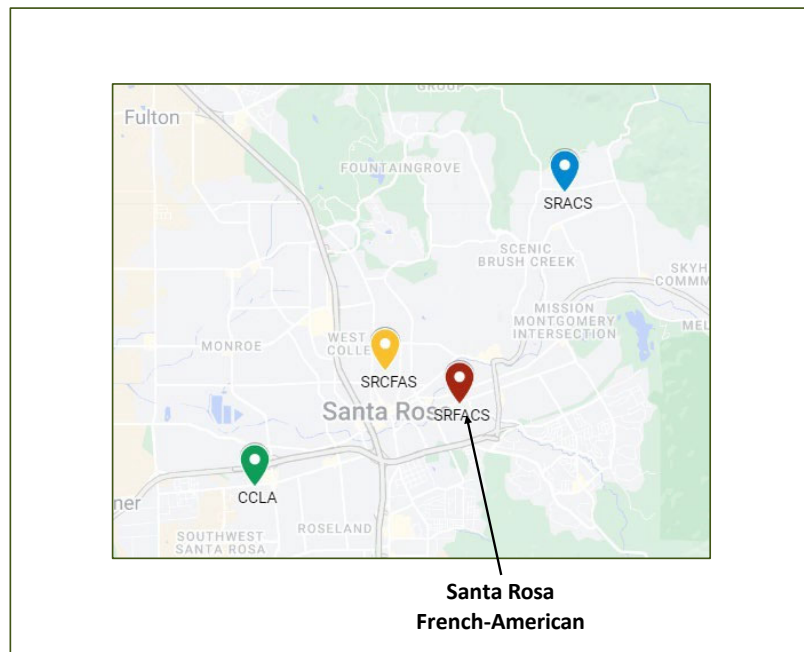
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SR French-American Charter School

- Address: 1350 Sonoma Avenue
- Grade Span: TK-8
- 2023-24 Enrollment: 490
- Student Capacity: 464
- 16 Classrooms: 323
- 7 Portables: 141
- Other: None



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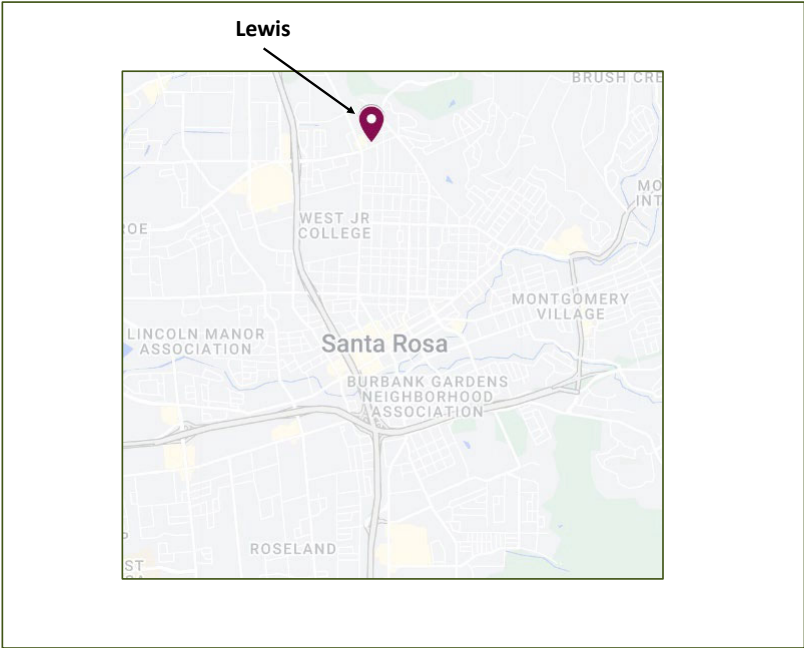
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Other Sites

Lewis Early Learning Academy

- **Address:** 2230 Lomitas Avenue
 - **Grade Span:** Infant - PK
 - **2023-24 Enrollment:** 123
 - **Student Capacity:** Capacity varies based on special education enrollment, with each program having its own capacity limits
- 16 Portables
- 5 Non-Student Rooms
- **Other:** See next slide



Lewis Early Learning Academy

- **Student Programs:**
 - **Preschool Motor Clinic—1 room**
 - **Early Start Deaf and Hard of Hearing—1 room**
 - **Early Head Start—1 room**
 - **Preschool Speech-Language Clinic—2 rooms**
 - **Preschool Inclusion & Boost Classroom—1 room**
 - **Special Day Class Preschool—1 room**
 - **Head Start—3 rooms**
- **Other:**
 - **School Base Therapist Supervision, School Nurses and School Psychologists—1 room**
 - **Via Esperanza Resource Center—6 rooms**
 - **California Children’s Services (CCS)—2 rooms**
 - **Multi-purpose room (used for District meetings and trainings)**

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Proposed Criteria/Scoring Methodology

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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 (within the range of 40%-60%)
3. Excess classroom capacity, excluding portables
4. Enrollment includes positive intradistrict and/or interdistrict transfers
5. Excess classroom capacity, excluding intradistrict and/or interdistrict transfers
6. Proximity to schools with capacity to accommodate incoming students, excluding intradistrict and/or interdistrict 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 affect 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 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. Districtwide/special programs would need to be relocated
18. Districtwide/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 pre-school program, staff housing, etc.)
23. Proximity to non-district schools 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

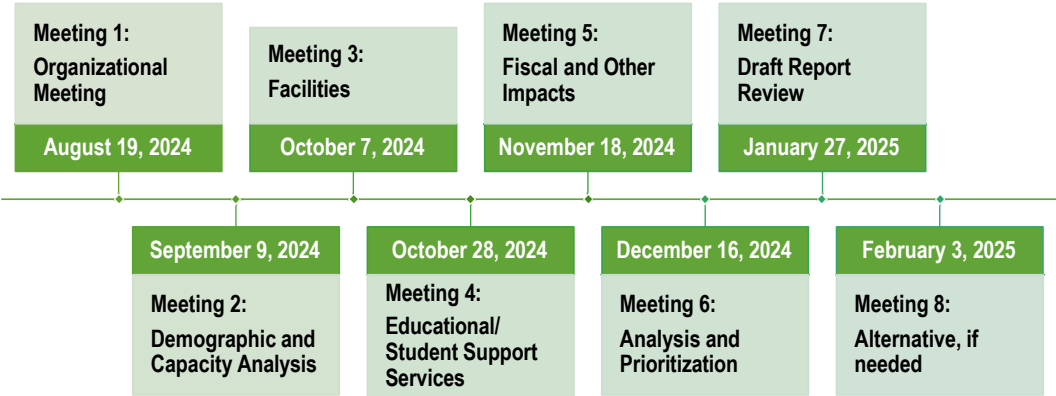
Additional Considerations

- Free or reduced-price meals percentages
- Percentage of students by race/ethnicity



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Meeting Overview



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Questions?

Thank you

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Meeting 2: September 9, 2024

The Santa Rosa City Schools' School Consolidation Advisory Committee Meeting of September 9, 2024, starting at 5:30 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Administrative Assistant at the District Office Training Room (110 Stony Point Road, Suite 105, Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la Comité Asesor de Consolidación Escolar Santa Rosa City Schools del 9 de septiembre de 2024, a partir de las 5:30 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Administrativo en la Sala de Capacitación del Distrito (110 Stony Point Rd, Suite 105, Santa Rosa, CA 95401) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed up to two minutes to address the Committee on each agenda or non-agenda item. The committee may limit the total time for public input on each item to 20 minutes. With committee consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por dos minutos ante de Comité sobre cada tema incluido o no en la agenda. El Comité puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento del Comité, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or shoyos@srcs.k12.ca.us.

Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

B. Roll Call / Pasaje de Lista

- Introductions
- Establishment of Quorum

- Presentaciones
- Establecimiento de un Quórum

C. Group Norms, Parking Lot, and Prior Meeting Overview / Normas del Grupo, Estacionamiento, y Resumen de la Reunión Anterior

D. Meeting Minute Review / Revisión de las Minutos de la Reunión

E. Meeting Minute Review / Revisión de Minutos

F. Presentation of District Demographic and Capacity Data / Presentación de Datos Demográficos y de Capacidad del Distrito

The presentation will be presented and discussed during the meeting. The information will be shared during the discussion with a walk-through and explanation of data points for consideration.

Representatives from partner organizations such as King Consulting and Van Pelt Construction Services will assist in their areas of expertise as related to the projections prepared for the demographic study as well as facility capacity and project impacts.

La presentación se realizará y se discutirá durante la reunión. La información será compartida durante la discusión con una presentación y explicación de los puntos de datos a considerar.

Representantes de organizaciones asociadas como King Consulting y Van Pelt Construction Services asistirán en sus áreas de experiencia relacionadas con las proyecciones preparadas para el estudio demográfico, así como la capacidad de las instalaciones y los impactos del proyecto.

G. Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación

H. Visitor / Public Comments / Comentarios de Visitantes/Público

At this time, members of the public may address the Committee on any non-agendized item. Speaker will have 2 minutes to address the Committee.

The Committee respects the right of the public to comment on Committee matters. The content of messages must be civil and appropriate for a public meeting of a school district governing board committee.

En este momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema no incluido en el orden del día. Cada orador tendrá un total de dos minutos para dirigirse al Comité.

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité de la mesa directiva escolar.

I. Next Steps / Próximos Pasos

- Schedule
- Topics of Next Meetings

- Calendario
- Temas para las Próximas Reuniones

J. Adjournment / Aplazamiento

MEETING MINUTES

The Santa Rosa City Schools' School Consolidation Advisory Committee Meeting of September 9, 2024, starting at 5:30 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Administrative Assistant at the District Office Training Room (110 Stony Point Road, Suite 105, Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

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Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Vice Chairperson Ben Wolf called the meeting to order at 5:30 pm.

Vicepresidente Ben Wolf declaró abierta la reunión a las 5:30 pm.

B. Roll Call / Pasaje de Lista

Absences: Adrian Cruz

Cristian Diaz submitted his resignation from the School Consolidation Advisory Committee on September 9, 2024.

Absences : Adrian Cruz

Cristian Diaz presentó su renuncia al Comité Asesor de Consolidación Escolar el 9 de septiembre de 2024.

C. Group Norms, Parking Lot, and Prior Meeting Overview / Normas del Grupo, Estacionamiento, y Resumen de la Reunión Anterior

The committee reviewed Group Norms along with electronic device etiquette.

El comité revisó las normas del grupo junto con la etiqueta de los dispositivos electrónicos.

D. Meeting Minute Review / Revisión de las Minutos de la Reunión

The committee reviewed the minutes of the School Consolidation Advisory Committee held on August 19, 2024, and had no corrections.

El comité revisó los minutos del Comité Asesor de Consolidación Escolar del 19 de agosto de 2024 y no tuvo correcciones.

E. Meeting Minute Review / Revisión de Minutos

Duplicate Item D.

Duplicado del artículo D.

F. Presentation of District Demographic and Capacity Data / Presentación de Datos Demográficos y de Capacidad del Distrito

Rob Murry, Director of Demographics of King Consulting, presented the District Demographic and Capacity Data Presentation.

Felicia Silveira of Van Pelt Consulting was called upon to answer questions for the committee.

Lisa August, Associate Superintendent of Business Services, answered questions for the committee.

During the discussion, revisions to slides 11, 14, 17, 31 & 41 of the presentation were requested.

The committee requests the following information for future meetings:

- Revised presentation with revisions noted above incorporated
- Updated project developments, if available by the city

The committee requested demographic data related to students with disabilities and the placement of programs. It was noted that this information would be provided at the Educational/Support Services meeting.

Rob Murry, Director de Demografía de King Consulting, presentó la Presentación de Datos Demográficos y de Capacidad del Distrito.

Felicia Silveira de Van Pelt Consulting fue llamada para responder preguntas del comité.

Lisa August, Superintendente Asociada de Servicios Empresariales, respondió preguntas del comité.

Durante la discusión, se solicitaron revisiones a las diapositivas 11, 14, 17, 31 y 41 de la presentación.

El comité solicita la siguiente información para futuras reuniones:

- Presentación revisada con las correcciones indicadas anteriormente incorporadas.
- Actualización de los desarrollos del proyecto, si está disponible por parte de la ciudad

El comité solicitó datos demográficos relacionados con los estudiantes con discapacidades y la ubicación de los programas. Se indicó que esta información se proporcionaría en la reunión de Servicios Educativos/Apoyo.

G. Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación

Brianna García of School Services of California presented the scoring criteria.

Revisions will be made to the criteria based on Committee comments and revisions noted for the demographic and capacity data presentation.

Updated scoring criteria will be provided at the School Consolidation Advisory Committee meeting on October 7, 2024.

Brianna García de School Services of California presentó los criterios de evaluación.

Se realizarán revisiones a los criterios basadas en los comentarios del Comité y las correcciones indicadas para la presentación de datos demográficos y de capacidad.

Los criterios de evaluación actualizados serán revisados en la reunión del Comité Asesor de Consolidación Escolar el 7 de octubre de 2024.

H. Visitor / Public Comments / Comentarios de Visitantes/Público

There were no public comments.

No hubo comentarios públicos.

I. Next Steps / Próximos Pasos

The next School Consolidation Advisory Committee will be on October 7, 2024.

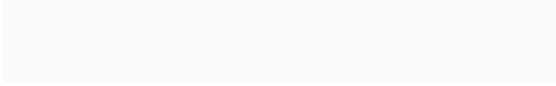
Corrections to the Demographic and Capacity Data Presentation will be emailed to the committee and posted.

La próxima reunión del Comité Asesor de Consolidación Escolar será el 7 de octubre de 2024.
Las correcciones a la presentación de datos demográficos y de capacidad se enviarán por correo electrónico al comité y se publicarán.

J. Adjournment / Aplazamiento

The meeting was adjourned at 7:53 pm.

La reunión terminó a las 7:53 pm.



School Consolidation Advisory Committee

Demographics & Capacity

September 9, 2024



1

School Abbreviations

Abv	School	Abv	School
ABES	Albert Biella Elementary School	MCCHS	Maria Carrillo High School
ALES	Abraham Lincoln Elementary	MHS	Montgomery High School
BHES	Brook Hill Elementary	PHS	Piner High School
CCLA	Cesar Chavez Language Academy	PTES	Proctor Terrace Elementary
EAHS	Elsie Allen High School	RHS	Ridgway High School
HCMS	Hilliard Comstock Middle School	RVMS	Rincon Valley Middle School
HLES	Helen Lehman Elementary	SLES	Steele Lane Elementary
HSMS	Herbert Slater Middle School	SRACS	Santa Rosa Accelerated Charter
HVES	Hidden Valley Elementary	SRCSA	Santa Rosa Charter School for the Arts
JMES	James Monroe Elementary	SRFAC	Santa Rosa French-American Charter
LBES	Luther Burbank Elementary	SRHS	Santa Rosa High School
LELA	Lewis Early Learning Academy	SRMS	Santa Rosa Middle School



2

Group Norms

- Respect the opinions of others
- Actively participate
- Assume positive intentions
- Be honest
- Ask clarifying questions
- Be an active listener
- Honor start and end times
- Focus on the work of the group
- Respect the individuals
- Suspend judgement
- Say just enough
- Speak up for the Zoom listeners
- Norms can be added as needed



3

Scoring Criteria



4

Criteria		Scoring Methodology	Weighted Methodology
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity), including considering special day classes	Yes=2; No=1	Highest score goes to school with lowest enrollment (rank down)
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score goes to school with least diverse population (rank down)
3.	Excess classroom capacity, excluding portables	Yes=2; No=1	Highest score goes to school with most excess capacity (rank down)
4.	Enrollment includes positive intra-district and/or inter-district transfers	Yes=1; No=2	Highest score goes to school with the lowest percentage of transfers (rank down)
5.	Excess classroom capacity, excluding intra-district and/or inter-district transfers	Yes=2; No=1	Highest score goes to school with the most excess capacity (rank down)
6.	Proximity to schools with capacity to accommodate incoming students, excluding intra-district and/or inter-district transfers	Yes=2; No=1	Highest score goes to school with the closest three schools with the highest total available capacity (rank down)



5

Part 1: Demographics



6

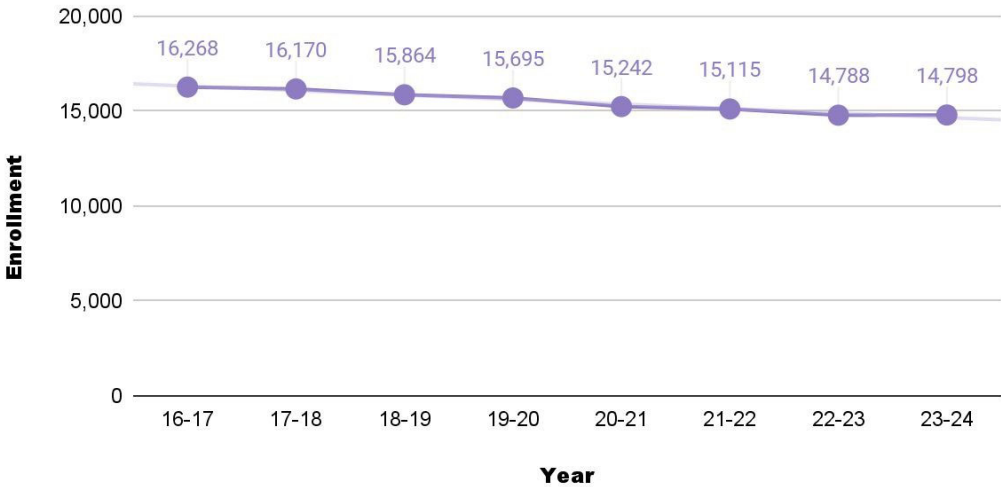
Historic Enrollment



7

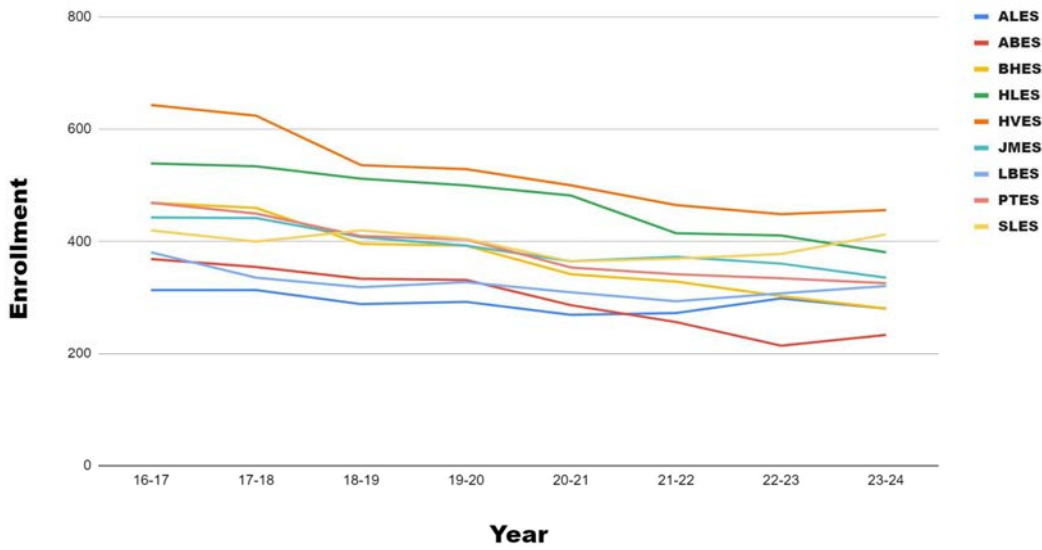
Historical Enrollment

Districtwide



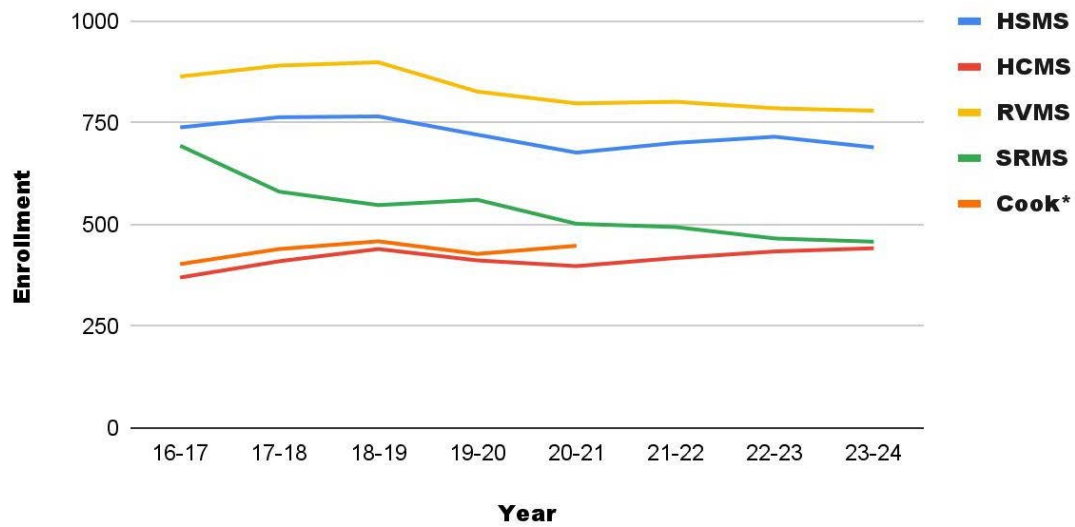
8

Historical Enrollment Elementary Sites



9

Historical Enrollment Middle Schools

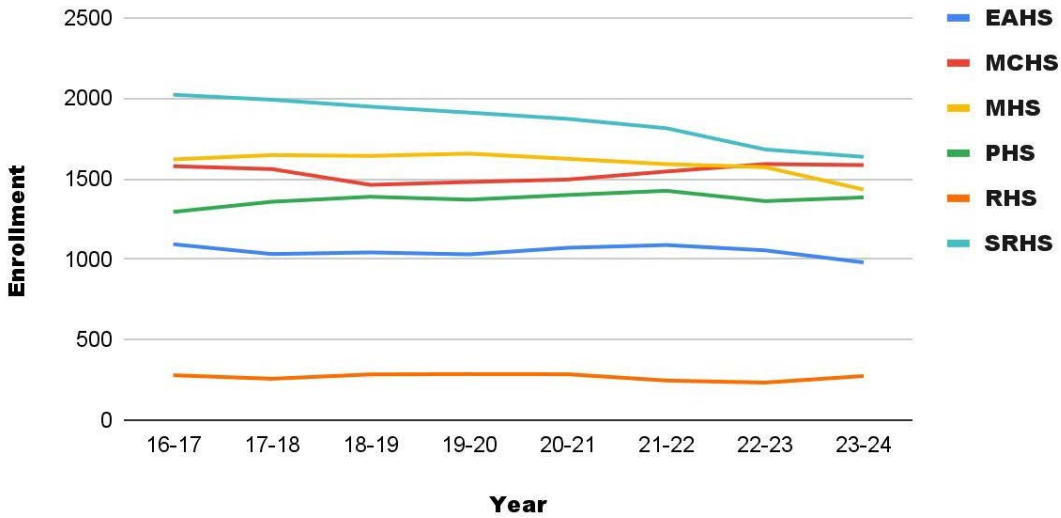


10

Historical Enrollment

Revised

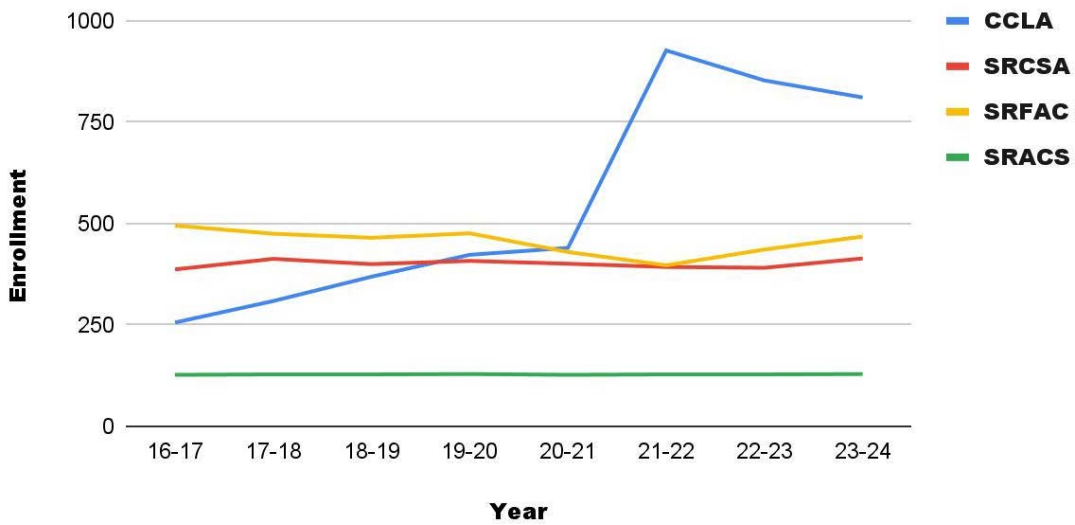
High Schools



11

Historical Enrollment

Charter Schools



12

Current Enrollment



13

Revised

Enrollment - Last Certified Data 23/24

ELEMENTARY SCHOOL	Total Enrollment (Actual)
Biella	234
Brook Hill	281
Burbank	321
Hidden Valley	456
Lehman	381
Lincoln	281
Monroe	336
Proctor Terrace	326
Steele Lane	413
Total	3029

** Lewis Early Learning Academy not included in TK-K enrollment counts

MIDDLE SCHOOL	Total Enrollment (Actual)
Comstock	442
Rincon Valley	780
Slater	690
SRMS	458
Total	2370

CHARTER SCHOOL	Total Enrollment (Actual)
Cesar Chavez	811
Charter for the Arts	414
French American	468
Accelerated Charter	129
Total	1822

HIGH SCHOOL	Total Enrollment (Actual)
Elsie Allen	980
Maria Carrillo	1585
Montgomery	1433
Piner	1384
SRHS	1636
Ridgway	274
Total	7292



14

Enrollment Projections



15

Projection Explanation

- Three sets of projections were prepared for the district as a part of the Demographic Study - low, moderate, and high.
- This is due to variability in factors such as:
 - Birth to kindergarten ratios
 - Feeder cohort capture rates
 - Grade-to-Grade migration rates
- Due to the steep decline in actual enrollment rates for the 2024-2025 school year compared to moderate projections prepared last spring, the following slides include the low projections that were provided.



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Actual Student Count vs Projections (24/25)

ELEMENTARY SCHOOL	Actual Enrollment (2024-2025)	Low Projections (2024-2025)
Biella	272	318
Brook Hill	281	205
Burbank	338	276
Hidden Valley	477	413
Lehman	373	407
Lincoln	304	347
Monroe	315	294
Proctor Terrace	319	311
Steele Lane	444	412
Total	3123	2983

MIDDLE SCHOOL	Actual Enrollment (2024-2025)	Projections (2024-2025)
Comstock	424	398
Rincon Valley	722	715
Slater	569	649
SRMS	455	437
Total	2170	2199

HIGH SCHOOL	Actual Enrollment (2024-2025)	Low Projections (2024-2025)
Elsie Allen	1051	1075
Maria Carrillo	1585	1558
Montgomery	1254	1515
Piner	1441	1421
SRHS	1546	1660
Ridgway	257	232
Total	7134	7461

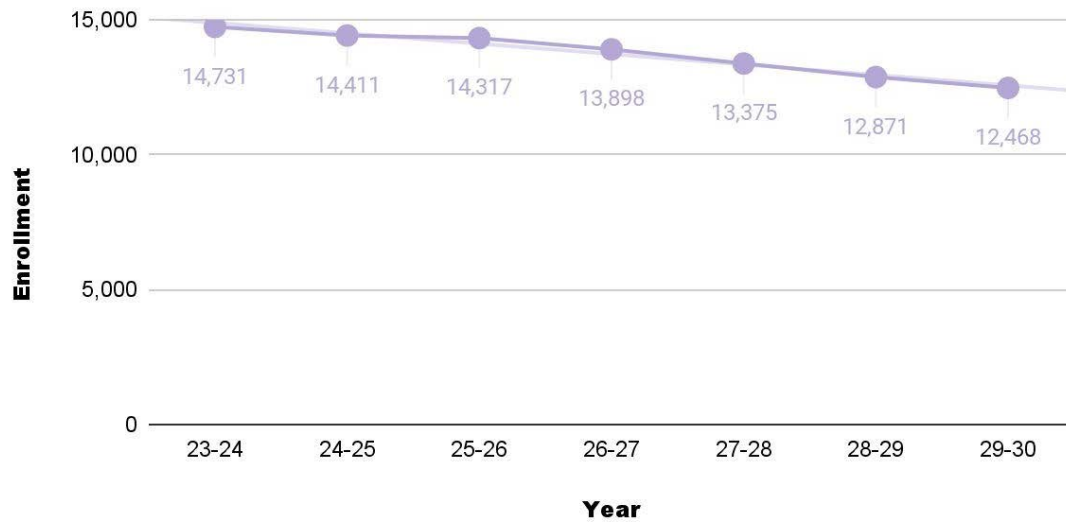
CHARTER SCHOOL	Actual Enrollment (2024-2025)	Low Projections (2024-2025)
Cesar Chavez	778	811
Charter for the Arts	385	366
French American	522	440
Accelerated Charter	128	128
Total	1813	1745



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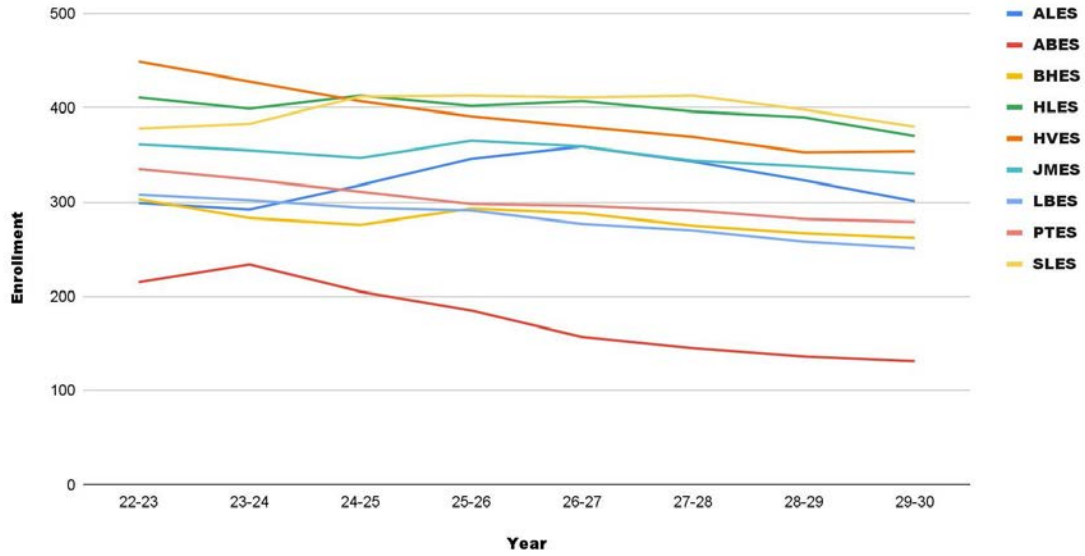
Projected Enrollment

Districtwide



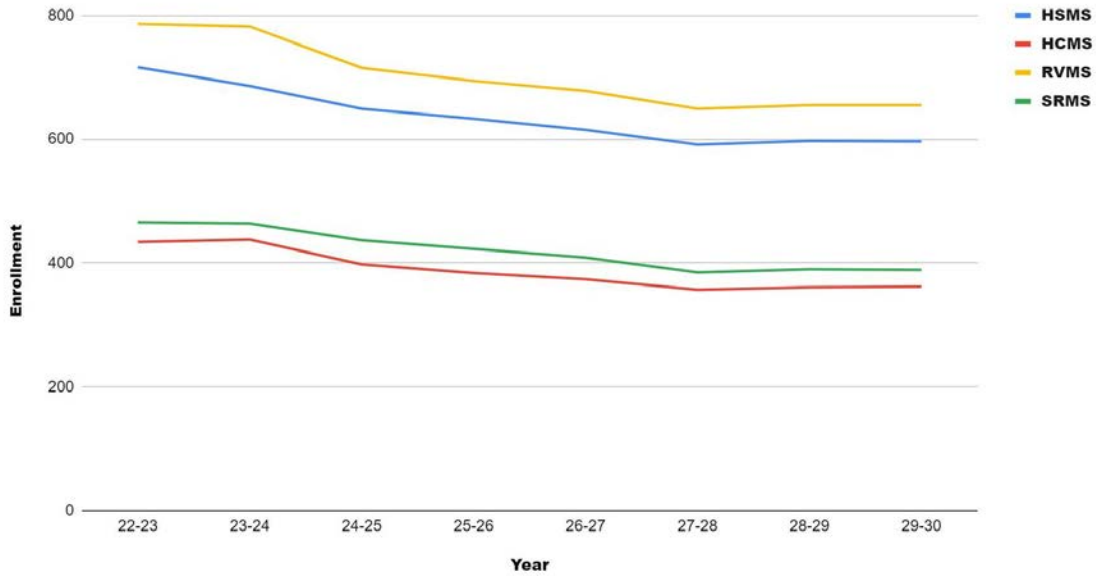
18

Enrollment Projections Elementary Schools



19

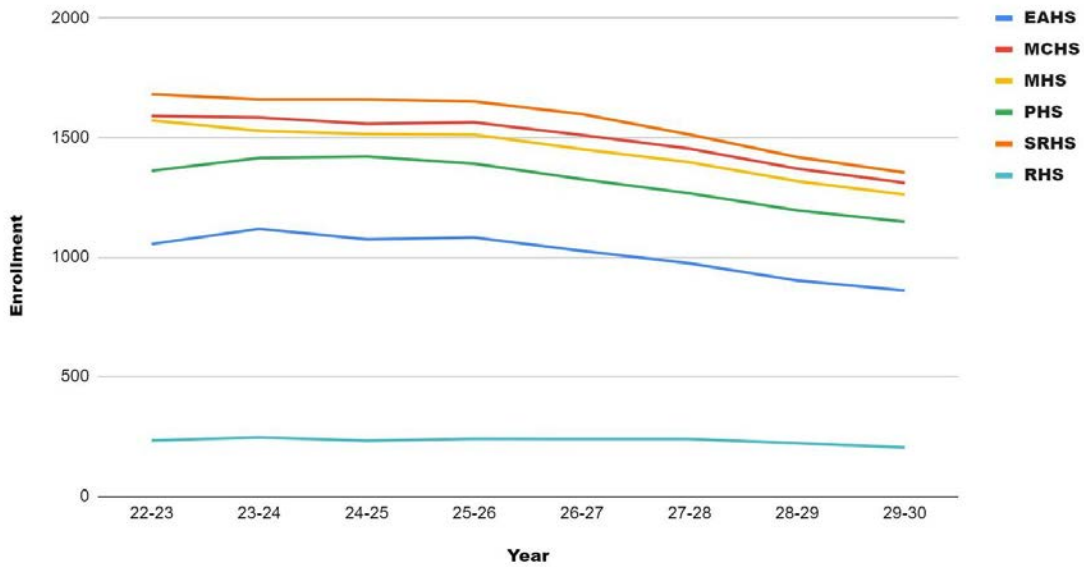
Enrollment Projections Middle Schools



20

Enrollment Projections

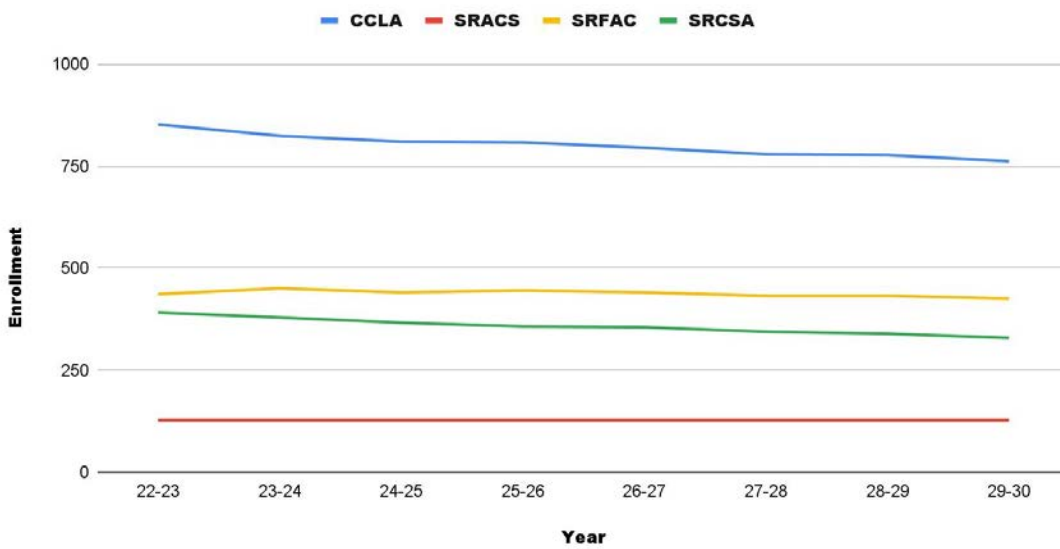
High Schools



21

Enrollment Projections

Charter Schools



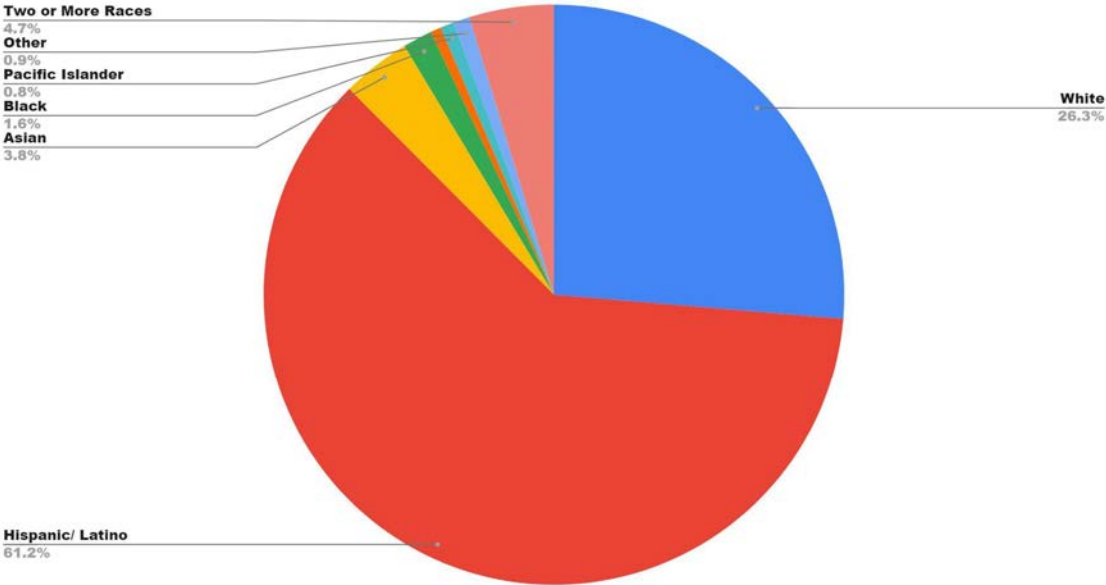
22

Demographic Makeup of Schools



23

Demographics Districtwide



24

Demographic Makeup - Districtwide

Ethnicity	Totals	
	#	%
White	3979	26.32%
Hispanic/ Latino	9253	61.22%
Asian	581	3.84%
Black	247	1.63%
American Indian	90	0.60%
Pacific Islander	114	0.75%
Other	139	0.92%
Two or More Races	712	4.71%
Total Students	15115	
Free/Reduced Lunch	6649	43.99%
Unduplicated	7636	50.52%



25

Demographic Makeup - Elementary Schools

Ethnicity	Abraham Lincoln		Albert Biella		Brook Hill		Helen Lehman		Hidden Valley		James Monroe		Luther Burbank		Proctor Terrace		Steele Lane	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	17	6.05%	32	13.68%	27	9.61%	23	6.04%	212	46.49%	4	1.19%	23	7.17%	155	47.55%	41	9.93%
Hispanic/ Latino	249	88.61%	178	76.07%	230	81.85%	309	81.10%	153	33.55%	316	94.05%	273	85.05%	127	38.96%	331	80.15%
Asian	3	1.07%	6	2.56%	7	2.49%	19	4.99%	36	7.89%	2	0.60%	13	4.05%	7	2.15%	11	2.66%
Black	3	1.07%	6	2.56%	3	1.07%	11	2.89%	3	0.66%	6	1.79%	1	0.31%	2	0.61%	7	1.69%
American Indian	2	0.71%	0	0.00%	6	2.14%	2	0.52%	2	0.44%	0	0.00%	2	0.62%	3	0.92%	7	1.69%
Pacific Islander	0	0.00%	1	0.43%	0	0.00%	6	1.57%	3	0.66%	2	0.60%	1	0.31%	3	0.92%	2	0.48%
Other	2	0.71%	2	0.85%	0	0.00%	1	0.26%	6	1.32%	3	0.89%	2	0.62%	1	0.31%	1	0.24%
Two or More Races	5	1.78%	9	3.85%	8	2.85%	10	2.62%	41	8.99%	3	0.89%	6	1.87%	28	8.59%	13	3.15%
Total Students	281		234		281		381		456		336		321		326		413	
Free/Reduced Lunch	186	66.20%	190	91.20%	241	85.80%	325	85.30%	123	27.00%	285	84.82%	233	72.60%	114	35.00%	294	71.2
Unduplicated	243	86.48%	202	86.32%	251	89.32%	350	91.86%	145	31.80%	305	90.77%	275	85.67%	133	40.80%	372	90.07%



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Demographic Makeup - Middle Schools

Ethnicity	Herbert Slater		Hilliard Comstock		Rincon Valley MS		Santa Rosa Middle		Totals	
	#	%	#	%	#	%	#	%	#	%
White	152	23.07%	33	7.47%	413	52.95%	92	20.09%	690	29.50%
Hispanic/Latino	448	67.98%	360	81.45%	222	28.46%	309	67.47%	1339	57.25%
Asian	18	2.73%	14	3.17%	65	8.33%	15	3.28%	112	4.79%
Black	8	1.21%	7	1.58%	6	0.77%	11	2.40%	32	1.37%
American Indian	5	0.76%	3	0.68%	4	0.51%	3	0.66%	15	0.64%
Pacific Islander	18	2.73%	6	1.36%	2	0.26%	0	0.00%	26	1.11%
Other	3	0.46%	6	1.36%	7	0.90%	4	0.87%	20	0.86%
Two or More Races	7	1.06%	13	2.94%	61	7.82%	24	5.24%	105	4.49%
Total Students	659		442		780		458		2339	
Free/Reduced Lunch	348	50.40%	290	65.60%	214	27.40%	235	51.30%	1087	46.47%
Unduplicated	407	61.76%	351	79.41%	234	30.00%	267	58.30%	1259	53.83%



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Demographic Makeup - High Schools

Ethnicity	Elsie Allen		Maria Carrillo		Montgomery		Piner		Ridgway		Santa Rosa HS		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	63	6.43%	799	50.41%	435	30.36%	157	11.34%	41	14.96%	616	37.65%	2111	28.95%
Hispanic/Latino	834	85.10%	463	29.21%	784	54.71%	1048	75.72%	205	74.82%	796	48.66%	4130	56.64%
Asian	28	2.86%	137	8.64%	45	3.14%	59	4.26%	6	2.19%	47	2.87%	322	4.42%
Black	15	1.53%	29	1.83%	42	2.93%	27	1.95%	5	1.82%	26	1.59%	144	1.97%
American Indian	8	0.82%	8	0.50%	7	0.49%	10	0.72%	4	1.46%	12	0.73%	49	0.67%
Pacific Islander	5	0.51%	15	0.95%	29	2.02%	11	0.79%	4	1.46%	6	0.37%	70	0.96%
Other	7	0.71%	31	1.96%	20	1.40%	17	1.23%	2	0.73%	19	1.16%	96	1.32%
Two or More Races	20	2.04%	103	6.50%	71	4.95%	55	3.97%	7	2.55%	114	6.97%	370	5.07%
Total Students	980		1585		1433		1384		274		1636		7292	
Free/Reduced Lunch	571	58.30%	373	23.50%	625	43.60%	788	56.90%	130	47.40%	617	37.70%	3104	42.57%
Unduplicated	702	71.63%	403	25.43%	688	48.01%	888	64.16%	163	59.49%	672	41.08%	3516	48.22%



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Demographic Makeup - Charter Schools

Ethnicity	SR Accelerated		Cesar Chavez		Charter for the Arts		French American		Totals	
	#	%	#	%	#	%	#	%	#	%
White	76	58.91%	56	6.91%	252	60.87%	264	56.41%	648	35.57%
Hispanic/ Latino	14	10.85%	730	90.01%	115	27.78%	108	23.08%	967	53.07%
Asian	22	17.05%	6	0.74%	2	0.48%	15	3.21%	45	2.47%
Black	0	0.00%	4	0.49%	7	1.69%	24	5.13%	35	1.92%
American Indian	0	0.00%	1	0.12%	0	0.00%	0	0.00%	1	0.05%
Pacific Islander	0	0.00%	1	0.12%	0	0.00%	0	0.00%	1	0.05%
Other	3	2.33%	1	0.12%	3	0.72%	1	0.21%	8	0.44%
Two or More Races	14	10.85%	12	1.48%	35	8.45%	56	11.97%	117	6.42%
Total Students	129		811		414		468		1822	
Free/Reduced Lunch	13	10.10%	482	59.40%	148	35.70%	109	23.30%	752	41.27%
Unduplicated	15	11.63%	578	71.27%	154	37.20%	143	30.56%	890	48.85%



29

Housing Developments and Proximity



30

Summary: Impact of Developments by Site

Revised

Site	# of Total Units	Time Range	Projected Students
Abraham Lincoln	533	2024-2026; 2030+	232
Albert Biella	168	2023	121
Brook Hill	62	2025	45
Elsie Allen HS	3581	2023-2030+	390
Helen Lehman	186	2024-2027	126
Herbert Slater	2074	2023-2030+	144
Hidden Valley	239	2025-2026	15
Hilliard Comstock	2433	2023-2030+	445
James Monroe	138	2023-2030+	40
Luther Burbank	165	2023-2026	41
Maria Carrillo	139	2023-2029	131
Montgomery HS	835	2023-2028	40
Piner HS	770	2023-2029	229
Proctor Terrace	53	2028	3
Rincon Valley	139	2023-2029	131
Santa Rosa Middle	2325	2023-2030+	490
Santa Rosa HS	1646	2023-2030	298
Steele Lane	853	2023-2028	125



31

AFF = Affordable ; MF = Multi-Family ; SFA = Single Family Attached ; SFD = Single Family Detached

Name	Type	Units	ES Boundary	MS Boundary	HS Boundary	Timeline	Projected Students
Boyd Street Family Apartments	AFF	46	Luther Burbank	Santa Rosa	Elsie Allen	2023	33
Acme Family Apartments	AFF	77	n/a	Santa Rosa	Elsie Allen	2024	31
Burbank Ave Sub	SFD	76	n/a	Santa Rosa	Elsie Allen	2026-2028	5
Burbank Ave Sub	AFF	62	n/a	Santa Rosa	Elsie Allen	2026	25
Casa Roseland	AFF	75	n/a	Santa Rosa	Elsie Allen	2025	30
Stony Oaks Apartments	AFF	142	n/a	Santa Rosa	Elsie Allen	2023	57
Stony Point Flats Apartments	AFF	50	n/a	Santa Rosa	Elsie Allen	2025	20
Tierra De Rosas	MF	100	n/a	Santa Rosa	Elsie Allen	2026	4
Ponderosa Village Sb35 App	AFF	51	N/a	Santa Rosa	Elsie Allen	2025	20
Rohnert Park Northeast SP	All	1085	n/a	Herbert Slater	Elsie Allen	2030	0
Santa Rosa Avenue Apts	AFF	154	n/a	Herbert Slater	Elsie Allen	2023	61
Air Center East Ph2	SFD	131	n/a	Hilliard Comstock	Elsie Allen	2027-31	9
Avenue 3111 Storage and Apts	MF	48	n/a	Hilliard Comstock	Elsie Allen	2026	2
Bellevue Ranch 7	SFD	37	n/a	Hilliard Comstock	Elsie Allen	2027-28	2
Brittain Townhomes	SFA	82	n/a	Hilliard Comstock	Elsie Allen	2027	6
Cherry Ranch Development	SFA	67	n/a	Hilliard Comstock	Elsie Allen	2026	5
Colgan Village	SFD	130	n/a	Hilliard Comstock	Elsie Allen	2026-29	9
Dutton Avenue Residences	MF	107	n/a	Hilliard Comstock	Elsie Allen	2027	4



32

AFF = Affordable ; MF = Multi-Family ; SFA = Single Family Attached ; SFD = Single Family Detached							
Name	Type	Units	ES Boundary	MS Boundary	HS Boundary	Timeline	Projected Students
Dutton Meadow MF Project	MF	70	n/a	Hilliard Comstock	Elsie Allen	2027	2
Dutton Meadows Subdivision	SFD	137	n/a	Hilliard Comstock	Elsie Allen	2025-27	9
Grove Village	SFD	157	N/a	Hilliard Comstock	Elsie Allen	2023-26	10
MCM @ Santa Rosa	MF	138	N/a	Hilliard Comstock	Elsie Allen	2025	5
Meadowood Ranch Sub	SFA	137	N/a	Hilliard Comstock	Elsie Allen	2028-31	10
Park Lane II Apartments	MF	24	N/a	Hilliard Comstock	Elsie Allen	2023	1
Rohnert Park Northeast SP	SFA	398	n/a	Hilliard Comstock	Elsie Allen	2029-32	30
College Creek Apts	AFF	168	Albert Biella	Hilliard Comstock	Piner	2023	121
1650 W Steele Lane Apts	AFF	36	Helen Lehman	Hilliard Comstock	Piner	2026	26
Aviara	AFF	136	Helen Lehman	Hilliard Comstock	Piner	2024	98
Katherine Subdivision	SFD	14	Helen Lehman	Hilliard Comstock	Piner	2027	2
Guerneville Road Homes	SFA	15	James Monroe	Hilliard Comstock	Piner	2023	2
Redwood Oaks Village	MF	73	James Monroe	Hilliard Comstock	Piner	2030+	0
Ridley Family Apartments	AFF	50	James Monroe	Hilliard Comstock	Piner	2025	36
Courtney Estates	SFD	54	n/a	Hilliard Comstock	Piner	2029	4
North Village II	SFA	116	n/a	Hilliard Comstock	Piner	2028-29	9
Stonebridge Sub	SFD	108	n.a	Hilliard Comstock	Piner	2025-26	7
Bennett Vly Rd. Aff. Housing	AFF	62	Brook Hill	Herbert Slater	Montgomery	2025	45



33

AFF = Affordable ; MF = Multi-Family ; SFA = Single Family Attached ; SFD = Single Family Detached							
Name	Type	Units	ES Boundary	MS Boundary	HS Boundary	Timeline	Projected Students
10 E Street MF Units	MF	53	Proctor Terrace	Herbert Slater	Montgomery	2028	3
38 Degrees North Ph3	MF	30	n/a	Herbert Slater	Montgomery	2024	1
Holly Hock Subdiv Plan 2	SFD	16	n/a	Herbert Slater	Montgomery	2024	1
Kawana Meadows	SFA	62	n/a	Herbert Slater	Montgomery	2025	5
Kawana Meadows 4A/70	SFA	53	n/a	Herbert Slater	Montgomery	2024	4
Lago Fresca Apartments	MF	50	n/a	Herbert Slater	Montgomery	2025	2
Mosaic Apartments	MF	147	n/a	Herbert Slater	Montgomery	2026	5
Penstemon Place	SFD	59	n/a	Herbert Slater	Montgomery	2026	4
Residences at Taylor Mountain	SFA	40	n/a	Herbert Slater	Montgomery	2023	3
The Terraces at Mt. Taylor	SFD	11	n/a	Herbert Slater	Montgomery	2027	1
Yolanda Apartments	MF	252	n/a	Herbert Slater	Montgomery	2023	9
Acacia Village	SFD	25	n/a	Rincon Valley	Maria Carrillo	2025	2
Liner Village	SFD	16	n/a	Rincon Valley	Maria Carrillo	2023	1
Mahonia Glen	AFF	98	n/a	Rincon Valley	Maria Carrillo	2025-29	39
Cannery at Railroad Square	AFF	126	A. Lincoln	Santa Rosa	Santa Rosa	2024	91
Deturk Winery Village	AFF	185	A. Lincoln	Santa Rosa	Santa Rosa	2025-26	134
Lillian Ct. Subdivision	SFD	10	A. Lincoln	Santa Rosa	Santa Rosa	2030+	0
Smart Village Ph1	MF	114	A. Lincoln	Santa Rosa	Santa Rosa	2025	7
Fountaingrove Inn MF	MF	239	Hidden Valley	Santa Rosa	Santa Rosa	2025-26	15



