

The School Closure Crisis: A Challenge for Demographers¹

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Abstract

Declining birth numbers after 1990 produced school enrollment declines nationwide. These declines, combined with funding difficulties, have resulted in many public elementary school closures and consolidations. By the end of the decade, middle and high school closures will follow. In California, the number of public schools closed in 2004 was nearly twice the 2003 figure and five times the 2000 number (although there are difficulties determining exact totals). This paper explores school closures and their causes, with emphasis on California.

Demographers can help decide whether school closures are warranted and which schools should be closed. We provide enrollment forecasts. We analyze where students enroll versus where they live and provide attendance area forecasts showing which subareas of a school district are losing students. Above all, we help with the school closure *process* by providing objective analyses and data upon which decisions may be based. Our experience also allows us to provide recommendations that will make the process less difficult.

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Introduction

Funding problems and enrollment declines have caused many public school districts to close facilities in recent years. Birth declines, government revenue shortfalls, population redistribution, uneven housing growth, concerns about school quality and safety, and the charter school movement have all prompted school closures.

Closure discussions are common in school districts across the United States and Canada today. Applied demographers working with schools may be called upon to provide enrollment forecasts, spatial analyses, and other information during the closure process. There are many ways we can help.

Counting the Number of Schools that Close

It turns out to be rather difficult to identify schools that have been closed. The California Department of Education (CDE) has no legislative mandate to track closures. The agency issues an annual Fact Finder report in which it reports *total* numbers of public schools, including charter schools (Table 1). The numbers have risen gradually for several years. It appears that new charters and regular public school openings outnumber closures, and because this report gives only the net number of schools, it is not useful for tracking school closures.

Table 1

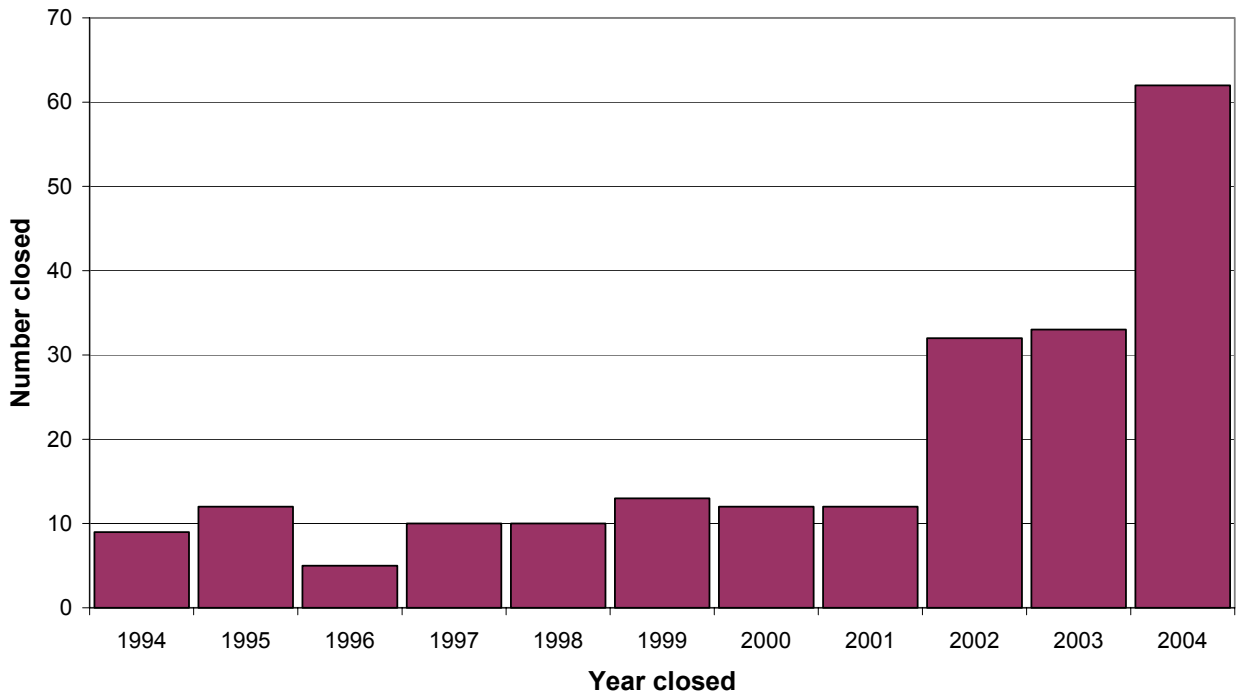
Number of Public Schools in California California Department of Education				
	2000-01	2001-02	2002-03	2003-04
<u>Regular (charter and non-charter):</u>				
Elementary	5,368	5,423	5,456	5,503
Middle	1,156	1,171	1,183	1,210
Junior High	21	22	23	25
High	935	966	1,006	1,059
K-12	54	68	93	98
Other types**	1,227	1,265	1,326	1,328
Total	8,761	8,915	9,087	9,223
* Continuation, alternative, community day, special education, other				
Sources: California Department of Education. <i>Fact Book 2005: Handbook of Education Information</i> . (also Fact Book 2004, Fact Book 2003, and Fact Book 2002) http://www.cde.ca.gov/re/pn/fb/index.asp				

Our count of the number of schools closed is based on a CDE list of public schools.² This list was not intended to help track school closure; specific difficulties with the data are discussed in the Appendix. Our list consists of 210 regular³ California public schools that closed between 1994 and 2004, and it appears in the Appendix. It is quite possible that our list is incomplete and that it includes a few schools that do not belong, but we are confident that it indicates a dramatic increase in the number of school closures.

We found that the number of California public schools closing in 2004 was more than three times the 2001 figure and more than five times the 2000 number (Chart 1).

Chart 1

California Schools Closed, 1994-2004
Regular K-12 Public Schools (charters excluded)



Data source: California Department of Education, <http://www.cde.ca.gov/ds/si/ds/pubschls.asp>

Many of the closed schools have been in small districts (average daily attendance below 2,500) with few schools, making decisions especially distressing. Of the 210 closed schools in our 1994-2004 database, 35 were in small districts. A few small districts closed half of their schools.

² California Department of Education’s School Directory was used for analyses reported here (<http://www.cde.ca.gov/ds/si/ds/pubschls.asp>).

³ By “regular” public schools, we mean K-12 schools that are not charter, adult education, alternative, county, county community, community day, continuation, California Youth Authority, juvenile hall, opportunity, special education, or state special schools.

In 2004 and early 2005, hundreds of additional schools were considered for closure. Large school districts, such as San Diego, Oakland, Sacramento City, West Contra Costa, San Jose, and San Juan Unified, as well as small ones, have already decided to close at least one school and are poised to close more. Some districts are deciding to close middle schools.

