

## SCHOOLS OF TOMORROW FINAL REPORT AND RECOMMENDATIONS TO BOARD OF EDUCATION

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## Schools of Tomorrow Background

The Board of Education adopted San José Unified’s strategic plan on June 22, 2017 with the vision of preparing today’s students to be the thinkers, leaders, and creators of tomorrow. The context in which San José Unified achieves this vision has changed dramatically since 2017. San José Unified’s total enrollment has declined by over 6,000 students, or 20%, since the 2017-2018 school year.

This change is **not unique** to San José Unified. School district enrollment has declined by 15% in Santa Clara County during that time and about 70% of school districts in California have faced enrollment declines in the past decade. Nearby districts with bigger enrollment declines than San José Unified since 2014 include Alum Rock Union, Berryessa Union, Cupertino Union, Evergreen, Franklin-McKinley, Los Altos, and Mount Pleasant Elementary.

Charter school enrollment in Santa Clara County has also declined by 17% since the 2017-2018 school year,<sup>1</sup> and while private school enrollment has increased in Santa Clara County by 4% since 2019-2020 (the earliest year with available data), the number of private schools serving more than six students in San José Unified’s boundaries has decreased from 26 to 23 and the number of students enrolled in those private schools has decreased by 8% over that shorter timeframe<sup>2</sup>.

Despite the addition of an entirely new grade level (Transitional Kindergarten), elementary school enrollment in San José Unified has decreased by 17% since the 2017-2018 school year. The table below shows the change in enrollment by grade level from the 2017-2018 school year to the 2025-2026 school year.

grade	17-18 certified enrollment	25-26 certified enrollment	% change
TK	n/a	980	n/a
K	2,367	1,490	-37%
1	2,113	1,572	-26%
2	2,079	1,652	-21%
3	2,109	1,667	-21%
4	2,237	1,807	-19%
5	2,144	1,721	-20%
total	13,049	10,889	-17%

Projections for the next decade indicate continued enrollment declines across the state. The California Department of Finance (DOF) projects public school enrollment in California to decline by 10% from the 2024-2025 to the 2034-2035 school year. The Public Policy Institute of California **identifies** two main demographic factors influencing falling student enrollment in California: declining birth rates and net migration to other states. The cost-of-living crisis in Santa Clara County increases the likelihood of net migration out of this area and the DOF projects a 14% enrollment decline in Santa Clara County specifically.

San José Unified commissioned an **enrollment projection report** in November 2024. The enrollment projections were developed using industry-standard methodology and by analyzing historical enrollment, Census data, resident live birth data, and building permit data. Elementary enrollment in San José Unified is projected to decrease by 8% from the 2025-2026 school year to the 2032-2033 school year, even with an assumption that enrollment in Transitional Kindergarten remains relatively constant (in reality,

<sup>1</sup> Source: California Department of Education annual enrollment reports accessible via [Dataquest](#)

<sup>2</sup> Source: California Department of Education [Private School Data Files](#)



enrollment in Transitional Kindergarten has decreased since the enrollment projection report was finalized). The table below shows the projected change in enrollment by grade level from the 2025-2026 school year to the 2032-2033 school year.

grade	25-26 certified enrollment	32-33 projected enrollment	% change
TK	980	1,026	5%
K	1,490	1,407	-6%
1	1,572	1,512	-4%
2	1,652	1,518	-8%
3	1,667	1,540	-8%
4	1,807	1,536	-15%
5	1,721	1,494	-13%
total	10,889	10,033	-8%

San José Unified serves a socioeconomically and ethnically diverse community. While enrollment has declined across San José Unified, the rate of decline at each elementary school has been different. The fall in birth rates, increased migration to other states, and cost-of-living crisis have impacted different areas of our community in different ways. Additionally, previous school closures have contributed to current school sizes and attendance boundaries.

San José Unified operates 26 TK-5 elementary schools, including two magnet programs, and one K-8 magnet program. These are the same schools San José Unified has operated for the past 20 years. There is a Special Day Class (SDC) program at ten of the 24 TK-5 neighborhood schools and a bilingual program at five of the 24 TK-5 neighborhood schools.

Of the 24 TK-5 neighborhood schools, 12 have an enrollment less than 350 students in 2025-2026 (up from six in 2017-2018). 17 have an unduplicated pupil percentage (UPP) – the percentage of the school’s students who are English learners, foster youth, and/or from low-income families – greater than 40% in 2025-2026 (the threshold for free or reduced-price meal eligibility that is used to qualify for Title I, Part A funds from the federal government). The eight schools with the lowest enrollment in the district have an UPP greater than 40%. The table below shows certified 2025-2026 elementary school enrollment and UPP at the 26 elementary schools and K-8 magnet program (sorted in elementary enrollment order).

school	25-26 certified enrollment	25-26 UPP
Merritt Trace Elementary	800	56%
Booksin Elementary	701	13%
Willow Glen Elementary	622	38%
Los Alamitos Elementary	615	18%
Hacienda Science/Environmental Magnet	614	21%
Williams Elementary	529	15%
Schallenberger Elementary	490	26%
Graystone Elementary	485	18%
Simonds Elementary	475	19%
Allen at Steinbeck	434	68%
Walter L Bachrodt Elementary	391	65%



<b>school</b>	<b>25-26 certified enrollment</b>	<b>25-26 UPP</b>
Grant Elementary	386	81%
Gardner Elementary	380	76%
Ernesto Galarza Elementary	331	80%
Washington Elementary	330	93%
Almaden Elementary	321	77%
Reed Elementary	320	28%
River Glen	316	48%
Hammer Montessori at Galarza Elementary	313	27%
Horace Mann Elementary	307	78%
Canoas Elementary	301	78%
Anne Darling Elementary	260	80%
Selma Olinder Elementary	260	84%
Terrell Elementary	258	59%
Lowell Elementary	222	91%
Rachel Carson Elementary	201	53%
Empire Gardens Elementary	191	82%

The average enrollment at schools with an UPP greater than 40% is 344 and the median is 321. The average enrollment at schools with a UPP less than 40% is 516 and the median is 510. The table below summarizes the student enrollment by UPP in San José Unified.

<b>25-26 school year</b>	<b>all</b>	<b>UPP &gt; 40%</b>	<b>UPP &lt; 40%</b>
schools	27	17	10
total enrollment	11,011	5,847	5,164
average enrollment	408	344	516
median enrollment	380	321	510

Declining enrollment presents a challenge both because students at small schools often have limited opportunities for social interactions with different peers and because the number of students at a school is the primary determinant of the number of staff at the school. (In accordance with Board Policy 415 and Administrative Regulation 415 on equity, San José Unified also allocates additional staff to schools based on their enrollment of English learners, foster youth, and/or students from low-income families.) The number of staff at a school affects the number of classes per grade level and which programs schools can offer, such as science, arts, and music. The number of staff affects the opportunities for teachers to collaborate with peers who teach the same content. The number of staff also affects the likelihood of having combination classes in which two grade levels are taught by one teacher in the same classroom, the opportunities to balance classes and group students strategically, and the amount of supports available on school campuses on a daily basis.

It is a point of pride for staff that San José Unified families love their schools. San José Unified administrators, teachers, and support staff across the district work tirelessly to support students and provide them with the best educational experience we can; families' positive feelings toward and deep connections to their schools validate why we all come to work every day. At the same time, the factors related to student enrollment that are noted above contribute to the difference between the best



educational experience we can currently provide at many schools and the educational experience all students deserve.

When teachers can collaborate with grade-level peers, for example, they can share ideas and plan together on everything from lesson development and instructional practices to classroom management and behavior intervention strategies. This collaboration can increase job satisfaction, boost teacher retention, and create better learning environments for students than are possible at schools with only one class per grade level.

Schools without sufficient staff to create multiple classes per grade level also have more combination classes, which require a single teacher to differentiate instruction across two grade levels and among the various needs of the students in the class. San José Unified has great teachers who successfully navigate the challenges of combination classes and still deliver excellent instruction to students, but combination classes are not ideal for either teachers or students and should be limited rather than the norm they have become at many schools. Similarly, strategic groupings to provide the focused English language instruction English learners need each day can be a challenge at schools with lower enrollment, which often must use mixed-level groups that require high levels of differentiation within a single lesson. In larger schools, on the other hand, students can be grouped by their English language proficiency level and teachers can plan and deliver lessons targeted precisely at that specific language level. Smaller schools with fewer classes per grade level that have Special Day Class (SDC) programs offer few classes in which a student can mainstream, whereas larger schools offer students in Special Day Class programs richer and more varied opportunities to learn and interact with their peers in general education classes. And while smaller schools must typically focus most of their allocated flexible teacher staffing on reducing combination classes, larger schools can use their flexible enrollment-based staffing to offer enrichment opportunities for students. The largest elementary school in our district has the staffing levels to support three full-time visual and performing arts teachers, for instance, an opportunity that just isn't possible at smaller schools.

Smaller schools are also more likely to have part-time school psychologists, speech and language pathologists, occupational therapists, and resource support program teachers. While all services outlined in a student's IEP are provided regardless of the size of a school, having part-time support providers limits the ability for students to access the support provider outside of their IEP-mandated services. Students who require daily support may need to move to a larger school to access the programming outlined in their IEP. Additionally, part-time support providers have limited collaboration opportunities with teachers and face challenges in rescheduling sessions when a student is absent on the day the support provider is on campus. Smaller schools are more likely to have part-time counselors as well, which can lead to similar challenges relative to having someone available on campus every day to support students individually and contribute to the school's positive culture and climate.

Lastly, smaller schools do not typically have an assistant principal; in fact, only three elementary schools in San José Unified were allocated an assistant principal in 2025-2026. Principals and assistant principals are the instructional leaders at a school; having an assistant principal increases the time both administrators can spend in classrooms identifying effective and innovative instructional practices to spread through the school, providing feedback to teachers, and building collaborative relationships. Having an assistant principal also enables more tailored behavioral and social-emotional interventions for students as well as increased opportunities for families to engage with school leaders, discuss their needs, and get involved with the school.

One might ask why, if staffing levels have such importance, staffing levels cannot just be increased at small schools despite declining enrollment. The bulk of San José Unified's current funding is enrollment-independent, after all. In a world of finite resources, however, the system of linking the number of staff at



a school to the number of students is central to San José Unified’s responsible fiscal management and agreements with employee groups. Tying staffing to enrollment helps San José Unified avoid layoffs and balance increased supports with the compensation increases necessary to continue to recruit and retain the best-in-class employees that make San José Unified great in such a high cost-of-living area.

For all of these reasons, the declining enrollment that San José Unified has experienced and is projected to continue to experience has and will continue to have a direct impact on students’ experiences – and on the experiences of English learners, foster youth, and students from low-income families in particular. The Schools of Tomorrow initiative is not driven by financial considerations and is not intended to reduce expenditures. Instead, the Schools of Tomorrow initiative is designed to address the direct impact that declining enrollment has on students at our elementary schools and identify what changes we can make to ensure that all elementary schools can continue to be thriving centers of learning that prepare today’s students to be the thinkers, leaders, and creators of tomorrow.



## Schools of Tomorrow Advisory Committee (STAC)

The Board of Education [established](#) the Schools of Tomorrow Advisory Committee (STAC) on September 11, 2025 as the first step<sup>3</sup> in proactively addressing the issue of declining enrollment in a transparent, collaborative, respectful, and student-centered way.

The STAC's charge was to identify the characteristics of the ideal elementary school in San José Unified limited to the number of teachers per grade level, number of full-time equivalent non-classroom certificated support staff, number of administrators, number of full-time equivalent classified support staff, 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](#). The plan, as the Superintendent shared in a [community letter](#) on September 8, 2025, was for the identified characteristics to be used as a benchmark when examining San José Unified's current school portfolio and determining next steps that could include "reducing the number of elementary schools to ensure more resources are available at each site, with the goal of better serving students and staff."

The Board of Education also approved [composition requirements, member selection criteria, and a member selection process](#) for the STAC on September 11, 2025. The STAC application was [shared](#) with the San José Unified community on September 12. [Appointments](#) to the STAC of two Board of Education members, the presidents of the three labor unions representing employees in San José Unified,<sup>4</sup> two certificated elementary employee representatives, one classified elementary employee representative, three elementary school principals, one staff member, and five parents or guardians were reviewed by the Board of Education on September 25, 2025.

