[MS-0234.004.025.011]

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SAN DIEGO CITY SCHOOLS
Elementary Schools Division

REPORT OF FACILITIES UTILIZATION STUDY
BENCHLEY, FOSTER AND GRANTVILLE SCHOOLS

April 17, 1979

I. INTRODUCTION

This report proposes that:

- .Foster School continue operation without change in the utilization of facilities,
- .a change in the utilization of facilities be made for Benchley and Grantville Schools beginning with the 1979-80 school year.

II. BACKGROUND

At the meeting of the Board of Education on October 3, 1978, authorization was given for the conduct of facilities utilization studies involving 15 elementary schools. The schools under study were grouped into five clusters. One cluster was Benchley, Foster and Grantville.

The process for study provided for the establishment of a Facilities Utilization Study Committee for each cluster of schools. Committee membership included parents, site personnel and a regional director. The committee was assigned specific responsibilities, which included the following:

a. Review information and findings of Facilities Planning Committee relative to the utilization of the school facilities to be studied.

b. Establish a calendar for the completion of the study.

c. Provide study information to parents and staff.

d. Conduct informational meetings.

e. Consider alternatives resulting from study and informational meetings.

f. Submit recommendations to the appropriate operating division.

Recommendations from the Facilities Utilization Study Committee were to be forwarded from the Elementary Division to the augmented district Facilities Planning Committee for review and consideration in the development of a district recommendation relative to the study. Upon completion of the Facilities Planning Committee recommendation, referral is made to the district's Executive Council and superintendent for final recommendation to the Board of Education.

Attachment II is provided as additional information which was not included in the report to the Board of Education at the regularly scheduled meeting of March 27, 1979

III. CONDUCT OF THE STUDY

As a result of the authorization of the Board of Education, general information meetings were held for all interested parents and community members in the respective school attendance areas during the week of November 13.

At those meetings, information was provided by school and district staff including the committee process to be followed. Responses to questions were made, concerns were discussed and items were identified for additional research. After the informational meetings, parents, community members and staff were invited to participate on the local facilities utilization study committee to study information provided by the district and to make recommendations as appropriate.

Following the informational meetings and the selection of committee members, the committee met nine times to conduct the study. The Benchley, Foster and Grantville study was initiated on November 20 and terminated on February 22.

The committee members selected were:

BENCHLEY

Mrs. Donna Jefferis	Principal
Mrs. Juel Moore	Certificated Staff
Mrs. Joan Beck	Classified Staff
Mrs. Ronnie Rossman	Parent
Mrs. Marsha Weinberg	Parent
Mrs. Suzanne Hess	Parent

FOSTER

Mr. Jack Radican	Principal
Mrs. Fran Hays	Certificated Staff
Mrs. Jean Christianson	Classified Staff
Mrs. Kay Kent	Parent
Mrs. Julie Sullivan	Parent
Mrs. Dorothy Vidler	Parent

GRANTVILLE

Mrs. Bea Reid	Principal
Mrs. Deborah Richardson	Certificated Staff
Mrs. Belva García	Classified Staff
Mrs. Trudi Williams	Parent
Mrs. Vita LaFond	Parent
Mr. Isaac Williams	Parent

Chairperson: Mrs. Grace W. Perkins,
Director, Elementary Schools

At the initial meeting, committee members were charged with the responsibility to:

- .Secure input regarding concerns from their communities and keep their communities apprised of the progress of the study.

- .Provide a sound and thoughtful recommendation for site utilization which assures maintenance of a fine educational program for the pupils involved.

In subsequent meetings, committee members visited the three sites and reviewed and evaluated available data pertinent to the study. Using the school rating sheet as a point of departure for in-depth discussion, the committee considered the following:

- .Integration impact
- .Classroom utilization
- .Enrollment projections through 1983-84
- .Ethnic enrollment percentages
- .Pupil-teacher assignment flexibility and instructional materials adequacy
- .Administrative and operational costs
- .Facilities and playground quality and adequacy, and the availability of school amenities
- .Health, traffic and safety factors
- .Potential impact of closure on pupils and community

The committee considered much additional information in its deliberations. A questionnaire reflecting the concerns and wishes of Benchley parents was reviewed. Various reports prepared by district staff were provided as needed. Concerns of the Benchley PTA executive board were considered as were concerns voiced by the Benchley representatives and by interested parents who attended several committee meetings.

The representatives of each school submitted written recommendations regarding the future utilization of the three sites. A document incorporating all the recommendations was then prepared and the committee determined the final recommendation regarding each site by vote. The committee was unanimous in its support of the recommendation concerning Foster School. Regarding the utilization of the Benchley and Grantville sites, Foster and Grantville representatives supported one position and Benchley representatives supported another. For this reason, the committee submitted along with its official recommendation, a minority report reflecting the recommendations of the Benchley representatives.

IV. PROPOSALS AND RATIONALE

The purpose of the Facilities Utilization Study of the Benchley, Foster and Grantville Schools was to determine whether the total facilities within the three schools were, in fact, underutilized. Could a different arrangement of facility usage provide a reduction in operating costs and still maintain a quality educational program? If more than one program were to be located on one site, could the uniqueness and integrity of each program be maintained?

All three schools in the cluster have integration programs in operation. For this reason, all three schools have both resident and nonresident pupils in attendance. Current and projected enrollment data indicate that Benchley and Grantville have low resident pupil enrollments. The majority of pupils in attendance on a daily basis live outside the community and are transported to the integration program. Nonresident pupils attend the Benchley Individualized Instruction magnet on a full time basis; nonresident pupils attend the Learning Center program at Grantville one day per week. In contrast, approximately 78% of the pupils attending the Foster Fundamental magnet are residents of the community. This ratio is expected to continue.

Current and projected enrollments are as follows:

	1978-79	1979-80	1980-81	1981-82	1982-83
Benchley					
Resident pupils	82*	70	59	56	55
Nonresident pupils	164	181	190	197	198
Grantville					
Resident pupils	89**	64	62	54	52
Nonresident pupils	180	180	180	180	180
Foster					
Resident pupils	358	363	357	359	370
Nonresident pupils	95	100	100	100	100

The costs of administration and plant operations are cited below. Actual 1977-78 expenditures were used for plant operation costs. Because of the change in the administrative structure of one school in the cluster effective this year, the 1978-79 estimated administration costs which reflect this change were used.