The following sections review demographic factors leading to school closure, the enrollment consequences of school closure, and recommendations for the closure process, including demographic inputs and alternatives to closure.

Demographic Factors Leading to School Closure

Financial challenges and falling enrollments have prompted many districts to study school closure. Under-utilized facilities are expensive. Tight budgets make school closure an obvious alternative, particularly if districts have enrollment declines. Although fiscal reasons for closure tend to be outside our expertise, we can do a great deal to help districts facing the challenge.

As demographers, we focus on demographic reasons enrollments decline, including birth trends, population redistribution, and housing growth (or lack thereof).

Birth trends

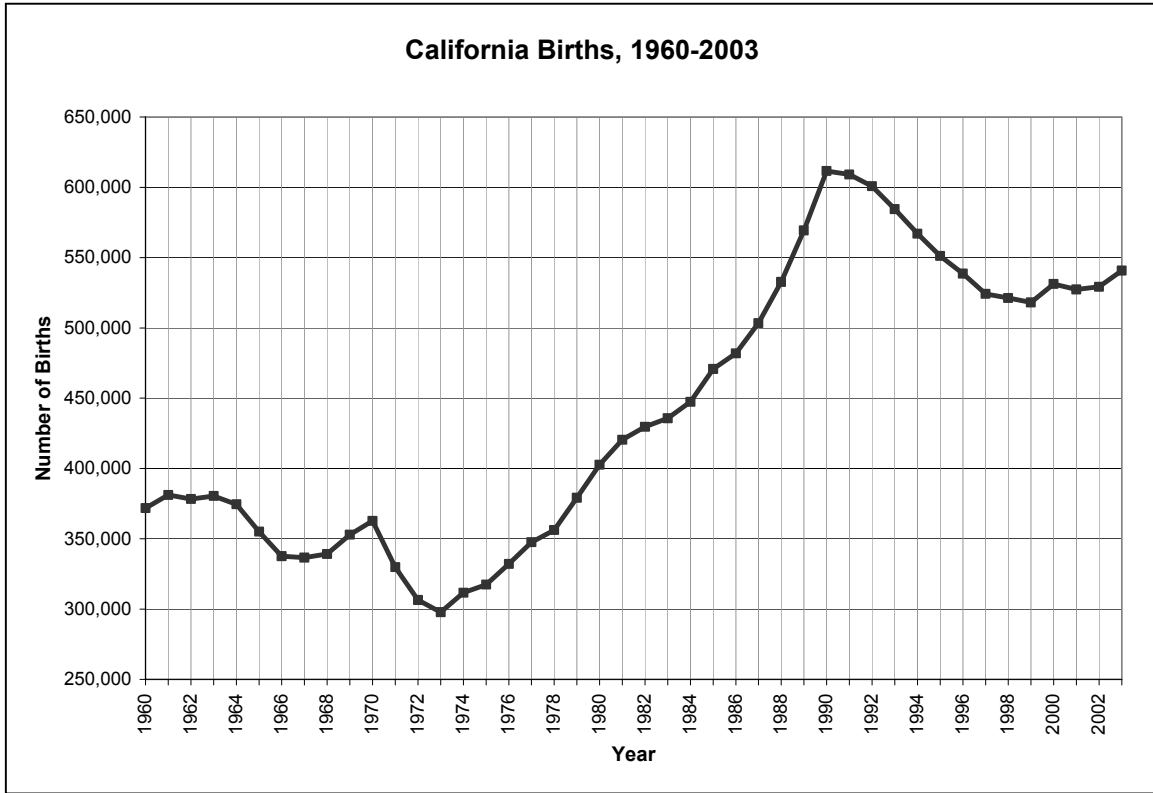
Many districts closed schools during the late 1970s and the early 1980s when enrollments declined (after the post-World War II baby boom generation graduated) because the coming enrollment growth from the baby boom's "echo" was not apparent. These closures were necessary to keep schools running efficiently. However some districts not only closed schools but also sold the properties (to developers who built homes that housed additional students). In some cases this was wise, but in many other cases enrollment growth in the 1990s coupled with class size reduction created facility shortages with few options for expansion.

In California, nearly twenty years of increasing elementary enrollments, from the early 1980s through the mid-1990s, were followed by a decline that resulted from a birth decline. The number of births dropped after a 1990 peak (Chart 2). However, the number of births increased in 2000, and California Department of Finance demographers expect kindergarten enrollments to increase modestly and to remain relatively high through fall 2012 (Chart 3).⁴

Available birth data allow state demographers to forecast continued enrollment declines through 2007. After that, lack of birth data makes enrollment projections very tenuous. We cannot be certain whether births and enrollments will remain fairly flat or rebound in coming decades.

⁴ State of California, Department of Finance, California Public K-12 Enrollment and High School Graduate Projections by County, 2003 Series, Sacramento, California, October 2003.

Chart 2



State of California, Department of Health Services, Birth Records.
<http://www.dhs.ca.gov/chs/OHIR/vssdata/2003data/2003NTrendsEX.htm>

As a result of birth decline, many areas experienced kindergarten enrollment declines between 1995 and 2002. Statewide, kindergarten enrollments fell by 15,400 (-3.3%). 41 counties lost enrollments, (particularly Los Angeles, Santa Clara, San Diego, San Mateo, Alameda, and San Francisco), prompting many districts to consider school closure. Only 17 of the state's 58 counties had kindergarten enrollment increases (particularly Riverside, Placer, San Joaquin, and Sacramento).

The areas that experienced kindergarten enrollment declines between 1995 and 2002 have lost students in other grades. The shaded areas in Map 1 are areas in which many schools have closed since 2000. Birth declines are a leading indicator of enrollment decline and school closure.

