



# CAC Recommendations / Scenarios Q&A

**Updated: November 4, 2020**

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All information provided to the Citizens Advisory Committee (CAC) can be found in this folder:

<https://www.cusdk8.org/Page/8988>

### Topic: Enrollment Numbers / Demographics / Feeder Pattern

**Q: What is the capacity at each of our schools as measured in the number of students?**

**A:**

A	B	C	D	E	F	G
SCHOOL	Permanent Classrooms	Modular Classrooms	Total Count Classrooms	Used Classrooms	Student Count	Vacant Classrooms
Blue Hills	11	15	26		324	
Collins	19	12	31		598	
De Vargas	20	11	31		416	
Dilworth	17	7	24		375	
Eaton	19	9	28		457	
Eisenhower	20	15	35		568	
Faria	16	12	28		692	
Garden Gate	15	15	30		545	
Lincoln	17	14	31		550	
McAuliffe	18	6	24		466	
Meyerholz/Immersion	18	15	33		728	
Montclair	19	6	25		413	
Muir	22	6	28		248	
Murdock-Portal	18	6	24		568	
Nimitz	20	11	31		525	
Regnart	19	10	29		358	
Sedgwick	28	7	35		524	
Stevens Creek	18	9	27		447	
Stockmeir	36	15	51		1,047	
West Valley	21	7	28		447	
Cupertino	51	8	59		1,175	
Hyde	32	5	37		906	
Kennedy	31	19	50		1,052	
Lawson	50	0	50		1,100	
Miller	35	15	50		1,145	

**Q: What is the breakdown for each of our schools, by grade if possible, of students who are from neighborhood versus from outside of the neighborhood?**

*A: Staff is working on pulling this data and will have current numbers available sometime before November 11, 2020.*

**Q: For Scenario 1 Phase 2: do we have an estimate of the number of students east of Lawrence to be bussed to Sedgwick and its associated annual cost? For Plan A, how many Nimitz students would be impacted?**

*A: In this scenario, most of the current De Vargas students would be displaced to Sedgwick (only those that live north of 280 would be attending Eisenhower). Further down in the document there is another question about the cost of bussing these students to Sedgwick.*

*CAC did not have the following data - this is being provided by the District based on a Board data request:*

- *Grid Codes 382-394 (South of 280) would be the students assigned to Sedgwick. The total number of current TK-4th grade students in those grid codes is 97. The other students either live north of 280, are employee students, are attending De Vargas as a TK student whose TK site is not DV, or are there on Open Enrollment (OE)/an approved Request for Transfer (RFT).*
- *As for the number of Nimitz students impacted by Plan A regarding rebalancing enrollment in the NE and NW quadrants, we do not have exact numbers. Basically we are talking about the area west of Stelling Road and south of Homestead shifting to West Valley (where the Village Green Apartments are), and the area east of Stelling Road and south of Homestead shifting to Garden Gate (where the Markham Apartments are).*
- *Grid Codes 68 & 217 (North of 280 and West of Stelling) would be assigned to West Valley. The total number of current TK-4th grade students in those grid codes is 39.*
- *Grid Codes 215 & 216 (North of 280 and East of Stelling) would be assigned to Garden Gate. The total number of current TK-4th grade students in those grid codes is 19.*

**Q: For Scenario 3 Phase 1: if Lincoln is closed, how many students would be sent to Stevens Creek and Regnart respectively? If Blue Hills is closed, how many students would be sent to Muir and Regnart respectively?**

*A: We do not have exact numbers. The recommendations are based on ease of access to the new school of attendance and the need to increase population size at adjacent schools.*

*Lincoln closure: looking at the map, we are talking about roughly 1/3 of the attendance area shifting to Stevens Creek and the rest to Regnart. Though that doesn't necessarily translate*

*directly to population density, it is fair to say that Regnart will see a much higher increase in attendance than Stevens Creek.*

*CAC did not have the following data - this is being provided by the District based on a Board data request:*

- *Grid Codes 288-295 (North of McClellan and West of 85) would be assigned to Stevens Creek. The total number of current TK-4th grade students in those grid codes is 89.*
- *The remainder of the current Lincoln students TK-4th grade being assigned to Regnart is 297.*
- *The other students currently attending Lincoln are employee students, TK students attending a different TK site, SDC class placement students, or students attending Lincoln on approved OE or RFTs.*
- *Blue Hills closure: in terms of area, roughly  $\frac{2}{3}$  of the attendance area would shift to Regnart and the rest to Muir. In this case, however, we estimate that the population density is much higher east of Sunnyvale-Saratoga Road, so the correlation between area and number of students is less significant. We feel that having families cross Sunnyvale-Saratoga Road to attend Regnart would have too high of an impact on the community though.*
- *Grid Codes 583-593 (West of Sunnyvale Saratoga) would be assigned to Regnart. The total number of current TK-4th grade students in those grid codes is 49.*
- *Grid Codes 481-510 & 576 (East of Sunnyvale Saratoga) would be assigned to John Muir. The total number of current Tk-4th grade students in those grid codes is 160.*
- *The other students currently attending Blue Hills are employee students, TK students attending a different TK site, or students attending Blue Hills on approved OE or RFTs.*