The STAC met one evening a week for six weeks beginning on October 6, 2025, reviewing extensive data, presentations, and pre-reading materials:

- Elementary School Current Context: current number of elementary schools and their total enrollment, teacher full-time equivalent positions, special programs (Special Day Class, Two-Way Bilingual Immersion), enrollment of English Learners, foster youth, and socioeconomically disadvantaged students, maximum special program capacity, number of classes, combination classes
- Overview of Elementary Staff Allocation Process: how elementary full-time equivalent (FTE) positions are currently allocated through staffing sheets, the district's equity policy, and principal consultation with staff
- SJTA Policy Document: San José Teachers Association recommendations for managing declining enrollment
- Elementary Teaching and Learning: the elementary instructional model, expectations for teaching, learning, and curriculum, instructional programs and supports for English Learners and students with IEPs and 504 plans, and the allocation processes for instructional coaches, PE specialists, and arts and music specialists
- Elementary School Operations: roles and allocation processes for elementary front office, campus supervisor, maintenance, grounds, operations, student nutrition, and technology staff

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<sup>3</sup> All steps in the decision and communication timeline can be found in the Appendix.

<sup>4</sup> American Federation of State, County, and Municipal Employees, Local 101 (AFSCME); California School Employees Association, Chapter 4 (CSEA); and the San José Teachers Association (SJTA)



- Elementary Student Support: school climate and holistic safety expectations, social emotional and health services provided to students, and the allocation processes for counseling, nurse, and family liaison positions
- Elementary Special Education: programs and services, including the continuum of services, Special Day Classes, Board Certified Behavior Analysts, and the allocation processes for resource support program teachers, speech and language pathologists, occupational therapists, and school psychologist positions
- Commitment to Fiscal Responsibility: systems and practices implemented in accordance with [Board Policy 3460](#) and [Administrative Regulation 3460](#)
- Elementary Site Administration: responsibilities and expectations of principal and assistant principal positions
- Elementary Budget: site budget allocation methodology and criteria-based additional funding (e.g., Title I, Arts and Music in Schools)
- Elementary Facilities: facilities capacity and utilization, amenities, and facility condition assessment

All meetings followed the Brown Act and were open to the public, livestreamed in English and Spanish, and recorded. San José Unified staff created videos (in English and subtitled in Spanish) on each facet of elementary education. All meeting materials and recordings can be accessed in the [public Schools of Tomorrow folder](#). The 11 communications sent to employees and the community about the formation of the STAC, application process, and updates throughout their work are available to the public in English and Spanish.

The STAC finalized their [recommendation](#) on November 12, 2025 and the recommendation was accepted by the Board of Education on November 20, 2025.

The STAC’s core recommendation focuses on the number of classes per grade level because, as noted by the committee, it is “[t]he foundation for establishing the ideal characteristics for continuing to prepare today’s students to be the thinkers, leaders, and creators of tomorrow.” The recommendation explains that the number of classes per grade level has a major “impact on social and academic opportunities for students, teacher planning and collaboration, the likelihood of combination classes, and the availability of additional support offerings for students and staff.”

The STAC identified that an ideal model for a standard elementary school in San José Unified should have sufficient teacher full-time equivalent positions (FTE) to create 3 classes per grade level at most schools and sufficient teacher FTE to create 4 classes per grade level at schools providing both a standard structured English immersion (SEI) program and a bilingual program. The STAC emphasized the relationship between the number of classes per grade level and the other resources and opportunities available at a school, noting that a school at the ideal size should typically have a minimum 1.0 FTE physical education teacher, 0.5 FTE office assistant in addition to a full-time office manager and office specialist, and 1.0 FTE campus supervisor and that ideal-size schools with Special Day Class or bilingual programs would also typically have an assistant principal (with additional staffing above the minimums and staffing for other support positions such as counselors influenced heavily by equity considerations).



## **Establishment of Schools of Tomorrow Implementation Committee (STIC)**

After accepting the STAC recommendation on the characteristics of an ideal elementary school, the Board of Education [established](#) the Schools of Tomorrow Implementation Committee (STIC) on November 20, 2025.

The STIC's charge, consistent with the Superintendent's [September 8 letter](#), was to develop a recommendation for the Board of Education 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 0415](#) and [Administrative Regulation 0415](#), 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.

The Board of Education also approved [composition requirements, member selection criteria, and a member selection process](#) for the STIC on November 20, 2025. The STIC application was [shared](#) with the San José Unified community on November 21, 2025. Appointments to the STIC of the presidents or president designees of the four organizations representing employees in San José Unified,<sup>5</sup> four certificated elementary employee representatives, three classified elementary employee representatives, three elementary administrator representatives, one staff member, and eight parents or guardians were [reviewed](#) by the Board of Education on December 11, 2025.

The Board of Education's establishment of the STIC included criteria for the STIC to use to evaluate potential options for school consolidations, attendance boundary changes, and/or the relocation of special programs. Though not required by law, the Board-of-Education-approved criteria is consistent with Education Code section 41329:

- the recommendation of the Schools of Tomorrow Advisory Committee regarding the ideal elementary school consistent with state-mandated and negotiated staffing ratios, existing job descriptions, and San José Unified's commitment to fiscal responsibility;
- the condition of school facilities;
- financial impacts;
- facility capacity and utilization;
- impacts on special programs such as bilingual programs and/or Special Day Classes;
- environmental factors including but not limited to traffic and proximity to freeway access;
- the balance of pupil demographics and whether there might be disproportionate impacts on particular demographic groups;
- transportation needs of pupils;
- aesthetics and impact on the surrounding community;
- enrollment and attendance patterns (including feeder school attendance patterns); and
- potential transitions and processes for affected pupils and families.

The [tentative meeting plan](#) discussed at the November 20 Board of Education meeting included two meetings for the STIC to select metrics for and prioritize the Board-established criteria, with staff sharing potential options for school consolidations, attendance boundary changes, and/or the relocation of special programs based on the criteria discussion, criteria prioritization, and metrics as early as January 26, 2026.

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<sup>5</sup> AFSCME; CSEA; SJTA; and the San José Administrators Association (SJAA)



## **STIC Metric Selection, Criteria Prioritization, and Option Development**

At the STIC's first meeting on December 16, 2025, the STIC reviewed draft metrics to help evaluate alignment between the Board-of-Education-approved criteria and various options for school consolidations, attendance boundary changes, and/or the relocation of special programs.

At its second meeting on January 13, the STIC discussed and approved a partial set of metrics to help evaluate alignment between the 11 Board-of-Education-approved criteria and various options for school consolidations, attendance boundary changes, and/or the relocation of special programs.

At its third meeting on January 27, the STIC finalized the approval of 41 metrics to help evaluate alignment between the 11 Board-of-Education-approved criteria and various options for school consolidations, attendance boundary changes, and/or the relocation of special programs. The goal of the metrics, which used either or both of an immediate and 7-year analysis window, was to provide the STIC with a quantitative way to evaluate different scenarios' alignment with each criterion in both the short run and the long run. No metric is meant to provide complete information about any specific criterion and a given result on any metric did not bind the committee to any particular school consolidation, attendance boundary, and/or special program relocation option.

After approving the metrics, the STIC prioritized the Board-of-Education-approved criteria into three categories by importance: first order, second order, and third order (within each grouping, the numbered criteria are listed in alphabetical order):

### *First Order Criteria*

- 4) facility capacity and utilization
- 7) the balance of pupil demographics and whether there might be disproportionate impacts on particular demographic groups
- 1) the recommendation of the Schools of Tomorrow Advisory Committee regarding the ideal elementary school consistent with state-mandated and negotiated staffing ratios, existing job descriptions, and San José Unified's commitment to fiscal responsibility
- 8) transportation needs of pupils

### *Second Order Criteria*

- 10) enrollment and attendance patterns (including feeder school attendance patterns)
- 5) impacts on special programs such as bilingual programs and/or Special Day Classes
- 11) potential transitions and processes for affected pupils and families
- 2) the condition of school facilities

### *Third Order Criteria*

- 9) aesthetics and impact on the surrounding community
- 6) environmental factors including but not limited to traffic and proximity to freeway access
- 3) financial impacts

The approved metrics and prioritization of the criteria were used by staff to develop three initial options (Option 1, Option 2, and Option 3) for school consolidations, attendance boundary changes, and/or the relocation of special programs. Staff presented these initial options along with San José Unified's [commitments](#) under any option at the STIC's fourth meeting on February 3, 2026.

The STIC discussed the initial options at its fifth meeting on February 10, 2026. The STIC voted on February 10, 2026 for staff to develop three additional options for the STIC's consideration and to retire Option 3 from consideration.



The three options requested by the STIC on February 10, 2026 (Option 4, Option 5, and Option 7) and three “refined” versions of options based on the discussion and feedback of the STIC (Options 1.2, 2.2, and 5.2) were published on February 20, 2026 with the agenda for the STIC’s sixth meeting on February 24, 2026. The STIC discussed the eight options under consideration on February 24, 2026, voting for staff to develop one additional option for the STIC’s consideration and to retire Option 1, Option 2, Option 4, Option 5, and Option 7 from consideration.

The option requested by the STIC on February 24, 2026 (Option 2.3) was published on February 27, 2026 with the agenda for the STIC’s seventh meeting on March 3, 2026. The STIC discussed the four options under consideration on March 3, 2026, voting for staff to develop two additional options for the STIC’s consideration and to retire Option 1.2 and Option 5.2 from consideration.

The options requested by the STIC on March 3, 2026 (Option 8 and Option 9) were published on March 6, 2026 with the agenda for the STIC’s eighth meeting on March 10, 2026. The STIC discussed the four options under consideration on March 10, 2026 as well as additional considerations for the Board of Education, voting to advance Option 8 and a set of additional considerations as the STIC recommendation.

Option development and the STIC’s discussions throughout the STIC meetings focused on both how implementation of the STAC recommendation could improve educational experiences for students and the real potential challenges associated with change. The goal was to maximize benefits for students by getting more of them into schools consistent with the STAC’s identified elementary school ideal while optimizing for the STIC’s [prioritized](#) first-order and second-order criteria related to transportation, equity, facility capacity, transitions, facility condition, special programs, and enrollment and attendance patterns.



## STIC Outreach and Engagement

San José Unified recognized that any possible decision that results in school consolidation, attendance boundary changes, and/or special program locations must be communicated clearly and often to our community. In addition to the frequent [communications](#) sent about the formation of the STIC, the application process, and the appointment of committee members in November and December of 2025, San José Unified senior leaders presented at principal’s coffees and held office hours for staff at all elementary schools in January and February to review the STAC recommendation, the charge of the STIC, and what to expect during the next steps of the process, including the development of the potential first options for school consolidations, attendance boundary changes, and/or the relocation of special programs. Where needed, the meetings were simultaneously interpreted. The table below lists the dates of the principal’s coffees where senior leaders presented to the community.

date	school
1/7/26	Graystone Elementary
1/7/26	Hacienda Science/Environmental Magnet
1/8/26	Selma Olinder Elementary
1/8/26	Walter L. Bachrodt Elementary
1/8/26	Canoas Elementary
1/9/26	Horace Mann Elementary
1/9/26	Booksin Elementary
1/9/26	Reed Elementary
1/12/26	Los Alamitos Elementary
1/13/26	Empire Gardens Elementary
1/13/26	Ernesto Galarza Elementary (and Hammer Montessori at Galarza Elementary)
1/14/26	Gardner Elementary
1/15/26	Lowell Elementary
1/15/26	Almaden Elementary
1/16/26	Schallenberger Elementary
1/16/26	Simonds Elementary
1/20/26	Terrell Elementary
1/20/26	Willow Glen Elementary
1/22/26	Merritt Trace Elementary
1/22/26	Allen at Steinbeck
1/23/26	Grant Elementary
1/23/26	River Glen
1/28/26	Washington Elementary
1/29/26*	Williams Elementary
1/30/26	Anne Darling Elementary
2/5/26	Rachel Carson Elementary

*\*recording sent via email due to scheduling conflicts*

The next table lists the dates of the office hours held for staff to discuss the STAC recommendation, charge of the STIC, and what to expect during the next steps of the process, including the development of the potential first options for school consolidations, attendance boundary changes, and/or the relocation of special programs.



<b>date</b>	<b>school</b>
1/8/26	Selma Olinder Elementary
1/8/26	Walter L. Bachrodt Elementary
1/8/26	Canoas Elementary
1/12/26	Empire Gardens Elementary
1/12/26	Los Alamitos Elementary
1/13/26	Ernesto Galarza Elementary (and Hammer Montessori at Galarza Elementary)
1/14/26	Gardner Elementary
1/15/26	Lowell Elementary
1/15/26	Almaden Elementary
1/16/26	Schallenberger Elementary
1/16/26	Simonds Elementary
1/20/26	Horace Mann Elementary
1/20/26	Terrell Elementary
1/20/26	Williams Elementary
1/22/26	Merritt Trace Elementary
1/22/26	Allen at Steinbeck
1/23/26	Grant Elementary
1/23/26	River Glen
1/28/26	Washington Elementary
1/29/26	Rachel Carson Elementary
1/30/26	Booksin Elementary
1/30/26	Anne Darling Elementary
2/2/26	Hacienda Science/Environmental Magnet
2/4/26	Willow Glen Elementary
2/5/26	Graystone Elementary
2/6/26	Reed Elementary

Additionally, staff held dedicated webinars for School Site Council members and Parent Teacher Association (PTA) leaders in January. The table below lists the dedicated webinars with School Site Council and PTA leaders to discuss the STAC recommendation, charge of the STIC, and what to expect during the next steps of the process, including the development of the potential first options for school consolidations, attendance boundary changes, and/or the relocation of special programs.