Benchley	$69,259
Foster	$92,316
Grantville	$75,332

*March 16, 1979 enrollment - 76 resident pupils
**March 16, 1979 enrollment - 90 resident pupils (includes 21 VEEP pupils)

On the basis of input from the Facilities Utilization Study Committee, after consideration of the available data and after ascertaining that there were no other viable options for the location of the pupils and programs involved, the Elementary Division staff and the Augumented Facilities Planning Committee propose as follows:

1. Close the Benchley School facility and move the Benchley program to the Grantville site.

   Rationale

   a. The Benchley program would occupy a more adequate facility which includes an auditorium, cafeteria and conference rooms. These facilities are not available at Benchley.

   b. The Grantville site is large enough to house the additional eight portable classrooms and toilet facility required in such a move. There is room on site for ten additional portables.

   c. Of the 246 pupils enrolled at Benchley, only one-third (82 pupils) are residents of the community. For two-thirds of the pupils already being transported, the proposed program relocation will have virtually no transportation impact. The district provides transportation for primary pupils who attend magnet programs and who live at a distance greater than .75 mile from the program. On this basis, only pupils living within a distance of .75 mile from Grantville would walk to school or be transported by their parents.

      The primary attendance area of Benchley lies within the Foster and Marvin attendance areas. Benchley resident pupils not wishing to continue or enroll in the magnet program would enroll in the appropriate school of residence, either Foster or Marvin. Marvin School is .9 miles from Benchley and has space for 74 additional pupils. Foster School is one mile from Benchley and has space available for 58 additional pupils. Since Foster is a magnet also, transportation would be provided for primary pupils at a distance greater than .75 mile from the school.

   d. There should be minimal impact on parental volunteering in the Benchley program since the distance to Grantville is relatively short.

   e. If the Benchley program were moved to Grantville there would be an ongoing annual cost savings in administration and plant operation. Administration and plant operation costs for the

two schools total $144,591. If the Benchley program were moved to Grantville, these costs would be reduced to $85,293. This represents an annual ongoing savings of $59,298.

In order to relocate the program, however, eight portable classrooms and a portable toilet facility would be needed at Grantville. This one-time cost of moving the portable units would be $64,250.

2. Continue the operation of Foster School in its present pattern.

Rationale

a. Foster has the largest enrollment (458 pupils) of the three schools in the study. There is not sufficient space at either Benchley or Grantville, or at both schools, to absorb the Foster population.

b. The Foster magnet program should be continued in operation; since the program could not be moved in toto to another site, closure of Foster would be destructive to the program.

c. In view of the substantial number of pupils enrolled, closure of Foster School or the relocation of the Foster program would have great community impact.

3. Utilize the Grantville site for the K-3 Benchley magnet program and the Learning Center program. Absorb the regular Grantville primary grade pupils into the Benchley program and discontinue the regular program for pupils in grades 4-6.

Rationale

a. Grantville has a successful and fully enrolled Learning Center program in operation. The central location and freeway accessibility of this site are desirable factors for programs requiring the transport of pupils.

b. The Grantville site has an excellent plant, with 13 permanent classrooms, a cafeteria and an auditorium. Playground space is extensive. On this basis, the school should continue in use.

c. The total population in the regular Grantville K-6 program is 90 pupils.* Of these, 69 pupils live in the attendance area and 21 pupils are participants in the VEEP program.

*March 16, 1979 enrollment

On the basis of the small enrollment, the current program does not provide for adequate flexibility of pupil assignment and classroom organization or for a sufficient variety of instructional materials.

d. Locating the Benchley program at Grantville would provide an excellent program for the primary pupils currently enrolled at Grantville. The current Benchley teaching staff can be transferred to Grantville, to the degree that 1979-80 enrollment and staff willingness allow. This would assure maintenance of program quality and stability.

e. The March 16, 1979 enrollment at Grantville in grades 3-5 is 31 pupils. Of these, 26 live in the community and 5 attend in the VEEP program. These pupils would comprise the total upper grade population next year. On the basis of the lack of programmatic options for these pupils, the upper grade program should be discontinued at the close of the 1978-79 school year. Upper grade pupils will normally be assigned to Foster or to any other magnet for which they might qualify. There should be minimal negative impact within the Grantville community.

If the decision is made to move the Benchley program to Grantville, the following is proposed:

- In any future use of the Benchley site by the district, prime consideration should be given to the residential nature of the Benchley community.

- Every effort should be made to keep the program and staff intact, to maintain the high level of parental involvement and to foster the unique and personalized atmosphere of the program. If staff changes occur, parents should be advised.

- Key teachers from the Benchley and Grantville staff should devote time to program planning prior to the opening of school in the fall to assure successful program transition and continuation.

- The School Names Committee should consider the retention of the name Belle Benchley for the Grantville site.

If Benchley School continues in operation, a multipurpose room should be considered to help offset the lack of auditorium, cafeteria and conference rooms.

The study committee felt it unwise to include magnet schools and schools with Learning Center programs in facilities utilization studies and viewed it as a compromise to the district commitment to voluntary integration. In the opinion of staff members, the changes proposed will not endanger the success of the integration programs involved; the plan is to keep the programs intact. Also, it is important to note that there is potential for expansion of the Benchley program if it is moved to the larger Grantville site, whereas the Benchley site and facilities are not adequate for housing additional pupils for the magnet program.

District staff reviewed and considered the minority report in detail. Recognizing the high regard for the Benchley program and the apprehension accompanying its possible relocation, staff is committed to assuring optimum transition and continuation of the program. It is expected that the two programs--the Benchley Individualized Instruction magnet for primary pupils and the Learning Center program for upper grade pupils--will maintain their uniqueness. There are observable and definable differences between the two programs. The Benchley program becomes the residential program of the school, maintaining its warmth, openness and humanistic approach. Grantville becomes a primary school for the children in residence. The Learning Center pupils are the welcome "visitors" on site, each group in attendance only one day per week. They are of a different age group, having their special, different and highly structured educational experience. The very differences assure maintenance of program integrity. Special events occasionally will occur on site which will be of educational benefit to the pupils in both programs; only at those times will the two programs become linked.

