

**SAN JOSÉ UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
RESOLUTION 2026-03-26-01
CONSOLIDATING EXISTING ELEMENTARY SCHOOLS, RE-DRAWING
ATTENDANCE BOUNDARIES, AND RELOCATING SPECIAL PROGRAMS**

WHEREAS, San José Unified School District (“**District**”) adopted a strategic plan on June 22, 2017 with the vision of preparing today’s students to the thinkers, leaders, and creators of tomorrow;

WHEREAS, the District has experienced significant declining enrollment over a protracted period of time, with the District experiencing a twenty percent (20%) decrease in enrollment from 2017-2018 (30,393 students) to 2025-2026 (24,081 students);

WHEREAS, the District has experienced significant declining elementary-school enrollment over a protracted period of time, with the District experiencing a seventeen (17%) decrease in enrollment from 2017-2018 (13,049 students) to 2025-2026 (10,889 students);

WHEREAS, based on the most recent demographics and enrollment projections completed for the District, the District is projected to decline in enrollment by thirteen percent (13%) from 2025-2026 (24,081 students) to 2032-2033 (21,186 students);

WHEREAS, based on the most recent demographics and enrollment projections completed for the District, the District is projected to decline in elementary-school enrollment by eight percent (8%) from 2025-2026 (10,889 students) to 2032-2033 (10,033 students);

WHEREAS, the District has a commitment to equity as defined in Board Policy 415 and Administrative Regulation 415 and a commitment to fiscal responsibility as defined in Board Policy 3460 and Administrative Regulation 3460;

WHEREAS, the decline in enrollment has a direct impact on the concentration of resources and the instructional program at the District’s elementary schools;

WHEREAS, at its September 11, 2025 regular meeting, the Board of Education, as part of the District’s efforts to ensure every student continues to have access to a rigorous curriculum that inspires them to discover their own greatness, approved the formation of the Schools of Tomorrow Advisory Committee (“**STAC**”), a Brown Act committee, consisting of seventeen (17) members including parents/guardians, employee group representatives, Board of Education members and District staff to identify the characteristics of the ideal elementary school in the District limited to the number of teachers per grade level, number of full-time equivalent non-classroom certificated support staff (e.g., counselor, nurse, instructional coach), number of administrators, number of full-time equivalent classified support staff (e.g., office manager, campus supervisor, paralibrarian), curricular offerings, and facilities and amenities consistent with state-mandated and negotiated staffing ratios, existing job descriptions, and San José Unified’s commitment to fiscal responsibility as defined in Board Policy 3460 and Administrative Regulation 3460;

WHEREAS, the STAC met in public on October 7, October 14, October 21, October 28, November

4, and November 12, 2025, reviewing the current elementary school context in the District including enrollment, staffing, special programs, number of classes, and number of combination classes, the elementary school staff allocation process, the elementary instructional model including supports for English learners and students with disabilities, elementary school climate and holistic safety expectations, elementary school social, emotional, and health services, the elementary school special education continuum of services, elementary school facilities, the District's commitment to equity and fiscal responsibility;

WHEREAS, the STAC approved a recommendation to the Board of Education on November 12, 2025;

WHEREAS, at its November 20, 2025 regular meeting, the Board of Education accepted the STAC recommendation on the characteristics of an ideal elementary school consistent with state-mandated and negotiated staffing ratios, existing job descriptions, and San José Unified's commitment to fiscal responsibility as defined in Board Policy 3460 and Administrative Regulation 3460;

WHEREAS, at its November 20, 2025 regular meeting, the Board of Education, as part of the District's efforts to ensure every student continues to have access to a rigorous curriculum that inspires them to discover their own greatness and consistent with Education Code section 17387 to garner meaningful input and community involvement, approved the formation of the Schools of Tomorrow Implementation Committee ("STIC"), a Brown Act committee, consisting of twenty-three (23) members including parents/guardians, employee group representatives, and District staff to develop a recommendation on how to implement the Schools of Tomorrow Advisory Committee's recommendation for the ideal elementary school that is consistent with San José Unified's commitments to equity as defined in Board Policy 415 and Administrative Regulation 415, its strategic plan, and fiscal responsibility as defined in Board Policy 3460 and Administrative Regulation 3460 and limited to: consolidating existing elementary schools, re-drawing attendance boundaries, and/or relocating special programs;