**Q: For Scenario 3 Phase 2: if Sedgwick is closed, how many students would be sent to De Vargas and to Eaton respectively?**

**A:** *We drew the line at Tantau Avenue based on ease of access to the new school of attendance, assuming that the number of current Sedgwick families moving to De Vargas would be larger than the number moving to Eaton. Both sides of the area split have apartment complexes; however, we assume the population density is higher east of Tantau. Based on declining enrollment numbers, De Vargas would need a higher increase in population in order to remain in the ideal size.*

*CAC did not have the following data - this is being provided by the District based on a Board data request:*

- *Grid Codes 338-345, 417-425 & 597 (West of Tantau) would be assigned to Eaton. The total number of current K-4th students in those grid codes is 160.*
- *Grid Codes 399-416 & 426-428 (East of Tantau) would be assigned to De Vargas. The total number of current K-4th students in those grid codes is 260.*
- *The other students currently attending Sedgwick are employee students, YCC placed students, or students attending Sedgwick on approved OE or RFTs.*

**Q: For Scenario 4 Phase 1 SW: any recommendations on how to redistribute Lincoln students to Regnart, Stevens Creek, Eaton and Garden Gate? Want to see estimates of how many each school can take in.**

*A: We can provide the capacity of each of the schools. Parent Choice is one of the Board Criteria and Guiding Principles.*

**Q: What information do we have on the housing developments listed on the last page of Scenario 5?**

*A: CAC used data from the following websites to understand the impact of housing developments.*

- <https://www.cupertino.org/our-city/departments/community-development/planning/major-projects>
- <https://sunnyvale.ca.gov/business/projects/butchers.htm>

**Q: Please confirm that the Blue Hills feeder pattern is primarily to Miller with a small number of addresses assigned to Kennedy, and that these students all flow into Lynbrook and Monta Vista respectively from there.**

*A: Almost all Blue Hills students who live in the Blue Hills neighborhood boundary attend Miller and would, based on home address, also matriculate to Lynbrook. Our Blue Hills students remain in the CUSD school district as they transition into middle school.*

**Q: What is the student demographic for the Meyerholz neighborhood?**

*A: Demographic information is found on the California Department of Education website. The data shared below is 2019-2020 demographic data for the entire school (CLIP and neighborhood).*

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>R. I. Meyerholz Elementary</u>	754	0.8%	0.0%	79.0%	0.7%	2.8%	0.5%	5.6%	7.0%	3.6%

*CDE website link where demographic data for all schools can be found here: <https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?agglevel=District&year=2019-20&cds=4369419>*

*For 2020-21 CLIP and neighborhood demographic data based on **student numbers** not %.*

	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or more races	Not reported
CLIP (419)	2	0	293	0	5	0	12	66	25
Meyerholz (322)	3	0	232	2	17	0	37	8	12

**Q: If a Meyerholz neighborhood family is assigned to Eaton as part of school closure, will the middle/high school automatically become Lawson/CMS instead of Miller/Lynbrook?**

*A: While CUSD often collaborates and works in partnership with Fremont Union High School District (FUHSD), CUSD and FUHSD are two different school districts. If CUSD changes its boundaries in an effort to balance enrollment, it does NOT have any effect on your child's FUHSD high school assignment, which continues to be determined by your home address.*

**Q: In a scenario where a feeder elementary would close in Phase 1 and Hyde would close in Phase 3, what triggers would we need to include to ensure that no individual student would experience school transition twice due to school closures?**

*A: If/when the schools are identified for closure, we will have the ability to map out the transition plan over the course of the next years and identify students that are affected. While there is no guarantee that a student would not be involved in two school closures, the transition plan would be able to identify where these potential circumstances may occur.*

**Q: What are the policies/legal considerations for preferential student assignment status for any students affected by school closures? Would these considerations also need to be made or extended for future siblings coming into the District? Are they different for Open Enrollment preference v.s. Alternative School Lottery Preference?**

*A: The District has the ability to determine the transition patterns of students if a school is designated for closure. The District will be analyzing our current attendance policies to identify any areas we may need to address to ensure fair and equitable access to students affected by a school closure. Parent Choice is one of the District's Guiding Principles and it will continue to be offered to the greatest extent possible. There are some constraints on school lottery preference due to the core nature of a lottery being based on random selection.*

