



CUSD 201

Elementary Future Planning Update



Tonight-

- Overview of the process
- Findings of the Task Force
- Next Steps
- Opportunity for questions and answers



Notecards-

- If at anytime you have a question, please write it down on the card.
- We will collect the cards and answer the questions at the end of the evening.



The WHY?

We have a vision for the elementary school experience. As a District, we want to meet our students' educational, social, and emotional needs. We want to provide whatever support is needed for a child to be successful and to challenge those students who are ready to be challenged. We want to use a systemic approach to accomplish this.



Our Essential Question

How can our building configurations for the elementary age students provide:

- Optimal systems of education
- Equitable access to all of our resources
- Long term sustainability



Optimal Systems Included

- Strongly aligned programming for MTSS Interventions, Dual Language students, and English Language Learners
- Intervention/enrichment opportunities for all students in core areas of English Language Arts (ELA) and math
- Sustainability



Resources Include

- Curriculum materials
- Staffing
- Professional learning and collaboration
- Scheduling



Task Force Committee

- June 9, 2021 - Purpose and Brainstorming
- June 23, 2021- Additional Information on Options
- July 7, 2021-Strengths and Challenges, Narrowing the Options
- August 4, 2021 -Engaging Other Stakeholders

Three Options

- One K-5 Building
- Two traditional K-5 schools
- Grade Level Centers



One K-5 Building



Pros	Cons
Community and Unity	New school- \$70 million
Equitable Distribution of Resources	Add on to Manning or Miller loss of green space and cost
All students in grade level in one school	What happens to students during construction
Increased collaboration	Transportation?
Minimize academic discrepancies	May lose small school culture
Dual Language-in one school	
Efficient use of staff to accommodate innovative programming	



Two K-5 Schools

Pros	Cons
Sense of Community	Unhealthy comparison between schools
Access to learning materials across grade levels	Decreased collaboration and professional learning
Older students as role models	Inequitable distribution of resources
Siblings in one school	Inconsistent class sizes
	Different opportunities for enrichment and intervention
	Dual language in one school
	More difficult to support innovation
	Different level of parent advocacy



Grade Level Centers

Pros	Cons
Community and Unity	Siblings may attend two different schools
Equitable Distribution of Resources	Additional transition
All students in grade level in one school	Limited opportunities for older peer role models
Increased collaboration	Teacher relationships (K-1) are short
Minimize academic discrepancies	Lower or higher level materials may not be available
Dual Language-in both	Dual language split between schools
Efficient use of staff to accommodate innovative programming	Limited collaboration between 1st and 2nd grade.



How is average class size impacted?

Two K-5 (based on current enrollments)

Grade Level	Miller Ave Class Size	Manning Ave Class Size
K	23	20.6
1	20	18
2	18	19
3	15	22
4	23	23
5	14	23.7



How is average class size impacted?

Grade Level Centers (based on current enrollments)

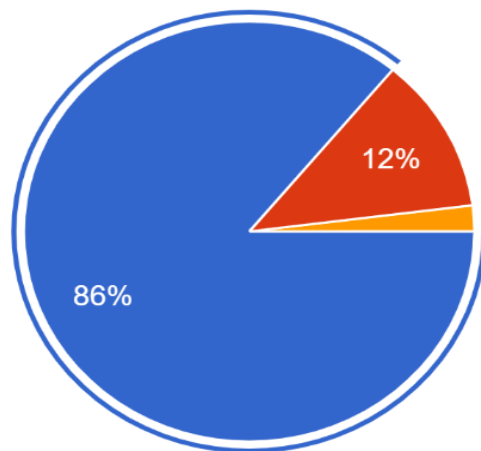
Grade Level	Miller Ave Class Size	Manning Ave Class Size
K	21.25	-
1	18.5	-
2	-	19
3	-	19
4	-	23
5	-	22

