

West Contra Costa Unified School District  
**Scoring Guide for School Closure**  
 Based on Board Adopted Criteria  
 January 2009

The scoring guide below is intended as a tool for possible use by appointed members of the school closure committee as well as by other interested community members. The guide provides some information that, when used with data provided on the District web site will aid users in evaluating schools and closure scenarios. It is not intended as an all-inclusive means to arrive at a numerical score for a school or a scenario. In adopting the closure criteria, the Board did not weight them, that is indicate which of the criteria is more important than another.

A score of 1 means the school or scenario is more likely for closure or adoption and a score of 4 means the school is less likely to close and the scenario is less likely for adoption.

The criteria below are factors that the community committees and the expert group will use to evaluate proposals for consolidating and / or closing schools.

1. **Facility Condition.** Conditions include all items of the physical plant, playgrounds, accessibility and grounds. Only school facilities not previously modernized or recently constructed will be considered for closure. This would include the facilities in the various planning stages of Measure J.

1	2	3	4
Extensive list of repairs needed; substantial issues with key systems, windows, electrical, plumbing etc	Extensive list of repairs but awaiting funding in the state emergency repair program.	Repairs underway or recently completed .	Schools have recently been renovated, rebuilt or funded in Measure J.

2. **Enrollment.** School enrollment, current and projected, will serve one criteria. Board Policy 5116 establishes guidelines for school sizes below. Schools that are larger than minimum size at each level may also be considered for consolidation / closure.
  - a. Elementary: 450-800
  - b. Middle: 900-1200
  - c. High School: 1200-1800

1	2	3	4
Far below threshold, elementary below 350, middle below 800, high schools below 1000	Far below threshold, elementary >350 but <450; middle schools >800 but <900 and high schools >1000 but < 1200	At or Above Threshold; elementary >450 <600; All middle< minimum high schools >1200 <1500	Far Above Threshold; elementary >600; All middle< minimum high schools >1500

3. **Low Capacity Utilization.** Site enrollment, current and projected, below optimal utilization will be one criterion for consolidation / closure. Schools considered for consolidation will be ranked using enrollment as a percent of student capacity of the facility.

1	2	3	4
Utilization < 60%	Utilization >60% < 75%	Utilization >75% < 90%	Utilization >90%

4. **Available Capacity Within Family or Adjacent Family.** Schools considered for consolidation should be adjacent to other sites with available capacity. Adjacent sites must be expandable (have available land / space for classrooms), using modular building installations.

1	2	3	4
Adjacent capacity > 1500 Elem:	Adjacent capacity >1000 <1500	Adjacent capacity >500 < 1000	Adjacent capacity <500

5. **Special Schools / Programs.** Where possible, special programs or schools will be consolidated into regular schools, program, or classes. For special education, this means moving more rapidly toward more inclusive practices. Alternative programs such as continuation schools, necessary small schools, pre-school and adult education will be considered for consolidation into other buildings. Funding for QEIA and the transferability of those funds will also be a consideration.

1	2	3	4
Few special programs to be moved or programs at the school easily transferred to other sites	Some programs that would need to be transferred together to another school.	Multiple programs that could not easily be separated or transferred.	Multiple programs that are unique and moving them would result in loss of external funding.

6. **Grade Configurations.** In order to maximize the number of consolidations / closures, alternate grade configurations in addition to current grade configurations will be considered including K-8 and 6-12. Configuration changes must be cost neutral to the operating budget.

1	2	3	4
Due to neighborhood enrollment, school lacks space within the building and acreage to add portables to expand to K-8 or 6-12. School not located where additional middle school seats needed when middle school(s) close.	Due to transfer enrollment, schools lacks space within the building and acreage to add portables to expand to K-8 or 6-12. School not located where additional middle school seats are needed when middle school(s) close.	School is located where additional middle school seats are needed and has acreage to expand to K-8 or 6-12 but portable classrooms would need to be added.	School is located where additional middle school seats are needed, has acreage to expand to become K-8 or 6-12 and has available seats so that few if any portables would be needed.

7. **Geographic Equity.** To the degree possible, consolidation / closure proposals will allow the district to operate schools / programs to serve the geographic areas

of the district. Equity considerations include the distance from school, geographical limitations and safe paths to schools.

1	2	3	4
Closing this school would not impact geographic program equity and would only minimally add to the distances that students travel to school.	Closing this school would have a moderate impact on program equity and overall would add a moderate amount of walking distance to school.	Closing this school would have a larger impact on program equity and would add significantly to walking distance.	Closing this school would result in key programs or levels not being accessible in one geographic area of the district and/or would add significant walking distance.

8. **Academic Performance.** Academic performance including API Scores and API Growth will be criteria in the consolidation / closure process. The faculty / staff of a high performing school that was closed could replace or augment the staff at a low performing school that remained open (subject to statute and collective bargaining agreement limitations). These decisions for school reconstitution would follow (or come at a time after) the decision of which school would be closed.

1	2	3	4
API scores <600 and 6-year growth <40	API scores >600 <700 and 6-year growth >40 <70	API scores >700 <750 and 6-year growth >70 <90	API scores >800 and 6-year growth >90

9. **Improved Conditions for Students / Student Mobility.** To the degree possible, school closure plans will include moving students from non-renovated to new or recently renovated facilities. Plans will be evaluated for the number of students moved.

1	2	3	4
Closing this school would result in students moving to a renovated school and the total scenario would move fewer than 1200 students.	Closing this school would result in a majority of the students moving to a renovated school and the total scenario would move >1200 but <1400 students	Closing this school would result in all the students moving to a non-renovated school and the total scenario would move >1400 < 1700 students	Closing this school would result in all the students moving to a non-renovated school and the total scenario would move > 1700 students

10. **Financial Advantage.** Since school closure is one aspect of the overall financial solvency plan, closing schools on properties that will bring a greater market value will be a factor.

1	2	3	4
School is in the top 25% of market value properties.	School property value is >25% and <50% of market value properties.	School property value is >50% <75% of market value properties.	School property is in the bottom quarter of all market value properties.