



Scoring Guide for Elementary School Boundary Studies

DRAFT - June 2025

Purpose and Use of the Scoring Guide

This scoring guide is designed as a resource for elected members of the School Board, members of School Boundary Committees and other stakeholders. Its purpose is to assist users in evaluating potential school closure scenarios by providing structured criteria and scoring. When used alongside other data considered during boundary studies, this guide will provide for better-informed decision-making.

This guide is not intended to serve as a comprehensive or definitive method for calculating scores which will solely determine school boundary changes or closures. In determining the best possible scenarios, the Board will likely consider other criteria and may also assign weighted values to the scores determined by this guide. Each of the criteria included below are intended to promote thoughtful and transparent deliberation in addressing the challenges of school closures and consolidations.

The scoring system operates on a scale from 1 to 4:

1. Indicates a higher likelihood of school closure or significant program/boundary modifications.
4. Indicates a lower likelihood of closure or adoption of a scenario such as a boundary realignment.

I: Condition of Facility

Consider all elements of the school building and its property (physical plant, playgrounds, accessibility, HVAC, and grounds)

4. **Excellent:** Facility is operational and aesthetically pleasing; minimal repairs are needed.
3. **Good:** Facility is operational, but some elements of facilities may require repair to be functional.
2. **Satisfactory:** Some elements of facilities fall below acceptable standards; considerable repairs are needed.
1. **Poor:** Many elements of the facility fall far below acceptable standards; major costly repairs are needed for the facility to be usable and/or safe.

II: Total School Enrollment

Consider both current and projected school enrollment using a standard of 27:1 student-to-class ratio. Also consider building capacity (number of classrooms and space for common areas).

4. **Excellent:** Enrollment exceeds 400 students 4+ typically sized classes per grade level.
3. **Good:** Enrollment is between 350 and 399 students or 3 typically sized classes per grade level.
2. **Satisfactory:** Enrollment is between 300 and 349 students or 2 typically sized classes per grade level.
1. **Poor:** Enrollment is below 300 or some grade levels with only 1 typically sized class.

III: Grade-Level Distribution of Enrollment

Consider all enrollment-related factors such as building capacity, grade-level class sizes, and demographics.

4. **Excellent:** There are minimal disparities across grade levels.
3. **Good:** Disparities across grade levels are manageable without special considerations (like split-grade classes).
2. **Satisfactory:** Disparities across grade levels can be managed only through special considerations (like split-grade classes).
1. **Poor:** There are significant, unmanageable disparities across grade levels.

IV: Enrollment vs. Building Capacity

Consider actual school enrollment (current and projected) as a percentage of total enrollment capacity of the facility.

4. **Excellent:** Enrollment is greater than 90% of building capacity.
3. **Good:** Enrollment is between 75% and 89% of building capacity.
2. **Satisfactory:** Enrollment is between 60% and 74% of building capacity.
1. **Poor:** Enrollment is less than 60% of building capacity.

V: Special Programs Enrollment

Consider Dual Language Immersion (DLI), Davis Enhanced Education Program (DEEP), and Special Education Hub classes (program classes). Include consideration of class structures at each grade level.

4. **Excellent:** There are minimal disparities between program classes and non-program classes.
3. **Good:** Disparities between program classes and non-program classes are manageable without special considerations (like split-grade classes).
2. **Satisfactory:** Disparities between program classes and non-program classes can be managed only through special considerations (like split-grade classes).
1. **Poor:** There are significant, unmanageable disparities between program classes and non-program classes.

VI: Special Programs Outcomes

Consider various outcomes for Dual Language Immersion (DLI) and Davis Enhanced Education Program (DEEP) classes (program classes).

4. **Excellent:** Program classes and non-program classes maintain 25+ students across grade levels; program enrollment is stable with minimal decline; students in program classes and non-program classes have high achievement on state benchmarks; parents are highly involved.
3. **Good:** Program classes and non-program classes maintain 20-24 students across grade levels; program enrollment decline is minimal; students in program classes and non-program classes have moderately high achievement on state benchmarks; parents are involved.
2. **Satisfactory:** A few program classes or non-program classes have fewer than 20 students; program enrollment decline is notable; students in program classes and non-program classes have moderate achievement on state benchmarks; or parents are minimally involved.
1. **Poor:** Several program classes or non-program classes have fewer than 20 students; program enrollment decline is significant; students in program classes and non-program classes have low achievement on state benchmarks; parents are not involved.

VII: Transportation Logistics:

Consider busing routes needed to get students to/from school safely and in a timely manner.

4. **Excellent:** Transportation routes (if needed) are efficient and require no exceptions to the standard transportation offerings for schools in the district.
3. **Good:** Transportation routes (if needed) are moderately efficient and may require some exceptions to the standard transportation offerings for schools in the district.
2. **Satisfactory:** Transportation routes (if needed) are minimally efficient and require notable exceptions to the standard transportation offerings for schools in the district.
1. **Poor:** Transportation routes (if needed) are inefficient and require significant exceptions to the standard transportation offerings for schools in the district.

Overall Scoring Guide:

Consider the sum of all scores for criteria I through VII.

Excellent (25-28 total points):

The school does not require boundary adjustments or closure; the school may be involved in boundary adjustments if determined necessary for neighboring schools.

Good (19-24 total points):

The school may require boundary adjustments but not closure; the school may be involved in boundary adjustments if determined necessary for neighboring schools.

Satisfactory (12-18 total points):

The school needs boundary adjustments and may also be considered for closure; the school may be involved in boundary adjustments if determined necessary for neighboring schools.

Poor (0-11 total points):

The school needs boundary adjustments and should be considered for closure; the school may be involved in boundary adjustments if determined necessary for neighboring schools.