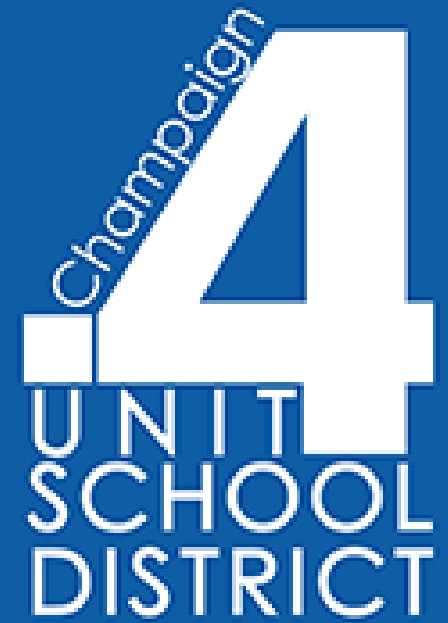


CHAMPAIGN UNIT 4 SCHOOLS

COOPERATIVE STRATEGIES
PRESENTATION



AGENDA

- Process Overview
- Word Done To-Date
- Preliminary Feedback from the Community
- Preliminary Scenarios
- Next Steps
 - Socializing Concepts with the Board
 - Community Focus Groups
 - More Extensive Community Engagement



PROCESS

Plan for Planning

- Confirm process and timeline
- Discuss other comparable processes
- Present confirmed process to the Board

Background Data

- Define geography and develop enrollment projections.
- U.S. Census Estimates

Establish Criteria

- Collect Feedback from the community around:
 - Proximity to facilities
 - Diversity of the populations
 - Feeder pattern continuity
 - Detached attendance areas

Develop Scenarios

- **Multiple Boundary Scenarios**
 - Attendance Zones
 - Combination of neighborhood school and a choice component
 - Clusters of neighborhood schools

Finalize Recommended Options

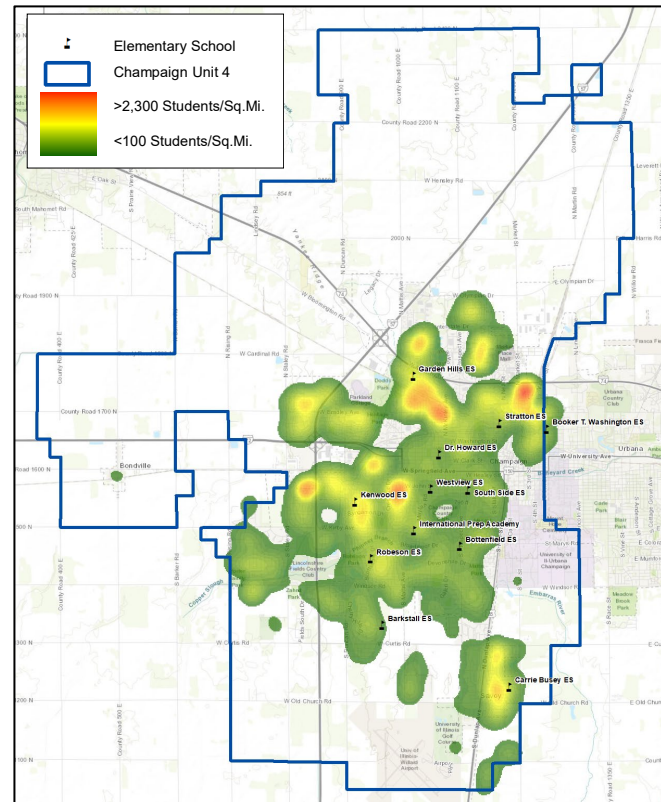
- Alignment with criteria
- Present to Board
- Implementation Support
 - Provide addresses for new boundaries
 - Online locator