<b>date</b>	<b>group</b>
1/6/26	School Site Council webinar #1
1/8/26	School Site Council webinar #2
1/21/26	PTA webinar

As with the STAC, all STIC meetings followed the Brown Act and were open to the public, livestreamed in English and Spanish, and recorded. San José Unified staff published videos to explain potential metrics and the importance of criteria prioritization, rationale for every option the STIC considered, data models that were used to calculate metrics for each option the STIC considered, responses to STIC member questions, and responses to frequently asked questions from the community. All meeting materials and recordings can be accessed in the [public Schools of Tomorrow folder](#). The frequent communications sent



to employees and the community with updates on the STIC's work are available to the public in English and Spanish.



## STIC Recommendation

The [STIC recommendation](#) was designed to address the biggest challenges currently faced by San José Unified's smallest schools while minimizing the potential transitional impacts on students, families, and staff that can come with school consolidations and special program relocations. Consolidation possibilities when developing the recommendation were thus limited to schools without bilingual programs that have 300 or fewer students (excluding students in Special Day Classes) and schools with bilingual programs that have fewer than four projected classes per grade level (based on the teacher full-time equivalent positions that would be generated by enrollment). All consolidations except one in the recommendation consist of full mergers of student bodies in order to keep current school communities together, with the only exception being a case in which merging a Special Day Class program with the rest of the student population would have resulted in two TK-5 Special Day Class program strands on the same campus (a situation San José Unified avoids to ensure the best possible support for each program strand).<sup>6</sup>

Every receiving school has sufficient facility space to both accommodate the new students they would receive under the STIC recommendation and reserve the ideal number of spaces recommended by the STAC for programmatic purposes such as confidential student support meetings and non-teaching staff workspaces. Over time, re-drawn attendance boundaries in the recommendation are expected to increase socioeconomic integration, improve average walkability and home-to-school travel distances relative to the status quo, and increase the percentage of students likely to attend schools of the ideal size. The recommendation also delivers more benefits to English learners, foster youth, students from low-income families, and students with disabilities relative to other students through greater increases in the likelihood that English learners, foster youth, students from low-income families, and students with disabilities will attend schools that are aligned with the STAC-recommended ideal.

## SCHOOL CONSOLIDATIONS

There are three neighborhood schools without bilingual programs that have 300 or fewer students (excluding students in Special Day Classes) that are located south of Interstate 280: Canoas Elementary, Rachel Carson Elementary, and Terrell Elementary. Each of these schools has an SDC program, which constrains the options for full mergers. In fact, since Allen at Steinbeck also has an SDC program, it is not possible to merge Rachel Carson Elementary with a school that has a neighboring attendance boundary without moving at least one area SDC program to a different location than the rest of the student body at that school.

The only school with an attendance boundary neighboring one of Canoas Elementary, Rachel Carson Elementary, and Terrell Elementary that has the facility capacity to accept an entire student body including the SDC program from the neighboring school while maintaining the ability to reserve the ideal number of spaces recommended by the STAC for programmatic purposes is Ernesto Galarza Elementary. Canoas Elementary moves to Ernesto Galarza Elementary in the STIC recommendation as a result, which allows Ernesto Galarza Elementary to reach the ideal size in the 2026-2027 school year and provides the school with a significant increase in resources to support neighborhood students.

When only closing schools without bilingual programs that have 300 or fewer students (excluding students in Special Day Classes) and trying to keep existing school communities together as much as possible, a merger of Rachel Carson Elementary and Terrell Elementary is the only other consolidation that makes sense in this area. Both schools' small size means that facility capacity is not a constraint when considering such a merger and that the potential transitional impact of the required SDC program move as a result of the merger becomes a primary consideration instead. Rachel Carson Elementary is the

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<sup>6</sup> There is also one case in which a preschool SDC program is moved to a different campus than the TK-5 students from a closing school, but the students in the preschool SDC program already change and are dispersed to different campuses every year when they transition to TK.



more appropriate receiver school in large part because it has a significantly higher number of students in its SDC program than Terrell Elementary does. In addition, students in the existing Rachel Carson Elementary boundary are farther from the other schools remaining open in the STIC recommendation than are students in the existing Terrell Elementary boundary. As a result, the STIC recommends closing Terrell Elementary and assigning almost all Terrell Elementary students to Rachel Carson Elementary while assigning the students in Terrell Elementary's SDC program to Reed Elementary.

North of Interstate 280, there are four neighborhood schools without bilingual programs that have 300 or fewer students (excluding students in Special Day Classes) that are located north of Interstate 280: Anne Darling Elementary, Empire Gardens Elementary, Lowell Elementary, and Selma Olinder Elementary. There are also four neighborhood schools with bilingual programs that have fewer than four projected classes per grade level (based on the teacher full-time equivalent positions that would be generated by enrollment): Gardner Elementary, Walter L. Bachrodt Elementary, Washington Elementary, and Willow Glen Elementary. Willow Glen Elementary is a poor candidate for closure under the design of the STIC recommendation given that it is the largest of these eight schools and unable to merge into any campus with a neighboring attendance boundary. Similarly, while many options considered by the STIC consolidated Walter L. Bachrodt Elementary into Grant Elementary, such a merger creates potential facility overutilization in the context of the ideal number of spaces recommended by the STAC for programmatic purposes in the immediate term.

Horace Mann Elementary and Washington Elementary have the highest facility capacities in this area of San José Unified, which makes them natural receiving schools when closing schools and minimizing the potential transitional impacts on students, families, and staff by moving the entire student body of a closing school to a single school site. Horace Mann Elementary is also centrally located and Washington Elementary is the most home-to-school-travel-friendly campus for students who live both east of State Route 87 and south of Interstate 280. Given these considerations and the intent of the STIC recommendation to address the biggest challenges currently faced by San José Unified's smallest schools while minimizing the potential transitional impacts on students, families, and staff that can come with school consolidations and special program relocations, consolidating Gardner Elementary into Horace Mann Elementary and Lowell Elementary into Washington Elementary are the STIC-recommended closures in this area of the district. Consolidating Gardner Elementary into Horace Mann Elementary provides an opportunity to complement the International Baccalaureate program at Horace Mann Elementary with the two-way bilingual immersion (TWBI) program, and consolidating Lowell Elementary into Washington Elementary provides an opportunity for the students currently at Lowell Elementary to access the academic language acquisition (ALA) program.

The Hammer Montessori magnet program, which can no longer be co-located with Ernesto Galarza Elementary given Ernesto Galarza Elementary's growth to the ideal size, relocates to the Gardner Elementary campus in the STIC recommendation. This relocation actually reduces average travel distances for students who currently attend the Hammer Montessori magnet program, conveniently places the program near major highways, and provides a dedicated facility for the program.

Empire Gardens Elementary is also consolidated into Anne Darling Elementary under the STIC recommendation in large part because equity and facility capacity considerations favor making Anne Darling Elementary the receiving school. Anne Darling Elementary currently has an SDC program whereas Empire Gardens Elementary does not. In addition, Anne Darling Elementary has a facility with more capacity and in better condition than the facility at Empire Gardens Elementary. (Another potential option would have been to consolidate Empire Gardens Elementary into Grant Elementary instead and to also consolidate Selma Olinder Elementary into Anne Darling Elementary, but while doing so would have addressed every one of the biggest challenges currently faced by San José Unified's smallest schools and increased the percentage of students at schools of the ideal size, it would have also increased the potential transitional impacts on students, families, and staff by sending the students in the SDC program at Selma



Olinder Elementary to a different school and creating the potential for facility overutilization in the context of the ideal number of spaces recommended by the STAC for programmatic purposes in the immediate term.)

The full set of school closures and relocations under the STIC recommendation is shown below.

<b>Recommended for Closing</b>	<b>Where students currently at closing school go in 2026-2027</b>
Empire Gardens Elementary	all to Anne Darling Elementary
Lowell Elementary	SDC preschool to Grant Elementary, all others to Washington Elementary
Gardner Elementary	all to Horace Mann Elementary
Canoas Elementary	all to Ernesto Galarza Elementary
Terrell Elementary	students in SDC to Reed Elementary, all others to Rachel Carson Elementary
<b>Recommended for Relocating</b>	<b>Where students are relocated in 2026-2027</b>
Hammer Montessori at Galarza Elementary	Gardner Elementary

#### ATTENDANCE BOUNDARY CHANGES

The STIC-recommended set of school closures enables recommended attendance boundary changes beginning in the 2027-2028 school year that are expected to increase socioeconomic integration, improve average walkability and home-to-school travel distances relative to the status quo, and increase the percentage of students likely to attend schools of the ideal size in the future. The attendance boundary changes do not affect students currently attending elementary schools that are not closing or students who are enrolled to start in the school in 2026-2027.

The attendance boundary maps and changes can be viewed through the [school locator](#). Looking at the current attendance boundaries and recommended attendance boundaries while reading the following rationale and analysis is recommended.

To increase walkability in the north and help Grant Elementary reach the ideal size over time, the Grant Elementary boundary expands to include most of the current Empire Gardens Elementary boundary west of Coyote Creek and the area south of East Hedding Street and east of North 2<sup>nd</sup> Street. The Anne Darling Elementary boundary expands to include all of the current Empire Gardens Elementary boundary east of Coyote Creek and North 24<sup>th</sup> Street and picks up some of the easternmost portions of the Selma Olinder Elementary and Horace Mann Elementary boundaries that are close to Anne Darling Elementary. Selma Olinder Elementary partially offsets the loss of the eastern portion of its boundary by picking up close portions of the current Horace Mann Elementary and current Lowell Elementary boundaries to its west. The Horace Mann Elementary boundary offsets the loss of some of its eastern boundary and maintains high walkability for families residing in the boundary by picking up a small southwestern piece of the current Empire Gardens Elementary boundary west of Coyote Creek, the northernmost piece of the current Lowell Elementary boundary, a western chunk of the current Grant Elementary boundary, and a northeastern chunk of the current Gardner Elementary boundary.

Washington Elementary is able to reach the ideal size and maintain high walkability in the long run by growing its attendance boundary to take the entire area east of State Route 87 and south of Interstate 280, as well as part of the current Gardner Elementary and Lowell Elementary boundaries north of Interstate 280. (Note that the preschool SDC program currently at Lowell Elementary moves to Grant Elementary in 2025-2026 under the STIC recommendation to ensure sufficient space for the preschool program as Washington Elementary grows to the ideal.) Willow Glen Elementary avoids the enrollment decline it is otherwise projected to have by absorbing most of the rest of the current Gardner Elementary boundary. A



small chunk of the Sunol-Midtown neighborhood is absorbed into the Merritt Trace Elementary boundary given its greater proximity to Merritt Trace Elementary than to Willow Glen Elementary and Merritt Trace Elementary's projected enrollment decline.

Home-to-school travel and the projected percentages of students in ideal schools in Willow Glen are substantially improved by redrawing attendance boundaries as well. Ernesto Galarza Elementary, which loses the portion of its old boundary east of State Route 87 to Washington Elementary, picks up the northern portion of the current Canoas Elementary boundary and the portion of the current Booksin Elementary boundary east of Lincoln Avenue. The Booksin Elementary boundary grows to include the piece of the current Schallenberger Elementary boundary that is north of Husted Avenue and west of Westgate Avenue. And the Schallenberger Elementary boundary expands to include the southern portion of the current Canoas Elementary boundary. These changes balance projected enrollment much more evenly among the three schools while improving overall walkability and anticipated socioeconomic integration.

Lastly, given that the STIC recommendation includes only one school closure south of Hillsdale Avenue and West Capitol Expressway, neither Almaden Elementary, Reed Elementary, Rachel Carson Elementary, nor Allen at Steinbeck can reach the ideal size through reasonable attendance boundary changes. Since enrollment declines at Los Alamitos Elementary are projected to continue and those could put Los Alamitos Elementary at risk of dropping below the ideal size in the future, an attendance boundary change to include all students (rather than just some students) south of Blossom Hill Road in the Los Alamitos Elementary boundary is thus more consistent with the Board-of-Education-approved criteria in the STIC recommendation than moving all students (rather than just some students) north of Coleman Road outside of the Los Alamitos Elementary boundary. To reduce the likelihood of substantial enrollment fluctuations at the schools between the Almaden Valley in the south and Hillsdale Avenue and West Capitol Expressway in the north, the Allen at Steinbeck boundary grows to include the area east of the Guadalupe River and south of State Route 85 and the Almaden Elementary boundary grows to include the area west of the Guadalupe River between Blossom Hill Road and Branham Lane (with the Rachel Carson Elementary boundary retaining the rest of the old Terrell Elementary boundary).