WHEREAS, at its November 20, 2025 regular meeting, though not required by law, the Board of Education approved eleven (11) criteria consistent with Education Code 41329 for the STIC to evaluate potential options for consolidating existing elementary schools, re-drawing attendance boundaries, and/or relocating special programs;

WHEREAS, the STIC met in public on December 16, 2025 and January 13, January 27, February 3, February 10, February 24, March 3, and March 10, 2026 and prioritized the eleven (11) Board-of-Education-approved criteria, approved forty-one (41) metrics to evaluate potential options for school consolidations, attendance boundary changes, and/or the relocation of special programs alignment with the eleven (11) Board-of-Education-approved criteria, considered and analyzed twelve (12) different options for school consolidations, attendance boundary changes, and/or the relocation of special programs, and heard and considered community input via public comment;

WHEREAS, though not required by law, the Board of Education held, consistent with Education Code section 17387, public hearings on the Schools of Tomorrow Implementation

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Committee Draft Options on February 24, March 3, and March 10, 2026;

WHEREAS, the STIC approved a recommendation to the Board of Education on March 10, 2026;

WHEREAS, the District published the Schools of Tomorrow Final Report and Recommendations on March 18, 2026;

WHEREAS, the Board of Education held a special session on March 21, 2026 to hear a presentation from District staff on the Schools of Tomorrow Final Report and Recommendations and the STIC's approved recommendation, hear and consider public comment, and discuss the Schools of Tomorrow Final Report and Recommendations and the STIC's approved recommendation;

WHEREAS, the Board of Education has reviewed and considered the STIC's approved recommendation, San José Unified's commitments to affected students, families, and staff, the Schools of Tomorrow Final Report and Recommendations, and additional input received from District staff and the community;

WHEREAS, the STIC's approved recommendation is to close elementary schools and relocate special programs as follows:

- close Empire Gardens Elementary and consolidate all students into Anne Darling Elementary;
- close Lowell Elementary, relocate the Special Day Class preschool program to Grant Elementary, and consolidate all TK-5 students to Washington Elementary;
- close Gardner Elementary and consolidate all students into Horace Mann Elementary;
- close Canoas Elementary and consolidate all students into Ernesto Galarza Elementary;
- close Terrell Elementary, relocate the Special Day Class program to Reed Elementary, and consolidate all other students into Rachel Carson Elementary;
- relocate the Hammer Montessori magnet program to the Gardner Elementary campus; and
- re-draw the attendance boundaries as detailed in Appendix A and the [school locator](#).

WHEREAS, the STIC's recommended action is hereinafter collectively referred to as the "Project;"

WHEREAS, the Project constitutes a project for purposes of the California Environmental Quality Act (Pub. Res. Code § 21000, et seq. ("CEQA"));

WHEREAS, Public Resources Code section 21080.18 provides that CEQA does "not apply to the closing of any public school in which kindergarten or any of grades 1 through 12 is maintained or the transfer of students from that public school to another school if the only physical changes involved are categorically exempt;"

WHEREAS, the District conducted an extensive study of campus facilities capacity, pertinent enrollment counts, enrollment trends, and the assessment of numerous calculations of

projected impacts on receptor school sites based on the Board-of-Education-approved criteria and metrics;

WHEREAS, as detailed below, no physical changes are anticipated to result from the Project, thus the statutory exemption contained in Public Resources Code section 21080.18 applies to the Project;

WHEREAS, the projected enrollment after the transfer of students consistent with the STIC’s approved recommendation and original student capacity of the receiving schools is as follows:

school	original student capacity	projected enrollment under immediate implementation of STIC recommendation	projected 32-33 enrollment
Anne Darling Elementary	822	456	401
Ernesto Galarza Elementary	1,109	632	570
Gardner Elementary	822	314	271
Horace Mann Elementary	984	691	333
Rachel Carson Elementary	719	444	403
Washington Elementary	979	556	726