Map 1

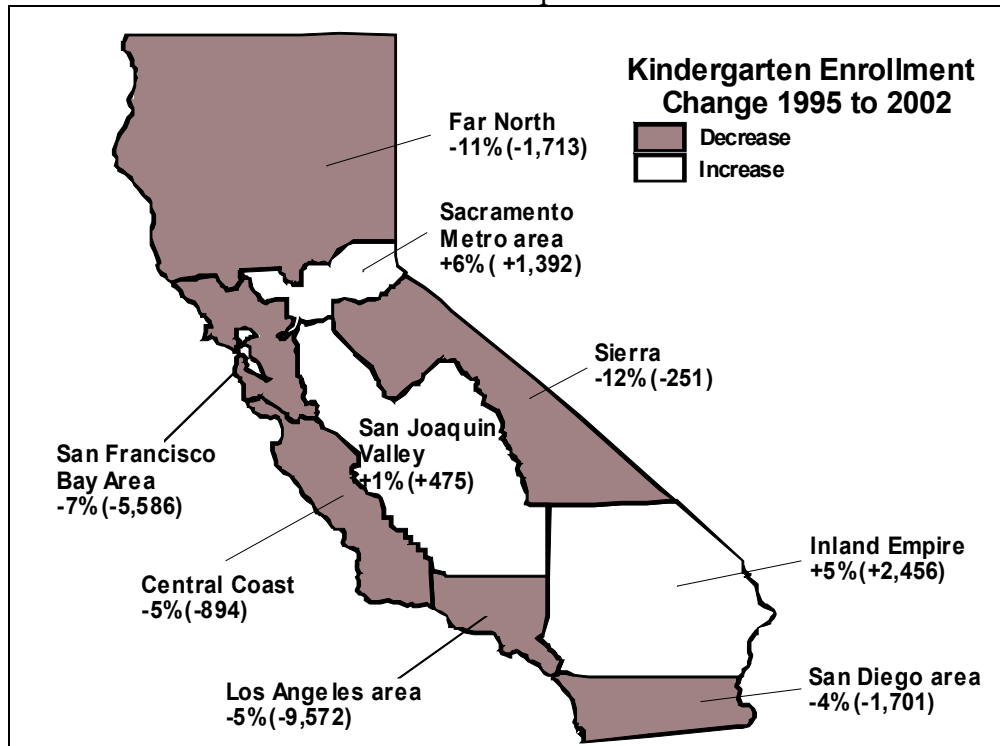
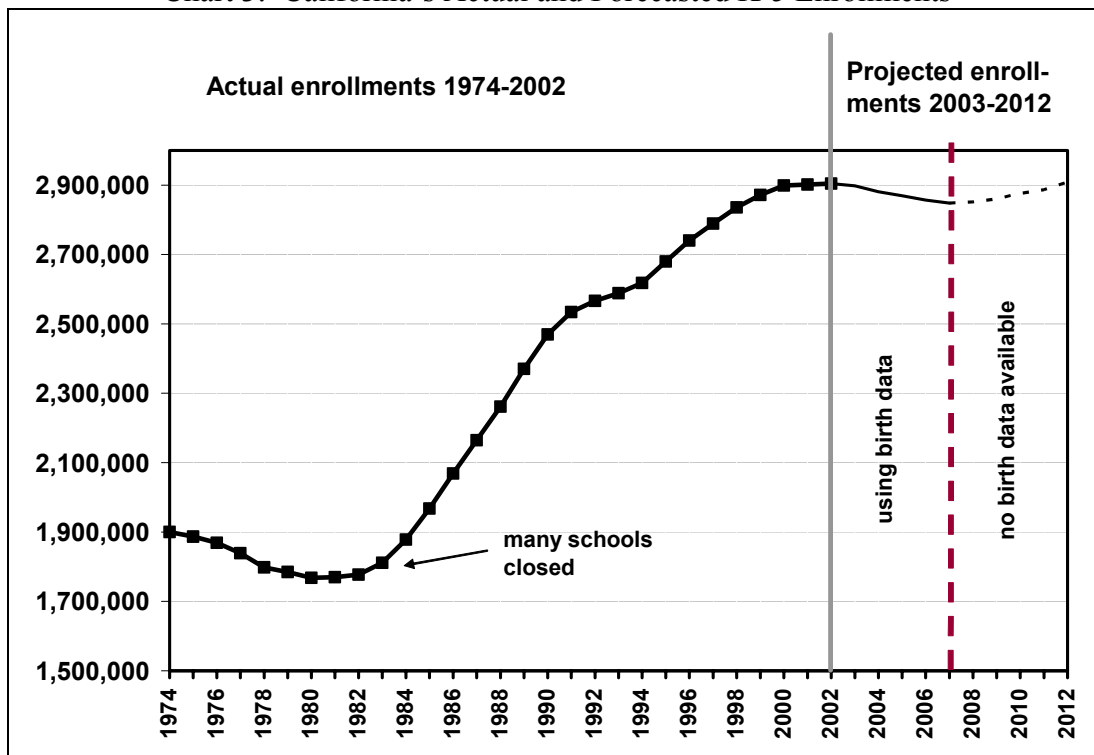


Chart 3: California's Actual and Forecasted K-5 Enrollments



Data source: State of California, Department of Finance, *California Public K-12 Enrollment and High School Graduate Projections by County, 2003 Series*, Sacramento, California, October 2003.
<http://www.dof.ca.gov/HTML/DEMOGRAP/K12G.HTM>

Migration/Population Redistribution

Although a few areas had positive migration flows during the early 2000s, most of California experienced some recession-related out-migration of families with school-aged children. The trend may be changing, however, as the state economy improves.

A number of California’s largest urban areas have lost students, which has led to the closure of a number of schools. In fact, nearly half the schools closed since 2000 are in the Los Angeles, San Diego, and San Francisco Bay areas. Other urban areas nationwide have been losing students.⁵

In one urban California district, large numbers of African American students have left the public schools in recent years. We found that approximately 20 percent of the district’s African American K-4 students left the regular public schools *each year* since 2000. The school district does not keep records of where departing students go (a difficult task), so we tried to find indirect evidence of their destinations.

We first checked to see whether they might have relocated within the same county, since short-distance migration is most common. This appears not to be the case here, since school districts in the rest of that county did not gain African American students in numbers approaching those leaving the urban district.

Where did the students go? We computed African American grade progressions for each California county and aggregated them into subareas (Table 2). We chose these particular sets of grade progressions because movement of children between public and private schools and retentions are minimal. We found generally the same patterns in the first-through-fourth to second-through-fifth and second-through-fourth to third-through-fifth grade progressions.

Table 2

African American Student Losses/Gains by California Subarea						
As cohorts of students moved from one set of grades to the next						
Region	<u>1st-4th graders moved into grades 2-5</u>			<u>2nd-4th graders moved into grades 3-5</u>		
	Fall 2000 to Fall 2001	Fall 2001 to Fall 2002	Fall 2002 to Fall 2003	Fall 2000 to Fall 2001	Fall 2001 to Fall 2002	Fall 2002 to Fall 2003
Los Angeles Area	-69	810	-1,023	-785	429	-1179
San Diego Area	-369	-328	-407	-194	-258	-265
San Francisco Bay Area	-1,519	-106	-358	-1088	74	-270
Far North	61	19	-174	30	-30	-91
San Joaquin	490	-2	-136	322	-13	-122
Central Coast	-17	-31	-115	8	-5	-89
Sierra	8	18	-20	10	16	-12
Inland Empire	778	627	185	644	572	334
Sacramento Metro Area	584	46	231	478	32	215
Total	-53	1,053	-1,817	-575	817	-1479

Data source: California Department of Education, <http://data1.cde.ca.gov/dataquest/>

See Map 1 for the location of these regions.

⁵ An outstanding study by Richard Lycan discusses enrollment declines in the Portland, Oregon, public schools (Lycan, 2003).