DEMOGRAPHIC REALITIES

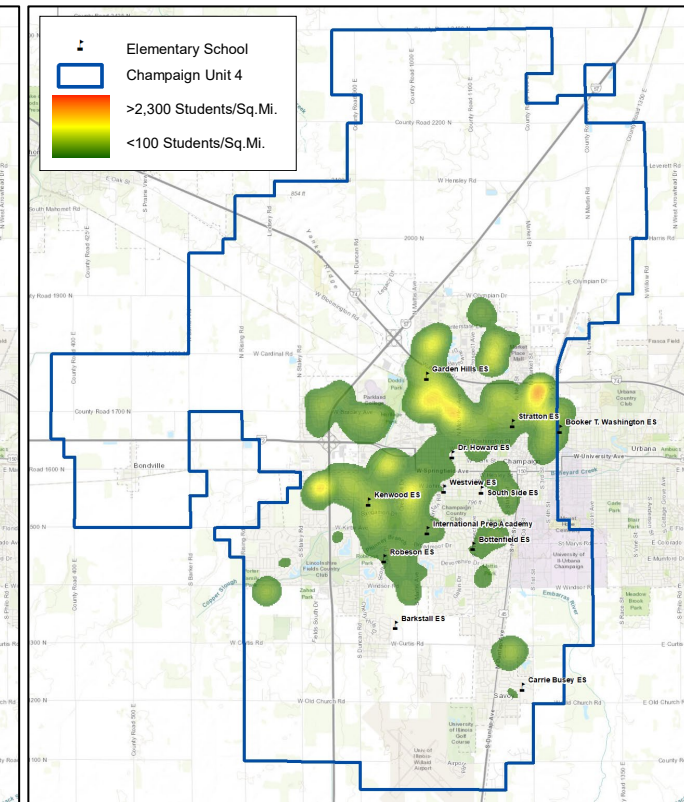
Due to Current Housing Patterns:

- If the desire for Carrie Busey is to have the SES Percentage over 30%, its going to require that students that are in close proximity to C.B., attend another school.
- There is a similar situation with Garden Hills but at the opposite end the spectrum.
- Large pockets of Low-SES students are in close proximity to Garden Hills, Stratton, and BTW.
- Large pockets of High-SES students are in close proximity to Barkstall and Carrie Busey.

All Students



Students Receiving Free/Reduced Lunch



Models Explored:

Concept	Ability to meet Diversity Goals	Ability to Streamline Transportation	Benefits	Challenges	Potential Unintended Consequences
Traditional Attendance Areas (Contiguous)	Low	High	<ul style="list-style-type: none"> Certainty Convenience 	<ul style="list-style-type: none"> Diversity will be difficult Equitable resourcing is critical 	<ul style="list-style-type: none"> May be the most desirable. If equitable resources cannot be maintained, legal consequences
Traditional Attendance Areas (Satellites)	Medium Low	Medium High	<ul style="list-style-type: none"> Certainty Convenient <i>for some</i> 	<ul style="list-style-type: none"> Burden of creating diversity will be placed on isolated groups 	<ul style="list-style-type: none"> Satellite areas do not develop a sense of community like other areas
Sister School Concept	Medium High	Medium High	<ul style="list-style-type: none"> Certainty Balanced 	<ul style="list-style-type: none"> Multiple pick-up and drop-off locations for families Need to align capacities 	
Grade Level Centers	Medium High	Medium Low	<ul style="list-style-type: none"> Continuity Large diverse attendance areas 	<ul style="list-style-type: none"> Multiple pick-up and drop-off locations for families Additional transitions 	<ul style="list-style-type: none"> Issues with staff certifications
Modifications to Current Choice Model	Medium	Medium	<ul style="list-style-type: none"> Familiarity 	<ul style="list-style-type: none"> Uncertainty Ineffectiveness over time 	

Concept 1: Traditional Attendance Areas

(with satellites)

Schools with satellites:

- Garden Hills
- BTW
- Dr. Howard
- South Side
- IPA
- Westview

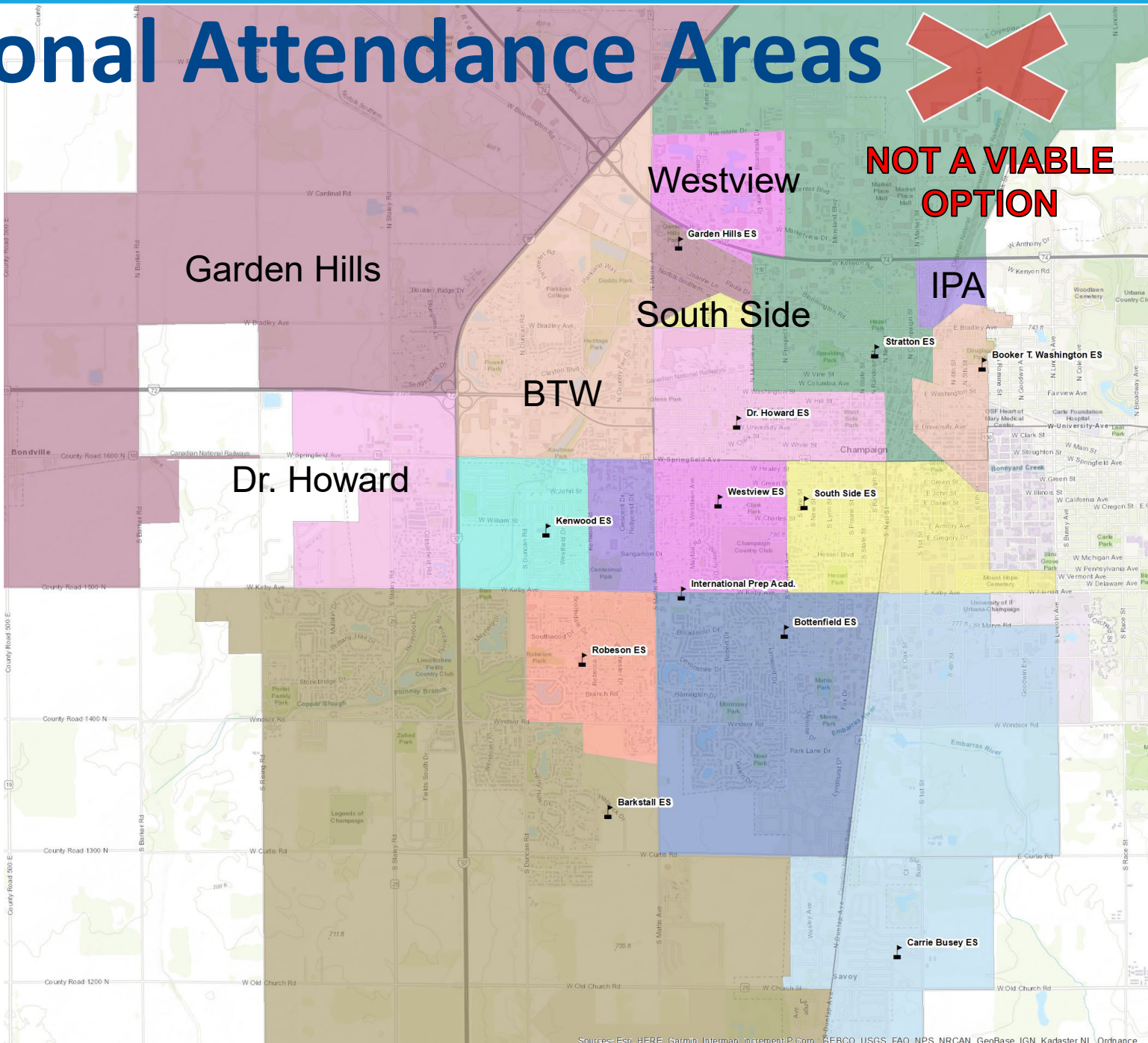
Minimum 50% Transportation Savings

Benefits:

- Transportation Savings
- Same or slightly better demographics.
- Guaranteed Assignments

Challenges:

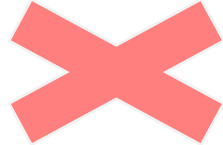
- Island Areas do not have the same sense of community
- Some schools see big drops in SES (Carrie Busey, Barkstall)



Sources: Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, USGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), Swisstopo, Mapbox Contributors, Stamen, Mapbox, OpenStreetMap contributors, and the GIS User Community

Concept 1: Traditional Attendance Areas (with satellites)