Taken together, the school consolidations, attendance boundary changes, and relocation of special programs in the STIC recommendation offer the Board of Education an opportunity to meaningfully improve experiences for students and staff during the 2026-2027 school year and beyond.

#### ADDITIONAL CONSIDERATIONS

The STIC recommendation's additional considerations acknowledge that the STIC recommendation, by focusing only on the biggest challenges currently faced by San José Unified's smallest schools and constraining school closure possibilities in an attempt to minimize the potential transitional impacts on students, families, and staff, provides less alignment with the STAC-recommended ideal than other options the STIC considered. The considerations suggest paths, through review of enrollment in 2028-2029 and on a regular basis thereafter and/or the study of magnet programs and TWBI programs, to potentially advance further towards the ideal in the future. The considerations also provide ways to ensure the STIC recommendation is implemented effectively and with fidelity.

Staff recommend that, if the Board of Education adopts the school consolidations, attendance boundary changes, and relocation of special programs in the STIC recommendation, the Board of Education accept the following additional considerations:



- That, if the Board of Education takes action on the committee’s recommendation, the school consolidations, attendance boundary changes,<sup>7</sup> and/or the relocation of special programs are implemented for the 2026-2027 school year.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

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<sup>7</sup>The wording of this additional consideration is left as written in the final STIC recommendation. Implementing the attendance boundary changes in 2026-2027 means that the new attendance boundaries, consistent with the school locator, take effect in 2027-2028 and not in 2028-2029.



- 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.
- 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.
- 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.
- 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.

Staff recommend that the Board of Education agendaize the following additional considerations for discussion at a future Board of Education meeting:

- Review the enrollment at elementary schools after the 2028-2029 school year and the alignment with the ideal number of classes per grade level in a public meeting, publish the results to the community, and determine what, if any, action to take.
- Create a Board Policy to institutionalize the practice of formally reviewing elementary school enrollment and attendance boundaries at least once every seven to ten years with the goal of maintaining ideal school sizes over time while limiting the frequency of considering school consolidations and attendance boundary changes.
- Commission a review of San José Unified’s magnet programs, in the context of the Voluntary Integration Plan and in collaboration with the Voluntary Integration Plan Committee, with the purpose of answering the following questions:
  - Should magnet schools be enrolled to achieve, to the extent possible, three classes per grade level in grades TK-5?
  - Should magnet schools enroll TK students?
  - Should San José Unified create any additional magnet elementary or K-8 schools?
  - Should San José Unified eliminate any magnet elementary or K-8 programs?
  - Should there be any changes to the student assignment system for magnet schools outlined in the Voluntary Integration Plan?
  - Would the goals of the Voluntary Integration Plan and/or the needs of an individual magnet program be better served by relocating any existing magnet programs to a different location?
- Direct staff to do a review of San José Unified’s Two-Way Bilingual Immersion (TWBI) programs, in the context of [Board Policy](#) and [Administrative Regulation 6142.2](#), with the purpose of answering the following questions:
  - Should San José Unified add, eliminate, or merge any existing TWBI programs?
  - Are there any schools that currently do not host a TWBI program that may be particularly suited to do so?



- Evaluate the necessity and feasibility of conducting a secondary school portfolio review to ensure middle and high school facilities and programs are aligned with current and projected enrollment trends to provide the best possible educational experience.



## Equity Impact Analysis

A criterion-by-criterion analysis of the STIC recommendation, along with the scores on each metric relative to the status quo, is below.

### CRITERION 1

the recommendation of the Schools of Tomorrow Advisory Committee regarding the ideal elementary school consistent with state-mandated and negotiated staffing ratios, existing job descriptions, and San José Unified’s commitment to fiscal responsibility

Metric #	Metric	Analysis Window	Status Quo	STIC Recommendation
1.1	projected percentage of students at schools with an ideal number of classes per grade level	immediate	24%	36%
1.1	projected percentage of students at schools with an ideal number of classes per grade level	7 years	30%	53%
7.1.1a	projected percentage of students at schools with an ideal number of classes per grade level who are unduplicated	immediate	15%	35%
7.1.1b	projected percentage of students at schools with an ideal number of classes per grade level who have IEPs	immediate	15%	30%

*See also: 1.2, 7.1.2a, 7.1.2b, 1.3, 7.1.3a, 7.1.3b, 1.4, 1.5*

The STAC recommendation on the characteristics of the ideal elementary school refers to whether schools have sufficient teacher full-time equivalent positions (FTE) to create a certain number of classes per grade level. Students are scored under metrics 1.1, 7.1.1a, and 7.1.1b either as being at a school of the ideal size or not being at a school of the ideal size based on the projected teacher FTE generated by enrollment at the school in the relevant analysis window and negotiated staffing ratios. In other words, the scoring has a binary component. Small differences in enrollment for schools that are very close to either the bottom of the enrollment range for the ideal size or the top of the enrollment range for the ideal size can sometimes have a measurable impact on the results on metrics 1.1, 7.1.1a, and 7.1.1b.

This kind of scoring is generally consistent with how schools are allocated staff and resources. Staff cannot be assigned in a continuous fashion and must instead be assigned in specific increments. For example, a school cannot have 85% of an assistant principal; San José Unified elementary schools either have assistant principals or they don’t, and small changes in enrollment from year to year can change whether schools are assigned an assistant principal or not. As another example, schools either qualify for Title I status or they don’t – there is no partial Title I funding allocation for schools that are just below the Title I threshold. There can be distinct differences in the social and academic opportunities available to students, the likelihood of combination classes, and the frequency with which support staff are on campus between a school at the STAC-recommended ideal size and a school that is relatively close to but still below the STAC-recommended ideal size.

By increasing the projected percentage of students in schools of the ideal size by 12 percentage points in the immediate analysis window, the STIC recommendation would be expected if implemented to provide significant benefits to over 1,300 elementary school students during the 2026-2027 school year. Also in the immediate analysis window, the projected percentage of English learners, foster youth, and/or students from low-income families in schools of the ideal size increases by 20 percentage points and the projected percentage of students with disabilities in schools of the ideal size increases by 15 percentage



points, indicating that English learners, foster youth, students from low-income families, and students with disabilities are more likely to benefit than the average student from the STIC recommendation. In the 7-year analysis window, the STIC recommendation increases the projected percentage of students in schools of the ideal size by 23%, indicating that the school consolidations, attendance boundary changes, and special program relocations recommended by the STIC are expected to benefit an even greater number of students over time. There are also important potential benefits under the STIC recommendation for students at schools that remain below the STAC-recommended ideal but get closer to it, though those benefits are not as large as the benefits for students at schools of the ideal size.

The benefits of the changes recommended by the STIC can be seen in the initial minimum staffing allocations<sup>8</sup> for the 2026-2027 school year for the schools recommended to close and the schools recommended to receive students. Within San-José-Unified-provided parameters, schools generally have autonomy over their class configurations and their use of supplemental staffing allocations. However, staff created the example configurations and central allocations below to compare how each combined school may be configured in 2026-2027 if the STIC recommendation is implemented to how each individual school may be configured if the STIC recommendation is not implemented.

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<sup>8</sup> Every year, schools have their staffing allocation floors set in March. Staffing allocations are occasionally increased in May if required by new enrollments or other factors.



*Empire Gardens Elementary and Anne Darling Elementary FTE Allocation and Potential Configuration*

<b>item</b>	<b>Empire Gardens Elementary – status quo</b>	<b>Anne Darling Elementary – status quo</b>	<b>combined – after implementation</b>
classes per grade level	TK – 1 kinder - 1 1 <sup>st</sup> grade - 1 1 <sup>st</sup> /2 <sup>nd</sup> grade combo – 1 3 <sup>rd</sup> grade – 1 3 <sup>rd</sup> /4 <sup>th</sup> grade combo – 1 4 <sup>th</sup> /5 <sup>th</sup> grade combo – 1 5 <sup>th</sup> grade - 1	TK – 1 kinder - 1 K/1 <sup>st</sup> grade combo - 1 1 <sup>st</sup> grade combo – 1 2 <sup>nd</sup> grade - 1 2 <sup>nd</sup> /3 <sup>rd</sup> grade combo – 1 3 <sup>rd</sup> grade – 2 4 <sup>th</sup> grade– 1 4 <sup>th</sup> /5 <sup>th</sup> grade combo – 1 5 <sup>th</sup> grade - 1	TK – 2 kinder - 3 1 <sup>st</sup> grade - 3 2 <sup>nd</sup> grade - 3 3 <sup>rd</sup> grade – 3 4 <sup>th</sup> grade – 3 5 <sup>th</sup> grade - 3
combination classes	3	3	0
non-classroom teacher FTE (e.g., intervention specialist, science, STEAM)	1.4	1.4	2.0
arts and music specialist	0.2	0.3	0.5
instructional coach	0.5	0.5	1.0
resource support program teacher	1.0	1.0	2.0
speech-language pathologist	0.4	1.6	2.0
school psychologist	0.2	0.8	1.0
counselor	1.0	0.5	2.0
nurse	0.5	0.5	1.0
assistant principal	0	0	1.0



*Lowell Elementary and Washington Elementary FTE Allocation and Potential Configuration*

<b>item</b>	<b>Lowell Elementary – status quo</b>	<b>Washington Elementary – status quo*</b>	<b>combined – after implementation</b>
classes per grade level	TK – 1 kinder - 1 K/1 <sup>st</sup> grade combo - 1 1 <sup>st</sup> /2 <sup>nd</sup> grade combo – 1 2 <sup>nd</sup> /3 <sup>rd</sup> grade combo – 1 3 <sup>rd</sup> grade – 1 4 <sup>th</sup> grade – 2 5 <sup>th</sup> grade - 2	TK – 1 (ALA) kinder – 1 (ALA); 1 (SEI) 1 <sup>st</sup> grade – 1 (ALA); 1 (SEI) 2 <sup>nd</sup> grade – 1 (ALA); 1 (SEI) 3 <sup>rd</sup> grade – 1 (ALA); 1 (SEI) 4 <sup>th</sup> grade – 2 (SEI) 5 <sup>th</sup> grade – 2 (SEI)	TK – 1 (ALA); 1 (SEI) kinder – 1 (ALA); 2 (SEI) 1 <sup>st</sup> grade - 1 (ALA); 2 (SEI) 2 <sup>nd</sup> grade - 1 (ALA); 3 (SEI) 3 <sup>rd</sup> grade – 1 (ALA); 3 (SEI) 4 <sup>th</sup> grade – 4 (SEI) 5 <sup>th</sup> grade – 4 (SEI)
combination classes	3	0	0
non-classroom teacher FTE (e.g., intervention specialist, science, STEAM)	1.8	2.6	2.0
arts and music specialist	0.3	0.4	0.7
instructional coach	0.5	0.5	1.0
resource support program teacher	1.0	1.0	2.0
speech-language pathologist	1.0	1.0	2.2
school psychologist	0.2	0.8	1.0
counselor	1.0	1.0	2.0
nurse	0.5	1.0	2.0
assistant principal	0	0	1.0

*\*Academic Language Acquisition (ALA) program ends after 3<sup>rd</sup> grade*



*Gardner Elementary and Horace Mann Elementary FTE Allocation and Potential Configuration*

<b>item</b>	<b>Gardner Elementary – status quo</b>	<b>Horace Mann Elementary – status quo</b>	<b>combined – after implementation</b>
classes per grade level	TK – 1 (TWBI); 1 (SEI) kinder – 1 (SEI) K/1 <sup>st</sup> grade combo – 1 (TWBI) 1 <sup>st</sup> grade – 1 (TWBI); 1 (SEI) 2 <sup>nd</sup> grade – 2 (TWBI); 1 (SEI) 3 <sup>rd</sup> grade – 2 (TWBI); 1 (SEI) 4 <sup>th</sup> grade – 1 (TWBI); 1 (SEI) 4 <sup>th</sup> /5 <sup>th</sup> grade combo – 1 (TWBI) 5 <sup>th</sup> grade – 1 (TWBI); 1 (SEI)	TK – 2 kinder - 2 K/1 <sup>st</sup> grade combo - 1 1 <sup>st</sup> grade – 1 2 <sup>nd</sup> grade – 2 3 <sup>rd</sup> grade – 2 4 <sup>th</sup> grade – 2 5 <sup>th</sup> grade - 2	TK – 2 (TWBI); 2 (SEI) kinder – 2 (TWBI); 3 (SEI) 1 <sup>st</sup> grade – 2 (TWBI); 3 (SEI) 2 <sup>nd</sup> grade – 2 (TWBI); 3 (SEI) 3 <sup>rd</sup> grade – 2 (TWBI); 3 (SEI) 4 <sup>th</sup> grade – 2 (TWBI); 2 (SEI) 5 <sup>th</sup> grade – 2 (TWBI); 3 (SEI)
combination classes	2	1	0
non-classroom teacher FTE (e.g., intervention specialist, science, STEAM)	1.4	1.6	1.0
arts and music specialist	0.4	0.3	0.7
instructional coach	0.5	0.5	1.0
resource support program teacher	1.0	1.0	2.0
speech-language pathologist	1.0	1.0	2.2
school psychologist	0.8	0.6	1.0
counselor	1.0	1.0	2.0
nurse	0.5	0.5	1.0
assistant principal	0	0	1.0