What Does the Staff Think



Role in the District

50 responses

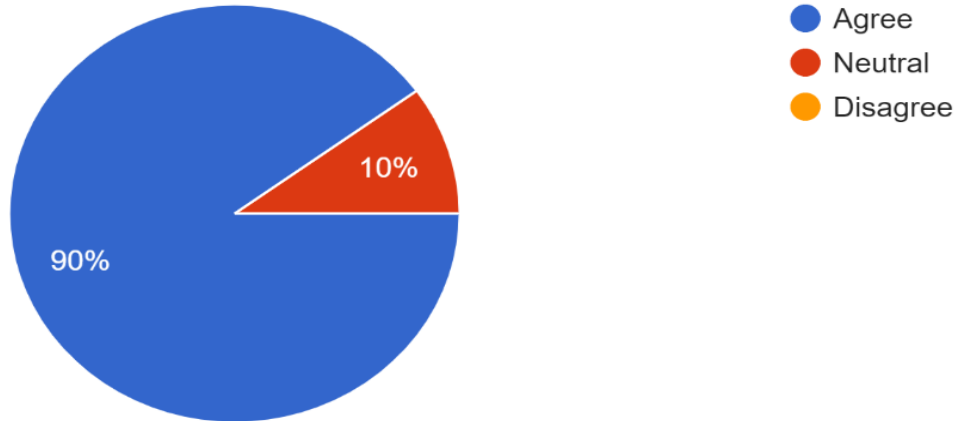


- Certified Staff
- Non Certified Staff/Classified Staff
- School Nurse

What Does the Staff Think

Class sizes should be consistent across the grade level and kept as close to Board recommendations as possible.

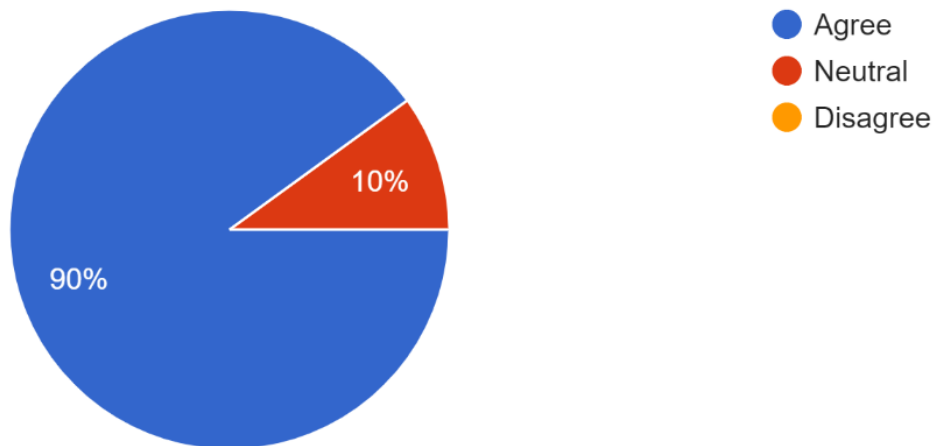
50 responses



What Does the Staff Think

Students benefit from a broad range of peers for positive interactions and potential friendships during unstructured times such as lunch, recess, specials, and field trips.

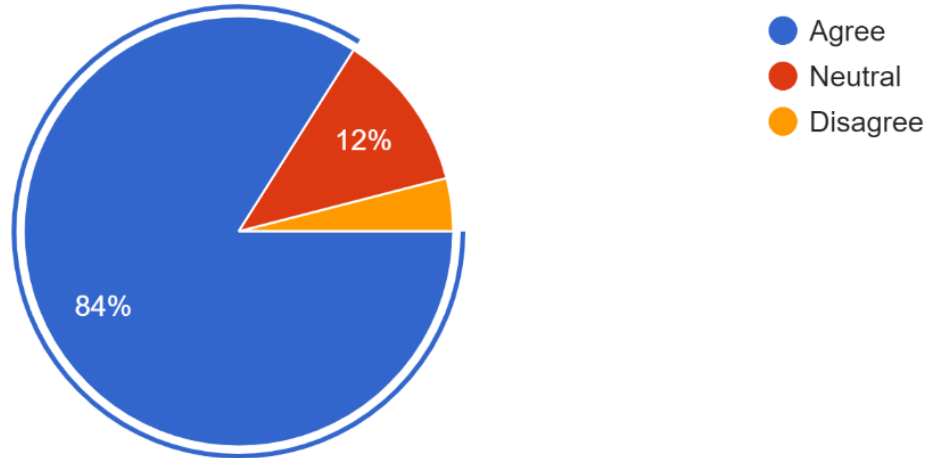
50 responses



What Does the Staff Think

The administration should make staffing decisions to provide students with the most effective and efficient support and enrichment opportunities. Op...y minimize the need to pull students out of class.

