

Cupertino Union School District
Citizens Advisory Committee
October 1, 2020

Agenda




- I. Opening Remarks (5 minutes)
- II. Affirmations (10 minutes)
 - A. Article references
 - B. Hold to our timeline and charge
- III. Groups Present Updated Scenarios (30 min per group)
 - A. Application of Guiding Principles and Alignment to Criteria
 - B. Whole Group processing and Discussion after each Group presentation
 1. Questions/Comments
 2. Reactions
- IV. Next Steps (30 minutes)
 - A. Suggested Process from Here
- V. Communication (15 minutes)
 - A. What to Report Out

Article References



Bussard, Ellen
School Closings and Declining Enrollment

“Parents of children attending a school that may be closed and other neighbors of the school almost instinctively oppose the closing of “their” school. Their first impulse is to organize parents and neighbors to stop the closing, if possible, by lobbying the board of education, or by trying to unseat board members who voted in favor of closing, or by threatening to go to court. Although these are perfectly natural responses, they are not the most effective methods of participation and may have negative consequences in the long run.”



“Success in keeping one school open is a hollow victory, if not accompanied by other strategies for coping with fewer students. Few schools boards suggest closing school until the impact of declining enrollment is being felt strongly - if anything, they may be faulted for not making changes earlier. Simply keeping a school open does not address the issues of declining enrollment. Most often, it means that another school will be closed whose parents and neighbors are not as politically well organized or powerful. The result can only introduce or increase already existing divisions among residents. Alternatively the impact of declining enrollment will be felt in other ways; the board may fire more teachers and increase class sizes to a maximum; it may cut out all special programs and teaching positions; it may eliminate guidance counselors and nurses; or it may stop purchasing new books, equipment and supplies.”



“Citizens *can* be effective, forceful participants in school district decision making in response to declining enrollment, including closing schools if necessary. To be effective, however, they must help define the issues of declining enrollment as affecting the educational opportunities of all district children. They must become as convinced of the need for change and as knowledgeable about issues and options as school administrators and board members.”

Citizens Advisory Committee Timeline

February 6-March 12	Applications, interviews, committee selection
June 9	Citizens Advisory Committee Information Meeting
August 20	Citizens Advisory Committee Meeting #1
August 27	CAC update to the Board
September 8	Citizens Advisory Committee Meeting #2
September 21	Citizens Advisory Committee Meeting #3
October 1	Citizens Advisory Committee Meeting #4 
October 15	Citizens Advisory Committee Meeting #5
October 22	Recommendation from Committee to the Board

Citizens Advisory Committee Charge



The Citizens Advisory Committee shall develop **criteria** to inform **Board decisions to close schools**; closing schools are part of a **concrete plan** to achieve **short-term** expenditure reductions, as well as provide **long-term** fiscal solvency and stability; and **balance enrollment** in elementary and middle schools across the District.

In addition to the established Board criteria...



The CAC will:

1. Recommend any additional criteria for Board consideration in making **school closure decisions**
2. Validate the fairness and equitability of their recommendations to the Board
3. Focus primarily on **school closures** in light of CUSD's current and projected declining enrollment and consequent ongoing structural budget deficit
4. Create a concrete plan

The concrete plan will...

- Generate predictable and tangible expenditure reductions/revenue enhancements related to closure/**repurposing of facilities**.
- Yield quantifiable (*\$5-7 million budgetary target*) and immediate (2021-2022) results that can be incorporated into multi-year budget assumptions.
- Addresses the District's structural deficit by providing an ongoing expenditure reduction/revenue stream, as opposed to a one-time budget cut.
- Allow facilities to operate as efficiently as possible, as well as establish conditions to support the ongoing viability of every school in terms of **balanced enrollment** across the District.

End Product



No later than October 22, 2020, the CAC shall deliver to the Board, a plan identifying a list of school closure plans that meet the criteria and are fair and equitable. The plan presented will demonstrate quantifiable results that are certain enough to be included as part of the District budget assumptions.

Board Criteria and Guiding Principles

- The Elementary CLIP program shall have its own school campus (currently shared with a neighborhood school)
- The Alternative School programs shall continue to be offered (Faria, McAuliffe, Murdock-Portal, and CLIP)
- Elementary schools shall have a range from 3-6 Kindergarten classrooms
- Middle Schools shall have a range of 1000-1200 students
- Financial savings target is 5 - 7 million dollars
- Provides long term financial stability
- Plan shall begin implementation in the 2021-2022 school year
- Provide opportunities for Parent Choice

Additional Criteria

Identified by CAC for consideration in the development of plans

- Fairness and equity - impact on the community
- Current enrollment of the school site
- Fairness and equity - socio-economic impact
- Equity for Alternative Schools
- Viability of school for repurposing
- High School Feeder pattern
- Population trends and quadrant balance
- Transportation considerations (Safety, Distance)
- Fairness and equity - transportation equity
- Voter support of potential future ballot measures
- Equitable locations of Middle Schools

Small Group Presentations



Each group shall have their spokesperson be prepared to share out their group's scenario explaining how the Board's guiding principles and criteria were applied as well as highlighting what other additional CAC created considerations were used in developing the scenario. The plan shall be presented utilizing the template provided to all groups.

Small Groups Present Scenarios

Group 3

Group 4

Group 1

Group 2

Opportunity for Questions and Clarifications



Processing and Discussion



Committee members will review the shared scenarios:

- Identify Likes and Dislikes
- Pros/Cons
- Commonalities Between Proposals
- Modifications

Next Steps to Move Forward



Suggested Process from Here

Communication Out



CUSD Board of Trustees update on October 8
Community Communication