V. RECOMMENDATION

It is recommended that:

1. Foster School continue operation without change in the utilization of facilities.

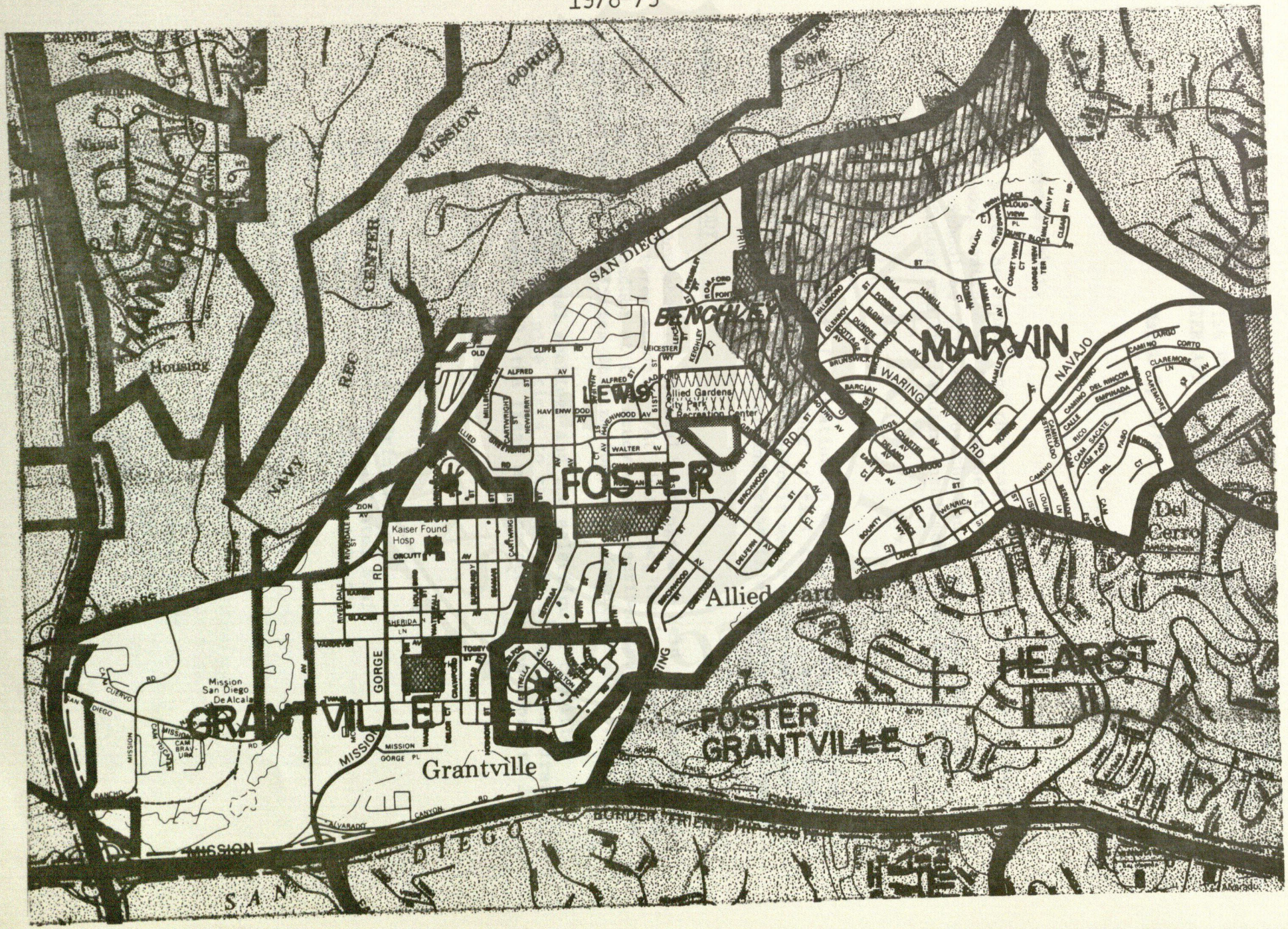
2. Benchley School be closed and the Benchley program moved to the Grantville site, effective September, 1979.

3. The Grantville site be utilized for the Learning Center program and for the Benchley program which would also enroll the K-3 Grantville pupils.

4. The regular program at Grantville for pupils in grades 4-6 be discontinued at the end of the current school year, that pupils in grades 4-6 be assigned to Foster and that attendance area boundaries be redrawn to reflect this assignment of pupils.

GWP:br

ATTENDANCE AREA BOUNDARIES OF FOSTER, GRANTVILLE AND MARVIN ELEMENTARY SCHOOLS AND BENCHLEY PRIMARY SCHOOL ATTENDANCE AREA 1978-79



ATTACHMENT I

REPORT OF FACILITIES UTILIZATION STUDY COMMITTEE
BENCHLEY, FOSTER AND GRANTVILLE SCHOOLS

March 5, 1979

I. INTRODUCTION

This report proposes that:

- .Benchley School be closed and the program moved to Grantville School
- .Foster School continue as it is presently utilized
- .Grantville School be utilized for the Benchley program and the Learning Center and the regular enrollment in grades 4-6 be phased out

II. BACKGROUND

At the meetings of the Board of Education on May 16 and October 3, 1978, authorization was given for the conduct of facilities utilization studies regarding 15 elementary schools. The schools under study were grouped into five clusters. Benchley, Foster and Grantville comprised one cluster.

III. CONDUCT OF THE STUDY

During the week of November 13, special meetings were held for parents and staff members of the three schools. At that time, the background, purpose and process for the conduct of the study were described and representative membership for the Facilities Utilization Study Committee was solicited.

Following the informational meetings and the selection of committee members, the committee met nine times to conduct the study. The first meeting was held November 20; the final meeting occurred on February 22.

The committee members selected were:

BENCHLEY

Mrs. Donna Jefferis	Principal
Mrs. Juel Moore	Certificated Staff
Mrs. Joan Beck	Classified Staff
Mrs. Ronnie Rossman	Parent
Mrs. Marsha Weinberg	Parent
Mrs. Suzanne Hess	Parent

FOSTER

Mr. Jack Radican	Principal
Mrs. Fran Hays	Certificated Staff
Mrs. Jean Christianson	Classified Staff
Mrs. Kay Kent	Parent
Mrs. Julie Sullivan	Parent
Mrs. Dorothy Vidler	Parent

GRANTVILLE

Mrs. Bea Reid	Principal
Mrs. Deborah Richardson	Certificated Staff
Mrs. Belva García	Classified Staff
Mrs. Trudi Williams	Parent
Mrs. Vita LaFond	Parent
Mr. Isaac Williams	Parent

Chairperson: Mrs. Grace W. Perkins,
Director, Elementary Schools

At the initial meeting, committee members were charged with the responsibility to:

.Secure input regarding concerns from their communities and to keep their communities apprised of the progress of the study.

.Provide a sound and thoughtful recommendation for site utilization which assures maintenance of a fine educational program for the pupils involved.