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AFF = Affordable ; MF = Multi-Family ; SFA = Single Family Attached ; SFD = Single Family Detached

Name	Type	Units	ES Boundary	MS Boundary	HS Boundary	Timeline	Total Students Generated
1 Santa Rosa Ave	MF	119	Luther Burbank	Santa Rosa	Santa Rosa	2026	7
420 Mendocino	MF	168	Steele Lane	Santa Rosa	Santa Rosa	2024	10
425 Humboldt St. Apts.	MF	88	Steele Lane	Santa Rosa	Santa Rosa	2028	5
Avenue 320 Apartments	MF	36	Steele Lane	Santa Rosa	Santa Rosa	2027	2
Caritas Village	AFF	128	Steele Lane	Santa Rosa	Santa Rosa	2023-24	92
LMC Santa Rosa	MF	260	Steele Lane	Santa Rosa	Santa Rosa	2024-25	16
Pullman Phase II/Bldg C	MF	40	Steele Lane	Santa Rosa	Santa Rosa	2025	2
Ross St. Development	MF	109	Steele Lane	Santa Rosa	Santa Rosa	2024	7
The Flats @ 528 B St.	MF	24	Steele Lane	Santa Rosa	Santa Rosa	2026	1
SRCS TOTAL		6971					1209



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Intra/Inter District Transfers



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Summary: Inter-District Transfers by District

DISTRICTS	# of Exit Transfer Requests						
	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
West County	141	96	129	139	372	385	327
Windsor	147	224	166	201	177	181	182
Roseland	52	83	77	45	71	96	135
Bennett Valley	51	50	51	49	42	73	52
Cotati Rohnert Park	91	65	76	95	86	65	89
Bellevue	25	105	55	51	41	56	36
Mark West	22	34	21	34	42	42	46
Petaluma	52	7	31	39	39	37	47
Wright	32	36	21	19	39	31	30
Rincon Valley	55	30	49	25	32	28	33
Piner Olivet	19	31	17	37	23	23	19
Oak Grove	12	16	6	13	21	16	18
Sebastopol	19	5	17	10	22	12	18
Twin Hills	7	8	12	7	4	10	9
Calistoga	5	6	2	4	5	5	3
Sonoma Valley	2	8	20	1	5	3	15

DISTRICTS	# of Exit Transfer Requests						
	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
West Side	0	1	0	0	1	2	6
San Francisco	1	1	0	1	2	2	0
Forestville	0	0	5	2	0	1	1
Shoreline D.O.	0	0	0	1	0	1	0
Novato	0	0	3	1	2	1	0
Geyserville	0	0	0	1	0	1	0
Healdsburg	9	6	8	3	2	0	5
Cloverdale	0	0	0	0	0	0	1
Willits	0	0	0	0	0	0	0
Guerneville	0	0	0	0	0	0	0
Kenwood	1	0	0	0	2	0	0
Old Adobe	0	0	0	0	1	0	3
Waugh	3	2	0	0	1	0	3
San Rafael	0	0	1	1	0	0	2
Others	8	1	6	6	9	0	5
Exiting Student Total	754	815	773	785	1041	1071	1085
Entering Student Total	-	-	111	152	232	205	246



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Summary: Inter- & Intra- District Transfers by Site

School	Students In - Inside District	Students In - Outside District	Students In - Total	Students Out*	Students Net*
ABES	86	9	95	101	-6
ALES	88	38	126	103	23
BHES	55	31	86	108	-22
HLES	46	35	81	209	-128
HVES	86	91	177	104	73
JMES	94	44	138	91	47
LBES	75	47	122	87	35
PTES	98	37	135	153	-18
SLES	97	9	106	255	-149

School	Students In - Inside District	Students In - Outside District	Students In - Total	Students Out*	Students Net*
HCMS	49	4	53	448	-395
HSMS	126	12	138	154	-16
RVMS	193	43	236	38	198
SRMS	162	4	166	259	-93

School	Students In - Inside District	Students In - Outside District	Students In - Total	Students Out*	Students Net*
EAHS	77	6	83	722	-639
MCHS	525	21	546	134	412
MHS	379	27	406	402	4
PHS	274	14	288	453	-165
SRHS	766	65	831	285	546

School	Students In - Inside District	Students In - Outside District	Students In - Total	Students Out*	Students Net*
CCLA	499	302	801	2	799
SRACS	37	91	128		128
SRCSA	244	148	392		392
SRFACS	189	282	471		471

* = Total including intra- & inter- transfers



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Part 2: Capacity



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Districtwide vs. Projections



40

Revised

Districtwide Capacity vs. Projected Enrollment Districtwide

	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	Current Utilization Capacity	Max Capacity from Permanent Classrooms only	2029-2030 Projected Excess Capacity
Total	14,513	16,218	12,444	19,864	18,239	5,795



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Districtwide Capacity vs. Projected Enrollment Elementary

Elementary School	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	Current Utilization Capacity	Max Capacity from Permanent Classrooms only
Abraham Lincoln	281	299	301	408	544
Albert Biella	234	334	131	384	408
Brook Hill	281	396	262	416	332
Helen Lehman	381	512	370	480	432
Hidden Valley	456	536	354	584	832
James Monroe	336	408	330	512	544
Luther Burbank	321	328	251	392	648
Proctor Terrace	326	410	279	440	312
Steele Lane	413	420	380	512	380
Total	3029	3643	2658	4128	4432



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Districtwide Capacity vs. Projected Enrollment Middle

Middle School	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	Current Utilization Capacity	Max Capacity from Permanent Classrooms only
Herbert Slater	690	766	596	1002	897
Hilliard Comstock	442	440	362	924	924
Rincon Valley	780	899	655	924	816
Santa Rosa MS	458	561	389	957	783
Total	2370	2666	2002	3807	3420



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Districtwide Capacity vs. Projected Enrollment High

High School	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	Current Utilization Capacity	Max Capacity from Permanent Classrooms only
Elsie Allen	980	1088	860	1695	1695
Maria Carrillo	1585	1591	1311	1863	1863
Montgomery	1433	1656	1262	2028	1404
Piner	1384	1425	1148	1710	1506
Ridgway	274	286	204	426	468
Santa Rosa HS	1636	1948	1354	2094	1593
Total	7292	7994	6139	9816	8529



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Districtwide Capacity vs. Projected Enrollment Charter

Charter School	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	Current Utilization Capacity	Max Capacity from Permanent Classrooms only
SR Accelerated	129	128	128	128	64
Charter for the Arts	414	384	329	488	432
CCLA	811	927	763	969	986
French American	468	476	425	528	376
Total	1822	1915	1645	2113	1858



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Capacity by School Site vs. Projections



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Abraham Lincoln Elementary School (ALES)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Abraham Lincoln	28	8	17	408	544
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	281	299	301	243	55.33%



47

Albert F. Biella Elementary School (ABES)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Albert Biella	26	12	13	384	408
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	234	334	131	277	32.11%



48

Brook Hill Elementary School (BHES)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Brook Hill	25	13	17	416	332
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	281	396	262	70	78.92%



49

Helen Lehman Elementary School (HLES)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Helen Lehman	26	11	17	480	432
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	381	512	370	62	85.65%



50

Hidden Valley Elementary School (HVES)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Hidden Valley	33	3	22	584	832
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	456	536	354	478	42.55%



51

James Monroe Elementary School (JMES)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
James Monroe	29	10	18	512	544
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	336	408	330	214	60.66%



52

Luther Burbank Elementary School (LBES)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Luther Burbank	21	1	15	392	648
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	321	328	251	397	38.73%



53

Proctor Terrace Elementary School (PTES)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Proctor Terrace	21	8	17	440	312
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	326	410	279	33	89.42%



54

Steele Lane Elementary School (SLES)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Steele Lane	27	11	22	512	380
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	413	420	380	0	100.00%



55

Herbert Slater Middle School (HSMS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Herbert Slater	45	6	41	1002	897
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	690	766	596	301	66.44%



56

Hilliard Comstock Middle School (HCMS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Hilliard Comstock	43	3	37	924	924
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	442	440	362	562	39.18%



57

Rincon Valley Middle School (RVMS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Rincon Valley	37	4	37	924	816
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	780	899	655	161	80.27%



58

Santa Rosa Middle School (SRMS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Santa Rosa MS	38	9	36	957	783
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	458	561	389	394	49.68%



59

Elsie Allen High School (EAHS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Elsie Allen	65	0	65	1695	1695
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	980	1088	860	835	50.74%



60

Maria Carrillo High School (MCHS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Maria Carrillo	69	0	69	1863	1863
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	1585	1591	1311	552	70.37%



61

Montgomery High School (MHS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Montgomery	87	34	79	2028	1404
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	1433	1656	1262	142	89.89%



62

Piner High School (PHS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Piner	75	15	65	1710	1506
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	1384	1425	1148	358	76.23%



63

Ridgway High School (RHS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Ridgway	20	1	18	426	468
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	274	286	204	264	43.59%



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Santa Rosa High School (SRHS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Santa Rosa HS	96	25	82	2094	1593
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	1636	1948	1354	239	85.00%



65

Cesar Chavez Language Academy (CCLA)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Cesar Chavez	53	20	38	969	986
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	811	927	763	223	77.38%



66

SR Accelerated Charter School (SRACS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
SR Accelerated	5	3	4	128	64
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	129	128	128	-64	200.00%*

*Projected as over-capacity due to number of portable classrooms



67

SR Charter School for the Arts (SRCSA)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
Charter for the Arts	20	5	17	488	432
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	414	384	329	103	76.16%



68

SR French-American Charter School (SRFACS)

School	Total Classrooms	Portable Classrooms	Current Loaded Classrooms	Current Utilization Capacity	Max Capacity from Permanent Classrooms
French American	23	8	19	528	376
	23-24 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	2029-2030 Projected Excess Capacity	2029-2030 Projected Percentage of Capacity
	468	476	425	-49	113.03%*

*Projected as over-capacity due to number of portable classrooms



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Site Analysis: Scoring



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Sources

- Sources for data referenced in this presentation include:
 - DataQuest: California Department of Education Data Reporting Tool
 - Demographics Analysis and Enrollment Projections Study by King Consulting
 - Data compiled and tracked by the SRCS Data & Assessment and Wellness & Engagement Departments



Meeting 3: October 7, 2024

The Santa Rosa City Schools' School Consolidation Advisory Committee Meeting of October 7, 2024, starting at 5:30 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Administrative Assistant at the District Office Training Room (110 Stony Point Road, Suite 105, Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la Comité Asesor de Consolidación Escolar Santa Rosa City Schools del 7 de octubre de 2024, a partir de las 5:30 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Administrativo en la Sala de Capacitación del Distrito (110 Stony Point Rd, Suite 105, Santa Rosa, CA 95401) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed up to two minutes to address the Committee on each agenda or non-agenda item. The committee may limit the total time for public input on each item to 20 minutes. With committee consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por dos minutos ante de Comité sobre cada tema incluido o no en la agenda. El Comité puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento del Comité, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or shoyos@srcs.k12.ca.us.

Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

B. Roll Call / Pasaje de Lista

Establishment of Quorum

Establecimiento de un Quórum

C. Selection of New Chairperson and/or Vice Chairperson of Committee / Selección de un Nuevo Presidente y/o un Vicepresidente para el Comité

D. Group Norms, Parking Lot, and Prior Meeting Overview / Normas del Grupo, Estacionamiento, y Resumen de la Reunión Anterior

E. Meeting Minute Review / Revisión de las Minutos de la Reunión

F. Presentation of Facilities / Presentación de Instalaciones

G. Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación

H. Visitor / Public Comments / Comentarios de Visitantes/Público

At this time, members of the public may address the Committee on any non-agendized item. Speaker will be given two minutes to address the Committee.

The Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board committee.

En este momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema no incluido en la agenda.. Cada orador tendrá un total de dos minutos para dirigirse al Comité.

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité de la mesa directiva del distrito escolar.

I. Next Steps / Próximos Pasos

October 28, 2024 - Educational/Student Support Services

28 de octubre de 2024 - Servicios Educativos/Apoyo Estudiantil

J. Adjournment / Aplazamiento

MEETING MINUTES

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Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Vice Chairperson Ben Wolf called the meeting to order at 5:30 pm.

Vicepresidente Ben Wolf declaró abierta la reunión a las 5:30 pm.

B. Roll Call / Pasaje de Lista

Absences / Ausencias:

Adrian Cruz
Madonna Feather Cruz

C. Selection of New Chairperson and/or Vice Chairperson of Committee / Selección de un Nuevo Presidente y/o un Vicepresidente para el Comité

By general consensus, Ben Wolf was named Chairperson, and Allison Budlong was appointed Vice Chairperson.

Por consenso general, Ben Wolf fue nombrado Presidente, y Allison Budlong fue designada Vicepresidenta

D. Group Norms, Parking Lot, and Prior Meeting Overview / Normas del Grupo, Estacionamiento, y Resumen de la Reunión Anterior

The committee reviewed group norms.

Brianna García and Linette Hodson of School Services of California led the discussion and took notes on "Parking Lot" items.

El comité revisó las normas del grupo.

Brianna García y Linette Hodson de Servicios Escolares de California lideraron la discusión y tomaron notas sobre los puntos del "Parking Lot".

E. Meeting Minute Review / Revisión de las Minutos de la Reunión

The committee reviewed the minutes of the School Consolidation Advisory Committee held on September 9, 2024, and had no corrections.

El comité revisó los minutos del Comité Asesor de Consolidación Escolar del 9 de septiembre de 2024 y no tuvo correcciones.

F. Presentation of Facilities / Presentación de Instalaciones

Erik Oden, Santa Rosa City Schools Executive Director, Facilities, Maintenance & Operations, and Aaron Jobson, Principal/CEO of Quattrocchi Kwok Architects, presented the Facilities presentation.

Felicia Silveira of Van Pelt Consulting was called upon to answer questions for the committee.

Lisa August, Associate Superintendent of Business Services, answered questions for the committee.

Simona Hoyos, Confidential Administrative Assistant of Business Services, answered questions for the committee.

The committee requests the following information for future meetings:

- The anticipated timeline for the conclusion of the Alquist-Priolo investigations

Erik Oden, Director Ejecutivo de Instalaciones, Mantenimiento y Operaciones de las Escuelas de la Ciudad de Santa Rosa, y Aaron Jobson, Director General de Quattrocchi Kwok Architects, presentaron la presentación de instalaciones.

Felicia Silveira de Van Pelt Consulting fue llamada a responder preguntas para el comité. Lisa August, Superintendente Asociada de Servicios Comerciales, respondió preguntas para el comité. Simona Hoyos, Asistente Administrativa Confidencial de Servicios Comerciales, respondió preguntas para el comité.

El comité solicita la siguiente información para futuras reuniones:

- El calendario previsto para la conclusión de las investigaciones de Alquist-Priolo.

G. Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación

Brianna García of School Services of California presented the scoring criteria.

The committee requests the following information for future meetings:

- A normalized factor for the financial criteria (e.g., cost per student or cost per classroom).
- Electronic version of the criterion spreadsheet.

Brianna García de School Services of California presentó los criterios de evaluación.

El comité solicita la siguiente información para futuras reuniones:

- Un factor normalizado para los criterios financieros (por ejemplo, costo por estudiante o costo por aula).
- Versión electrónica de la hoja de cálculo de criterios.

H. Visitor / Public Comments / Comentarios de Visitantes/Público

There were no public comments.

No hubo comentarios públicos.

I. Next Steps / Próximos Pasos

The next School Consolidation Advisory Committee will be on October 28, 2024.

La próxima reunión del Comité Asesor de Consolidación Escolar será el 28 de octubre de 2024.

J. Adjournment / Aplazamiento

The meeting was adjourned at 8:11 pm.

La reunión terminó a las 8:11 pm.

School Consolidation Advisory Committee

Facilities

October 7, 2024



1

School Abbreviations

Abv	School	Abv	School
ABES	Albert Biella Elementary Schools	MCHS	Maria Carrillo High School
ALES	Abraham Lincoln Elementary	MHS	Montgomery High School
BHES	Brook Hill Elementary	PHS	Piner High School
CCLA	Cesar Chavez Language Academy	PTES	Proctor Terrace Elementary
EAHS	Elsie Allen High School	RHS	Ridgway High School
HCMS	Hilliard Comstock Middle School	RVMS	Rincon Valley Middle School
HLES	Helen Lehman Elementary	SLES	Steele Lane Elementary
HSMS	Herbert Slater Middle School	SRACS	Santa Rosa Accelerated Charter School
HVES	Hidden Valley Elementary	SRCSA	Santa Rosa Charter School for the Arts
JMES	James Monroe Elementary	SRFAC	Santa Rosa French-American Charter
LBES	Luther Burbank Elementary	SRHS	Santa Rosa High School
LELA	Lewis Early Learning Academy	SRMS	Santa Rosa Middle School



2

Group Norms

- Respect the opinions of others
- Actively participate
- Assume positive intentions
- Be honest
- Ask clarifying questions
- Be an active listener
- Honor start and end times
- Focus on the work of the group
- Respect the individuals
- Suspend judgement
- Say just enough
- Speak up for the Zoom listeners
- Norms can be added as needed



3

Scoring Criteria



4

Criteria		Scoring Methodology	Weighted Methodology
7.	Facilities are in good condition (based on cost of facility needs and proposed modernization / construction projects)	Good=1; Fair=2; Poor=3	Highest score goes to school with most expensive needs (rank down)
8.	Modernization, construction, or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score goes to school with least expensive projects (rank down)
9.	School site has benefited from historical investments in facilities	Yes=2; No=1	Highest score goes to school with highest total historical investments in facilities (rank down)
10.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
11.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=2; No=1	Highest score goes to school with fewest complement of support spaces (rank down)
12.	Environmental factors affect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
13.	Leases or other outside uses currently utilizing site/generating income	Yes=2; No=1	



5

Facilities Needs & Planned Investments



6

Indicators of Quality (IoQ)

To help prioritize which projects will have the greatest impact on education, the Facilities Master Plan (FMP) evaluated each proposed project in six categories called Indicators of Quality (IoQ).

Each category was weighted to reflect its importance and each project was given a score out of a total of 120 points.

The distribution of those scores at each campus gives an indication of how the level of need varies by school.

- IoQ 1: Support Educational Programs
- IoQ 2: Community Support
- IoQ 3: Quality Learning Environments
- IoQ 4: Maintenance & Operations
- IoQ 5: Safety & Security
- IoQ 6: Code Compliance

IoQ Score	Level of Need	Color	UIP Allocation**
0-70	Low	Light Blue	Orange
71-85	Medium	Medium Blue	
86-100	High	Dark Blue	
101-120	Highest	Very Dark Blue	

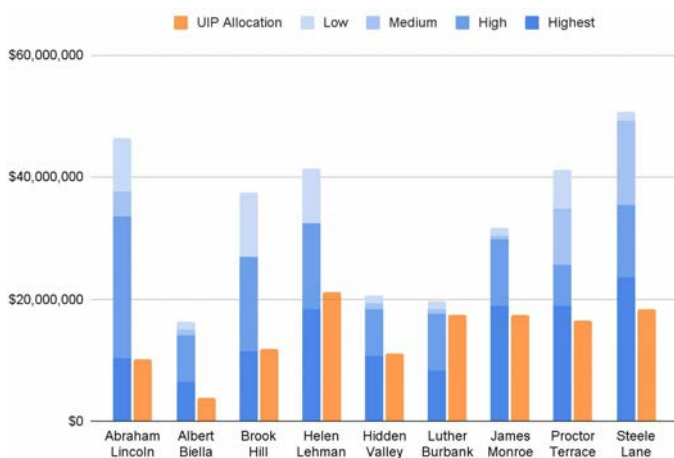
**UIP Allocation or Utilization Implementation Plan indicates the total amount of funds allocated to a site per Measures C & G



7

District Wide - Elementary Schools

Facilities Needs vs. Planned Investments



	UIP Total	Highest	High	Medium	Low
ALES	\$10,200,000	\$10,295,000	\$23,229,800	\$4,125,000	\$8,675,000
ABES	\$3,750,000	\$6,370,000	\$7,722,000	\$900,000	\$1,250,000
BHES	\$11,750,000	\$11,392,000	\$15,654,200	-	\$10,350,000
HLES	\$21,225,000	\$18,295,000	\$14,175,000	-	\$8,830,000
HVES	\$11,025,000	\$10,660,000	\$7,779,000	\$787,000	\$1,400,000
LBES	\$17,370,000	\$8,210,000	\$9,469,400	\$765,000	\$1,300,000
JMES	\$17,434,424	\$18,850,000	\$10,840,000	\$600,000	\$1,250,000
PTES	\$16,550,000	\$19,005,000	\$6,720,000	\$9,100,000	\$6,375,000
SLES	\$18,350,000	\$23,515,000	\$11,944,000	\$13,650,000	\$1,500,000

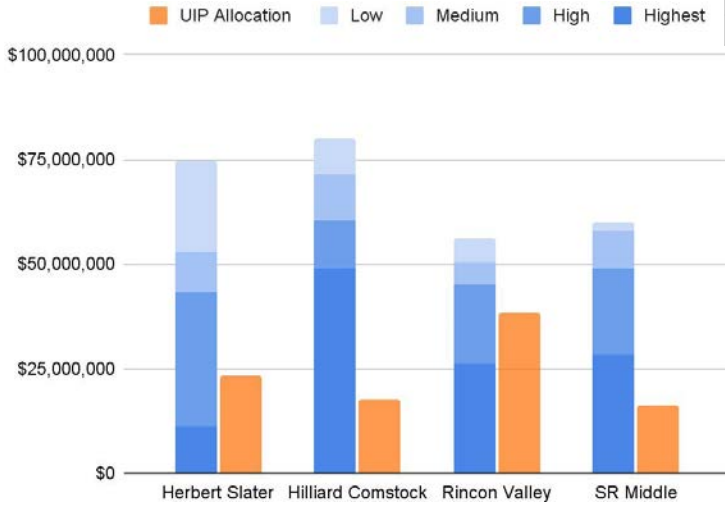


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District Wide - Middle Schools

Facilities Needs vs. Planned Investments

	UIP Total	Highest	High	Meidum	Low
HSMS	\$23,450,000	\$11,172,500	\$31,990,000	\$9,627,000	\$21,750,000
HCMS	\$17,593,038	\$48,975,000	\$11,250,000	\$11,143,000	\$8,750,000
RVMS	\$38,400,000	\$26,300,000	\$18,712,500	\$5,250,000	\$6,030,000
SRMS	\$16,250,000	\$28,395,000	\$20,700,000	\$8,716,000	\$2,250,000

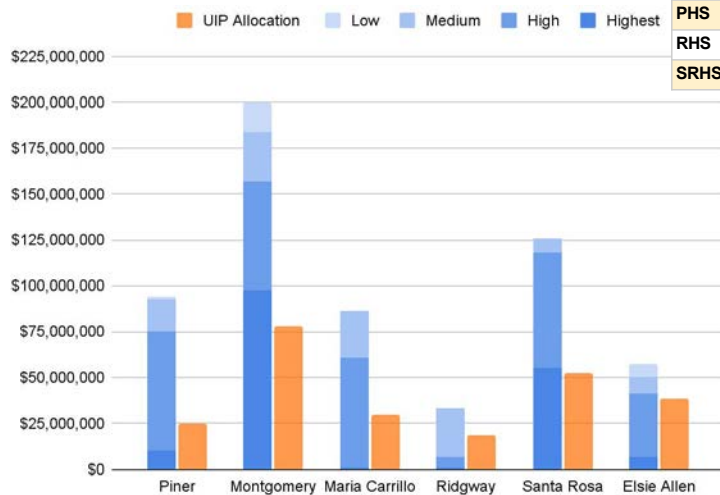


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District Wide - High Schools

Facilities Needs vs. Planned Investments

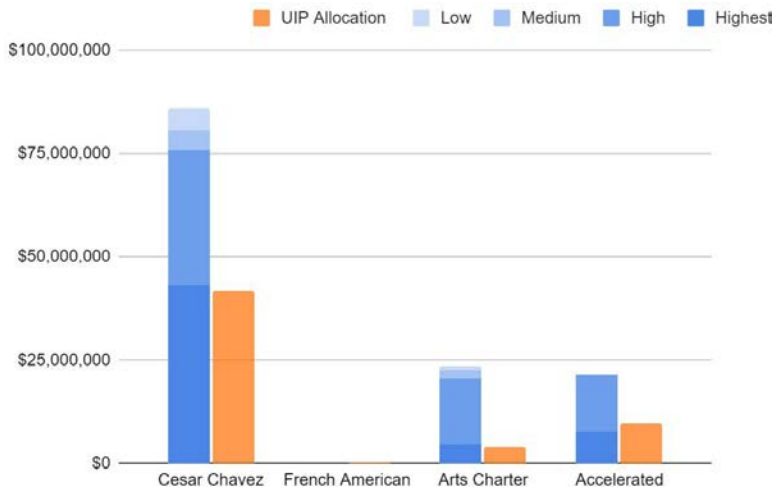
	UIP Allocation	Low	Medium	High	Highest
EAHS	\$38,650,325	\$6,500,000	\$9,300,000	\$34,662,700	\$6,590,000
MCHS	\$30,051,129	-	\$25,525,000	\$59,844,000	\$1,050,000
MHS	\$78,100,000	\$16,250,000	\$27,000,000	\$59,120,000	\$97,712,600
PHS	\$24,800,000	\$1,350,000	\$17,745,000	\$65,025,000	\$10,160,000
RHS	\$18,700,000	-	\$26,925,000	\$5,325,000	\$1,170,000
SRHS	\$52,300,000	-	\$7,095,000	\$63,312,300	\$55,115,000



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District Wide - Charter Schools Facilities Needs vs. Planned Investments

	UIP Allocation	Highest	High	Medium	Low
CCLA	\$41,681,800	\$43,252,500	\$32,575,200	\$4,900,000	\$5,350,000
SRFACS	\$325,000	-	-	-	-
SRCSA	\$3,900,000	\$4,740,000	\$15,642,000	\$2,050,000	\$1,250,000
SRACS	\$9,825,000	\$7,775,000	\$13,875,000	-	-



11

Historical Investments & Planned Investments



12

Completed Projects vs. Planned Investments

Historical Investments will be shown on the tables by site as a cumulative amount indicated under the columns labeled Measure I & L.

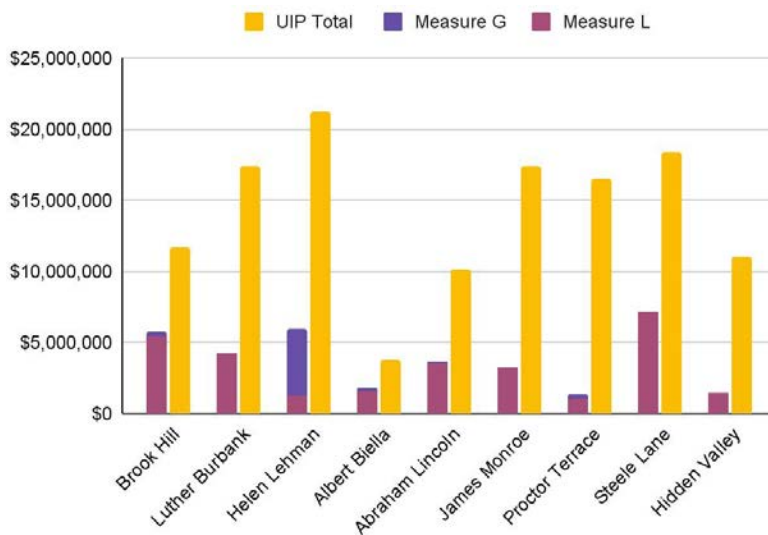
Recently Completed Projects will be shown on the tables by site as a cumulative amount indicated under the columns labeled Measures C & G.

Planned Investments will be shown on the tables by site as a cumulative amount indicated under the columns labeled UIP Allocation. These amounts reflect the funds set aside for each site per the **Measure C & G Implementation Plan** based on projects outlined in the 2023 FMP.

****Footnote:** Measures C & I are for the Santa Rosa High School District, and Measures G & L are for the Santa Rosa Elementary School District.



Elementary Schools Completed Projects vs Planned Investments

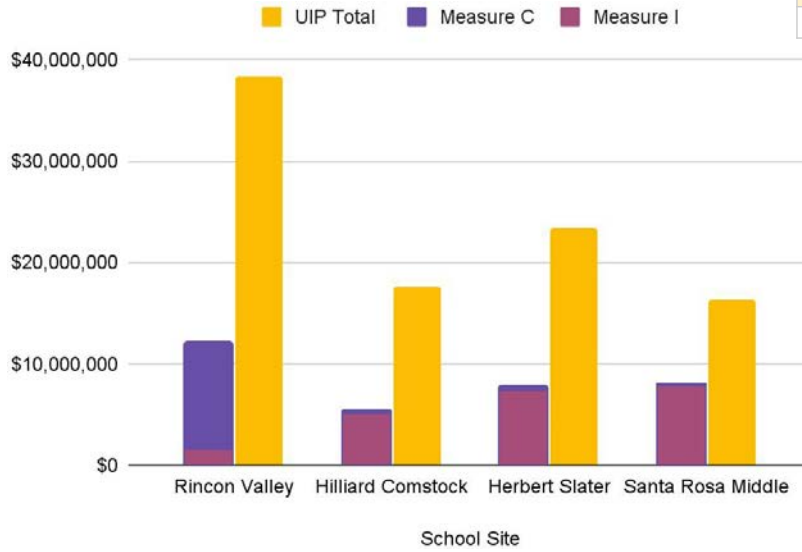


School Site	UIP Total	Measure G	Measure L
ABES	\$3,750,000	\$132,431	\$1,645,285
ALES	\$10,200,000	\$84,712	\$3,576,061
BHES	\$11,750,000	\$365,218	\$5,430,773
HLES	\$21,225,000	\$4,751,402	\$1,214,752
HVES	\$11,025,000	\$65,507	\$1,434,332
JMES	\$17,434,424	\$8,433	\$3,281,014
LBES	\$17,370,000	\$28,577	\$4,178,845
PTES	\$16,550,000	\$330,837	\$1,014,350
SLES	\$18,350,000	\$24,821	\$7,214,565



Middle Schools Completed Projects vs Planned Investments

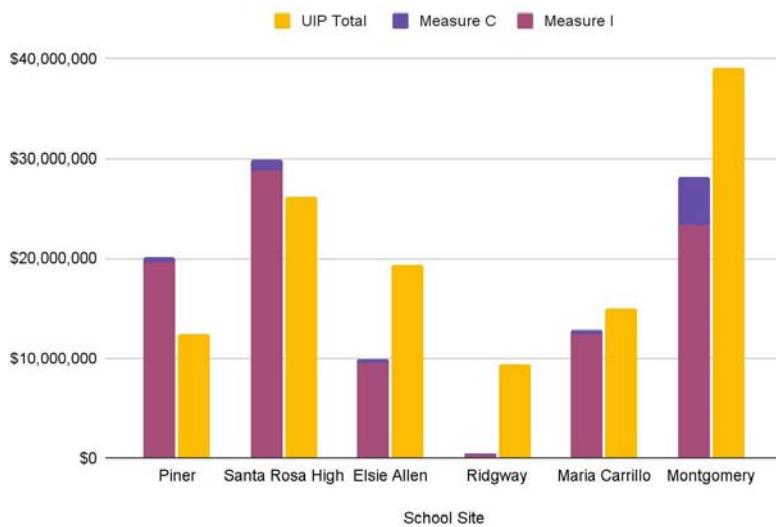
School Site	UIP Total	Measure C	Measure I
HCMS	\$17,593,038	\$167,937	\$5,293,251
HSMS	\$23,450,000	\$349,963	\$7,474,282
RVMS	\$38,400,000	\$10,362,536	\$1,712,918
SRMS	\$16,250,000	\$103,178	\$7,922,314



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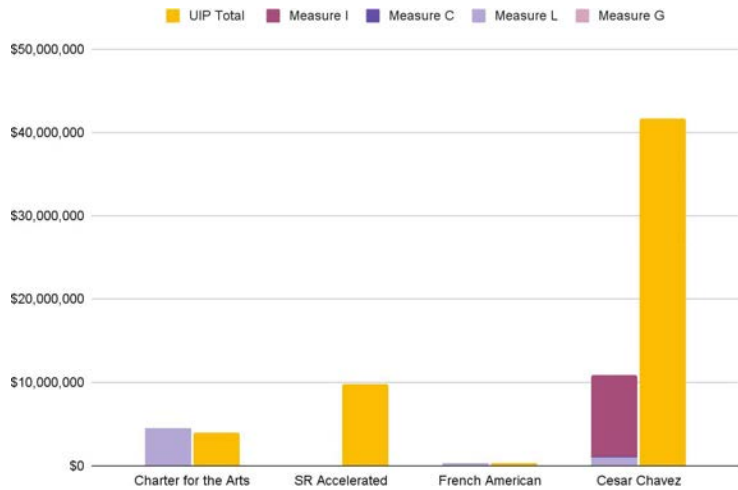
High Schools Completed Projects vs Planned Investments

School Site	UIP Total	Measure C	Measure I
EAHS	\$38,650,325	\$413,913	\$9,483,909
MCHS	\$30,051,129	\$451,167	\$12,432,197
MHS	\$78,100,000	\$4,859,545	\$23,294,918
PHS	\$24,800,000	\$474,952	\$19,654,689
RHS	\$18,700,000	\$76,550	\$390,141
SRHS	\$52,300,000	\$1,072,875	\$28,799,456



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Charter Schools Completed Projects vs Planned Investments



School Site	UIP Total	Measure I	Measure C	Measure L	Measure G
CCLA	\$41,681,800	\$9,709,862	\$176,647	\$951,849	
SRCSA	\$3,900,000			\$4,428,915	\$7,338
SRFACS	\$325,000			\$287,319	\$5,943
SRACS	\$9,825,000			\$53,115	



17

Unique Facilities, Support Spaces, & Environmental Challenges



18

Elementary Schools

School Site	Unique Facilities	Environmental Concerns	Inadequate Support Spaces
Abraham Lincoln	-	-	Undersized Multipurpose Room (MPR) Playground owned by city
Albert Biella	-	City Easement	Undersized MPR Inadequate Parking/ Drop Off
Brook Hill	-	Alquist-Priolo Zone	Undersized MPR Wrap-around support space
Helen Lehman	-	PG&E Easement - Overhead power lines	Undersized MPR Wrap-around support space
Hidden Valley	Only ES with MPR & Gym	Alquist-Priolo Zone City Easement	Wrap-around support space
James Monroe	Baseball Fields	-	Wrap-around support space
Luther Burbank	-	Proximity to freeway City Easement	Undersized MPR Wrap-around support space
Proctor Terrace	-	Alquist-Priolo Zone	Inadequate parking lot/drop off Undersized MPR Wrap-around support space
Steele Lane	-	Proximity to traffic, freeway	Undersized MPR Wrap-around support space Inadequate parking/ drop off



19

Middle Schools

School Site	Unique Facilities	Environmental Concerns	Inadequate Support Spaces
Herbert Slater	-	-	Wrap-around support space Inadequate Performing Arts space
Hilliard Comstock	-	Land Swap Agreement with City for use of Softball Fields/ Track & Field	-
Rincon Valley	-	-	Wrap-around support space Drama & PE spaces overcrowded Inadequate Parking/Drop Off
Santa Rosa Middle	-	-	Wrap-around support space Inadequate Parking Lot Inadequate spaces for Performing Arts, Drama, Dining, Lg. Group Instruction.



20

High Schools

School Site	Unique Facilities	Environmental Concerns	Inadequate Support Spaces
Elsie Allen	Barn	City Easement	Wrap-around support space Inadequate career technical education (CTE) classrooms
Maria Carrillo	Auto Shop	City Easement	Insufficient restrooms & outdoor covered areas
Montgomery HS		City Easement	Undersized performing arts building PE facilities inadequate
Piner	SPARQ Center	-	-
Ridgway	-	City Easement	No MPR on site
Santa Rosa High	Barn Auto Shop	City Easement	Girls locker room Challenging drop-off



21

Charter Schools

School Site	Unique Facilities	Environmental Concerns	Inadequate Support Spaces
Cesar Chavez	Gym	City Easement	-
Charter for the Arts	Black box theater Arts, Science, Music classrooms	-	-
SR Accelerated	-	-	-
French American	-	Alquist-Priolo Zone City Easement	-



22

Alquist Priolo Zone



23

New Developments Within the Alquist Priolo Zone

Expanded maps were finalized in November of 2023 at the end of the FMP process.

- Brook Hill - expanded zone within the campus boundaries
- Hidden Valley - expanded zone within the campus boundaries
- Proctor Terrace - expanded zone within the campus boundaries
- Santa Rosa French American Charter - brought in engineers to evaluate



24

**Brook Hill Elementary School
(BHES) - Parcel 1850
Alquist Priolo Zone**

Fault Traces

- Accurately Located
- - - Approximately Located
- Concealed

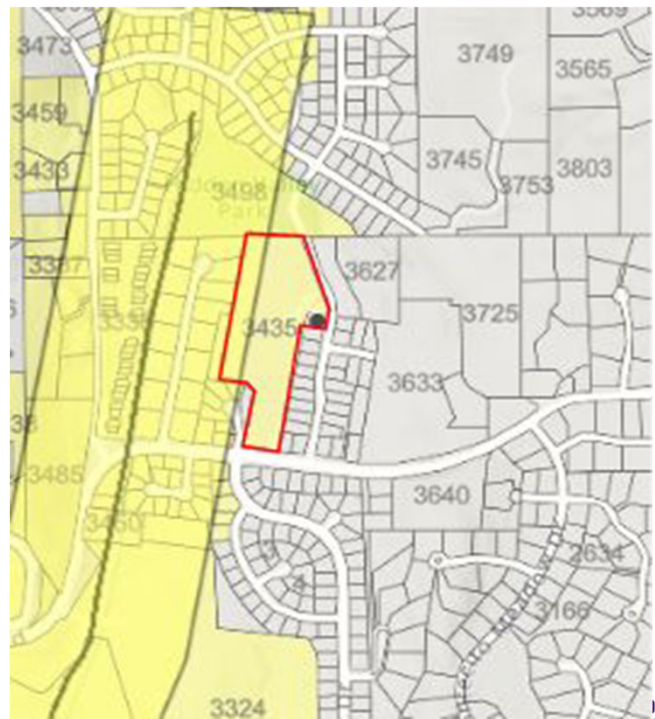


25

**Hidden Valley Elementary School
(HVES) - Parcel 3435
Alquist Priolo Zone**

Fault Traces

- Accurately Located
- - - Approximately Located
- Concealed



26

**Proctor Terrace Elementary School
(PTES) - Parcel 1711
Alquist Priolo Zone**

Fault Traces

- Accurately Located
- - - Approximately Located
- Concealed



TCITY SCHOOLS

27

**Santa Rosa French American
(SRFACS) - Parcel 1350
Alquist Priolo Zone**

Fault Traces

- Accurately Located
- - - Approximately Located
- Concealed



TCITY SCHOOLS

28

Facilities by School Site

As presented in the 2022-2023 FMP



29

Important Notes

- Green highlights are portable buildings. Not all portable buildings are portable classrooms.
- Real property values are insured values per Redwood Empire School Insurance Group (RESIG). Does not include land or non-fixed items.
- Pending receipt of additional information regarding easements, etc. for some sites
- FIT Score - Facilities Inspection Tool



30

Abraham Lincoln Elementary School (ALES)

School Data	
Address	850 West Ninth Street Santa Rosa, CA 95401
Square Footage	43,179 sq. ft.
Site Area	6.15 acres
Established	1970
Value - \$\$	\$12,374,000
FIT Score	93.94% - Good
Capacity	
Permanent Classrooms	20
Portable Classrooms	8
Student Capacity*	544
Students in 23-24	281
Master Plan	
Planned Classrooms	22
Planned Capacity	356
Projected Enrollment 29-30	301

*Student capacity based on permanent classrooms



Abraham Lincoln Elementary School (ALES)

Major Facility Needs:

- Campus Security including secure perimeter with adjacent park
- Aging classroom and administration buildings that need modernization
- Portable classrooms that are past their service life and need replacement
- Multi-use room is undersized and does not service campus needs adequately
- Egress and accessibility insufficiencies throughout the campus

Leases, Easements, Land Use Agreements:

- N/A

Albert F. Biella Elementary School (ABES)

School Data	
Address	2140 Jennings Avenue Santa Rosa, CA 95401
Square Footage	42,259 sq. ft.
Site Area	8.61 acres
Established	1990
Value - \$\$	\$10,569,000
FIT Score	94.87% - Good
Capacity	
Permanent Classrooms	14
Portable Classrooms	12
Student Capacity*	408
Students in 23-24	234
Master Plan	
Planned Classrooms	14
Planned Capacity	316
Projected Enrollment 29-30	131

*Student capacity based on permanent classrooms



33

Albert F. Biella Elementary School (ABES)

Major Facility Needs:

- Site Security - Unsecured access from adjacent park, lack of exterior lighting
- School office not located at front of school & over-crowded
- Site has many portables that are beyond their service life
- Parking/drop-off lane and pedestrian access difficult to control

Leases, Easements, Land Use Agreements:

- Easement to the left of the parking lot along Jennings Ave.



34

Brook Hill Elementary School (BHES)

School Data	
Address	1850 Vallejo St. Santa Rosa, CA 95404
Square Footage	39,472 sq. ft.
Site Area	6.98 acres
Established	1963
Value - \$\$	\$10,000,000
FIT Score	94.81% - Good
Capacity	
Permanent Classrooms	12
Portable Classrooms	13
Student Capacity*	332
Students in 23-24	281
Master Plan	
Planned Classrooms	16
Planned Capacity	366
Projected Enrollment 29-30	262

*Student capacity based on permanent classrooms



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35

Brook Hill Elementary School (BHES)

Major Facility Needs:

- Campus security including secure perimeter, supervision of the campus entry and rear entry to the campus
- New covered eating space
- New classroom building to replace aged portable classrooms
- Modernize classrooms and restrooms
- Reconfigure and modernize admin

Leases, Easements, Land Use Agreements:

- N/A



36

Helen Lehman Elementary School (HLES)

School Data	
Address	1700 Jennings Ave. Santa Rosa, CA 95401
Square Footage	35,587 sq.ft.
Site Area	6.15 acres
Established	1970
Value - \$\$	\$10,054,000
FIT Score	92.4% - Good
Capacity	
Permanent Classrooms	15
Portable Classrooms	11
Student Capacity*	432
Students in 23-24	381
Master Plan	
Planned Classrooms	23
Planned Capacity	516
Projected Enrollment 29-30	370

*Student capacity based on permanent classrooms



37

Helen Lehman Elementary School (HLES)

Major Facility Needs:

- New perimeter fencing
- Modernize classrooms
- New classrooms to replace aged portable classrooms
- New TK/K Building and student restrooms
- Modernize administration
- Administration addition
- Repurpose existing MPR to PE classrooms, flex classroom & storage
- New MPR

Leases, Easements, Land Use Agreements:

- Utility Easement on west side of the property
- City owned and used well at the front of the property

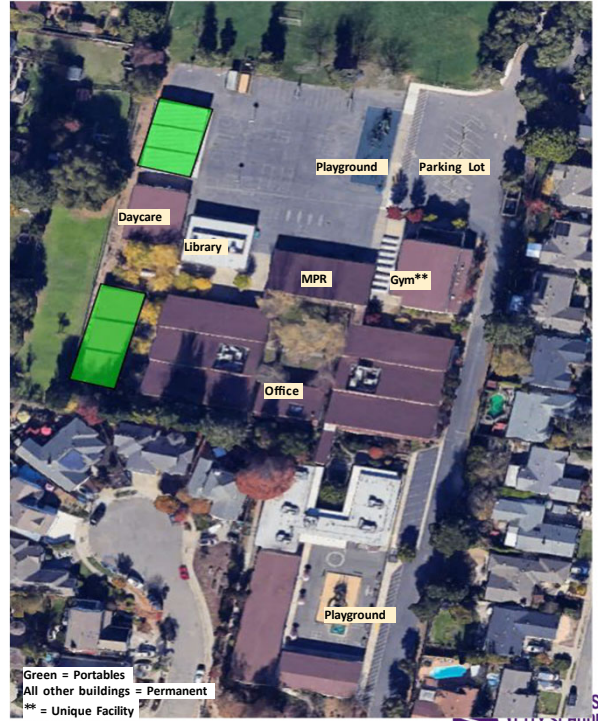


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Hidden Valley Elementary School (HVES)

School Data	
Address	3435 Bonita Vista Santa Rosa, CA 95404
Square Footage	11,040
Site Area	9.88 acres
Established	1975
Value - \$\$	\$14,555,000
FIT Score	94.81% - Good
Capacity	
Permanent Classrooms	30
Portable Classrooms	3
Student Capacity*	832
Students in 23-24	456
Master Plan	
Planned Classrooms	24
Planned Capacity	390
Projected Enrollment 29-30	354

*Student capacity based on permanent classrooms



39

Hidden Valley Elementary School (HVES)

Major Facility Needs:

- New perimeter fencing
- New shade structure
- Modernize classrooms
- Administration relocation/2 classroom remodel
- TK playground improvements
- New classroom building to replace aged portables

Leases, Easements, Land Use Agreements:

- District well which also supplies water to the neighboring City park



40

James Monroe Elementary School (JMES)

School Data	
Address	2567 Marlow Road Santa Rosa, CA 95403
Square Footage	45,946 sq.ft.
Site Area	12.40 acres
Established	1961
Value - \$\$	\$14,347,000
FIT Score	94.26% - Good
Capacity	
Permanent Classrooms	19
Portable Classrooms	10
Student Capacity*	544
Students in 23-24	336
Master Plan	
Planned Classrooms	26
Planned Capacity	508
Projected Enrollment 29-30	330

*Student capacity based on permanent classrooms



41

James Monroe Elementary School (JMES)

Major Facility Needs:

- Modernization of existing classroom spaces
- Updated Playground areas
- Repaved & restriped blacktop
- New TK + classroom buildings to replace aged portables

Leases, Easements, Land Use Agreements:

- Santa Rosa American Little League



42

Luther Burbank Elementary School (LBES)

School Data	
Address	203 S. A Street Santa Rosa, CA 95401
Square Footage	35,791 sq.ft.
Site Area	5.47 acres
Established	1958
Value - \$\$	\$10,788,000
FIT Score	93.55% - Good
Capacity	
Permanent Classrooms	20
Portable Classrooms	1
Student Capacity*	648
Students in 23-24	321
Master Plan	
Planned Classrooms	20
Planned Capacity	340
Projected Enrollment 29-30	251

*Student capacity based on permanent classrooms



43

Luther Burbank Elementary School (LBES)

Major Facility Needs:

- New perimeter fencing
- Modernize classrooms
- Reconfigure Administration
- New shade structure
- New Kindergarten play area
- New classroom & restroom Building to replace aged portables
- New storage building
- New pick-up/ drop-off

Leases, Easements, Land Use Agreements:

- N/A



44

Proctor Terrace Elementary School (PTES)

School Data	
Address	1711 Bryden Lane Santa Rosa, CA 95404
Square Footage	40,262 sq.ft.
Site Area	5.18 acres
Established	1950
Value - \$\$	\$10,860,000
FIT Score	91.6% - Good
Capacity	
Permanent Classrooms	13
Portable Classrooms	8
Student Capacity*	312
Students in 23-24	326
Master Plan	
Planned Classrooms	20
Planned Capacity	408
Projected Enrollment 29-30	279

*Student capacity based on permanent classrooms



SA
PLS

45

Proctor Terrace Elementary School (PTES)

Major Facility Needs:

- Campus security including secure perimeter
- Modernize classroom buildings
- New TK/K building
- New MPR
- Administration office addition
- Reconfigure restrooms
- New classroom building to replace aged portables

Leases, Easements, Land Use Agreements:

- N/A

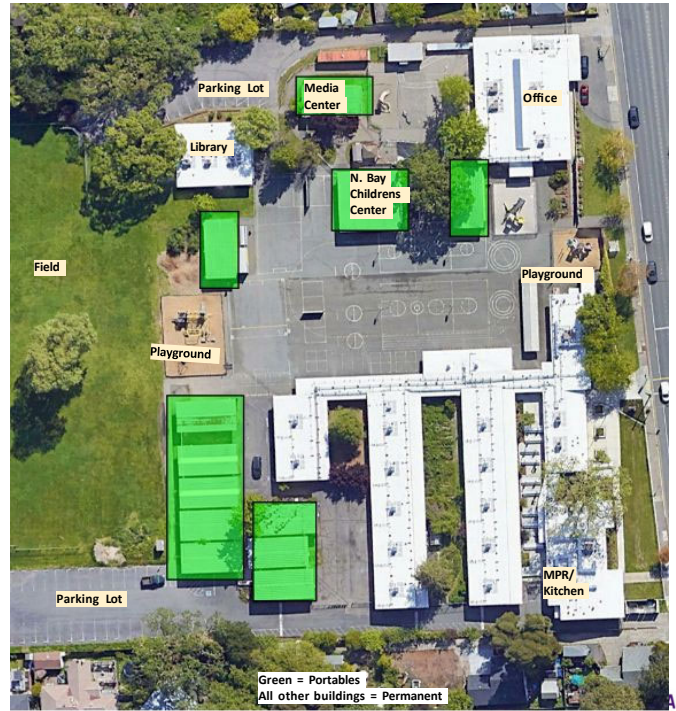


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Steele Lane Elementary School (SLES)

School Data	
Address	301 Steele Lane Santa Rosa, CA 95403
Square Footage	91,702 sq.ft.
Site Area	8.95 acres
Established	1951
Value - \$\$	\$12,081,000
FIT Score	93.9% - Good
Capacity	
Permanent Classrooms	16
Portable Classrooms	11
Student Capacity*	380
Students in 23-24	413
Master Plan	
Planned Classrooms	23
Planned Capacity	516
Projected Enrollment 29-30	380

*Student capacity based on permanent classrooms



Steele Lane Elementary School (SLES)

Major Facility Needs:

- Campus security including secure perimeter
- Modernize classroom buildings
- New TK/K building
- Expand playground
- New parking lot & drop-off
- New administration office
- New classroom building to replace aged portables

Leases, Easements, Land Use Agreements:

- N/A

Herbert Slater Middle School (HSMS)

School Data	
Address	3500 Sonoma Ave. Santa Rosa, CA 95405
Square Footage	91,702 sq.ft.
Site Area	20.24 acres
Established	1954
Value - \$\$	\$30,217,000
FIT Score	95.6% - Good
Capacity	
Permanent Classrooms	39
Portable Classrooms	6
Student Capacity*	897
Students in 23-24	690
Master Plan	
Planned Classrooms	39
Planned Capacity	948
Projected Enrollment 29-30	596

*Student capacity based on permanent classrooms



49

Herbert Slater Middle School (HSMS)

Major Facility Needs:

- Secured Perimeter fencing for controlled entry access
- Modernization of existing classroom spaces
- Inadequate administration space, and no clear sense of entry and supervision access points
- No central gathering area and inadequate covered eating area for students
- Inadequate space for performing arts
- All-access restrooms

Leases, Easements, Land Use Agreements:

- Agreement with the City to use their well to water the fields and City can use District lower field as a bioretention area - floods in the winter.