*Canoas Elementary and Ernesto Galarza Elementary FTE Allocation and Potential Configuration*

<b>item</b>	<b>Canoas Elementary – status quo</b>	<b>Ernesto Galarza Elementary – status quo</b>	<b>combined – after implementation</b>
classes per grade level	TK – 1 kinder - 1 K/1 <sup>st</sup> grade combo – 1 1 <sup>st</sup> grade – 1 2 <sup>nd</sup> grade – 2 3 <sup>rd</sup> grade – 1 3 <sup>rd</sup> /4 <sup>th</sup> grade combo – 1 4 <sup>th</sup> grade – 1 5 <sup>th</sup> grade - 2	TK – 2 kinder - 2 1 <sup>st</sup> grade - 2 2 <sup>nd</sup> grade - 2 3 <sup>rd</sup> grade – 2 4 <sup>th</sup> grade – 2 5 <sup>th</sup> grade - 2	TK – 3 kinder - 4 1 <sup>st</sup> grade - 4 2 <sup>nd</sup> grade - 4 3 <sup>rd</sup> grade – 4 4 <sup>th</sup> grade – 4 5 <sup>th</sup> grade - 4
combination classes	2	0	0
non-classroom teacher FTE (e.g., intervention specialist, science, STEAM)	2.7	2.0	3.1
instructional coach	0.5	1.0	1.0
arts and music specialist	0.3	0.3	0.7
resource support program teacher	1.0	1.0	2.0
speech-language pathologist	4.0*	1.0	5.0*
school psychologist	0.6	0.4	1.0
counselor	0.5	1	2.0
assistant principal	0	0	2.0

*\*includes 3.0 FTE dedicated to autism program*



*Terrell Elementary and Rachel Carson Elementary FTE Allocation and Potential Configuration*

<b>item</b>	<b>Terrell Elementary – status quo</b>	<b>Rachel Carson Elementary – status quo</b>	<b>combined – after implementation</b>
classes per grade level	TK – 2 kinder - 1 1 <sup>st</sup> grade – 1 1 <sup>st</sup> /2 <sup>nd</sup> grade combo – 1 2 <sup>nd</sup> grade – 1 3 <sup>rd</sup> grade – 1 3 <sup>rd</sup> /4 <sup>th</sup> grade combo – 1 4 <sup>th</sup> /5 <sup>th</sup> grade combo – 1 5 <sup>th</sup> grade - 1	TK – 1 kinder - 1 K/1 <sup>st</sup> grade combo – 1 1 <sup>st</sup> /2 <sup>nd</sup> grade combo – 1 2 <sup>nd</sup> /3 <sup>rd</sup> grade combo – 1 3 <sup>rd</sup> /4 <sup>th</sup> grade combo – 1 4 <sup>th</sup> /5 <sup>th</sup> grade combo – 1 5 <sup>th</sup> grade - 1	TK – 3 kinder - 3 1 <sup>st</sup> grade - 3 2 <sup>nd</sup> grade - 3 3 <sup>rd</sup> grade – 2 4 <sup>th</sup> grade – 3 5 <sup>th</sup> grade - 3
combination classes	3	5	0
non-classroom teacher FTE (e.g., intervention specialist, science, STEAM)	2.6	1.0	1.0
instructional coach	0.5	0.5	1.0
arts and music specialist	0.2	0.2	0.4
resource support program teacher	1.0	1.0	2.0
speech-language pathologist	0.8	1.0	2.0
school psychologist	0.6	0.6	1.0
counselor	0.5	0.5	2.0
assistant principal	0	0	1.0

As the tables show, the staffing possibilities in 2026-2027 – and hence the potential benefits for students – are greatest under the STIC recommendation at Horace Mann Elementary and Ernesto Galarza Elementary, the two schools that would reach the STAC-recommended ideal size. While Anne Darling Elementary, Washington Elementary, and Rachel Carson Elementary would not project to be at the ideal size, however, they would be able to do significantly more for students in 2026-2027 as well. Each combined school would have more classes per grade level, sufficient student enrollment to eliminate combination classes, FTE to apply towards non-grade-level-classroom teaching roles such as intervention specialist, science teacher, or STEAM teacher, and at least one assistant principal. Additionally, every combined school would have at least one full-time psychologist, one full-time instructional coach, and one full-time speech and language pathologist and at least two full-time counselors and resource support program teachers. As noted above and reflected in metrics 7.1.1a and 7.1.1b, English learners, foster youth, students from low-income families, and students with disabilities would be more likely than the average student to benefit from the improved educational experiences these staffing allocations would provide.



CRITERION 2  
the condition of school facilities

Metric #	Metric	Analysis Window	Status Quo	STIC Recommendation
1.2	projected student-weighted average alignment score with STAC facility amenity ideals (0-12)	immediate	9.9	9.4
1.2	projected student-weighted average alignment score with STAC facility amenity ideals (0-12)	7 years	10.0	9.7
7.1.2a	projected unduplicated-student-weighted average alignment score with STAC facility amenity ideals (0-12)	immediate	10.1	9.4
7.1.2b	projected IEP-student-weighted average alignment score with STAC facility amenity ideals (0-12)	immediate	10.1	9.5
2.1	difference between 2024 dollar amount of Category 1 and Category 2 Facility Condition Assessment need per square foot across all closing schools and across all schools remaining open	N/A	N/A	\$16.20

Metric 2.1 gives the clearest picture of the STIC recommendation’s impact on the condition of school facilities districtwide. The four campuses closing under the recommendation are Canoas Elementary, Empire Gardens Elementary, Lowell Elementary, and Terrell Elementary. The facility need per square foot at both Empire Gardens Elementary and Lowell Elementary is below the district average while the facility need per square foot at both Canoas Elementary and Terrell Elementary is above the district average. The positive result on metric 2.1 indicates that these four campuses are in worse condition on average than are the other schools that would remain open across the district.

Students currently at Canoas Elementary would experience the biggest change in facility condition, moving from one of the highest-need facilities in the district to the facility in the district with the least need. Students currently at Gardner Elementary and the students who attend Hammer Montessori would experience a large change as well, with current Gardner Elementary students moving from a facility with a need right around the district average to the facility in the district with the second-least need and Hammer Montessori students moving from the facility in the district with the least need to a facility with a need right around the district average. The students currently at Empire Gardens Elementary would move to a facility with slightly less need per square foot, the students currently at Terrell Elementary would move to a facility with slightly more need per square foot, and the students currently at Lowell Elementary would move to a facility with a moderate amount more need per square foot.

The other metrics related to the condition of school facilities are derived from STAC-recommended ideal elementary school facilities priorities: “sufficient classrooms with bathrooms inside to accommodate all TK and kinder classes; a multipurpose room large enough for all student lunch and PE periods to be held inside on rainy days; field and playground space appropriate for the school’s enrollment; staff bathroom space appropriate for the school’s staffing; parking options able to accommodate pickup and dropoff in addition to staff; and a library with sufficient space for all classes to be able to browse and comfortably read in it at least once a week.” Since ideal quantities and/or sizes of these amenities become larger as enrollment increases and the scores for metrics 1.2, 7.1.2a, and 7.1.2b do not account for the future impact of amenities that may be added and/or enhanced, there is an increased likelihood of lower scores on



metrics 1.2, 7.1.2a, and 7.1.2b relative to the status quo when any school gets larger, which is why the districtwide scores on these metrics decrease relative to the status quo. Amenities thus make the most sense to consider in the context of tradeoffs between individual schools and the possibilities for expansion outlined in the “Facility Expansion Feasibility” tab of the [backup data](#).

In the consolidation of Empire Gardens Elementary into Anne Darling Elementary, Anne Darling Elementary maintains all of the STAC-recommended ideal amenities. Merging Lowell Elementary into Washington Elementary reduces the likelihood that Washington Elementary’s multipurpose room will be large enough for all student lunch and PE periods to be held inside on rainy days; however, enhancements to the Washington Elementary multipurpose room could be prioritized with bond funds if desired and Washington Elementary provides increased outdoor and library space relative to Lowell Elementary. Merging Gardner Elementary into Horace Mann Elementary to keep the entire student body together and minimize potential transition challenges similarly presents a constraint, given the number of students at the combined school, when it comes to the potential to have all student lunch and PE periods inside on rainy days. Additionally, Horace Mann Elementary might ideally have more than four staff bathrooms. But while the physical footprint of the site and the location of the school limit some of the possibilities for amenity enhancement, the facility itself is in the second-best condition in the district, as noted above.

Merging Canoas Elementary into Ernesto Galarza Elementary to keep the entire student body together and minimize potential transition challenges reduces the likelihood that the library at Ernesto Galarza Elementary will have sufficient space for all classes to be able to browse and comfortably read in it at least once a week. However, similar to the situation with Horace Mann Elementary, the Ernesto Galarza Elementary facility itself is in the best condition in the district. While the Hammer Montessori program moves out of that best-condition facility, having its own site should provide it with the multipurpose room space to hold all student lunch and PE periods inside on rainy days. Consolidating Terrell Elementary into Rachel Carson Elementary does not necessarily provide the multipurpose room space to hold all student lunch and PE periods inside on rainy days, and Rachel Carson Elementary might ideally have more than three staff bathrooms; however, enhancements to the Rachel Carson Elementary multipurpose room and number of staff bathrooms could be prioritized with bond funds if desired and Rachel Carson Elementary provides increased outdoor and library space relative to Terrell Elementary.

Overall, especially when factoring in the potential for more focused investments of bond dollars than under the status quo, the STIC recommendation provides a net benefit from a facility condition standpoint.



CRITERION 3  
financial impacts

<b>Metric #</b>	<b>Metric</b>	<b>Analysis Window</b>	<b>Status Quo</b>	<b>STIC Recommendation</b>
3.1	projected per-student plant costs	immediate	\$950	\$871

The goal of the STIC recommendation is not to save money, as noted above and underscored by San José Unified’s commitment that no employee would lose their job or any pay as a result of the recommendation. Still, the STIC recommendation, if implemented, would be expected to reduce 2024-2025 equivalent plant costs – or costs for items such as lights and power, water, waste disposal, and insurance – by roughly \$80 per student. The projected annual savings from each of the four campuses that would cease to operate under the STIC recommendation are roughly \$400,000 from Canoas Elementary, \$300,000 from Empire Gardens Elementary, \$425,000 from Lowell Elementary, and \$350,000 from Terrell Elementary.



CRITERION 4  
facility capacity and utilization

Metric #	Metric	Analysis Window	Status Quo	STIC Recommendation
1.3	projected student-weighted average alignment score with STAC reserved space for programmatic purposes recommendation (0-2)	immediate	1.03	1.07
1.3	projected student-weighted average alignment score with STAC reserved space for programmatic purposes recommendation (0-2)	7 years	1.00	1.07
7.1.3a	projected unduplicated-student-weighted average alignment score with STAC reserved space for programmatic purposes recommendation (0-2)	immediate	1.03	1.08
7.1.3b	projected IEP-student-weighted average alignment score with STAC reserved space for programmatic purposes recommendation (0-2)	immediate	1.02	1.08

Metrics 1.3, 7.1.3a, and 7.1.3b are designed to measure the alignment between the physical spaces available at a school and the ideal number of spaces recommended by the STAC for programmatic purposes such as confidential student support meetings and non-teaching staff workspaces. By design, the metrics assign the same score to underutilized and potentially overutilized campuses except in cases where facility expansion at potentially overutilized campuses is infeasible. Most San José Unified campuses currently receive a subscore of “1” under these metrics because they are underutilized, and the only campus for which the subscore changes in the immediate analysis window under the STIC recommendation is Rachel Carson Elementary, which becomes aligned with the STAC-recommended utilization ideal.

Another reason the calculation of metrics 1.3, 7.1.3a, and 7.1.3b is limited is that there is no perfect methodology for estimating the number of classrooms that might be needed at a school. There are several factors that can change the number of classrooms needed at a school from one year to the next, including:

- variance between projected and actual enrollment;
- the number of Special Day Classes needed to serve students according to their IEPs;
- the way the school uses the flexible and equity-based staffing that is allocated based on enrollment and the number of English Learners, foster youth, and students from low-income families at the school; and
- the number of TK classes that might or might not be offered given other capacity considerations.

