



SILICON VALLEY
EDUCATION
FOUNDATION

Cupertino Community Advisory Committee

August 24, 2017

Presentation to the
Cupertino Board of Trustees
Study Session

Elevating Achievement Through Innovation

Background

Community Advisory Committee on Enrollment

- Superintendent's Committee
- Enrollment Solutions to Address Impact of Declining Enrollment and an Imbalance in Enrollment
- Composition:
 - Parents,
 - Staff,
 - Community
- Facilitators
 - Manny Barbara, Vice President Silicon Valley Education Foundation, Retired Superintendent
 - Michael Sato, Principal Consultant, RMS OC&T



Superintendent's Charge

Resolve *declining enrollment* issues across the district through *creative solutions* and out of the box thinking, and *not necessarily limited to school closures and boundary changes*, resulting in a thoughtful set of recommendations to the Superintendent.

Process

CAC Process

- Met 8 times
 - March – June
 - Arrived at Recommendations
 - August 9
 - Final review of Recommendations
 - August 24
 - Presentation to Board



Group Agreements

- *Listen to All Perspectives*
 - *Be Respectful of others*
- *Assume Positive Intent*
- *Keep Discussions Confidential*
- *Use Data to Inform Process*



CAC Mission Statement

*The CAC will work **collaboratively** to explore creative and sustainable solutions with **preferably minimal impact** in addressing the Cupertino district imbalance in enrollment and arrive at a **consensus set of recommendations** that can be realistically implemented.*

CAC Shared Folder

- Agendas
- Notes
- Timelines
- Reports
- Presentations

Information Presentations

Demographics

- Demographic Information by:
 - ❖ Tom Williams
 - Decline in Enrollment
 - Housing Costs
 - Imbalance in School Enrollment
 - Information on District Website

Budget

- Budget Presentation by:
 - ❖ Chris Jew
- Challenges:
 - Increase in Pension Costs
 - Increase in Special Education Costs
 - Declining Enrollment

School Capacity & Choice

- Information presented by:
 - ❖ Sandra Rodriguez:
 - School Capacity,
 - Choice Process, and
 - District Boundaries
 - Imbalance in enrollment
 - Blue Hills & Stockmeir most significant gap

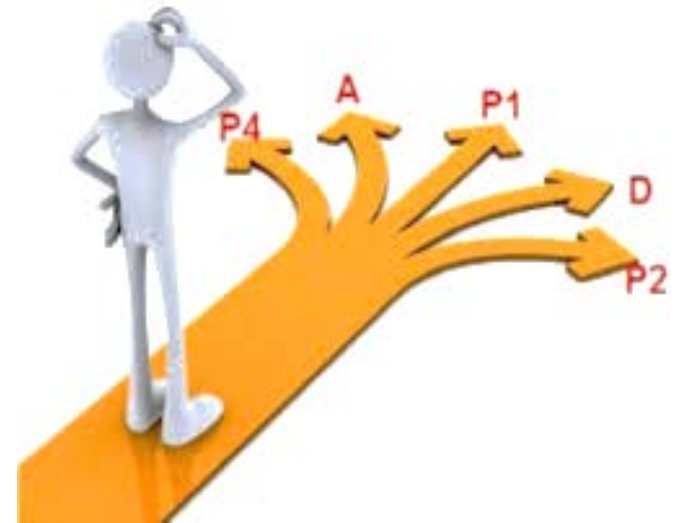
Recommendations



Category Variables

Ideas generated were placed in appropriate category:

- Imbalanced Enrollment
- Declining Enrollment
- Budget



Time Variables

Time-frames:

- Short-term: 0-2 Years
- Mid-term: 3-4 Years
- Long-term: 5+ Years



Focus Areas

- District Open Enrollment (*Inter*-District)
- District Open Enrollment (*Intra*-District)
- District New Programs
- Communication–Marketing–Advertising
- Funding and Revenue

District Open Enrollment (*Inter-District*)

Recommendations allowing Businesses employees opportunities for selecting the District through “School Choice” Process