**Q: If the District were to close Hyde, what student shifting options would we have to direct flow from Lawson back to Kennedy to help stabilize Kennedy?**

*A: The District would look at current attendance patterns of students flowing into Kennedy and Lawson and could make adjustments if needed to provide more choice to ensure school size stays equitable and balanced.*

**Q: What was the peak enrollment capacity of each school during the last 15 years?**

*A: The files that staff provided to CAC are available on the District website and show our enrollment from 2010-present:*

<https://www.cusdk8.org/Page/8733>

*In addition to the information on the District's website, the state also has additional historical data:*

<https://dq.cde.ca.gov/dataquest/DistEnr2.asp?cChoice=DistEnrGr2&cYear=1994-95&cLevel=District&ctopic=Enrollment&myTimeFrame=S&TheName=Cupertino&cSelect=4369419--CUPE RTINO+UNION&submit1=Submit>

**Q: What is the maximum classroom count at each school as it is currently configured? How many classrooms at each site are currently unoccupied? Please also indicate if there are classrooms currently assigned to other District programs such as staff, therapeutic/intervention, lab/maker/etc. spaces, leased to care providers, used by parent organizations, ...etc.**

**A: Please refer to the chart below:**

A	B	C	D	E	F	G
SCHOOL	Permanent Classrooms	Modular Classrooms	Total Count Classrooms	Used Classrooms	Student Count	Vacant Classrooms
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Kennedy	31	19	50		1,052	
Lawson	50	0	50		1,100	
Miller	35	15	50		1,145	

*In addition, we have been utilizing a 2011 site capacity study that was conducted along with the most recent assessments during the building of the Facility Master Plan:*

<https://lpamasterplans.com/cupertino-usd-fmp/assessments/overview-of-contents/>

*The 2011 study is helpful as this was completed prior to the peak enrollment period in the District. This document may be found at:*

[https://drive.google.com/file/d/11DKTUGfw8phjYs5tUuYiHbBD\\_GwSegld/view?usp=sharing](https://drive.google.com/file/d/11DKTUGfw8phjYs5tUuYiHbBD_GwSegld/view?usp=sharing)

**Topic: Facilities / Leasing of Sites**

**Q: Any information we have on the lease-ability of schools, including the campuses where we have received inquiries and any other factors that went into determining if schools are leasable?**

*A: The leasability information provided to the CAC was based on: (1) central location of the facilities, (2) proximity to major freeways or access, and (3) conditions of the current facilities. Inquiries from outside vendors have been made on nearly all of our sites over the course of the last 1-2 years with the exception of a few schools located in the outer perimeters of the District such as Blue Hills Elementary School and Montclair Elementary School.*

**Q: Do we have assessments of the facility conditions at different sites, say from the Facility Master Plan planning process?**

*A: Yes, information is available based on the Facility Master Plan as well as schools which have undergone modernization over the last 5-10 years.*

**Q: Staff has indicated the District needs 8 months to effectively plan for a closure and to prepare a site for lease. If the Board were to plan for a phased approach to school closures, could the implementation of one or more of the later phases be withdrawn or withheld if a “solving” parcel tax measure were successfully passed? For example, the District would proceed with the implementation of Phase 1 closing in 2021-22, and make Phases 2 and 3 in the 2022-23 and 2023-24 school years contingent on the passage of the parcel tax measure.**

*A: The Board will be provided with possible solutions to the long term fiscal stability that could prevent future school closures. The District is required to show a fiscally solvent 3 year budget for the Board to approve in June. This means that we would need to identify prior to June what cost savings would be in place for minimally the 2021-2022 school year.*

**Q: How many schools did CUSD operate the last time the District experienced enrollment around 14,000, 15,000 and 16,000 students?**

*A: In 1993, the District enrollment was 13,653 and there were 22 schools, increasing to 14,103 the following year. In 1995 the District enrollment was 14,472 and there were 23 schools. In 1997, still with 23 schools opened in CUSD, enrollment reached 15,024 and continued to grow in subsequent years.*

*The District’s transition to a middle school model began in 1998. During the 2005-2006 school year, the District fully shifted from the Junior High model (grades 7 & 8) to a Middle School model (grades 6, 7 and 8) which decreased the size of our Elementary schools due to*

*the loss of Grade 6 on their campus. Lawson Middle School was opened at this time. During the years prior to 2005-2006, some 6th grade students attended middle school while others attended elementary schools. The District has operated 25 schools since the 2005-2006 school year, enrollment at that time was 16,572 with a projected increase that came to fruition.*

**Topic: Traffic Safety / Patterns**

**Q: Any information on the traffic patterns and load around schools that were used to determine the traffic ratings in the CAC scenarios?**