Our analysis shows that African American students have been moving out of the Los Angeles, San Diego, and San Francisco Bay areas and into the Sacramento metro area and Inland Empire.⁶ Many moved out of the state altogether between fall 2000 and fall 2001 and fall 2002 and fall 2003. Ethnic population shifts like these can advance understanding of enrollment trends and of school closure patterns.

Housing growth (or lack thereof)

The three regions of California with the most housing growth during the last decade were the only ones with kindergarten growth (Sacramento metro area, San Joaquin Valley, and the Inland Empire). All other regions have lost kindergartners, with the Los Angeles and San Francisco Bay areas losing the most. In some cases, enrollment decline in one area with older housing (like Sacramento City and San Juan Unified Districts) is accompanied by housing and enrollment growth in another area nearby (Elk Grove Unified).

Housing price increases can affect enrollments in two ways. If rising prices prompt older, childless homeowners to sell, families with school-aged children may move into a school district. On the other hand, housing price (and rent) increases can cause enrollments to fall if poorer families move away. The homeowners and renters that replace them are more likely to be able to send their children to private schools. This appears to be happening in the district that has been losing 20 percent of its African American K-4 students each year.

Deterioration of a school's reputation

When a school's reputation deteriorates, student losses follow. In cases where districts have governance problems, fiscal problems, or are taken over by the state, district-wide enrollments have declined precipitously, with falling grade progressions (the net gain or loss of students as cohorts of children move from one grade to the next).

When schools perform poorly on widely publicized indicators of school performance, including No Child Left Behind measures, students may be lost. Sometimes parents seek to enroll their children in higher performing schools within the same district; sometimes they enroll the children in a private school or charter; sometimes they move to a different district.

⁶ As soon as fall 2004 ethnic enrollment data are available, we will add another pair of years to this analysis.

Enrollment Consequences of School Closure

The effects of school closure on subsequent enrollments seem to depend upon the circumstances under which closure occurred, but we have found that closure of neighborhood schools can result in substantial losses of public school students. Parents may shift their children to private schools or charters or move out of the school district.

Increased Enrollment Losses

We recently studied a district that closed several elementary schools, and found that a large share of students who had attended those sites the previous year did not re-enroll in any of that district's regular schools the following year. Although student losses at those sites had exceeded the districtwide pattern for years, the share that disappeared from the district altogether increased significantly after the schools closed. Because the district's elementary charter school enrollments did not increase substantially after the schools closed, we believe that many of these children moved out of the district (although some could have been enrolled in private schools).

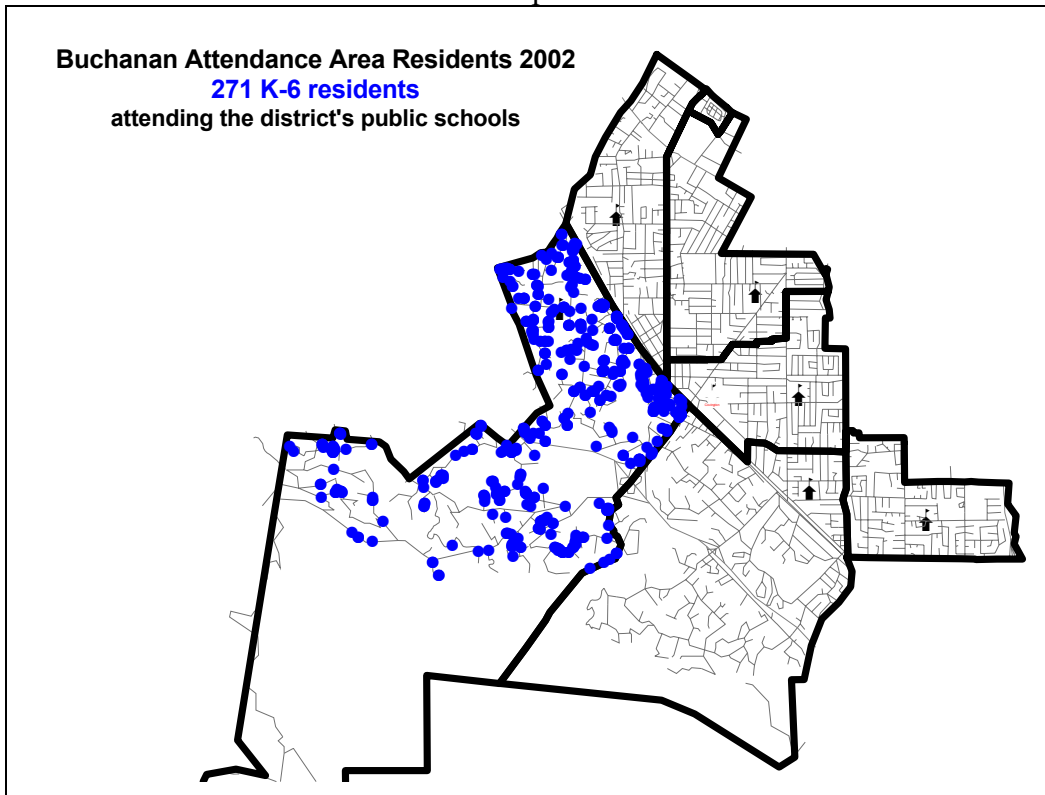
Losses to Charter Schools

Charter schools are a popular alternative to regular public schools, in California and elsewhere. Minnesota was the first state to enact charter legislation, in 1991.⁷ California's legislation passed in 1992, and since then, the number and type of charters have proliferated. Currently about 537 charter schools enroll about 180,000 students in the state (www.uscharterschools.org).