In subsequent meetings, committee members visited the three sites and reviewed and evaluated available data pertinent to the study. Using the school rating sheet as a 'picture' of the schools and a point of departure for in-depth discussion, the committee considered the following:

.Enrollment projections through 1983-84
.Ethnic enrollment percentages
.Pupil-teacher assignment flexibility and instructional materials adequacy
.Administrative and operating costs
.Facilities and playground quality and adequacy, and the availability of school amenities
.Health, traffic and safety factors
.Potential impact on closure of pupil and community

In addition, a utilization formula and an integration formula for use in school rating were developed and adopted by the committee.

The scoring for each school on each factor was reached by consensus. (Attachments A, B, C, D)

The committee considered much additional information in their deliberations. A questionnaire reflecting the concerns and wishes of Benchley parents was reviewed. Various reports requested by the Citywide Citizens Committee were circulated and copies provided for members as needed. A letter of opposition

to the closure of Benchley School on the basis of the school rating instrument from the executive board of the Benchley PTA was given consideration as were the concerns of interested parents who attended several committee meetings. Benchley representatives on the committee also prepared a document reflecting questions and concerns for total committee consideration. (Attachment E)

In mid-January, committee members from each school were charged with the responsibility of preparing written recommendations regarding the future utilization of the three sites. In subsequent meetings, each subcommittee presented its recommendations and the rationale in support of each recommendation.

A document incorporating all recommendations submitted by the three subcommittees was prepared and the committee determined the final recommendation by vote. The committee was unanimous in their support of the recommendation regarding Foster School. Regarding the utilization of the Benchley and Grantville sites, Foster and Grantville representatives supported one position and Benchley representatives supported another. On this basis, there is a minority report reflecting Benchley recommendations.

IV. RECOMMENDATIONS AND RATIONALE

"The primary focus of the committee recommendation is the location or relocation of programs within the community to provide greater educational opportunity for students while providing a financial savings to the district. The recommendation may not be the best proposal for every child enrolled in the three schools--it is what we consider the best proposal for the most children involved."*

Recommendation I

Close Benchley School facility and move program to Grantville School.

Rationale

1. Benchley would acquire permanent facilities, including a much-needed auditorium, cafeteria and conference rooms.

2. There is sufficient land to house ten portables on the Grantville site.

3. Benchley is basically serving needs of students already living outside the area; a change in bus stop should not be significant.

*Paraphrased from the Foster subcommittee report.

4. The location of Grantville is close enough that it should not be a hardship for "local" parents to volunteer, thus preserving the unique Benchley spirit.

5. A big plus for Benchley students would be in sharing the Learning Center atmosphere as well as greater opportunity for participation in enrichment activities at the Grantville site.

6. Benchley students living in the Benchley attendance area could opt out to Foster, Marvin or other magnets for which they qualify.

7. While the number of teachers remains the same, the district would save in salaries for the support staff.

8. There would be a savings of approximately $59,000 per year in administrative and plant operations costs.

Recommendation II

Maintain the Foster School facility as it is currently utilized.

Rationale

1. Since Foster has the largest resident enrollment of the three schools in the study, it is unreasonable and impractical to close the one school in the Allied Gardens cluster which is attracting the most students.

2. Closure or relocation would have the greatest negative impact on the community.

3. There is not sufficient room at Benchley, Grantville or even both sites to absorb Foster's students (and there are only 74 open slots at Marvin).

4. Since the district is considering establishing a magnet fundamental "school within a school" at Lewis as a continuing program for Foster graduates, closing Foster undermines the very reason for establishing this program in this area.

Recommendation III

Maintain Grantville School facility utilization as follows:

- Move Benchley program to site
- Move Benchley staff in toto to Grantville if enrollments and staff willingness allow
- Provide busing to Grantville for Benchley pupils
- Enroll Grantville K-3 pupils in Benchley program

.Phase out Grantville 4-6 program
.Retain Learning Center program at present time; if Benchley program to be expanded, relocate Learning Center program.

Rationale

1. Grantville community is no longer able to support the school with students; therefore, the concept of a "community school" at that site is obsolete.

2. There would be minimal negative impact within the community since only three grade levels (4-6) are being phased out.

3. Current K-6 program is so small, resulting in less flexibility in teacher assignments and social contacts for students among peers.

4. To allow flexibility in classroom organization an increase in enrollment would benefit the children here at the site.

5. The district could exchange a declining program for one that promises revitalization, stability and possible growth. To continue to provide professional growth to the current staff, an incoming staff can certainly provide the incentives for involvement in a new program.

6. Grantville has one state-funded program and one federal-funded program. These funds are based on enrollment; therefore, an increase in enrollment would be of real benefit to a school this size.

7. Judge Welsh ruled Grantville School as a neutral site for an integration program, centrally located, freeway accessible, and a balance between the racially majority schools and the racially minority schools.

8. Grantville at the present time is operating to its capacity for the integration program.

9. At this time, it is felt by the committee that closing Grantville School would be in violation of the Judge's ruling and it could possibly reflect negativism for the school district in the court case.

10. Grantville has a good physical plant--including all permanent classrooms, cafeteria and auditorium.

Additional Recommendations

If the Benchley program is moved to Grantville:

- There is potential financial accrual in the lease or sale of the Benchley site.
- Protection of the residential nature of the Benchley community should be a prime consideration in any future use of the site.
- The School Names Committee consider the retention of the name Belle Benchley in any such change.
- The community be apprised of any Benchley program staff changes.
- Parents be encouraged to become a vital part of the school operation.
- Key teachers from Benchley and Grantville staff spend time during the summer planning for the 1979-80 school year for the successful operation of the program.

If Benchley continues to operate, a multipurpose room should be provided.

We believe that is was unwise to include magnet schools in the Facilities Utilization Study because this compromises the district's commitment to voluntary integration, especially since this cluster is composed of two popular magnets and one successful Learning Center that are achieving the district's integration goals.

Minority Report: Recommendation I

Maintain present utilization of the Benchley school site.

Rationale

1. Our teaching staff feels that the essence of the program would be changed by moving to Grantville and prefers to remain at the present location.
2. There is an overwhelming feeling among Benchley parents that a move would be totally destructive to the program.
3. Our staff is already involved in working with the Sherman staff in the development of their new magnet program. It may be unrealistic to ask them to also work with the Grantville staff now.

4. All magnet programs are excellent and support priorities of the district and should not be changed. Benchley is being fully utilized and racially balanced according to district guidelines.

5. By approving the integration plan, Judge Welsh has ruled Benchley an acceptable location, and moving the program would eliminate one racially balanced site in the district.