50 responses

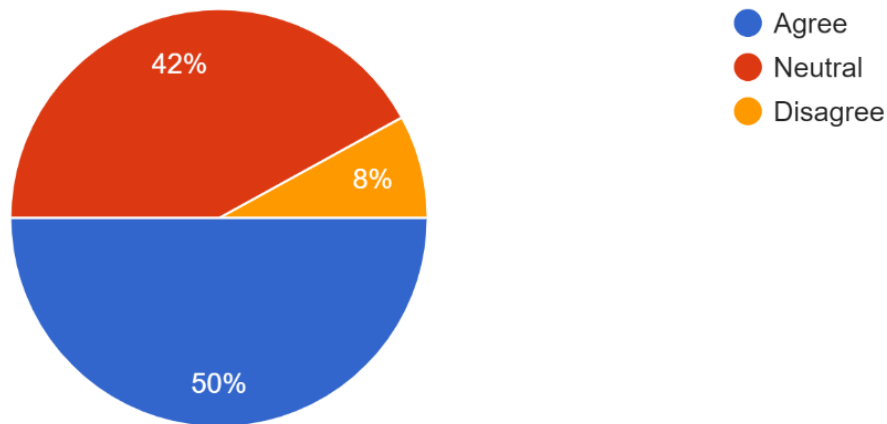


What Does the Staff Think



Younger students should have the opportunity to interact with older students during learning activities.

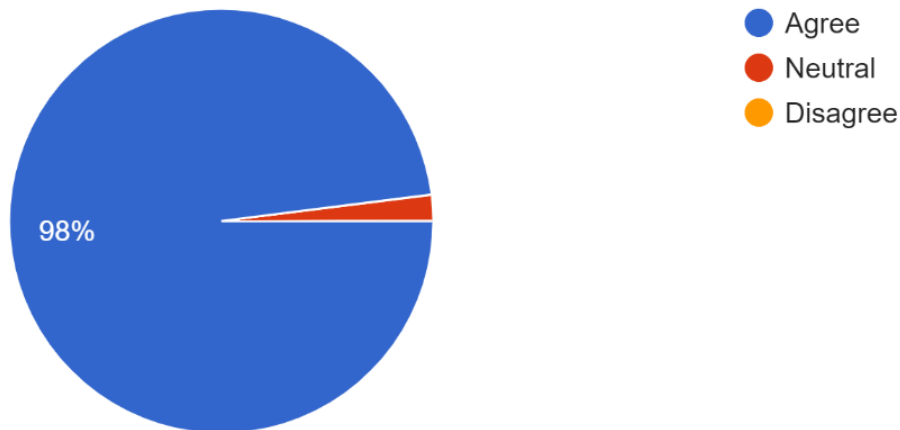
50 responses



What Does the Staff Think

Students benefit when they are exposed to diverse cultural backgrounds, opinions, and perspectives through their peer group and teachers.