WHEREAS, the CEQA Guidelines (Cal. Code Regs., tit. 14, §§ 15000, *et seq.*) exempt from CEQA evaluation of projects which consist of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less (CEQA Guidelines, § 15314), the District will not need to add classroom space as a result of the Project, and the Project will not increase capacity at any of the District’s facilities, the Project is therefore categorically exempt from CEQA;

WHEREAS, the only physical change is the location of the students, thus the Project is statutorily exempt from CEQA under Public Resources Code section 21080.18 and categorically exempt under State CEQA Guidelines section 15314;

WHEREAS, the District has considered public comments received by the District related to the Project, including at the Board of Education meetings on March 12 and March 21, 2026;

WHEREAS, upon a determination that the Project is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, Title 14, section 15062.

NOW, THEREFORE, it is found, determined and resolved by the Board of Education of the San José Unified School District as follows:

1. The foregoing recitals are adopted as true and correct.
2. The Board of Education adopts the Approved Recommendation on How to Implement the Schools of Tomorrow Advisory Committee's Recommendation for the Ideal Elementary School, Schools of Tomorrow Final Report and Recommendations to Board of Education, and Schools of Tomorrow – Our Commitments.
3. The Board of Education finds and determines that the following schools shall be closed at the end of the 2025-2026 school year and the students shall be consolidated into existing elementary schools as outlined below:

closing school	address	where students currently at closing school go in 2026-2027
Empire Gardens Elementary	1060 E. Empire Street, San Jose, CA 95112	all to Anne Darling Elementary
Canoas Elementary	880 Wren Drive, San Jose, CA 95125	all to Ernesto Galarza Elementary
Gardner Elementary	502 Illinois Avenue, San Jose, CA 95125	all to Horace Mann Elementary
Lowell Elementary	625 S. 7th Street, San Jose, CA 95112	students in Special Day Class preschool to Grant Elementary, all others to Washington Elementary
Terrell Elementary	3925 Pearl Avenue, San Jose, CA 95136	students in Special Day Class to Reed Elementary, all others to Rachel Carson Elementary

4. The Board of Education finds and determines that the Hammer Montessori program shall be relocated to the vacated Gardner Elementary campus commencing in the 2026-2027 school year, resulting in the net closure of four (4) school campuses.
5. The Board of Education finds and determines that the attendance boundaries contained in Appendix A shall be implemented commencing in the 2027-2028 school year.
6. The Board of Education directs the Superintendent and/or her designee to implement the fourteen (14) additional considerations from the STIC’s approved recommendation in Appendix B.
7. The Board of Education hereby approves the Project and finds and determines that the Project is in the best interests of the District, its students, and the community.
8. The Project is hereby found to be exempt from the requirements of CEQA pursuant to Public Resources Code section 21080.18 and CEQA Guidelines section 15314, as set forth above.
9. District staff are hereby authorized and directed to prepare and file a Notice of Exemption for the Project in accordance with CEQA and the State CEQA Guidelines, and the findings set forth in this Resolution.

10. The Superintendent and/or her designee are authorized and directed to take such further actions as may be necessary and appropriate to carry out the intent of this Resolution.

PASSED AND ADOPTED by the Board of Education of the San José Unified School District, San José, California this 26th day of March 2026 by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

ATTEST:

Nancy Albarrán
Superintendent and Secretary
Governing Board of Education

José Magaña, President
Governing Board of Education

Attachments:

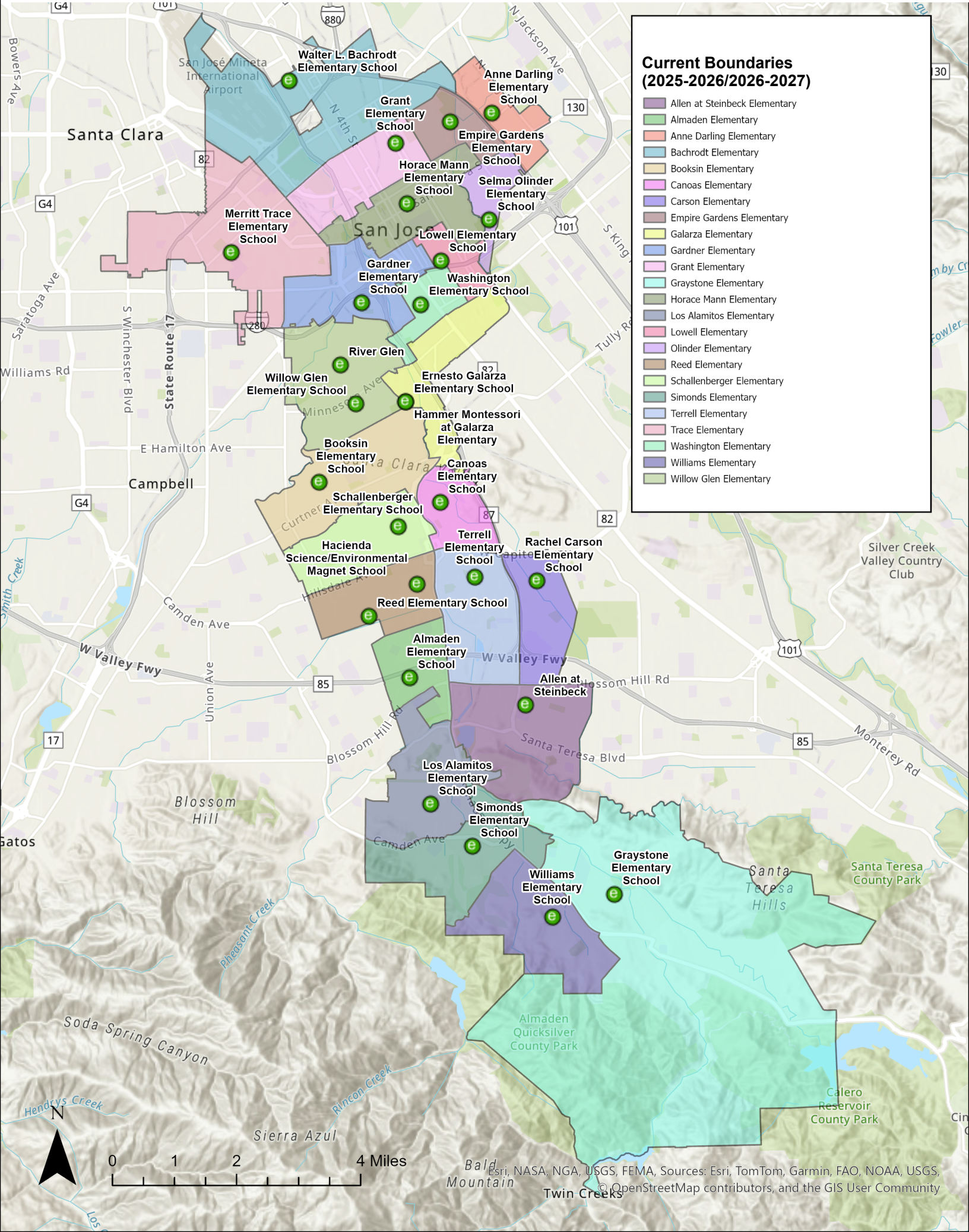
Approved Recommendation of the Schools of Tomorrow Advisory Committee

Approved Recommendation on How to Implement the Schools of Tomorrow Advisory Committee's Recommendation for the Ideal Elementary School