6. Part of the appeal of Benchley is not only its program, but the fact that it is a primary school. This would be lost. Just as the district funds middle schools, they should also be willing to fund existing primary schools.

7. The Learning Center format (of 200 different fourth through sixth graders each day) is not compatible with a primary school atmosphere.

8. Our small, self-contained, and personal environment is an integral part of the unique magnet program offered at Benchley.

9. By assigning an administrator to Benchley, the district acknowledged that our magnet program merits a full-time administrator. However, if the administrator at Grantville would need to oversee two programs, we would be deprived of a full-time administrator.

10. Benchley's program is so different from Grantville's Learning Center that the best administrator for our program may not be the best one for the Learning Center. We believe it is unrealistic for one administrator to adequately administer two such different programs.

11. Savings in administration and operation are miniscule. Savings of $60,000 represent only 1/50 of 1% of the total district budget ($213,674,153); that amount does not justify risking the program. These savings do not reflect the maintenance or supervision of a closed site. Quality education is currently being offered at Benchley and a small savings is not worth jeopardizing it.

Minority Report: Recommendation II

Discontinue "neighborhood school" K-6 program at Grantville School.

Rationale

1. Grantville's resident enrollment is steadily declining each year. Unless the housing trends shift, the townhouses and condos accept children, the total Grantville resident population will be in the junior high schools within the next five years.

2. Grantville cannot provide quality education for seven grades because they have only three classrooms. It provides no flexibility in the program.

3. Students in the Grantville attendance area should be given assistance in relocating.

Minority Report: General Recommendation

It is our recommendation that instead of the district changing Benchley's program by moving it to a shared campus with the Learning Center, the district seek other means of reducing costs by $60,000.

GWP:br

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

ATTACHMENT A

BENCHLEY/FOSTER/GRANTVILLE
FACILITIES UTILIZATION STUDY

SUMMARY OF SCHOOL RATING

FACTOR	BENCHLEY	FOSTER	GRANTVILLE
Utilization	20.0 (82%)	20.0 (83.7%)	20.0 (89.6%)
Integration	25.0	25.0	25.0
1. Curricular Flexibility			
A. Teachers per grade level	7.0	7.0	0.0
B. Materials and supplies	1.86	7.89	.116
2. Operating Costs*	---	---	---
3. Physical Adequacy			
A. Playground	3.5	3.5	3.5
B. Quality of facilities	3.0	3.0	3.0
C. School amenities	3.0	7.0	8.0
4. Impact of Closure: Pupils and Community	6.0	9.0	6.0
5. Health, Traffic and Safety	7.0	7.0	7.0
TOTALS	76.36	89.39	72.616
*Operating Costs Per Pupil	($282)	($205)	($282)

GWP:br
1/16/79

SAN DIEGO STATE UNIVERSITY
1897

Utilization	82%	20 pts.
Integration		25 pts.
Dist. Util.	same	20 pts.

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

ATTACHMENT B

SCHOOL RATING

SCHOOL BENCHLEY ELEMENTARY

ADDRESS 7202 Princess View Drive

TELEPHONE NO. 286-9330

PRINCIPAL Mrs. Donna Jefferis

GRADE LEVELS K-3

ENROLLMENT 246 (10-6-78)

ETHNICITY: Predominantly Minority (More than __% minority) ____
Tipping (Between __% and __% min.) ____
Balanced (Between __% and __% maj.) 67.7 wh
Predominantly Majority (More than __% majority) ____

PROJECTED ENROLLMENT AND NUMBER OF CLASSROOMS NEEDED

Number of classrooms available: Kgn. size 1, Reg. size 10; Total 11
All are portables.

1977-78

	Resident Enroll.	Clsrms. Utilized	Magnet Program
Kgn.			68
Gr. 1-3			176
Gr. 4-6			---
Special Education			---

1978-79

	Resident Enroll.	Clsrms. Needed	Magnet Program
Kgn.	13	1	56
Gr. 1-3	69	8	190
Gr. 4-6	---		---
Special Education	---		---

1979-80

Kgn.	18	1	62
Gr. 1-3	58	8	195
Gr. 4-6	---		---
Special Education	---		---

1980-81

Kgn.	18	1	65
Gr. 1-3	57	8	200
Gr. 4-6	---		---
Special Education	---		---

Total Overage/Deficiency

1978-79 Kgn. clsrms. ____
Reg. clsrms. ____

1979-80 Kgn. clsrms. ____
Reg. clsrms. ____

1980-81 Kgn. clsrms. ____
Reg. clsrms. ____

GEOGRAPHICALLY ISOLATED SITE: Yes ____ No XX
(If "yes," school will remain open; no need to rate.)

INTEGRATION IMPACT
Magnet Program: Yes (in existence or planned) XX No ____
If "yes," name of program ____ Relocatable: Yes XX No ____
(If magnet program, existent or planned, is not relocatable, school will remain open; no need to rate.)

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

SCHOOL NAME OR CODE Benchley Elementary

CRITERIA

Identified below are five criteria which could be used in the determination to continue a school in operation or to close the school. Each criterion was weighted and assigned points according to its relative importance. The total of the points assigned is 100.

Using these criteria and this scale, schools with higher scores would be given greatest consideration for continued operation.

1. CURRICULAR FLEXIBILITY (28 pts.)

A. Average number of regular classroom teachers per grade level (dist. fnd): (14 pts.)

No. of teachers 9 divided by number of grade levels 4 = average 2.35

	Check one		Points
Less than one		=	0
One to two		=	3.5
Two to three	x	=	7.0
Three to Four		=	10.5
Four or more		=	14.0

Score: 7.0

B. Textbook (SIM) and instructional materials and supplies allocations: (14 pts.)

2) rank (16) School rank 16 X .116 = Score: 1.86

2. OPERATING COSTS ON A PER-PUPIL BASIS (26 pts.)
Operating costs include utilities, regular maintenance, custodial, certificated administration and clerical costs.

$68,835 ÷ 244 = $282 per pupil School rank _____ X .215 = Score: _____

3. PHYSICAL ADEQUACY (21 pts.)
("Givens" are classroom space adequacy, pupil lavatory adequacy, and the existence of an administrative unit.)