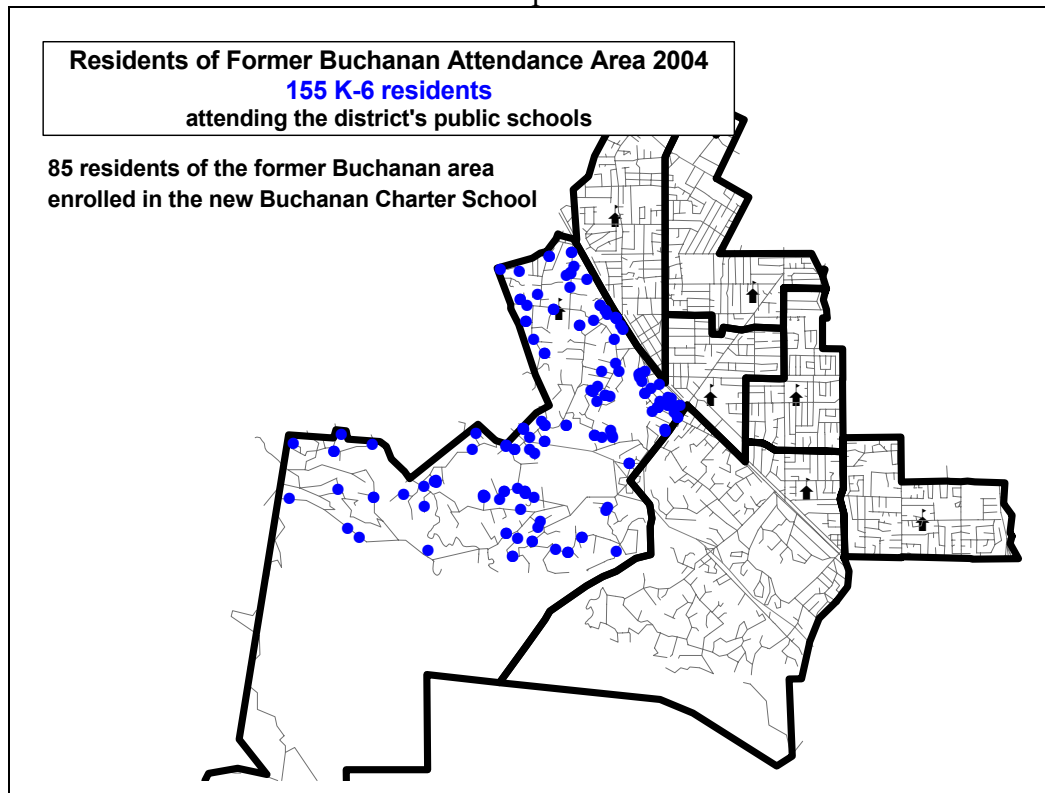
School closures are sometimes associated with charter school formation. In one district that closed a school for fiscal reasons, parents formed a charter school. Maps 2 and 3 show that number of K-6 residents of the neighborhood (attendance area) attending district public schools fell from 271 before the school was closed to only 155 after it closed. We were given the addresses of fall 2004 charter students and determined that 85 of them lived in the former Buchanan attendance area. Perhaps others enrolled in private schools; area residents are of high socioeconomic status and Census 2000 showed an elementary (K-8) private school enrollment rate of approximately 31 percent, far higher than the statewide average of 10 percent.

⁷ <http://www.ed.gov/pubs/charter98/chap2.html>

Map 2



Map 3



The School Closure Process

School closure is disruptive and traumatic for all concerned. Parents and children often identify strongly with their neighborhood school and dislike, even detest, changes.

Here in Portland (Oregon), the city is bemoaning the demographic cycle as it unfolds before their eyes. On the day of the announcement to close Kenton Elementary School, which has anchored a north Portland neighborhood for 91 years, some parents and residents reacted as if there had been a death in the family.

"I feel heartbroken," said Mary Krogh, who had planned to enroll her 4-year-old son, Chase, in the school. "It's just a terrible loss."

--Vibrant Cities Find One Thing Missing: Children," New York Times, 3/24/05

"We won't go down without a fight," vowed David Meyer, a parent at Randol Elementary in South San Jose.

"I'm outraged that they could consider closing an outstanding-performing school, just for financial savings. I picked my house so that my school would be good for my child," said Randol parent Francesca Pais.

--"S.J. Parents ready to fight," San Jose Mercury News, 12/22/03

Process Recommendations

Because school closure is such a divisive issue, it is very important to pay attention to the process. Our experience leads us to recommend the following:

- Follow objective criteria. Before making any closure decisions, it is essential for a district to adopt and use specific, objective criteria. Some degree of subjectivity is unavoidable, but it is extremely important that the process is even-handed and that people perceive it as such. Inevitably, parents of children attending schools that might close will protest, but stating objective criteria in advance will help people understand the decision.
- Timing. Choose the timeline carefully. Do not close schools when bond or parcel tax measures or school board elections are imminent; closure decisions are always difficult, disruptive, and potentially politically disastrous. We have seen closure decisions lead to board member recall drives, board member resignations, litigation, and defeat of funding measures at the polls.
- Allow enough time for the process. A long process allows members of the public to get used to the idea of school closure and to give input. Public hearings can help lessen anger and are very important, although they can be quite time-consuming. Allow enough time to explore all reasonable options.
- Be transparent. A completely transparent public process can help subdue anxiety, rumors of "conspiracy," and perceptions of unfairness. Public notification and publicity encourage district residents to be involved.
- Use a community group to review alternatives and make recommendations. Create a balanced advisory group that reviews criteria, hears community reactions, and makes

recommendations. Broad-based involvement builds consensus and acceptance by those affected.

- Be sensitive. Neighborhood school closure is always an emotional issue, and those affected may need help dealing with the transition. They deserve special attention and detailed information about proposed changes.
- Terminology. Call the process something like “school consolidation,” “enrollment, school closure, boundary realignment study,” or “school facilities realignment.”
- Assess the possible consequences of school closure carefully. If parents are upset by a closure, they may enroll their children to private schools, charter schools, or public schools in other districts. One of our school district clients decided to postpone closure decisions when it determined that losing just 100 students and the state funding associated with their enrollment would completely offset savings made by closing a school. Another of our clients lost substantial numbers of students to a parent-formed charter for which the district had to provide housing, with costs the district had not anticipated.

How Demographers Can Help

While non-demographic factors, particularly financial shortfalls, may be driving school closure, it is important to analyze the issue from a demographic perspective. If enrollments are likely to stabilize or decline, closure is probably indicated and demographers can help determine which school or schools are closure candidates.

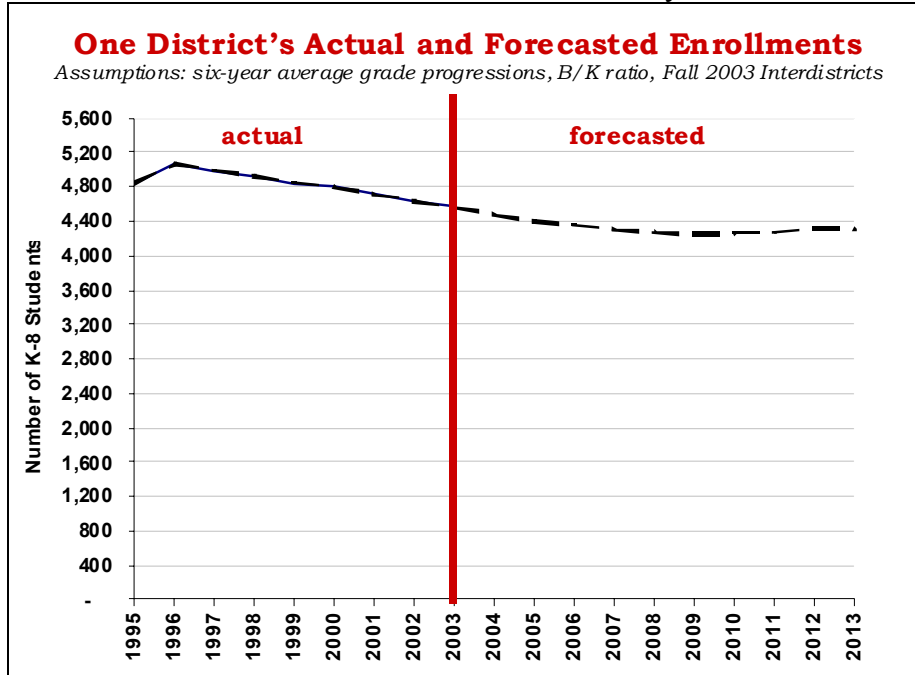
The first demographic step, a district-wide forecast, helps indicate whether closure is in order. If enrollments are going to increase soon, closure is probably the wrong decision. If the district has experienced recent ethnic shifts, separate forecasts by ethnicity may yield important information because enrollments may grow faster than a straight-line forecast would suggest.