As shown in the [backup data](#) for the calculation of metrics 1.3, 7.1.3a, and 7.1.3b, the number of classrooms projected to be available for programmatic purposes in the immediate analysis window under the STIC recommendation is nine at Anne Darling Elementary, 11 at Ernesto Galarza Elementary, 18 for the Hammer Montessori program at the Gardner Elementary campus, eight at Horace Mann Elementary, six at Rachel Carson Elementary, and 12 at Washington Elementary. Each of these campuses has smaller, non-classroom spaces that can be used for programmatic purposes as well. The higher scores on metrics 1.3, 7.1.3a, and 7.1.3b in the 7-year analysis window relative to the status quo are driven by Washington Elementary’s projected alignment with the STAC-recommended utilization ideal in the long run as a result of the school’s growth to the ideal size and there are no concerns about potential future facility overutilization under the STIC recommendation, especially since new classrooms and/or smaller spaces could be prioritized with bond funds at various campuses if desired.



CRITERION 5

impacts on special programs such as bilingual programs and/or Special Day Classes

Metric #	Metric	Analysis Window	Status Quo	STIC Recommendation
1.4	projected percentage of students in bilingual programs at schools with two language programs and an ideal number of classes per grade level	immediate	27%	37%
1.5	projected percentage of students in Special Day Classes at schools with the ideal cluster size	immediate	72%	63%

Metric 1.4 increases by 10 percentage points in the immediate analysis window under the STIC recommendation because of the consolidation of Gardner Elementary into Horace Mann Elementary. Though not reflected in metric 1.4, the STIC recommendation also stabilizes the projected enrollment at Willow Glen Elementary, helping Willow Glen Elementary remain close to the ideal size into the future, and enables the bilingual program at Washington Elementary to operate within a school at the ideal size in the future. The STIC recommendation provides many more students in the north end of San José Unified with access to a bilingual program than have that access today. While continued enrollment declines at Walter L. Bachrodt Elementary and in the Horace Mann Elementary attendance boundary can threaten the long-term stability of their bilingual programs under the STIC recommendation without future action, the additional considerations in the STIC recommendation provide a path to further analyze and address that issue proactively in future years.

Metric 1.5 results are influenced by a feature of federal special education law that requires school districts to provide special education services, including Special Day Class (SDC) programs, to students starting at the age of three. San José Unified currently operates one SDC program for preschool students across the district at Lowell Elementary. Students attend this program, typically for one school year, until they are old enough to attend TK.

The preschool SDC program at Lowell Elementary is small by design to meet the needs of very young students, offering both a morning and afternoon section in two classrooms. As a result, under the status quo, metric 1.5 scores the students in the preschool SDC program at Lowell Elementary as not being at the STAC-recommended ideal SDC program cluster size of 3-4. Under the STIC recommendation, which moves the preschool SDC program to Grant Elementary, metric 1.5 also scores both the students in the preschool SDC program *and* all of the TK-5 students in the current SDC program at Grant Elementary as not being in the ideal cluster size. However, putting the preschool SDC program at the same school as the TK-5 SDC program at Grant Elementary is consistent with the intent of the STAC’s identified ideal cluster size and would actually provide a benefit, allowing more preschool students to remain at the same site when they move to TK or kindergarten. The STIC recommendation should thus be considered to have no change under the spirit of metric 1.5 (note that the specialized autism center currently at Canoas Elementary also scores as non-ideal under metric 1.5 even though it exceeds the STAC’s identified ideal cluster size by design).

Beyond metric 1.5, the STIC recommendation increases mainstreaming opportunities next year for students in five SDC programs by creating bigger schools where those programs are housed: students in the SDC programs currently at Anne Darling Elementary, Canoas Elementary, Rachel Carson Elementary, Terrell Elementary, and Washington Elementary would be expected to have access to richer experiences next year if the STIC recommendation is enacted than they would have under the status quo. The STIC recommendation achieves those benefits while minimizing potential transitional challenges for students in SDC programs, with the additional considerations in the STIC recommendation meant to support the most successful transition possible.



## CRITERION 6

environmental factors including but not limited to traffic and proximity to freeway access

<b>Metric #</b>	<b>Metric</b>	<b>Analysis Window</b>	<b>Status Quo</b>	<b>STIC Recommendation</b>
6.1	projected enrollment above previous 10-year peak at each site, summed across schools	immediate	N/A	405

While there are many factors that can influence the traffic around a school, metric 6.1 provides a quick reference point regarding potential traffic by comparing each school's projected enrollment in the immediate analysis window under the STIC recommendation to the 10-year peak enrollment at the school. The projected enrollment at the Gardner Elementary and Ernesto Galarza Elementary campuses in the immediate analysis window is lower than the 10-year peak enrollment at those sites, suggesting negligible traffic impacts around those campuses.

The projected enrollments at Anne Darling Elementary, Horace Mann Elementary, Rachel Carson Elementary, and Washington Elementary in the immediate analysis window exceed the 10-year peak enrollments at those sites by 15, 223, 90, and 77 students at those sites, respectively. However, the projected enrollments at Anne Darling Elementary and Rachel Carson Elementary in the immediate analysis window are lower than the 10-year peak enrollments at all but a handful of neighborhood elementary schools in San José Unified, and the 10-year peak enrollments at numerous neighborhood elementary schools in San José Unified significantly exceed the projected enrollments at Horace Mann Elementary and Washington Elementary in the immediate analysis window as well.

Currently, when traffic pattern issues surrounding a school are identified, San José Unified works with the City of San José on potential solutions. San José Unified intends to engage with the City of San José if the STIC recommendation is adopted to identify priority areas for potential traffic improvements.



**CRITERION 7**

the balance of pupil demographics and whether there might be disproportionate impacts on particular demographic groups

<b>Metric #</b>	<b>Metric</b>	<b>Analysis Window</b>	<b>Group % of District</b>	<b>STIC Recommendation</b>
7.7a	projected percentage of students who would have to change schools who are unduplicated	immediate	47%	74%
7.7b	projected percentage of students who would have to change schools who have IEPs	immediate	15%	19%

*See also: 7.1.1a, 7.1.1b, 7.1.2a, 7.1.2b, 7.1.3a, 7.1.3b, 7.8.1a, 7.8.1b, 7.8.2a, 7.8.2b, 7.8.3a, 7.8.3b, 7.10.1a, 7.10.1b, 7.11.1a, 7.11.1b, 7.11.2a, 7.11.2b, 7.11.3a, 7.11.3b*

There are 22 metrics related to this criterion that provide insight into the STIC recommendation’s alignment with San José Unified’s commitment to equity. Most of these equity metrics should be compared to their related metrics for all students, which is why they are generally listed with their related metrics for all students. The most important equity-related metrics are metrics 7.1.1a and 7.1.1b. As noted in the discussion of criterion 1, the improvements in the percentages of English learners, foster youth, and/or students from low-income families (metric 7.1.1a) and students with disabilities (metric 7.1.1b) at ideal schools under the STIC recommendation is greater than the improvement for the student body as a whole (metric 1.1), which means the recommendation carries greater benefits for English learners, foster youth, students from low-income families, and students with disabilities than for the average student. In addition, though not directly reflected in the metrics, schools with higher percentages of English learners, foster youth, students from low-income families, and students with disabilities growing from far below the ideal size to near the ideal size provides increased benefits for these students as well. A school-by-school breakdown of the benefits that would accrue to English learners, foster youth, students from low-income families, and students with disabilities as a result of the STIC recommendation can be found in the analysis for criterion 1.

Another set of metrics – 8.2, 7.8.2a, and 7.8.2b – show the percentage of students in the “walk zone” for each school currently and under the STIC recommendation. These percentages decrease in the immediate analysis window even though they are expected to increase in the long run because all current students are moved together to their new site rather than assigned to new schools based on the redrawn attendance boundaries. There is a seven percentage point decrease in the percentage for English learners, foster youth, and/or students from low-income families (metric 7.8.2a) and a five percentage point decrease for the student population as a whole (metric 8.2) in the immediate analysis window, meaning that the recommendation has more of an impact on the likelihood that current English learners, foster youth, and/or students from low-income families will be in the “walk zone” of a school than it has for current students in general. There is a smaller percentage point decrease in the percentage for students with disabilities (metric 7.8.2b) than for the student population as a whole (metric 8.2), however, meaning that the recommendation arguably has *less* of an impact on the likelihood that current students with disabilities will be in the “walk zone” of a school than it has for current students in general.

Some equity metrics should be compared not to related metrics for all students but to the percentage of students in the relevant subgroups districtwide. Metrics 7.7a and 7.7b, for instance, reflect how the recommendation’s increased benefits for English learners, foster youth, students from low-income families, and students with disabilities also come with more transitional costs for these students. The tradeoff between transitional costs and benefits was weighed by the STIC when developing its



recommendation and is in many ways a function of the trends discussed earlier in this report, including the rising cost of living, that have concentrated enrollment declines in schools serving higher populations of high-need students.

Note that San José Unified mitigates societal inequities and the resultant challenges faced by high-needs populations through its equity-based staffing and resource model in which additional staff and funding are assigned to schools serving higher proportions of English learners, foster youth, and/or students from low-income families. Additionally, San José Unified is attending to potential transitional costs faced by these populations through the [commitments](#) made to students and families,.

Though not reflected in the metrics related to criterion 7, the STIC recommendation promotes a better balance of pupil demographics by increasing likely socioeconomic diversity within several schools. The table below shows the future school boundaries under the STIC recommendation that are home to a proportion of today’s English Learners, foster youth, and low-income students that is at least five percentage points more balanced than today’s attendance boundaries.

<b>school</b>	<b>% of current San José Unified students living in school’s current attendance boundary who are English learners, foster youth, and/or from low-income families</b>	<b>% of current San José Unified students living in school’s future attendance boundary who are English learners, foster youth, and/or from low-income families</b>
Ernesto Galarza Elementary	80%	53%
Schallenberger Elementary	24%	43%
Los Alamitos Elementary	19%	28%
Willow Glen Elementary	37%	45%

There are two additional schools with attendance boundaries that are over four percentage points more balanced under the STIC recommendation and there is not a single school attendance boundary under the STIC recommendation that is at least four percentage points less balanced than the current attendance boundary. The table below shows the proportion of today’s English Learners, foster youth, and students from low-income families living in both the current and future attendance boundaries of the rest of the neighborhood schools that would remain in the district under the STIC recommendation.

<b>school</b>	<b>% of current San José Unified students living in school’s current attendance boundary who are English learners, foster youth, and/or from low-income families</b>	<b>% of current San José Unified students living in school’s future attendance boundary who are English learners, foster youth, and/or from low-income families</b>
Allen at Steinbeck	63%	65%
Almaden Elementary	68%	63%
Anne Darling Elementary	77%	80%
Booksin Elementary	13%	14%
Grant Elementary	76%	72%
Graystone Elementary	19%	19%
Horace Mann Elementary	69%	73%
Merritt Trace Elementary	57%	58%
Rachel Carson Elementary	44%	46%



school	% of current San José Unified students living in school's current attendance boundary who are English learners, foster youth, and/or from low-income families	% of current San José Unified students living in school's future attendance boundary who are English learners, foster youth, and/or from low-income families
Reed Elementary	28%	28%
Selma Olinder Elementary	82%	80%
Simonds Elementary	15%	15%
Walter L. Bachrodt Elementary	67%	68%
Washington Elementary	85%	83%
Williams Elementary	12%	12%



CRITERION 8  
transportation needs of pupils

<b>Metric #</b>	<b>Metric</b>	<b>Analysis Window</b>	<b>Status Quo</b>	<b>STIC Recommendation</b>
8.1	projected average distance students travel from home to school (miles)	immediate	1.58	1.64
8.1	projected average distance students travel from home to school (miles)	7 years	1.23	1.21
7.8.1a	projected average distance students who are unduplicated travel from home to school (miles)	immediate	1.49	1.58
7.8.1b	projected average distance students with IEPs travel from home to school (miles)	immediate	1.88	1.90
8.2	projected percentage of students districtwide (excluding students who are transfers, in magnet programs, or in Special Day Classes) who can walk to school (using district-policy-defined walking distance of $\leq 1.5$ miles)	immediate	87%	82%
8.2	projected percentage of students districtwide (excluding students who are transfers, in magnet programs, or in Special Day Classes) who can walk to school (using district-policy-defined walking distance of $\leq 1.5$ miles)	7 years	88%	89%
7.8.2a	projected percentage of students who are unduplicated districtwide (excluding students who are transfers, in magnet programs, or in Special Day Classes) who can walk to school (using district-policy-defined walking distance of $\leq 1.5$ miles)	immediate	79%	72%
7.8.2b	projected percentage of students with IEPs districtwide who can walk to school (using district-policy-defined walking distance of $\leq 1.5$ miles)	immediate	58%	54%
8.3	projected student-weighted average of the home-to-school travel distance of the 90th percentile student (excluding students who are transfers, in magnet programs, or in Special Day Classes) at each school (miles)	immediate	1.72	1.86
8.3	projected student-weighted average of the home-to-school travel distance of the 90th percentile student (excluding students who are transfers, in magnet programs, or in Special Day Classes) at each school (miles)	7 years	1.77	1.60
7.8.3a	projected unduplicated-student-weighted average of the home-to-school travel distance of the 90th percentile unduplicated student (excluding students who are transfers, in magnet programs, or in Special Day Classes) at each school (miles)	immediate	1.47	1.70
7.8.3b	projected IEP-student-weighted average of the 90th percentile student with an IEP's home-to-school travel distance at each school (miles)	immediate	5.32	5.48