- Intent is to increase enrollment
- Potentially balance enrollment

District Open Enrollment (*Inter-District*)

Key Recommendations

- Allow Inter-District transfer based on Employer's headquarters being within CUSD Boundaries to low enrollment schools.
 - ❖ Timeframe: 0 to 1 year
- Encourage and/or give priority to CUSD employees to attend CUSD/FUHSD schools and on site daycare.
 - ❖ Timeframe: 0 to 1 year

Pros and Con: *Inter-District*

Pro

- Could increase district enrollment and help make up for lost revenue
- Could help balance low enrollment schools with outside of district enrollment

Con

- Existing residents may resent allowing students from outside of district since they do not pay taxes within the district

WHAT ABOUT THE DISTRICT SIZE?

- Can we just deal with the attrition and hire less staff?
 - Yes
- Also impacts revenue available for other programs and compensation

District Open Enrollment (*Intra-District*)

Recommendations allowing District Residents & Employees enhanced options for District School Choice

- Intended to address Imbalance in School Enrollment

District Open Enrollment (*Intra-District*)

Key Recommendations

- Allow students to Open Enroll to a Declining Enrollment School in the same period if a student is not successful in enrolling in an Alternative Program through the lottery system.
 - ❖ **Timeframe – 0 to 1 year**
- Guarantee to parents who Open Enroll to Blue Hills, Dilworth, Meyerholz or Muir to attend Miller Middle School. (This could also apply to Blue Hills & Regnart for Kennedy Middle School).
 - ❖ **Timeframe: 0 to 1 year**

Pros and Con: *Intra-District*

Pro

- Could help balance enrollment by moving students from one area to another
- Allow articulation with the middle school (Miller) for parents who choose to transfer

Con

- Possible impact on staff
- Other schools may want the same opportunity

District Open Enrollment (*Intra-District*)

Key Recommendations

- Offer Flexible School Choice for certain streets: Sedgwick=>Dilworth; WV=>Montclair; Lincoln=>Regnart; GG=>Eaton. These should also guarantee the middle school.
 - ❖ **Timeframe: 0 to 1 year**
- Give Sedgwick, Stockmeir and Eisenhower Open Enrollment requests priority over other Open Enrollment requests to low enrollment schools with the option of Miller – low enrollment Middle school).
 - ❖ **Timeframe: 0 to 1 year**

Pros and Con: *Intra-District*

Pro

- Could possible help balance enrollment by encouraging parents to transfer to other schools
- May avoid closing schools in the future

Con

- Some parents may resent others being given priority

District Open Enrollment (*Intra-District*)

Key Recommendations

- Shift which school apartments are assigned – Stocklmeir=>Collins; Collins=>Sedgwick; Sedgwick/Eisenhower=>Dilworth or Blue Hills or Muir. This refers to *dual options*.

❖ Timeframe: 2 to 3 years

Pros and Con: *Intra-District*

Pro

- Allows flexibility for families to attend another option than the current boundary
- Optional, not forced

Con

- Even though optional may be misunderstood by some families as breaking up the apartment neighborhood
- Boundary change

District New Programs

Recommendations for New and/or Enhanced School Programs

- Intended to address Declining Enrollment



District New Programs

Key Recommendations

- Conduct a survey of parents, teachers and communities to assess their interest and/or support for an alternative program and willingness to move students to alternative school program.
 - ❖ **Timeframe: 0 to 1 year – (Recommended: *NOW*)**
- Gradually create a New Program while keeping neighborhood school intact. (Place a CAP on Lottery to Alternative Program).
 - ❖ **Timeframe – 2 to 3 years**

Pros and Con: New Programs

Pro

- Find out what families want with regard to various school options
- Decisions based on data
- Would allow for any option (e.g. strong Meyerholtz CLIP interest)

Con

- Impact on staff
- Understand that increasing new enrollment could have an impact on existing school (e.g. Meyerholz CLIP program could be the equivalent to closing the existing non-alternative school)