Should schools be closed?

A district-wide forecast helps indicate whether school closure is in order. The forecast is based on historical enrollment trends, particularly data on grade progressions. Historical births to district residents should also be used to forecast future kindergarten classes. If the district has experienced recent ethnic shifts, separate forecasts by ethnicity may be necessary.

Chart 4 shows one school district’s historical and forecasted enrollments. This forecast was used to substantiate the need to close two elementary schools. In this case, birth data were used to forecast enrollments through fall 2007; thereafter the most recent birth to kindergarten ratio was held constant.

Chart 4: District-wide K-8 enrollment history and forecast



Which schools should be closed?

The second step is to decide which school or schools to close. Demographers can provide attendance-area resident forecasts showing which parts of the district have enrollment declines. It is very important to focus on where students live as well as on where they attend school. We have found large intra-district transfer flows that mask subarea enrollment in some districts.

Table 3: Where students lived versus where they attended school

Attendance area (or other subarea) resident forecasts show which parts of the district have enrollment declines. It is very important to focus on where students live as well as where they attend school when making closure decisions. We have found that some district have large intra-district transfer flows that mask subarea enrollment declines.

Table 3 (above) shows that some attendance areas were overcrowded (see last row of table) and one had a very small number of residents. A consequence of this imbalance is that many students were “overflowed” and did not attend their neighborhood school. The district decided to close Buchanan school because of low enrollments and facilities issues. It also adopted school size policies that would equalize enrollments. Attendance area boundaries for Adams and Grant schools remained unchanged while other schools’ areas expanded to include students from Buchanan.

The Buchanan student body was divided between two other elementaries. However, some parents were outraged by closure of their neighborhood school and formed a charter school, which opened in fall 2004.

Alternatives to closure

Grade reconfiguration can ease pressures on a particular level. For example, if middle schools are overcrowded, a system of kindergarten through fifth (K-5) grade elementary and sixth through eighth grade middle schools can be changed to kindergarten through sixth grade (K-6) elementary and seventh through eighth grade middle (or intermediate) schools. Attendance boundary realignment sometimes relieves enrollment pressures on schools with populous attendance areas and bolsters enrollments at schools with declining populations.

“School closings are an important issue, but they don’t have to be a decisive one. What we need is an informed, coordinated and innovative approach to the closing of schools over the next decade and beyond. Demographics—yet again—provide the road map.”

-- David K. Foot, Professor of Economics, University of Toronto. “Schools are closing. Why are we surprised?” Toronto Globe & Mail, May 3, 1999

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Appendix

The California Department of Education (CDE) maintains the database used for these analyses. It is updated monthly with new information about school closures and openings, and errors (such as school name or address) are corrected at this time.

Our list of closed schools may include a few that were not “regular” by our definition and some schools that did not close because the CDE database was not intended to track school closures. Also, the CDE database may not reflect all closures and may have some incorrect date information.

The monthly CDE database error correction results in some “false positive” indications of schools having been closed and requires extremely careful scrutiny of data. For example, Terman Middle School in Palo Alto Unified School District has two records:

- One, flagged as closed, with a start date of 8/28/01 and an end date (actually an end of the record, which has an incorrect address) of 10/20/2004
- One, flagged as open, a start date of 8/38/2001 and no end date (and the correct school address).

The database user must be very knowledgeable of the individual districts and schools in order to avoid inaccurate tallying of school closures.

Another sort of problem was that in earlier versions of the database, more than 25 schools were identified as having been closed February 10, 2003, that actually closed at other times (other years).

Another problem with the data is the fact that although there is a field for flagging charter school status, significant numbers of schools with “Charter” in their names are not flagged as charters by the CDE.

With these caveats, we append a list of schools we believe to be “regular” (non-charter) California public schools that were closed in 2004, and would appreciate any corrections that better-informed individuals would care to make.

Appendix: List of Closed Schools Used in Analysis

Year	Closed County	District	School
1994	Los Angeles	Long Beach Unified	Avalon Elementary
1994	Monterey	Monterey Peninsula Unified	Learning Community (Elem)
1994	Orange	Westminster Elementary	Boos Elementary
1994	Orange	Westminster Elementary	Franklin Elementary
1994	Plumas	Plumas Unified	Wolf Creek Middle
1994	Sacramento	Center Joint Unified	Center Elementary
1994	San Bernardino	Redlands Unified	Mission Elementary
1994	San Joaquin	Manteca Unified	Yosemite Elementary
1994	Santa Clara	Cupertino Union School	Older Elementary
1995	Fresno	Clovis Unified	Friant Elementary
1995	Kern	Fruitvale Elementary	Greenacres Elementary
1995	Kern	Richland Union Elementary	Lerdo Primary
1995	Kern	Sierra Sands Unified	Groves Elementary
1995	Los Angeles	Compton Unified	Riles (Wilson C.) Elementary
1995	Los Angeles	Compton Unified	Twain (Mark) Elementary
1995	Merced	Merced Union High	Merced High, East
1995	Sacramento	North Sacramento Elementary	Harold A. Cook Elementary
1995	San Francisco	San Francisco Unified	Woodrow Wilson High
1995	San Mateo	Jefferson Union High	Serramonte High
1995	Solano	Fairfield-Suisun Unified	Weir (David A.) Elementary
1995	Tuolumne	Columbia Union Elementary	Pinecrest Elementary
1996	Contra Costa	Pittsburg Unified	Willow Cove Elementary
1996	Los Angeles	Manhattan Beach City Elementar	Opal Robinson Elementary
1996	Plumas	Plumas Unified	Laport Elementary
1996	Sonoma	Cotati-Rohnert Park Unified	Cotati Middle
1996	Ventura	Simi Valley Unified	Sequoia Junior High
1997	Alameda	Dublin Unified	Fallon Elementary
1997	Los Angeles	Los Angeles Unified	Palisades Senior High
1997	Los Angeles	Paramount Unified	Clearwater Intermediate
1997	Los Angeles	Paramount Unified	Paramount High West
1997	Riverside	Val Verde Unified	Glen View Elementary
1997	San Bernardino	Ontario-Montclair Elementary	Margarita Elementary
1997	San Bernardino	Victor Valley Union High	Adelanto Middle
1997	San Diego	San Diego Unified	Parks (Rosa) Elementary
1997	Santa Cruz	Live Oak Elementary	Del Mar Middle
1997	Tulare	Visalia Unified	Packwood Elementary
1998	Alameda	New Haven Unified	Decoto Elementary
1998	Humboldt	Eureka City Unified	Franklin Elementary
1998	Humboldt	Eureka City Unified	George C. Jacobs Junior High
1998	Los Angeles	Lynwood Unified	Hosler (Fred W.) Jr High
1998	Riverside	Moreno Valley Unified	Alessandro Middle
1998	Riverside	Moreno Valley Unified	Chaparral Hills Elementary
1998	Riverside	Moreno Valley Unified	Ramona Elementary
1998	San Diego	San Diego Unified	Tubman (Harriet) Village Elementary
1998	San Joaquin	Lodi Unified	Henderson Elementary
1998	Stanislaus	Hughson Unified	Lebright Elementary
1999	Fresno	Clovis Unified	Clovis Primary
1999	Kern	Sierra Sands Unified	Vieweg Elementary