*A: Comments on traffic were taken from the CAC members' personal experience with various school sites (versus traffic studies or the links provided here).*

*The District works closely with city agencies to look at the impact of traffic on the safety in the areas surrounding our CUSD schools. The City of Sunnyvale, the City of Cupertino and the City of Los Altos have been active partners with CUSD administration, working collaboratively to identify high impact areas, identify actions to support traffic calming measures, and allocate funds to support programs as well as the hiring of crossing guards to support student safety. The following links provide access to city resources with audit data.*

- [\*City of Cupertino Walk Audit Reports\*](#)
- [\*City of Cupertino Travel Data\*](#)
- [\*City of Sunnyvale Active Transportation Plan\*](#)
- [\*City of Los Altos Complete Streets \(Bike and Pedestrian Master Plans\)\*](#)

**Q: For Scenario 4 Phase 1 SW, the deciding factor between Regnart and Lincoln was traffic safety. Is there any data to support this decision, or is this a subjective call?**

*A: The group recognized that Lincoln and Monte Vista are adjacent and McClellan Road is a major artery in the area. Choosing to close Regnart over Lincoln would funnel a significant number of students to Lincoln, increasing the traffic flow during pick-up and drop-off times. This is not a factor when choosing to close Lincoln.*

**Topic: Scenario Specific Questions**

**Q: For Scenario 1 Phase 1, does staff have any recommendations or information highlights to support decisions in choosing between Muir/Dilworth to close?**

*A: The CAC feels either school meets the criteria and would leave the decision to the Board.*

**Q: For Scenario 4, what would cause a school to get a high/low score for:**

- 1. Fairness and equity – socio-economic impact**
- 2. Current school enrollment – is there a mapping of the scores to an enrollment range?**
- 3. Population trends – is there a scale that maps the rating to a measurement/projection, or are these subjective relative scales?**
- 4. Voter support – only scores are 0 and 4. Why 4 and not 3 or 5? Is it based on any data? This one seems like a subjective judgment**

*A: 1. We based that on the number of Title I students and the number of EL students.*

*2. We did not do such a mapping. However, in the case of a school the size of Muir and others, along with their attendance trends, there is a prima facie case for viability. Teachers depend enormously on peer collaboration. Schools with single-class grade levels are simply not viable.*

*3. We relied on District demographic reports. The scoring was relative, but not subjective.*

*4. This criterion only applied to schools in the cities of Saratoga and Los Altos. So it either applied fully or not at all. For schools outside of those two cities, it just isn't an issue. You might think of the scoring for this one as either Yes or No. Since we were operating with a 0-5 system, we adapted. We didn't bother to score the schools outside of those cities and their equal zeros did not affect the outcome. In hindsight, the fours should have been fives, but the difference would not be material.*

**Q: In the scenario where Montclair becomes a magnet school, would new students open enrolling from outside the Montclair attendance area have the option of following friends to CMS only, or could they have a choice of CMS and Kennedy in addition to whatever their home school address middle school is?**

*A: The boundaries and attendance are determined by the District and students would not be in jeopardy of losing their choice of attending their "home" Middle School should Montclair become a magnet school.*

**Topic: Transition Plan**

**Q: For Scenario 3 Phase 1: if close Lincoln or Blue Hills, is it a recommendation to replace the names of the consolidated school with a new name?**

*A: Yes, the CAC would like consideration when consolidating/closing schools to create a new school name and engage both communities in the development of the school logo and identity.*

**Topic: Costs Associated with School Closures**

**Q: For Scenario 3 Phase 3: What's the cost model used to calculate the \$1.9M savings from closing Hyde?**

*A: The operational cost savings for Middle School is approximately \$800,000 and the lease revenue of a Middle School site would generate an approximate \$1.1M for a total cost savings of approximately \$1.9M.*

**Q: What is the annual cost of a crossing guard in each of our 6 cities if we were to consider providing one?**

*A: Currently, the District does not contribute to the funding of any crossing guards. Most cities work with outside contractors to provide crossing guards within the city limits. In 2008, one contract showed the cost of a crossing guard through an outside agency was just over \$20 per hour.*

**Q: What would the annual bussing cost be for a 100% subsidized bussing program from De Vargas to Eisenhower and/or Sedgwick ?**

*A: Currently, we are not providing bussing for our General Education students. We will need to explore the cost of instituting transportation and provide a cost shortly.*

**Topic: Miscellaneous**

**Q: Please provide sample policy language around magnet school zoning/eligibility/student assignment as it would relate to assisting with a long-term plan of rebalancing enrollment across the District.**

*A: The District staff will develop a draft plan for the Board to review for consideration.*