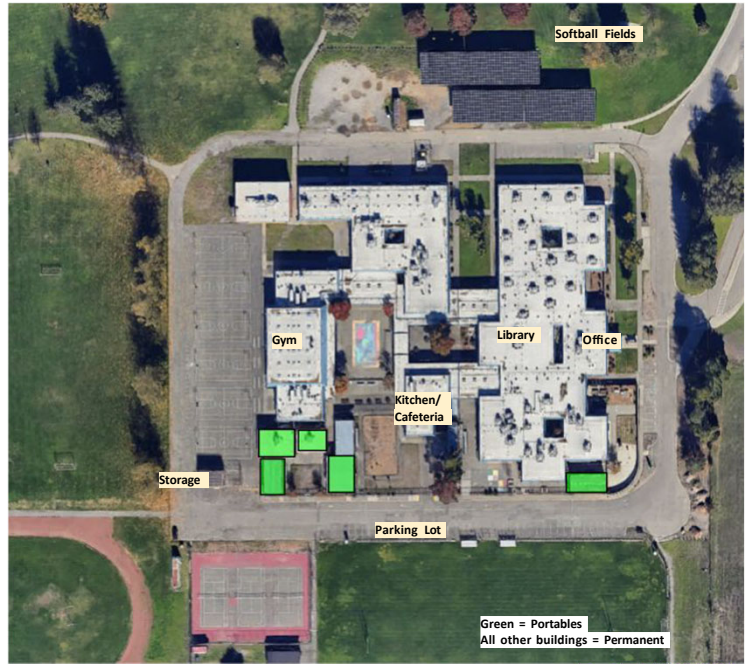


50

Hilliard Comstock Middle School (HCMS)

School Data	
Address	2750 West Steele Lane Santa Rosa, CA 95403
Square Footage	95,021 sq.ft.
Site Area	24.08
Established	1972
Value - \$\$	\$28,469,000
FIT Score	95.21% - Good
Capacity	
Permanent Classrooms	40
Portable Classrooms	3
Student Capacity	924
Students in 23-24	442
Master Plan	
Planned Classrooms	23
Planned Capacity	675
Projected Enrollment 29-30	362

*Student capacity based on permanent classrooms



51

Hilliard Comstock Middle School (HCMS)

Major Facility Needs:

- Site security - unsecured access from adjacent park and lack of exterior lighting
- Core facilities (school office, library, cafeteria) lack space to accommodate small groups
- Older facilities in need of modernization (performing arts, labs, gym, cafeteria)
- Outdoor spaces could be used more efficiently
- All-access restrooms

Leases, Easements, Land Use Agreements:

- Agreement with the City to use, improve, and maintain properties. City uses District land at the front of the site for softball fields and we use City property for the sites track and field.

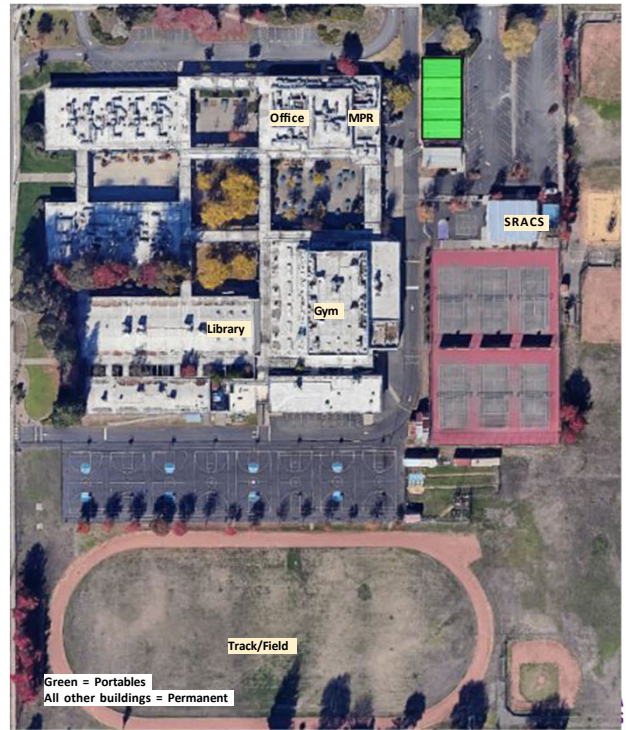


52

Rincon Valley Middle School (RVMS)

School Data	
Address	4650 Badger Road Santa Rosa, CA 95409
Square Footage	82,251 sq.ft.
Site Area	18.56 acres
Established	1962
Value - \$\$	\$28,576,000
FIT Score	95.76% - Good
Capacity	
Permanent Classrooms	33
Portable Classrooms	4
Student Capacity*	816
Students in 23-24	780
Master Plan	
Planned Classrooms	35
Planned Capacity	924
Projected Enrollment 29-30	655

*Student capacity based on permanent classrooms



53

Rincon Valley Middle School (RVMS)

Major Facility Needs:

- Quantity of parking and drop-off lane configuration is insufficient - portables in parking lot
- Congestion in corridors - too many lockers too close together
- Existing facilities are in need of modernization - science classroom
- Outdoor sports facilities are inadequate
- Drama and PE facilities are overcrowded
- All-access restrooms

Leases, Easements, Land Use Agreements:

- Shares Facilities with SRACS



54

Santa Rosa Middle School (SRMS)

School Data	
Address	500 E Street Santa Rosa, CA 95404
Square Footage	84,865 sq.ft.
Site Area	10.2 acres
Established	1949
Value - \$\$	\$23,957,000
FIT Score	94.83% - Good
Capacity	
Permanent Classrooms	29
Portable Classrooms	9
Student Capacity*	783
Students in 23-24	458
Master Plan	
Planned Classrooms	26
Planned Capacity	657
Projected Enrollment 29-30	389

*Student capacity based on permanent classrooms



55

Santa Rosa Middle School (SRMS)

Major Facility Needs:

- Campus security including secure perimeter fencing, locks and security cameras
- Existing buildings in need of modernization
- Inadequate spaces for performing arts, drama, dining, and large group instruction
- Portable classrooms are past their service life and detached from main campus
- Outdoor areas need renovation to create better learning and gathering areas
- Inadequate staff & visitor parking
- All-access restrooms

Leases, Easements, Land Use Agreements:

- N/A



56

Elsie Allen High School (EAHS)

School Data	
Address	599 Bellevue Ave. Santa Rosa, CA 95407
Square Footage	174,924 sq.ft.
Site Area	40.75 acres
Established	1995
Value - \$\$	\$78,420,000
FIT Score	91.82% - Good
Capacity	
Permanent Classrooms	65
Portable Classrooms	0
Student Capacity*	1,695
Students in 23-24	980
Master Plan	
Planned Classrooms	55
Planned Capacity	1,449
Projected Enrollment 29-30	860

*Student capacity based on permanent classrooms



57

Elsie Allen High School (EAHS)

Major Facility Needs:

- Inadequate perimeter fencing to maintain access control
- Administration layout insufficient
- Central quad is difficult to supervise and does not have shade
- Theater lighting system does not function well
- Inadequate classrooms for CTE programs
- Modernize classrooms
- Roofing needed campus wide
- All-access restrooms

Leases, Easements, Land Use Agreements:

- Easement along Bellevue Ave (not pictured in previous slide)
- Easement at north side of campus (not picture in previous slide)
- Santa Rosa Community Health Center (Teen only clinic)



58

Maria Carrillo High School (MCHS)

School Data	
Address	6975 Montecito Blvd. Santa Rosa, CA 95409
Square Footage	154,334 sq.ft.
Site Area	39.97 acres
Established	1995
Value - \$\$	\$51,331,000
FIT Score	92.22% - Good
Capacity	
Permanent Classrooms	69
Portable Classrooms	0
Student Capacity*	1,863
Students in 23-24	1,585
Master Plan	
Planned Classrooms	68
Planned Capacity	1,800
Projected Enrollment 29-30	1,311

*Student capacity based on permanent classrooms



59

Maria Carrillo High School (MCHS)

Major Facility Needs:

- Facilities have many electrical and mechanical items that continually break and repair
- Insufficient covered outdoor lunch areas and restrooms
- Several classrooms no longer used as originally intended and need renovation
- Classroom modernization
- Roofing needed campus wide
- All-access restrooms

Leases, Easements, Land Use Agreements:

- N/A

60

Montgomery High School (MHS)

School Data	
Address	1250 Hahman Drive Santa Rosa, CA 95405
Square Footage	174,756 sq.ft.
Site Area	40.70 acres
Established	1958
Value - \$\$	\$51,880,000
FIT Score	91.33% - Good
Capacity	
Permanent Classrooms	53
Portable Classrooms	34
Student Capacity*	1,404
Students in 23-24	1,433
Master Plan	
Planned Classrooms	62
Planned Capacity	1,672
Projected Enrollment 29-30	1,262

*Student capacity based on permanent classrooms



61

Montgomery High School (MHS)

Major Facility Needs:

- Old classroom wings and core facilities (restrooms, gyms, locker rooms, cafeteria) in need of major modernization
- Campus has many portables that are well beyond their useful service life
- Performing Arts facility too small - need new facility to consolidate programs
- Insufficient facilities to accommodate PE activities, classes, locker rooms, storage
- Outdoor areas (courtyard, areas between classroom buildings, paved play areas) need significant updates
- All-access restrooms

Leases, Easements, Land Use Agreements:

- Easement with the City for a waterline around the property

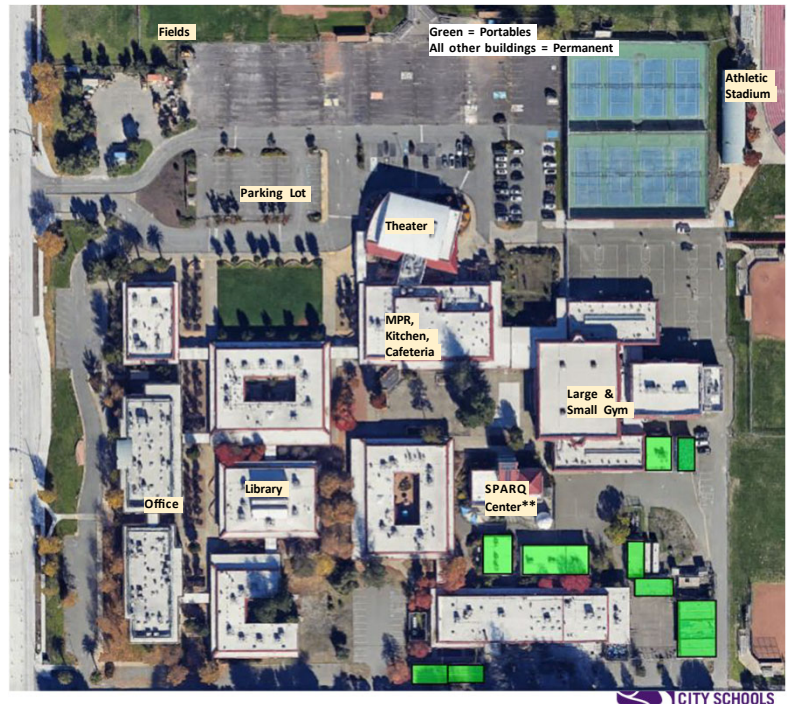


62

Piner High School (PHS)

School Data	
Address	1700 Fulton Road Santa Rosa, CA 95403
Square Footage	178,509 sq.ft.
Site Area	40 acres
Established	1966
Value - \$\$	\$68,542,000.00
FIT Score	95.68% - Good
Capacity	
Permanent Classrooms	60
Portable Classrooms	15
Student Capacity*	1,887
Students in 23-24	1,361
Master Plan	
Planned Classrooms	62
Planned Capacity	1,509
Projected Enrollment 29-30	1,148

*Student capacity based on permanent classrooms



63

Piner High School (PHS)

Major Facility Needs:

- New perimeter fencing
- Tennis court perimeter and improvements
- All-access restrooms
- Modernize classrooms
- Modernize gymnasium
- Parking lot entry
- Main quad improvements
- Gym lobby addition

Leases, Easements, Land Use Agreements:

- N/A



64

Ridgway High School (RHS)

School Data

Address	325 Ridgway Ave. Santa Rosa, CA 95401
Square Footage	30,656 sq.ft.
Site Area	3.05 acres
Established	2002
Value - \$\$	\$9,175,000
FIT Score	97.06% - Good

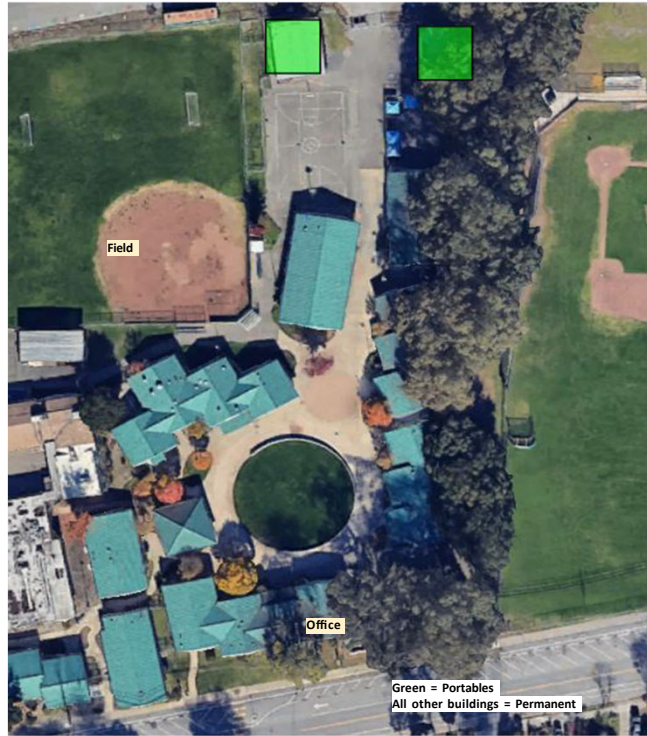
Capacity

Permanent Classrooms	19
Portable Classrooms	1
Student Capacity*	468
Students in 23-24	274

Master Plan

Planned Classrooms	17
Planned Capacity	250
Projected Enrollment 29-30	204

*Student capacity based on permanent classrooms



65

Ridgway High School (RHS)

Major Facility Needs:

- General classroom modernization
- Minor modification of fencing and Admin to create secure perimeter
- Improved student gathering areas with shade
- Multi-purpose building for events, lunch, and student gatherings

Leases, Easements, Land Use Agreements:

- N/A



66

Santa Rosa High School (SRHS)

School Data

Address	1235 Mendocino Ave. Santa Rosa, CA 95401
Square Footage	243,589 sq.ft.
Site Area	36.86 acres
Established	1924
Value - \$\$	\$93,300,000
FIT Score	94.09% - Good

Capacity

Permanent Classrooms	71
Portable Classrooms	25
Student Capacity*	1,593
Students in 23-24	1,636

Master Plan

Planned Classrooms	68
Planned Capacity	1,695
Projected Enrollment 29-30	1,354

*Student capacity based on permanent classrooms



67

Santa Rosa High School (SRHS)

Major Facility Needs:

- Lack of a secure perimeter to provide campus access control
- Portable classrooms and Artquest facilities past their useful life
- Courtyards and quads in disrepair and do not provide covered areas for students
- Permanent buildings in need of modernization
- Challenging parking and drop-off
- All-access restrooms

Leases, Easements, Land Use Agreements:

- Agreement with the City for City to build, use, and maintain the Ridgway Swim Center
- Easement with the City over the corner of Ridgway & Mendocino Ave.

68

Cesar Chavez Language Academy (CCLA)

School Data	
Address	2480 Sebastopol Rd. Santa Rosa, CA 95407
Square Footage	95,021 sq.ft.
Site Area	24.08 acres
Established	1959
Value - \$\$	\$32,510,000
FIT Score	92.64% - Good
Capacity	
Permanent Classrooms	33
Portable Classrooms	20
Student Capacity*	986
Students in 23-24	811
Master Plan	
Planned Classrooms	43
Planned Capacity	1,010
Projected Enrollment 29-30	763

*Student capacity based on permanent classrooms



69

Cesar Chavez Language Academy (CCLA)

Major Facility Needs:

- Administration office reconfiguration and expansion
- Modernize classrooms
- New middle school building to replace aged portables
- New TK/K building
- New perimeter fencing
- Covered drop-off
- New drop-off lane
- All-access restrooms

Leases, Easements, Land Use Agreements:

- Easement along front of property line at Sebastopol Road



70

SR Accelerated Charter School (SRACS)

School Data	
Address	4650 Badger Ave. Santa Rosa, CA 95409
Square Footage	82,251 sq.ft.
Site Area	18.56
Established	1921
Value - \$\$	incl. in RVMS
FIT Score	incl. in RVMS
Capacity	
Permanent Classrooms	2
Portable Classrooms	3
Student Capacity*	64
Students in 23-24	129
Master Plan	
Planned Classrooms	4
Planned Capacity	135
Projected Enrollment 29-30	128

*Student capacity based on permanent classrooms



71

SR Accelerated Charter School (SRACS)

Major Facility Needs:

- New classroom building to replace aged portables
- New MPR
- New parking lot
- New garden
- New shade structure

Leases, Easements, Land Use Agreements:

- Shares a campus with RVMS



72

SR French-American Charter School (SRFACS)

School Data	
Address	1350 Sonoma Ave. Santa Rosa, CA 95405
Square Footage	38,492 sq.ft.
Site Area	3.8 acres
Established	1951
Value - \$\$	\$10,346,000
FIT Score	87.51% - Fair
Capacity	
Permanent Classrooms	15
Portable Classrooms	8
Student Capacity	376
Students in 22-23	436
Master Plan	
Planned Classrooms	
Planned Capacity	
Projected Enrollment 29-30	425

*Student capacity based on permanent classrooms



73

SR French-American Charter School (SRFACS)

Major Facility Needs:

- Aging classroom and administration buildings that need major renovation and upgrades
- Need of general site-work improvements and infrastructure improvements
- Aging multi-use room needs modernization
- Resurface blacktop/hard-court areas
- New classroom building to replace aged portables

Leases, Easements, Land Use Agreements:

- City Easement



74

SR Arts Charter (SRACS)

School Data	
Address	756 Humboldt St. Santa Rosa, CA 95404
Square Footage	28,297 sq.ft.
Site Area	4.06 acres
Established	1921
Value - \$\$	\$13,374,000
FIT Score	94.73% - Good
Capacity	
Permanent Classrooms	15
Portable Classrooms	5
Student Capacity*	432
Students in 23-24	414
Master Plan	
Planned Classrooms	25
Planned Capacity	524
Projected Enrollment 29-30	329

*Student capacity based on permanent classrooms



75

SR Arts Charter (SRACS)

Major Facility Needs:

- New shade structure
- New perimeter fencing
- Modernize classrooms
- New middle school classroom building to replace aged portables
- TK/K playground area

Leases, Easements, Land Use Agreements:

- N/A



76

Meeting 4: October 28, 2024

The Santa Rosa City Schools' School Consolidation Advisory Committee Meeting of October 28, 2024, starting at 5:30 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Administrative Assistant at the District Office Training Room (110 Stony Point Road, Suite 105, Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la Comité Asesor de Consolidación Escolar Santa Rosa City Schools del 28 de octubre de 2024, a partir de las 5:30 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Administrativo en la Sala de Capacitación del Distrito (110 Stony Point Rd, Suite 105, Santa Rosa, CA 95401) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed up to two minutes to address the Committee on each agenda or non-agenda item. The committee may limit the total time for public input on each item to 20 minutes. With committee consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por dos minutos ante de Comité sobre cada tema incluido o no en la agenda. El Comité puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento del Comité, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or shoyos@srcs.k12.ca.us.

Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

B. Roll Call / Pasaje de Lista

Establishment of Quorum

Establecimiento de un Quórum

C. Group Norms, Parking Lot, and Prior Meeting Overview / Normas del Grupo, Estacionamiento, y Resumen de la Reunión Anterior

D. Meeting Minute Review / Revisión de las Minutos de la Reunión

E. Presentation of Educational/Student Support / Presentación de Apoyo Educativo/Estudiantil

F. Public Comment on Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda

At this time, members of the public may address the Committee on an **agenda** item. Speaker will be given two minutes to address the Committee.

The Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district committee.

En este momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema **incluido** en la agenda. Cada orador tendrá un total de dos minutos para dirigirse al Comité.

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité distrito escolar.

G. Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación

H. Public Comments on Non-Agenda Items / Comentarios Públicos Sobre Temas No Relacionados con la Agenda

At this time, members of the public may address the Committee on any **non-agenda** item. Speaker will be given two minutes to address the Committee.

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I. Next Steps / Próximos Pasos

November 18, 2024 - Fiscal and Other Impacts

18 de noviembre de 2024 - Impactos fiscales y otros

J. Adjournment / Aplazamiento

MEETING MINUTES

The Santa Rosa City Schools' School Consolidation Advisory Committee Meeting of October 28, 2024, starting at 5:30 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Administrative Assistant at the District Office Training Room (110 Stony Point Road, Suite 105, Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

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A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Vice Chairperson Ben Wolf called the meeting to order at 5:34 pm.

Vicepresidente Ben Wolf declaró abierta la reunión a las 5:34 pm.

B. Roll Call / Pasaje de Lista

Absences / Ausencias:

Allegría-Anne Buschman
Kathy Hayes
Melissa Stewart

C. Group Norms, Parking Lot, and Prior Meeting Overview / Normas del Grupo, Estacionamiento, y Resumen de la Reunión Anterior

The committee reviewed group norms. Brianna García and Linette Hodson of School Services of California led the discussion and took notes on "Parking Lot" items.

El comité revisó las normas del grupo. Brianna García y Linette Hodson de Servicios Escolares de California lideraron la discusión y tomaron notas sobre los puntos del "Parking Lot".

D. Meeting Minute Review / Revisión de las Minutos de la Reunión

The committee reviewed the minutes of the School Consolidation Advisory Committee held on October 7, 2024, and had one correction to Item F - the inclusion of the following to the list of requests for future meetings:

- Additional guidance on how school sites with fault lines should be weighed

El comité revisó los minutos del Comité Asesor de Consolidación Escolar del 9 de septiembre de 2024 y tuvo una corrección al punto F - la inclusión de lo siguiente en la lista de solicitudes para futuras reuniones:

- Orientación adicional sobre cómo se deben ponderar los sitios escolares con fallas geológicas.

E. Presentation of Educational/Student Support / Presentación de Apoyo Educativo/Estudiantil

Dr. Roderick Castro, Assistant Superintendent of Educational Services, and Alisa Haley, Executive Director of Educational Services, presented the Educational/Student Support Presentation.

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 were called upon to answer questions for the committee.

The committee requests the following information for future meetings:

- Information on caseloads versus class loads and students in class versus per contract
- School Performance data in a spreadsheet for 2022/2023 & 2023/2024
- Information on completion rates of programs at high schools, if applicable.
- More detailed information on the classes listed, especially for the high schools.
- Fiscal impacts on different school configurations.
- Indicate which ideas have rich or new funding streams.
- Indicate which schools would have boundary issues if combined to TK-8 grade.
- List of school feeder patterns
- Fiscal impact of Special Education Programs across the district.
- Information on the equitable distribution of special education programs across the district.

- Additional information on the fiscal impact and possible increased need for transportation services.
- Additional guidance on how the committee should consider the charter schools in the consolidation process.

Dr. Roderick Castro, Superintendente Adjunto de Servicios Educativos, y Alisa Haley, Directora Ejecutiva de Servicios Educativos, presentaron la Presentación de Apoyo Educativo/Estudiantil.

John Fischer, Director Ejecutivo de Servicios Especiales, Dra. Vicki Zands, Superintendente Adjunta de Recursos Humanos, y Erika Raffo, Coordinadora de Preparación Universitaria y Profesional en Servicios Educativos, fueron llamados a responder preguntas del comité.

El comité solicita la siguiente información para futuras reuniones:

- Información sobre las cargas de trabajo en comparación con las cargas de clase y los estudiantes en clase versus por contrato
- Datos de rendimiento escolar en una hoja de cálculo para 2022/2023 y 2023/2024
- Información sobre las tasas de finalización de los programas en las escuelas secundarias, si corresponde.
- Información más detallada sobre las clases enumeradas, especialmente para las escuelas secundarias.
- Impactos fiscales en diferentes configuraciones escolares.
- Indicar qué ideas tienen fuentes de financiamiento ricas o nuevas.
- Indicar qué escuelas tendrían problemas de límites si se combinaran en grados TK-8.
- Lista de escuelas conectadas.
- Información sobre la distribución equitativa de los programas de educación especial en todo el distrito.
- Información adicional sobre el impacto fiscal y la posible necesidad incrementada de servicios de transporte.
- Orientación adicional sobre cómo el comité debe considerar las escuelas charter en el proceso de consolidación.

F. Public Comment on Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda

The following individuals addressed the committee during public comment on agenda items:

- Evelyn Anderson - Item E - Educational/Student Support Presentation
- Deborah Tapia de Martin - Item E - Educational/Student Support Presentation

Las siguientes personas se dirigieron al comité durante el comentario público sobre los temas de la agenda:

- Evelyn Anderson - Punto E - Presentación de Apoyo Educativo/Estudiantil
- Deborah Tapia de Martin - Punto E - Presentación de Apoyo Educativo/Estudiantil

G. Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación

Brianna García of School Services of California presented the scoring criteria.

The committee requests the following information for future meetings:

- Criterion before the meeting.
- Financial impact of students leaving the district.

Brianna García will review and make any corrections to the criteria for the next meeting. Criteria 17 & 18 will be addressed at the next meeting.

Brianna García de School Services of California presentó los criterios de evaluación.

El comité solicita la siguiente información para futuras reuniones:

- Criterio antes de la reunión.
- Impacto financiero de los estudiantes que abandonan el distrito.

Brianna García revisará y hará las correcciones necesarias a los criterios para la próxima reunión. Los criterios 17 y 18 se abordarán en la próxima reunión.

H. Public Comments on Non-Agenda Items / Comentarios Públicos Sobre Temas No Relacionados con la Agenda

The following individuals addressed the committee during public comment on non-agenda items:

- Deborah Tapia de Martin - School Sites & Communications

Las siguientes personas se dirigieron al comité durante el comentario público sobre los temas no relacionados con la agenda:

- Deborah Tapia de Martin - Sitios Escolares y Comunicaciones

I. Next Steps / Próximos Pasos

The next School Consolidation Advisory Committee will be on November 18, 2024.

La próxima reunión del Comité Asesor de Consolidación Escolar será el 18 de noviembre de 2024.

J. Adjournment / Aplazamiento

School Consolidation Advisory Committee

Educational/Student Support

October 28, 2024



1

School Abbreviations

Abv	School	Abv	School
ABES	Albert Biella Elementary Schools	MCHS	Maria Carrillo High School
ALES	Abraham Lincoln Elementary	MHS	Montgomery High School
BHES	Brook Hill Elementary	PHS	Piner High School
CCLA	Cesar Chavez Language Academy	PTES	Proctor Terrace Elementary
EAHS	Elsie Allen High School	RHS	Ridgway High School
HCMS	Hilliard Comstock Middle School	RVMS	Rincon Valley Middle School
HLES	Helen Lehman Elementary	SLES	Steele Lane Elementary
HSMS	Herbert Slater Middle School	SRACS	Santa Rosa Accelerated Charter School
HVES	Hidden Valley Elementary	SRCSA	Santa Rosa Charter School for the Arts
JMES	James Monroe Elementary	SRFAC	Santa Rosa French-American Charter
LBES	Luther Burbank Elementary	SRHS	Santa Rosa High School
LELA	Lewis Early Learning Academy	SRMS	Santa Rosa Middle School



2

Group Norms

- Respect the opinions of others
- Actively participate
- Assume positive intentions
- Be honest
- Ask clarifying questions
- Be an active listener
- Honor start and end times
- Focus on the work of the group
- Respect the individuals
- Suspend judgement
- Say just enough
- Speak up for the Zoom listeners
- Norms can be added as needed



3

Scoring Criteria



4

	Criteria	Scoring Methodology	Weighted Methodology
14.	School does not meet performance (lowest two performance levels) in two or more state priorities	Yes=2; No=1	1 point for each indicator with an orange or red performance level
15.	Percentage of students nearly or not meeting standard English Language Arts (ELA) on the Smarter Balanced Assessments is below that of district as a whole	Yes=1; No=2	Highest score goes to school with the percentage furthest below the district percentage (rank down)
16.	Percentage of students nearly or not meeting standard in Math on the Smarter Balanced Assessments is below that of district as a whole	Yes=2; No=1	Highest core goes to school with the percentage furthest below the district percentage (rank down)
17.	Districtwide/ Special Programs would need to be relocated	Yes=1; No=2	N/A
18.	Districtwide/ Special Programs can be relocated	Yes=2; No=1; N/A=3	N/A



5

1. Teacher Ratios



6

Glossary/Definitions

APE = Adaptive Physical Education

CEP = Counseling Enriched Program

CTE = Career Technical Education

ESN = Extended Support Needs

Gen ED = General Education

PE = Physical Education

RISE = Reaching Independence Through Special Education

RSP = Resource Specialist Program

SDC = Special Day Class

SLP = Speech Language Pathologist

TK = Transitional Kindergarten



7

Student Teacher Ratio by Contract

General Ed. - Elementary	Ratio
TK*	24:1
K	26:1
1-6	32:1
Combo 1-3	24:1
Combo 4-6	28:1
	32:1 or over
Elem. Music + PE	185/day
*TK requires 12:1 student to adult ratio	

General Ed. - Secondary	Ratio
7-12	165:1
Secondary PE	185:1
9th Grade Math I, English 1P, 9th Grade Science	28:1
CTE Classes	33:1



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Special Education Teacher Ratios by Contract

Special Education - Elementary	Ratio
RSP	28:1
SDC	15:1
SDC/SH (ESN)	12:1
CEP	12:1
Pre-K-1 SH (ESN) M/M M/S	10:1*
SLP Preschool	40:1
SLP Elem	55:1
APE	45:1
*minimum adult to student ratio of 1:2	

Special Education - Secondary	Ratio
Educational Specialist	28:1
SDC	15:1
SDC/SH (ESN)	12:1
CEP	12:1
SLP Secondary	55:1
APE	45:1



Academic Achievement



Metrics

English Learner Progress



Based on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. Based on Summative ELPAC or Alternative ELPAC.

English Language Arts



How well students are meeting grade-level standards on the English Language Arts assessment. Based on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

Mathematics



How well students are meeting grade-level standards on the Mathematics assessment. Based on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

Chronic Absenteeism



Percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

College/Career



Shows how well high school students are prepared for success after graduation, whether in postsecondary education or in a career. Based on California Department of Education (CDE) CCI Measures of Career Readiness.

Graduation Rate



Reflection of the percentage of students completing high school, which including students who receive a standard high school diploma.

Suspension Rate



Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



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Why is a Performance Level not Shown?

- Accountability and eligibility for support is **based on the number of students in the denominator**.
 - Local Enforcement Agencies (LEAs), schools, and student groups must have at least **30 or more** students in both the current and prior year in the **denominator** of the state indicator to receive a Performance Level (color)
 - LEAs, schools, and student groups that have between **11 to 29 students** in the **denominator** of the state indicator in both the current and prior year are **not subject to testing requirements (not held ‘accountable’)** and therefore not eligible for Differentiated Assistance at the LEA-level and CSI and ATSI at the school-level. They will receive greyed out color gauges with the words “No Performance Level”
 - When there are **less than 11 students** in the **denominator** of the state indicator, Status and Change data are not reported on the Dashboard to protect students’ privacy. They will receive greyed out color gauges with the words “No Performance Level”



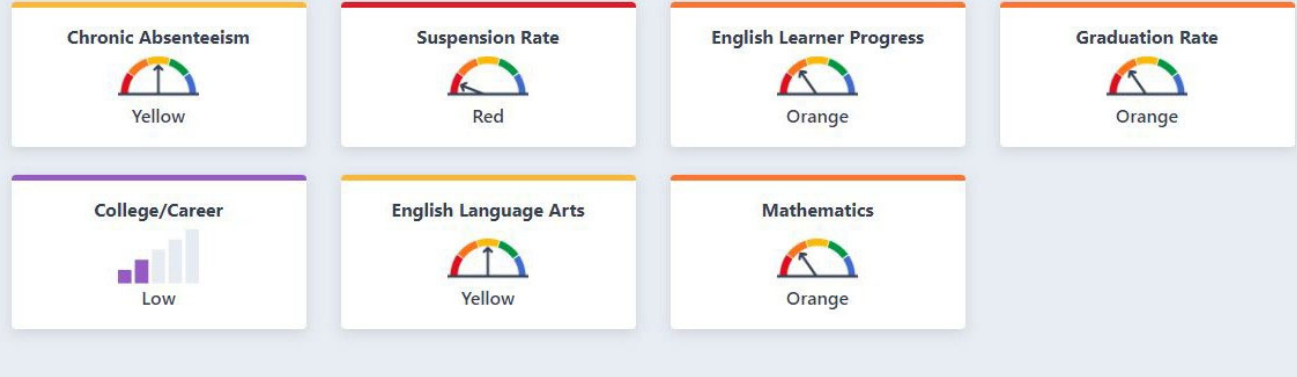
12

DISTRICT SCHOOLS

Santa Rosa City Schools

2023

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.



13

Elementary Schools



14

SCHOOL PERFORMANCE OVERVIEW

Abraham Lincoln Elementary

Explore the performance of Abraham Lincoln Elementary under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536052153/2023>



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SCHOOL PERFORMANCE OVERVIEW

Albert F. Biella Elementary

Explore the performance of Albert F. Biella Elementary under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536108500/2023>



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SCHOOL PERFORMANCE OVERVIEW

Brook Hill Elementary

Explore the performance of Brook Hill Elementary under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536052104/2023>



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SCHOOL PERFORMANCE OVERVIEW

Helen M. Lehman Elementary

Explore the performance of Helen M. Lehman Elementary under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536066385/2023>



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SCHOOL PERFORMANCE OVERVIEW

Hidden Valley Elementary

Explore the performance of Hidden Valley Elementary under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536095459/2023>



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SCHOOL PERFORMANCE OVERVIEW

James Monroe Elementary

Explore the performance of James Monroe Elementary under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536052161/2023>



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SCHOOL PERFORMANCE OVERVIEW

Luther Burbank Elementary

Explore the performance of Luther Burbank Elementary under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536052112/2023>



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Proctor Terrace Elementary

Explore the performance of Proctor Terrace Elementary under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536052179/2023>



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SCHOOL PERFORMANCE OVERVIEW

Steele Lane Elementary

Explore the performance of Steele Lane Elementary under California's Accountability System.

Chronic Absenteeism



Yellow

Suspension Rate



Orange

English Learner Progress



Red

English Language Arts



Red

Mathematics



Orange

<https://www.caschooldashboard.org/reports/49402536052195/2023>



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Middle Schools



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SCHOOL PERFORMANCE OVERVIEW

Herbert Slater Middle

Explore the performance of Herbert Slater Middle under California's Accountability System.

Chronic Absenteeism



Red

Suspension Rate



Red

English Learner Progress



Red

English Language Arts



Orange

Mathematics



Red

<https://www.caschooldashboard.org/reports/49402536060263/2023>



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SCHOOL PERFORMANCE OVERVIEW

Hilliard Comstock Middle

Explore the performance of Hilliard Comstock Middle under California's Accountability System.

Chronic Absenteeism



Yellow

Suspension Rate



Red

English Learner Progress



Green

English Language Arts



Orange

Mathematics



Orange

<https://www.caschooldashboard.org/reports/49402536068977/2023>

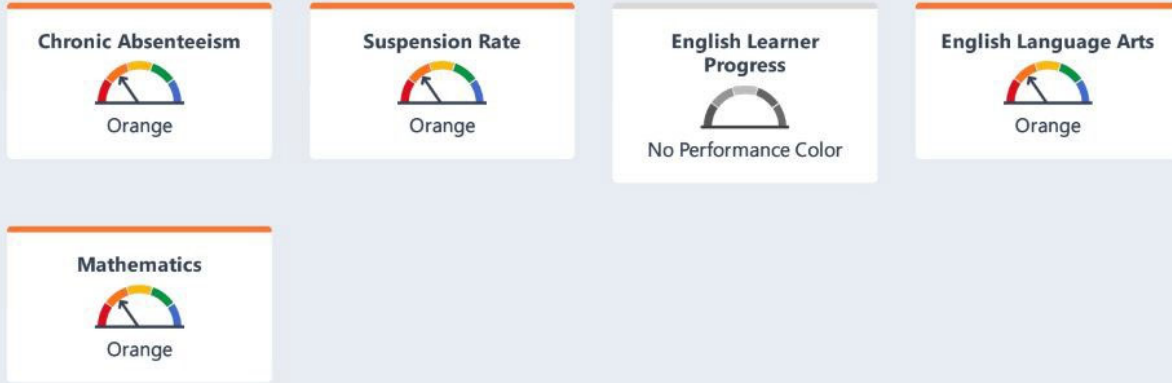


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SCHOOL PERFORMANCE OVERVIEW

Rincon Valley Middle

Explore the performance of Rincon Valley Middle under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536060271/2023>



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SCHOOL PERFORMANCE OVERVIEW

Santa Rosa Middle

Explore the performance of Santa Rosa Middle under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402536060289/2023>



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High Schools

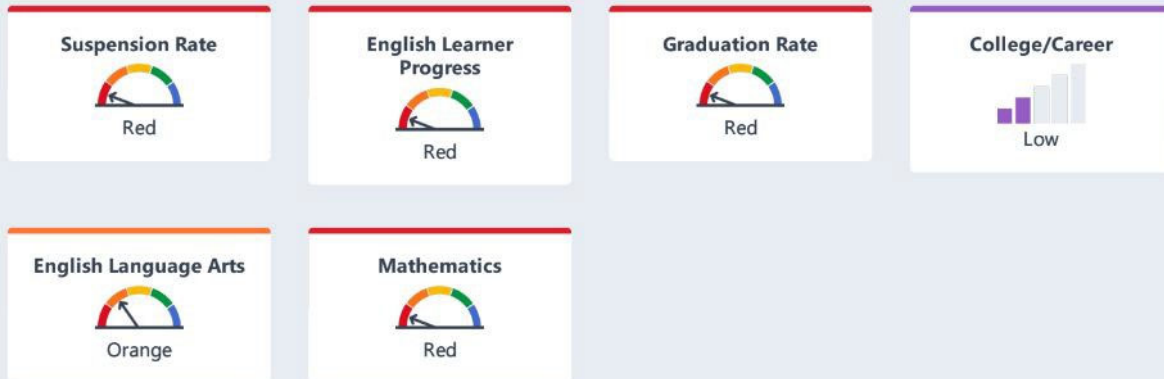


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SCHOOL PERFORMANCE OVERVIEW

Elsie Allen High

Explore the performance of Elsie Allen High under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402534930160/2023>



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SCHOOL PERFORMANCE OVERVIEW

Maria Carrillo High

Explore the performance of Maria Carrillo High under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402534930244/2023>



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SCHOOL PERFORMANCE OVERVIEW

Montgomery High

Explore the performance of Montgomery High under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402534934154/2023>



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SCHOOL PERFORMANCE OVERVIEW

Piner High

Explore the performance of Piner High under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402534935292/2023>

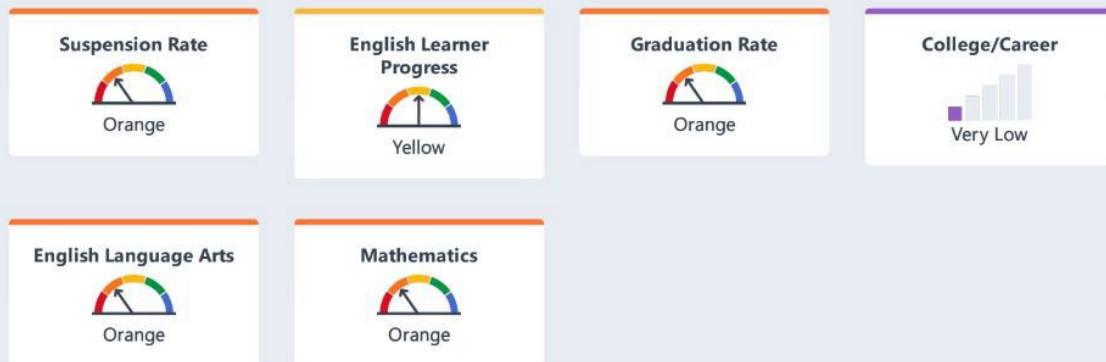


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SCHOOL PERFORMANCE OVERVIEW

Ridgway High (Continuation)

Explore the performance of Ridgway High (Continuation) under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402534935607/2023>



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SCHOOL PERFORMANCE OVERVIEW

Santa Rosa High

Explore the performance of Santa Rosa High under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402534936803/2023>



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Charter Schools



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SCHOOL PERFORMANCE OVERVIEW

Cesar Chavez Language Academy

Explore the performance of Cesar Chavez Language Academy under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402530128074/2023>



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SCHOOL PERFORMANCE OVERVIEW

Santa Rosa Accelerated Charter

Explore the performance of Santa Rosa Accelerated Charter under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402530102533/2023>



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SCHOOL PERFORMANCE OVERVIEW

Santa Rosa Charter School for the Arts

Explore the performance of Santa Rosa Charter School for the Arts under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402530113530/2023>



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SCHOOL PERFORMANCE OVERVIEW

Santa Rosa French-American Charter (SRFACS)

Explore the performance of Santa Rosa French-American Charter (SRFACS) under California's Accountability System.



<https://www.caschooldashboard.org/reports/49402530125831/2023>



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Programs and Course Offerings






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Glossary/Definitions

- ALD** = Academic Language Development
- AVID** = Advancement Via Individual Determination
- BCLAD** = Certificate Program in Bilingual Authorization
- CTE** = Career Technical Education
- ESN** = Extended Support Needs
- Gen ED** = General Education
- RISE** = Reaching Independence Through Special Education
- SCOE** = Sonoma County Office of Education
- SDC** = Special Day Class
- VAPA** = Visual and Performing Arts

Legend

-  Program would be dissolved
-  Program can be relocated with modifications
-  Program can be relocated



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Elementary Schools



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Offerings at All Elementary Schools

- Transitional Kindergarten - Sixth Grade
- Educational Specialist (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



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School	Classes	Unique Programs
Abraham Lincoln	9 ESN Classes 10 Gen Ed Classes	
Albert F. Biella	6 ESN Classes 1SCOE Class 2 Full Inclusion Classes 9 Gen Ed Classes	Full Inclusion Model ● Code to the Future ● Pasitos ● Walking School, no bus ●
Brook Hill	3 RISE Classes 12 Gen Ed Classes 1 Full Inclusion	
Helen Lehman	15 Gen Ed Classes	



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School	Classes	Unique Programs
Hidden Valley	3 Deaf and Hard of Hearing 19 Gen Ed Classes 1 Full Inclusion	Deaf and Hard of Hearing ● Fee based after school care ●
James Monroe	12 Gen Ed Classes 1 Full Inclusion	Pasitos ● SRJC Adult Education classes ●
Luther Burbank	2 SDC Classes 12 Gen Ed Classes 3 Full Inclusion 1 RISE Class	
Proctor Terrace	2 SDC Classes 13 Gen Ed Classes	Fee based after school care ●
Steele Lane	3 SDC Classes 1 Full Inclusion 16 Gen Ed Classes	Houses 4 Lewis Early Learning classes ●



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Middle Schools



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Offerings at All Middle Schools

- Seventh & Eighth Grade
- Educational Specialist (RSP)
- Counselors
- .50 MTSS Counselors
- Restorative Specialist
- School Based Therapist
- ALD Courses for English Language Learners
- Honors English
- Honors Mathematics
- Family Engagement Facilitator
- VAPA Offerings



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School	Classes	Unique Programs
Herbert Slater	2 ESN Classes	AVID School ● French Partnership ●
Hilliard Comstock	1 Full Inclusion 1 RISE Class 4 ESN Classes	Boys and Girls Club After School ●
Rincon Valley	1 Full Inclusion 1 RISE Class	Success through Opportunities for Academics and Relationships (SOAR) Homeroom teachers do Social Emotional Learning lessons and build connections with students. ●
Santa Rosa Middle	1 Full Inclusion Class 1 CEP Class	Cougar Connection - Homeroom Social Emotional Learning Lessons ● CTE: <ul style="list-style-type: none"> ● Paxton Patterson Lab ● ● Wheel Course (Exploring College and Careers) ●



High Schools



Offerings at Comprehensive High Schools

- Ninth - Twelfth Grade
- 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



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School	Classes	Unique Programs
Elsie Allen	2 CEP Classes 3 ESN Classes	CTE: <ul style="list-style-type: none"> ● 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 SSU ●
Maria Carrillo	1RISE Class 1CEP Class	CTE: <ul style="list-style-type: none"> ● Automotive Technology ● Culinary Arts ● Sports ● Medicine ● ● Agreement for credits with SRJC ●
Montgomery	3 ESN Classes	CTE: <ul style="list-style-type: none"> ● Green Construction ● Business ● Design, Media, Visual Arts ● Patient Care ● International Baccalaureate School ● (would take speciality training) AVID ● Big Buddies ●



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School	Classes	Unique Programs
Piner High	1RISE Class 1CEP Class	CTE: <ul style="list-style-type: none"> 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 ● STEM School ●
Ridgway	6 Adult Transition Classes (18-22)	CTE: <ul style="list-style-type: none"> Culinary Arts ● Credit Recovery ● Continuation HS ● Work Based Learning through SRJC ●
Santa Rosa High	2 CEP Classes 2 ESN Classes	CTE: <ul style="list-style-type: none"> Agriculture ● Construction ● Automotive ● Manufacturing ● Art Quest ●



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Charter Schools



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Charter Schools

School	Unique Program (Can be moved to another site)
<u>Cesar Chavez Language Academy</u>	Spanish Two-Way Dual Immersion TK-6 Grade 7th - 8th Grade Pathways <ul style="list-style-type: none"> ● Two-Way Dual Immersion ● 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
<u>SR Accelerated Charter School</u>	Accelerated Program <ul style="list-style-type: none"> ● 5th and 6th grade housed at the Rincon Valley Middle School 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 English language arts/social studies



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Charter Schools

School	Unique Program (Can be moved to another site)
<u>SR Charter for the Arts School</u>	TK-8 Grade <ul style="list-style-type: none"> ● Focus on arts integration ● Boys and Girls Club After School ● Fee based after school care
<u>SR French-American Charter School</u>	French Two-Way Dual Immersion or TK-6 Grade <ul style="list-style-type: none"> ● Only accredited public French immersion school in CA ● Accreditation through L'Agence pour l'Enseignement Français à l'Étranger/Agency for French Education Abroad (AEFE). ● Fee based after school care ● Use the French Ministry and CA Common Core Standards



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Opportunities and Challenges



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Opportunities

- Meet student and family needs
- Provide specific learning opportunities
- Flexible programming

Current Challenges

- Low test scores
- Declining enrollment
- Increase of combination classes due to low enrollment
- Large number of Long Term English Language students
- Elsie Allen is the only high school on the southwest side



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Alternative Educational Structures Elementary and Middle Schools

Idea	Positive	Potential Problem
Move to TK- 8 schools	<ul style="list-style-type: none"> Greater room for vertical articulation Builds strong school community Ease for families Creates opportunities for middle schools students to be leaders/mentors to younger students. 	<ul style="list-style-type: none"> Do we have a site that has the capacity for this? Two different school districts would mean technically two separate schools on the same campus. District boundaries for elementary
Smaller Grade Level Spans:	<ul style="list-style-type: none"> TK- 3; 4-6 Potentially less combination classes Aligns with new state initiative Universal Pre-K - 3rd grade 	<ul style="list-style-type: none"> Less vertical alignment opportunities
Multi-Age Classrooms	<ul style="list-style-type: none"> Purposely planned and articulated Students loop, stay with the same teacher, for two or more years Research shows student outcomes are higher. 	<ul style="list-style-type: none"> Specific training would be needed for staff and families Continued support for success



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Alternative Educational Structures Elementary and Middle Schools

Idea	Positive	Potential Problem
All Year Round Schools	<ul style="list-style-type: none"> 4 tracks allows 4 teachers to share 3 rooms Greater capacity for more students 	<ul style="list-style-type: none"> Families might have a burden finding daycare when their child's track is not in session
Newcomer Sites	<ul style="list-style-type: none"> Dedicated location for Newcomer services which provides greater access to supports 	<ul style="list-style-type: none"> Students are not with peers or at their neighborhood school
Early Education Center (EEC)	<ul style="list-style-type: none"> Relocate early childhood education from Lewis to a newly closed elementary site Students are receiving academic supports and interventions at an earlier age which supports future success when enrolling in an elementary school 	<ul style="list-style-type: none"> May not have interactions with developing peers, unless outside programs are also relocated



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Alternative Educational Structures Elementary and Middle Schools

Idea	Positive	Potential Problem
Dual Immersion Pathway	<ul style="list-style-type: none"> ● Provides dual immersion pathway at neighborhood schools, allows SRCS to meet families desire for a dual language school. ● Acknowledges the assets multilingual students bring with them knowing more than one language 	<ul style="list-style-type: none"> ● Cost of operating two pathways ● Teachers need specific qualifications such as a BCLAD ● Target language material ● professional development and program implementation costs. ● Student demographics: ● Ensuring a balanced ration of learners for a successful immersion environment



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Alternative Educational Structures Elementary and Middle Schools

Idea	Positive	Potential Problem
6th - 8th Middle Schools	<ul style="list-style-type: none"> ● Allows middle school interventions ● Aligns with developmental best-practices ● Could increase funding for secondary 	<ul style="list-style-type: none"> ● Potential boundary issues to be researched
MS Career Exploration Magnet School	<ul style="list-style-type: none"> ● Alternative ed. for middle school students ● Creates student buy-in and feeds into CTE programs at HS and JC 	<ul style="list-style-type: none"> ● Costs associated with a specialized program



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Alternative Educational Structures High School

Idea	Positive	Potential Problem
Block Schedule (4X4) for High School	<ul style="list-style-type: none"> ● Allows students to take 8 classes instead of 6, and have greater access to supports and elective options ● Many year long courses are completed in 1 semester (3-4 courses per semester allows for more depth and opportunities for interventions and acceleration) ● Fewer FTEs needed ● Greater access to college courses ● Greater access for EL and SPED students 	<ul style="list-style-type: none"> ● Less total instructional time per class over the course of the year ● Year long learning is compacted into one semester. ● Increased workload for counselors.
Newcomer Site	<ul style="list-style-type: none"> ● Dedicated location for Newcomer services which provides greater access to supports 	<ul style="list-style-type: none"> ● Isolated programming ● Not attending neighborhood school



Meeting 5: November 18, 2024

The Santa Rosa City Schools' School Consolidation Advisory Committee Meeting of November 18, 2024, starting at 5:30 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Administrative Assistant at the District Office Training Room (110 Stony Point Road, Suite 105, Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la Comité Asesor de Consolidación Escolar Santa Rosa City Schools del 18 de noviembre de 2024, a partir de las 5:30 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Administrativo en la Sala de Capacitación del Distrito (110 Stony Point Rd, Suite 105, Santa Rosa, CA 95401) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed up to two minutes to address the Committee on each agenda or non-agenda item. The committee may limit the total time for public input on each item to 20 minutes. With committee consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por dos minutos ante de Comité sobre cada tema incluido o no en la agenda. El Comité puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento del Comité, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or shoyos@srcs.k12.ca.us.

Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

B. Roll Call / Pasaje de Lista

Establishment of Quorum

Establecimiento de un Quórum

C. Group Norms, Parking Lot, and Prior Meeting Overview / Normas del Grupo, Estacionamiento, y Resumen de la Reunión Anterior

D. Meeting Minute Review / Revisión de las Minutos de la Reunión

E. Presentation of Fiscal and Other Impacts / Presentación de Impactos Fiscales y otros

F. Public Comment on Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda

At this time, members of the public may address the Committee on an **agenda** item. Speaker will be given two minutes to address the Committee.

The Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district committee.

En este momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema **incluido** en la agenda. Cada orador tendrá un total de dos minutos para dirigirse al Comité.

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité distrito escolar.

G. Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación

H. Public Comments on Non-Agenda Items / Comentarios Públicos Sobre Temas No Relacionados con la Agenda

At this time, members of the public may address the Committee on any **non-agenda** item. Speaker will be given two minutes to address the Committee.

The Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district committee.

En este momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema **no incluido** en la agenda.. Cada orador tendrá un total de dos minutos para dirigirse al Comité.

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité del distrito escolar.

I. Next Steps / Próximos Pasos

December 16, 2024 - Analysis and Prioritization

16 de diciembre de 2024 - Análisis y Priorización

J. Adjournment / Aplazamiento

MEETING MINUTES

The Santa Rosa City Schools' School Consolidation Advisory Committee Meeting of November 18, 2024, starting at 5:30 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Administrative Assistant at the District Office Training Room (110 Stony Point Road, Suite 105, Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la Comité Asesor de Consolidación Escolar Santa Rosa City Schools del 18 de noviembre de 2024, a partir de las 5:30 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Administrativo en la Sala de Capacitación del Distrito (110 Stony Point Rd, Suite 105, Santa Rosa, CA 95401) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed up to two minutes to address the Committee on each agenda or non-agenda item. The committee may limit the total time for public input on each item to 20 minutes. With committee consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por dos minutos ante de Comité sobre cada tema incluido o no en la agenda. El Comité puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento del Comité, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or shoyos@srcs.k12.ca.us.

Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Vice Chairperson Ben Wolf called the meeting to order at 5:30 pm.

Vicepresidente Ben Wolf declaró abierta la reunión a las 5:30 pm.

B. Roll Call / Pasaje de Lista

Absences / Ausencias:

Janelle Black
Herman G. Hernandez
Andrea Loveday-Brown
Nadia Berenice Villa

C. Group Norms, Parking Lot, and Prior Meeting Overview / Normas del Grupo, Estacionamiento, y Resumen de la Reunión Anterior

The committee reviewed group norms. Brianna García and Linette Hodson of School Services of California led the discussion and took notes on "Parking Lot" items.

The committee had a discussion and a consensus was reached to eliminate the following criteria:

- Criterion 14 - School does not meet performance in two or more state priorities
- Criterion 15 - Percentage of students nearly or not meeting standard in English Language Arts on the Smarter Balance Assessments is below that of the district as a whole
- Criterion 16 - Percentage of students nearly or not meeting standard in Math on the Smarter Balance Assessments is below that of the district as a whole

El comité revisó las normas del grupo. Brianna García y Linette Hodson de Servicios Escolares de California lideraron la discusión y tomaron notas sobre los puntos del "Parking Lot".

El comité tuvo una discusión y se llegó a un consenso para eliminar los siguientes criterios:

- Criterio 14 - La escuela no cumple con el rendimiento en dos o más prioridades estatales.
- Criterio 15 - El porcentaje de estudiantes que casi no alcanzan o no alcanzan el estándar en Artes del Lenguaje Inglés en las Evaluaciones Smarter Balance está por debajo del distrito en su conjunto.
- Criterio 16 - El porcentaje de estudiantes que casi no alcanzan o no alcanzan el estándar en Matemáticas en las Evaluaciones Smarter Balance está por debajo del distrito en su conjunto.

D. Meeting Minute Review / Revisión de los Minutos de la Reunión

The committee reviewed the minutes of the School Consolidation Advisory Committee held on October 28, 2024, and had no corrections.

El comité revisó los minutos del Comité Asesor de Consolidación Escolar del 28 de octubre de 2024 y no tuvo correcciones.

E. Presentation of Fiscal and Other Impacts / Presentación de Impactos Fiscales y otros

Lisa August, Associate Superintendent of Business Services, and Joel Dontos, Executive Director of Fiscal Services, presented the Fiscal and Other Impacts presentation.

The committee requests the following information for future meetings:

- List of School Feeder patterns.
- Number of students participating in the "unique" programs, including the percentage of those that complete the program.
- What school site would be the best option for creating a TK-8 model?
- Can we review the boundary maps?

- Are we considering the potential increased cost of transportation with the school closures?
- Review potential environmental impact due to increased enrollment at school sites due to the closure of other school sites.
- Inter and intra-district transfer/request information. Potential impact to increased or decreased LCFF revenue.
- When are each of the charter schools up for renewal?

Lisa August, Superintendente Asociada de Servicios Empresariales, y Joel Dontos, Director Ejecutivo de Servicios Fiscales, presentaron la presentación sobre Impactos Fiscales y Otros.

El comité solicita la siguiente información para futuras reuniones:

Lista que muestra el flujo de estudiantes de la primaria a la secundaria y preparatoria.

- Número de estudiantes que participan en los programas "únicos", incluido el porcentaje de aquellos que completan el programa.
- ¿Cuál sería el mejor sitio escolar para crear un modelo TK-8?
- ¿Podemos revisar los mapas de límites?
- ¿Estamos considerando el posible aumento del costo del transporte con el cierre de las escuelas?
- Revisión del posible impacto ambiental debido al aumento de la matrícula en los sitios escolares debido al cierre de otros sitios escolares.
- Información sobre transferencias/solicitudes inter e intradistritales. Impacto potencial en los ingresos aumentados o disminuidos de LCFF.
- ¿Cuándo se renuevan cada una de las escuelas charter?

F. Public Comment on Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda

The following individuals addressed the committee during public comment on agenda items / Las siguientes personas se dirigieron al comité durante el comentario público sobre los temas de la agenda:

- Ethan Cosgrove - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación
- Holly Colcomb - Item E - Presentation of Fiscal and Other Impacts / Presentación de Impactos Fiscales y otros
- Macy Huggins - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación
- Lauren Sai - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación
- Emma Curtis - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación
- Erica Lipanovich - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación
- Minona Heaviland - Item E - Presentation of Fiscal and Other Impacts / Presentación de Impactos Fiscales y otros
- Jason Key - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación
- Jen Hansen - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación
- Christoph Prosegger - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación
- Brianna Wood - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación

Puntuación

- Jenna Berghorn - Item E - Presentation of Fiscal and Other Impacts / Presentación de Impactos Fiscales y otros
- Nathaniel Lipnovich - Item G - Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación
- Megan Peterson - Item E - Presentation of Fiscal and Other Impacts / Presentación de Impactos Fiscales y otros
- Cody Smith - Item E - Presentation of Fiscal and Other Impacts / Presentación de Impactos Fiscales y otro

G. Site Analysis—Scoring Criteria / Análisis del Sitio—Criterios de Puntuación

Brianna García of School Services of California presented the scoring criteria.

Brianna García de School Services of California presentó los criterios de evaluación.

H. Public Comments on Non-Agenda Items / Comentarios Públicos Sobre Temas No Relacionados con la Agenda

The following individuals addressed the committee during public comment on non-agenda items / Las siguientes personas se dirigieron al comité durante el comentario público sobre los temas no relacionados con la agenda:

- Deborah Tapia de Martin - What does a great school look like / Cómo se ve una gran escuela
- Sky Pile - General project communication and process / Comunicación y proceso general del proyecto
- Katie App - Santa Rosa High School
- Katie Davenport - Concern over data over multiple channels / Preocupación por los datos a través de múltiples canales
- Kathryn Ridout - Data from School Consolidation Report for Hidden Valley / Datos del Informe de Consolidación Escolar para Hidden Valley
- Irwin Lee - Impact on high school seniors attending college / Impacto en los estudiantes de último año de secundaria que asisten a la universidad
- Ethan Cosgrove - Criterias 2 and 7/ Criterios 2 y 7
- Cody Smith - Accuracy of data / Precisión de los datos

I. Next Steps / Próximos Pasos

The next School Consolidation Advisory Committee will be on December 16, 2024.

La próxima reunión del Comité Asesor de Consolidación Escolar será el 16 de diciembre de 2024.

J. Adjournment / Aplazamiento

The meeting was adjourned at 8:49 pm.

La reunión terminó a las 8:49 pm.

School Consolidation Advisory Committee

Fiscal and Other Impacts

November 18, 2024



1

School Abbreviations

Abv	School	Abv	School
ABES	Albert Biella Elementary Schools	MCHS	Maria Carrillo High School
ALES	Abraham Lincoln Elementary	MHS	Montgomery High School
BHES	Brook Hill Elementary	PHS	Piner High School
CCLA	Cesar Chavez Language Academy	PTES	Proctor Terrace Elementary
EAHS	Elsie Allen High School	RHS	Ridgway High School
HCMS	Hilliard Comstock Middle School	RVMS	Rincon Valley Middle School
HLES	Helen Lehman Elementary	SLES	Steele Lane Elementary
HSMS	Herbert Slater Middle School	SRACS	Santa Rosa Accelerated Charter
HVES	Hidden Valley Elementary	SRCSA	Santa Rosa Charter School for the Arts
JMES	James Monroe Elementary	SRFAC	Santa Rosa French-American Charter
LBES	Luther Burbank Elementary	SRHS	Santa Rosa High School
LELA	Lewis Early Learning Academy	SRMS	Santa Rosa Middle School



2

Group Norms

- Respect the opinions of others
- Actively participate
- Assume positive intentions
- Be honest
- Ask clarifying questions
- Be an active listener
- Honor start and end times
- Focus on the work of the group
- Respect the individuals
- Suspend judgement
- Say just enough
- Speak up for the Zoom listeners
- Norms can be added as needed



3

Scoring Criteria



4

Criteria		Scoring Methodology	Weighted Methodology
19.	Existing safety concerns regarding traffic and safe routes to school	Yes=2; No=1	
20.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
21.	Would require transportation for relocated students to new school sites	Yes=2; No=1	
22.	Alternative uses identified if site is closed	Yes=2; No=1	
23.	Proximity to non-district schools that could capture district students were the school site to close	Yes=1; No=2	Highest score goes to school with the closest competing non-District schools (rank down)
24.	District would benefit from net savings if closed	Yes=2; No=1	Highest score goes to school with most savings (rank down)
25.	Per-student operating costs, excluding staff	n/a	Highest score goes to school with the highest per-student operating cost (rank down)



5

SRCS Fiscal History



6

The Annual Budget Reporting Cycle

Fiscal Reports cover 3 years, current year plus two future years

Each Interim Report must be Certified as:

- **Positive:** Will meet financial obligations for current and subsequent two years
- **Qualified:** May not meet financial obligations for current or subsequent two years
- **Negative:** Will not meet financial obligations for the remainder of the year or for the subsequent years

May
3rd Interim Financial Report (if Qualified at 2nd)

March
2nd Interim Financial Report

Feb. to June
SRCS Next Year LCAP & Budget Planning & Development

February
LCAP Mid Year Update

May
Governor's May Revise (For next year)

June
LCAP & Budget Hearing/Adoption

June
Enacted State Budget

August
45 Day Budget Update

September
Unaudited Actuals (prior year)

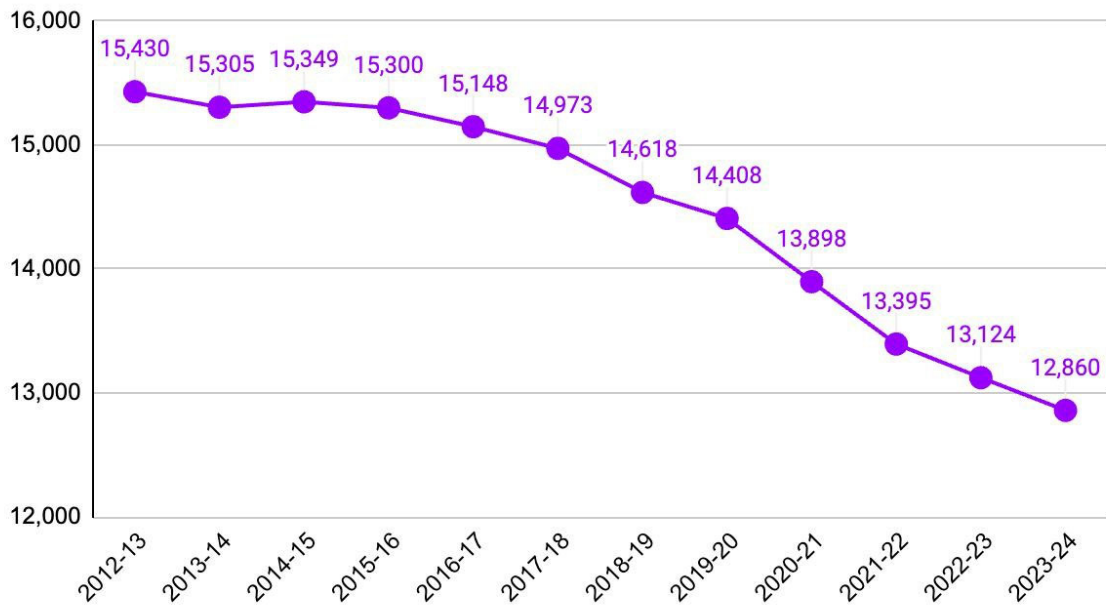
December
1st Interim Financial Report

January
Governor's Budget Proposal (For next year)

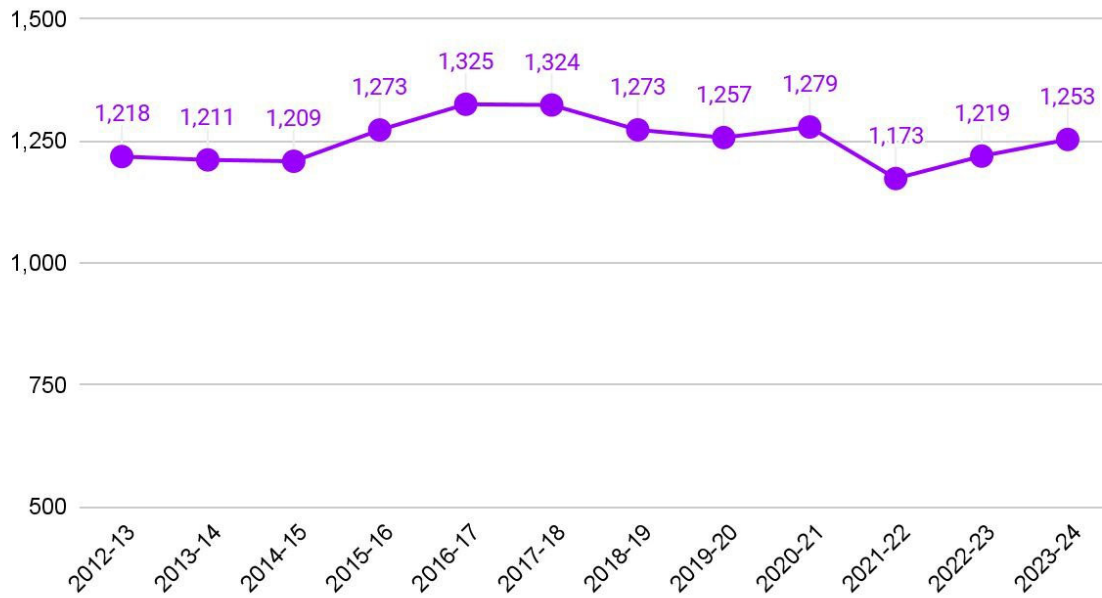
January
Audit Report (prior year) (without extension)



Enrollment History



Full Time Employee (FTE) Equivalent History



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State Budget Historical Factors

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Funded COLA	1.57%	0.85%	1.02%	0.00%	1.56%	3.70%	3.26%	0.00%	5.07%	6.56%	8.22%
COLA Augmentation	0.00%	0.00%	0.00%	0.00%	0.00%	0.99%	0.00%	-2.31%	3.37%	6.70%	0.00%
Statutory COLA	1.57%	0.85%	1.02%	0.00%	1.56%	2.71%	3.26%	2.31%	1.70%	6.56%	8.22%
LCFF Gap Funding	12.00%	30.16%	52.56%	56.08%	43.19%	100.00%	100%	100%	100%	100%	100%
CalSTRS Rate	8.25%	8.88%	10.73%	12.58%	14.43%	16.28%	17.10%	16.15%	16.92%	19.10%	19.10%
CalPERS Rate	11.44%	11.77%	11.85%	13.89%	15.53%	18.06%	19.72%	20.70%	22.91%	25.37%	26.68%
Gov. Brown 1x \$			\$7,658,915	\$3,083,826	\$2,092,606	\$2,535,206					
COVID Stimulus \$							\$237,126	\$28,267,105	\$13,786,439	\$9,723,727	\$10,850,351
One-time LREBG*										\$12,210,271	\$12,285
One-time AMIMBG**										\$7,453,717	\$161,781

- Governor Brown LCFF enacted in 2013-14
- 2015-16 one-time funds to replenish reserves after great recession, SRCS gave to schools
- Newsom was sworn in on January 7, 2019
- LCFF gap percentage ended in 2018–19 (two years earlier than the eight year plan for it to end), then COLA only funding
- March 13, 2020, Governor Newsom issued Executive Order for the physical closure of schools in response to the COVID-19 pandemic
- Post pandemic L shaped economic recovery where the top earners increased wealth, this is behind the 2021-22 Mega COLA after prior year zero COLA, the 2022-23 two one-time discretionary block grants, the 2022-23 additional LCFF Investment of 6.70%, and the 2023-24 large COLA
- 2023-24 Tax revenues significantly overestimated after income tax deadline was delayed due to natural disaster until after the Budget Act

*LREBG = Learning Recovery Emergency Block Grant

**AMIMBG = Arts, Music & Instructional Materials Block Grant



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Local Budget Historical Factors

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SRTA associated group settlements	2.00%	4.10%	3.10%	0.5% one-time	1.00%	1.50%	3.00%	4.00%	6.50%	4.00%	4.50%
CSEA associated group settlements				1% one-time	1.00%	1.50%	7.50%	7.60%	7.40%	7.50%	8.00%
% Ratio Sp Ed to Total Enrollment	14.27%	14.76%	15.46%	15.63%	15.83%	16.56%	16.67%	16.71%	16.68%	18.05%	18.87%
SRCS 1st Interim Certification				Qualified	Qualified	Positive	Qualified	Positive	Qualified	Qualified	Qualified
SRCS 2nd Interim Certification				Qualified	Qualified	Positive	Qualified	Positive	Positive	Positive	Qualified



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Deficit spending with one-time revenues funding ongoing expenditures

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Unrestricted									
Total Revenues, Transfers In, & Contributions	\$122,696,109	\$117,389,926	\$120,202,500	\$123,697,324	\$120,167,798	\$118,676,083	\$120,361,234	\$137,749,581	\$145,557,548
Total Expenditures & Transfers Out	\$112,725,557	\$120,174,978	\$119,880,878	\$119,202,359	\$124,633,499	\$114,429,954	\$127,166,037	\$140,773,501	\$141,433,813
Net Increase (Decrease) in Fund Balance	\$9,970,552	-\$2,785,051	\$321,622	\$4,494,965	-\$4,465,701	\$4,246,129	-\$6,804,804	-\$3,023,921	\$4,123,735
Restricted									
Total Revenues, Transfers In, & Contributions	\$50,737,197	\$55,122,792	\$56,828,802	\$67,940,747	\$63,052,556	\$90,783,706	\$90,943,962	\$114,141,223	\$91,978,389
Total Expenditures & Transfers Out	\$49,981,932	\$55,264,778	\$55,112,639	\$66,510,954	\$65,801,321	\$84,614,428	\$85,528,172	\$90,168,176	\$111,641,457
Net Increase (Decrease) in Fund Balance	\$755,265	-\$141,986	\$1,716,162	\$1,429,793	-\$2,748,766	\$6,169,278	\$5,415,790	\$23,973,047	-\$19,663,068
Combined Unrestricted & Restricted									
Total Revenues, Transfers In, & Contributions	\$173,433,306	\$172,512,719	\$177,031,301	\$191,638,070	\$183,220,354	\$209,459,789	\$211,305,195	\$251,890,803	\$237,535,937
Total Expenditures & Transfers Out	\$162,707,489	\$175,439,756	\$174,993,517	\$185,713,313	\$190,434,820	\$199,044,382	\$212,694,209	\$230,941,723	\$253,075,270
Net Increase (Decrease) in Fund Balance	\$10,725,817	-\$2,927,037	\$2,037,784	\$5,924,758	-\$7,214,466	\$10,415,407	-\$1,389,014	\$20,949,080	-\$15,539,333



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SRCS Current 2024-25 Budget & Multi Year Projection (MYP)



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Budget Basics

District Budget	Personal Budget
REVENUES	INCOME
<ul style="list-style-type: none"> Income from State, Federal, and Other Sources 	<ul style="list-style-type: none"> Paycheck, investments
EXPENDITURES	EXPENSES/BILLS
<ul style="list-style-type: none"> Salaries, benefits, materials, books, supplies, services, utilities 	<ul style="list-style-type: none"> Mortgage, rent, credit cards, utilities
BALANCE = SURPLUS/DEFICIT	BALANCE
<ul style="list-style-type: none"> Revenues minus Expenditures 	<ul style="list-style-type: none"> Revenues minus Expenditures
FUND BALANCE	SAVINGS
<ul style="list-style-type: none"> Reserve for economic uncertainties, Restricted funds carryover 	<ul style="list-style-type: none"> Emergencies, retirement, college, car



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Current Budget

- The Board adopted the 2024-25 budget in June 2024 based on the Governor’s May Revise budget proposal
- The Governor signed the final 2024-25 State Budget bills on July 2, 2024
- The District finished “closing the books” for 2023-24 in September 2024 with a less than 1% change from the estimated actuals included in the 2024-25 adopted budget
- The budget is very volatile and subject to change due to State and Federal guidelines, the economy, actuals, assumptions, and unforeseen circumstances
- The true financial outlook is evolving this fall with actual student enrollments for 2024-25 known after school opened, staffing assignments that are completed, and open employee negotiations for 2024-25 continue
- The next financial report, the 2024-25 First Interim, will be presented to the board in December 2024 with complete updated financial projections through October 31, 2024



2024-25 Budget & MYP Assumptions

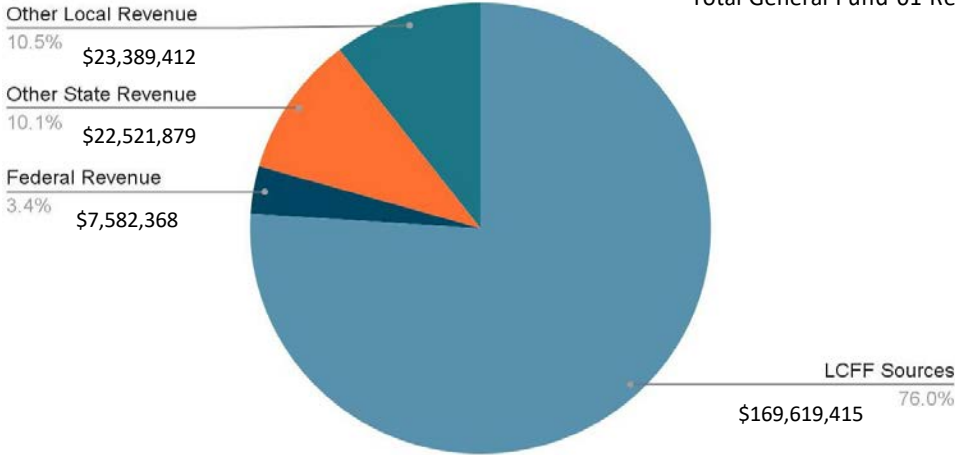
Revenues	2024-25	2025-26	2026-27
Funded COLA	1.07%	2.93%	3.08%
COLA Augmentation	0%	0%	0%
Statutory COLA	1.07%	2.93%	3.08%
CalSTRS Employer Rate	19.10%	19.10%	19.10%
CalPERS Employer Rate	27.05%	27.60%	28.00%
District Enrollment	13,024	12,895	12,767
District ADA	11,907	11,788	11,671
District Funded ADA (hold harmless: greater of current, prior year, or three year prior average)	12,138	11,906	11,833
One-time unrestricted funds	\$0	\$0	\$0
Expenditures	2024-25	2025-26	2026-27
Step & Column Increase	1.50%	1.50%	1.50%
SRTA associated group settlements	\$4,750/cell (~6%)	Not Budgeted	Not Budgeted
CSEA associated group settlements	Not Budgeted	Not Budgeted	Not Budgeted



2024-25 Budgeted Revenues

Santa Rosa City Schools General Operating Fund 01 2024-25 Projected Revenue Summary

Total General Fund 01 Revenues = \$223,113,074



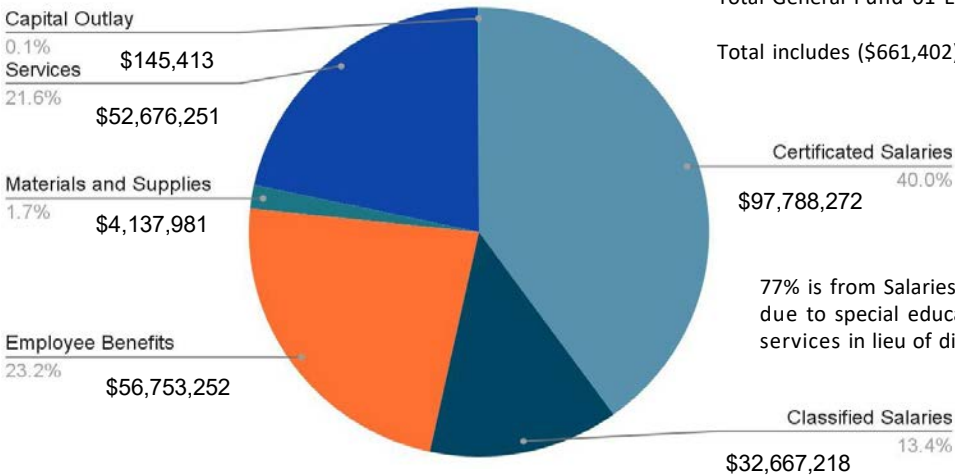
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2024-25 Budgeted Expenditures

Santa Rosa City Schools General Operating Fund 01 2024-25 Projected Expenditures Summary

Total General Fund 01 Expenditures = \$243,506,985

Total includes (\$661,402) of Other Outgo



77% is from Salaries and Benefits, is lower due to special education contracted services in lieu of district employees



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Multi Year Projection (MYP)

2024-25 Proposed Budget Multi Year Projection (MYP) General Fund 01

REVENUES	2024-25	2025-26	2026-27
LCFF Sources	169,619,415	173,359,276	179,311,286
Remaining Revenues	53,493,659	51,327,775	52,327,775
Total Revenues	223,113,074	224,687,051	231,639,061
EXPENDITURES			
Salaries & Benefits	187,208,742	189,431,141	192,868,309
Books/Supplies & Outlay	4,283,394	4,741,238	4,743,376
Services & Operating Expenses & Other Adjustments	52,676,251	53,576,790	54,182,689
Other Outgo & Indirect Costs & Transfers Out	-661,402	-161,402	-161,402
Other Adjustments: FSP Item F-10	0	-1,500,000	-1,575,000
Other Adjustments: staffing and programmatic reductions	0	-19,753,707	-17,486,617
Total Expenditures	243,506,985	226,334,061	232,571,355
Operating Net Increase/Decrease	-20,393,911	-1,647,010	-932,294
Transfers In and Other Sources & Transfers Out and Other Uses	1,085,739	1,085,739	1,085,739
Current Year Increase/Decrease In Fund Balance	-19,308,172	-561,271	153,446

- The savings from school closures is a staffing and programmatic reduction that will be applied to the needed reductions shown here



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Multi Year Projection (MYP)

	2024-25	2025-26	2026-27
Current Year Increase/Decrease In Fund Balance	-19,308,172	-561,271	153,446
Beginning Balance	36,091,371	16,783,199	16,221,928
Ending Balance	16,783,199	16,221,928	16,375,374
Components of Ending Balance, Reserves	2024-25	2025-26	2026-27
Restricted Ending Balance	10,022,644	10,001,847	9,970,674
Special Reserve Fund - Noncapital Outlay (Fund 17)	567,441	569,941	572,441
Reserve for Economic Uncertainty	6,737,769	6,220,081	6,404,700
Unassigned/Unappropriated Ending Balance	22,785	0	0
Fund 01 Unrestricted Ending Balance & Fund 17 Reserve %	3.01%	3.00%	3.00%

- Must meet the Other Adjustments: staffing and programmatic reductions of \$19,753,707 to meet our financial obligations while maintaining the 3% minimum Reserve for Economic Uncertainty requirement in order to be able to certify as Qualified for this current 2024-25 Budget.
- For the upcoming 2024-25 First Interim Fiscal Report, the staffing and programmatic reductions will need to be itemized for our County Office of Education to accept a Qualified or Positive Certification.



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Elementary Schools



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Elementary Schools 2024-25 Budgeted Direct Costs (Unrestricted Funds Only)

	Instruction	School Administration	Family & Student Engagement	Guidance Counseling & Restorative	Noon Supervision	Media / Library	Plant Service Operations	Total School Direct Costs
ALES	\$1,746,133	\$361,144	\$165,278	\$229,935	\$104,054	\$20,413	\$269,322	\$2,896,279
ABES	\$1,444,977	\$376,320	\$144,466	\$245,492	\$92,265	\$58,405	\$242,133	\$2,604,057
BHES	\$1,943,345	\$408,634	\$150,396	\$209,646	\$173,284	\$40,952	\$151,572	\$3,077,829
HLES	\$2,237,264	\$359,046	\$141,293	\$238,018	\$157,124	\$19,444	\$216,413	\$3,368,602
HVES	\$2,939,695	\$400,674	\$151,451	\$224,467	\$184,485	\$23,764	\$302,801	\$4,227,338
JMES	\$2,385,601	\$349,662	\$137,603	\$270,757	\$113,822	\$62,556	\$235,018	\$3,555,019
LBES	\$1,975,994	\$383,805	\$159,407	\$236,973	\$101,631	\$49,747	\$230,022	\$3,137,579
PTES	\$2,253,577	\$370,488	\$151,432	\$215,873	\$71,921	\$18,416	\$262,890	\$3,344,597
SLES	\$2,531,007	\$376,982	\$140,624	\$307,701	\$144,390	\$24,072	\$312,962	\$3,837,738
Total Elementary	\$19,457,592	\$3,386,755	\$1,341,949	\$2,178,863	\$1,142,976	\$317,769	\$2,223,133	\$30,049,037
Average Elementary	\$2,161,955	\$376,306	\$149,105	\$242,096	\$126,997	\$35,308	\$247,015	\$3,338,782



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Elementary Schools Potential Cost Savings (Unrestricted Funds Only)

	School Administration	Family & Student Engagement	Guidance Counseling & Restorative	Media / Library	Plant Service Operations	Total School Potential Cost Savings	29-30 Projected Enrollment	29-30 School Potential Cost Savings per Enrollment
ALES	\$361,144	\$165,278	\$229,935	\$20,413	\$269,322	\$1,046,092	301	\$3,475
ABES	\$376,320	\$144,466	\$245,492	\$58,405	\$242,133	\$1,066,815	131	\$8,144
BHES	\$408,634	\$150,396	\$209,646	\$40,952	\$151,572	\$961,200	262	\$3,669
HLES	\$359,046	\$141,293	\$238,018	\$19,444	\$216,413	\$974,214	370	\$2,633
HVES	\$400,674	\$151,451	\$224,467	\$23,764	\$302,801	\$1,103,158	354	\$3,116
JMES	\$349,662	\$137,603	\$270,757	\$62,556	\$235,018	\$1,055,595	330	\$3,199
LBES	\$383,805	\$159,407	\$236,973	\$49,747	\$230,022	\$1,059,954	251	\$4,223
PTES	\$370,488	\$151,432	\$215,873	\$18,416	\$262,890	\$1,019,099	279	\$3,653
SLES	\$376,982	\$140,624	\$307,701	\$24,072	\$312,962	\$1,162,342	380	\$3,059
Total Elementary	\$3,386,755	\$1,341,949	\$2,178,863	\$317,769	\$2,223,133	\$9,448,469	2,658	\$3,555
Average Elementary	\$376,306	\$149,105	\$242,096	\$35,308	\$247,015	\$1,049,830	295	\$3,555



23

Elementary Schools Operating Costs, Excluding Staff (Unrestricted Funds Only)

	Plant Service Operations, Excluding Staff	29-30 Projected Enrollment	29-30 Operating Costs, Excluding Staff, per Enrollment
ALES	\$88,744	301	\$295
ABES	\$110,216	131	\$841
BHES	\$93,923	262	\$358
HLES	\$87,430	370	\$236
HVES	\$120,616	354	\$341
JMES	\$80,728	330	\$245
LBES	\$93,087	251	\$371
PTES	\$140,182	279	\$502
SLES	\$139,036	380	\$366
Total Elementary	\$953,962	2,658	\$359
Average Elementary	\$105,996	295	\$359



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Middle Schools



25

Middle Schools 2024-25 Budgeted Direct Costs (Unrestricted Funds Only)

	Instruction	School Administration	Family & Student Engagement	Guidance Counseling & Restorative	School Sponsored Activities	Noon Supervision	Plant Service Operations	Total School Direct Costs
HSMS	\$3,602,118	\$959,133	\$72,877	\$466,879	\$133,877	\$26,369	\$402,474	\$5,663,727
HCMS	\$1,919,087	\$912,398	\$75,247	\$523,193	\$124,523	\$11,679	\$421,004	\$3,987,131
RVMS	\$3,715,374	\$1,123,374	\$66,407	\$431,983	\$127,980	\$15,993	\$537,403	\$6,018,514
SRMS	\$2,821,777	\$1,009,088	\$68,734	\$477,754	\$95,770	\$11,747	\$390,786	\$4,875,656
Total Middle Schools	\$12,058,356	\$4,003,993	\$283,265	\$1,899,809	\$482,150	\$65,788	\$1,751,667	\$20,545,028
Average Middle School	\$3,014,589	\$1,000,998	\$70,816	\$474,952	\$120,538	\$16,447	\$437,917	\$5,136,257



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Middle Schools Potential Cost Savings (Unrestricted Funds Only)

	School Administration	Family & Student Engagement	Guidance Counseling & Restorative	School Sponsored Activities	Plant Service Operations	Total School Potential Cost Savings	29-30 Projected Enrollment	29-30 School Potential Cost Savings per Enrollment
HSMS	\$959,133	\$72,877	\$466,879	\$133,877	\$402,474	\$2,035,240	596	\$3,415
HCMS	\$912,398	\$75,247	\$523,193	\$124,523	\$421,004	\$2,056,365	362	\$5,681
RVMS	\$1,123,374	\$66,407	\$431,983	\$127,980	\$537,403	\$2,287,147	655	\$3,492
SRMS	\$1,009,088	\$68,734	\$477,754	\$95,770	\$390,786	\$2,042,132	389	\$5,250
Total Middle Schools	\$4,003,993	\$283,265	\$1,899,809	\$482,150	\$1,751,667	\$8,420,884	2,002	\$4,206
Average Middle School	\$1,000,998	\$70,816	\$474,952	\$120,538	\$437,917	\$2,105,221	501	\$4,206



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Middle Schools Operating Costs, Excluding Staff (Unrestricted Funds Only)

	Plant Service Operations, Excluding Staff	29-30 Projected Enrollment	29-30 Operating Costs, Excluding Staff, per Enrollment
HSMS	\$187,889	596	\$315
HCMS	\$202,649	362	\$560
RVMS	\$283,167	655	\$432
SRMS	\$189,408	389	\$487
Total Middle Schools	\$863,113	2,002	\$431
Average Middle School	\$215,778	501	\$431



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High Schools



29

High Schools 2024-25 Budgeted Direct Costs (Unrestricted Funds Only)

	Instruction	School Administration	Family & Student Engagement	Guidance & Counseling & Restorative	School Sponsored Activities	Plant Service Operations	Total School Direct Costs
EAHS	\$5,910,763	\$2,029,608	\$232,216	\$780,910	\$198,463	\$608,125	\$9,760,085
MCHS	\$8,085,874	\$1,846,744	\$227,588	\$945,007	\$363,153	\$666,043	\$12,134,409
MHS	\$7,987,884	\$1,981,765	\$206,666	\$1,245,987	\$306,092	\$815,876	\$12,544,270
PHS	\$7,299,754	\$1,960,931	\$228,915	\$925,653	\$330,973	\$809,409	\$11,555,635
SRHS	\$8,981,560	\$2,140,335	\$227,539	\$1,216,267	\$344,281	\$1,007,742	\$13,917,724
Total High Schools	\$38,265,835	\$9,959,384	\$1,122,925	\$5,113,823	\$1,542,962	\$3,907,195	\$59,912,124
Average High School	\$7,653,167	\$1,991,877	\$224,585	\$1,022,765	\$308,592	\$781,439	\$11,982,425

Continuation High School:

RHS	\$1,973,748	\$1,016,786	\$178,306	\$460,666	\$7,946	\$234,060	\$3,871,512
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High Schools Potential Cost Savings (Unrestricted Funds Only)

	School Administration	Family & Student Engagement	Guidance & Counseling & Restorative	School Sponsored Activities	Plant Service Operations	Total School Potential Cost Savings	29-30 Projected Enrollment	29-30 School Potential Cost Savings per Enrollment
EAHS	\$2,029,608	\$232,216	\$780,910	\$198,463	\$608,125	\$3,849,323	860	\$4,476
MCHS	\$1,846,744	\$227,588	\$945,007	\$363,153	\$666,043	\$4,048,535	1,311	\$3,088
MHS	\$1,981,765	\$206,666	\$1,245,987	\$306,092	\$815,876	\$4,556,386	1,262	\$3,610
PHS	\$1,960,931	\$228,915	\$925,653	\$330,973	\$809,409	\$4,255,881	1,148	\$3,707
SRHS	\$2,140,335	\$227,539	\$1,216,267	\$344,281	\$1,007,742	\$4,936,164	1,354	\$3,646
Total High Schools	\$9,959,384	\$1,122,925	\$5,113,823	\$1,542,962	\$3,907,195	\$21,646,289	5,935	\$3,647
Average High School	\$1,991,877	\$224,585	\$1,022,765	\$308,592	\$781,439	\$4,329,258	1,187	\$3,647

Continuation High School:

RHS	\$1,016,786	\$178,306	\$460,666	\$7,946	\$234,060	\$1,897,764	204	\$9,303
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High Schools Operating Costs, Excluding Staff (Unrestricted Funds Only)

	Plant Service Operations, Excluding Staff	29-30 Projected Enrollment	29-30 Operating Costs, Excluding Staff, per Enrollment
EAHS	\$446,576	860	\$519
MCHS	\$519,818	1,311	\$397
MHS	\$489,109	1,262	\$388
PHS	\$508,665	1,148	\$443
SRHS	\$687,881	1,354	\$508
Total High Schools	\$2,652,049	5,935	\$447
Average High School	\$530,410	1,187	\$447

Continuation High School:

RHS	\$105,146	204	\$515
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Charter Schools



33

Charter School 2024-25 Budgeted Direct Costs (Unrestricted Funds Only)

	Instruction	School Administration	Guidance & Counseling	School Sponsored Activities	Noon Supervision	Media / Library	Plant Service Operations	Total School Direct Costs
CCLA	\$5,569,045	\$1,506,031	\$517,452	\$114,543	\$265,635	\$66,001	\$453,617	\$8,492,323
SRACS	\$710,685	\$224,095	\$2,318	\$465	\$26,238	\$10,209	\$52,169	\$1,026,180
SRCSA	\$2,974,534	\$359,308	\$114,341	\$0	\$98,138	\$48,958	\$215,298	\$3,810,578
SRFAC	\$3,728,036	\$319,847	\$66,725	\$0	\$131,041	\$63,585	\$243,455	\$4,552,688
Total Charter Schools	\$12,982,300	\$2,409,281	\$700,836	\$115,008	\$521,052	\$188,753	\$964,539	\$17,881,769
Average Charter School	\$3,245,575	\$602,320	\$175,209	\$28,752	\$130,263	\$47,188	\$241,135	\$4,470,442



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Charter Schools Potential Cost Savings (Unrestricted Funds Only)

	School Administration	School Sponsored Activities	Media / Library	Plant Service Operations	Total School Potential Cost Savings	29-30 Projected Enrollment	29-30 School Potential Cost Savings per Enrollment
CCLA	\$1,506,031	\$114,543	\$66,001	\$453,617	\$2,140,192	763	\$2,805
SRACS	\$224,095	\$465	\$10,209	\$52,169	\$286,938	128	\$2,242
SRCSA	\$359,308	\$0	\$48,958	\$215,298	\$623,564	329	\$1,895
SRFAC	\$319,847	\$0	\$63,585	\$243,455	\$626,887	425	\$1,475
Total Charter Schools	\$2,409,281	\$115,008	\$188,753	\$964,539	\$3,677,581	1,645	\$8,417
Average Charter School	\$602,320	\$28,752	\$47,188	\$241,135	\$919,395	411	\$2,104



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Charter Schools Operating Costs, Excluding Staff (Unrestricted Funds Only)

	Plant Service Operations, Excluding Staff	29-30 Projected Enrollment	29-30 Operating Costs, Excluding Staff, per Enrollment
CCLA	\$244,058	763	\$320
SRACS	\$18,046	128	\$141
SRCSA	\$149,113	329	\$453
SRFAC	\$104,858	425	\$247
Total Charter Schools	\$516,074	1,645	\$1,161
Average Charter School	\$129,019	411	\$290






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Alternative Uses



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Legend

-  Not Likely Possible
-  To be determined
-  Likely Possible



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Elementary Alternative Use

	ALES	ABES	BHES	HLES	HVES	JMES	LBES	PTES	SLES
Early Learning Child Care Center	Green	Green	Grey	Green	Grey	Green	Green	Grey	Green
Elementary	Green	Green	Grey	Green	Grey	Green	Green	Grey	Green
Middle School	Green	Green	Grey	Green	Grey	Green	Green	Grey	Green
Middle 6-8th	Green	Green	Grey	Green	Grey	Green	Green	Grey	Green
High School	Red	Red	Red	Red	Red	Red	Red	Red	Red
Alternative Education/Continuation	Red	Red	Red	Red	Red	Red	Red	Red	Red
K through 12	Red	Red	Red	Red	Red	Red	Red	Red	Red
Staff Housing	Green	Green	Grey	Green	Grey	Green	Green	Grey	Green
Joint Use	Green	Green	Grey	Green	Grey	Green	Green	Grey	Green
Other District Use	Green	Green	Grey	Green	Grey	Green	Green	Grey	Green



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Middle Alternative Use

	HSMS	HCMS	RVMS	SRMS
Early Learning ChildCare Center	Grey	Green	Grey	Green
Elementary	Red	Green	Red	Green
Middle	Green	Green	Green	Green
Middle 6-8th	Red	Green	Red	Green
High	Green	Green	Green	Green
Alternative Education/Continuation	Green	Green	Green	Green
K through 12	Red	Green	Red	Green
Staff Housing	Green	Green	Green	Green
Joint Use	Green	Green	Green	Green
Other District Use	Green	Green	Green	Green



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High Alternative Use

	EAHS	MCHS	MHS	PHS	SRHS
Early Learning ChildCare Center	Grey	Grey	Green	Grey	Green
Elementary	Red	Red	Green	Red	Green
Middle	Green	Green	Green	Green	Green
Middle 6-8th	Red	Red	Green	Red	Green
High	Green	Green	Green	Green	Green
Alternative Education/Continuation	Green	Green	Green	Green	Green
K through 12	Red	Red	Green	Red	Green
Staff Housing	Green	Green	Green	Green	Green
Joint Use	Green	Green	Green	Green	Green
Other District Use	Green	Green	Green	Green	Green



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Charter Alternative Use

	CCLA	SRACS	SRCSA	SRFAC	LELA
Early Learning ChildCare Center	Grey	Grey	Green	Red	Red
Elementary	Red	Red	Green	Red	Red
Middle	Green	Green	Green	Red	Red
Middle 6-8th	Red	Red	Green	Red	Red
High	Green	Green	Green	Red	Red
Alternative Education/Continuation	Green	Green	Green	Red	Red
K through 12	Red	Red	Green	Red	Red
Staff Housing	Green	Green	Green	Red	Grey
Joint Use	Green	Green	Green	Red	Grey
Other District Use	Red	Red	Green	Red	Grey



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Traffic



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Elementary Schools

Traffic Study information & notes provided by City of Santa Rosa
 West County Bus Route Information: <https://www.schoolbusing.org/bus-routes-1>
 ** Established transportation routes with West County Transportation

School Site	Address	Traffic Volume (Average Daily Trips Per Day)	Traffic Notes
Abraham Lincoln Elementary School	850 West Ninth Street	West 9th St - 6599	Queues and double parking on West 9th St are frequent, but mostly are accommodated through frontage parking and within neighborhood streets adjacent.
Albert F. Biella Elementary School	2140 Jennings Ave.	Jennings Ave - 2781	Queues are mostly on low speed neighborhood streets where there is ample parking.
Brook Hill Elementary School**	1850 Vallejo Street	Vallejo St - 1849	Queues are mostly on low speed neighborhood streets where there is ample parking.
Helen Lehman Elementary School**	1700 Jennings Avenue	Jennings Ave - 1787	Queues are mostly on low speed neighborhood streets where there is ample parking.
Hidden Valley Elementary School**	3435 Bonita Vista Lane	Chanate Rd - 13084	Mostly traffic impacts Bonita Vista Ln and other surrounding neighborhood streets. Chanate does get some queues and parking issues so circulation would need to be addressed with additional students.
James Monroe Elementary School	2567 Marlow Road	Marlow Rd - 17190	Queues on Marlow Rd southbound cause backups and lane changes during arrival and especially dismissal. Very small pickup area in front of school limits on-site circulation. High speed and volumes on Marlow Rd.
Luther Burbank Elementary School**	203 South A Street	South A St - 1994	Generally there is enough parking on South A St and Sonoma Ave to accommodate queues for arrival and dismissal. Lower speed and volume streets.
Proctor Terrace Elementary School	1711 Bryden Lane	Bryden Ln - 13771	Queues on Bryden Ln often spill back to 4th St. Most queues and parking happen on surrounding neighborhood streets with low speeds and volumes.
Steele Lane Elementary School**	301 Steele Lane	Steele Ln - 26404	This is not a great location for an elementary school. High speed and volume road with little parking and no place to queue. We have tried to accommodate by changing lane configuration on Steele Ln. Ideally students would be dropped off on campus through a new loop constructed behind the campus that would connect the two driveways.



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Middle Schools

Traffic Study information & notes provided by City of Santa Rosa
 West County Bus Route Information: <https://www.schoolbusing.org/bus-routes-1>
 ** Established transportation routes with West County Transportation

School Site	Address	Traffic Volume (Average Daily Trips Per Day)	Traffic Notes
Herbert Slater Middle School**	3500 Sonoma Avenue	Sonoma Ave - 4617	Generally there is enough parking on Sonoma Ave and Carley Rd to accommodate queues for arrival and dismissal.
Hilliard Comstock Middle School**	2750 W. Steele Lane	West Steele Ln - 6517	Long driveway and good on-site parking and circulation. No major issues.
Rincon Valley Middle School**	4650 Badger Road	Badger Rd - 3605; Middle Rincon - 4134	Generally enough parking on Middle Rincon Rd to accommodate the queues for arrival and dismissal. Badger Rd loop may need to be addressed. Circulation would need to be improved with significantly more students.
Santa Rosa Middle School**	500 E Street	E St - 3896	Issues with queues and double-parking on E St. Parking on 5th, College, and surrounding streets are usually full before arrival/dismissal.



High Schools

Traffic Study information & notes provided by City of Santa Rosa
 West County Bus Route Information: <https://www.schoolbusing.org/bus-routes-1>
 ** Established transportation routes West County Transportation

School Site	Address	Traffic Volume (Average Daily Trips Per Day)	Traffic Notes
Elsie Allen High School**	599 Bellevue Avenue	Bellevue - 5760	No major issues on Bellevue. Burgess and surrounding neighborhood streets experience congestion, but those are low speed and low volume streets.
Maria Carrillo High School**	6975 Montecito Boulevard	Montecito Blvd - 9712	Plenty of room for queues on-site. No concerns.
Montgomery High School**	1250 Hahman Drive	Hahman Dr - 7222	Some impacts at Farmers Ln and Hoen Ave, but generally enough room on Hahman and within the neighborhood streets to accommodate queues for arrival and dismissal.
Piner High School	1700 Fulton Road	Fulton Rd - 19453	On rare occasions there are queues on Fulton, but most arrival/dismissals are accommodated through the parking lot and loop frontage street. The street is high speed and high volume so not recommended to change use without studying on-site circulation.
Ridgway High School	325 Ridgway Avenue	Ridgway - 2089	Queues are common on Ridgway, but it's a low speed and low volume neighborhood street. There are sufficient parking spaces on Ridgway and surrounding neighborhood streets.
Santa Rosa High School**	1235 Mendocino Avenue	Mendocino - 22156; Ridgway - 2089	Queues on Mendocino southbound entering loop street during dismissal. There are sufficient parking spaces on Ridgway and surrounding neighborhood streets.



Charter Schools

Traffic Study information & notes provided by City of Santa Rosa
 West County Bus Route Information: <https://www.schoolbusing.org/bus-routes-1>
 ** Established transportation routes

School Site	Address	Traffic Volume (Average Daily Trips Per Day)	Traffic Notes
Cesar Chavez Language Academy**	2480 Sebastopol Road	Sebastopol Rd - 18414	Existing issues with queues on Sebastopol Rd and parking in the bike lane. Turns from both directions from Sebastopol into Lombardi. Circulation on-site should be improved if any further changes are made.
Santa Rosa Accelerated Charter School	4650 Badger Road	Badger Rd - 3605; Middle Rincon - 4134	Generally enough parking on Middle Rincon Rd to accommodate the queues for arrival and dismissal. Badger Rd loop may need to be addressed. Circulation would need to be improved with significantly more students.
Santa Rosa Charter School For the Arts	756 Humboldt Street	Humboldt St - 1784	Queues are generally limited to Humboldt St and other surrounding low speed low volume neighborhood streets. There is usually enough parking to accommodate arrival and dismissal.
<i>Santa Rosa French-American Charter School</i>	1350 Sonoma Avenue	Sonoma Ave - 11754	Generally there is enough parking on Sonoma Ave to accommodate queues for arrival and dismissal. Turns into/out of Doyle Park Dr cause congestion.

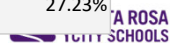


Transportation - Bus Ridership



Elementary Schools

School	Total Enrollment (23-24)	GenEd (Bused)	SpEd (Bused)	Grand Total (Bused)	Percentage (Bused)	Walk/Drop Off (estimated)	Percentage (Walk/Drop Off)	Percent Within Walking Distance
ALES	281	1	40	41	14.59%	240	85.41%	59.16%
ABES	234		26	26	11.11%	208	88.89%	56.30%
BHES	281	75	56	131	46.62%	150	53.38%	21.48%
HLES	381	21	13	34	8.92%	347	91.08%	58.07%
HVES	456	26	13	39	8.55%	417	91.45%	24.94%
JMES	336	2	5	7	2.08%	329	97.92%	42.48%
LBES	321	65	25	90	28.04%	231	71.96%	44.65%
PTES	326	3	19	22	6.75%	304	93.25%	44.85%
SLES	413	43	53	96	23.24%	317	76.76%	27.23%



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Middle Schools

School	Total Enrollment (23-24)	GenEd (Bused)	SpEd (Bused)	Grand Total (Bused)	Percentage (Bused)	Walk/Drop Off (estimated)	Percentage (Walk/Drop Off)	Percent Within Walking Distance
HSMS	690	183	58	241	34.93%	449	65.07%	20.10%
HCMS	442	37	50	87	19.68%	355	80.32%	63.97%
RVMS	780	61	21	82	10.51%	698	89.49%	29.35%
SRMS	458	30	28	58	12.66%	400	87.34%	23.81%



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High Schools

School	Total Enrollment (23-24)	GenEd (Bused)	SpEd (Bused)	Grand Total (Bused)	Percentage (Bused)	Walk/Drop Off (estimated)	Percentage (Walk/Drop Off)	Percent Within Walking Distance
EAHS	980	131	66	197	20.10%	783	79.90%	79.33%
MCHS	1585	63	23	86	5.43%	1499	94.57%	57.53%
MHS	1433	134	76	210	14.65%	1223	85.35%	72.93%
PHS	1384	18	33	51	3.68%	1333	96.32%	74.84%
RHS	274	8	44	52	18.98%	222	81.02%	24.29%
SRHS	1636	39	53	92	5.62%	1544	94.38%	62.16%



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Charter Schools

School	Total Enrollment (23-24)	GenEd (Bused)	SpEd (Bused)	Grand Total (Bused)	Percentage (Bused)	Walk/Drop Off (estimated)	Percentage (Walk/Drop Off)	Percent Within Walking Distance
CCLA	811	87	13	100	12.33%	711	87.67%	11.20%
SRACS	129	1		1	0.78%	128	99.22%	6.35%
SRCSA	414	1	8	9	2.17%	405	97.83%	25.00%
SRFAC	468		1	1	0.21%	467	99.79%	14.99%



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Distance to Nearest School Sites



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Elementary	ALES	ABES	BHES	HLES	HVES	JMES	LBES	PTES	SLES
Less than 1 mile radius	1	0	0	0	0	0	1	0	1
Greater than 1 mile but less than 2 miles radius	6	6	7	7	2	6	6	6	1
Greater than 2 miles but less than 5 miles radius	23	21	20	23	26	22	21	24	30
Total Schools within 5 mile radius	30	27	27	30	28	28	28	30	32



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Middle Schools	HSMS	HCMS	RVMS	SRMS
Less than 1 mile radius	1	0	0	0
Greater than 1 mile but less than 2 miles radius	0	4	0	1
Greater than 2 miles but less than 5 miles radius	2	5	2	7
Greater than 5 miles but less than 10 miles radius	17	17	14	18
Total Schools within 10 miles radius	20	26	16	26



55

High Schools	EAHS	MCHS	MHS	PHS	RHS	SRHS
Less than 1 mile radius	0	0	0	1	0	0
Greater than 1 mile but less than 2 miles radius	1	0	0	0	1	1
Greater than 2 miles but less than 5 miles radius	6	1	2	3	2	2
Greater than 5 miles but less than 10 miles radius	6	9	8	10	12	12
Total Schools within 10 miles radius	13	10	10	14	15	15



56

Charter Schools	CCLA	SRACS	SRCSA	SRFACS
Less than 1 mile radius	1	2	0	0
Greater than 1 Mile but less than 2 miles radius	1	2	1	3
Greater than 2 miles but less than 5 miles radius	9	12	8	5
Total Schools within 5 mile radius	11	16	9	8



Meeting 6: December 16, 2024

Santa Rosa City Schools School Consolidation/Closure Advisory Committee Meeting

Date: December 16, 2024

Time: 5:30 PM

Location: Montgomery High School, Student Union, 1250 Hahman Drive, Santa Rosa, CA 95405

The Santa Rosa City Schools' School Consolidation/Closure Advisory Committee meeting will be held in a hybrid format and is **open to the public**.