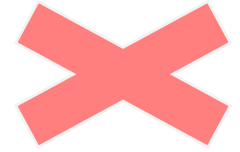
2022



**NOT A VIABLE
OPTION**

School	Capacity	Enrollment	Utilization	Free / Reduced	Delta
Barkstall	479	459	96%	17%	-35%
Bottenfield	474	359	76%	21%	-31%
BTW	426	476	112%	61%	8%
Carrie Busey	474	506	107%	18%	-35%
Dr. Howard	428	432	101%	46%	-7%
Garden Hills	616	504	82%	50%	-2%
IPA	474	366	77%	72%	19%
Kenwood	426	332	78%	57%	4%
Robeson	431	291	68%	30%	-23%
South Side	284	278	98%	55%	3%
Stratton	577	561	97%	60%	7%
Westview	498	316	63%	42%	-10%

Concept 2: Current Model (with slight modifications)



**NOT A VIABLE
OPTION**

Modifications

- Elimination of Balanced Calendar to give later applications more choices.
- Consider 5% reserve seats in all schools for late applicants

< 5% Transportation Savings

Benefits:

- Familiar
- Ability to run the choice process later to potentially capture late applicants.
- Minimal Change

Challenges:

- Minimal Impact

Balanced Calendar Schools

Kenwood & Barkstall

- **Recommended: Elimination**
 - In order to have consistency of enrollment and increased choice across the District, it is recommended that the Balanced Calendar Schools change to adhere the same calendar as the other schools.

International Prep Academy

In our scenarios, we have assumed the IPA will function like any other elementary school and in some cases have an attendance boundary.

Due to the program, there have been conversations that it may need to remain as a magnet.

Based on feedback collected, there is the thought that families may just use IPA as the de-facto “opt-out” school.

One recommendation to mitigate this possibility is to control the choice into IPA:

- 50% of the seats reserved for qualified bi-lingual Spanish speaking students
- 50% of the seats allocated proportionately to each attendance area

Baseline

2022

School	Capacity	Enrollment	Utilization	Free / Reduced	Delta
Barkstall	479	395	82%	37%	-7%
Bottenfield	474	453	96%	31%	-13%
BTW	426	346	81%	55%	11%
Carrie Busey	474	453	96%	30%	-14%
Dr. Howard	428	385	90%	49%	5%
Garden Hills	616	331	54%	74%	30%
IPA	474	450	95%	52%	8%
Kenwood	426	345	81%	38%	-6%
Robeson	431	443	103%	37%	-7%
South Side	284	281	99%	28%	-16%
Stratton	577	477	83%	67%	23%
Westview	498	434	87%	42%	-2%

Scenario 1 (Islands + Sister Schools)

School	Capacity	Enrollment	Utilization	Free / Reduced	Delta
Barkstall	479	496	104%	41%	-12%
Bottenfield	474	359	76%	21%	-31%
BTW	426	481	113%	38%	-14%
Carrie Busey	474	501	106%	38%	-14%
Dr. Howard	428	432	101%	46%	-7%
Garden Hills	616	504	82%	50%	-2%
IPA	474	366	77%	72%	19%
Kenwood	426	332	78%	57%	4%
Robeson	431	291	68%	30%	-23%
South Side	284	278	98%	55%	3%
Stratton	577	524	91%	41%	-12%
Westview	498	316	63%	42%	-10%

Scenario 2 (Three Clusters)

Choice is limited to the 4 schools in your cluster

Cluster 1	Cluster 2	Cluster 3
Bottenfield	Barkstall	BTW
Garden Hills	Stratton	Carrie Busey
Kenwood	Southside	Dr. Howard
Robeson	Westview	IPA