A. Playground: (7 pts.)
(space, design, equipment, general quality)

	Check one	Points
Excellent		7.0
Adequate	X	3.5
Less than adequate		0

Score: 3.5

B. Quality of facilities: (6 pts.)
(state of repair, age, attractiveness)

	Check one	Points
Excellent		6.0
Adequate	X	3.0
Less than adequate		0

Score: 3.0

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

SCHOOL RATING
Page 3

SCHOOL NAME OR CODE Benchley Elementary

3. PHYSICAL ADEQUACY (continued)

C. School Amenities: (8 pts.)

	Check if present		Points
Cafeteria/cafetorium, auditorium		=	1
Kitchen adequate for food service		=	1
Separate learning centers:			
Type (maximum 3 pts.)			
Reading Center (1/2 day)	X	=	1
Media Center	X	=	1
		=	1
Safe staff parking	X	=	1
Intrusion alarm system		=	1
Adequate adult lavatory facilities		=	1

Total number of checks 3 = Score: 3.0

4. IMPACT OF CLOSURE ON PUPILS AND COMMUNITY (15 pts.)

	Check if operational		Points
Special education (all LAC designations)		=	3
Special programs (district reading center, Title IV-C, Children's Centers, etc.)		=	3
Consolidation Application programs	X	=	3
Board-designated Community School Program		=	3
Community use of school (youth groups, Park and Recreation, town council, churches, adult education, etc.)	X	=	3

Total number of checks 2 X 3 = Score: 6.0

5. HEALTH, TRAFFIC AND SAFETY (10 pts.)

	Check if appropriate		Points
Lack of noise pollution	X	=	3
Climate control		=	3
No traffic/safety problems (major thoroughfares, canyons, railroad tracks, hazards not under protection of junior patrol)	X	=	4

Score: 7.0

TOTAL SCORE: _____

COMMENTS
(Elements considered crucial or of high impact not addressed in the above criteria.)

GWP:br
5-24-78

Utilization 83.7% 20 pts.
Integration 25 pts.
Dist. Util. 79.2% 20 pts.

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

ATTACHMENT C

SCHOOL RATING

SCHOOL FOSTER ELEMENTARY

ADDRESS 6550 51st Street

TELEPHONE NO. 582-2728

PRINCIPAL Mr. Jack Radican

GRADE LEVELS K-6

ENROLLMENT 452 (10-6-78)

ETHNICITY: Predominantly Minority (More than __% minority) ____
Tipping (Between __% and __% min.) ____
Balanced (Between __% and __% maj.) 68.2 wh
Predominantly Majority (More than __% majority) ____

PROJECTED ENROLLMENT AND NUMBER OF CLASSROOMS NEEDED

Number of classrooms available: Kgn. size 2, Reg. size 17; Total 19
(All permanent)

1977-78

	Resident Enroll.	Clsrms. Utilized
Kgn.	46	
Gr. 1-3	182	
Gr. 4-6	193	
Special Education	23	
	(444)	

1978-79

	Resident Enroll.	Clsrms. Needed	Magnet Program
Kgn.	51	2	60
Gr. 1-3	143	7	192
Gr. 4-6	164	6	201
Special Education	---		---
	(358)		(453)

1979-80

	Resident Enroll.	Clsrms. Needed	Magnet Program
Kgn.	54	2	71
Gr. 1-3	125	6	163
Gr. 4-6	148	6	193
Special Education	---		---
	(327)		(427)

1980-81

	Resident Enroll.	Clsrms. Needed	Magnet Program
Kgn.	54	2	72
Gr. 1-3	111	6	149
Gr. 4-6	129	5	173
Special Education	---		---

Total Overage/Deficiency

1978-79 Kgn. clsrms. ____
Reg. clsrms. ____

1979-80 Kgn. clsrms. ____
Reg. clsrms. ____

1980-81 Kgn. clsrms. ____
Reg. clsrms. ____

GEOGRAPHICALLY ISOLATED SITE: Yes ____ No XX
(If "yes," school will remain open; no need to rate.)

INTEGRATION IMPACT
Magnet Program: Yes (in existence or planned) XX No ____
If "yes," name of program Fundamental Relocatable: Yes XX No ____
(If magnet program, existent or planned, is not relocatable, school will remain open; no need to rate.)

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

SCHOOL NAME OR CODE Foster Elementary

CRITERIA

Identified below are five criteria which could be used in the determination to continue a school in operation or to close the school. Each criterion was weighted and assigned points according to its relative importance. The total of the points assigned is 100.

Using these criteria and this scale, schools with higher scores would be given greatest consideration for continued operation.

1. CURRICULAR FLEXIBILITY (28 pts.)

A. Average number of regular classroom teachers per grade level (dist. fnd): (14 pts.)

No. of teachers 15 divided by number of grade levels 7 = average 2.14

	Check one		Points
Less than one		=	0
One to two		=	3.5
Two to three	x	=	7.0
Three to Four		=	10.5
Four or more		=	14.0

Score: 7.0

B. Textbook (SIM) and instructional materials and supplies allocations: (14 pts.)

3) Dist. rank (68) School rank 68 X .116 = Score: 7.89

2. OPERATING COSTS ON A PER-PUPIL BASIS (26 pts.)
Operating costs include utilities, regular maintenance, custodial, certificated administration and clerical costs.

$90,890 ÷ 444 = $205 per pupil School rank _____ X .215 = Score: _____

3. PHYSICAL ADEQUACY (21 pts.)
("Givens" are classroom space adequacy, pupil lavatory adequacy, and the existence of an administrative unit.)

A. Playground: (7 pts.)
(space, design, equipment, general quality)

	Check one	Points
Excellent		7.0
Adequate	X	3.5
Less than adequate		0

Score: 3.5

B. Quality of facilities: (6 pts.)
(state of repair, age, attractiveness)

	Check one	Points
Excellent		6.0
Adequate	X	3.0
Less than adequate		0

Score: 3.0

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

SCHOOL NAME OR CODE Foster Elementary

3. PHYSICAL ADEQUACY (continued)

C. School Amenities: (8 pts.)

	Check if present		Points
Cafeteria/cafetorium, auditorium	X	=	1
Kitchen adequate for food service	X	=	1
Separate learning centers:			
Type (maximum 3 pts.)			
Reading Lab.	X	=	1
Media Center incl. library	X	=	1
Student Center (counseling)	X	=	1
Safe staff parking	X	=	1
Intrusion alarm system		=	1
Adequate adult lavatory facilities	X	=	1

Total number of checks 7 = Score: 7.0

4. IMPACT OF CLOSURE ON PUPILS AND COMMUNITY (15 pts.)

	Check if operational		Points
Special education (all LAC designations)		=	3
Special programs (district reading center, Title IV-C, Children's Centers, etc.)	X	=	3
Consolidation Application programs	X	=	3
Board-designated Community School Program		=	3
Community use of school (youth groups, Park and Recreation, town council, churches, adult education, etc.)	X	=	3

Total number of checks 3 X 3 = Score: 9.0

5. HEALTH, TRAFFIC AND SAFETY (10 pts.)

	Check if appropriate		Points
Lack of noise pollution	X	=	3
Climate control		=	3
No traffic/safety problems (major thoroughfares, canyons, railroad tracks, hazards not under protection of junior patrol)	X	=	4

Score: 7.0

TOTAL SCORE: _____

COMMENTS
(Elements considered crucial or of high impact not addressed in the above criteria.)