Members of the public may:

- **Attend in person.** Attendees wishing to provide public comment during the meeting must complete a blue card, available at the meeting, and submit it to the Administrative Assistant.
- **View or listen virtually via Zoom.** For details on accessing the meeting virtually via Zoom or phone, please click [here](#).

Note: Public comments during the meeting will only be accepted in person and not through the virtual format.

Individual speakers shall be allowed up to one (1) minute to address the Committee on each agenda or non-agenda item. The committee chair or presiding officer may limit the total time for public input on each item to twenty (20) minutes. The committee chair or presiding officer may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard. The committee chair or presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or shoyos@srcs.k12.ca.us.

Reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools

Fecha: 16 de diciembre de 2024

Hora: 5:30 PM

Ubicación: Montgomery High School, Student Union, 1250 Hahman Drive, Santa Rosa, CA 95405

La reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools se llevará a cabo en un formato híbrido y **está abierta al público**.

Los miembros del público pueden:

- **Asistir en persona.** Los asistentes que deseen hacer comentarios públicos durante la reunión deben completar una tarjeta azul, disponible en la reunión, y entregarla a la Asistente Administrativa.
- **Ver o escuchar virtualmente a través de Zoom.** Para obtener detalles sobre cómo acceder a la reunión virtualmente a través de Zoom o por teléfono, por favor haga clic [aquí](#).

Nota: Los comentarios públicos durante la reunión solo se aceptarán en persona y no a través del formato virtual.

Se les permitirán a los oradores hablar de manera individual por un (1) minuto ante de Comité sobre cada tema incluido o no en la agenda. Se permite que el/la presidente/a del Comité o quien la presida puede

limitar el tiempo total para la participación del público a veinte (20) minutos por cada tema. El/la presidente/a del Comité o quien la presida puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. El/la presidente/a del Comité o quien la presida puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Time: 2 minutes / Tiempo: 2 minutos

B. Roll Call / Pasaje de Lista

Establishment of Quorum

Time: 5 minutes

Establecimiento de un Quórum

Tiempo: 5 minutos

C. Group Norms and Prior Meeting Overview / Normas del Grupo y Resumen de la Reunión Anterior

Time: 5 minutes / Tiempo: 5 minutos

D. Meeting Minute Review / Revisión de las Minutos de la Reunión

Time: 5 minutes / Tiempo: 5 minutos

E. Presentation to address Parking Lot Questions/ Presentación para abordar Preguntas de Estacionamiento

Time: 30 minutes / Tiempo: 30 minutos

F. Public Comment on Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda

At this time, members of the public may address the Committee on an agenda item.

The Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district committee.

Time: 20 minutes

En este momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema incluido en la agenda.

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité distrito escolar.

Tiempo: 20 minutos

G. Analysis and Prioritization / Análisis y Priorización

This will be a workshop style exercise, where the committee will be broken into four working groups.

The committee members will analyze and rank schools within the working groups and report out their small group recommendations. This exercise may be followed with a whole committee “spend a dot” exercise to further narrow the schools for consideration if needed.

Time: 60 minutes

Este será un ejercicio en estilo de taller, donde el comité se dividirá en cuatro grupos de trabajo. Los miembros del comité analizarán y clasificarán las escuelas dentro de los grupos de trabajo y presentarán

sus recomendaciones como pequeños grupos. Este ejercicio podría ir seguido de un ejercicio de “colocar un punto” con todo el comité para reducir aún más las escuelas a considerar, si es necesario

Tiempo: 60 minutos

H. Public Comments on Non-Agenda Items / Comentarios Públicos Sobre Temas No Relacionados con la Agenda

At this time, members of the public may address the Committee on any non-agenda item.

The Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district committee.

Time: 20 minutes

En este momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema no incluido en la agenda..

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité del distrito escolar.

Tiempo: 20 minutos

I. Next Steps / Próximos Pasos

January 27, 2025 - Analysis and Prioritization, Recommendations, and Draft Report Review

Time: 5 minutes

27 de enero de 2025 - Análisis y Priorización, Recomendaciones y Revisión del Borrador del Informe

Time: 5 minutes / Tiempo: 5 minutos

J. Correspondence / Correspondencia

K. Adjournment / Aplazamiento

MEETING MINUTES

Santa Rosa City Schools School Consolidation/Closure Advisory Committee Meeting

Date: December 16, 2024

Time: 5:30 PM

Location: Montgomery High School, Student Union, 1250 Hahman Drive, Santa Rosa, CA 95405

The Santa Rosa City Schools' School Consolidation/Closure Advisory Committee meeting will be held in a hybrid format and is **open to the public**.

Members of the public may:

- **Attend in person.** Attendees wishing to provide public comment during the meeting must complete a blue card, available at the meeting, and submit it to the Administrative Assistant.
- **View or listen virtually via Zoom.** For details on accessing the meeting virtually via Zoom or phone, please click [here](#).

Note: Public comments during the meeting will only be accepted in person and not through the virtual format.

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For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or shoyos@srcs.k12.ca.us.

Reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools

Fecha: 16 de diciembre de 2024

Hora: 5:30 PM

Ubicación: Montgomery High School, Student Union, 1250 Hahman Drive, Santa Rosa, CA 95405

La reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools se llevará a cabo en un formato híbrido y **está abierta al público**.

Los miembros del público pueden:

- **Asistir en persona.** Los asistentes que deseen hacer comentarios públicos durante la reunión deben completar una tarjeta azul, disponible en la reunión, y entregarla a la Asistente Administrativa.
- **Ver o escuchar virtualmente a través de Zoom.** Para obtener detalles sobre cómo acceder a la reunión virtualmente a través de Zoom o por teléfono, por favor haga clic [aquí](#).

Nota: Los comentarios públicos durante la reunión solo se aceptarán en persona y no a través del formato virtual.

Se les permitirán a los oradores hablar de manera individual por un (1) minuto ante de Comité sobre cada tema incluido o no en la agenda. Se permite que el/la presidente/a del Comité o quien la presida puede limitar el tiempo total para la participación del público a veinte (20) minutos por cada tema. El/la presidente/a del Comité o quien la presida puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. El/la presidente/a del Comité o quien la presida puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico shoyos@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Chairperson Ben Wolf called the meeting to order at 5:31 pm.

Presidente Ben Wolf declaró abierta la reunión a las 5:31 pm.

B. Roll Call / Pasaje de Lista

Absences / Ausencias:

Andrea Loveday-Brow

C. Group Norms and Prior Meeting Overview / Normas del Grupo y Resumen de la Reunión Anterior

The committee reviewed group norms.

El comité revisó las normas del grupo.

D. Meeting Minute Review / Revisión de las Minutos de la Reunión

The committee reviewed the minutes of the School Consolidation Advisory Committee held on November 18, 2024, and had no corrections.

El comité revisó los minutos del Comité Asesor de Consolidación Escolar del 18 de noviembre de 2024 y no tuvo correcciones.

E. Presentation to address Parking Lot Questions/ Presentación para abordar Preguntas de Estacionamiento

Lisa August, Associate Superintendent of Business Services, presented the Parking Lot Questions presentation.

The committee requests the following information for future meetings:

- Correction to the Grade Level label for Santa Rosa Accelerated Charter from Primary to Secondary.
- Correction to the Feeder Pattern for missing school districts.
- Additional fiscal information related to alternative scenarios.

Lisa August, Superintendente Asociada de Servicios Empresariales, presentaron la presentación sobre Preguntas de Estacionamiento .

El comité solicita la siguiente información para futuras reuniones:

- Corrección de el nivel de grado para Santa Rosa Accelerated Charter, de Primaria a Secundaria.
- Corrección al organigrama que muestra el flujo de estudiantes de la primaria a la secundaria y preparatoria para los distritos escolares faltantes.
- Información fiscal adicional relacionada con escenarios alternativos.

F. Public Comment on Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda

The following individuals addressed the committee during public comment on agenda items / Las siguientes personas se dirigieron al comité durante el comentario público sobre los temas de la agenda:

- Drik Scheizmer - Item E - Presentation to address Parking Lot Questions / Presentación para abordar Preguntas de Estacionamiento
- Adam Trice - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Eleanor Grogan - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Brett Ainsworth - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Marian Staroba - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Kristina Trice - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Kimberly Pile - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Robin Ess - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Regina Rolland - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Nancy Lanz - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Karen Sanders - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Jessica Lichan - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Sarah Jenkins - Item E - Presentation to address Parking Lot Questions / Presentación para abordar Preguntas de Estacionamiento
- Laurie Feliciano on behalf of Genevieve Lilligren - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Cardoza Lucinano - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Corky Cramer - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Robin Smith - Item E - Presentation to address Parking Lot Questions / Presentación para abordar Preguntas de Estacionamiento
- Nicole Coppola - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Christina Cramer - Item G - Analysis and Prioritization / Análisis y Priorización
- Angel Ortega - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Alivia Alberigi-Speicher - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Jim Lavelly - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Amy Bolten - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Alison Smith - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Jamie Russell - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Erica Lipanovich - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Corey Jellison - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Lucas Shaw - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Madeleine Smith - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Shiyu Wang - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Laura Fry - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Tonya Hoffman - School Closures/Consolidation / Cierre/Consolidación de Escuelas

- Jennifer Jimenez - Item G - Analysis and Prioritization / Análisis y Priorización
- Mitchell Johnson - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Carla Wilking - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Amy West - Item G - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Luz Hernandez - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Sotha Ann - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Katie Barr - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Greg Peterson - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Meg Peterson - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Cate Bisbee - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- David Chen - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Annie Lee - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Andrea Sevilla - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Damans Cordero - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Amy Eng - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Deborah Tapia de Martin - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Norman Houck - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Kaylin Wen - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Bruce Marinace - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Ashely Bell - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Christina Miller - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Sarah Drlik - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Claudia Galindo - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Jessica Mullan - School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Alexander Youn - School Closures/Consolidation / Cierre/Consolidación de Escuelas

G. Analysis and Prioritization / Análisis y Priorización

Brianna García and Linette Hodson of School Services of California led the discussion and took notes on "Analysis and Prioritization."

The committee had a discussion and agreed to focus on "Alternatives" first.

Brianna García y Linette Hodson de Servicios Escolares de California lideraron la discusión y tomaron notas sobre los puntos del "Análisis y Priorización".

El comité tuvo una discusión y acordó centrarse primero en las "Alternativas."

H. Public Comments on Non-Agenda Items / Comentarios Públicos Sobre Temas No Relacionados con la Agenda

The following individuals addressed the committee during public comment on non-agenda items:

- Ethan Cosgrove - Consolidation of districts

Las siguientes personas se dirigieron al comité durante el comentario público sobre los temas no relacionados con la agenda:

- Ethan Cosgrove - Consolidación del distritos

I. Next Steps / Próximos Pasos

The next School Consolidation Advisory Committee will be on January 27, 2025.

La próxima reunión del Comité Asesor de Consolidación Escolar será el 27 de enero de 2025.

J. Correspondence / Correspondencia

K. Adjournment / Aplazamiento

The meeting was adjourned at 9:20 pm.

La reunión terminó a las 9:20 pm.

School Consolidation Advisory Committee

Additional Information and Review

December 16, 2024



1

School Abbreviations

Abv	School	Abv	School
ABES	Albert Biella Elementary Schools	MCHS	Maria Carrillo High School
ALES	Abraham Lincoln Elementary	MHS	Montgomery High School
BHES	Brook Hill Elementary	PHS	Piner High School
CCLA	Cesar Chavez Language Academy	PTES	Proctor Terrace Elementary
EAHS	Elsie Allen High School	RHS	Ridgway High School
HCMS	Hilliard Comstock Middle School	RVMS	Rincon Valley Middle School
HLES	Helen Lehman Elementary	SLES	Steele Lane Elementary
HSMS	Herbert Slater Middle School	SRACS	Santa Rosa Accelerated Charter
HVES	Hidden Valley Elementary	SRCSA	Santa Rosa Charter School for the Arts
JMES	James Monroe Elementary	SRFAC	Santa Rosa French-American Charter
LBES	Luther Burbank Elementary	SRHS	Santa Rosa High School
LELA	Lewis Early Learning Academy	SRMS	Santa Rosa Middle School



2

Group Norms

- Respect the opinions of others
- Actively participate
- Assume positive intentions
- Be honest
- Ask clarifying questions
- Be an active listener
- Honor start and end times
- Focus on the work of the group
- Respect the individuals
- Suspend judgement
- Say just enough
- Speak up for the Zoom listeners
- Norms can be added as needed



3

Parking Lot Questions



4

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

The Board is requesting a recommendation for the following:

- 3 elementary schools
- 1 middle school
- 1 high school
- Ranking of schools for board consideration

Budget assumptions include \$12,500,000 in savings from school closures



5

Are we making decisions regarding facilities or programs?

How is all of this data relevant?



6

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

Slide decks from community presentations regarding potential seismic impacts

- [English](#)
- [Spanish](#)



How are charter schools included in this process?

- SRCS 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 SRCS 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 district).



When are each of the charter schools up for renewal?

Charter School Name	Enrolling District	District Boundary	Grade Level	Renewal Dates
Cesar Chavez Language Academy	Santa Rosa City	Wright	Primary	06/30/2026
Mark West Charter School	Mark West	Santa Rosa City	Secondary	06/30/2026
Piner-Olivet Charter School	Piner Olivet	Santa Rosa City	Secondary	12/20/2028
Roseland Accelerated Middle	Roseland	Santa Rosa City	Secondary	6/30/2026
Roseland Collegiate Prep	Roseland	Santa Rosa City	Secondary	6/30/2026
Roseland University Prep	Roseland	Santa Rosa City	Secondary	6/30/2026
Santa Rosa Accelerated Charter	Santa Rosa City	Rincon Valley	Primary	06/30/2026
Spring Lake Middle	Rincon Valley	Santa Rosa City	Secondary	12/11/2025
Wright Charter School	Wright	Santa Rosa City	Secondary	06/30/2025
Kid Street Charter	Santa Rosa City	Santa Rosa City	Primary	06/30/2025
Santa Rosa French American Charter	Santa Rosa City	Santa Rosa City	Primary	06/30/2028
Santa Rosa Charter School for the Arts	Santa Rosa City	Santa Rosa City	Primary	06/30/2028



9

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



10

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

[Slide Deck from Fiscal Presentation # 5](#) - please see slides 38-42



11

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

- Depending on the combination of schools, the need to increase or opportunity to decrease routes will vary.
- Based on the most recent information from WCTA, the average SRCS general education route is approximately \$134k
- [Slide Deck from Fiscal Presentation](#) - Transportation Slide #s 48 - 52



12

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

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



13

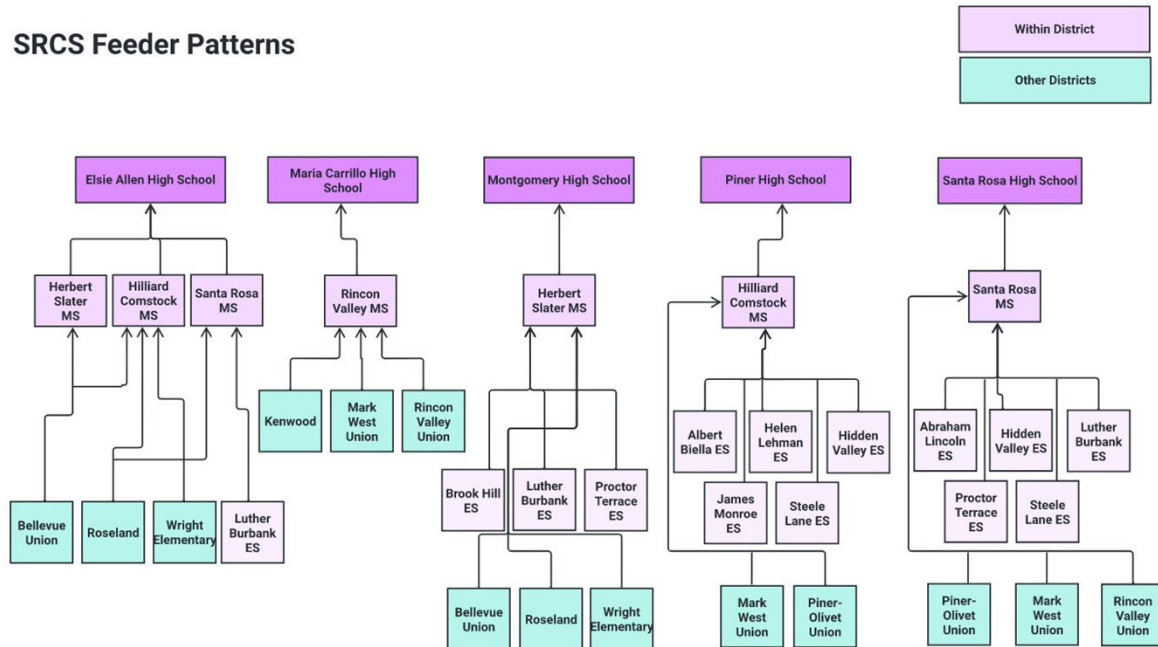
What school sites would be the best options for creation of TK-8 model?

- Hilliard Comstock
- Santa Rosa Middle School
- Luther Burbank Elementary
- SR Charter for the Arts



14

SRCS Feeder Patterns



15

Can we review the boundary maps?

[Slide Deck from Overview Presentation # 1](#) - please see slides 23, 40 & 48



16

Inter and Intra District transfers/Potential impact to increased or decreased LCFF revenue.

Changes in enrollments between inter- and intra-district enrollments will not affect the Local Control Funding Formula (LCFF) allocation for the 2025-2026 school year, thanks to the hold harmless LFCC 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, we will continue to receive the same LCFF allocation for the 2025-2026 school year as we received for the 2024-2025. 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.



17

School-Based Programs – Enrollment and Success

School	Program	# of Duplicated Students	Full Time Equivalent Student Enrollments	Enrollment %	Student Receiving a C or better for the school year	Students Taking the AP test	Students passing the AP test with a 3 or better
EAHS	Advanced Placement	102	26.14	2.70%	78.60%	43.90%	11.70%
	Concurrent College Enrollment	13	1.94	0.20%	30.80%		
	CTE	313	47.85	5.00%	60.40%		
	Regular	963	887.08	92.10%	54.50%		
MCHS	Advanced Placement	457	155.82	10.00%	80.10%	82.70%	72.90%
	Concurrent College Enrollment	343	74.17	4.80%	42.70%		
	CTE	298	49.41	3.20%	86.30%		
	Regular	1553	1,281.60	82.10%	76.60%		

Success may be measured in different ways for different programs and/or student populations



18

School-Based Programs – Enrollment and Success

School	Program	# of Duplicated Students	Full Time Equivalent Student Enrollments	Percentage of Enrollment	Student Receiving a C or better for the school year	Students Taking the AP test	Students passing the AP test with a 3 or better
MHS	Concurrent College Enrollment	119	24.05	1.80%	42.90%		
	CTE	247	40.84	3.00%	64.10%		
	International Baccalaureate	111	19.3	1.40%	88.20%		
	Regular	1367	1,282.81	93.80%	66.90%		
PHS	Advanced Placement	230	49.94	3.70%	92.70%	82.10%	44.10%
	Concurrent College Enrollment	261	63.31	4.70%	47.60%		
	CTE	434	69.47	5.10%	75.90%		
	Regular	1352	1,169.28	86.50%	64.00%		
SRHS	Advanced Placement	246	63.83	4.10%	88.10%	58.90%	45.30%
	ArtQuest	297	90.52	5.80%	89.10%		
	Concurrent College Enrollment	208	46.71	3.00%	45.30%		
	CTE	407	73.79	4.80%	77.90%		
	Regular	1550	1,278.14	82.30%	63.90%		



19

Requirements of CEQA ([CDE Best Practices Page 13, Section 11](#))

Exemptions:

- A physical change of minor additions to existing schools that increases student capacity - including the use of portables - by no more than 25% of the original student capacity or ten classrooms, whichever is less. (14 CCR Sec. 15314)
- Changes in school's configuration which do not result in changes to student transportation (14 CCR Sec. 15322(b))
- Replacement or reconstruction of existing schools...which do not increase capacity by more than 50% (14 CCR Sec. 15302)

School districts should consult with legal counsel to ensure compliance (14 CCR Sec. 15300.2)



20

Information Requested, but Outside of Committee Scope

- How will re-imagining or creation of programs help with the \$25 M budget issue? (LCAP and Fiscal Stabilization)
- Lots of comments/questions/ideas regarding the re-imagining of programs (may be included in report as a recommendation for the Board to consider)
- [Special Education Supporting Data Folder](#)



21

SCAC Meeting and Data Review



22

Meeting 1: August 9, 2024—Organization

- Organizational and introductory meeting that provided the School Consolidation Advisory Committee (SCAC) with:
 - An overview of the process and roles
 - The proposed criteria for consideration
 - An explanation of the scoring, how it would be calculated, and how it should be utilized

Relevant Data

- Overview of school sites
 - Locations
 - Grade span
 - 2023-24 enrollment
 - Student capacity
- Boundary maps by grade span



23

Meeting 2: September 9, 2024—Demographics

- Overview of the historical enrollment trends, as well as presentations on current and projected enrollment and capacity by school site
 - **Criterion 1**—School enrollment is low and projected to remain low (enrollment below 70% of capacity), including considering special day classes
 - **Criterion 2**—Demographically diverse population based on the unduplicated pupil percentage (within a range of 40%-60%)
 - **Criterion 3**—Excess classroom capacity, excluding portables
 - **Criterion 4**—Enrollment includes positive intra-district and/or inter-district transfers
 - **Criterion 5**—Excess classroom capacity, excluding intra-district and/or inter-district transfers
 - **Criterion 6**—Proximity to schools with capacity to accommodate incoming students, excluding intra-district and/or inter-district transfers



24

Meeting 2: September 9, 2024—Relevant Data

- Enrollment
 - Historic (2016-17 through 2023-24)
 - Current (2023-24)
 - Actual (2024-25 as of September 5, 2024)
 - Projected (2023-24 through 2029-30)
 - Inter-district transfers
- Demographic makeup by grade span
 - Ethnicity
 - Free or reduced-price meals counts
 - Unduplicated pupil counts
- Boundary maps by grade span
- Facility capacity



25

Meeting 3: October 7, 2024—Facilities

- Presentation focused on facilities—size, condition, costs, support space, environmental factors, and other uses
 - **Criterion 7**—Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)
 - **Criterion 8**—Modernization, construction, or other projects (e.g., technology upgrades) recently completed
 - **Criterion 9**—School site has benefited from historical investments in facilities
 - **Criterion 10**—Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites
- **Criterion 11**—Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment
- **Criterion 12**—Environmental factors affect current or future use of the property (e.g., earthquake faults, high speed rail, etc.)
- **Criterion 13**—Leases or other outside uses currently utilizing site/generating income



26

Meeting 3: October 7, 2024—Relevant Data

- Indicators of quality scores
 - Major facility needs
- Historical investments
- Recently completed projects
- Planned investments
 - Elementary schools—Measures G and L
 - Middle and high schools—Measures C and I
 - Charter schools—All four measures
- Unique facilities
- Environmental concerns
- Inadequate support spaces
- Alquist Priolo Zone identified sites
- Facilities Inspection Tool scores
- Site plans highlighting portable buildings
- Leases, easements, and land use agreements



27

Meeting 4: October 28, 2024—Educational and Student Support Services

- Presentation focused on educational programs and student support services—California School Dashboard, California Assessment of Student Performance and Progress’ Smarter Balanced Summative Assessments, and information about special education programs and academic supports and interventions provided at the school sites
 - **Criterion 17**—District-wide/special programs would need to be relocated
 - **Criterion 18**—District-wide/special programs can be relocated

Relevant Data

- Student teacher ratios
- California School Dashboard results
- Program and course offerings
- Alternative education structures



28

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

- Presentation of the fiscal status, as well as the fiscal implications of school closure and other community impacts
 - **Criterion 19**—Existing safety concerns regarding traffic and safe routes to school relocated
 - **Criterion 20**—Safety concerns regarding traffic and safe routes to school if students are relocated
 - **Criterion 21**—Would require transportation for relocated students to new schools
 - **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 preschool program, etc.)
 - **Criterion 23**—Proximity to non-district schools that could capture district students were the school site to close
 - **Criterion 24**—District would benefit from net savings if closed
 - **Criterion 25**—Per-student operating costs, excluding staff



29

Meeting 5: November 18, 2024—Relevant Data

- State and local budget factors
- District budget overview and multiyear projection
- 2024-25 budgeted direct costs (unrestricted funds only)
- Potential cost savings (unrestricted funds only)
- Operating costs, excluding staff (unrestricted funds only)
- Alternative uses
- Traffic and safe routes to schools
- Transportation
 - Bus ridership
 - Percentage of students that walk or are dropped off
 - Percentage of students residing within walking distance
- Number of non-district schools within given radius



30

Meeting 7: January 17, 2025

Special Santa Rosa City Schools, School Consolidation/Closure Advisory Committee Meeting

Date: January 17, 2025

Time: 5:30 PM

Location: Santa Rosa High School Auditorium; 1235 Mendocino Ave, Santa Rosa, CA 95401

The Santa Rosa City Schools' School Consolidation/Closure Advisory Committee meeting will be held in a hybrid format and is **open to the public**.

Members of the public may:

- **Attend in person.** Attendees wishing to provide public comment during the meeting must complete a blue card, available at the meeting, and submit it to the Administrative Assistant.
- **View or listen virtually via Zoom.** For details on accessing the meeting virtually via Zoom or phone, please [click here](#).

Note: Public comments during the meeting will only be accepted in person and not through the virtual format.

Individual speakers shall be allowed up to one (1) minute to address the Committee on each agenda item. The committee chair or presiding officer may limit the total time for public input on each item to twenty (20) minutes. The committee chair or presiding officer may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard. The committee chair or presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or ysantanaperalta@srcs.k12.ca.us.

Reunión Especial del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools

Fecha: Enero 17, 2025

Hora: 5:30 PM

Ubicación: Santa Rosa High School Auditorio; 1235 Mendocino Ave, Santa Rosa, CA 95401

La reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools se llevará a cabo en un formato híbrido y **está abierta al público**.

Los miembros del público pueden:

- **Asistir en persona.** Los asistentes que deseen hacer comentarios públicos durante la reunión deben completar una tarjeta azul, disponible en la reunión, y entregarla a la Asistente Administrativa.
- **Ver o escuchar virtualmente a través de Zoom.** Para obtener detalles sobre cómo acceder a la reunión virtualmente a través de Zoom o por teléfono, por favor haga [clic aquí](#).

Nota: Los comentarios públicos durante la reunión solo se aceptarán en persona y no a través del formato virtual.

Se les permitirán a los oradores hablar de manera individual por un (1) minuto ante de Comité sobre cada tema incluido en la agenda. Se permite que el/la presidente/a del Comité o quien la presida puede limitar el tiempo total para la participación del público a veinte (20) minutos por cada tema. El/la presidente/a

del Comité o quien la presida puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. El/la presidente/a del Comité o quien la presida puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

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A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Time: 2 minutes / Tiempo: 2 minutos

B. Roll Call / Pasaje de Lista

Establishment of Quorum

Time: 5 minutes

Establecimiento de un Quórum

Tiempo: 5 minutos

C. Public Comment on Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda

Members of the public may address the Committee regarding any item on the agenda at the time it is being considered. The Committee values public input and encourages community members to participate in the discussion. Comments should be civil and appropriate for a public meeting of a school district committee.

Time: 20 minutes

Miembros del público pueden dirigirse al Comité sobre cualquier tema incluido en la agenda mientras else tema sea considerado. El Comité aprecia la contribucion del publico y anima a los miembros de la comunidad de participar en la discusion. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité distrito escolar.

Tiempo: 20 minutos

D. Group Norms and Prior Meeting Overview / Normas del Grupo y Resumen de la Reunión Anterior

Time: 5 minutes / Tiempo: 5 minutos

E. Analysis and Prioritization / Análisis y Priorización

The Committee will engage in a workshop-style exercise, dividing into four working groups to analyze and prioritize schools. Each working group will develop recommendations and report them to the full Committee. If necessary, the Committee may conduct a “spend a dot” exercise to further refine the list of schools under consideration. Public comment on this agenda item will be taken before the Committee's whole group discussion.

Time: 60 minutes

El Comité participará en un ejercicio estilo taller, dividiéndose en cuatro grupos de trabajo para analizar y priorizar las escuelas. Cada grupo de trabajo desarrollará recomendaciones y las informará al Comité en pleno. Si es necesario, el Comité puede realizar un ejercicio de “gastar un punto” para refinar aún más la lista de escuelas bajo consideración. Los comentarios públicos sobre este tema de la agenda se tomarán antes de la discusión de todo el grupo del Comité.

Tiempo: 60 minutos

F. Next Steps / Próximos Pasos

January 27, 2025 - Analysis and Prioritization, Recommendations, and Draft Report Review

Time: 5 minutes

27 de enero de 2025 - Análisis y Priorización, Recomendaciones y Revisión del Borrador del Informe

Time: 5 minutes / Tiempo: 5 minutos

G. Correspondence / Correspondencia

H. Adjournment / Aplazamiento

MEETING MINUTES

Special Santa Rosa City Schools, School Consolidation/Closure Advisory Committee Meeting

Date: January 17, 2025

Time: 5:30 PM

Location: Santa Rosa High School Auditorium; 1235 Mendocino Ave, Santa Rosa, CA 95401

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Reunión Especial del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools

Fecha: Enero 17, 2025

Hora: 5:30 PM

Ubicación: Santa Rosa High School Auditorio; 1235 Mendocino Ave, Santa Rosa, CA 95401

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Los miembros del público pueden:

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A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Chairperson Ben Wolf called the meeting to order at 5:35 pm.

Presidente Ben Wolf declaró abierta la reunión a las 5:35 pm.

B. Roll Call / Pasaje de Lista

Absences / Ausencias:

Carrie Taylor

MaDonna Feather Cruz

C. Public Comment on Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda

The following comments were made during action item E.

- Zoey Blake (S) - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Trent Parris (S) - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Naomi Perry (S) - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Betsy Guillen Sanchez (S) - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Jason Dennis (S) - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Lee Corey - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Luis Patrick - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Briley Stiffler Weir - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Michelle Crosbuc - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Joel Grogah - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Meilee Purvis - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Dough Purvis - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Meg Peterson - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Erica Lipanovich - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Mia Clem (S) School Closures/Consolidation / Cierre/Consolidación de Escuela
- Jessica Mullan - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Amy Martin - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Joe Reynolds - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Shiyu Wang - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Christina Cramer - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Martha Rodriguez (SP) - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Casey Elsa - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Eudoro Avila (SP) - School Closures/Consolidation / Cierre/Consolidación de Escuela

- Nathan Good - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Deborah Tapia de Martin - Decided not to comment/ Decidió no comentar
- Sam Corl - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Jose P. Martinez (SP) - No show/ no comment/ No se presento/ No comentari
- Janelle Wahliss - School Closures/Consolidation / Cierre/Consolidación de Escuela
- Gary Lindsay - School Closures/Consolidation / Cierre/Consolidación de Escuelas

D. Group Norms and Prior Meeting Overview / Normas del Grupo y Resumen de la Reunión Anterior

Chairperson Ben Wolf reminded the committee members where the norms were available and asked if anyone needed to review. No hands were lifted.

Presidente Ben Wolf le recuerdo al comite done podian encontrar las normas y pregunto si alguien ocupaba repasarlas. Nadie levanto la mano.

E. Analysis and Prioritization / Análisis y Priorización

The committee engaged in a workshop-style exercise, dividing into four working groups to analyze and prioritize schools. Once the workshop finished, each group reported out their rankings and how they made their decision.

Lisa August, Associate Superintendent of Santa Rosa City Schools led the discussion.

The committee made the decision to continue the ranking for elementary schools and high schools during the next meeting.

El comité participó en un ejercicio estilo taller, dividiéndose en cuatro grupos de trabajo para analizar y priorizar las escuelas. Una vez finalizado el taller, cada grupo informó su clasificación y cómo tomaron su decisión.

Lisa August, Superintendente Asociada de las Escuelas de la Ciudad de Santa Rosa facilitó la discusión.

El comité tomó la decisión de continuar con la clasificación para las escuelas primarias y secundarias durante la próxima reunión.

F. Next Steps / Próximos Pasos

The next School Consolidation Advisory Committee will be on January 27, 2025.

La próxima reunión del Comité Asesor de Consolidación Escolar será el 27 de enero de 2025.

G. Correspondence / Correspondencia

H. Adjournment / Aplazamiento

The meeting was adjourned at 9:28 pm.

La reunión terminó a las 9:28 pm.

Meeting 8: January 27, 2025

Santa Rosa City Schools, School Consolidation/Closure Advisory Committee Meeting

Date: January 27, 2025

Time: 5:30 PM

Location: Santa Rosa High School, Auditorium, 1235 Mendocino Ave, Santa Rosa, CA 95401

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Reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools

Fecha: 27 de enero de 2025

Hora: 5:30 PM

Ubicación: Santa Rosa High School, Auditorio 1235 Mendocino Ave, Santa Rosa, CA 95401

La reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools se llevará a cabo en un formato híbrido y **está abierta al público**.

Los miembros del público pueden:

- **Asistir en persona.** Los asistentes que deseen hacer comentarios públicos durante la reunión deben completar una tarjeta azul, disponible en la reunión, y entregarla a la Asistente Administrativa.
- **Ver o escuchar virtualmente a través de Zoom.** Para obtener detalles sobre cómo acceder a la reunión virtualmente a través de Zoom o por teléfono, por favor haga clic [aquí](#).

Nota: Los comentarios públicos durante la reunión solo se aceptarán en persona y no a través del formato virtual.

Se les permitirán a los oradores hablar de manera individual por un (1) minuto ante de Comité sobre cada

tema incluido o no en la agenda. Se permite que el/la presidente/a del Comité o quien la presida puede limitar el tiempo total para la participación del público a veinte (20) minutos por cada tema. El/la presidente/a del Comité o quien la presida puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. El/la presidente/a del Comité o quien la presida puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

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A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Time: 2 minutes / Tiempo: 2 minutos

B. Roll Call / Pasaje de Lista

Establishment of Quorum

Time: 5 minutes

Establecimiento de un Quórum

Tiempo: 5 minutos

C. Meeting Minute Review / Revisión de las Minutos de la Reunión

Time: 5 minutes / Tiempo: 5 minutos

D. Prior Meeting Review--Clarifying Committee Questions/Revisión de la Reunión Anterior-- Preguntas del Comité para Aclaración

The committee will review the work completed during the 1/17/2025 Special School Consolidation/ Closure Advisory Committee and may ask clarifying questions.

Time: 10 minutes

El comité revisará el trabajo realizado durante la reunión del Comité Asesor de Consolidación/Cierre de Escuelas Especiales del 17/01/2025 y podrá hacer preguntas aclaratorias.

Tiempo: 10 minutos

E. Public Comment on Agenda and Non-Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda y no Agendados

At this time, members of the public may address the Committee on an agenda item. The total time for public input will be (60) minutes.

The Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district committee.

Time: 60 minutes

En este momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema incluido en la agenda. El tiempo total para los comentarios del público sera 60 minutos.

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité distrito escolar.

Tiempo: 60 minutos

F. Analysis and Prioritization / Análisis y Priorización

The Committee will engage in a workshop-style exercise to analyze, prioritize schools, alternative scenarios and provide direction. If necessary, the Committee may conduct a “spend a dot” exercise to further refine the list of schools under consideration. The workshop will include the following discussion and actions:

- Analyze and prioritize schools and alternative scenarios
- Review Draft Report, ask clarifying questions
- Approval of Report and recommendation

Time: 90 minutes

El Comité realizará un ejercicio tipo taller para analizar, priorizar escuelas y escenarios alternativos y brindar orientación. Si es necesario, el Comité puede realizar un ejercicio de “gastar un punto” para refinar la lista de escuelas bajo consideración. El taller incluirá las siguientes discusiones y acciones:

- Analizar y priorizar escuelas y escenarios alternativos
- Revisar el borrador del informe, hacer preguntas aclaratorias
- Aprobación del informe y recomendación

Tiempo: 90 minutos

G. Next Steps / Próximos Pasos

February 3, 2025 -- Additional meeting, if needed

February 5, 2025 -- Special Board Meeting

Time: 5 minutes

3 de febrero del 2025 - Junta adicional, si es necesario

5 de febrero del 2025 - Junta especial de la mesa directiva del distrito escolar

Tiempo: 5 minutos

H. Information Items / Elementos de información

I. Adjournment / Aplazamiento

MEETING MINUTES

Santa Rosa City Schools, School Consolidation/Closure Advisory Committee Meeting

Date: January 27, 2025

Time: 5:30 PM

Location: Santa Rosa High School, Auditorium, 1235 Mendocino Ave, Santa Rosa, CA 95401

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Reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools

Fecha: 27 de enero de 2025

Hora: 5:30 PM

Ubicación: Santa Rosa High School, Auditorio 1235 Mendocino Ave, Santa Rosa, CA 95401

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A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Call to order at 5:50 (late start due to technical difficulties)

B. Roll Call / Pasaje de Lista

Absent/Ausente:

Carrie Taylor
MaDonna Fetaher Cruz

C. Meeting Minute Review / Revisión de las Minutos de la Reunión

The committee reviewed the minutes of the School Consolidation Advisory Committee held on December 16, 2024, and had no corrections.

The committee reviewed the minutes of the Special School Consolidation Advisory Committee held on January 17, 2025, and had no corrections.

El comité revisó los minutos del Comité Asesor de Consolidación Escolar del 16 de diciembre de 2024 y no tuvo correcciones.

El comité revisó los minutos del Comité Asesor de Consolidación Escolar Especial del 17 de enero de 2025 y no tuvo correcciones.

D. Prior Meeting Review--Clarifying Committee Questions/Revisión de la Reunión Anterior--Preguntas del Comité para Aclaración

Brianna Garcia, of School Services of California, facilitated the discussion and questions regarding the last meeting. Lisa August, Associate Superintendent of Business Services, assisted Ms. Garcia in answering the questions.

Brianna García, de Servicios Escolares de California, facilitó la discusión y las preguntas sobre la última reunión. Lisa August, Superintendente Asociada de Servicios de Negocios, ayudó a la Sra. García a responder las preguntas.

E. Public Comment on Agenda and Non-Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda y no Agendados

- Mary Feige: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Alexa Farrester: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Chris Guenther (Gunther): School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Norma Bracco: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Briley Weir-No comment made/Sin comentario
- Keira Abrego: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Kristy Boblitt: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Lisa Decarbo: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Payton Rich: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Sotha Am: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Ethan Cosgrove: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Karen Sanders: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Mitchell Johnson: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Reesha Ruel: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Laura Haupt: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Jessica Mullan: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Crystal Shrouf: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Christina Cramer: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Jason Wilkins : School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Kathryn Nguyen: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Joel Grogar: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Margaret Buhn: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Erica Lipanovich: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Concepcion Dominguez (SP): School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Sophia Nagra: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Yudith Correa: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Keira Abrego: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Amy Williams: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Natalie Brunamonte: School Closures/Consolidation / Cierre/Consolidación de Escuelas

F. Analysis and Prioritization / Análisis y Priorización

Brianna Garcia and Linette Hodson of School Services of California, facilitated the discussion and questions regarding the rankings of the elementary and high schools. Lisa August, Associate Superintendent of Business Services, assisted by answering any questions.

There was a motion to recommend to the board the three tiers for the high school rankings, and a second. The motion was approved unanimously.

- Tier 1: Elsie Allen and Montgomery High Schools
- Tier 2: Santa Rosa High School
- Tier 3: Piner and Maria Carrillo High School

There was a motion to recommend the two tiers for the elementary schools, and a second. The motion was approved with clarifications to be sent to the board to be added to the report.

- Tier 1: Steele Lane, Albert Biella, and Brook Hill Elementary Schools
- Tier 2: (Based on ranking) James Monroe, Hidden Valley, Abraham Lincoln Elementary Schools,

Cesar Chavez Language Academy.

Brianna Garcia and Linette Hodson of School Services of California, facilitated the discussion and questions regarding the alternative scenarios. Lisa August, Associate Superintendent of Business Services, assisted by answering any questions.

After consideration of the alternative scenarios, there was a motion made, and seconded, to move forward with the recommendation to: Save all comprehensive high schools using a viable mix of alternative scenarios, without having a 7-12 model at all high schools. Unanimously approved

Final recommendation to the board:

- The schools were selected with the 3-1-1 model, including additional tiers.
- Save all comprehensive high schools using a viable mix of alternative scenarios, without having a 7-12 model at all high schools.
- Create a multilingual academy by co-locating CCLA and SR French American on one site.

A motion was made and seconded for approval of the final recommendation. All in favor.

Brianna Garcia and Linette Hodson of School Services of California, facilitated the discussion regarding the review of the draft report to the board. The presented option was to continue forward with the review or come back and review it on February 3, 2025.

A motion was made and seconded to reconvene on February 3, 2025 for the review and approval of the draft report to the board. All in favor.

G. Next Steps / Próximos Pasos

The next School Consolidation Advisory Committee will be on February 3, 2025.

La próxima reunión del Comité Asesor de Consolidación Escolar será el 3 de febrero de 2025.

H. Information Items / Elementos de información

I. Adjournment / Aplazamiento

The meeting was adjourned at 9:33 pm.

La reunión terminó a las 9:33 pm.

Meeting 9: February 3, 2025

Santa Rosa City Schools, School Consolidation/Closure Advisory Committee Meeting

Date: February 3, 2025

Time: 5:30 PM

Location: Santa Rosa High School, Multipurpose Room, 1235 Mendocino Ave, Santa Rosa, CA 95401

The Santa Rosa City Schools' School Consolidation/Closure Advisory Committee meeting will be held in a hybrid format and is **open to the public**.

Members of the public may:

- **Attend in person.** Attendees wishing to provide public comment during the meeting must complete a blue card, available at the meeting, and submit it to the Administrative Assistant.
- **View or listen virtually via Zoom.** For details on accessing the meeting virtually via Zoom or phone, please click [here](#).

Note: Public comments during the meeting will only be accepted in person and not through the virtual format.

Individual speakers shall be allowed up to one (1) minute to address the Committee on each agenda or non-agenda item. The committee chair or presiding officer may limit the total time for public input on each item to twenty (20) minutes. The committee chair or presiding officer may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard. The committee chair or presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or ysantanaperalta@srcs.k12.ca.us.

Reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools

Fecha: 3 de febrero de 2025

Hora: 5:30 PM

Ubicación: Santa Rosa High School, Salon multiusos, 1235 Mendocino Ave, Santa Rosa, CA 95401

La reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools se llevará a cabo en un formato híbrido y **está abierta al público**.

Los miembros del público pueden:

- **Asistir en persona.** Los asistentes que deseen hacer comentarios públicos durante la reunión deben completar una tarjeta azul, disponible en la reunión, y entregarla a la Asistente Administrativa.
- **Ver o escuchar virtualmente a través de Zoom.** Para obtener detalles sobre cómo acceder a la reunión virtualmente a través de Zoom o por teléfono, por favor haga clic [aquí](#).

Nota: Los comentarios públicos durante la reunión solo se aceptarán en persona y no a través del formato virtual.

Se les permitirán a los oradores hablar de manera individual por un (1) minuto ante de Comité sobre cada tema incluido o no en la agenda. Se permite que el/la presidente/a del Comité o quien la presida puede

limitar el tiempo total para la participación del público a veinte (20) minutos por cada tema. El/la presidente/a del Comité o quien la presida puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. El/la presidente/a del Comité o quien la presida puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico ysantanaperalta@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Time: 2 minutes / Tiempo: 2 minutos

B. Roll Call / Pasaje de Lista

Establishment of Quorum

Time: 5 minutes

Establecimiento de un Quórum

Tiempo: 5 minutos

C. Meeting Minute Review / Revisión de las Minutos de la Reunión

Time: 5 minutes / Tiempo: 5 minutos

D. Public Comment on Agenda and Non-Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda y no Agendados

Public comment will be taken during the action item. At that time, members of the public may address the Committee on an agenda and non-agenda items. The total time for public input will be (60) minutes.

The Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district committee.

Time: 60 minutes

El comentario publico sera escuchado durante el tempo agendado para el tema. En ese momento, los miembros del público pueden dirigirse al Comité sobre cualquier tema incluido en la agenda y teams no incluidos en la agenda. El tiempo total para los comentarios del público sera 60 minutos.

El Comité respeta el derecho del público a comentar sobre los varios temas abordados por el Comité. Los comentarios deben ser civilizados y apropiados para una reunión pública de un comité distrito escolar.

Tiempo: 60 minutos

E. Review and Approval of Draft Report Recommendation for the Board

The Committee will review the Draft Report, provide feedback, request corrections and ask any clarifying questions necessary. After this is completed and public comment is heard, the committee will then consider the approval of the Draft Recommendation Report for Board presentation.

Time: 60 minutes

El Comité revisará el borrador del informe, proporcionará comentarios, solicitará correcciones y formulará las preguntas aclaratorias necesarias. Una vez que se haya completado esto y se hayan escuchado los comentarios del público, el Comité considerará la aprobación del borrador del informe de recomendaciones para su presentación a la mesa directive del distrito.

Tiempo: 60 minutos

F. Next Steps / Próximos Pasos

February 5, 2025 -- Special Board Meeting

Time: 5 minutes

5 de febrero del 2025 - Junta especial de la mesa directiva del distrito escolar

Tiempo: 5 minutos

G. Information Items / Elementos de información

H. Adjournment / Aplazamiento

MEETING MINUTES

Santa Rosa City Schools, School Consolidation/Closure Advisory Committee Meeting

Date: February 3, 2025

Time: 5:30 PM

Location: Santa Rosa High School, Multipurpose Room, 1235 Mendocino Ave, Santa Rosa, CA 95401

The Santa Rosa City Schools' School Consolidation/Closure Advisory Committee meeting will be held in a hybrid format and is **open to the public**.

Members of the public may:

- **Attend in person.** Attendees wishing to provide public comment during the meeting must complete a blue card, available at the meeting, and submit it to the Administrative Assistant.
- **View or listen virtually via Zoom.** For details on accessing the meeting virtually via Zoom or phone, please click [here](#).

Note: Public comments during the meeting will only be accepted in person and not through the virtual format.

Individual speakers shall be allowed up to one (1) minute to address the Committee on each agenda or non-agenda item. The committee chair or presiding officer may limit the total time for public input on each item to twenty (20) minutes. The committee chair or presiding officer may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard. The committee chair or presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

For questions or comments, please contact the Business Office at (707) 890-3800 ext. 80201 or ysantanaperalta@srcs.k12.ca.us.

Reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools

Fecha: 3 de febrero de 2025

Hora: 5:30 PM

Ubicación: Santa Rosa High School, Salon multiusos, 1235 Mendocino Ave, Santa Rosa, CA 95401

La reunión del Comité Asesor sobre la Consolidación/Cierre Escolar de Santa Rosa City Schools se llevará a cabo en un formato híbrido y **está abierta al público**.

Los miembros del público pueden:

- **Asistir en persona.** Los asistentes que deseen hacer comentarios públicos durante la reunión deben completar una tarjeta azul, disponible en la reunión, y entregarla a la Asistente Administrativa.
- **Ver o escuchar virtualmente a través de Zoom.** Para obtener detalles sobre cómo acceder a la reunión virtualmente a través de Zoom o por teléfono, por favor haga clic [aquí](#).

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Para preguntas o comentarios, por favor contacte a la Oficina de Negocios al (707) 890-3800 ext. 80201 o al correo electrónico ysantanaperalta@srcs.k12.ca.us

A. Call to Order (5:30 PM) / Llama para Ordenar (5:30 PM)

Call to order at 5:34 PM

B. Roll Call / Pasaje de Lista

Absent/Ausente:

- Kathy Hayes
- Herman Hernandez
- Andrea Loveday Brown
- Carrie Taylor
- Nadia Villa
- Ma Donna Feather Cruz
- Evette Minor

C. Meeting Minute Review / Revisión de las Minutos de la Reunión

The committee reviewed the minutes of the School Consolidation Advisory Committee held on January 27, 2025, and had no corrections.

El comité revisó los minutos del Comité Asesor de Consolidación Escolar del 27 de enero de 2025 y no tuvo correcciones.

D. Public Comment on Agenda and Non-Agenda Items / Comentarios Públicos Sobre los Temas de la Agenda y no Agendados

- Tina Javier: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- David Benjamin Gxuenbaum: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Laura Haupt: School Closures/Consolidation / Cierre/Consolidación de Escuelas
- Mary Hortin: School Closures/Consolidation / Cierre/Consolidación de Escuelas

E. Review and Approval of Draft Report Recommendation for the Board

Brianna Garcia and Linette Hodson of School Services of California, facilitated the review and questions

of the Draft Report. Lisa August, Associate Superintendent of Business Services, assisted by answering questions.

Dr. Roderick Castro presented the committee with information regarding the process of transfer of the IB Program. This is information to be used if Montgomery High School were to be chosen to close. This information was provided to Dr. Castro by the International Baccalaureate Organizations.

Following the IB information, the review of the draft report started. The following edits were requested:

- Include all recommendations and Committee comments noted at the end of the report in the Executive Summary
- Remove the total and averages columns in figure 47
- Add to the Meeting 9 summary and appendix the information shared and document provided by Dr. Casto

The committee approved the draft report with the edits above and agreed to have School Services of California finalize the report to present to the board.

Brianna Garcia y Linette Hodson de School Services of California facilitaron la revisión y las preguntas del borrador del informe. Lisa August, superintendente asociada de Business Services, ayudó respondiendo preguntas.

El Dr. Roderick Castro presentó al comité información sobre el proceso de transferencia del Programa IB. Esta es información que se utilizará si se decide cerrar Montgomery High School. Esta información fue proporcionada al Dr. Castro por la Organización del Bachillerato Internacional.

Después de la información del IB, comenzó la revisión del borrador del informe. Se solicitaron las siguientes modificaciones:

- Incluir todas las recomendaciones y comentarios del Comité que se indican al final del informe en el Resumen Ejecutivo
- Eliminar las columnas de totales y promedios en la figura 47
- Agregar al resumen de la Reunión 9 y adjuntar como anexo la información compartida y el documento proporcionado por el Dr. Casto

El comité aprobó el borrador del informe con las modificaciones anteriores y acordó que School Services of California finalizara el informe para presentarlo a la mesa directiva del distrito escolar.

F. Next Steps / Próximos Pasos

February 5, 2025 -- Special Board Meeting

February 19, 2025 -- Special Board Meeting- Final Decision by Board

5 de febrero del 2025 - Junta especial de la mesa directiva del distrito escolar

19 de febrero del 2025 - Junta especial de la mesa directiva del distrito escolar- Decisión final de la mesa directiva del distrito escolar

G. Information Items / Elementos de información

H. Adjournment / Aplazamiento

The meeting was adjourned at 7:06 pm.

La reunión terminó a las 7:06 pm.

Conditions for the approval of consolidation or relocation of IB Programmes

In order to approve maintaining IB authorization for a school considering moving its IB programme or combining with another school, the IB needs to determine the extent to which the programme running in the new school entity is the same as the IB programme that was last evaluated in the existing school. Schools are requested to discuss the context of the move and how the change will be managed, prior to the move, with their IB World School Manager. Please see below for guidelines on the typical evidence that we require to support the move, in addition to a letter of support from the governing body.