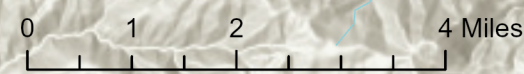
Schools of Tomorrow – Our Commitments

Schools of Tomorrow Final Report and Recommendations to Board of Education

Appendix A - Attendance Boundary Maps

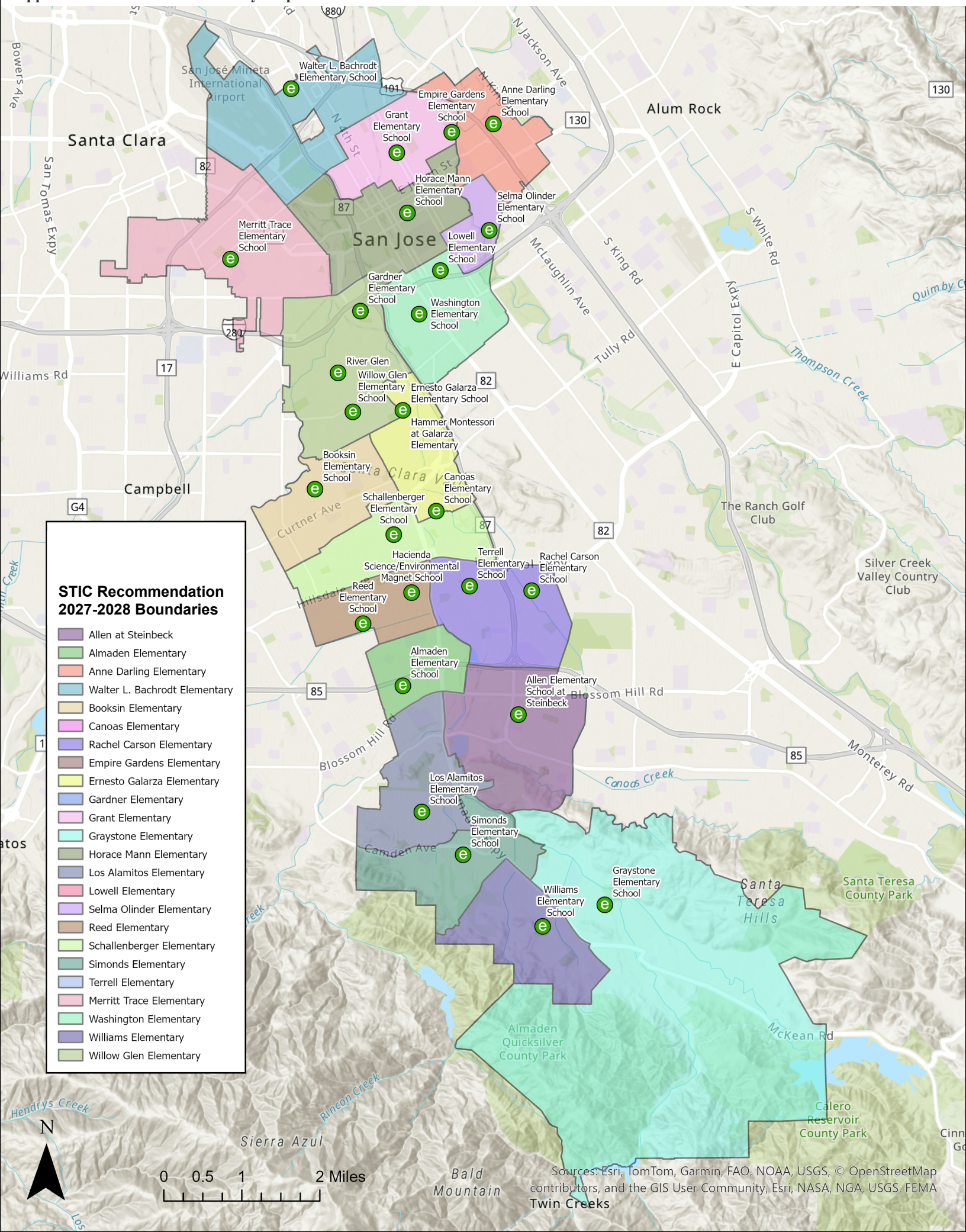


- ### Current Boundaries (2025-2026/2026-2027)
- Allen at Steinbeck Elementary
 - Almaden Elementary
 - Anne Darling Elementary
 - Bachrodt Elementary
 - Booksin Elementary
 - Canoas Elementary
 - Carson Elementary
 - Empire Gardens Elementary
 - Galarza Elementary
 - Gardner Elementary
 - Grant Elementary
 - Graystone Elementary
 - Horace Mann Elementary
 - Los Alamitos Elementary
 - Lowell Elementary
 - Olinger Elementary
 - Reed Elementary
 - Schallenger Elementary
 - Simonds Elementary
 - Terrell Elementary
 - Trace Elementary
 - Washington Elementary
 - Williams Elementary
 - Willow Glen Elementary