Year	Closed County	District	School
1999	Los Angeles	Manhattan Beach Unified	Manhattan Beach Intermediate
1999	Orange	Irvine Unified	El Toro Marine Elementary
1999	Orange	Tustin Unified	Del Norte Elementary
1999	Orange	Tustin Unified	Los Cerritos Elementary
1999	Orange	Tustin Unified	Morrow (Mildred) Elementary
1999	Orange	Tustin Unified	Wallace (Gladys) Elementary
1999	Plumas	Plumas Unified	Indian Jim Elementary
1999	Sacramento	Sacramento City Unified	Newcomer Center (Elem)
1999	San Bernardino	Needles Unified	Amboy Elementary
1999	San Mateo	Pacifica	Fairmont Elementary
1999	Santa Clara	San Jose Unified	Tamien Elementary
2000	Alameda	Albany City Unified	Vista-MacGregor Primary
2000	Los Angeles	Palos Verdes Peninsula Unified	Valmonte Kindergarten
2000	Mendocino	Willits Unified	Crazy Horse Elementary
2000	Plumas	Plumas Unified	Portola Elementary
2000	Sacramento	San Juan Unified	Palisades Elementary
2000	San Diego	San Diego Unified	Mead Elementary
2000	San Diego	South Bay Union Elementary	Harbor View Elementary
2000	Santa Barbara	Santa Barbara Elementary	Franklin Intermediate
2000	Santa Clara	Gilroy Unified	Jordan Elementary
2000	Santa Clara	Whisman Elementary	Whisman Elementary
2000	Stanislaus	Denair Unified	K-8 Denair Elementary
2000	Ventura	Ventura Unified	Oak View Elementary
2001	Humboldt	Eureka City Unified	Marshall Elementary
2001	Mendocino	Willits Unified	Vineyard Elementary
2001	Monterey	Monterey Peninsula Unified	Stilwell (Joseph W.) Elementary
2001	Monterey	Pacific Grove Unified	David Avenue Kindergarten
2001	Orange	Irvine Unified	Los Naranjos Elementary
2001	Riverside	Val Verde Unified	Southwest Elementary
2001	San Bernardino	Needles Unified	Grace Henderson Elementary
2001	San Luis Obispo	Shandon Joint Unified	Shandon Middle School
2001	Shasta	Gateway Unified	Central Valley Intermediate
2001	Siskiyou	Forks of Salmon Elementary	Sawyers Bar Elementary
2001	Tulare	Visalia Unified	Elbow Elementary
2001	Tuolumne	Columbia Union Elementary	Shaws Flat Elementary
2002	Alameda	Berkeley Unified	Franklin Elementary
2002	Alameda	Fremont Unified	Linda Vista Elementary
2002	Alameda	Fremont Unified	Marshall (Earl) Elementary
2002	Humboldt	Southern Humboldt Joint Unified	Miranda Junior High
2002	Kern	Muroc Joint Unified	Forbes Avenue Elementary
2002	Los Angeles	Los Angeles Unified	Bellagio Road Newcomer Center Elementary
2002	Los Angeles	Palos Verdes Peninsula Unified	Valmonte Elementary
2002	Los Angeles	Westside Union Elementary	Neenach Elementary
2002	Monterey	Monterey Peninsula Unified	Cabrillo (Juan) Elementary
2002	Monterey	Monterey Peninsula Unified	Del Monte (Elementary)
2002	Monterey	Monterey Peninsula Unified	Larkin (Thomas O.) (Elem)
2002	Riverside	Beaumont Unified	Summit Elementary
2002	Riverside	Beaumont Unified	Wellwood Elementary
2002	Riverside	Corona-Norco Unified	El Cerrito Elementary

