

Planning for Our Future: A Charge to the Superintendent's Advisory Council

Subcommittees:

- **Budget**
Focus: how to allocate resources and structure programs given declining enrollment while helping the district remain competitive.
- **Geographic Access**
Focus: to programs and middle school options.
- **Academic Rigor**
Focus: community perception about rigor and level of challenge at neighborhood schools.
- **Program Demand**
Focus: high number of requests to transfer out of some neighborhood schools, and long wait lists for requests to transfer into to some neighborhood schools and schools without boundaries.
- **Evaluation of Program Services**
Focus: ensuring that we are meeting the needs of the community with the services offered at each school.

Objective of Subcommittees:

Develop community-generated solutions to the following challenges:

- Budget: how to allocate resources and structure programs given declining enrollment while helping the district remain competitive
- Geographic access to programs and middle school options
- Community perception about rigor and level of challenge at neighborhood schools
- High number of requests to transfer out of some neighborhood schools, and long wait lists for requests to transfer into to some neighborhood schools and schools without boundaries.
- Evaluation of existing needs and programs to ensure that services are aligned with each individual school's community

Charge to the Subcommittees

Provide at least three recommendations for solving the challenges stated above that are related to your subcommittee's focus. Each recommendation needs to include the financial impact to the district.

We understand that there may be some overlap in recommendations between the subcommittees. That is to be expected because the challenges overlap the areas. There will be a meeting when all the subcommittees will bring their ideas together.



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Subcommittee #1: Budget

... how to allocate resources and structure programs given declining enrollment while helping the district remain competitive and focused on teaching and learning.

- When facing a budget shortfall, school districts have limited ways of reducing costs, including:
 - Closing schools
 - Increasing class sizes
 - Eliminating services such as technology support, library services, enrichment programs such as music, and enrollment marketing and outreach, or reducing services such as cleaning classrooms and offices
 - Reducing staff positions such as psychologists, maintenance staff, assistant principals, other non-classroom positions, and teachers
 - Outsourcing services such as plumbing, locksmith, transportation

Please evaluate the pros and cons of each of these areas, keeping in mind that eliminating a position means eliminating the service provided by that staff member. Also, keep in mind that outsourcing may or may not actually provide savings -- each service would need to be evaluated for its financial impact. Our CBO, Priscilla, is available to provide further details on this.

- In looking at the documents from San Bruno Park School District in your reference binder, are there any items that RCSD also can use for cost-savings?
- During the May 30, 2018, Special Board Meeting: Budget Study Session, the Board of Trustees heard a recommendation that RCSD cannot sustain schools with an enrollment lower than 400 students. Using your Enrollment and School of Choice Presentation from September 11, do you see a possibility for RCSD to consolidate campuses? Should RCSD close campuses and repurpose them? If so, how many?
 - If RCSD does consolidate campuses, how can the school district use any space for possible revenue?



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- Please provide your recommendation of which areas should be cut to save \$4 million as recommended to the Board of Trustees during the May 30, 2018, Special Board Meeting?
- In hearing all the presentations since early August, can you think of any creative opportunities for RCSD to bring in additional revenue?

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Subcommittee #2: Geographic Access

... to programs and middle school options.

- Are there programs that are not easily accessible to families on the Bayside? Please refer to data in Enrollment Presentation from September 4, especially slides 13-15, and the Survey Presentation from September 11, especially Slides 7-9. Please also refer to the Cross Tabulations, especially pages 3-6.
- If the data shows that access to programs is a barrier, please identify the programs where geographic access is a barrier. Can you see creative ways for the district to increase access?
- Should RCSD consider a middle school on the Bayside (east of El Camino?) Why or why not?
- Use the following questions to guide you through this answer:
 - What would the impact be on other 6-8 programs in the district (e.g. Kennedy (6-8), MIT(6-8), Clifford(TK-8), Cloud(K-8), Garfield(PreK-8), Roosevelt(PreK-8), Selby Lane(PreK-8) and Hoover(PreK-8)?
 - Would families be upset NOT to attend Kennedy if middle school boundaries changed for the Bayside?
 - Does RCSD have enough 6-8 students to create and sustain a third middle school on the Bayside?
 - Do we need a dedicated 6-8 middle school on the Bayside to compete with the charter schools?
 - Should RCSD change 6-8 grade configuration at other schools to create a dedicated 6-8 middle school on the Bayside?
 - How many middle school options can the district sustain as enrollment drops?

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Subcommittee #3: Academic Rigor

... community perception about rigor and level of challenge at neighborhood schools.

- In looking at the data from the Parent Survey Results, what are some of the factors that are causing parents to enroll in non-district options (slide 14)?
- In comparing the Curriculum and Instruction presentation from September 4 to the community perception in the Parent Survey Results presentation (slides 10, 11, and 14), what are our parents and prospective parents missing in their perception of our schools?
- Are we doing an effective job as a district in communicating our instructional strategies? If not, what do parents need to know, and what else should we communicate?
- Do we need to celebrate the successful results of our schools? How can our schools build a culture of success and how can the average Redwood City resident learn about those successful results?
- Do we need to make any program adjustments so that we align with the factors that parents value most? (slide #10 *"When you selected a school for your child, please tell us your top 3 considerations. Please select ONLY the three that MOST influenced your decision."*)

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Subcommittee #4: Program Demand:

... high number of requests to transfer out of some neighborhood schools, and long wait lists for requests to transfer into some neighborhood schools and schools without boundaries.

- Which schools have high rates of requested transfers out? (please refer to Enrollment Presentation from September 4, Slides 12-40)
- Which schools have an enrollment lower than 400 students? (During the May 30, 2018, Special Board Meeting: Budget Study Session, the Board of Trustees heard a recommendation that RCSD cannot sustain facilities with a total enrollment lower than 400 students)
- Which programs have the highest demand? Which neighborhood schools have the highest demand? Which neighborhood schools have the lowest demand? Please refer to data in Enrollment Presentation from September 4, especially slides 13-18, and the Survey Presentation from September 11, especially Slides 7-9. Please also refer to the Cross Tabulations, especially pages 3-6.
- In comparing demand to building capacity, are programs housed at the right campuses? Do you see any opportunities for consolidation or repurposing that would allow the district to provide more parents with the top school choice, while bringing savings to district?
- If programs are consolidated and building are repurposed, how should the district assign neighborhoods or families to a new neighborhood school?
- In looking at the comments in the Parent Survey Presentation from September 11, are there any other special programs, currently not offered in RCSD, that the district should consider in offering? If so, where should these programs be offered?

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Subcommittee #5: Evaluation of Program Services

... ensuring that we are meeting the needs of the community with the services offered at each school.

- The parent survey is filtered by the school site students attend. Are there programs that are not easily accessible to all families? Please refer to data in Enrollment Presentation from September 4, especially slides 13-15, and the Survey Presentation from September 11, especially Slides 7-9. Please also refer to the Cross Tabulations, especially pages 3-6.
- Looking at the data about factors preventing families from attending their school of choice by school (pages 4-5 of cross tabulations), how much is the application process a factor or barrier?
- Please review the grid of services available at each school in your resource binder. While it is not financially feasible for the district to offer exactly the same services at each school, we would like you to identify gaps in services between schools. Can you think of creative ways to ensure that all students in the district have access to similar program services? Should a specific program or service be centralized for all students? If we could only address a few of the areas where services are uneven, what should they be?