A school wanting to consolidate or relocate its IB Programme should submit proof of the following evidence:

1. That the old site will either close down or stop teaching the IB programme.
2. That the new/joint site is ready for teaching at a stipulated date.
3. That the school facility will come under the same governing body of the original IB school. If the school comes under a different governing body or district, proof of support will need to be submitted together with budgetary requirements similar to those of the application/evaluation process.
4. That the current Head/Principal of the IB school will remain in the position at the new school. If the Head/Principal will change, then the letter from the governing body should address the direction set for the incoming Head or attach a letter from the designated Head/Principal showing support for the IB programme.
5. That the current IB coordinator will stay in the position under the new arrangement. If the IB coordinator changes, the school must submit proof of IB training for the IB coordinator designate.
6. That the majority of the current IB trained staff will continue to teach the IB courses under the new arrangement. If not all IB trained teachers stay in their positions, the school should indicate what positions need to be filled and identify the IB professional development that will be provided to these teachers. If only a minority of current IB teachers moves across to the new school, the IB will discuss with the school its plans to induct the new faculty and so determine whether a new authorization process will need to take place.

7. That the majority of current IB students will remain in the programme, and that the current admissions and related inclusion and support policies will remain in effect. If only a minority of the current students stay, the IB will discuss with the school the relevance of its current structures under the IB Standards and Practices, and the support of the community for the IB programme, and so determine whether a new authorization process will need to take place.
8. Name of the new school (if different from previous name). A legal document indicating the approval of the name change by the governing body.
9. Address of the new location.

At the discretion of the IB, a site-visit to inspect the new facility and situation might take place at the expense of the school. During the visit, an IB representative will inspect the new facility and meet with the Principal, the IB coordinator and a member of the governing body to ensure that the programme is properly implemented. Following the visit and confirmation of the above items, the IB will recommend approval of the change. The school will maintain the same IBIS school code.

Please submit the above documentation to your IB World School Manager at Laura.Lane@ibo.org.



Santa Rosa City Schools

Embrace · Engage · Empower

COMITÉ ASESOR DE CONSOLIDACIÓN ESCOLAR DE SANTA ROSA CITY SCHOOLS

PREPARADO POR:
BRIANNA GARCÍA, VICEPRESIDENTA
LINETTE HODSON, DIRECTORA DE MANAGEMENT CONSULTING SERVICES
SCHOOL SERVICES OF CALIFORNIA INC.

4 DE FEBRERO DE 2025
INFORME PARA LA MESA DIRECTIVA

MESA DIRECTIVA

Nick Caston, Director, Área Fideicomisaria 1
Jeremy De La Torre, Secretario, Área Fideicomisaria 7
Sarah Jenkins, Directora, Área Fideicomisaria 5
Mark Kirby, Director, Área Fideicomisaria 3
Stephanie Manieri, Vicepresidenta, Área Fideicomisaria 6
Roxanne McNally, Presidenta, Área Fideicomisaria 2
Omar Medina, Director, Área Fideicomisaria 4
Ome Zúñiga, Representante Estudiantil ante la Mesa Directiva

MIEMBROS DEL COMITÉ

Tammy Affonso (Miembro del Personal y Miembro de la Junta Ejecutiva del Sindicato *California Schools Employee Association* [CSEA])
Janelle Black (Madre de Familia)
Allison McLeod Budlong (Madre de Familia)
Allegra-Anne Buschman (Personal/Administradora)
Andrea Correia (Personal/Administradora)
Adrián Juárez Cruz (Padre de Familia)
Ma Donna Feather Cruz (Miembro de la Comunidad)
Cristian Ramon Díaz de León Barraza¹
Erin Geary (Miembro del Personal/Sindicato Asociación de Maestros de Santa Rosa [SRTA])
Ross Hause (Miembro del Personal/SRTA)
Kathy Hayes (Miembro del Personal/CSEA)
Herman G. Hernández (Miembro de la Comunidad)
Anna Valle Hope (Miembro de la Comunidad y Empresaria)
Kathryn Howell (Miembro del Personal/Presidenta de SRTA)
Andrea Loveday-Brown (Madre de Familia)
Evette Minor (Madre de Familia y Empresaria)
Melissa Stewart (Madre de Familia)
Carrie Taylor (Personal/CSEA)
Nadia Berenice Villa (Madre de Familia)
Jeanine Wilson (Miembro del Personal/Administradora)
Ben Wolf (Padre de Familia)

Lisa August, Superintendente Asociada—Miembro ex Officio/Sin derecho a voto

¹Renunció

PERSONAL DE APOYO ASESORES/CONSULTORES

Dr. Roderick Castro, Superintendente Asistente de Servicios Educativos
Joel Dontos, Director Ejecutivo de Servicios Fiscales
John Fischer, Director Ejecutivo de Servicios Especiales
Alisa Haley, Directora Ejecutiva de Servicios Educativos
Simona Hoyos, Contadora del Distrito
Erik Oden, Director Ejecutivo de Instalaciones, Mantenimiento y Operaciones
Erika Raffo, Coordinadora de Preparación Universitaria y Profesional
Dra. Vicki Zands, Superintendente Adjunta de Recursos Humanos

Brianna García, Vicepresidenta; y Linette Hodson, Directora de Servicios de Consultoría de
Gestión, Facilitadores, School Services of California Inc.
Aaron Jobson, Director/CEO, Quattrocchi Kwok Architects
Rob Murry, Director de Demografía, King Consulting
Felicia Silveira, Consultoría Van Pelt
Cynthia Smith, Abogada, Fagen Frieman & Fulfrost LLP

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Resumen Ejecutivo

El distrito escolar Santa Rosa City Schools presta servicios a la comunidad de Santa Rosa en el condado de Sonoma. El distrito escolar atiende a una población diversa de aproximadamente 14,500 estudiantes en los grados TK-12 en 9 escuelas primarias, 4 escuelas secundarias, 5 preparatorias integrales, 1 escuela preparatoria de continuación y 4 escuelas autónomas dependientes. Además, el Distrito ofrece programas preescolares.

Como parte de su compromiso de estabilización presupuestaria, en su reunión del 26 de junio de 2024, la Mesa Directiva (Junta) aprobó una resolución para la formación del Comité Asesor de Consolidación Escolar (Comité) para estudiar y recomendar escuelas para su cierre y/o consolidación. El Comité celebró una serie de reuniones públicas entre agosto de 2024 y enero de 2025 para estudiar y recomendar el cierre y/o consolidación de escuelas, basándose en datos y criterios establecidos.

Este informe proporciona un resumen de las reuniones del Comité, así como sus recomendaciones. Con base en la información proporcionada y analizada, el Comité recomienda que la Junta considere la siguiente priorización de las escuelas, en orden de clasificación o por niveles—donde una clasificación en el número 1 significa que la escuela, o el primer nivel de escuelas, encabezan la lista de escuelas a cerrar—cuando se tome la decisión sobre el cierre y/o la consolidación de escuelas (Figura 1).

Figura 1: Recomendación para Cierres Escolares

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

¹Las escuelas aparecen en orden alfabético en cada nivel

Adicionalmente, en base a los comentarios públicos recibidos durante las reuniones del Comité, así como a través de una serie de reuniones de diálogo en el ayuntamiento, el Comité desearía que la Junta considere mantener abiertas todas las cinco escuelas preparatorias integrales. Sin embargo, el Comité no cree que las cinco preparatorias puedan convertirse con éxito en grados 7-12. Con este fin, el Comité pone a consideración de la Junta lo siguiente:

Estas son recomendaciones que el Consejo puede adoptar individualmente o de forma concertada, aunque algunas de ellas se excluyen mutuamente y no pueden aplicarse conjuntamente.

- Convertir la preparatoria Elsie Allen a los grados 7-12, señalando que esto proporciona un alimentador natural de la escuela media que falta actualmente.
- Convertir la preparatoria Montgomery a los grados 7-12, ampliar el programa de Bachillerato Internacional a todos los niveles de grado, y cerrar Herbert Slater MS.
- Convertir la preparatoria Piner a grados 7-12, cerrar Hilliard Comstock MS, y mantener abierta Santa Rosa MS.
- Convertir Hilliard Comstock MS en una escuela con grados TK-8
- Cerrar la preparatoria de continuación Ridgway e integrarla al campus de una o varias de las preparatorias integrales existentes, ya sea trasladando el programa y ubicándolo físicamente en una o en varias de las otras preparatorias, o reintegrando a los estudiantes a la comunidad estudiantil general de la preparatoria. De este modo se obtendría un ahorro adicional para mantener abiertas todas las preparatorias.
- Crear una academia multilingüe al ubicar conjuntamente a las escuelas Cesar Chavez Language Academy y Santa Rosa French-American Charter School en un solo campus. Esto podría permitir a los estudiantes tener acceso a clases en otro idioma en los grados 7 y 8.

Por último, el Comité desea que el Consejo tome en consideración lo siguiente:

- En lo que respecta a las escuelas primarias, el Distrito no puede permitirse el cierre de tres escuelas en el lado oeste de la ciudad, ni deben cerrarse las escuelas vecinas (próximas). Esto es para evitar que la asistencia sea más difícil para los estudiantes, las familias y el personal.
- Las escuelas primarias Albert F. Biella y Abraham Lincoln no deberían cerrarse debido a la alta concentración de estudiantes con discapacidades. Además, ambas son escuelas a las cuales se puede andar a pie y los únicos estudiantes a los que se les proporciona transporte son aquellos con discapacidades.
- Si se cierra una escuela preparatoria, se debe dar la primera prioridad a los estudiantes de esa escuela preparatoria y brindarles apoyo para garantizar que sigan encaminados para graduarse y alcanzar sus objetivos postsecundarios.
- El distrito escolar debe asegurarse de crear y destacar sus ofertas de programas, así como los sitios escolares, en un esfuerzo por atraer y retener a los estudiantes, las familias y el personal. Considere, según corresponda, la no renovación de las escuelas autónomas no patrocinadas por el distrito escolar ubicadas dentro de los límites del distrito escolar.³

³Brianna García señaló que el Código de Educación proporciona un número limitado de razones para la denegación de una escuela autónoma y, a menos que el distrito escolar pueda hacer una constatación escrita respaldada por datos fácticos sobre una de esas razones, no puede denegar una escuela autónoma.

En lo que respecta a las recomendaciones, se debe tener en cuenta lo siguiente:

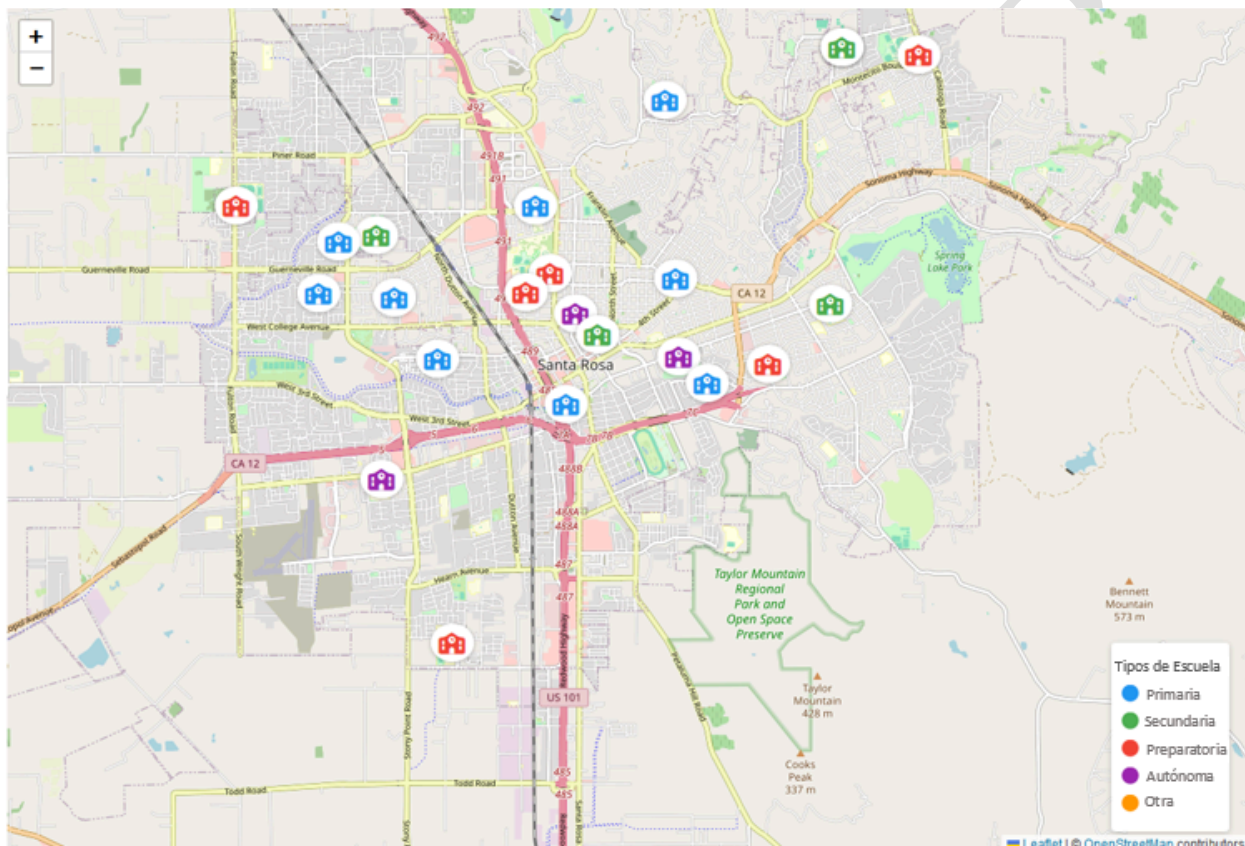
- Para el propósito de seleccionar y clasificar los planteles escolares para el cierre, las cuatro escuelas autónomas dependientes se han combinado con las escuela primarias, ya que las escuelas autónomas también brindan servicios a nivel de primaria
- Aunque se consideraron las 13 escuelas primarias (9 primarias tradicionales y 4 escuelas autónomas) para el cierre, solo se recomendaron 6 planteles escolares principales para que los considere la Junta
- Si bien se proporcionaron datos al Comité sobre la Preparatoria de Continuación Ridgway, esta escuela no estaba considerada como parte de las recomendadas para cierre

Este informe se presenta a la Mesa Directiva para su consideración al proceder en el avance de los cierres y/o consolidaciones escolares.

Antecedentes

El distrito escolar Santa Rosa City Schools es una combinación de dos distritos escolares que prestan servicios a la comunidad de Santa Rosa: el Distrito Escolar Primario de Santa Rosa y el Distrito Escolar Secundario de Santa Rosa, ubicados en el condado de Sonoma (Figura 2).

Figura 2: Planteles Escolares del Distrito



El Distrito atiende a aproximadamente 14,500 estudiantes y está compuesto por 9 escuelas primarias (grados TK-6) y 4 escuelas secundarias (grados 7-8), 5 escuelas preparatorias integrales (grados 9-12) y 1 escuela preparatoria de continuación (grados 11-12). (Figura 4). Además, el Distrito ofrece un programa preescolar y cuatro escuelas autónomas dependientes (tres son de TK a 8° grado y una de 5° a 6° grado). El Distrito atiende a una población estudiantil diversa con el 50.52% de sus estudiantes en al menos una de las siguientes categorías: elegibles para recibir comidas gratuitas o a precio reducido (FRPM), aprendices de inglés o jóvenes en crianza temporal. Además, su población estudiantil de estudiantes con discapacidades es aproximadamente el 19%.

Figura 3: Escuelas del Distrito

Escuelas Primarias	Escuelas Secundarias	Escuelas Preparatorias	Escuelas Autónomas
<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"> ▪ Herbert Slater Middle School (MS) ▪ Hilliard Comstock MS ▪ Rincon Valley MS ▪ Santa Rosa MS 	<ul style="list-style-type: none"> ▪ Elsie Allen High School (HS) ▪ María 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

¹Datos proporcionados a lo largo del informe con fines informativos; no fue considerada para el cierre

En su reunión del 26 de junio de 2024, la Junta aprobó una resolución para el establecimiento de un Comité Asesor de Consolidación Escolar (Comité) para revisar y analizar los sitios escolares dentro del Distrito y determinar cuáles podrían cerrarse y/o consolidarse.² El personal solicitó incluir a sus miembros a través de un proceso de solicitud para garantizar una amplia representación. El 14 de agosto de 2024 la Junta aprobó a los integrantes del Comité. Según las estimaciones desarrolladas por el personal del Distrito, sería necesario cerrar tres escuelas primarias, una escuela secundaria y una escuela preparatoria para lograr los ahorros requeridos.

La Junta nombró inicialmente a 21 miembros; sin embargo, un miembro no pudo seguir hasta el final del proceso y renunció.

La composición del Comité se basó en los siguientes criterios:

- La composición étnica, grupo de edad y socioeconómica del distrito
- La comunidad empresarial, como propietarios de tiendas, gerentes o supervisores
- Propietarios o inquilinos, de preferencia representantes de las asociaciones vecinales
- Maestros
- Administradores

²El Comité tiene la tarea de hacer recomendaciones sobre el cierre de escuelas. La disposición y/o el uso de los sitios no está dentro de su competencia y sería abordado por un comité separado designado por la Junta (es decir, un comité 7-11) después del cierre de la escuela.

- Padres de estudiantes
- Personas con experiencia en impacto ambiental, contratos legales, códigos de construcción y planificación del uso de suelo, incluido, entre otros, con conocimiento de la zonificación y otras restricciones de uso de suelo de las ciudades o ciudades y condados en los que se encuentran los espacios excedentes y los bienes inmuebles.

Sección del Código de Educación (EC §) 17387 et seq. establece que las juntas directivas de los distritos escolares pueden designar un comité asesor del distrito para asesorar a la junta directiva en el desarrollo de políticas y procedimientos a nivel distrital que rijan el uso o disposición de edificios escolares que no sean necesarios para fines educativos. El Departamento de Educación de California (CDE) ha desarrollado una *Guía de mejores prácticas para un posible cierre de escuelas*, la cual se puede encontrar en su sitio web³ y proporciona a “las comunidades escolares que enfrentan este desafío, información esencial necesaria y sugerencias sobre mejores prácticas al cerrar una escuela”. La guía del CDE fue utilizada por School Services of California Inc. (SSC) para desarrollar los criterios de puntuación propuestos revisados y acordados por el Comité, así como el desarrollo de los datos que se compartieron con el Comité durante todo el proceso.

Resumen de las Reuniones del Comité

El Comité celebró nueve reuniones públicas para estudiar y recomendar escuelas para cierre y/o consolidación, con base en datos y criterios establecidos. Recibió y analizó información de consultores y personal del Distrito. Todas las reuniones del Comité estuvieron abiertas al público y fueron dadas a conocer con al menos 72 horas de antelación.⁴ llevado a cabo de conformidad con la Ley Brown, y llevadas a cabo en persona en uno de los siguientes lugares:

- Oficina del distrito: 110 Stony Point Road
- Montgomery HS—1250 Hahman Drive
- Santa Rosa MS—1235 Avenida Mendocino

Las reuniones comenzaron aproximadamente a las 5:30 p.m.

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

⁴La reunión del 17 de enero de 2025 fue una reunión especial que se notificó con al menos 24 horas de anticipación.

Las agendas, actas y materiales de las reuniones se incluyen en el Apéndice A y están disponibles en el sitio web del Distrito en:

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

Reunión 1: 19 de agosto de 2024—Organizacional

Esta reunión fue de naturaleza organizativa e introductoria. Lisa August, Superintendente Asociada de Servicios Comerciales, dio la bienvenida al Comité y brindó antecedentes y contexto. Brianna García del SSC discutió el papel del Comité y sus miembros. Linette Hodson del SSC dirigió el grupo a través de un proceso de creación de consenso para establecer normas grupales. Cynthia Smith de Fagen Friedman & Fulfroost LLP proporcionó una descripción general de la Ley Brown, la Ley de Registros Públicos y las leyes de conflicto de intereses.

El Comité eligió un presidente y un vicepresidente. Brianna García explicó los roles de cada puesto y se tomaron nominaciones. Christian Diaz fue elegido presidente y Ben Wolf fue elegido vicepresidente.

Se presentó una descripción general de los nueve sitios de escuelas primarias, cuatro sitios de escuelas secundarias, seis sitios de escuelas preparatorias y cuatro sitios de escuelas autónomas. Se proporcionaron mapas de límites por rango de grados y se revisó la ubicación de cada sitio escolar, los grados que atienden, la inscripción de 2023-24 y la capacidad, incluida la cantidad de salones de clases permanentes y portátiles, y se abordaron las preguntas de los miembros del Comité.

Además, Brianna García compartió los criterios propuestos con el Comité para su consideración y explicó la metodología para la puntuación (Figura 4).

Figura 4: Criterios de Puntuación

Demografía y Capacidad	
1.	La inscripción escolar es baja y se prevé que seguirá siendo baja (inscripción por debajo del 70% de capacidad), incluida la consideración de clases diurnas especiales
2.	Población demográficamente diversa según el porcentaje de alumnos no duplicados (UPP) (dentro del rango de 40%-60%)
3.	Exceso de capacidad de aulas, excluyendo portátiles
4.	La inscripción incluye transferencias positivas dentro del distrito y/o entre distritos
5.	Exceso de capacidad de aulas, excluyendo transferencias dentro del distrito y/o entre distritos
6.	Proximidad a escuelas con capacidad para recibir estudiantes entrantes, excluyendo transferencias dentro del distrito y/o entre distritos
Instalaciones	

7.	Las instalaciones están en buenas condiciones (según el costo de las necesidades de las instalaciones y los proyectos de modernización/construcción propuestos)
8.	Modernización, construcción u otros proyectos (por ejemplo, actualizaciones tecnológicas) completados recientemente
9.	Inversiones históricas totales en instalaciones en el sitio escolar
10.	Instalaciones únicas (es decir, instalaciones que no se pueden replicar fácilmente) que no se encuentran en otros sitios escolares
11.	Los espacios de apoyo (por ejemplo, cafetería, salón de usos múltiples, patios de recreo, etc.) tienen capacidad suficiente para satisfacer la inscripción actual y la proyectada.
12.	Los factores ambientales afectan el uso actual o futuro de la propiedad (por ejemplo, fallas sísmicas, trenes de alta velocidad, etc.)
13.	Arrendamientos u otros usos externos que actualmente utilizan el sitio/generan ingresos

Servicios de Apoyo Educativo/Estudiantil	
14.	La escuela no alcanza el desempeño (los dos niveles de desempeño más bajos) en dos o más prioridades estatales
15.	El porcentaje de estudiantes que no cumplen con los estándares en la clase de inglés (ELA) está por debajo del del distrito en su conjunto
16.	El porcentaje de estudiantes que no cumplen con los estándares en matemáticas está por debajo del del distrito en su conjunto
17.	Los programas especiales/de todo el distrito deberían ser reubicados
18.	Los programas especiales/de todo el distrito que pueden ser reubicados
Impactos Fiscales y Otros	
19.	Preocupaciones de seguridad existentes con respecto al tráfico y rutas seguras a la escuela
20.	Preocupaciones de seguridad con respecto al tráfico y rutas seguras a la escuela si los estudiantes son reubicados
21.	Se requeriría transporte para los estudiantes reubicados a nuevos sitios escolares
22.	Usos alternativos identificados si el sitio cierra (por ejemplo, uso para otras funciones del distrito, acuerdos de uso/ocupación conjunta, uso de escuela diurna comunitaria, uso para escuela autónoma [Proposición 39], cambio a jardín de infantes de día completo o programa preescolar universal, etc.)
23.	Proximidad a una escuela fuera del distrito que podría captar a los estudiantes del distrito si la escuela cerrara
24.	El distrito se beneficiaría de ahorros netos con el cierre
25.	Costos operativos por estudiante, sin incluir el personal
Consideraciones Adicionales¹	
	Porcentaje de FRPM
	Porcentaje de estudiantes por raza/etnia

¹Si bien la información fue proporcionada al Comité para su consideración, las "Consideraciones Adicionales" no fueron tomadas en cuenta

Hay dos puntuaciones para varios de los criterios. La primera puntuación está basada predominantemente en respuestas de sí o no cuyo valor numérico depende de los criterios. Por

ejemplo, para la inscripción escolar, sí es igual a 2 y no es igual a 1, porque cuanto menor es la inscripción, menos eficiente operativamente es la escuela y, por lo tanto, la escuela debe ocupar un lugar más alto en la lista para considerar su cierre. Por el contrario, la puntuación para los costos de modernización y construcción de instalaciones recientemente terminadas proporciona una puntuación de 1 para sí y 2 para no, porque si los fondos se han gastado en un sitio escolar, debería ocupar un lugar más bajo en la lista para que la inversión de esos fondos no se vea afectada o “se pierda” debido al cierre de la escuela. Los criterios 1 a 24 recibieron cada uno una puntuación relativa.

La segunda puntuación, la puntuación de clasificación, proporciona una puntuación de orden de clasificación que depende de los criterios. Por ejemplo, para el criterio relacionado con la condición de las instalaciones, el puntaje de clasificación proporciona un puntaje basado en los costos de los proyectos de instalaciones identificados en el Plan Maestro de Instalaciones (FMP) del Distrito con el puntaje más alto aplicado al sitio escolar con el costo más alto en proyectos de instalaciones. La puntuación de clasificación proporciona información adicional y una mayor diferenciación entre las escuelas para servir como desempate cuando dos o más escuelas tienen la misma puntuación relativa. Los criterios 1-9, 14-16 y 24-25 recibieron cada uno una puntuación de clasificación. Tanto para el puntaje relativo como para el puntaje de clasificación, cuanto mayor sea el puntaje total recibido de un sitio escolar, mayor será su clasificación en la lista para consideración de cierre.

Dicho esto, las recomendaciones del Comité con respecto a la consolidación/cierre no pretenden basarse únicamente en los criterios de puntuación. Más bien, los criterios proporcionan métricas e información objetivas que deberían informar la toma de decisiones del Comité.

El Comité discutió cada criterio y tuvo la oportunidad de hacer comentarios y hacer preguntas aclaratorias. Con base en el modelo de consenso, el Comité acordó seguir los criterios tal como se presentaron, con la excepción de los tres criterios académicos: 14, 15 y 16. El Comité mantuvo una discusión sólida sobre si estos criterios deberían incluirse. Preocupaba que la inclusión de estos criterios pudiera tener un impacto desigual basado en factores que no están totalmente bajo el control del plantel escolar (por ejemplo, redes de apoyo disponibles para los estudiantes fuera de la escuela). Además, el Comité consideró que las métricas específicas representadas dentro de estos criterios pueden no proporcionar la información más precisa del desempeño de los estudiantes.

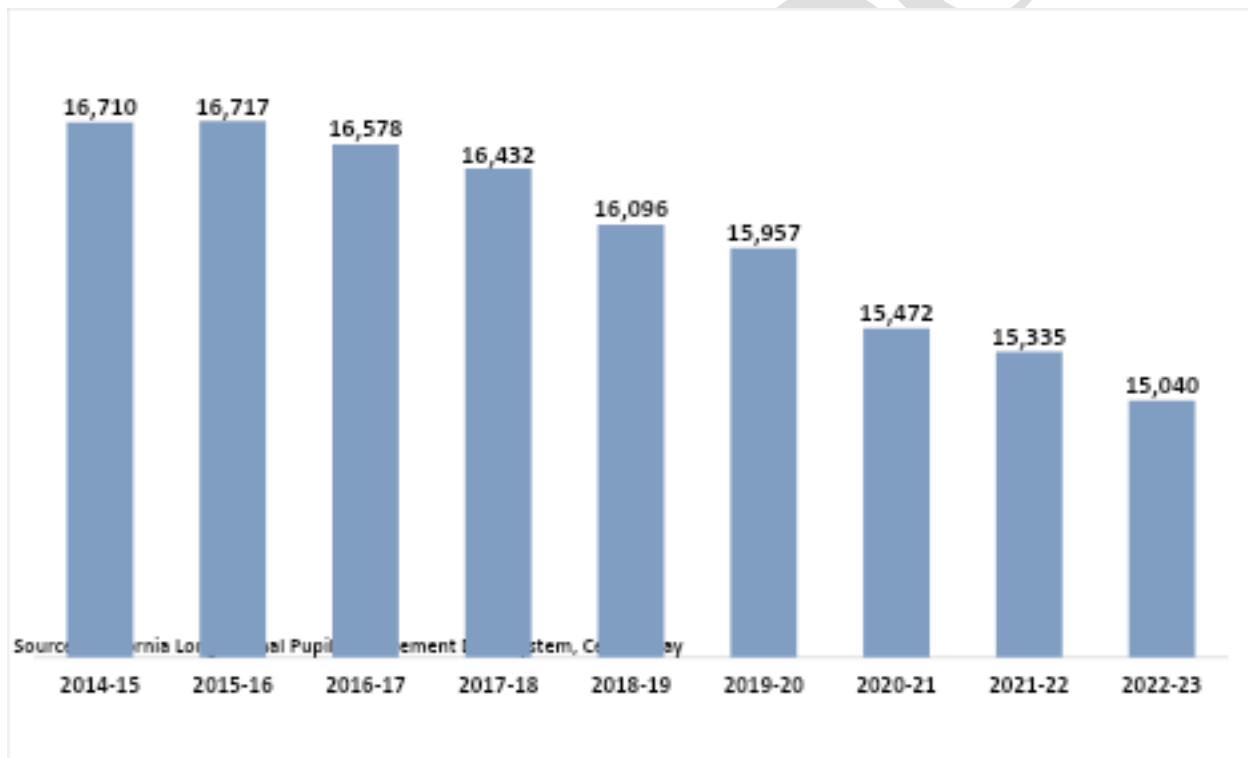
Por lo tanto, se determinó que el SSC y el personal del Distrito investigarían si otros criterios podrían sustituirse y que esta información se devolvería al Comité. Finalmente, en la reunión del 18 de noviembre de 2024, el Comité llegó a un consenso para eliminar los tres criterios.

Por último, antes de levantar la reunión se proporcionó un cronograma de las próximas reuniones y áreas temáticas provisionales.

Reunión 2: 9 de septiembre de 2024: Datos Demográficos

Al Comité se le presentaron datos demográficos y de la capacidad de las instalaciones, comenzando con los datos históricos de inscripción (Figura 5). Rob Murry, Director de Demografía de King Consulting, el demógrafo del Distrito, realizó una presentación sobre la demografía y la inscripción actuales y proyectadas del Distrito. Tanto Felicia Silveira de Van Pelt Consulting como Lisa August también abordaron las preguntas planteadas por el Comité durante y después de la presentación.

Figura 5: Tendencia de Inscripción en el Distrito en los Últimos 10 Años



Como parte de su presentación, Rob Murray señaló:

- Se desarrollaron tres conjuntos de proyecciones como parte del estudio demográfico del Distrito (baja, moderada y alta) para tener en cuenta la variabilidad en factores como la proporción de nacimientos a jardín de infantes, las tasas de captura de cohortes de alimentación y las tasas de migración de grado a grado. Debido a la fuerte disminución en las

tasas de inscripción reales para el año escolar 2024-25 en comparación con las proyecciones moderadas desarrolladas en el estudio, la información proporcionada al Comité consistió en proyecciones bajas.

- Inscripción histórica y proyectada para cada sitio escolar (Figura 6)
- Se espera que la matriculación en el Distrito siga disminuyendo durante el período de proyección. En general, se espera que disminuya a 12,445 para 2029-30. Los grados de primaria (TK-6) y preparatoria (9-12) muestran una disminución constante, mientras que los grados de secundaria muestran disminución hasta el ciclo escolar 2027-28 y luego se estabilizan hasta el año 2029-30. Las mayores caídas se dan en los grados de preparatoria.

BORRADOR

Figura 6: Resumen de Inscripción por Escuela

Escuela	Inscripción Real			Inscripción Proyectada						
	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
Totales de Primaria	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
Totales de Secundaria	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
María 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
Totales Preparatoria	7,746	7,709	7,494	7,554	7,461	7,441	7,152	6,844	6,427	6,139

Escuela	Inscripción Real			Inscripción Proyectada						
	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
Totales de Escuelas Autónomas	1,398	1,845	1,808	1,782	1,745	1,740	1,719	1,685	1,676	1,645
Totales del Distrito	14,794	15,087	14,763	14,707	14,390	14,298	13,881	13,357	12,851	12,445
Cambio Anual		293	-324	-56	-317	-92	-417	-524	-507	-406

Fuente: Plan maestro de instalaciones, Apéndice 2: Estudio de análisis demográfico y proyecciones de inscripción, con fecha de mayo de 2023: las proyecciones de inscripción son bajas

- El porcentaje de FRPM (Figura 7) y el origen étnico (Figura 8) por plantel escolar.

Figura 7: Porcentaje de FRPM por Sitio Escolar

Escuela	Inscripción utilizada para Comida Escolar	FRPM	
		Número	Porcentaje
Escuelas Primarias			
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%
Escuelas Secundarias			
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%
Escuelas Preparatorias			
Elsie Allen HS	980	571	58.30%
María 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>	<i>274</i>	<i>130</i>	<i>47.40%</i>
Escuelas Autónomas			
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%
Total del Distrito	14.517	6.937	47.79%
Total del Condado	64.447	31.322	48.60%
Total del Estado	5.837.690	3.599.733	61.66%

Fuente: CDE DataQuest, 2023-24

Figura 8: Porcentajes Étnicos por Plantel Escolar

Escuela	Total	Afroameri- cano	Indio Americano o Nativo de Alaska	Asiático	Filipino	Hispano o latino	Isleño del Pacífico	Blanco	Dos o más Razas
Escuelas Primarias									
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%
Escuelas Secundarias									
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%
Escuelas Preparatorias									
Elsie Allen HS	980	1.5%	0.8%	2.9%	0.7%	85.1%	0.5%	6.4%	2.0%
María 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>	<i>274</i>	<i>1.8%</i>	<i>1.5%</i>	<i>2.2%</i>	<i>0.7%</i>	<i>74.8%</i>	<i>1.5%</i>	<i>15.0%</i>	<i>2.6%</i>
Escuelas Autónomas									
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%
Total del Distrito ¹	14,513	1.7%	0.6%	4.0%	1.0%	59.3%	0.8%	27.5%	5.1%
Total del Condado	64,447	1.5%	0.7%	2.9%	0.7%	49.2%	0.5%	38.0%	5.6%
Total del Estado	5,837,690	4.9%	0.4%	9.9%	2.2%	56.1%	0.4%	20.3%	4.6%

Fuente: CDE DataQuest, 2023-24

¹Excluye estudiantes asignados a la "Oficina del Distrito"

- Hay una serie de desarrollos de viviendas programados para completarse dentro de los límites del Distrito desde ahora hasta mucho después del 2030. Según la información proporcionada por la ciudad, hay más de 16,000 unidades propuestas para desarrollar y que se proyecta generarán aproximadamente 3,000 estudiantes.
- Las transferencias entre distritos, los estudiantes que entran o salen del distrito desde distritos vecinos, las transferencias dentro del distrito y los estudiantes que se mueven entre las escuelas del distrito, contribuyen a cambios significativos en la inscripción (Figura 9).

Figura 9: Transferencias entre Distritos e Dentro del Distrito 2023-24 por Plantel Escolar

Escuela	Entran	Salen	Neto
Escuelas Primarias			
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
Escuelas Secundarias			
Herbert Slater MS	138	154	-16
Hilliard Comstock MS	53	448	-395
Rincon Valley MS	236	38	198
Santa Rosa MS	166	259	-93
Escuelas Preparatorias			
Elsie Allen HS	83	722	-639
María Carrillo HS	546	134	412
Montgomery HS	406	402	4
Piner HS	288	453	-165
Santa Rosa HS	831	285	546
Escuelas Autónomas¹			
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

¹Las "transferencias" representan únicamente transferencias entre distritos (es decir, estudiantes que asisten desde fuera de los límites del distrito)

- Recuento de aulas existentes, incluido un desglose de las aulas permanentes y portátiles
- Cálculo de capacidad para cada plantel escolar, así como la capacidad total
 - La capacidad representó relaciones de carga diferenciadas para las clases de educación general y educación especial
- Tasas de exceso de capacidad y utilización (porcentaje de capacidad utilizada) según la inscripción proyectada (Figura 10)

Figura 10: Utilización de las Instalaciones Escolares por Plantel Escolar

Escuela	Aulas Totales	Capacidad		Inscripción Proyectada para 2029-30	Utilización Proyectada para 2029-30 ²	2029-30 Exceso de Capacidad ²
		de las Aulas ¹	Capacidad Permanente			
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
Totales de Primarias	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
Totales de Secundarias	163	3,807	3,420	2,002	58.54%	1,418
Elsie Allen HS	65	1,695	1,695	860	50.74%	835
María 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
Total de Preparatorias	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
Totales de alquiler	101	2,113	1,858	1,645	88.54%	213
Totales del distrito	912	19,864	18,239	12,444	68.23%	5,795

¹Aulas permanentes y portátiles

²Con base en la capacidad permanente del aula

La capacidad total en 2029-30 sería de 10,474 pupitres en 912 aulas en total: 702 aulas permanentes y 210 aulas portátiles adicionales. Considerando solo las aulas permanentes, el exceso de capacidad total en 2029-30 sería de 5.795 pupitres. Las escuelas primarias varían desde sin exceso de capacidad en Steele Lane ES, hasta 478 pupitres en Hidden Valley ES. Las escuelas charter, que también ofrecen grados primarios, tienen dos planteles escolares que estarían por encima de su capacidad (lo que significa que tendrían más estudiantes inscritos que pupitres disponibles): SR Accelerated Charter School y SR French-American Charter School. Mientras que SR Charter for the Arts (103 pupitres) y la Cesar Chavez Language Academy (223 pupitres) tendrían exceso de capacidad. Todas las escuelas secundarias tendrían un exceso de capacidad, desde 161 pupitres en Rincon Valley MS hasta 562 pupitres en Hilliard Comstock MS. Las escuelas preparatorias tienen el mayor exceso de capacidad total con 2,390 pupitres, siendo Elsie Allen HS (835 asientos) la que tendría el mayor exceso de capacidad, seguida por Range Maria Carillo HS (552 pupitres) y Piner HS (358 pupitres).

Al finalizar la presentación, Brianna García revisó los criterios aplicables a los datos presentados y trabajó con el Comité para calificar los criterios.

- **Criterio 1: La inscripción escolar es baja y se prevé que seguirá siendo baja (inscripción por debajo del 70% de la capacidad), incluida la consideración de clases diurnas especiales**

Puntuación Relativa: el exceso de capacidad se expresa además mediante la tasa de utilización, que proporciona una métrica de la capacidad disponible utilizada por los estudiantes matriculados. Las escuelas con una tasa de utilización inferior al 70% se consideraron subutilizadas y recibieron una puntuación de 2, mientras que aquellas con una tasa superior al 70% recibieron una puntuación de 1, lo que indica que se está utilizando más la capacidad de sus aulas.

Puntuación de Clasificación: la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas secundarias y 4 para escuelas autónomas) se aplicó a la escuela con la inscripción más baja, ubicándola más arriba en la clasificación de escuelas potenciales para cerrar. hasta una puntuación de 1 para el sitio escolar con la inscripción más alta.

La Figura 11 proporciona los datos relevantes, puntuaciones relativas y puntuaciones clasificadas para cada sitio escolar.

Figura 11: Puntuación del Criterio 1

Escuela	Inscripción 2029-30 (a)	Capacidad (b)	Tasa de utilización (a)/(b)	Puntaje	Puntuación de rango	Capacidad Permanente (do)	Tasa de utilización (C.A)
Escuelas Primarias							
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%
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%
Escuelas Secundarias							
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%
Escuelas Preparatorias							
Elsie Allen HS	860	1.695	50.74%	2	5	1,695	50.74%
María 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%
Ridgway Continuation HS	204	426	47.89%	N/A		468	43.59%
Escuelas Autónomas							
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%

▪ **Criterio 2: Población Demográficamente Diversa Según la UPP (dentro del rango de 40%-60%)**

Puntaje Relativo: la diversidad demográfica se puede medir de muchas maneras con argumentos a favor y en contra de su idoneidad. En este caso, se seleccionó a la UPP como indicador de la diversidad demográfica. Es un cálculo que considera el porcentaje de estudiantes que están aprendiendo inglés, jóvenes en crianza temporal y/o elegibles para FRPM. Se consideró que las escuelas con una UPP entre 40 % y 60 % tenían una población estudiantil demográficamente diversa y recibieron una puntuación de 1, mientras que aquellas fuera de ese rango recibieron una puntuación de 2, lo que indica que no son tan diversas demográficamente.

Puntuación de Clasificación: la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas preparatorias y 4 para escuelas autónomas) se aplicó a la escuela con la población menos diversa (es decir, la escuela con la mayor variación del 50%), colocándola más arriba en la clasificación de escuelas potenciales para cerrar, hasta una puntuación de 1 para el sitio escolar más diverso (es decir, la escuela con la variación más pequeña del 50%).

La Figura 12 proporciona los datos relevantes, puntuaciones relativas y puntuaciones de clasificación de cada plantel escolar.

Figura 12: Puntuación del Criterio 2

Escuela	UPP	Variación del 50%	Puntaje	Rango de Puntuación
Escuelas Primarias				
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
Escuelas Secundarias				
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

Escuela	UPP	Variación del 50%	Puntaje	Rango de Puntuación
Escuelas Preparatorias				
Elsie Allen HS	71.63%	21.63%	2	4
María 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>	<i>59.49%</i>	<i>9.49%</i>	<i>N / A</i>	
Escuelas Autónomas				
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

▪ **Criterio 3: Exceso de Capacidad en las Aulas**

Puntuación Relativa: la metodología aplicó una puntuación de 2 a las escuelas que tendrían exceso de capacidad en 2029-30 y una puntuación de 1 a las escuelas que no la tendrían. Con excepción de tres escuelas, todas tendrían exceso de capacidad y, por lo tanto, recibieron una puntuación de 2, lo que indica que la escuela estaría funcionando por debajo de su capacidad y, por lo tanto, probablemente sería menos eficiente desde el punto de vista operativo.

Puntuación de Clasificación: la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas preparatorias y 4 para escuelas autónomas) se aplicó a la escuela con mayor exceso de capacidad, ubicándola más arriba en la clasificación de escuelas potenciales para cerrar, hasta una puntuación de 1 para la escuela con el menor exceso de capacidad.

La Figura 13 proporciona los datos relevantes, puntuaciones relativas y puntaje de clasificación de cada plantel escolar.

Figura 13: Puntuación del Criterio 3

Escuela	Inscripción 2029-30 (a)	Capacidad Permanente (do)	Exceso de Capacidad (California)	Puntaje	Rango de Puntuación
Escuelas primarias					
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
Escuelas Secundarias					
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
Escuelas Preparatorias					
Elsie Allen HS	860	1,695	835	2	5
María 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>	204	468	264	N/A	
Escuelas Autónomas					
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

▪ **Criterio 4: La inscripción Incluye Transferencias Positivas Dentro del Distrito y/o Entre Distritos**

Puntuación Relativa: la metodología de puntuación calculó el porcentaje de transferencias dentro y entre distritos en 2023-24. Aplicó una puntuación de 1 a las escuelas cuya matrícula incluye transferencias positivas dentro del distrito y/o entre distritos, lo que indica que los estudiantes y los padres eligen asistir a esa escuela, y una puntuación de 2 a las escuelas con porcentajes de transferencia negativos, lo que indica se están transfiriendo más estudiantes

fuera de la escuela que aquellos que se transfieren hacia adentro. Las escuelas autónomas no tienen límites de asistencia, por lo que no existe un verdadero proceso de transferencia. Tanto los estudiantes del distrito como los que no pertenecen al distrito y los padres eligen asistir a escuelas autónomas. Por lo tanto, los datos de las escuelas autónomas y la puntuación se basan en la cantidad de estudiantes matriculados en las escuelas chárter fuera del Distrito.

Puntuación de Clasificación: la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas preparatorias y 4 para escuelas autónomas) se aplicó a la escuela con el porcentaje más bajo (negativo) de transferencias, ubicándola más arriba en la clasificación de escuelas que potencialmente cerrarán, hasta una puntuación de 1 para la escuela con el mayor porcentaje de transferencias positivas.

La Figura 14 proporciona los datos relevantes, puntuaciones relativas y puntuaciones clasificadas por sitio escolar.

Figura 14: Puntuación del Criterio 4

Nombre de la escuela	2023-24 Transferencias dentro/entre distritos			Inscripción 2023-24 (y)	% Transferencias (f)=(d)/(e)	Puntaje	Rango de Puntuación
	Entran	Salen	Neto (d)				
Escuelas Primarias							
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
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
Escuelas Secundarias							
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
Escuelas Preparatorias							
Elsie Allen HS	83	722	-639	980	-65.20%	2	5
María 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

Nombre de la escuela	2023-24 Transferencias dentro/entre distritos			Inscripción 2023-24 (y)	% Transferencias (f)=(d)/(e)	Puntaje	Rango de Puntuación
	Entran	Salen	Neto (d)				
Santa Rosa HS	831	285	546	1.636	33.37%	1	1
Ridgway Continuation HS	N/A			274		N/A	
Escuelas Autónomas ¹							
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

¹Las "transferencias" representan únicamente transferencias entre distritos (es decir, estudiantes que vienen de fuera de los límites del distrito)

▪ **Criterio 5: Exceso de Capacidad en Aulas, Excluyendo Transferencias Dentro del Distrito y/o Entre Distritos**

Puntaje Relativo: la metodología de puntaje utilizó el porcentaje calculado previamente de transferencias dentro del distrito y entre distritos para proyectar el exceso de capacidad en 2029-30, excluyendo las transferencias. La metodología de puntuación aplicó una puntuación de 2 a las escuelas que tendrían exceso de capacidad, excluyendo las transferencias entre distritos y/o entre distritos, en 2029-30 y una puntuación de 1 a las escuelas que no la tendrían. Todas las escuelas, excepto dos, tendrían un exceso de capacidad y, por lo tanto, recibieron una puntuación de 2, lo que indica que la escuela estaría funcionando por debajo de su capacidad y, por lo tanto, probablemente sería menos eficiente desde el punto de vista operativo. Una vez más, las transferencias para las escuelas autónomas se basan en la cantidad de estudiantes matriculados en esas escuelas que vienen de fuera del Distrito.

Puntuación de Clasificación: la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas preparatorias y 4 para escuelas autónomas) se aplicó a la escuela con mayor exceso de capacidad, excluyendo las transferencias entre y/o entre distritos. colocándola más arriba en la clasificación de escuelas potenciales para cerrar, hasta una puntuación de 1 para la escuela con el menor exceso de capacidad.

La Figura 15 proporciona los datos relevantes, puntuaciones relativas y puntuaciones clasificadas por sitio escolar.

Figura 15: Puntuación del Criterio 5

Nombre de la escuela	Inscripción 2029-30 (a)	% Transferencias (F)	2029-30 Inscripción Sin Transferencias (g)=(a)-[(a)*(f)]]	Capacidad Permanente (do)	Exceso de Capacidad (c)-(g)	Puntaje	Rango de Puntuación
Escuelas Primarias							
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
Escuelas Secundarias							
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
Escuelas Preparatorias							
Elsie Allen HS	860	-65.20%	1,421	1,695	274	2	3
María 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		N/A	468			N/A
Escuelas Autónomas¹							
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

¹Las "transferencias" representan únicamente transferencias entre distritos (es decir, estudiantes que asisten desde fuera de los límites del distrito)

▪ **Criterio 6: Proximidad a Escuelas con Capacidad para Recibir Estudiantes Entrantes**

Puntuación Relativa: la metodología de puntuación aplicó una puntuación de 1 a las escuelas que, si cerraran, su matrícula no podría acomodarse en las tres escuelas más cercanas. Si la inscripción de una escuela puede acomodarse en las tres escuelas más cercanas, se aplicó una

puntuación de 2, lo que limita el tiempo de viaje adicional para los estudiantes desde su escuela actual a su posible escuela recién asignada, e indica que hay suficiente capacidad en las tres escuelas más cercanas para acomodar a estudiantes adicionales.

Puntuación de Clasificación: la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas preparatorias y 4 para escuelas autónomas) se aplicó a la escuela con las tres escuelas más cercanas con el exceso de capacidad total disponible más alto que podría acomodar a nuevos estudiantes, colocándola más arriba en la clasificación de escuelas potenciales para cerrar, hasta una puntuación de 1 para la escuela con el menor exceso total de capacidad disponible en las tres escuelas más cercanas.

No se aplicaron puntuaciones a las escuelas autónomas ya que el cierre de una escuela autónoma no necesariamente resultaría en que los estudiantes asistieran a una de sus tres escuelas más cercanas, ya que las escuelas autónomas son una escuela de elección y no dependen del área límite de asistencia.

La Figura 16 y la Figura 17 proporcionan los datos relevantes, puntuaciones relativas y puntuaciones clasificadas por sitio escolar.

Figura 16: Puntuación del Criterio 6

Escuela	Exceso Total de Capacidad ¹	Inscripción Con Transferencias	Puntaje	Puntuación de rango
Escuelas primarias				
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
Escuelas Secundarias				
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
Escuelas Preparatorias				

Elsie Allen HS	1,057	860	2	1
María 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>		

¹Exceso total de capacidad de las tres escuelas más cercanas

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Figura 17: Criterio 6: Distancia Entre Escuelas

Nombre de la Escuela	Exceso de Capacidad 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 millas	3,5 millas	1,3 millas	4,2 millas	1,7 millas	1,5 millas	2,7 millas	2,4 millas
Albert F. Biella ES	274	1,5 millas		5,2 millas	0,7 millas	4,2 millas	0,7 millas	3.0 millas	3,7 millas	2,4 millas
Brook Hill ES	49	3,5 millas	5,2 millas		4,5 millas	3,8 millas	5,4 millas	1,4 millas	1,8 millas	2,9 millas
Helen Lehman ES	-62	1,3 millas	0,7 millas	4,7 millas		3,8 millas	0,9 millas	2,3 millas	3.0 millas	2.0 millas
Hidden Valley ES	535	4,2 millas	4,2 millas	3,8 millas	3,8 millas		3,9 millas	3,8 millas	2,1 millas	2.0 millas
James Monroe ES	260	1,7 millas	0,7 millas	5,4 millas	0,9 millas	3,9 millas		3,5 millas	3,7 millas	2,1 millas
Luther Burbank ES	424	1,5 millas	3.0 millas	1,4 millas	2,3 millas	3,8 millas	3,5 millas		1,7 millas	2,2 millas
Proctor Terrace ES	18	2,7 millas	3,7 millas	1,8 millas	3.0 millas	2,1 millas	3,7 millas	1,7 millas		1,8 millas
Steele Lane ES	-137	2,4 millas	2,4 millas	2,9 millas	2.0 millas	2.0 millas	2,1 millas	2,2 millas	1,8 millas	

Nombre de la Escuela	Exceso de Capacidad ¹	Herbert Slater MS	Hilliard Comstock MS	Rincon Valley MS	Santa Rosa MS
Herbert Slater MS	287		6,3 millas	2,9 millas	2,4 millas
Hilliard Comstock MS	238	6,3 millas		5,9 millas	2,9 millas
Rincon Valley MS	327	2,9 millas	5,9 millas		4,3 millas
Santa Rosa MS	315	2,4 millas	2,9 millas	4,3 millas	

Nombre de la escuela	Exceso de Capacidad ¹	Elsie Allen HS	María Carrillo HS	Montgomery HS	Piner HS	Ridgway Continuation HS	Santa Rosa HS
Elsie Allen HS	274		10.0 millas	5,2 millas	6,3 millas	4,1 millas	5.0 millas
María Carrillo HS	893	10.0 millas		4.0 millas	7,6 millas	5,2 millas	4,8 millas
Montgomery HS	145	5,2 millas	4.0 millas		6,9 millas	2,9 millas	2,5 millas
Piner HS	221	6,3 millas	7,6 millas	6,9 millas		4,1 millas	4,4 millas
Ridgway Continuation HS	N / A	4,1 millas	5,2 millas	2,9 millas	4,1 millas		0,4 millas
Santa Rosa HS	691	5.0 millas	4,8 millas	2,5 millas	4,4 millas	0,4 millas	

Nombre de la escuela	Exceso de Capacidad	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 millas	3,4 millas	3,8 millas
SR Accelerated Charter School	-64	7,3 millas		4,6 millas	3,8 millas
SR Charter for the Arts School	103	3,4 millas	4,6 millas		1,3 millas
SR French-American Charter School	-49	3,8 millas	3,8 millas	1,3 millas	

Fuente: La distancia calculada es la ruta/distancia más corta entre las dos escuelas según Google Maps.
 Las celdas sombreadas representan las tres escuelas más cercanas: dos escuelas tienen una celda adicional sombreada ya que varias escuelas estaban equidistantes
¹Excluidas las transferencias intra e interdistritales

Reunión 3: 7 de octubre de 2024—Instalaciones

La primera orden del día fue la selección de un nuevo presidente y vicepresidente, ya que Christian Díaz renunció al Comité. El Comité eligió a Ben Wolf como presidente y a Allison Budlong como vicepresidenta.