Metric #	Metric	Analysis Window	Status Quo	STIC Recommendation
8.4	projected percentage of students districtwide (excluding students who are transfers, in magnet programs, or in Special Day Classes) who need to cross a road with a speed limit of at least 55 mph to get to school	immediate	12%	16%
8.4	projected percentage of students districtwide (excluding students who are transfers, in magnet programs, or in Special Day Classes) who need to cross a road with a speed limit of at least 55 mph to get to school	7 years	9%	10%
7.8.4a	projected percentage of students who are unduplicated districtwide (excluding students who are transfers, in magnet programs, or in Special Day Classes) who need to cross a road with a speed limit of at least 55 mph to get to school	immediate	17%	22%
7.8.4b	projected percentage of students with IEPs districtwide who need to cross a road with a speed limit of at least 55 mph to get to school	immediate	36%	38%

See also: 11.1, 7.11.1a, 7.11.1b

Having fewer schools in the same geographic area should generally increase home-to-school travel challenges relative to the status quo, especially when school communities are merged in their entirety into new campuses (rather than differentially assigned to new schools based on proximity). The overall increases in projected average home-to-school-travel distance (six hundredths of a mile), projected student-weighted average of the 90<sup>th</sup> percentile home-to-school-travel distance<sup>9</sup> (fourteen hundredths of a mile), and projected percentage of students who need to cross a road with a speed limit of at least 55 mph to get to school<sup>10</sup> (four percentage points), and the decrease in the projected percentage of students in the “walk zone”<sup>11</sup> (five percentage points) in the immediate analysis window under the STIC recommendation are actually quite modest in this context. In the 7-year analysis window, projected home-to-school-travel distance (two hundredths of a mile), the projected student-weighted average of the 90<sup>th</sup> percentile home-to-school-travel distance (seventeen hundredths of a mile), and the projected percentage of students in the “walk zone” (one percentage point) actually *improve* relative to the status quo, a rare result when consolidating schools that indicates that re-drawn attendance boundaries make significant improvements over historical attendance boundaries in facilitating sensible paths of travel for students and families.

The STIC recommendation’s move of the Hammer Montessori program to the Gardner Elementary campus reduces average travel distance for current Hammer Montessori families, as noted above. The consolidations with the least impact on the transportation needs of pupils in the immediate analysis window are the mergers of Empire Gardens Elementary into Anne Darling Elementary and Lowell Elementary into Washington Elementary. When looking at the combined student bodies,<sup>12</sup> only two percent at Washington Elementary and only seven percent at Anne Darling Elementary are outside of the “walk zone.” The immediate transportation impacts on Horace Mann Elementary, Ernesto Galarza

<sup>9</sup> excludes students who are transfers, in magnet programs, or in Special Day Classes

<sup>10</sup> excludes students who are transfers, in magnet programs, or in Special Day Classes

<sup>11</sup> excludes students who are transfers, in magnet programs, or in Special Day Classes

<sup>12</sup> excluding students who are transfers or in Special Day Classes



Elementary, and Rachel Carson Elementary are greater, with 31% of Horace Mann Elementary, 51% of Rachel Carson Elementary, and 71% of Ernesto Galarza Elementary outside of their respective “walk zones” due to all current students being moved together to their new site rather than assigned to new schools based on the redrawn attendance boundaries, as discussed previously in this report. Under the STIC recommendation, however, every student a consolidation moves outside of a “walk zone” is offered free bus service through San José Unified from at least one stop in the old school boundary to the new school for one year, as represented by 100% scores on metrics 11.1, 7.11.1a, and 7.11.1b. This bus service commitment provides a major mitigation of home-to-school-travel challenge increases for one year and, as discussed at STIC meetings, every effort will be made to extend this commitment.

In the long run, the re-drawn attendance boundaries with five fewer neighborhood schools are slightly better on average than the current boundaries when it comes to home-to-school travel. While Willow Glen Elementary, Rachel Carson Elementary, Almaden Elementary, and Los Alamitos Elementary add students who are outside their respective “walk zones,” these additions are offset by “walk zone” improvements for Walter L. Bachrodt Elementary, Grant Elementary, Horace Mann Elementary, Ernesto Galarza Elementary, Booksin Elementary, and Schallenberger Elementary in particular. San José Unified intends to engage with the City of San José if the STIC recommendation is adopted to identify priority areas for potential walkability improvements.



CRITERION 9

aesthetics and impact on the surrounding community

<b>Metric #</b>	<b>Metric</b>	<b>Analysis Window</b>	<b>Status Quo</b>	<b>STIC Recommendation</b>
9.1	number of current non-San-José-Unified programs at an impacted campus without a viable relocation option	next year	N/A	0

San José Unified has determined that any current non-San-José-Unified programs that need to move due to consolidation or facility capacity constraints introduced by the Schools of Tomorrow process would be able to relocate elsewhere within San José Unified if desired, leading to a result of 0 on metric 9.1. San José Unified does not expect a significant impact to tenants under the STIC recommendation, but if the Board of Education adopts the STIC recommendation, San José Unified would work with principals to determine the best use of classroom space to support the educational program at each school and then work with any tenants to identify relocation options, if needed.

If the Board of Education adopts the STIC recommendation, San José Unified will also establish a committee consistent with California Education Code sections 17387-17391 to make recommendations to the Board of Education on the potential uses of empty school buildings. In general, and subject to Board of Education direction, San José Unified prefers to retain ownership of its land and use it for community benefit.



CRITERION 10

enrollment and attendance patterns (including feeder school attendance patterns)

Metric #	Metric	Analysis Window	Status Quo	STIC Recommendation
10.1	interquartile range of projected elementary school enrollment	immediate	195	246
10.1	interquartile range of projected elementary school enrollment	7 years	234	273
7.10.1a	interquartile range of projected unduplicated pupil percentage at elementary schools	immediate	52%	55%
7.10.1b	interquartile range of projected percentage of students who have IEPs (excluding students in Special Day Classes) at elementary schools	immediate	4.3%	5.5%

Because of the limited number of school closures under the STIC recommendation and the substantial variation that remains between the enrollment at some of San José Unified’s smaller schools and some of San José Unified’s larger schools, the interquartile range of enrollment as reflected by metric 10.1 actually grows under the STIC recommendation relative to the status quo, with little change to the interquartile range of schools’ percentages of students who are unduplicated and have IEPs. A more salient indicator of enrollment patterns may be the number of neighborhood elementary schools with enrollments below 350, the lower threshold of the target range established by the San José Teachers Association in their [December 2022 policy document](#) on managing declining enrollment. Twelve neighborhood elementary schools are under this threshold today, while only three would be expected to be if the STIC recommendation is adopted. In addition, as noted in the discussion of criterion 7, the STIC recommendation is likely to increase socioeconomic diversity within several schools in the district.



CRITERION 11

potential transitions and processes for affected pupils and families

<b>Metric #</b>	<b>Metric</b>	<b>Analysis Window</b>	<b>Group % of District</b>	<b>STIC Recommendation</b>
11.1	percentage of students who used to be able to walk to school but now cannot (using district-policy-defined walking distance of <=1.5 miles and excluding students who are transfers, in magnet programs, or in Special Day Classes) whose families are offered a San-José-Unified-provided busing option	immediate	N/A	100%
7.11.1a	percentage of students who are unduplicated who used to be able to walk to school but now cannot (using district-policy-defined walking distance of <=1.5 miles and excluding students who are transfers, in magnet programs, or in Special Day Classes) whose families are offered a San-José-Unified-provided busing option	immediate	N/A	100%
7.11.1b	percentage of students with IEPs who used to be able to walk to school but now cannot (using district-policy-defined walking distance of <=1.5 miles) whose families are offered a San-José-Unified-provided busing option	immediate	N/A	100%
11.2	students assigned to a school different than the majority of students at their current school	immediate	N/A	17
7.11.2a	percentage of students assigned to a school different than the majority of students at their current school who are unduplicated	immediate	47%	59%
7.11.2b	percentage of students assigned to a school different than the majority of students at their current school who have IEPs	immediate	15%	100%
11.3	percentage of students required to move whose families are offered alternative enrollment opportunities	immediate	N/A	94%
7.11.3a	percentage of students required to move whose families are not offered alternative enrollment opportunities who are unduplicated	immediate	47%	69%
7.11.3b	percentage of students required to move whose families are not offered alternative enrollment opportunities who have IEPs	immediate	15%	100%

As noted above, the STIC recommendation seeks to minimize the potential transitional impacts on students, families, and staff that can come with school consolidations and special program relocations. That minimization is reflected in each of the results for metrics 11.1, 7.11.1a, 7.11.1b, 11.2, and 11.3.

The result for each of metrics 11.1, 7.11.1a, and 7.11.1b is 100%, as mentioned above, because San José Unified has committed, if the STIC recommendation is adopted, to providing free bus service from at least one stop in the old school boundary to the new school during the 2026-2027 school year. The result for metric 11.2 is only 17 because all students from consolidated schools move to new schools together under the STIC recommendation except for the students in the SDC program at Terrell Elementary, who



move to Reed Elementary instead of Rachel Carson Elementary due to geographic and program constraints. Relatedly, the result for metric 11.3 is 94% because all students except for students in SDC programs from closing schools have the opportunity to receive priority for an intradistrict transfer if they would prefer a different assignment. (Students in SDC programs must attend the appropriate program and do not have the same opportunity to transfer, but the San José Unified Special Education team discusses alternative placement possibilities with families on an ongoing basis when those possibilities become available.)

The results for metrics 7.11.2a and 7.11.2b reflect the unique situations for students in the SDC program at Terrell Elementary and the results for metrics 7.11.3a and 7.11.3b reflect the unique situation for students in the SDC program currently at Canoas Elementary as well. Every aspect of the transition for these students would receive considerable attention if the STIC recommendation is adopted.

In general, San José Unified is attending to potential transitions and processes for affected pupils and families through the [commitments](#) San José Unified has made to students, families, and staff.



## California Environmental Quality Act

As a public entity, the San José Unified School District must conduct a preliminary review in order to determine whether the California Environmental Quality Act (“CEQA”) applies to a project such as the proposed closing of a school site and the transfer of its students to another school site. (CEQA Guidelines, §§ 15060, 15061.) If the District finds the project is exempt from CEQA under any of the stated exemptions, no further environmental review is necessary, and in such cases, the District may file a notice of CEQA exemption after approval of the project, if it chooses to do so. (CEQA Guidelines, § 15062, subd.(a).)

Pursuant to Public Resources Code section 21080.18, CEQA does not apply to the closing of a school or the transfer of students to another school if the only physical changes involved are categorically exempt under the CEQA Guidelines. CEQA Guidelines Section 15314 Class 14 consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than twenty-five (25) percent or ten (10) classrooms, whichever is less.

The Court in *San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District* advises that the critical phrase here is “original student capacity,” which must refer to the receptor schools’ physical space for housing students. (*San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District* (2015) 139 Cal. App 4th 1356, 1387-88.).

More specifically, the San Lorenzo court summarized the class 14 exemption as follows: “A school closure and accompanying transfer of students is exempt from CEQA so long as any resulting physical changes are categorically exempt. ([Pub. Resources Code,] § 21080.18.) Minor additions to the receptor school are categorically exempt. (Guidelines, § 15314.) A minor addition is defined as the lesser of (1) the addition of 10 or fewer classrooms or (2) an increase in original student capacity of 25 percent or less. (Ibid.) In this context, original student capacity means the receptor school's preexisting physical ability to house students.” (*San Lorenzo*, supra, 139 Cal.App.4th at p. 1388, italics added.)

In other words, the phrase “original student capacity” (CEQA Guidelines, § 15314) means the receptor school's enrollment capacity, its “physical space for housing students,” or the “number of students that can be accommodated physically at the receptor school,” before any students are transferred from the closed schools to the receptor school. (*San Lorenzo*, supra, at p. 1387.) The focus on the physical effects of a school closure on receptor schools is based on the principle that CEQA is concerned solely with physical changes to the environment. (Ibid; CEQA Guidelines, § 15358, subd. (b).) (*Save Our Schools v. Barstow Unified School Dist. Bd. of Education* (2015) 240 Cal.App.4th 128, 140-141.)

