



ADMINISTRATIVE PROCEDURE

SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 3113

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CATEGORY: **Facilities, Planning**

EFFECTIVE: **5-17-04**

SUBJECT: **School Utilization/Reconfiguration/Closure
Planning: Staff and Community Process**

REVISED: **7-27-10**

A. PURPOSE AND SCOPE

1. To outline an annual process for the evaluation of district school enrollment, capacity, utilization and configuration, and a process for engaging the community in developing recommendations for the Board of Education’s consideration relative to school site utilization.
2. **Related Procedures:**
 - Establishment and Change of Attendance Areas0005
 - Advisory Committee for Utilization of Excess School Property3105
 - Facilities Planning Processes3110
 - Citizens’ Advisory and Study Committees, General9055

B. LEGAL AND POLICY BASIS

1. **Reference:** District Policies: A-2000, B-6000, C-2200, C-7500, E-2300, E-2450, E-2550, K-2000. Board Governance Policies: OE-8, OE-9, OE-10.
2. **Facilities Planning, Utilization, and Management:** The superintendent is responsible for addressing facilities issues on a districtwide basis, and for submitting recommendations to the Board of Education relative to the effective and efficient planning and utilization of the district’s facilities assets. This responsibility includes the closure/consolidation of school facilities in areas where the current and forecasted enrollment does not justify the continued operation of all currently operating school sites, or for specific situations where educational programs are being changed or consolidated.
3. **Board Policy E-2300** calls for “valid opportunities for effective involvement of all stakeholders” in the facilities planning process. The district will use a variety of methods to facilitate stakeholder consultation based on the specific issue(s) being addressed. These methods can include community meetings, surveys, focus groups, and study committees.

C. GENERAL

1. **Preamble.** Budget constraints, population growth and decline, family mobility, and other factors beyond the control of the District, require that the use, configuration, and makeup of District facilities be reviewed. The number, type, and usage of facilities should be matched to the educational needs of the District and the availability of facilities and funding. This Administrative Procedure is designed to give the Board of Education the flexibility to respond to changing budget and population pressures as they impact the facilities needs of the district.

2. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Instructional Facilities Planning Department.
3. **Definitions**
 - a. **Achievement Trends:** The academic achievement trend of a school based on the metrics used by the district, state, and federal government.
 - b. **Program Capacity:** The calculated maximum number of regular education and special education students that can be accommodated by a school site, based on current district teacher allocation ratios, the school's current facilities inventory, and authorized extracurricular use of classroom spaces.
 - c. **Excess Capacity:** The number of surplus seats at a school site calculated by subtracting the current or forecasted school enrollment from the program capacity of the school site.
 - d. **Active Site:** A site owned by the district which contains a district-operated school or program.

D. IMPLEMENTATION

1. **Initiation of Procedure.** The Superintendent and Board of Education will decide whether to invoke this procedure based upon consideration of a report submitted by the Instructional Facilities Planning Department at the end of each school year, which will provide information on projected enrollment for the upcoming school year, program capacity, grade configuration, resident and nonresident enrollment and population information, highlighting areas of possible over- and under-utilization of facilities.
2. **Creation of Community Advisory Committee & Initiation of Cluster Community Meetings.** The establishment of an advisory committee appointed by the Superintendent and Board of Education to represent a cross section of community interests is recommended in the California Department of Education's "Closing a School Best Practices Guide" (Attachment 1 to this procedure). Membership should include, but not be limited to: Board member appointees, representatives from professional educational organizations, community groups, public agencies, parent groups, collective bargaining groups, and the local business community.