GW:br
5-24-78

Utilization 74.7% 15 pts
Integration 25 pts.
Dist. Util 89.6% 20 pts.

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

ATTACHMENT D

SCHOOL RATING

SCHOOL GRANTVILLE ELEMENTARY

ADDRESS 6145 Decena Drive

TELEPHONE NO. 283-5831

PRINCIPAL Mrs. Beatrice Reid

GRADE LEVELS K-6
ENROLLMENT 89 (10-6-78)
ETHNICITY: Predominantly Minority
(More than __% minority) ____
Tipping
(Between __% and __% min.) ____
Balanced
(Between __% and __% maj.) 57.9 wh
Predominantly Majority
(More than __% majority) ____

PROJECTED ENROLLMENT AND NUMBER OF CLASSROOMS NEEDED

Number of classrooms available: Kgn. size 1, Reg. size 12; Total 13
(All permanent)
Eight rooms used for Learning Center (180 students in Learning Center Program)

*1977-78

	Resident Enroll.	Clsrms. Utilized
Kgn.	8	
Gr. 1-3	35	
Gr. 4-6	50	
Special Education	--	

*Enrollment figures corrected, 11-28-78

*1978-79

	Resident Enroll.	Clsrms. Needed
Kgn.	12	
Gr. 1-3	31	3
Gr. 4-6	46	
Special Education	--	

8 clsrm

Total Overage/Deficiency

1978-79 Kgn. clsrms. ____
Reg. clsrms. ____

*1979-80

	Resident Enroll.	Clsrms. Needed
Kgn.	13	
Gr. 1-3	25	3
Gr. 4-6	26	
Special Education	--	

8 clsrm

1979-80 Kgn. clsrms. ____
Reg. clsrms. ____

*1980-81

	Resident Enroll.	Clsrms. Needed
Kgn.	13	
Gr. 1-3	21	3
Gr. 4-6	28	
Special Education	--	

8 clsrm

1980-81 Kgn. clsrms. ____
Reg. clsrms. ____

GEOGRAPHICALLY ISOLATED SITE: Yes ____ No xx
(If "yes," school will remain open; no need to rate.)

INTEGRATION IMPACT
Magnet Program: Yes (in existence or planned) xx No ____
If "yes," name of program Learning Center Relocatable: Yes xx No ____
(If magnet program, existent or planned, is not relocatable, school will remain open; no need to rate.)

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

SCHOOL NAME OR CODE Grantville Elementary

CRITERIA

Identified below are five criteria which could be used in the determination to continue a school in operation or to close the school. Each criterion was weighted and assigned points according to its relative importance. The total of the points assigned is 100.

Using these criteria and this scale, schools with higher scores would be given greatest consideration for continued operation.

1. CURRICULAR FLEXIBILITY (28 pts.)

A. Average number of regular classroom teachers per grade level (dist. fnd): (14 pts.)

No. of teachers 3 divided by number of grade levels 7 = average .43

	Check one		Points
Less than one	x	=	0
One to two		=	3.5
Two to three		=	7.0
Three to Four		=	10.5
Four or more		=	14.0

Score: 0

B. Textbook (SIM) and instructional materials and supplies allocations: (14 pts.)

1) rank (1) in district School rank 1 X .116 = Score: .116

2. OPERATING COSTS ON A PER-PUPIL BASIS (26 pts.)
Operating costs include utilities, regular maintenance, custodial, certificated administration and clerical costs.

$76,990 ÷ 273 = $282 per pupil
(180 L.C. + 93 K-6)

School rank _____ X .215 = Score: _____

3. PHYSICAL ADEQUACY (21 pts.)
("Givens" are classroom space adequacy, pupil lavatory adequacy, and the existence of an administrative unit.)

A. Playground: (7 pts.)
(space, design, equipment, general quality)

	Check one	Points
Excellent		7.0
Adequate	x	3.5
Less than adequate		0

Score: 3.5

B. Quality of facilities: (6 pts.)
(state of repair, age, attractiveness)

	Check one	Points
Excellent		6.0
Adequate	x	3.0
Less than adequate		0

Score: 3.0

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

SCHOOL NAME OR CODE Grantville Elementary

3. PHYSICAL ADEQUACY (continued)

C. School Amenities: (8 pts.)

	Check if present		Points
Cafeteria/cafetorium, auditorium	X	=	1
Kitchen adequate for food service	X	=	1
Separate learning centers:			
Type (maximum 3 pts.)			
Multi-media	X	=	1
Counseling Center	X	=	1
Reading Center	X	=	1
Safe staff parking	X	=	1
Intrusion alarm system	X	=	1
Adequate adult lavatory facilities	X	=	1

Total number of checks 8 = Score: 8.0

4. IMPACT OF CLOSURE ON PUPILS AND COMMUNITY (15 pts.)

	Check if operational		Points
Special education (all LAC designations)		=	3
Special programs (district reading center, Title IV-C, Children's Centers, etc.)		=	3
Consolidation Application programs	X	=	3
Board-designated Community School Program		=	3
Community use of school (youth groups, Park and Recreation, town council, churches, adult education, etc.)	X	=	3

Total number of checks 2 X 3 = Score: 6.0

5. HEALTH, TRAFFIC AND SAFETY (10 pts.)

	Check if appropriate		Points
Lack of noise pollution	X	=	3
Climate control		=	3
No traffic/safety problems (major thoroughfares, canyons, railroad tracks, hazards not under protection of junior patrol)	X	=	4

Score: 7.0

TOTAL SCORE: _____

COMMENTS
(Elements considered crucial or of high impact not addressed in the above criteria.)

GW:br
5-24-78

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

ATTACHMENT E

DISCUSSION OF PRESENTATION OF BENCHLEY CONCERNS

The Benchley representatives presented the following concerns, the responses are provided contextually.

1. Q - If the Benchley Program is moved, how and who will move all supplies and equipment and would teachers be able to take favorite district-owned classroom furniture?