La reunión se centró en la presentación de información de las instalaciones. Erik Oden, Director Ejecutivo de Instalaciones, Mantenimiento y Operaciones y Aaron Jobson, Director/CEO de Quattrocchi Kwok Architects presentaron los datos y la información.

El FMP 2023 del Distrito proporciona costos de proyectos de modernización y utilizó Indicadores de Calidad (IoQ) para indicar el nivel de necesidades en todos los planteles escolares. Las puntuaciones del IoQ corresponden a cuatro niveles de necesidad: baja, media, alta y más alta. El FMP también incluyó una asignación del plan de implementación de utilización (UIP), que es la cantidad total de fondos, de las Medidas C y G (bonos de obligación general emitidos por el Distrito), asignados por sitio para el proyecto. Las asignaciones de UIP se determinaron en función de los niveles de necesidad de IoQ.

La Figura 18 proporciona la asignación total de la UIP, así como el desglose por nivel de necesidad de las inversiones planificadas. Si una o varias escuelas fueran cerradas, el Distrito podría detener parte del trabajo en la(s) escuela(s) a cerrar para ahorrar dinero. Sin embargo, si bien algunos proyectos podrían cancelarse, las instalaciones aún son propiedad del Distrito y aún es necesario realizar algunas reparaciones, especialmente si el edificio se alquila. Por lo tanto, aún sería necesario completar muchos proyectos, incluso si el plantel ya no se utiliza como sitio escolar (por ejemplo, sistemas de seguridad y alarma contra incendios; calefacción, ventilación y aire acondicionado; techo, etc.).

Figura 18: Costos del Proyecto del Plan Maestro

Escuela	Asignación Total de la UIP	Necesidades Totales	Más Alto	Alto	Medio	Bajo
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
Totales de Primarias	\$127,654,424	\$304,982,400	\$126,592,000	\$107,533,400	\$29,927,000	\$40,930,000

Escuela	Asignación Total de la UIP	Necesidades Totales	Más Alto	Alto	Medio	Bajo
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
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
Total de Secundarias	\$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
María 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	-
Total de Preparatorias	\$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	-	-	-	-	-
Totales de Autónomas	\$55,731,800	\$131,409,700	\$55,767,500	\$62,092,200	\$6,950,000	\$6,600,000
Totales del Distrito	\$521,680,716	\$1,304,179,700	\$468,999,600	\$539,567,100	\$185,203,000	\$110,410,000

Fuente: FMP 2023 del Distrito

¹No se incluyen asignaciones de UIP ni costos de necesidades dada la ubicación de la escuela autónoma dentro de la zona de falla sísmica de Alquist-Priolo (que se analiza con más detalle más adelante en el informe)

Los costos de los proyectos de bonos completados, tanto los recientemente completados como las inversiones históricas, también se proporcionaron para informar al Comité acerca de cualquier sitio escolar donde los fondos del proyecto ya se han gastado o se están gastando actualmente (Figura 19).

Figura 19: Proyectos de Bonos Completados Recientemente e Inversiones Históricas

Escuela	Recientemente Completado	Inversiones Históricas
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

Escuela	Recientemente Completado	Inversiones Históricas
Luther Burbank ES	\$28,577	\$4,178,845
Proctor Terrace ES	\$330,837	\$1,014,350
Steele Lane ES	\$24,821	\$7,214,565
Total de Primarias	\$5,791,938	\$28,989,977
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
Total de Secundarias	\$10,983,614	\$22,402,765
Elsie Allen HS	\$413,913	\$9,483,909
María 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>	\$76,550	\$390,141
Total de Preparatorias	\$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
Total de Autónomas	\$189,928	\$15,431,060
Totales del Distrito	\$24,314,482	\$160,879,112

Fuente: FMP 2023 del Distrito

Se compartieron mapas aéreos de cada sitio escolar que identificaron edificios portátiles y permanentes. Además, cada mapa aéreo estaba acompañado de información de cada plantel escolar, como por ejemplo, los pies cuadrados totales del edificio y la superficie del sitio, el valor asegurado según lo determinado por Redwood Empire School Insurance Group, the Facilities Inspection Tool.⁵ (FIT), y aulas y capacidad actuales y planificadas.

Por último, para abordar varios de los criterios a ser abordados por el Comité, la presentación también incluyó información sobre instalaciones únicas ubicadas en los sitios escolares que no se pudieron replicar, instalaciones de apoyo (por ejemplo, cafetería, salón de usos múltiples, patios de recreo, etc.) con capacidad insuficiente, y factores ambientales y arrendamientos que podrían

⁵Una herramienta desarrollada por la Oficina de Construcción de Escuelas Públicas para cumplir con los requisitos legales especificados en EC § 33012 et seq., para determinar si una instalación escolar está en "buen estado" según lo definido por EC § 17002(d)(1), y para calificar instalaciones de conformidad con EC § 17002(d)(2).

afectar los sitios escolares. Varios sitios escolares albergan instalaciones únicas, como el Centro SPARQ en Piner HS o Hidden Valley ES, que es la única escuela primaria en el Distrito con un salón de usos múltiples y un gimnasio. Todas menos dos escuelas (Hilliard Comstock MS y Piner HS) y las cuatro escuelas charter fueron identificadas por tener espacios de apoyo con capacidad insuficiente para satisfacer la inscripción actual o proyectada.

Además, todas menos tres escuelas primarias y una escuela autónoma tienen factores ambientales que podrían afectar el uso del sitio. El más significativo de ellos es la ubicación de cuatro escuelas parcial o totalmente dentro de la zona de la falla sísmica Alquist-Priolo: Brook Hill ES, Hidden Valley ES, Proctor Terrance ES y SR French-American Charter School. La SR French-American Charter School fue identificada previamente y se han completado varias investigaciones geotécnicas muy cerca del sitio; por lo tanto, existe una probabilidad extremadamente alta de que existan rastros de fallas. Si bien el Distrito ha determinado que el sitio es seguro, no se pueden realizar mejoras en esas instalaciones. Las otras tres escuelas primarias fueron identificadas como parte de la actualización del mapa de Alquist-Priolo de febrero de 2024. Si se proponen mejoras a las instalaciones, sería necesario completar investigaciones geotécnicas para garantizar que no haya rastros de fallas presentes, ya que los edificios escolares no se pueden construir ni rehabilitar si están dentro de un perímetro de 50 pies del rastro de una falla activa.

El Comité discutió las implicaciones para las clasificaciones de las escuelas identificadas y pidió orientación sobre si a este factor se le debe dar más peso que a otros al considerar qué sitios escolares recomendar para el cierre. La orientación del Distrito fue que, a excepción de la SR French-American Charter School, para la cual se han realizado investigaciones, se necesita una mayor investigación para determinar los impactos de la identificación en cualquier futura modernización y/o nueva construcción en los sitios escolares. Por lo tanto, el Comité debía considerar este factor ambiental junto con todos los demás al hacer sus recomendaciones.

Al finalizar la presentación, Brianna García revisó los criterios aplicables a los datos presentados.

- **Criterio 7: Las instalaciones están en buenas condiciones (según el costo de las necesidades de las instalaciones y los proyectos de modernización/construcción propuestos)**

Puntuación Relativa: este criterio utilizó una metodología de puntuación ligeramente diferente. En lugar de un sí o un no (es decir, puntuación de 1 o 2), según el FIT, la puntuación refleja si el sitio escolar está en buenas condiciones (puntuación de 1), condición regular (puntuación de 2) o malas condiciones (puntuación de 3), ya que cuanto peor es el

estado de las instalaciones, mayor es el ranking para las escuelas consideradas para el cierre. Con la excepción de SR French-American Charter School, que está en buenas condiciones y por lo tanto recibió una puntuación de 2, todas las escuelas están en buenas condiciones.

Puntuación de Clasificación: según el costo de las necesidades de las instalaciones y los proyectos de modernización/construcción propuestos, la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas preparatorias y 4 para escuelas autónomas) se aplicó a la escuela con mayor necesidades más costosas, lo que la ubica más arriba en la clasificación de escuelas potenciales para cerrar, ya que se necesitan gastar más fondos en el campus, hasta una puntuación de 1 para el sitio escolar con las necesidades menos costosas.

La Figura 20 proporciona los datos relevantes, puntuaciones relativas y puntuaciones clasificadas para cada sitio escolar. También proporciona los costos por inscripción y por pie cuadrado a solicitud del Comité, para normalizar los datos y permitir una comparación más fácil entre los planteles escolares.

Figura 20: Puntuación del Criterio 7

Escuela	Costos Totales	Condición	Puntaje	Rango de Puntuación	Costo por Inscripción ¹	Pies Cuadrados (SF)	Costo por SF
Escuelas Primarias							
Abraham Lincoln ES	\$46,324,800	Buena	1	8	\$85,156	43,179	\$1,073
Albert F. Biella ES	\$16,242,000	Buena	1	1	\$39,809	42,259	\$384
Brook Hill ES	\$37,396,200	Buena	1	5	\$112,639	39,472	\$947
Helen Lehman ES	\$41,300,000	Buena	1	7	\$95,602	35,587	\$1,161
Hidden Valley ES	\$20,626,000	Buena	1	3	\$24,791	39,472	\$523
James Monroe ES	\$31,540,000	Buena	1	4	\$57,978	45,946	\$686
Luther Burbank ES	\$19,744,400	Buena	1	2	\$30,470	35,791	\$552
Proctor Terrace ES	\$41,200,000	Buena	1	6	\$132,051	40,262	\$1,023
Steele Lane ES	\$50,609,000	Buena	1	9	\$133,182	91,702	\$552
Escuelas Secundarias							
Herbert Slater MS	\$74,539,500	Buena	1	3	\$83,099	91,702	\$813
Hilliard Comstock MS	\$80,118,000	Buena	1	4	\$86,708	95,021	\$843
Rincon Valley MS	\$56,292,500	Buena	1	1	\$68,986	82,251	\$684
Santa Rosa MS	\$60,061,000	Buena	1	2	\$76,706	84,865	\$708
Escuelas Preparatorias							
Elsie Allen HS	\$57,052,700	Buena	1	1	\$33,659	174,924	\$326
María Carrillo HS	\$86,419,000	Buena	1	2	\$46,387	154,334	\$560
Montgomery HS	\$200,082,600	Buena	1	5	\$142,509	174,756	\$1,145

Escuela	Costos Totales	Condición	Puntaje	Rango de Puntuación	Costo por Inscripción ¹	Pies Cuadrados (SF)	Costo por SF
Piner HS	\$94,280,000	Buena	1	3	\$62,603	178,509	\$528
Santa Rosa HS	\$125,522,300	Buena	1	4	\$78,796	243,589	\$515
Ridgway Continuation HS	\$33,420,000	Buena	N/A		\$71,410	30,656	\$1,090
Escuelas Autónomas							
Cesar Chavez Language Academy	\$86,077,700	Buena	1	4	\$87,300	95,021	\$906
SR Accelerated Charter School	\$21,650,000	Buena	1	2	\$338,281	82,251	\$263
SR Charter for the Arts School	\$23,682,000	Buena	1	3	\$54,819	28,297	\$837
SR French-American Charter School	\$0	Regular	2	1	\$0	38,492	\$0

¹Con base en la capacidad permanente

▪ **Criterio 8: Proyectos de modernización, construcción u otros (por ejemplo, actualizaciones tecnológicas) completados recientemente**

Puntuación Relativa: la metodología de puntuación aplicó una puntuación de 2 a las escuelas que no tienen ningún proyecto completado recientemente, lo que se refiere únicamente a SR Accelerated Charter School. A todas las escuelas restantes se les han completado mejoras recientes o tienen proyectos en marcha y, por lo tanto, recibieron una puntuación de 1.

Puntuación de Clasificación: la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas preparatorias y 4 para escuelas autónomas) se aplicó a la escuela con los proyectos recientemente completados menos costosos, lo que coloca a las escuelas con proyectos completados menos costosos en puestos más altos en la clasificación de escuelas potenciales para cerrar, ya que recientemente se ha invertido menos dinero en el sitio, hasta una puntuación de 1 para la escuela con los proyectos terminados más costosos.

La Figura 21 proporciona los datos relevantes, puntuaciones relativas y puntuaciones clasificadas para cada sitio escolar. También proporciona los costos por inscripción y por pie cuadrado a solicitud del Comité para normalizar los datos y permitir una comparación más fácil entre los planteles escolares.

Figura 21: Puntuación del Criterio 8

Escuela	Costos del Proyecto de Bonos Completados	Puntaje	Rango de Puntuación	Costo por Inscripción ¹	Pies Cuadrados	Costo por SF
Escuelas Primarias						
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
Escuelas Secundarias						
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
Escuelas Preparatoria						
Elsie Allen HS	\$413,913	1	5	\$244	174,924	\$2.37
María Carrillo HS	\$451,167	1	4	\$242	154,334	\$2.92
Montgomery HS	\$4,859,545	1	1	\$3,461	174,756	\$27.81
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
Escuelas Autónomas						
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

¹Basado en capacidad permanente

▪ **Criterio 9: Inversiones históricas totales en instalaciones en el sitio escolar**

Puntuación Relativa: la metodología de puntuación habría aplicado una puntuación de 1 a las escuelas que no han recibido ninguna inversión en el pasado, excluyendo aquellas que ya se consideran completadas utilizando fondos de bonos recientes. Sin embargo, todas las escuelas han recibido inversiones en instalaciones en algún momento y, por lo tanto, todas recibieron una puntuación de 2.

Puntuación de Clasificación: la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas preparatorias y 4 para escuelas autónomas) se aplicó a la escuela con las mayores inversiones históricas totales en instalaciones, lo que la coloca más arriba en la clasificación de escuelas potenciales a cerrar, hasta una puntuación de 1 para la escuela con la inversión histórica total más baja en instalaciones. Si bien esto puede parecer contradictorio, este criterio tiene como objetivo garantizar que una escuela no sea penalizada porque pueda necesitar más trabajo en la actualidad debido a la falta de inversiones previas. Este criterio contrarresta los Criterios 5 y 6 que otorgan mayor peso a los costos de las mejoras necesarias actuales o futuras.

La Figura 22 proporciona los datos relevantes, puntuaciones relativas y puntuaciones clasificadas por plantel escolar. También proporciona los costos por inscripción y por pie cuadrado a solicitud del Comité para normalizar los datos y permitir una comparación más fácil entre los sitios escolares.

Figura 22: Puntuación del Criterio 9

Escuela	Costos del Proyecto de Bonos Completados	Puntaje	Rango de Puntuación	Costo por Inscripción ¹	Pies Cuadrados	Costo por SF
Escuelas Primarias						
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
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
Escuelas Secundarias						
Herbert Slater MS	\$7,474,282	2	3	\$8,333	91,702	\$81.51

Escuela	Costos del Proyecto de Bonos Completados	Puntaje	Rango de Puntuación	Costo por Inscripción ¹	Pies Cuadrados	Costo por SF
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
Escuelas Preparatorias						
Elsie Allen HS	\$9,483,909	2	1	\$5,595	174,924	\$54.22
María 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
Ridgway Continuation HS	\$390,141	N/A		\$834	30,656	\$12.73
Escuelas Autónomas						
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

¹Basado en capacidad permanente

- **Criterio 10: Instalaciones únicas (es decir, instalaciones que no se pueden replicar fácilmente) que no se encuentran en otros sitios escolares**

Puntuación Relativa: la metodología de puntuación aplicó una puntuación de 1 a cualquier escuela con instalaciones únicas que no pudieran replicarse fácilmente, lo que indica que si la escuela cerrara, el Distrito perdería esas instalaciones. Por lo tanto, el sitio de la escuela debería ubicarse más abajo en la clasificación de escuelas potenciales para cerrar. Se aplicó una puntuación de 2 a cualquier escuela sin instalaciones exclusivas, ubicándola más arriba en la clasificación de escuelas potenciales para cerrar.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 23 proporciona los datos relevantes y las puntuaciones relativas por sitio escolar.

Figura 23: Puntuación del Criterio 10

Escuela	Instalaciones únicas	Puntaje
Escuelas Primarias		
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	Salón de usos múltiples (MPR) y gimnasio	1
James Monroe ES	Campos de béisbol	1
Luther Burbank ES	N / A	2
Proctor Terrace ES	N / A	2
Steele Lane ES	N / A	2
Escuelas Secundarias		
Herbert Slater MS	N / A	2
Hilliard Comstock MS	N / A	2
Rincon Valley MS	N / A	2
Santa Rosa MS	N / A	2
Escuelas Preparatorias		
Elsie Allen HS	Establo	1
María Carrillo HS	Taller de automóviles	1
Montgomery HS	N / A	2
Piner HS	Centro SPARQ	1
Santa Rosa HS	Establo y taller de automóviles	1
<i>Ridgway Continuation HS</i>	N / A	N / A
Escuelas Autónomas		
Cesar Chavez Language Academy	Gimnasio	1
SR Accelerated Charter School	N / A	2
SR Charter for the Arts School	Teatro de caja negra; aulas de artes, ciencias y música	1
SR French-American Charter School	N / A	2

- **Criterio 11: Los espacios de apoyo (p. ej., cafetería, salón de usos múltiples, patios de recreo, etc.) tienen capacidad suficiente para satisfacer la inscripción actual y la proyectada.**

Puntuación Relativa: la metodología de puntuación aplicó una puntuación de 1 a cualquier escuela cuyos espacios de apoyo tengan capacidad suficiente. Se aplicó una puntuación de 2 si los espacios de apoyo no tienen capacidad suficiente, lo que indica que los espacios de apoyo identificados son actualmente insuficientes o serían insuficientes para satisfacer la demanda si la escuela alcanzara su capacidad total. Por lo tanto, la escuela debería ocupar un lugar más alto en la clasificación de escuelas potenciales para cerrar. La mayoría de las

escuelas del distrito recibieron una puntuación de 2, lo que indica que tienen instalaciones de apoyo con capacidad insuficiente.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 24 proporciona los datos relevantes y las puntuaciones relativas por sitio escolar.

Figura 24: Puntuación del Criterio 11

Escuela	Necesidades de Instalaciones de Apoyo	Puntaje
Escuelas Primarias		
Abraham Lincoln ES	MPR de tamaño insuficiente Parque infantil propiedad de la ciudad	2
Albert F. Biella ES	MPR de tamaño insuficiente Estacionamiento/zona de descenso	2
Brook Hill ES	MPR de tamaño insuficiente Carece de espacio de apoyo en semicírculo	2
Helen Lehman ES	MPR de tamaño insuficiente Carece de espacio de apoyo en semicírculo	2
Hidden Valley ES	Carece de espacio de apoyo en semicírculo	2
James Monroe ES	Carece de espacio de apoyo en semicírculo	2
Luther Burbank ES	MPR de tamaño insuficiente Carece de espacio de apoyo en semicírculo	2
Proctor Terrace ES	MPR de tamaño insuficiente Carece de espacio de apoyo en semicírculo Estacionamiento/zona de descenso	2
Steele Lane ES	MPR de tamaño insuficiente Carece de espacio de apoyo en semicírculo Estacionamiento/zona de descenso	2
Escuelas Secundarias		
Herbert Slater MS	Carece de espacio de apoyo en semicírculo Espacio inadecuado para artes escénicas	2
Hilliard Comstock MS	N / A	1
Rincon Valley MS	Carece de espacio de apoyo en semicírculo Espacios de teatro y educación física superpoblados Estacionamiento/zona de descenso	2
Santa Rosa MS	Carece de espacio de apoyo en semicírculo Estacionamiento inadecuado	2

Escuela	Necesidades de Instalaciones de Apoyo	Puntaje
	Espacios inadecuados para artes escénicas, teatro, comidas e instrucción en grupos más grandes.	
Escuelas Preparatoria		
Elsie Allen HS	Carece de espacio de apoyo en semicírculo Aulas de educación técnica profesional inadecuadas	2
María Carrillo HS	Baños insuficientes y áreas cubiertas al aire libre	2
Montgomery HS	Edificio de artes escénicas de tamaño insuficiente	2
Piner HS	N / A	1
Santa Rosa HS	El vestuario femenino inadecuado/no cumple con el Título IX, zona de descenso inadecuada	2
<i>Ridgway Continuation HS</i>	<i>No hay MPR en el plantel</i>	<i>N / A</i>
Escuelas Autónomas		
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

- **Criterio 12: Los factores ambientales afectan el uso actual o futuro de la propiedad (por ejemplo, fallas sísmicas, trenes de alta velocidad, etc.)**

Puntuación Relativa: la metodología de puntuación aplicó una puntuación de 2 a cualquier escuela con factores ambientales existentes, lo que indica que debería estar más alta en la clasificación de las escuelas consideradas para el cierre, ya que el desarrollo futuro podría verse afectado. Se aplicó una puntuación de 1 a aquellas escuelas sin preocupaciones ambientales.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 25 proporciona los datos relevantes y las puntuaciones relativas por sitio escolar.

Figura 25: Puntuación del Criterio 12

Escuela	Factor ambiental	Puntaje
Escuelas Primarias		
Abraham Lincoln ES	N / A	1
Albert F. Biella ES ¹	N / A	1

Escuela	Factor ambiental	Puntaje
Brook Hill ES	Zona Alquist-Priolo	2
Helen Lehman ES	Servidumbre de P&E para líneas eléctricas aéreas	2
Hidden Valley ES	Zona Alquist-Priolo	2
James Monroe ES	N / A	1
Luther Burbank ES	Proximidad a la autopista y servidumbre de servicios de la ciudad	2
Proctor Terrace ES	Zona Alquist-Priolo	2
Steele Lane ES	Proximidad a la autopista y tráfico	2
Escuelas Secundarias		
Herbert Slater MS	N / A	1
Hilliard Comstock MS	N / A	1
Rincon Valley MS	N / A	1
Santa Rosa MS	N / A	1
Escuelas Preparatorias		
Elsie Allen HS ¹	N / A	1
María Carrillo HS ¹	N / A	1
Montgomery HS ¹	N / A	1
Piner HS	N / A	1
Santa Rosa HS ¹	N / A	1
Ridgway Continuation HS ¹	N / A	N / A
Escuelas Autónomas		
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	Zona Alquist-Priolo y servidumbre de servicios de la ciudad	2

¹Cuenta con servidumbres municipales

▪ **Criterio 13: Arrendamientos u otros usos externos que actualmente utilizan el sitio/generan ingresos**

Puntuación Relativa: la metodología de puntuación aplicó una puntuación de 1 a cualquier escuela con arrendamientos existentes u otros usos, colocándola más abajo en la clasificación de escuelas consideradas para el cierre, ya que las obligaciones de arrendamiento existentes están presentes y/o generan ingresos, cualquiera de los cuales podría verse afectado si el sitio cierra. Sólo dos escuelas, Hilliard Comstock MS y Elsie Allen HS, tienen arrendamientos identificados u otros usos que podrían verse afectados por su cierre. A las escuelas restantes se les aplicó una puntuación de 2.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 26 proporciona los datos relevantes y las puntuaciones relativas por sitio escolar.

Figura 26: Puntuación del Criterio 13

Escuela	Arrendamiento/Usos Exteriores	Puntaje
Escuelas Primarias		
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
Escuelas Secundarias		
Herbert Slater MS	N / A	2
Hilliard Comstock MS	Acuerdo de intercambio de terrenos con la ciudad para el uso de campos de softbol/atletismo	1
Rincon Valley MS	N / A	2
Santa Rosa MS	N / A	2
Escuelas Preparatorias		
Elsie Allen HS	Centro de salud comunitario de Santa Rosa	1
María 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>
Escuelas Autónomas		
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

Reunión 4: 28 de octubre de 2024: Servicios Educativos/de Apoyo

El Dr. Roderick Castro, Superintendente Adjunto de Servicios Educativos, y Alisa Haley, Directora Ejecutiva de Servicios Educativos, presentaron información sobre los servicios educativos y de apoyo estudiantil que ofrece el Distrito. Además, John Fischer, Director Ejecutivo de Servicios Especiales, la Dra. Vicki Zands, Superintendente Adjunta de Recursos Humanos, y Erika Raffo, Coordinadora de Preparación Universitaria y Profesional en Servicios Educativos, abordaron las preguntas planteadas por el Comité durante y después de la presentación.

La presentación incluyó una revisión del Panel Escolar de California (Dashboard), incluida una descripción general de cómo el sistema de rendición de cuentas del estado llega a sus niveles de desempeño codificados por colores, así como el color de desempeño de cada sitio escolar en los indicadores de desempeño estatales aplicables.⁶—Ausentismo crónico, tasa de suspensión, progreso de los estudiantes de inglés, universidad/carrera (grados 9-12 únicamente), tasa de graduación (grados 9-12 únicamente) y resultados de evaluaciones estandarizadas en Gramática y Ortografía del Inglés (ELA) y Matemáticas. Hay cinco niveles de rendimiento que se pueden alcanzar: el orden de mayor a menor es azul, verde, amarillo, naranja y rojo. La Figura 27 proporciona los resultados del Panel de 2023 para cada uno de los indicadores estatales aplicables para cada sitio escolar.

Figura 27: Niveles de Rendimiento del Panel

Escuela	Ausentismo Crónico	Tasa de Suspensión	Progreso del Estudiante de Inglés	ELLA	Matemáticas	Universidad/Carrera	Tasa de Graduación
Escuelas Primarias							
Abraham Lincoln ES	Amarillo	Naranja	Naranja	Naranja	Naranja	N / A	N / A
Albert F. Biella ES	Amarillo	Azul	Naranja	Amarillo	Amarillo	N / A	N / A
Brook Hill ES	Amarillo	Naranja	Azul	Amarillo	Amarillo	N / A	N / A
Helen Lehman ES	Amarillo	Naranja	Verde	Naranja	Amarillo	N / A	N / A
Hidden Valley ES	Amarillo	Naranja	Verde	Azul	Verde	N / A	N / A
James Monroe ES	Amarillo	Rojo	Amarillo	Naranja	Naranja	N / A	N / A
Luther Burbank ES	Rojo	Rojo	Verde	Naranja	Naranja	N / A	N / A

⁶Los niveles de desempeño de los indicadores estatales se determinan en función de las puntuaciones de corte percentil (estado actual y cambio (cambio año tras año), lo que crea cuadrículas de 5 por 5 que producen 25 resultados y 5 niveles de desempeño.

Escuela	Ausentismo Crónico	Tasa de Suspensión	Progreso del Estudiante de Inglés	ELLA	Matemáticas	Universidad/Carretera	Tasa de Graduación
Proctor Terrace ES	Amarillo	Naranja	-	Naranja	Naranja	N / A	N / A
Steele Lane ES	Amarillo	Naranja	Rojo	Rojo	Naranja	N / A	N / A
Escuelas Secundarias							
Herbert Slater MS	Rojo	Rojo	Rojo	Naranja	Rojo	N / A	N / A
Hilliard Comstock MS	Amarillo	Rojo	Verde	Naranja	Naranja	N / A	N / A
Rincon Valley MS	Naranja	Naranja	-	Naranja	Naranja	N / A	N / A
Santa Rosa MS	Rojo	Amarillo	Naranja	Rojo	Rojo	N / A	N / A
Escuelas Preparatorias							
Elsie Allen HS	N / A	Rojo	Rojo	Naranja	Rojo	Bajo	Rojo
María Carrillo HS	N / A	Naranja	-	Verde	Amarillo	Alto	Naranja
Montgomery HS	N / A	Rojo	Naranja	Naranja	Naranja	Bajo	Verde
Piner HS	N / A	Rojo	Rojo	Naranja	Naranja	Bajo	Naranja
Santa Rosa HS	N / A	Naranja	Amarillo	Rojo	Naranja	Bajo	Naranja
Ridgway Continuation HS	N / A	Naranja	Amarillo	Naranja	Naranja	Muy bajo	Naranja
Escuelas charter							
Cesar Chavez Language Academy	Rojo	Naranja	Amarillo	Rojo	Rojo	N / A	N / A
SR Accelerated Charter School	Amarillo	Naranja	N / A	Azul	Azul	N / A	N / A
SR Charter for the Arts School	Amarillo	Rojo	-	Naranja	Naranja	N / A	N / A
SR French-American Charter School	Rojo	Azul	-	Verde	Amarillo	N / A	N / A
En todo el Distrito	Amarillo	Rojo	Naranja	Amarillo	Naranja	Bajo	Naranja
En todo el Estado	Amarillo	Naranja	Amarillo	Naranja	Naranja	Bajo	Naranja

Fuente: Panel de control de 2023

Tenga en cuenta que, según el Código de Educación, el sistema de rendición de cuentas del estado también rastrea los grupos de estudiantes (por ejemplo, raza/etnia, personas con desventajas socioeconómicas, estudiantes de inglés, estudiantes con discapacidades, jóvenes en hogares de crianza y personas sin hogar). Históricamente, los estudiantes dentro de estos grupos estudiantiles específicos han obtenido puntuaciones más bajas en la Evaluaciones Sumativas Smart Balanced y/o capturadas en los niveles de desempeño más bajos en el Panel. Como tal, al revisar los resultados del Panel de control, se debe tener en cuenta que los resultados de una escuela podrían verse afectados de manera similar si tiene una población más alta de uno o más de estos grupos de estudiantes.

Por último, la presentación también incluyó información sobre programas de educación especial, servicios de apoyo estudiantil y apoyo e intervenciones académicas proporcionadas en los sitios escolares, así como otros programas educativos que son exclusivos de cada sitio y si los programas podrían ser reubicados si el plantel cierra. Si bien la mayoría de los programas pudieran reubicarse, hay dos escuelas: Piner HS (SPARQ Center) y Santa Rosa HS (Art Quest), con programas únicos que no podrían reubicarse sin un costo financiero significativo.

Las siguientes clases, programas y servicios se ofrecen en todas las escuelas primarias:

- Grados TK-6
- Especialistas en Educación (Programa de Recursos Especiales [RSP])
- Programa Extraescolar del Boys and Girls Club
- Facilitador de Participación Estudiantil
- Consejero
- Especialista Restaurativo
- Música grados 1-6
- Music Blitz grados 4-6
- Educación Física grados 1-6
- Facilitador de Participación Familiar

La Figura 28 proporciona las clases, programas y servicios proporcionados en cada escuela primaria.

Figura 28: Ofertas de Escuelas Primarias

Escuela	Número de Clases y Descripción	Programas Únicos
Abraham Lincoln ES	9 clases de necesidades de soporte extendido (ESN) 10 clases de educación general	

Escuela	Número de Clases y Descripción	Programas Únicos
Albert F. Biella ES	6 clases ESN 1 clase de la Oficina de Educación del Condado de Sonoma 2 clases de inclusión completa 9 clases de educación general	Modelo de inclusión total Código para el futuro Pasitos Caminar a la escuela, sin autobús
Brook Hill ES	3 Clases del programa Alcanzar la Independencia a Través de la Educación Especial (RISE) 12 clases de educación general 1 Inclusión Total	
Helen Lehman ES	15 clases de educación general	
Hidden Valley ES	3 Programa para estudiantes sordos y con problemas de audición (DHH) 19 clases de educación general 1 clase de inclusión completa	Programa DHH Cuidado de niños después de la escuela con tarifa
James Monroe ES	12 clases de educación general 1 clase de inclusión completa	Pasitos Clases de educación para adultos de Santa Rosa Junior College (SRJC)
Luther Burbank ES	2 clases diurnas especiales (SDC) 12 clases de educación general 3 clases de inclusión completa 1 clase de ASCENSO	
Proctor Terrace ES	2 clases de COSUDE 13 clases de educación general	Cuidado de niños después de la escuela con tarifa
Steele Lane ES	3 clases de COSUDE 1 Inclusión completa 16 clases de educación general	4 clases de Lewis Early Learning Academy

Las siguientes clases, programas y servicios se ofrecen en todas las escuelas secundarias:

- Grados 7-8
- Especialista en Educación (RSP)
- Consejeros
- 0,50 Consejeros equivalentes a tiempo completo del Sistema de Apoyo de Múltiples Niveles (MTSS)
- Especialista restaurador

- Terapeuta escolar
- Cursos de Desarrollo del Lenguaje Académico (ALD) para estudiantes de inglés
- Inglés con honores
- Matemáticas de honores
- Facilitador de participación familiar
- Oferta de Artes Visuales y Escénicas (VAPA)

La Figura 29 proporciona las clases, programas y servicios ofrecidos en cada escuela secundaria.

Figura 29: Oferta de escuela intermedia

Escuela	Clase	Programas Únicos
Herbert Slater MS	2 clases de ESN	Asociación Francesa Escolar de Avance Vía Determinación Individual (AVID)
Hilliard Comstock MS	1 Inclusión total 1 clase de RISE 4 clases de ESN	Boys and Girls Club después de la escuela
Rincon Valley MS	1 Inclusión total 1 clase de RISE	Éxito a través de Oportunidades para lo Académico y las Relaciones (SOAR) Los maestros de aula brindan lecciones de aprendizaje socioemocional y construyen conexiones con los estudiantes
Santa Rosa MS	1 clase de inclusión completa 1 clase de programas enriquecidos de consejería (CEP)	Conexión puma: lecciones de aprendizaje socioemocional en el salón de clases Educación de Carrera Técnica (CTE): Laboratorio Paxton Patterson; Curso Wheel (Explorando la universidad y las carreras)

Las siguientes clases, programas y servicios se ofrecen en todas las escuelas preparatorias:

- Grados 9-12
- Asesores de seguridad estudiantil (5)
- Facilitadores de participación familiar (2)

- Consejeros
- Consejero MTSS
- Especialistas en Restauración (2)
- Cursos ALD para estudiantes de inglés
- Cursos avanzados
- Cursos aprobados A-G
- Centro Universitario y Profesional
- Ofertas VAPA
- Atletismo
- Ofertas de CTE

La Figura 30 indica las clases, programas y servicios proporcionados en cada escuela primaria.

Figura 30: Oferta de escuela secundaria

Escuela	Clase	Programas únicos
Elsie Allen HS	2 clases de CEP 3 clases de ESN	CTE: Educación Agrícola; Salud Pública y Comunitaria Seguridad Pública AVID Programa de doble inmersión en español Centro para recién llegados Camino de Acceso a la Universidad y la Carrera Profesional; SRJC Programa del Centro Universitario con la Universidad Estatal de Sonoma
María Carrillo HS	1 clase de RISE 1 clase CEP	CTE: Tecnología Automovilística; Artes Culinarias; Medicina Deportiva Convenio para créditos con SRJC

Escuela	Clase	Programas únicos
Montgomery HS	3 clases de ESN	CTE: Construcción Verde; Negocio; Diseño, Medios, Artes Visuales; Atención al Paciente Escuela de Bachillerato Internacional (tomaría formación especializada) AVID Mejores Compañeros
Piner HS	1 clase de RISE 1 clase CEP	CTE: Construcción, Ingeniería y Diseño; Artes Culinarias; Ciencias de la Salud y Biotecnología; Tecnología geoespacial Convenio para créditos con SRJC Centro SPARQ Grace (recuperación de crédito dentro de Piner) Magnet Universidad Temprana con el SRJC Escuela de Ciencias, Tecnología, Ingeniería y Matemáticas (STEM)
Santa Rosa HS	2 clases de CEP 2 clases de ESN	CTE: Agricultura; Construcción; Fabricación de automóviles Búsqueda de Arte
Ridgway Continuation HS	6 clases de transición para adultos (18-22)	CTE: Artes Culinarias Recuperación de Crédito Continuación HS Aprendizaje Basado en el Trabajo a Través de SRJC

La Figura 31 proporciona las clases, programas y servicios proporcionados en las escuelas autónomas.

Figura 31: Oferta de Escuelas Autónomas

Escuela	Programas Únicos
Cesar Chavez Language Academy	Inmersión Dual Bidireccional en Español -Grados TK-8 Camino para los grados 7-8 Idioma del Mundo (español introductorio o español para hablantes nativos) Tradicional Casa del Mundo para recién llegados en sus primeros 24 meses en EE. UU. Boys and Girls Club después de la escuela y cuidado después de la escuela con tarifa
SR Accelerated Charter School	Programa Acelerado Los grados 5 y 6 se encuentran en el campus de Rincon Valley MS Clases diseñadas para cumplir y superar los estándares Se basa en los conceptos de aceleración, profundidad, complejidad y novedad Las clases se dividen en dos clases principales: Matemáticas/Ciencias y ELA/Estudios Sociales.
SR Charter for the Arts School	Grados TK-8 Centrado en la integración de las artes Boys and Girls Club después de la escuela Cuidado de niños después de la escuela con tarifa

Escuela	Programas Únicos
SR French-American Charter School	Inmersión Dual Bidireccional en Francés - Grados TK-8 Única escuela pública de inmersión en francés acreditada en California Acreditación a través de L'Agence pour l'Enseignement Français à l'Étranger/Agencia de Educación Francesa en el Extranjero Cuidado de niños después de la escuela con tarifa Utiliza Los Estándares Básicos Comunes del Ministerio Francés y CA

Por último, el Comité presentó las oportunidades y desafíos para el Distrito, incluidas posibles reconfiguraciones de grados.

Al finalizar la presentación, Brianna García revisó los criterios aplicables a los datos presentados. Si bien se presentaron datos para los Criterios 14, 15 y 16, en la reunión del 18 de noviembre de 2024, el Comité decidió excluir estos criterios del análisis. Por lo tanto, no han sido incluidos en este informe.

▪ **Criterio 17: Programas especiales y/o de todo el Distrito que necesitarían ser reubicados**

Puntuación Relativa: la metodología de puntuación aplicó una puntuación de 1 para aquellas escuelas que albergan programas especiales y/o programas para todo el Distrito. Como se señaló anteriormente, varias escuelas albergan programas especiales y/o para todo el Distrito. Los sitios escolares restantes recibieron la puntuación más alta de 2, lo que indica que deberían estar más altos en la clasificación de sitios escolares considerados para el cierre, ya que ningún programa especial y/o a nivel del Distrito se vería afectado o necesitaría reubicación.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación para la clasificación bajo este criterio.

La Figura 32 proporciona los datos relevantes y las puntuaciones relativas por sitio escolar.

▪ **Criterio 18: Los programas especiales/de todo el Distrito pueden reubicarse**

Puntaje Relativo: mientras que el Criterio 17 analizó qué sitios tienen programas especiales y/o para todo el Distrito que podrían verse afectados por el cierre de una escuela, el Criterio 18 analiza si el programa podría ser reubicado. Este criterio utilizó una metodología de puntuación ligeramente diferente. En lugar de un sí o un no (es decir, una puntuación de 1 o 2), la puntuación tomó en consideración el hecho de que un sitio escolar sin programas especiales y/o a nivel del Distrito debería ubicarse más arriba en la clasificación de sitios escolares considerados para el cierre, ya que no habría impactos en dichos programas (puntuación de 3), mientras que los sitios escolares con programas que podrían reubicarse

recibieron una puntuación de 2. La metodología de puntuación aplicó una puntuación de 1 para aquellas escuelas que albergan programas para todo el Distrito y/o programas especiales que no pudieron ser reubicados. Sólo dos escuelas, Piner HS y Santa Rosa HS, tienen programas que no podrían ser reubicados.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 32 proporciona los datos relevantes y las puntuaciones relativas por plantel escolar.

Figura 32: Puntuación de los Criterios 17 y 18

Escuela	Programas Especiales/o para todo el Distrito	Puntuación Criterio 17	¿Reubicable?	Puntaje del Criterio 18
Escuelas Primarias				
Abraham Lincoln ES	N / A	2	N / A	3
Albert F. Biella ES	Modelo de Inclusión Total Código para el Futuro Pasitos Caminando a la escuela, sin autobús	1	Sí	2
Brook Hill ES	N / A	2	N / A	3
Helen Lehman ES	N / A	2	N / A	3
Hidden Valley ES	Programa DHH Cuidado de niños después de la escuela con tarifa	1		2
James Monroe ES	Pasitos Clases de educación para adultos de SRJC	1	Sí	2
Luther Burbank ES	N / A	2	N / A	3
Proctor Terrace ES	Cuidado de niños después de la escuela con tarifa	1	Sí	2
Steele Lane ES	4 clases de Lewis Early Learning Academy	1	Sí	2
Escuelas Secundarias				
Herbert Slater MS	AVOD	1	Sí	2
Hilliard Comstock MS	Boys and Girls Club después de la escuela	1	Sí	2
Rincon Valley MS	ROAR	1	Sí	2
Santa Rosa MS	Conexión Puma Cursos CTE	1	Sí	2

Escuela	Programas Especiales/o para todo el Distrito	Puntuación Criterio 17	¿Reubicable?	Puntaje del Criterio 18
Escuelas Preparatorias				
Elsie Allen HS	Cursos CTE AVID Programa de Doble Inmersión en Español Centro para Recién Llegados Vías de Acceso a Universidades y Carreras con SRJC	1	Sí	2
María Carrillo HS	Cursos CTE	1	Sí	2
Montgomery HS	Cursos CTE Escuela con Bachillerato Internacional AVID Mejores Compañeros	1	Sí	2
Piner HS	Cursos CTE Centro SPARQ Programa Grace Magnet Universidad Temorana con SRJC Escuela STEM	1	No	1
Santa Rosa HS	Cursos CTE Búsqueda de Arte	1	No	1
Ridgway Continuation HS	CTE Recuperación de Crédito Escolares para la Preparatoria de Continuación Aprendizaje Basado en el Trabajo a Través de SRJC	1	Sí	2
Escuelas Autónomas				
Cesar Chavez Language Academy	Inmersión Dual Bidireccional en Español TK-6 Boys and Girls Club después de la escuela Cuidado de niños después de la escuela con tarifa	1	Sí	2
SR Accelerated Charter School	Programa Acelerado	1	Sí	2
SR Charter for the Arts School	Programa Centrado en la integración de las Artes Boys and Girls Club después de la escuela Cuidado de niños después de la escuela con tarifa	1	Sí	2
SR French-American Charter School	Inmersión Dual Bidireccional en Francés TK-6 Cuidado de niños después de la escuela con tarifa	1	Sí	2

Reunión 5: 18 de noviembre de 2024: Implicaciones Fiscales y de Otro Tipo

La reunión se centró en la presentación de la situación fiscal del Distrito, las implicaciones fiscales del cierre de escuelas y otros impactos en la comunidad. Lisa August y Joel Dontos, director ejecutivo de Servicios Fiscales, presentaron una descripción fiscal del Distrito. Discutieron los conceptos básicos del presupuesto y establecieron una comparación entre el presupuesto y las categorías presupuestarias de un distrito escolar y el presupuesto personal de un individuo. La presentación incluyó el Presupuesto Adoptado por el Distrito para 2024-25 y las proyecciones asociadas, incluida la proyección multianual, que ilustró la práctica actual del Distrito de gasto deficitario y los impactos de esta práctica en el saldo final de fondos y las reservas del Distrito.

El presupuesto actual sin restricciones para cada plantel escolar, los posibles ahorros de costos y los costos operativos, excluyendo al personal, se compartieron con el Comité. La Figura 33 proporciona los costos directos presupuestados para 2024-25 por plantel escolar. La Figura 34 proporciona un desglose de las categorías que componen los ahorros netos, así como el máximo ahorro de costos posible resultante para cada sitio. Cabe señalar que los ahorros de costos pueden reducirse dependiendo de la necesidad de conservar algunos puestos de personal clasificado. Sin embargo, el número exacto de puestos de personal clasificado no se conocerá hasta que se identifiquen los sitios y se determinen las necesidades de personal. Por último, la Figura 35 proporciona los costos operativos de cada sitio escolar excluyendo los costos derivados del personal.

Figura 33: Costos Directos Presupuestados por Sitio Escolar (solo fondos no restringidos)

Escuela	Enseñanza	Administración Escolar	Participación Estudiantes y Familia	Consejería Orientativa y Restaurativa	Actividades Patrocinadas por la Escuela	Supervisión del Mediodía	Medios/Biblioteca	Operaciones de Servicio de Planta	Costos Directos Escolares Totales
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
Total de Primarias	\$19,457,593	\$3,386,755	\$1,341,950	\$2,178,862	-	\$1,142,976	\$317,769	\$2,223,133	\$30,049,038
Promedio de Primarias	\$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
Total Secundarias	\$12,058,356	\$4,003,993	\$283,265	\$1,899,809	\$482,150	\$65,788	-	\$1,751,667	\$20,545,028
Promedio de Secundarias	\$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
María 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>	<i>\$3,871,512</i>
Total Preparatorias	\$40,239,583	\$10,976,169	\$1,301,230	\$5,574,490	\$1,550,908	-	-	\$4,141,255	\$63,783,635

Escuela	Enseñanza	Administración Escolar	Participación Estudiantes y Familia	Consejería Orientativa y Restaurativa	Actividades Patrocinadas por la Escuela	Supervisión del Mediodía	Medios/Biblioteca	Operaciones de Servicio de Planta	Costos Directos Escolares Totales
Promedio Preparatorias	\$6,706,597	\$1,829,362	\$216,872	\$929,082	\$258,485	-	-	\$690,209	\$10,630,606
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
Total Escuelas Autónomas	\$12,982,300	\$2,409,281	-	\$700,836	\$115,008	\$521,052	\$188,753	\$964,539	\$17,881,769
Promedio de Escuelas Autónomas	\$3,245,575	\$602,320	-	\$175,209	\$28,752	\$130,263	\$47,188	\$241,135	\$4,470,442

Figura 34: Ahorros Potenciales en Costos por Plantel Escolar (solo fondos no restringidos)

Escuela	Administración Escolar	Participación Estudiantes y Familia	Consejería Orientativa y Restaurativa	Actividades Patrocinadas por la Escuela	Medios/Biblioteca	Operaciones de Servicio de Planta	Ahorro Total de Costos Potenciales	2029-30 Inscripción Proyectada	Ahorros Potenciales en Costos por Inscripción
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

Escuela	Administración Escolar	Participación Estudiantes y Familia	Consejería Orientativa y Restaurativa	Actividades Patrocinadas por la Escuela	Medios/ Biblioteca	Operaciones de Servicio de Planta	Ahorro Total de Costos Potenciales	2029-30 Inscripción Proyectada	Ahorros Potenciales en Costos por Inscripción
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
Total de Primaria	\$3,386,755	\$1,341,950	\$2,178,862	-	\$317,769	\$2,223,133	\$9,448,469	2,658	\$3,555
Promedio de Primaria	\$376,306	\$149,106	\$242,096	-	\$35,308	\$247,015	\$1,049,830	295	\$3,555
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
Total Secundaria	\$4,003,993	\$283,265	\$1,899,809	\$482,150	-	\$1,751,667	\$8,420,884	2,002	\$4,206
Promedio Secundarias	\$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
María 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
Ridgway Continuation HS	\$1,016,786	\$178,306	\$460,666	\$7,946	-	\$234,060	\$1,897,764	204	\$9,303
Totale Preparatoria	\$10,976,169	\$1,301,230	\$5,574,490	\$1,550,908	-	\$4,141,255	\$23,544,052	6,139	\$3,835
Promedio Preparatoria	\$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

Escuela	Administración Escolar	Participación Estudiantes y Familia	Consejería Orientativa y Restaurativa	Actividades Patrocinadas por la Escuela	Medios/ Biblioteca	Operaciones de Servicio de Planta	Ahorro Total de Costos Potenciales	2029-30 Inscripción Proyectada	Ahorros Potenciales en Costos por Inscripción
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
Total Escuelas Autónomas	\$2,409,281	-	-	\$115,008	\$188,753	\$964,539	\$3,677,581	1,645	\$2,236
Promedio Escuelas Autónomas	\$602,320	-	-	\$28,752	\$47,188	\$241,135	\$919,395	411	\$2,236

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Figura 35: Costos Operativos, Excluido el Personal, por Plantel Escolar (solo fondos no restringidos)

Escuela	Operaciones de Servicios de Planta, Excluido el Personal	2029-30 Inscripción Proyectada	Costos Operativos, sin Incluir al Personal, por Inscripción
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
Total de Primarias	\$953,962	2,658	\$359
Promedio de Primarias	\$105,996	295	
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
Total Secundarias	\$863,113	2,002	\$431
Promedio Secundarias	\$215,778	501	
Elsie Allen HS	\$446,576	860	\$519
María 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
<i>Ridgway Continuation HS</i>	<i>\$105,146</i>	<i>204</i>	<i>\$515</i>
Total Preparatorias	\$2,757,195	6,139	\$449
Promedio Preparatorias	\$459,533	1,023	
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
Total Escuelas Autónomas	\$516,075	1,645	\$314
Promedio Escuelas Autónomas	\$129,019	411	

Se compartió información relacionada con los impactos comunitarios y de seguridad que podrían afectar a los planteles escolares. Los datos que se recopilaron son de la Ciudad de Santa Rosa, así como de la Agencia West County Transportation (WCTA). Varios sitios escolares tienen

preocupaciones relacionadas con el tráfico, ya sea actualmente, o anticipadamente, si el sitio escolar aumentara la inscripción de estudiantes. La Figura 37 y la Figura 38 proporcionan una sinopsis de las preocupaciones. Las notas completas se pueden encontrar en la presentación en el Apéndice A. Además, en lo que respecta al transporte, el personal proporcionó información sobre la cantidad de estudiantes a los que se les proporcionó transporte hacia y desde la escuela, tanto para educación general como para educación especial, así como una estimación de los que son llevados y recogidos de la escuela caminando, así como el porcentaje de estudiantes que viven a poca distancia de cada escuela (Figura 36).

Figura 36: Transporte

Escuela	Inscripción Total 2023-24	En Autobús				Caminan/Llevados		Porcentaje Distancia Caminando
		Educación General	Educación Especial	Total	Porcentaje	Estimado	Porcentaje	
Escuelas Primarias								
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%
Escuelas Secundarias								
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%
Escuelas Preparatorias								
Elsie Allen HS	980	131	66	197	20.10%	783	79.90%	79.33%
María 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%
Ridgway Continuation HS	274	8	44	52	18.98%	222	81.02%	24.29%
Escuelas Autónomas								
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%

Escuela	Inscripción Total 2023-24	En Autobús				Caminan/Llevados		Porcentaje Distancia Caminando
		Educación General	Educación Especial	Total	Porcentaje	Estimado	Porcentaje	
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%

Hubo cierta discusión sobre si el aumento de la inscripción en las escuelas que permanecerían abiertas experimentaría impactos en el tráfico. Si bien el Distrito necesitará estudiar más a fondo los patrones de tráfico, lo cual no se puede completar hasta que se determine qué escuelas cerrarán y se ajusten los límites de asistencia para las escuelas restantes, se señaló que la inscripción propuesta para las escuelas que permanecen abiertas sería similar a los niveles anteriores a la actual disminución de la matrícula. En otras palabras, la inscripción no tendría precedentes y podría acomodarse en los campus como lo hizo en el pasado en el momento de mayor inscripción.

Por último, se proporcionó información al Comité sobre el número de escuelas fuera del distrito dentro de un radio de una a cinco millas de cada escuela primaria y autónoma y entre un radio de una a diez millas de cada escuela intermedia y secundaria. Estas son escuelas que podrían disminuir las inscripciones en el Distrito si un plantel escolar determinado cerrara. La Figura 41 proporciona una sinopsis del número de escuelas dentro del radio máximo identificado. La lista completa por bandas de radio creciente se puede encontrar en la presentación en el Apéndice A.

Al finalizar la presentación y discusión, Brianna García revisó los criterios aplicables a los datos presentados.

▪ **Criterio 19: Se reubican las preocupaciones de seguridad existentes con respecto al tráfico y las rutas seguras a la escuela**

Puntuación Relativa: la metodología de puntuación aplicó una puntuación de 1 a los sitios escolares sin problemas de seguridad (por ejemplo, vías de ferrocarril, flujo de tráfico, estacionamiento en doble fila, vías principales, cruces escolares, etc.). Las escuelas con problemas de seguridad identificados recibieron una puntuación de 2; la mayoría de estos problemas de seguridad se centraron en el flujo de tráfico durante las horas de entrada y salida de la escuela.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 37 proporciona los datos relevantes y las puntuaciones relativas por plantel escolar.