Communication–Marketing–Advertising

*Recommendations for informing
Cupertino existing and/or potential
communities of services & offerings*

- Intended to attract more families to District

Communication–Marketing–Advertising

Key Recommendations

- Allow small Schools to advertise : ask/survey parents to understand what they want to know; create videos that can be viewed any time.
 - ❖ Timeframe: 0 to 1 year
- Give incoming Kindergarten presentations to encourage “shopping” (low enrollment Schools) – Transitional Kindergarten; Banners; Next Door; at Preschools; Public Libraries, etc.
 - ❖ Timeframe: 0 to 1 year

Pros and Con: Communication - Marketing - Advertising

Pro

- Parents would be better informed of options in deciding the best place for students
- Starting early at the Pre-K level might encourage more families to transfer

Con

- Marketing for some schools may be misunderstood by schools not encouraged to market their school

Communication–Marketing–Advertising

Key Recommendations

- Create parent Outreach Programs to “tout” the merits of the low enrollment schools – e.g., “Welcome Wagon” programs tied to Real Estate Sales.
 - ❖ Timeframe: 0 to 1 year
- Raise more awareness on the Open Enrollment Process, especially in Schools with high enrollment.
 - ❖ Timeframe: 0 to 1 year

Pros and Con: Communication - Marketing - Advertising

Pro

- Parents would be more aware of options and the positive benefits of the low enrollment schools

Con

- Other schools may feel left out in marketing their schools

Funding & Revenue

Recommendations that potentially increase the District's source(s) of Funding and/or Revenue

- Intended to directly impact funding revenue

Funding & Revenue

Key Recommendations

- Challenge the California State Funding Formula:
 - Create a “Task Force” to study & benchmark other Basic Aid Districts with the goal to bring CUSD to a Basic Aid District.
 - Start a “Change Movement” with the parents and Community using APPs like “Click My Cause” to influence them.
 - Also include Businesses Donation option
 - ❖ **Timeframe: 0 to 1 year**

Pros and Con: Funding & Revenue

Pro

- Challenging the state funding formula has been done before successfully (Association of Low Wealth School)
- If successful could increase revenue

Con

- Challenging the State funding formula is an uphill battle that goes against most odds and could take up costly time

Funding & Revenue

Key Recommendations

- Challenge City Government for additional funding:
 - Increase Cities Parcel (can City call for a Parcel and/or Property Tax?)
 - Request that Cities for proportional funding based on the number of CUSD students attending in their Cities (Cupertino, Saratoga, Santa Clara, Los Altos, San Jose, Sunnyvale).
 - ❖ **Timeframe: 0 to 1 year**
- Rental *OWNERS* should pay the Market Property Tax Rate to CUSD. (This is a State-level issue).
 - ❖ **Timeframe: 2 to 3 years**

Pros and Con: Funding & Revenue

Pro

- Could increase revenue for the district

Con

- Could present an adversarial relationship with the City and rental owners



What is the Ideal School Size?

- “Taken together, the prior research on school size and the analyses of North Carolina data appear to show a *slight advantage for smaller schools with respect to behavior and achievement*.
- Despite the existence of some contrary findings in the literature, even a skeptical interpretation would likely conclude that *larger schools are no better (and may in fact be worse)* than smaller schools with respect to academic and behavioral outcomes.
- This advantage is probably not of sufficient size and clarity to advocate for widespread school construction in order to reduce school size, but it should *prompt large schools to examine other ways of achieving these benefits*.
- These findings should also lead local boards of education to at *least consider whether efforts to consolidate smaller schools into larger ones might be achieving the desired efficiency at some cost to achievement and/or behavior.*”

**(School Size and Its Relationship to Achievement and Behavior,
North Carolina Study on School Size, 2000)**

Pros and Con: Small School Size

Pro

- Slight advantage to small schools
- Middle High School Ideal appears to be around 600-900

Con

- Could be a cost factor
- Instruction is primary factory

Thank you

Thank You

- CAC Parents, Staff, Community
- Senior Management