The function of the Community Advisory Committee (CAC) is to evaluate information supplied by district staff and stakeholders concerning possible changes to the current utilization and configuration of active sites, and to make recommendations to the Superintendent and Board of Education as appropriate. The CAC will initially identify clusters where the data suggest that changes can be made to the utilization of school sites. After this determination is made, noticed community meetings,

- facilitated by the District Relations Office, will be held in each identified cluster. Participants in these meetings will be asked to review the information leading to the identification of their cluster as a potential area of change in facility utilization, and if there is concurrence, to suggest sites for a change in utilization, since community participants can add local knowledge to the decision-making process. The results of the cluster meetings will be brought back to the CAC for consideration.
3. **Information Gathering.** A District staff support group appointed by the Superintendent or his/her designee and comprising personnel with expertise in issues such as instruction, facilities, finance, special education, and transportation will supply the CAC with relevant data, including: enrollment history and forecasts; resident and nonresident enrollment patterns; resident population trends; achievement trends, including birth information and the potential for significant residential development or redevelopment; program and excess capacity information; operating costs; special programs, including nonacademic programs operating at district sites; and alternative options for students affected by any change of use recommended by the CAC.
4. **Utilization Options.** Within a set of criteria for school utilization defined by the Superintendent and Board of Education, including but not limited to the following options developed by the Board at their December 14, 2004 meeting:
- A. Create a program reason for kids to select the school over others in the area.
Examples:
 - i. Regional Language Immersion School
 - ii. International Baccalaureate, Performing Arts, Technology or other magnet feeder school
 - iii. Science Center
 - iv. Laboratory Teaching Demonstration school
 - B. Redraw attendance boundaries.
 - C. Absorb the cost of keeping the small school open because closing has additional costs and nearby schools are large enough to offset the small school size.
 - D. Release the school site to a charter school.
 - E. Trade the school to the City of San Diego for future school site needs.
 - F. Lease or sell if no long-term future need foreseen.

The CAC may make recommendations to the Superintendent and the Board of Education for a change in utilization of active sites, or propose options to promote efficient use of facilities. Other options may include, but are not limited to, those

identified in Chapter 1 of the California Department of Education’s “Closing a School Best Practices Guide” (Attachment 1 of this procedure). The CAC will not make recommendations concerning potential use of specific active sites by specific charter schools, since this is governed by Proposition 39 regulations, which require a different timeline and process.

5. **Community Consultation Process and Board Consideration.** The District values input from the community on the issue of changes to school site utilization. In addition to the role of the CAC as described in paragraph 2 above, stakeholders are encouraged to attend CAC and cluster meetings and provide additional facts or data not already included in the CAC’s deliberations. CAC meeting times will be published, and materials and minutes of the meetings will be made available at the district’s website for the public to review. Any proposed changes to school facility utilization will be subject to a first reading by the Board of Education, where members of the public are able to address the Board, followed by community meetings to gather feedback. These meetings will be facilitated by the District Relations Office, and held in affected communities to gather further input. The results of the public meetings and any adjustments made to the recommendations as a result of the meetings will be included in a final report (second reading) for the Board of Education to consider, at which time members of the public are again able to address the Board.
6. **Transition Team.** After Board approval of changes to the use of school facilities, a transition team of district staff will be formed to ensure that the many requirements associated with a change in use of a facility are accomplished before the beginning of the new school year. These requirements include such matters as assignment and moving of school staff, student records, books and materials, information technology adjustments, enrollment options, possible facilities modifications, preschool provision, transportation, etc.

E. TIMELINE

- July: Report to Board of Education on school utilization (enrollment, capacity, resident enrollment and population), highlighting areas of possible over- and under-utilization.
- September: Request to Superintendent and Board of Education to form CAC.
- October – December: Consideration by CAC of Board-issued criteria for school utilization, data supplied by district staff, and stakeholder input. Cluster meetings held as appropriate.
- January: Development of recommendations, if any, by CAC.
- February: First reading of report by Board.
- March: Community meetings facilitated by the District Relations Office.
- April: Second reading of report, and action by Board of Education.

- May: Formation of district transition team to facilitate school facility changes approved by the Board of Education.

F. FORMS AND AUXILIARY REFERENCES

1. California Department of Education: Closing a School Best Practices Guide (Attachment 1).
2. Conducting an Effective Public Meeting (Attachment 2).
3. Long-Range Facilities Master Plan.
4. Instructional Facilities Planning Reports.
 - (a) Annual Student Enrollment Forecast Report.

G. APPROVED BY



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