Year	Closed County	District	School
2002	Riverside	Moreno Valley Unified	Arnold Heights Elementary
2002	San Bernardino	Cucamonga Elementary	Bernt (Italo) Kindergarten
2002	San Bernardino	Silver Valley Unified	Silver Valley Intermediate School
2002	San Diego	Oceanside Unified	San Rafael Elementary
2002	San Diego	San Diego Unified	Fremont Elementary
2002	San Francisco	San Francisco Unified	McAteer (J. Eugene) High
2002	San Luis Obispo	San Luis Coastal Unified	Morro Elementary
2002	San Luis Obispo	San Luis Coastal Unified	Sunnyside Elementary
2002	San Mateo	Pacifica	Ortega Middle
2002	San Mateo	Pacifica	Pacific Heights Middle
2002	Santa Clara	Gilroy Unified	San Ysidro Elementary
2002	Shasta	Gateway Unified	Bass Elementary
2002	Sonoma	Cotati-Rohnert Park Unified	Richard Crane Elementary
2002	Sonoma	Petaluma Joint Union High	Mary Collins School at Cherry Valley
2002	Tulare	Richgrove Elementary	Richgrove Junior High
2002	Ventura	Pleasant Valley School	El Rancho Structured Elementary
2002	Ventura	Pleasant Valley School	Las Colinas Middle
2002	Ventura	Pleasant Valley School	Los Nogales Elementary
2003	Alameda	Emery Unified	Emery Middle
2003	Contra Costa	Byron Union Elementary	Byron Intermediate
2003	Fresno	Kings Canyon Joint Unified	Miramonte Elementary
2003	Humboldt	Eureka City Unified	Worthington Elementary
2003	Kern	Greenfield Union Elementary	McKee Elementary
2003	Kern	Tehachapi Unified	Wells Elementary
2003	Los Angeles	Lennox Elementary	Whelan Elementary
2003	Los Angeles	Lynwood Unified	Hosler Middle
2003	Nevada	Union Hill Elementary	Highland Oaks Elementary
2003	Orange	Capistrano Unified	Hanson (Ole) Elementary
2003	Sacramento	Sacramento City Unified	Sacramento High
2003	Sacramento	Sacramento City Unified	Sacramento High School
2003	San Bernardino	Baker Valley Unified	Mountain Pass Elementary
2003	San Bernardino	Needles Unified	Essex Elementary
2003	San Bernardino	Redlands Unified	Fallsvale Elementary
2003	San Diego	Encinitas Union Elementary	Pacific View Elementary
2003	San Diego	Lakeside Union Elementary	Eucalyptus Hills Elementary
2003	San Diego	San Diego Unified	Lincoln Senior High
2003	San Diego	San Diego Unified	MacDowell (Edward A) Elementary
2003	San Diego	Santee Elementary	Santee Elementary
2003	Santa Barbara	Goleta Union Elementary	El Rancho Elementary
2003	Santa Clara	Los Altos Elementary	Bullis-Purissima Elementary
2003	Santa Clara	Morgan Hill Unified	Encinal Elementary
2003	Santa Clara	Oak Grove Elementary	Blossom Valley Elementary
2003	Santa Clara	Oak Grove Elementary	San Anselmo Elementary
2003	Santa Clara	San Jose Unified	Erikson Elementary
2003	Santa Cruz	San Lorenzo Valley Unified	Quail Hollow Elementary
2003	Santa Cruz	San Lorenzo Valley Unified	Redwood Elementary
2003	Solano	Vacaville Unified	Elmira Elementary
2003	Solano	Vacaville Unified	Ulati Elementary
2003	Sonoma	Santa Rosa High	Roseland Accelerated Middle School

Year	Closed County	District	School
2003	Stanislaus	Patterson Joint Unified	Harney Elementary
2003	Tulare	Cutler-Orosi Joint Unified	El Monte Elementary
2004	Alameda	Livermore Valley Joint Unified	Almond Avenue Elementary
2004	Alameda	Livermore Valley Joint Unified	Arroyo Mocho Elementary
2004	Alameda	Oakland Unified	ACORN Woodland Elementary
2004	Alameda	Oakland Unified	Burbank Elementary
2004	Alameda	Oakland Unified	Foster Elementary
2004	Alameda	Oakland Unified	Leadership Preparatory High
2004	Alameda	Oakland Unified	Longfellow Elementary
2004	Alameda	Oakland Unified	Swett (John) Elementary
2004	Alameda	Oakland Unified	Toler Heights Elementary
2004	Contra Costa	Antioch Unified	Bidwell Elementary
2004	Contra Costa	West Contra Costa Unified	Hercules Middle
2004	El Dorado	Lake Tahoe Unified	Al Tahoe Elementary
2004	El Dorado	Lake Tahoe Unified	Meyers Elementary
2004	El Dorado	Pollock Pines Elementary	Emigrant Trail Elementary
2004	Kings	Hanford Elementary	Simas (Joseph M.) Elementary
2004	Lake	Kelseyville Unified	Gard Street Elementary
2004	Los Angeles	Acton-Agua Dulce Unified	Acton Elementary
2004	Los Angeles	Los Angeles Unified	Ninety-Eighth Street Elementary
2004	Los Angeles	West Covina Unified	Willowood Elementary
2004	Los Angeles	Whittier City Elementary	Washington (George) Elementary
2004	Mendocino	Leggett Valley Unified	Piercy Elementary School
2004	Mendocino	Leggett Valley Unified	Piercy High School
2004	Monterey	Monterey Peninsula Unified	Monte Vista Elementary
2004	Orange	Cypress Elementary	Damron (Charles) Elementary
2004	Placer	Tahoe-Truckee Joint Unified	Sierra Mountain Middle
2004	Plumas	Plumas Unified	Feather River Middle
2004	Plumas	Plumas Unified	Pioneer Elementary
2004	Riverside	Hemet Unified	Hamilton K-12
2004	Riverside	Val Verde Unified	Via High
2004	Sacramento	San Juan Unified	Fair Oaks Elementary
2004	Sacramento	San Juan Unified	Kenneth Avenue Elementary
2004	Sacramento	San Juan Unified	Littlejohn (Leighton) Elementary
2004	Sacramento	San Juan Unified	Sunrise Elementary
2004	San Bernardino	Adelanto Elementary	George (Harold H.) Visual & Perf. Arts(Elem)
2004	San Bernardino	Adelanto Elementary	Sheppard (Harry R.) Middle
2004	San Bernardino	Barstow Unified	Barstow Middle
2004	San Bernardino	Chino Valley Unified	Rhodes (Edwin) Elementary
2004	San Diego	Cajon Valley Union Elementary	Ballantyne (John) Elementary
2004	San Diego	Escondido Union Elementary	Lincoln Intermediate
2004	San Diego	San Diego Unified	Crawford Senior High
2004	San Diego	San Diego Unified	Kearny Senior High
2004	San Diego	San Diego Unified	San Diego Senior High
2004	San Joaquin	Lodi Unified	Woodbridge Middle
2004	San Mateo	Jefferson Elementary	Colma Elementary
2004	San Mateo	Jefferson Elementary	Columbus (Christopher) Elementary
2004	San Mateo	Pacifica	Oddstad Elementary
2004	San Mateo	Ravenswood City Elementary	Menlo Oaks Elementary

Year	Closed County	District	School
2004	San Mateo	Redwood City Elementary	Aurora High
2004	Santa Clara	Alum Rock Union Elementary	Miller (Grandin) Elementary
2004	Santa Clara	Campbell Union Elementary	Hazelwood Elementary
2004	Santa Clara	Moreland Elementary	Moreland Discovery (Elem)
2004	Santa Clara	San Jose Unified	Hester Elementary
2004	Santa Clara	Union Elementary	Athenour Elementary
2004	Santa Clara	Union Elementary	Lone Hill Elementary
2004	Santa Cruz	Pajaro Valley Unified School	Salsipuedes Elementary
2004	Santa Cruz	Santa Cruz City Elementary	Branciforte Elementary
2004	Santa Cruz	Santa Cruz City Elementary	Natural Bridges Elementary School
2004	Santa Cruz	Soquel Union Elementary	Capitola Elementary
2004	Solano	Vacaville Unified	Elm Elementary
2004	Solano	Vallejo City Unified	Mare Island Elementary
2004	Sonoma	Healdsburg Unified	Fitch Mountain Elementary
2004	Stanislaus	Salida Union Elementary	Salida Middle School - Vella Campus