Figura 37: Puntuación del Criterio 19

Escuela	Preocupaciones de Seguridad	Puntaje
Escuelas Primarias		
Abraham Lincoln ES	Filas y estacionamiento en doble fila en West 9th St	2
Albert F. Biella ES	N / A	1
Brook Hill ES	N / A	1
Helen Lehman ES	N / A	1
Hidden Valley ES	Colas en Chanate Rd y problemas de estacionamiento	2
James Monroe ES	-Las filas en Marlow Road en dirección sur provocan atascos y cambios de carril durante la llegada y la salida -El área de recogida pequeña limita la circulación en el sitio -Alta velocidad y volúmenes de tráfico en Marlow Road	2
Luther Burbank ES	N / A	1
Proctor Terrace ES	Las filas en Bryden Lane se extienden hasta 4th Street	2
Steele Lane ES	Alta velocidad y volumen de tráfico con poco estacionamiento y sin lugar para hacer fila	2
Escuelas Secundarias		
Herbert Slater MS	N / A	1
Hilliard Comstock MS	N / A	1
Rincon Valley MS	N / A	1
Santa Rosa MS	Colas y estacionamiento en doble fila en E Street, con estacionamiento en 5th, College y calles circundantes lleno antes de la llegada/salida	2
Escuelas Preparatorias		
Elsie Allen HS	N / A	1
María Carrillo HS	N / A	1
Montgomery HS	N / A	1
Piner HS	Alta velocidad y volumen de tráfico	2
Santa Rosa HS	Filas en el circuito de entrada de Mendocino hacia el sur	2
<i>Ridgway Continuation HS</i>	<i>N / A</i>	<i>N / A</i>
Escuelas Autónomas		
Cesar Chavez Language Academy	Colas en Sebastopol Rd y estacionamiento en carril para bicicletas	2
SR Accelerated Charter School	N / A	1
SR Charter for the Arts School	N / A	1
SR French-American Charter School	Los giros hacia o desde Doyle Park Drive causan congestión de vehículos	2

▪ **Criterio 20: Preocupaciones de seguridad con respecto al tráfico y rutas seguras a la escuela si los estudiantes son reubicados**

Puntuación Relativa: mientras que el Criterio 19 analizó qué sitios tienen preocupaciones de seguridad existentes con respecto al tráfico y rutas seguras a la escuela, el Criterio 20 analiza si el cierre de ciertas escuelas y el movimiento y concentración de estudiantes en otras escuelas crearían preocupaciones de seguridad. La metodología de puntuación aplicó una puntuación de 1 a los sitios escolares que no se espera que experimenten problemas de seguridad debido al aumento de la inscripción. Las escuelas recibieron una puntuación de 2 si existen posibles problemas de seguridad con una mayor asistencia estudiantil. Una vez más, la principal preocupación fue el flujo de tráfico durante las horas de entrada y salida.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 38 proporciona los datos relevantes y las puntuaciones relativas por sitio escolar.

Figura 38: Puntuación del Criterio 20

Escuela	Preocupaciones de Seguridad con la Reubicación	Puntaje
Escuelas Primarias		
Abraham Lincoln ES	Sí	2
Albert F. Biella ES	N / A	1
Brook Hill ES	N / A	1
Helen Lehman ES	N / A	1
Hidden Valley ES	La circulación deberá ser atendida con la incorporación de estudiantes	2
James Monroe ES	Sí	2
Luther Burbank ES	N / A	1
Proctor Terrace ES	Sí	2
Steele Lane ES	Sí	2
Escuelas Secundarias		
Herbert Slater MS	N / A	1
Hilliard Comstock MS	N / A	1
Rincon Valley MS	-Es posible que sea necesario atender Badger Loop -La circulación tendrá que mejorar con la incorporación de estudiantes	2
Santa Rosa MS	Sí	2
Escuelas Preparatorias		
Elsie Allen HS	N / A	1
María Carrillo HS	N / A	1

Escuela	Preocupaciones de Seguridad con la Reubicación	Puntaje
Montgomery HS	N / A	1
Piner HS	Requerirá estudiar la circulación si cambia	2
Santa Rosa HS	Sí	2
Ridgway Continuation HS	N / A	N / A
Escuelas Autónomas		
Cesar Chavez Language Academy	Si se cambia, sería necesario atender la circulación	2
SR Accelerated Charter School	-Es posible que sea necesario atender Badger Loop -La circulación tendrá que mejorar con la incorporación de estudiantes	2
SR Charter for the Arts School	N / A	1
SR French-American Charter School	Sí	2

▪ **Criterio 21: Requerimientos de transporte para los estudiantes reubicados a nuevos sitios escolares**

Puntuación Relativa: la metodología de puntuación aplicó una puntuación de 2 si los estudiantes necesitarían transporte debido al cierre propuesto de una escuela, lo que indica que deberá estar más alto en la clasificación de las escuelas consideradas para el cierre debido al gasto adicional que esto generaría. Todas las escuelas, con excepción de las escuelas autónomas, recibieron una puntuación de 2. El Distrito no proporciona transporte a las escuelas autónomas; por lo tanto, todas recibieron una puntuación de 1.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 39 proporciona los datos relevantes y las puntuaciones relativas por sitio escolar.

Figura 39: Puntuación del Criterio 21

Escuela	Transporte Necesario	Puntaje
Escuelas Primarias		
Abraham Lincoln ES	Sí	2
Albert F. Biella ES	Sí	2
Brook Hill ES	Sí	2
Helen Lehman ES	Sí	2
Hidden Valley ES	Sí	2
James Monroe ES	Sí	2
Luther Burbank ES	Sí	2
Proctor Terrace ES	Sí	2

Escuela	Transporte Necesario	Puntaje
Steele Lane ES	Sí	2
Escuelas Secundarias		
Herbert Slater MS	Sí	2
Hilliard Comstock MS	Sí	2
Rincon Valley MS	Sí	2
Santa Rosa MS	Sí	2
Escuelas Preparatorias		
Elsie Allen HS	Sí	2
María Carrillo HS	Sí	2
Montgomery HS	Sí	2
Piner HS	Sí	2
Santa Rosa HS	Sí	2
<i>Ridgway Continuation HS</i>	<i>N/A</i>	<i>N/A</i>
Escuelas Autónomas		
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

- **Criterio 22: Usos alternativos identificados si el sitio cierra (por ejemplo, uso para otras funciones del distrito, acuerdos de uso/ocupación conjunta, como escuela diurna comunitaria, escuela autónoma [Proposición 39], cambio a jardín de infantes de día completo, preescolar universal, o programa preescolar, etc.)**

Puntuación Relativa: la metodología de puntuación habría aplicado una puntuación de 2 a cualquier escuela donde el Distrito haya identificado un uso alternativo para el sitio si la escuela fuera cerrada, lo que indica que debería estar más alta en la clasificación de escuelas consideradas para el cierre, ya que el plantel podría utilizarse para otro propósito en un futuro más inmediato. Sin embargo, el Distrito no ha identificado usos alternativos y, por lo tanto, todas las escuelas recibieron una puntuación de 1.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 40 proporciona los datos relevantes y las puntuaciones relativas por sitio escolar.

Figura 40: Puntuación del Criterio 22

Nombre de la escuela	Usos Alternativos	Puntaje
Escuelas primarias		
Abraham Lincoln ES	No	1
Albert F. Biella ES	No	1
Brook Hill ES	No	1
Helen Lehman ES	No	1
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
Escuelas Secundarias		
Herbert Slater MS	No	1
Hilliard Comstock MS ¹	No	1
Rincon Valley MS	No	1
Santa Rosa MS	No	1
Escuelas Preparatorias		
Elsie Allen HS	No	1
María Carrillo HS	No	1
Montgomery HS	No	1
Píner HS	No	1
Santa Rosa HS	No	1
<i>Ridgway Continuation HS</i>	<i>No</i>	<i>N/A</i>
Escuelas Autónomas		
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

¹La ciudad de Santa Rosa ha expresado interés en el uso de la propiedad.

▪ **Criterio 23: Proximidad a escuelas fuera del distrito que podrían captar estudiantes del distrito si la escuela cierra**

Puntuación Relativa: la metodología de puntuación habría aplicado una puntuación de 2 a cualquier escuela donde no haya escuelas fuera del distrito dentro de una proximidad razonable que pudieran inscribir a estudiantes del distrito si la escuela cierra. Sin embargo, todos los planteles escolares tienen escuelas cercanas que no pertenecen al distrito y, por lo tanto, todas las escuelas recibieron una puntuación de 1.

Puntuación de Clasificación: no se utilizó ninguna metodología de puntuación de clasificación para este criterio.

La Figura 41 proporciona los datos relevantes y las puntuaciones relativas por sitio escolar.

Figura 41: Puntuación del Criterio 23

Nombre de la Escuela	Número de Escuelas Cercanas Fuera del Distrito	Puntaje
Escuelas Primarias¹		
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
Escuelas Secundarias²		
Herbert Slater MS	3	1
Hilliard Comstock MS	9	1
Rincon Valley MS	2	1
Santa Rosa MS	8	1
Escuelas Preparatorias³		
Elsie Allen HS	13	1
María Carrillo HS	10	1
Montgomery HS	10	1
Piner HS	14	1
Santa Rosa HS	15	1
<i>Ridgway Continuation HS</i>	15	N/A
Escuelas Autónomas²		
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

¹Escuelas dentro de un radio de 2 millas

²Escuelas dentro de un radio de 5 millas

³Escuelas dentro de un radio de 10 millas

▪ **Criterio 24: El distrito se beneficiaría de ahorros netos con el cierre**

Puntuación Relativa: la metodología de puntuación habría aplicado una puntuación de 1 a cualquier escuela que no generaría ahorros netos al cerrar. Sin embargo, como se muestra anteriormente en la Figura 34, todos los cierres de escuelas generarían ahorros netos. Por lo tanto, todas las escuelas recibieron una puntuación de 2.

Puntuación de Clasificación: la puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para preparatorias y 4 para escuelas autónomas) se aplicó a la escuela con mayores ahorros, ubicándola más arriba en la clasificación de escuelas potenciales para cerrar ya se podrían lograr más ahorros, hasta una puntuación de 1 para la escuela con los ahorros menores.

La Figura 42 proporciona los datos relevantes, puntuaciones relativas y puntuaciones clasificadas por sitio escolar. También proporciona los costos por inscripción y por pie cuadrado a solicitud del Comité para normalizar los datos y permitir una comparación más fácil entre los sitios escolares.

Figura 42: Puntuación del Criterio 24

Escuela	Ahorro Costos Netos	Puntaje	Rango de Puntuación	Costo por Inscripción ¹	Pies Cuadrados	Costo por SF
Escuelas Primarias						
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
Escuelas Secundarias						
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
Escuelas Preparatorias						
Elsie Allen HS	\$3,849,322	2	1	\$2,271	174,924	\$22
María Carrillo HS	\$4,048,535	2	2	\$2,173	154,334	\$26

Escuela	Ahorro Costos Netos	Puntaje	Rango de Puntuación	Costo por Inscripción ¹	Pies Cuadrados	Costo por \$F
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>
Escuelas Autónomas						
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

¹Con base en la capacidad permanente

▪ **Criterio 25: Costos operativos por estudiante, excluido el personal**

Puntuación Relativa: no se utilizó ninguna metodología de puntuación relativa para este criterio.

Puntuación de Rango: este criterio calculó los costos operativos por estudiante en función del presupuesto total sin restricciones, excluyendo los costos de personal y utilizando la capacidad permanente 2029-30. Se excluye al personal porque la cantidad y el tipo de personal, y por lo tanto el costo, es en parte el resultado de los programas y servicios que el Distrito decida colocar en el plantel escolar. Además, parte del personal (por ejemplo, secretarías de planteles escolares, directores, personal de mantenimiento, etc.) sería el mismo en todos los planteles escolares y, por lo tanto, representaría “un lavado” en términos de ahorro de costos. Por lo tanto, la inclusión de costos de personal podría perjudicar a un sitio escolar según decisiones a nivel del Distrito que podrían ajustarse de año en año.

La puntuación más alta (9 para escuelas primarias, 4 para escuelas secundarias, 5 para escuelas secundarias y 4 para escuelas autónomas) se aplicó a la escuela con los costos operativos por estudiante más altos, ubicándola más arriba en la clasificación de escuelas potenciales para cerrar, ya que sería más costosa de operar, hasta una puntuación de 1 para la escuela menos costosa de operar.

La Figura 43 proporciona los datos relevantes y las puntuaciones clasificadas por sitio escolar.

Figura 43: Puntuación del Criterio 25

Escuela	Presupuesto Total No Restringido	Presupuesto sin Personal	Costo por Inscripción ¹	Rango de Puntaje
Escuelas Primarias				
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
Escuelas Secundarias				
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
Escuelas Preparatorias				
Elsie Allen HS	\$9,760,085	\$446,576	\$263	1
María 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>	\$3,871,512	\$105,146	\$225	N / A
Escuelas Autónomas				
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

¹Con base en la capacidad permanente

Reunión 6: 16 de diciembre de 2024

La primera parte de la reunión se centró en abordar las preguntas y/o solicitudes de “estacionamiento” formuladas por el Comité a lo largo de las cinco reuniones anteriores. Las preguntas y/o solicitudes del estacionamiento son aquellas que no eran pertinentes al tema que se estaba discutiendo en ese momento o al trabajo del Comité, o una pregunta y/o solicitud para la cual el personal necesitaba recopilar información adicional. Las preguntas y/o solicitudes abordadas, y las respuestas, son las siguientes:

- ¿Tenemos un objetivo fiscal al que estamos llegando? ¿Es una cantidad en dólares o algo más?

La Junta solicita recomendaciones de cierre para tres escuelas primarias, una escuela secundaria y una escuela preparatoria, así como una clasificación de las escuelas para la consideración de la Junta. La suposición del presupuesto del Distrito incluye \$12.5 millones en ahorros por el cierre de escuelas.⁷

- ¿Estamos tomando decisiones sobre instalaciones o programas? ¿Qué importancia tienen todos estos datos?

Las decisiones se están tomando en base a todos los datos proporcionados. Si bien muchos de los datos proporcionados se han referido a las instalaciones o a los impactos en las instalaciones, los datos proporcionados también incluyeron información sobre programas, servicios de apoyo, transporte, costos y otros impactos. Aunque el Distrito está intentando solucionar un déficit presupuestario, el cierre de una escuela debe determinarse basándose en todos los factores relevantes y no sólo en los ahorros fiscales.

- Quisiera más información sobre el territorio ampliado para la línea de falla y el impacto en el trabajo de este Comité.

Se proporcionó y discutió con el Comité una presentación que se brindó a la comunidad sobre los posibles impactos relacionados a las áreas con falla sísmica. La presentación en el Apéndice A incluye enlaces a esa presentación. Los sitios siguen siendo seguros y pueden seguir funcionando. Como se señaló durante la reunión del 7 de octubre de 2024, se sabe que solo el plantel de la SR French-American Charter School tiene una probabilidad extremadamente alta de que esté alojada sobre rastros de fallas. Los otros sitios necesitan una investigación adicional para determinar si están sobre rastros de fallas. Por lo tanto, se

⁷Si bien la presentación incluyó únicamente esta información, el personal aclaró que la Junta también está interesada en recomendaciones alternativas (por ejemplo, reconfiguraciones de grados, etc.)

informó al Comité que debe tomar en consideración lo que se sabe sobre la falla y los sitios escolares afectados en este momento, ya que el Distrito no tendrá información adicional hasta que se completen más estudios.

- ¿Cómo se incluyen las escuelas autónomas en este proceso?

Cada una de las escuelas autónomas dependientes del distrito están bajo el distrito primario y debe tratarse como escuelas primarias. La mayoría de sus ingresos y gastos están fuera del Fondo General del Distrito. No tienen límites ni áreas de asistencia, pero inscriben a estudiantes que, de otro modo, podrían asistir a escuelas tradicionales (dentro y fuera del Distrito).

- ¿Cuándo se renovará cada una de las escuelas autónomas?

Se proporcionó un cuadro con las fechas de renovación de todas las escuelas autónomas dependientes e independientes del Distrito, así como aquellas ubicadas dentro de los límites del Distrito que están autorizadas por otros distritos vecinos.

- ¿Son realmente iguales todos los datos cuando hacemos nuestras recomendaciones?

Se informó al Comité que la determinación de si, y cómo, se tomarían en cuenta los datos, sería parte del proceso de toma de decisiones del Comité.

- ¿Existen oportunidades para que algunos sitios obtengan ingresos en el futuro si se cierran?

Esta información se discutió durante la reunión del 18 de noviembre de 2024 (diapositivas 38 a 42). El personal del distrito compartió qué sitios tienen potencial para usos alternativos si cerraran. Sin embargo, no se compartieron ingresos ya que el Distrito no ha identificado usos alternativos en este momento.

- ¿Estamos considerando el posible aumento del costo del transporte con el cierre de escuelas?

Dependiendo de la combinación de escuelas, variará la necesidad del aumento o la oportunidad de disminuir las rutas. Según la información más reciente proporcionada por la WCTA, la ruta promedio de educación general del Distrito es de aproximadamente \$134,000. Consulte la presentación de la reunión del 18 de noviembre de 2024 (diapositivas 48 a 52) para obtener información adicional sobre transporte.

- Retos creados para niños que caminan, llegan en bicicleta o toman autobuses urbanos.
¿Cuáles son los posibles problemas de seguridad con el cierre de escuelas?

El Distrito analizó dos puntos de datos distintos para determinar la accesibilidad de los estudiantes a caminar y andar en bicicleta a la escuela. Safe Routes to School proporciona a las escuelas una estimación del número de estudiantes que potencialmente podrían caminar o ir en bicicleta a la escuela cada año escolar. El Departamento de Información y Evaluación realizó un análisis comparable basado en la accesibilidad para peatones a la escuela, siguiendo las políticas de la WCTA para el servicio de autobús. Sin embargo, el Distrito no ha realizado un análisis similar que considere el impacto potencial de caminar o llegar en bicicleta a la escuela para la posibilidad de consolidaciones escolares.

- ¿Qué planteles escolares serían la mejor opción para la creación del modelo TK-8?
 - o Luther Burbank ES
 - o Hilliard Comstock MS
 - o Santa Rosa MS
 - o SR Charter for the Arts School

- Lista de patrones de alimentación escolar.

Se proporcionó un diagrama de flujo que representa los principales patrones de alimentación del Distrito, ya que no todos se alinean claramente con una escuela secundaria o preparatoria determinada o en todos los sitios de primaria y secundaria.

- ¿Podemos revisar el mapa de los límites del distrito?

Durante la primera reunión se proporcionaron mapas con los límites por grado. Vea la presentación de la reunión del 19 de agosto de 2024: diapositivas 23, 40 y 48.

- Impacto potencial en el aumento o disminución de los ingresos de la Fórmula de Financiamiento de Control Local (LCFF) debido a transferencias entre distritos o dentro del distrito.

Los cambios en la inscripción por transferencias entre distritos y dentro del distrito no afectarán la asignación de la LCFF para el año escolar 2025-2026 gracias a la disposición de exención de responsabilidad de la LCFF. Esta disposición garantiza que los distritos escolares que experimentan disminuciones en la inscripción año tras año reciban el mismo nivel de financiamiento que el año anterior, lo que permite un año fiscal adicional para abordar las disminuciones en la inscripción. En consecuencia, si la consolidación escolar resulta en una

reducción en la inscripción de estudiantes, el Distrito continuará recibiendo la misma asignación LCFF para el año escolar 2025-2026 que recibió para el año 2024-2025. La reducción de fondos debido a esta posible disminución en la inscripción se reflejará en la asignación de fondos LCFF para 2026-2027, como parte del modelo de financiamiento promedio de tres años de la ADA.

- Programas escolares: inscripción y éxito.

Se proporcionó un cuadro, que se puede encontrar en la presentación en el Apéndice A, que enumera varios programas (por ejemplo, Colocación Avanzada, CTE, Bachillerato Internacional, etc.) ofrecidos en las cinco escuelas preparatorias integrales, y su inscripción, el porcentaje de estudiantes que reciben una calificación de C o mayor, el porcentaje de estudiantes que toman los exámenes de Colocación Avanzada (AP) y el porcentaje de estudiantes que aprueban los exámenes AP con un 3 o una calificación mejor.

- Requisitos de la Ley de Calidad Ambiental de California (CEQA).

El personal del distrito proporcionó al Comité información sobre lo que se califica como una exención según la CEQA.

Además, el Comité solicitó cierta información que se determinó estaba fuera de su alcance. Esos tres elementos eran los siguientes:

- ¿Cómo ayudará la reimaginación o la creación de programas con la cuestión del presupuesto de 25 millones de dólares?

Se determinó que esto era competencia del Plan de Responsabilidad y Control Local del Distrito y de los Comités de Estabilización Fiscal.

- Varios comentarios/preguntas/ideas sobre la reinvención de programas.

Se informó al Comité que, si bien la Junta no solicitó esto, el Comité podría incluir recomendaciones al respecto en su informe a la Junta además de la recomendación de cierres de escuelas.

- Numerosas preguntas sobre los programas y servicios de educación especial del Distrito (por ejemplo, la diferencia entre el tamaño de las clases y el número de casos; proporciones de educación especial definidas en el Código de Educación versus en el acuerdo de negociación colectiva del Distrito; si el comité podría analizar la distribución equitativa de los programas de educación especial /estudiantes; etc.).

Aunque esto estaba fuera del ámbito del Comité, en un esfuerzo por dar respuesta al Comité, el personal del Distrito recopiló información para abordar las preguntas y proporcionó un enlace a una carpeta con datos de respaldo. Este enlace se puede encontrar en la presentación en el Apéndice A.

Luego de que se abordaron las preguntas y/o solicitudes del estacionamiento, Brianna García brindó una revisión de las reuniones anteriores, incluidos los datos compartidos y los criterios pertinentes, en preparación para las deliberaciones del Comité.

Después del comentario público, Brianna García y Linette Hodson compartieron las acciones que el Comité debería tomar. Es decir, la Junta solicitó al Comité la recomendación del cierre de tres escuelas primarias, una escuela secundaria y una escuela preparatoria (es decir, un escenario 3-1-1). En un esfuerzo por brindarle a la Junta la oportunidad de revisar todos los datos compartidos con el Comité, así como consideraciones más amplias al realizar su selección final, se le pidió al Comité que clasificara las seis mejores escuelas primarias, a las cuatro escuelas secundarias y a las cinco mejores escuelas preparatorias.

Sin embargo, basándose en los diversos comentarios públicos recibidos, el Comité discutió y determinó que además de recomendar los cierres, les gustaría discutir y potencialmente recomendar alternativas al cierre de escuelas. Se encuestó al Comité y se plantearon las siguientes opciones alternativas para su posible consideración:

- Considerar mantener abiertas las cinco escuelas secundarias, cerrar más de una escuela intermedia y crear escuelas con grados 7 a 12.
- Crear campus con grados TK-8 en escuelas secundarias para aprovechar algunas de las instalaciones únicas que existen.
- Mezclar y combinar configuraciones de nivel de grado según las circunscripciones (es decir, no es necesario que cada plantel tenga la misma solución)
- Crear programas alternativos en cada uno de los sitios de escuelas secundarias integrales
- Mover Ridgeway Continuation HS a Santa Rosa HS

- Trasladar las escuelas autónomas que actualmente se encuentran fuera de los límites del distrito a sitios dentro de los límites del distrito
- Considerar las escuelas con “panorama general”
- Si se cierran las escuelas secundarias, considerar una transición gradual para limitar las interrupciones para los estudiantes

Estas alternativas se discutirán en una próxima reunión y se tomará la determinación de si el Comité quiere hacer una recomendación al respecto a la Junta, además de la recomendación sobre el cierre de escuelas por separado.

Tenga en cuenta que, además de los criterios de puntuación individuales, se proporcionaron al Comité tres matrices (por rango de grados) que resumían la puntuación relativa y de rango de cada plantel y criterio escolar, con puntuaciones agregadas tanto para las puntuaciones relativas como para las clasificadas por escuela. A diferencia de la información de los criterios de puntuación individuales proporcionada anteriormente, la matriz del resumen de las escuelas primarias combina las escuelas autónomas con la escuela primarias del Distrito, ya que las escuelas autónomas también ofrecen grados de primaria y serán tratadas como escuelas primarias a efectos del cierre. Debido a la discusión sobre la consideración de alternativas y limitaciones de tiempo, el Comité no revisó las matrices durante la reunión. Sin embargo, tal como se proporcionó al Comité, las tres matrices se incluyen en la Figura 44, Figura 45 y Figura 46.

Figura 44: Matriz Resumida de Escuelas Primarias

Escuelas Primarias, Incluidas las Escuelas Autónomas		AL ES		AFB ES		BH ES		HL ES		HV ES		JM ES		LB ES		PT ES		SL ES		CCLA		SRACS	
		S	RS	S	R	S	R	S	R	S	R	S	R	S	R	S	R	S	R	S	R	S	R
Tipificación	(Y=2; N=1)	1	6	2	1	2	1	1	4	2	1	2	8	2	9	2	1	1	5	1	3	1	1
Escuelas con Población diversa	(Y=1; N=2)	2	8	2	7	2	0	2	3	2	3	2	2	2	6	1	1	2	1	2	5	2	9
Exceso de capacidad, excluidos los portátiles	(Y=2; N=1)	2	10	2	1	2	6	2	5	2	1	2	8	2	1	2	4	1	3	2	9	1	1
Porcentaje de transferencias netas	(Y=1; N=2)	1	8	2	9	2	1	2	2	1	5	1	6	1	7	2	1	2	3	1	3	1	1
Exceso de capacidad, excluyendo transferencias	(Y=2; N=1)	2	9	2	0	2	5	1	2	2	1	2	8	2	1	2	3	1	1	2	1	2	4
de tres armarios con Mayoría Exceso total de	(Y=2; N=1)	2	6	2	3	2	1	2	7	2	4	2	5	2	2	2	9	2	8	-	-	-	-
Caro Necesidades de instalaciones	(Bueno=1; Regular=2; Malo=3)	1	10	1	1	1	7	1	9	1	3	1	6	1	2	1	8	1	1	1	2	1	4
Caro Proyectos completados recientemente	(Y=1; N=2)	1	6	1	5	1	2	1	1	1	7	1	0	1	8	1	3	1	9	1	4	2	3
Inversiones históricas	(Y=2; N=1)	2	8	2	6	2	1	2	4	2	5	2	7	2	9	2	3	2	2	2	3	2	1
Instalaciones únicas	(Y=1; N=2)	2		2		2		2		1		1		2		2		2		1		2	
Escuelas de apoyo con capacidad suficiente	(Y=1; N=2)	2		2		2		2		2		2		2		2		2		1		1	

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Figura 45: Matriz Resumida de Escuelas Secundarias

Escuelas Secundarias		Herber Slater MS		Hilliard Comstock MS		Rincon Valley MS		Santa Rosa MS	
		S	SR	S	RS	S	RS	S	RS
El puntaje de rango más alto es para la escuela con:									
Criterio 1: Más baja inscripción	(Y=2; N=1)	2	2	2	4	1	1	2	3
Criterio 2— Menor población diversa	(Y=1; N=2)	2	2	2	4	2	3	1	1
Criterio 3— Mayor exceso de capacidad, excluidos los portátiles	(Y=2; N=1)	2	2	2	4	2	1	2	3
Criterio 4— Más bajo porcentaje de transferencias en	(Y=1; N=2)	2	2	2	4	1	1	2	3
Criterio 5— Mayor exceso de capacidad, excluyendo transferencias	(Y=2; N=1)	2	2	2	1	2	4	2	3
Criterio 6—Escuela con tres escuelas cerca con mayor exceso total de capacidad	(Y=2; N=1)	2	3	2	4	2	1	2	2
Criterio 7— Mayor necesidades de instalaciones	(Bueno=1; Regular=2; Malo=3)	1	3	1	4	1	1	1	2
Criterio 8— Más caros proyectos completados recientemente	(Y=1; N=2)	1	2	1	3	1	1	1	4
Criterio 9— Mayores inversiones históricas	(Y=2; N=1)	2	3	2	2	2	1	2	4
Criterio 10—Instalaciones únicas	(Y=1; N=2)	2		2		2		2	
Criterio 11—Espacios de apoyo con capacidad suficiente	(Y=1; N=2)	2		1		2		2	
Criterio 12—Factores ambientales	(Y=2; N=1)	1		1		1		1	
Criterio 13—Arrendamientos	(Y=1; N=2)	2		1		2		2	
Criterio 17—Programas especiales/para todo el distrito	(Y=1; N=2)	1		1		1		1	
Criterio 18—Programas especiales/a nivel distrital reubicables	(Y=2; N=1; n/a=3)	2		2		2		2	
Criterio 19: Rutas seguras existentes a la escuela/Problemas de tráfico	(Y=2; N=1)	1		1		1		2	
Criterio 20—Rutas seguras a la escuela/Problemas de tráfico después del cierre	(Y=2; N=1)	1		1		2		2	
Criterio 21—Transporte requerido	(Y=2; N=1)	2		2		2		2	
Criterio 22—Usos alternativos identificados	(Y=2; N=1)	1		1		1		1	
Criterio 23—Proximidad a escuelas fuera del distrito	(Y=1; N=2)	1		1		1		1	
Criterio 24— Mayor ahorro de costos netos	(Y=2; N=1)	2	1	2	3	2	4	2	2
Criterio 25— Más alto costo operativo por estudiante	N / A		1		2		4		3
Puntuación (S) Total		34		32		33		35	
Rango de Puntuación (RS) Total			23		35		22		30

Figura 46: Matriz Resumida de Escuelas Preparatorias

Escuelas Preparatorias		Elsie Allen HS		María Carrillo HS		Montgomery HS		Piner HS		Santa Rosa HS	
		S	RS	S	RS	S	RS	S	RS	S	RS
El puntaje de rango más alto es para la escuela con:		S	RS	S	RS	S	RS	S	RS	S	RS
Criterio 1: Más baja inscripción	(Y=2; N=1)	2	5	1	1	2	4	2	2	2	3
Criterio 2— Menor población diversa	(Y=1; N=2)	2	4	2	5	1	1	2	3	1	2
Criterio 3— Mayor exceso de capacidad, excluidos los portátiles	(Y=2; N=1)	2	5	2	4	2	1	2	3	2	2
Criterio 4— Más bajo porcentaje de transferencias netas	(Y=1; N=2)	2	5	1	2	1	3	2	4	1	1
Criterio 5— Mayor exceso de capacidad, excluyendo transferencias	(Y=2; N=1)	2	3	2	5	2	1	2	2	2	4
Criterio 6—Escuelas de tres escuelas cerca con mayor de exceso de capacidad total	(Y=2; N=1)	2	1	1	1	2	5	1	3	1	4
Criterio 7— Más caras necesidades de instalaciones	(Bueno=1; Regular=2; Malo=3)	1	1	1	2	1	5	1	3	1	4
Criterio 8—Proyectos completados recientemente manos caras	(Y=1; N=2)	1	5	1	4	1	1	1	3	1	2
Criterio 9— Mayores inversiones históricas	(Y=2; N=1)	2	1	2	2	2	4	2	3	2	5
Criterio 10—Instalaciones únicas	(Y=1; N=2)	1		1		2		1		1	
Criterio 11—Espacios de apoyo con capacidad suficiente	(Y=1; N=2)	2		2		2		1		2	
Criterio 12—Factores ambientales	(Y=2; N=1)	1		1		1		1		1	
Criterio 13—Arrendamientos	(Y=1; N=2)	1		2		2		2		2	
Criterio 17—Programas especiales/para todo el distrito	(Y=1; N=2)	1		1		1		1		1	
Criterio 18—Programas especiales/a nivel distrital reubicables	(Y=2; N=1; n/a=3)	2		2		2		1		1	
Criterio 19: Rutas seguras existentes a la escuela/Problemas de tráfico	(Y=2; N=1)	1		1		1		2		2	
Criterio 20—Rutas seguras a la escuela/Problemas de tráfico después del cierre	(Y=2; N=1)	1		1		1		2		2	
Criterio 21—Transporte requerido	(Y=2; N=1)	2		2		2		2		2	
Criterio 22—Usos alternativos identificados	(Y=2; N=1)	1		1		1		1		1	
Criterio 23—Proximidad a escuelas fuera del distrito	(Y=1; N=2)	1		1		1		1		1	
Criterio 24— Mayor ahorro de costos netos	(Y=2; N=1)	2	1	2	2	2	4	2	3	2	5
Criterio 25— Más alto costo operativo por estudiante	N / A		1		2		4		3		5
Puntuación (S) Total		32		30		32		32		31	
Rango de Puntuación (RS) Total		32		30		33		32		37	

Reunión 7: 17 de enero de 2025

El Comité se reunió para iniciar las deliberaciones sobre la clasificación de las escuelas. El Comité se dividió en cuatro grupos y a cada grupo se le encomendaron dos tareas: 1) clasificar y/o crear niveles para las escuelas por grado, donde el número 1 o el nivel superior representa la(s) escuela(s) más arriba en la lista para el cierre; y 2) anotar los criterios y/o consideraciones utilizados para llegar a la clasificación y/o niveles.

Después de comentarios públicos, primero se pidió a cada grupo que compartiera los criterios y/o consideraciones discutidas que les llevaron a las clasificaciones y/o niveles de las escuelas. Los criterios y/o consideraciones anotados por cada grupo son los siguientes:

- **Grupo A**

El grupo comenzó su discusión con una revisión de los criterios, incluidos los 11 que tenían puntuaciones relativas con una respuesta de sí o no, los otros 11 criterios que tenían puntuaciones clasificadas, y luego considerando todos los criterios y áreas que tenían más peso para ellos. Luego el grupo dio un paso atrás para ver si había consideraciones adicionales. Los criterios 1 y 4 tuvieron mucho peso para ellos y los criterios 24 y 25 fueron los criterios de ahorro y eficiencia que se tomaron en consideración. Aunque el Comité no incluyó los Criterios 14 a 16, tuvieron cierta discusión sobre sus impactos. Luego, el grupo clasificó las escuelas de diferentes maneras y reunió esas cinco clasificaciones para ver cómo las calificarían. Una vez más dieron un paso atrás y revisaron los mapas y los impactos locales de acuerdo a los mapas, tales como el cierre de tres escuelas en un área, factores de transitabilidad, etc. El grupo finalizó señalando que nadie en el Comité está contento de tener que tomar las decisiones que deben hacerse.

- **Grupo B**

Todo el grupo está vinculado al Distrito. Llegaron a acuerdos sobre lo que necesitaban analizar y tomar en cuenta en primer lugar para priorizar la tarea de la clasificación. El grupo trató de mantener las emociones fuera de la discusión, ya que hay millones de razones por las que no se debería cerrar ninguna escuela. En cambio, analizaron el costo, la longevidad y la inscripción dentro de diez años. Se centraron en los sitios y no en los programas, ya que los programas se pueden mover. De esta manera pudieron ponerse de acuerdo y completar el proceso de clasificación; reducir el impacto para los estudiantes, el personal y los padres; y determinar las oportunidades disponibles.

- **Grupo C**

El grupo siguió un proceso similar al que se indica para el Grupo D a continuación. Su gran preocupación fue la retención de estudiantes. Si cierran las escuelas y no se retiene a los estudiantes, entonces este proceso no funcionará. Consideraron el flujo orgánico y a dónde llevarían las familias a sus estudiantes. El grupo también quiso mantener la presencia del Distrito en todas las zonas de la ciudad. La facilidad para llegar a la escuela caminando también fue un factor, específicamente en las escuelas primarias y el transporte y movilidad de las familias.

▪ **Grupo D**

El grupo comenzó con las escuelas preparatorias y la de mayor ranking, que es Santa Rosa HS. Luego consideraron la perspectiva geográfica, la equidad y los criterios académicos (Criterios 14-16). Cuando el grupo pasó a las escuelas primarias y secundarias, miraron más de cerca los mapas, de modo que si cerraban Montgomery HS, por ejemplo, no se debería cerrar otra escuela en la misma área. El personal actual y el presidente del Comité Asesor de Estudiantes de Inglés del Distrito estuvieron representados dentro del grupo y sus aportes fueron valiosos. El grupo intentó mantener la clasificación de los criterios por geografía, lo cual era una consideración importante. La revisión geográfica incluyó la observación de las áreas atendidas por las escuelas y adónde irían los estudiantes si se cerrara una escuela.

Después de que cada grupo compartió los criterios y/o consideraciones relevantes, se pidió a cada grupo que compartiera las clasificaciones y/o niveles de las escuelas. Algunos de los grupos calificaron a las escuelas con una clasificación numérica, mientras que otros utilizaron una combinación de clasificación numérica y agrupación de escuelas en niveles. Para la Figura 47, los niveles se han convertido en una clasificación numérica para facilitar la comparación, donde un 1 representa el nivel superior, un 2 representa el siguiente nivel, y así sucesivamente. Por lo tanto, en la Figura 47—que representa el trabajo realizado por el Comité con notas adhesivas en carteles—si más de una escuela tiene la misma clasificación numérica, significa que las escuelas se agruparon en un nivel. Por ejemplo, el Grupo A agrupó a la Escuela Primaria Albert F. Biella, Brook Hill ES y la Escuela Primaria Steele Lane en el nivel superior para cierre, por lo tanto, las tres escuelas primarias tienen el número 1.

Figura 47: Clasificaciones y/o niveles de grupo

Escuela	Grupo A	Grupo B	Grupo C	Grupo D	Totales	Promedio
Escuelas Primarias						
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
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
Escuelas Secundarias						
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
Escuelas Preparatorias						
Elsie Allen HS	1	1	2	3	7	1.75
María 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

En este punto, Lisa August trabajó con el Comité para llegar a un consenso sobre las escuelas por grado. Comenzando con las preparatorias, se identificaron las escuelas con clasificaciones similares en los cuatro grupos y el Comité preguntó si había consenso sobre la clasificación o nivel para cada escuela. Por ejemplo, María Carillo HS estuvo en la clasificación o nivel inferior para los cuatro grupos. Lisa August preguntó al Comité si había consenso (usando el pulgar hacia arriba si estaban de acuerdo, un pulgar hacia abajo si no estaban de acuerdo o un pulgar hacia los lados si era necesario seguir discutiendo) para colocar a María Carillo HS en el nivel inferior.

Con este método utilizado para cada escuela, se llegó a un consenso en tres niveles para las cinco preparatorias (Figura 48). Después de algunas discusiones adicionales, el Comité no llegó a un consenso sobre la clasificación de las dos escuelas en el nivel superior ni de las dos escuelas en el nivel más bajo, y decidió ampliar la discusión sobre la clasificación de las escuelas preparatorias y pasar a la clasificación de las escuelas secundarias.

Figura 48: Niveles de las Escuelas Preparatorias

Escuela ¹
1. Elsie Allen HS Montgomery HS
2. Santa Rosa HS
3. María Carrillo HS Piner HS

¹Las escuelas dentro del nivel están en orden alfabético

Continuando con la metodología de creación de consenso utilizada para las preparatorias, el Comité llegó a un consenso sobre una clasificación para las cuatro escuelas secundarias (Figura 49).

Figura 49: Clasificación de las Escuelas Secundarias

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

Una vez más, siguiendo con la misma metodología de construcción de consenso, el Comité llegó a un consenso sobre la inclusión de tres escuelas primarias en un nivel superior (Figura 50). La primaria Abraham Lincoln, la primaria Helen Lehman y la primaria Luther Burbank fueron propuestas como el siguiente nivel de escuelas; sin embargo, el Comité no pudo llegar a un consenso sobre la clasificación o los niveles de las otras escuelas primarias y decidió seguir discutir más ampliamente la clasificación de las tres escuelas en el nivel superior en la próxima reunión.

Figura 50: Nivel de las Escuelas Primarias

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

¹Las escuelas dentro del nivel están en orden alfabético

En este punto, el Comité regresó a la discusión sobre las preparatorias. Sin embargo, después de algunas discusiones y sin llegar a un consenso, se determinó que el Comité levantaría la sesión por la noche y regresaría a las clasificaciones de las escuelas secundarias y primarias en la siguiente reunión.

Reunión 8: 27 de enero de 2025

La reunión comenzó con una revisión del trabajo realizado durante la reunión del 17 de enero de 2025 y el consenso alcanzado. Se abordaron las preguntas del comité sobre la revisión y luego se escucharon los comentarios del público. Al concluir el período de comentarios públicos, el Comité reanudó las clasificaciones escolares. Ya que se completó la clasificación de las escuelas secundarias, la atención se centró en completar las clasificaciones de las escuelas primarias y preparatorias.

Para las preparatorias, los tres niveles fueron establecidos durante la reunión previa. Por lo tanto, el Comité comenzó clasificando las dos preparatorias que encabezaban la lista. Sin embargo, después de un debate, el consenso del Comité fue no clasificar las dos preparatorias, y se negó a mostrar preferencia o enfrentar a una escuela contra la otra. Además, el Comité expresó que estaba preocupado por los problemas de equidad relacionados con la elección de una preparatoria sobre la otra, ya que ambas escuelas atienden a una población estudiantil diversa. Por lo tanto, el Comité decidió proporcionar a la Junta los niveles desarrollados durante la reunión anterior, como se muestra en la Figura 48, para que la Junta los considere y tome la decisión final con respecto al cierre. Cabe señalar que se expresó cierta preocupación en cuanto a la continuación del Bachillerato Internacional en caso de que Montgomery HS cierre. La preocupación no fue en lo que respecta al deseo o la voluntad del Distrito de continuar con el programa, sino más bien si la acreditación del programa se puede transferir de un sitio a otro. El personal del Distrito indicó que están en contacto con la *International Baccalaureate Organization* y tendrían más información sobre la viabilidad del programa en caso de que Montgomery HS sea seleccionada para cierre.

Para las escuelas primarias, el nivel superior se estableció durante la reunión anterior. Sin embargo, el Comité necesitaba seleccionar tres escuelas adicionales para un segundo nivel y luego clasificar las seis escuelas. El Comité tuvo una discusión extensa sobre un segundo nivel de escuelas primarias. Se expresaron inquietudes sobre los impactos del cierre de varias escuelas en el lado oeste de la ciudad, así como el cierre de las escuelas vecinas. Además, el Comité pensó que sería difícil seleccionar un segundo nivel de escuelas sin saber qué escuela(s) del primer nivel se cerrarían, ya que cada escuela tendría un efecto e impacto diferente sobre qué otra escuela(s) podría cerrarse.

El Comité cuestionó si la dirección de la Junta para una recomendación de un escenario 3-1-1 requería la selección y clasificación de escuelas adicionales. Brianna García explicó que, si bien la Junta estaba considerando el cierre de tres escuelas primarias, se le estaba pidiendo al Comité que seleccionara y clasificara seis para brindar opciones a la Junta, ya que consideró todos los factores posibles (por ejemplo, geografía, patrones de alimentación, disponibilidad de programas, inscripción, etc.). Además, si bien el Comité estaba preocupado por el cierre de varias escuelas en un lado de la ciudad o los impactos en los estudiantes con discapacidades con el cierre de ciertas escuelas, en última instancia, la Junta, con el apoyo del personal del Distrito, tomaría esos y otros factores en consideración al determinar qué escuelas cerrar o consolidar.

Se planteó una inquietud adicional con respecto a la pérdida de programas específicos con el cierre de un sitio escolar (por ejemplo, programas de idiomas en las escuelas autónomas, el programa de Bachillerato Internacional en Montgomery HS o el programa para sordos y personas con dificultades auditivas en Hidden Valley ES) y si el Comité estaba recomendando el cierre de un sitio o de las escuelas. Brianna García explicó que los ahorros se dieron en la escuela (por ejemplo, el personal, que ejecuta los programas, y algunos ahorros en instalaciones y operaciones); por lo tanto, los cierres se refieren a las escuelas. Sin embargo, la Junta podría decidir que, mientras cierra una escuela, podría conservar un programa trasladándolo a otra escuela. Esta opción quedaría a discreción de la Junta.

El Comité consideró varias opciones para el segundo nivel y, empleando la metodología de pulgares hacia arriba, pulgares hacia abajo y pulgares laterales utilizada durante la reunión anterior, rechazó varias opciones propuestas. El Comité no estuvo muy interesado en seleccionar las siguientes tres escuelas determinadas por la clasificación y agrupación de escuelas completadas durante el trabajo grupal del 17 de enero (Figura 47), ya que no todos los grupos utilizaron la misma metodología ni todos los grupos clasificaron a todas las escuelas. En este punto, un miembro del Comité sugirió utilizar las puntuaciones calculadas en función de los criterios (Figura 44). Esto dio lugar a un debate sobre si se debería utilizar la puntuación relativa total, que tiene en cuenta 21 de los 22 criterios, o la puntuación de clasificación total, que solo tiene en cuenta 11 de los criterios y, por lo tanto, aplica cierto peso a los criterios. Además, el Comité deliberó sobre si se deberían considerar las escuelas autónomas; algunos miembros pensaron que se debería considerar, mientras que otros dijeron que no.

Finalmente, el Comité llegó a un consenso para utilizar la puntuación total de la clasificación para determinar el siguiente nivel de escuelas e incluyó cuatro escuelas en el segundo nivel, ya que una de ellas era una escuela autónoma. La inclusión de Cesar Chavez Language Academy en el segundo nivel no es una indicación de que el Comité no apoye la educación multilingüe. El Comité desearía que este programa continúe, como lo demuestra su recomendación alternativa (que se analiza con más detalle a continuación).

Figura 51: Orden de Clasificación de Escuelas Preparatorias

Escuela ¹
Elsie Allen HS Montgomery HS
3. Santa Rosa MS
4. María Carrillo HS Piner HS

¹Las escuelas dentro de cada nivel están en orden alfabético

En el caso de las escuelas primarias, el nivel superior se estableció durante la reunión anterior. Por lo tanto, el Comité tuvo que seleccionar tres escuelas adicionales para un segundo nivel y luego clasificar las seis escuelas. Una vez más, se utilizaron puntos para determinar tanto el segundo nivel como el orden de clasificación. Se proporcionaron al Comité dos conjuntos de puntos. El primer conjunto estaba numerado del 1 al 3 y se le pidió a cada miembro que colocara los números junto a los nombres de las tres escuelas del nivel superior; el punto número 1 debía colocarse junto al nombre de la escuela que el respectivo miembro del Comité recomendaba que se clasificara en primer lugar en la lista para el cierre, el punto número 2 debía colocarse junto al nombre de la escuela que el respectivo miembro del Comité recomendaba que se clasificara en segundo lugar en la lista para el cierre y el número 3 se colocaba junto al nombre de la escuela que debía ocupar el tercer puesto.

El segundo conjunto de puntos se numeró del 4 al 6 y se pidió a cada miembro que colocara los números junto a los nombres de tres de las 10 escuelas restantes. Este ejercicio no sólo estableció el segundo nivel de las escuelas primarias, sino también su clasificación. En este caso, con el punto número 4 colocado al lado del nombre de la escuela, el miembro del Comité respectivo recomendaba que ese plantel ocupara el cuarto lugar, y así sucesivamente con los puntos número 5 y 6. Luego, la clasificación final fue determinada por las escuelas dentro de cada nivel, donde la escuela con el total más bajo ocupó el primer lugar y la escuela con el total más alto ocupó el último lugar. La Figura 52 muestra el orden de clasificación final.

Figura 52: Orden de Clasificación: Escuelas Primarias

Escuela
Albert F. Biella ES Brook Hill ES

Steele Lane ES

Al finalizar las clasificaciones, el personal del Distrito presentó los resultados de las reuniones de diálogo del ayuntamiento comunitario que brindaron una oportunidad para que la comunidad discutiera sus preferencias por escenarios alternativos basados en las alternativas discutidas por el Comité en su reunión del 16 de diciembre de 2025. El personal del Distrito también presentó los resultados de la encuesta que se puso a disposición de la comunidad para aquellos que no pudieron asistir o expresar sus opiniones durante las reuniones del ayuntamiento. Las alternativas proporcionadas a la comunidad fueron:

1. Escenario de TK-8: requeriría el cierre de algunas escuelas primarias, dos escuelas secundarias y una escuela preparatoria.
2. Escenario de 6-8: requeriría el cierre de aproximadamente la mitad de las escuelas primarias, dos escuelas secundarias y una escuela preparatoria.
3. Escenario de TK-3/4-8: requeriría el cierre de algunas escuelas primarias, dos escuelas secundarias y una escuela preparatoria.
4. Escenario de 7-12: requeriría el cierre de algunas escuelas primarias y todas las escuelas secundarias, así como la construcción en los sitios de las escuelas preparatorias para dar cabida a una mayor matrícula y mejores servicios.

El Comité analizó luego la información presentada y las alternativas, y consideró si recomendar una o más alternativas a la mesa directiva. El Comité decidió centrar sus esfuerzos en el escenario 4, que priorizaría la retención de las cinco escuelas secundarias integrales. Sin embargo, el Comité no consideró que las cinco escuelas secundarias pudieran convertirse con éxito en escuelas de grados 7-12; por lo tanto, llegó a un consenso sobre las siguientes recomendaciones alternativas:⁸

- Convertir la escuela secundaria Elsie Allen a los grados 7 a 12, teniendo en cuenta que esto proporciona una escuela intermedia natural que actualmente no existe.

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.

- Convertir la escuela secundaria Montgomery a los grados 7 a 12, ampliar el programa de Bachillerato Internacional a todos los niveles de grado y cerrar la escuela secundaria Herbert Slater.
- Convertir la escuela preparatoria Piner a los grados 7 a 12, cerrar la escuela secundaria Hilliard Comstock y mantener abierta Santa Rosa High School.

El Comité también recomienda que la mesa directiva considere la posibilidad de crear una academia multilingüe mediante la ubicación conjunta de Cesar Chavez Language Academy y SR French-American en el mismo plantel. Esto podría permitir que los estudiantes tengan acceso a clases en otro idioma en los grados 7 y 8.

El Comité votó sobre las recomendaciones que se presentarán a la Junta. Se hizo una moción y fue secundada de la siguiente manera:

El Comité recomienda que la Junta considere la siguiente priorización de sitios escolares, en orden de rango o de grupo, cundo tome su decisión con respecto al cierre y/o consolidación de escuelas. Las escuelas primarias, en el orden recomendado para el cierre, están en dos niveles... Las escuelas secundarias, en el orden recomendado para el cierre, son Santa Rosa MS, Herbert Slater MS, Hilliard Comstock MS y Rincon Valley MS. Las escuelas preparatorias, en el orden recomendado para el cierre, son... y Santa Rosa HS, con María Carrillo HS y Piner HS igualmente clasificadas en último lugar.

Además, como alternativa, el Comité recomienda que el Directorio considere...

La votación fue X sí y X no.

Finalmente, Brianna García revisó con el Comité el borrador del informe y explicó los distintos apartados y datos incluidos, así como el anexo que se incluiría como parte de la versión final. Se abordaron las preguntas de los miembros del comité y se anotaron las modificaciones solicitadas para su inclusión en el informe final. El Comité acordó otorgar al SSC autoridad delegada para editar el borrador del informe tal como se discutió, completar el resumen de la reunión final y finalizar el informe para presentarlo a la Junta.

Reunión 9: 3 de febrero de 2025

The purpose of this meeting was to review the draft report with the Committee.

Después de los comentarios públicos, el Dr. Roderick Castro proporcionó información adicional sobre el programa del Bachillerato Internacional y la posibilidad de trasladar el programa en caso de que se cierre Montgomery HS. El programa podría trasladarse si cumple con ciertos criterios (consulte el documento compartido con el Comité en el Apéndice A). El personal del distrito está en contacto con la Organización del Bachillerato Internacional para presentar la documentación necesaria para trasladar el programa en caso de que la Junta determine que Montgomery HS será uno de los sitios escolares que se cerrarán y que el programa debe continuar.

Brianna García explicó las distintas secciones y datos incluidos, así como el apéndice que se incluirá como parte de la versión final. Se abordaron las preguntas de los miembros del comité y se tomaron nota de las modificaciones solicitadas para su inclusión en el informe final. El comité acordó otorgarle al SCAC la autoridad delegada para editar el borrador del informe según lo discutido, completar el resumen de la reunión final y finalizar el informe para su presentación a la Mesa Directiva..

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Apéndice A: Agendas, actas y materiales de las reuniones

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Reunión 1: 19 de agosto de 2024

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Reunión 2: 9 de septiembre de 2024

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Reunión 3: 7 de octubre de 2024

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Reunión 4: 28 de octubre de 2024

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Reunión 5: 18 de noviembre de 2024

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Reunión 6: 16 de diciembre de 2024

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Reunión 7: 17 de enero de 2025

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Reunión 8: 27 de enero de 2025

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