50 responses

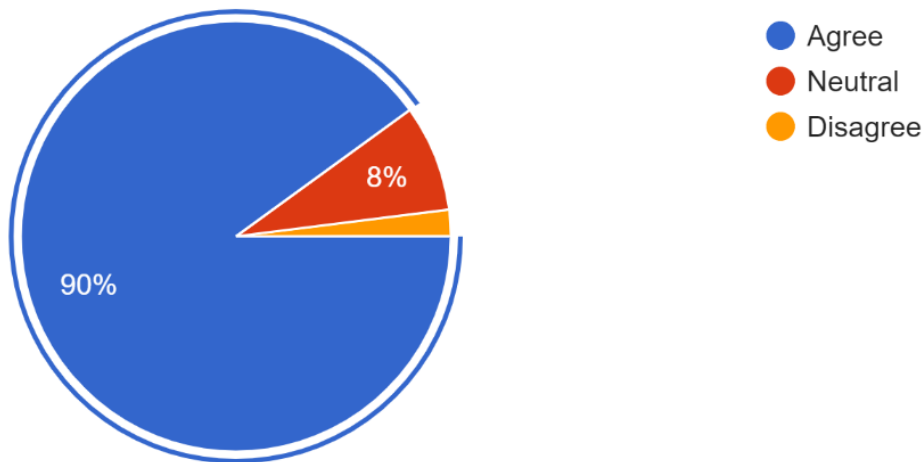




What Does the Staff Think

Dedicated space and resources provides Kindergarten and 1st-grade students with inquiry-based learning opportunities where they can develop their...orld. This play-based lab is a benefit to students.

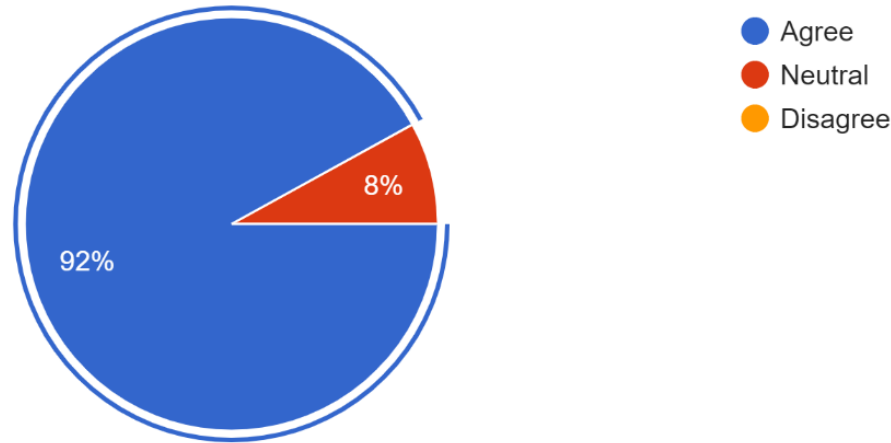
50 responses



What Does the Staff Think

A dedicated teacher and learning space provide students in grades 2-5 with an interdisciplinary approach to learning while applying knowledge and ...aborators, problem solvers, and critical thinkers.

50 responses





Next Steps

- Informational Meetings
- Community survey- to gather additional information
- Presentation to Board at November 16 Meeting
- Board finalizes decision for 2022-2023 school year at December 14 Meeting



Question and Answers

- The following are the questions and answers from the October 4th meeting.

Where would the K-5 building be located?

- The site that might be easiest would be Manning, but Miller might be a possibility.

Why is Miller K-1 and not K-2?

- Miller has 10 core classrooms and two other spaces that would need remodeling to change those spaces to classrooms
- Those 10-12 classrooms only provides enough room for two grade levels
- Due to the building size and the characteristics of the spaces, it was best to put the early elementary students at Miller
- There are 4-6 sections of students in each grade level.

What would happen to Manning and Miller of the district builds a new K-5 building?

- The district would see the buildings that we are not using
- School buildings are not well suited for other purposes
- Due to the location of Manning, developers might find that site attractive

What were enrollment numbers previous to the pandemic?

- Manning's enrollment is continuing to increase. Last year, during the pandemic the enrollment was 381. This year it is 401
- Miller's enrollment last year was 172. This year it was 210.