Esri, NASA, NGA, USGS, FEMA, Sources: Esri, TomTom, Garmin, FAO, NOAA, USGS, OpenStreetMap contributors, and the GIS User Community

Appendix A - Attendance Boundary Maps



STIC Recommendation 2027-2028 Boundaries

- Allen at Steinbeck
- Almaden Elementary
- Anne Darling Elementary
- Walter L. Bachrodt Elementary
- Booksin Elementary
- Canoas Elementary
- Rachel Carson Elementary
- Empire Gardens Elementary
- Ernesto Galarza Elementary
- Gardner Elementary
- Grant Elementary
- Graystone Elementary
- Horace Mann Elementary
- Los Alamitos Elementary
- Lowell Elementary
- Selma Olinder Elementary
- Reed Elementary
- Schallenger Elementary
- Simonds Elementary
- Terrell Elementary
- Merritt Trace Elementary
- Washington Elementary
- Williams Elementary
- Willow Glen Elementary



0 0.5 1 2 Miles

Sources: Esri, TomTom, Garmin, FAO, NOAA, USGS, © OpenStreetMap contributors, and the GIS User Community, Esri, NASA, NGA, USGS, FEMA

Appendix B – Additional Considerations from STIC Approved Recommendation

1. Direct staff to make every effort to provide students who have to change to schools and live farther than 1.5 miles away from their new school a San-José-Unified-provided transportation option for their entire elementary school career provided they attend their newly assigned school and continue to live more than 1.5 miles away from their newly assigned school.
2. Consistent with San José Unified’s communication throughout this process, the Board of Education establish a committee consistent with California Education Code sections 17387-17391 to evaluate potential uses of empty school buildings for community benefit and commit to not considering the sale of the property for ten years, unless there are extenuating circumstances.
3. Direct staff to review the parking available at receiving schools and determine, if necessary, the feasibility of expanding parking options or identifying alternative parking options to sufficiently accommodate school-site and itinerant staff.
4. Direct staff to review the facility pick-up and drop-off areas at each school receiving students and identify enhancements, if needed, that can be made.
5. Direct staff to support schools in creating a transition committee at each receiving school with the purpose to support the transition and integration of students and families and the culture and climate at the school. This may be incorporated into existing committees at the school or established as a separate committee.
6. Direct staff to provide parent/guardian education sessions at Washington Elementary and Horace Mann Elementary on the Academic Language Acquisition and Two-Way Bilingual Immersion programs, respectively.
7. Direct staff to collaborate with schools receiving Special Day Class Programs and the staff that support the programs to provide a similar level of facilities in the current classrooms and identify enhancements, if needed.
8. Direct staff to meet and confer with its labor unions regarding potential ways to increase alignment with the Schools-of-Tomorrow-Advisory-Committee-identified ideal staff.
9. Direct staff to provide best practices to site administrators and staff at receiving schools for welcoming and integrating new students including the conditions for success for bilingual programs.
10. Direct staff to provide tailored transition support for students in Special Day Class programs and their families who have to transition to a new campus. This support should include a single point person other than the student’s case manager for each family that can answer questions about the transition and coordinate support for the student and family during the transition and the development of district and site plans for the support of students in Special Day Class programs tailored to their individual needs.
11. Direct staff to collaborate with schools receiving TK programs to provide a similar level of facilities in the current classrooms and identify enhancements, if needed.

12. Direct staff to develop guidance for school sites on which grade levels are more compatible for combination classes based on California Common Core Standards alignment and curricular program needs.
13. Direct staff to conduct a review of data for students who change schools including, but not limited to, school attendance, relevant behavior data, utilization of San-José-Unified-provided transportation (where applicable), utilization of Expanded Learning Opportunities Program, and relevant academic performance data after the implementation year and two subsequent school years.
14. Direct staff to collaborate with AFSCME 101 on the maintenance of the buildings and grounds of campuses that are no longer operating after the 2025-2026 school year.