In the Schools of Tomorrow context, while several of the options considered by the STIC may have resulted in all existing classrooms at a school site being used for grade-level instruction and the STAC recommends that some classroom space be reserved for non-classroom instructional uses by support providers, none of the options considered by the STIC increased the projected number of students beyond the school’s original student capacity.

The District conducted its preliminary CEQA review of the proposed school closures and associated transfer of students for every option considered by the STIC and the STIC recommendation in accordance with the relevant statutory authority, associated guidelines, and applicable case law.

After thoughtful deliberations based on the Board-of-Education-approved criteria and metrics, 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, San José Unified has determined that the closures and associated transfer of students in the STIC recommendation is statutorily



exempt from further review in accordance with Public Resources Code section 21080.18. The transfer of students from the closed school to the designated receptor sites can be accomplished without necessitating expansion of any of the schools beyond what is allowed under a Class 14 categorical exemption. (CEQA Guidelines, section 15314.) The table below shows the campuses that would receive students if the STIC recommendation was implemented, the original student capacity at each campus, the projected enrollment at the campus if the STIC recommendation was to be implemented immediately in 2025-2026, and the projected enrollment at the campus in 2032-2033 if the STIC recommendation is implemented. The STIC recommendation does not necessitate the addition of classrooms at any school. Consistent with current practices, San José Unified will not enroll schools beyond their original student capacity.

<b>school</b>	<b>original student capacity</b>	<b>projected enrollment under immediate implementation</b>	<b>projected 32-33 enrollment</b>
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

Based on this determination, San José Unified will file a notice of CEQA exemption if the Board of Education approves the implementation of the school closures in the STIC recommendation.



## **Use of School Buildings**

San José Unified recognizes the opportunity for empty school buildings to benefit the community. San José Unified closed several schools in the early 2000s and continues to own the land and buildings on each affected campus. Those sites are currently leased to a variety of student-focused tenants including non-public schools for students with disabilities and programs operated by the Santa Clara County of Education (both of which serve students from San José Unified).

If the Board of Education takes action to close schools, San José Unified will establish a committee pursuant to California Education Code sections 17387-17391 to make recommendations to the Board of Education on the potential uses of empty school buildings and, subject to direction from the Board of Education, will focus on uses of the empty school buildings that can benefit the community.

San José Unified will take the following actions between the time the school building is fully vacated and when the Board of Education approves a use for the facility:

- secure the building and conduct regular security checks of the facility and property;
- conduct regular maintenance walk-throughs to run the plumbing, HVAC, and other systems to ensure proper functioning; and
- continue to rent the outdoor field spaces through Facilitron for community use.



## Transition Plan

San José Unified recognizes that there are real potential challenges associated with any action by the Board of Education to consolidate schools, re-draw attendance boundaries, and/or relocate special programs. To mitigate those challenges and respect students, families, and staff during the transition, San José Unified has made the following commitments.

### COMMITMENTS TO STUDENTS, FAMILIES, AND SCHOOL COMMUNITIES

- *Priority for intradistrict transfer requests:* Students assigned to a new elementary school due to a school closure will have the option to request an intradistrict transfer to another San José Unified elementary school and will be given priority in the 2026-2027 assignment process.<sup>13</sup> While space constraints may apply and priority transfers are not guaranteed, we will make every effort to accommodate requests.
- *9-hour program for affected students:* Students from closed schools will be provided no-cost access to the Expanded Learning Opportunities Program (ELO-P), which provides three hours of afterschool extracurricular activities, at their new elementary school during the 2026-2027 school year. Information on how to enroll will be sent once a final decision has been made by the Board of Education.
- *Bus option from closed school to new school:* For the 2026-2027 school year, bus service will be provided for students from closed schools who attend their new assigned elementary school and who live more than 1.5 miles from their new campus. At least one bus stop will be located within the original boundaries of the closed school. Information on how to sign up will be sent once a final decision has been made by the Board of Education.
- *Tours at receiving schools:* Elementary schools that will be receiving students in the 2026-2027 school year from closed schools will host tours for their new assigned students in May of 2026.
- *Increased 2025-2026 funding for closing schools:* Elementary schools that will be closing at the end of the 2025-2026 school year will receive twice their usual flexible funding per pupil to support transition and/or remembrance events during the remainder of the 2025-2026 school year.
- *Increased 2026-2027 funding for receiving schools:* Elementary schools that will be receiving students in the 2026-2027 school year from closed schools will receive twice their usual flexible funding per pupil to support integration, culture, and climate activities and events during the 2026-2027 school year.
- *Priority for facility projects:* Elementary schools that will be receiving students in the 2026-2027 school year from closed schools will receive priority for facility improvement investments, including with Measure R funds, through San José Unified’s Facilities Master Plan process.

### ANTICIPATED TIMELINE FOR STUDENTS, FAMILIES, AND SCHOOL COMMUNITIES

San José Unified knows that a clear transition plan will support students, families, and school communities through the transition and lay the foundation for a successful start to next school year. Subject to Board of Education action on March 26, the timeline for families and students is as follows.

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<sup>13</sup> does not apply to students in Special Day Classes given the specialized nature of their programs



date	item (subject to Board action on March 26)
March 27, 2026	Families notified of school consolidations, boundary re-alignments, and/or special program moves via ParentSquare.  Families of students assigned to a new elementary school due to school closure will receive an online form to complete to request an intradistrict transfer for their student(s) and/or, if they live farther than 1.5 miles from their new school, request San-José-Unified-provided transportation for the 2026-2027 school year. <sup>14</sup>
April 3, 2026	Elementary schools that will be closing at the end of the 2025-2026 school year receive additional funding to support transition and/or remembrance events during the remainder of the 2025-2026 school year.
April 17, 2026	Deadline for families of students assigned to a new elementary school due to school closure to request intradistrict transfers and, for students who live farther than 1.5 miles from their new school, request San-José-Unified-provided transportation for the 2026-2027 school year.
May 1, 2026	Families notified of their students' final assignments for the 2026-2027 school year.
May 1, 2026 – May 22, 2026	Elementary schools that will be receiving students in the 2026-2027 school year from closed schools host tours for their new assigned students.
June 1, 2026	Updated start and end times published for all elementary schools.  Families receive information on how to enroll for the Expanded Learning Opportunities Program (ELO-P) for the 2026-2027 school year.
July 31, 2026	Details on transportation provided to families of students who live farther than 1.5 miles from their new school and requested transportation by April 17, 2026.

#### COMMITMENTS TO EMPLOYEES

- *Job guarantee:* Affected employees are guaranteed employment with San José Unified for the 2026-2027 school year.
- *New position is permanent position:* Affected employees may be required to change job classifications, but those who are will be placed in a permanent position that allows them to remain with San José Unified beyond the 2026-2027 school year if they so choose.
- *Annual pay guarantee:* Affected employees will maintain their annual pay. There will be no loss of annual pay in 2026-2027 or in future school years if the employee remains in good standing (unless the employee voluntarily takes a different position with lower pay). Employees who change job classifications will be placed at a step on the new salary schedule that ensures no loss in annual pay.
- *One-time payment:* Affected employees who are still employed with San José Unified on the first day of instruction of the 2026-2027 school year will receive a one-time payment of \$1,500 to facilitate the transition process to a new work location.

#### ANTICIPATED TIMELINE FOR EMPLOYEES

Subject to Board of Education action on March 26, the timeline for employees is as follows.

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<sup>14</sup> Students who receive transportation as part of their Individual Education Program (IEP) do not need to complete additional forms.



<b>date</b>	<b>item (subject to Board action on March 26)</b>
March 27, 2026	Employees notified of school consolidations, boundary re-alignments, and/or special program moves via ParentSquare.
March 27, 2026 – May 1, 2026	Transfer process for each employee group takes place.
May 1, 2026	Employees notified of their final assignments for 2026-2027. Depending on the employee group, the assignment may be finalized before this date.

Staff have planned extensively for the potential transition process and have identified key outcomes in a variety of areas across the following four phases.

<b>phase</b>	<b>dates</b>	<b>key outcomes</b>
phase 1	3/27 – 4/17	<ul style="list-style-type: none"> <li>– affected families and staff notified of Board of Education decision</li> <li>– responses collected from families of students from closing schools who want to request an intradistrict transfer</li> <li>– responses collected from families of eligible students from closing schools who want to use San-José-Unified-provided transportation</li> <li>– classroom-by-classroom walks at receiving schools by site administrators and facilities, maintenance, technology, curriculum and instruction, and special education staff completed</li> <li>– facilities work required for first day of instruction (e.g., painting, HVAC, lighting fixture replacement) identified</li> <li>– additional per-pupil funding allocated to closing schools</li> <li>– transfer process for each employee group initiated</li> <li>– packing and moving supplies for certificated staff ordered</li> <li>– engagement with City of San José on potential walkability improvements</li> <li>– principals appointed at receiving schools</li> </ul>
phase 2	4/17 - 5/1	<ul style="list-style-type: none"> <li>– affected families notified of student assignment for 2026-2027 school year</li> <li>– remembrance and transitional events planned and scheduled at closing schools</li> <li>– staff notified of assignment for 2026-2027 school year</li> <li>– elementary school class loads finalized for 2026-2027 school year</li> <li>– necessary contracts to support transition finalized (e.g., movers, event planning support)</li> <li>– committee to evaluate potential uses of closed school sites formed pursuant to California Education Code sections 17387-17391</li> </ul>



phase	dates	key outcomes
phase 3	5/1 - 5/29	<ul style="list-style-type: none"> <li>- remembrance and transitional events held at closing schools</li> <li>- tours held at receiving schools for incoming students</li> <li>- professional development plans for receiving schools finalized</li> <li>- elementary school start and end times finalized</li> </ul>
phase 4	5/29 - 7/31	<ul style="list-style-type: none"> <li>- student transportation routes finalized and communicated to families</li> <li>- curricular resources inventoried, assessed, and moved to appropriate school</li> <li>- student devices inventoried, assessed, and moved to appropriate school</li> <li>- classroom technology inventoried, assessed, and moved to appropriate school</li> <li>- adaptive technology, low incidence equipment, and student-specific-specialized equipment inventoried, assessed, and moved to appropriate school</li> <li>- student nutrition assets inventoried, assessed, and moved to appropriate location</li> <li>- classroom-by-classroom testing of HVAC and electrical systems at receiving schools completed</li> <li>- initial integration, culture, and climate activities and events planned for receiving schools</li> </ul>



## Appendix: Schools of Tomorrow Decision and Communication Timeline

Every step in the Schools of Tomorrow decision-making process has taken place in a public meeting and has been accompanied by communication to families. The following table lists the dates and content for each step.

date	step
September 8, 2025	Schools of Tomorrow initiative <a href="#">launched</a>
September 11, 2025	Board of Education <a href="#">establishes</a> the Schools of Tomorrow Advisory Committee (STAC)
September 12, 2025	<a href="#">STAC application</a> sent to community
September 19, 2025	STAC application deadline
September 22, 2025	Superintendent <a href="#">letter</a> to community
September 25, 2025	Board of Education <a href="#">reviews</a> appointments of 17 members to the STAC
October 7, 2025	first STAC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
October 14, 2025	second STAC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
October 21, 2025	third STAC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
October 28, 2025	fourth STAC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
November 4, 2025	fifth STAC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
November 12, 2025	sixth STAC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
November 17, 2025	Superintendent <a href="#">letter</a> to community
November 20, 2025	Board of Education <a href="#">accepts</a> STAC recommendation and <a href="#">establishes</a> the Schools of Tomorrow Implementation Committee (STIC)
November 21, 2025	<a href="#">STIC application</a> sent to community
December 2, 2025	STIC application <a href="#">reminder</a> sent to community
December 4, 2025	STIC application deadline ( <a href="#">reminder and deadline extension email</a> )
December 8, 2025	Superintendent <a href="#">letter</a> to community
December 11, 2025	Board of Education <a href="#">reviews</a> appointments of 23 members to the STIC
December 16, 2025	first STIC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
January 13, 2026	second STIC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
January 27, 2026	third STIC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
February 3, 2026	fourth STIC meeting ( <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
February 4, 2026	Superintendent <a href="#">letter</a> to community
February 10, 2026	fifth STIC meeting ( <a href="#">meeting materials</a>   <a href="#">update</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
February 24, 2026	Board of Education Special Session Public Hearing and sixth STIC meeting ( <a href="#">pre-meeting email</a>   <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
March 3, 2026	Board of Education Special Session Public Hearing and seventh STIC meeting ( <a href="#">pre-meeting email</a>   <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
March 10, 2026	Board of Education Special Session Public Hearing and eighth STIC meeting ( <a href="#">pre-meeting email</a>   <a href="#">meeting materials</a>   <a href="#">recording</a>   <a href="#">recap email</a> )
March 12, 2026	Board of Education <a href="#">extends STIC timeline</a> to put the recommendation on a meeting agenda, review the recommendation, and vote on what action to take