   A - The district would move, by truck, supplies and equipment cited.

2. Q - Would we save any money at all if Benchley were closed and the program transported to the Grantville site? If so, how much and how?

   A - Money would be saved in administration and plant operation. (Attachment H)

3. Q - This is an inappropriate time, considering the Magnet Program and possible changes in personnel, to transport the Benchley Program.

   A - ----------

4. Q - The sharing of another campus with another program is unsatisfactory... not beneficial to Benchley.

   A - The Benchley program would be the school program. The Learning Center pupils would be "visitors" in a sense, because of their one-day-per-week involvement.

5. Q - Benchley would not have a large enough enrollment to justify moving to another site.

   A - Savings in administration and operation are considerable. (Attachment H)

6. Q - There are feelings of uneasiness that are cumulative because we have felt that over the years Benchley has been considered a small school that could be closed and we would like the feeling of more security. We feel we are making a contribution to education and even the District that should be supported.

   A - There is no question that the Benchley program is a contribution to education. For this reason, the program should be maintained, and in a setting in which parents would not longer feel apprehensive.

7. Q - If we do move, we would like our principal to have a voice in the selection of any additional staff that might be needed.

   A - In magnet programs, principals have a voice in the selection of staff.

8. Q - We want our teachers who are presently at Benchley to continue if the program should be moved.

   A - The staff would move with the program, unless they request transfer. Teachers have the option to bid on other position vacancies or to request transfer according to the SDTA contract. This is true in any circumstance.

9. Q - Would there be transportation for the children presently enrolled at Benchley, if the program were moved.

   A - Yes, as provided for in district procedure 2411:
   Transportation to magnet programs is provided for all students except as follows:
   1) Students residing within the neighborhood attendance boundary of the magnet school.
   2) Students residing outside the neighborhood attendance boundary and living less than 3/4 miles (K-3) from the magnet school.
   3) Students attending the magnet on a special attendance permit.

   The best estimate is that virtually all pupils would qualify for busing.

10. Q - Would we lose the name Belle Benchley if we were moved? This would cause us to lose our identity.

    A - Yes. A recommendation from the committee might be to preserve the name if the program were moved to a school with a geographic name.

11. Q - May we add to the list after our community meeting on Monday, January 22?

    A - Yes

12. Q - We are troubled by the lack of distinction between a small school and an under-utilized school. How do we determine the cost effectiveness of each?

    A - Cost effectiveness must be evaluated in relationship to alternatives. Costs of school operation are identified in Attachment H as are the costs in viable alternative combinations.

13. Q - It may not be cost effective to close old schools and open new schools.

    A - This is not within the purview of this study.

14. Q - If the program is moved, would the Benchley students occupy the permanent buildings? We use the breezeway for part of our instructional program.

    A - The principal, acting with considered input, determines the utilization of facilities on site.

15. Q - We want to hear that if our program is moved, the program will remain intact.

    A - The program will continue intact to the degree that pupil enrollment allows and the requirements of employee contracts dictate.

16. Q - If we do move would it be possible to arrange the lunch periods so that the primary grades would have a separate time from the upper grades?

    A - The principal arranges the lunch schedule and does so with the best interests of pupils in mind.

17. Q - If the program is moved, would there be adequate clerical help so that the secretary could better serve the needs of the staff, parents, children and principal?

    A - Clerical help to schools is provided by formula. Magnet programs are given every consideration so that adequate and appropriate help is provided.

GWP:br
2/6/79

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

ATTACHMENT II

REPORT OF FACILITIES UTILIZATION STUDY
BENCHLEY, FOSTER AND GRANTVILLE SCHOOLS (Addendum)

April 17, 1979

The information in this report serves as amplification of material contained in the original report of March 27, or as response to questions which have been raised.

COST PROJECTIONS RELATED TO THE RELOCATION OF THE BENCHLEY PROGRAM

A five year projection through the 1983-84 school year indicates an estimated cost savings of $232,240 if the Benchley program is moved to Grantville. This projection was reached as follows:

Benchley and Grantville Schools Operating Separately

	Costs: One Year	Costs: Five Years
Benchley		
Administration	$ 40,651	$203,255
Plant Operation	28,608	143,040
Total	$ 69,259	$346,295
Grantville		
Administration	$ 39,534	$197,670
Plant Operation	35,798	178,990
Total	$ 75,332	$376,660
Total, Benchley and Grantville	$144,591	$722,955

Benchley Program Moved to Grantville

	Costs: One Year	Costs: Five Years
Benchley-Grantville Combined		
Administration	$ 41,260	$206,300
Plant Operation	44,033	220,165
Total	$ 85,293	$426,465

Five Year Cost Savings

Cost to operate both schools separately		$722,955
Cost to operate schools combined	(-)	426,465
		$296,490
Cost to relocate portables	(-)	64,250
Savings		$232,240

FOSTER SCHOOL LOSS OF RESIDENTIAL ENROLLMENT, 1978-79

The information on the Foster School rating sheet indicates that the resident enrollment of 444 in 1977-78 dropped to 358 in 1978-79. A drop in enrollment to 420 pupils had been projected for Foster and is reflective of the overall decline in elementary enrollments experienced by the district this year. In addition, 56 pupils transferred to Marvin School. Of these, 36 transferred because they did not wish to participate in the fundamental program at Foster. The remaining 20 pupils transferred because of the gifted program, child care, personal and social adjustment or change of home address.

ENROLLMENT IN THE BENCHLEY PROGRAM OF MINORITY PUPILS FROM MINORITY ISOLATED SCHOOLS

As of March 30, there are 233 pupils enrolled in Benchley School. Of the 79 minority pupils in attendance, there are 35 from minority isolated schools. These 35 pupils come from 12 minority isolated schools.

PROCESS AND RATIONALE FOR THE SELECTION OF SCHOOLS TO BE STUDIED

Using district enrollment projections, the Elementary Division identified schools with low residential enrollments which were expected to continue to lose pupils during the next five years. These schools were then clustered with nearby schools for the purpose of the study. The division recommended five clusters for study during 1978-79. The recommendation, supported by the Facilities Planning Committee, the Executive Council and the superintendent received approval from the Board of Education.

Both Benchley and Grantville have low residential enrollments which are continuing to decline. Benchley also is a portable school lacking in auditorium, cafeteria and conference room facilities. Foster is located between the two schools and has pupils in attendance from the Grantville area at the present time. In addition, there are two areas adjacent to the Foster and Grantville attendance areas which are currently optional for these two schools.

GWP:br

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

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GWP:br