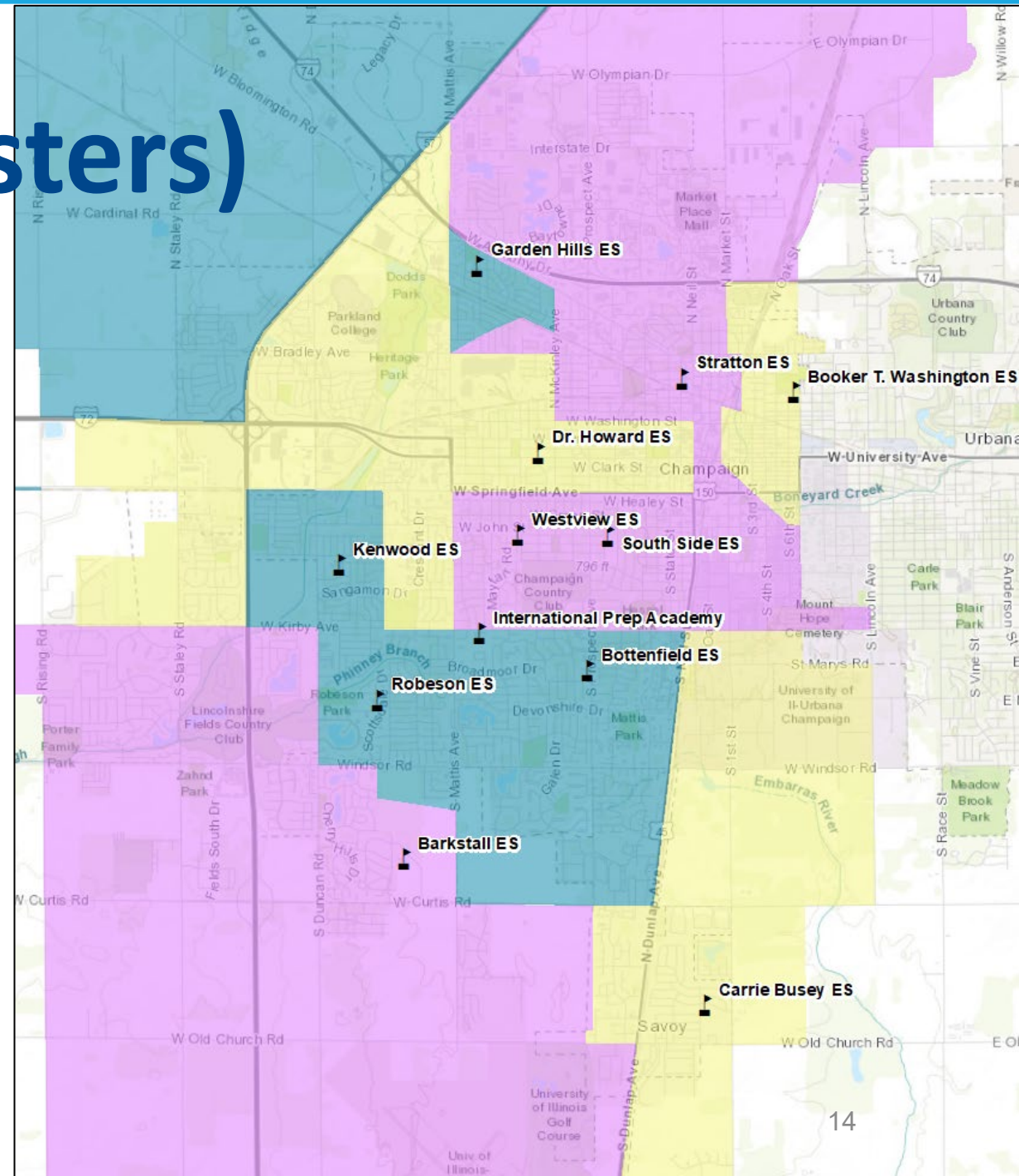
Minimum 20% Transportation Savings

Benefits:

- Transportation Savings
- Makes choice less “overwhelming”
- Same or slightly better demographics.

Challenges:

- Likelihood of similar choice selection outcomes, but it will be limited



Scenario 2 (Three Clusters)

Cluster	Capacity	Enrollment	Utilization	Free / Reduced	Delta
1	1,947	1,486	76%	41%	-12%
2	1,982	1,614	81%	44%	-9%
3	1,658	1,780	107%	47%	-6%

Overview

	Students Impacted	Transportation Efficiency	Impact on Socio-Economics
Scenario 1: Boundaries with Sisters	> 90%	Medium-High	Medium-High
Scenario 2: Clusters	~ 65%	Medium	Medium

Timeline

September 26:

- Present Scenarios to BOE as informational item
- Launch Survey / Website

October:

- Conduct Focus Groups / Community Outreach
 - Target: Garden Hills, Village of Savoy, PTA/Council meetings, NAACP, Community Coalition Meeting, Supt. Teacher Advisory Committee, CFT, CESP, etc.

November:

- Present Recommendations to BOE

December:

- Board Vote

Next Steps

Focus Groups

Further Community Engagement

Recommendation Development

Final Board Presentation