SCHOOL YEARS	KDG			GRADE 1			GRADE 2			GRADE 3			GRADE 4 (5 students enrolled at Manning live within Miller boundaries)			GRADE 5		
	Manning	Miller	Dual	Manning	Miller	Dual	Manning	Miller	Dual	Manning	Miller	Dual	Manning	Miller	Dual	Manning	Miller	Dual
2021-2022 (Traditional)	62	23	22	54	20	16	58	18	18	66	30	15	46 /51**	23/18**	20	71	14	19
Average Class Size	20.6	23	22	18	20	16	19	18	18	22	15	15	23/25.5**	23/18**	20	23.67	14	19
2021-2022 (GLCs)	NA	85	22		74	16	76	NA	18	96	NA	15	69	NA	20	88	NA	19
Average Class Size		21.25	22	NA	18.5	16	19		18	19		15	23		20	22		19
2020-2021	NA	75	14	NA	79	17	92	NA	15	67	NA	22	78	NA	20	70	NA	19
Average Class Size		18.75	14	NA	19.75	17	18.5		15	16.75		22	19.5		20	17.5		19
2019-2020	64	22	19	60	36	18	50	20	23	57	27	21	54	21	20	65	25	14
Average Class Size	21.3	22	19	20	18	18	25	20	23	19	27	21	18	21	20	21.6	25	14
2018-2019	62	35	19	48	21	20	55	25	20	52	21	23	66	21	15	50	22	12
Average Class Size	20.6	17.5	19	16	21	20	18.3	25	20	17.3	21	23	22	21	15	16.6	22	12
2017-2018	47	19	23	62	23	22	54	22	23	62	19	16	54	20	13	59	45	NA
Average Class Size	15.6	19	19	20.6	23	22	18	22	23	20.6	19	16	18	20	13	19.6	22.5	NA
2016-2017	61	20	22	51	22	22	58	21	17	53	22	14	53	38	NA	70	25	NA
Average Class Size	20.3	20	19	17	22	22	19.3	21	17	17.6	22	14	17.6	19	NA	23.3	25	NA

What is the potential plan to keep schools and families connected?

- Communicating more effectively in similar formats
- PTO meetings on the same nights
- All our big events are coordinated
- We'll work on transitions for students – PreK-K, 1st grade-2nd grade, 5th grade – 6th grade

What specific problems exist that we are trying to address that must be corrected immediately?

- Equity of resources including staffing, materials, support for EL, intervention, and enrichment
 - Principals, teachers, and students need a flexible schedule and the proper staffing resources to implement the best model to support all students' needs
 - STEM lab at Manning and Play-based learning lab at Miller would most likely be eliminated if we return to 2 K-5 buildings due to scheduling, space, and staffing constraints
- A sustainable model that can withstand fluctuations in enrollment. All schools need a system that is sustainable from year to year.
 - Staffing plans were reactionary to enrollment and adjusted annually
 - There physical space at Miller limits the ability to accommodate in influx of enrollment
- Daily, in-person collaboration among all grade-level teachers is imperative for the success of our learning community

How does the grade level center configuration uniquely solve those problems or provide unique benefits?

- Equity of resources including staffing, materials, support for EL, intervention, and enrichment
 - Class sizes can be equal since students in a grade level are not in two schools
 - Principals, teachers, and students have a flexible schedule and the proper staffing resources to implement the best model to support all students' needs
 - Innovate programs such as the STEM lab at Manning and Play-based learning lab at Miller provide learning environments that are vital to prepare our students for their future (Consistent with the CUSD 201 Portrait of a Graduate within our strategic plan)
- A sustainable model that can withstand fluctuations in enrollment. All schools can execute a system that is sustainable from year to year.
 - Staffing, materials, schedule, and learning models
- Daily, in-person collaboration among all grade-level teachers is imperative for the success of our learning community
 - Teachers work together to provide consistent learning environments
 - Collaborative culture nurtures ongoing professional learning

What specific metrics will we use to evaluate whether the model is successful?

- We'll use our Strategic Plan to measure the success of our efforts. It may take up to five years to implement and refine our systems.
- Data sources
 - Academic Achievement – state (IAR) and local assessments
 - SEL measures
 - Standards-based grading practices
 - 5Essentials

If the Board rejects all three options, does the K-5 configuration revert to the pre-COVID configuration or will the schools stay with grade level centers?

- It will depend on the Board conversation. We will take direction from the Board. They may reauthorize the task force or ask the current task force to look at other options.

If the discussion is for a K-5 building, would it be for a brand new building or an addition of one of the existing buildings? What is the time frame?

- A study will be conducted to determine the most cost effective solution. The whole process would take at least two years.
- A referendum would be on the ballot for April, 2022.
- The architects would begin planning and design
- Bid documents
- Construction

If the Board reverts to two K-5 buildings and with the construction of the apartments and condos in Westmont cause there to be a significant increase in the enrollment at Manning, when would we revisit these models?

- The developments are being designed for retired or single with no children. The District does not expect too much impact.
- The only other option is to change the attendance center boundaries.