



Citizens Advisory Committee

Minutes of June 22, 2016 Meeting

CAC Members present: Peggy Alreck-Anthony, Ganesh Balgi, Nancy Boyle, Julie Darwish, Benaifer Dastoor, Leonardo Flores, Shirley Frantz, Carol Gao, Anusikha Halder, David Heinke, Jason Heskett, Roger Hewitt, Maria Jackson, Jenny Martin, Gail Marzolf, Daniel McCune, Wes Morse, David Nishijima, Miko Otoshi, C.S. Prakash, Shivangi Sharma, Terri Shieh-Newton, Sandi Spires, Uma Sriram, Mark St. John, Liming Wang, Elaine Zhang, Yanping Zhao

CAC Members absent: Samy Cherfaouli, Zongbo Chen, Kevin Du, Mo Fong, Mori Mandis, Emmanuel Muriuki, Amit Raikar, Jena Rajabally (logged in remotely), Pratibha Sriram

Support Staff present: Facilitator Minh Le; Superintendent Polly Bove; Academic Deputy Superintendent Dr. Kate Jamentz; Assistant Superintendent Tom Avvakumovits; Associate Superintendent Administrative Services Graham Clark; Director of Business Services Jason Crutchfield; Communications Coordinator Sue Larson, and Transcriber Sarah DeWitt Akin

Topic	Summary
Welcome	Minh Le, Facilitator, welcomed members to the third CAC meeting at 6:04 p.m. Some people are traveling on business so they may join the meeting remotely.
Q&A with Superintendent	<p>Q: Why did the Superintendent allow Sand Hill Property to use her name and likeness in their marketing materials?</p> <p>A:</p> <ul style="list-style-type: none"> ● Developer fees are limited by the State and FUHSD ensures they maximize those fees by reviewing them every other year. However, these fees amount to a very small fraction of what it costs to accommodate new students. It costs \$1 million to build a single classroom. ● By law, school districts cannot oppose or support development. All we can do is try to negotiate mitigations for the developments' impacts. FUHSD work with developers to get help with traffic plans (installing stop signs, stop lights, etc.), re-work construction schedules around school schedules, and gain other benefits for our students. ● There are three new major development projects (Vallco, Marina Foods, the Oaks) and several smaller projects are being considered in the community ● Superintendent and others met with developers to discuss parcel taxes that are paid to the District, as renters of apartments do not pay parcel taxes so, if developers build apartment complexes, their future residents would not be responsible for paying these fees to the District.

- Background: There is history of local homeowners voicing opposition to paying these fees to the District because of this issue. This has created barriers in parcel tax elections and puts homeowners at odds against renters.
- Although developers are responsible for paying fees to the District in conjunction with new projects, these fees do not come close to the cost of educating students that will reside in new projects. Therefore, the Superintendent did not want to just settle for the regular developer fees as required by law, but also wanted to make the most of the opportunity to secure additional compensation and accommodations to best serve current and future FUHSD students.
- During her meeting with developers regarding this issue, Superintendent tested the idea that the district could benefit from having 10,000 square feet of space for use at \$1/year. The space would need to be set up to the District's specifications (lab equipment, hardwood flooring, visible location so that community members can see high school students working on science, robotics, arts, or theater projects, etc., give the community an opportunity to see how amazing our students are, and showcase students' work to motivate younger students).
- Also suggested that developers of apartment buildings should pay parcel taxes on all units, in perpetuity (including any future increases in parcel taxes).
- Sand Hill agreed and this agreement was the first in the state to commit to paying parcel taxes/future parcel taxes for the elementary and high school districts. Since then, two more developers from Sunnyvale have come forward to propose new developments and acknowledged that they would be willing to pay parcel taxes on their proposed units. This agreement with Sand Hill is beginning to be seen as an expectation in our community.
- \$98 parcel tax. 100 units ~\$10,000. Not an exorbitant amount of money for developers or the District but building rental housing in the community means they will adopt the same responsibilities as homeowners.
- Moving forward, the Adult and Community Education center is one of the largest adult and community education programs in Northern California and the District is looking to build a new facility, which would cost about \$40 million.
 - Vallco is proposing to build a new development with a large concentration of older residents. The Superintendent proposed they provide 12,000 square feet of space for a dedicated Adult and Community Education center. So far, Vallco has committed 5,000 sq. ft. of space for this purpose and is working toward securing 7,000 additional sq. ft. of space. If an agreement can be reached this additional space would hopefully be leased to the District for \$1/year for 34 years.
- These proposed developments may not be approved and, even if these projects do not come to fruition, the District is setting a precedent that this is what we expect from developers coming to this community. Developer fees alone are not enough and we don't want homeowners to be at odds with renters.

	<ul style="list-style-type: none"> ● New development at Vallco would mean ~45 new students and this deal was ultimately worth more than developer fees or even asking them to build additional classrooms. The District also already has bond money to build classrooms. ● Developers did not demand that the Superintendent allow them to use her name/photo. She did so to be transparent about the fact that FUHSD had negotiated significant benefits with Vallco. She carefully crafted the message to go along with her likeness to demonstrate that she is NOT endorsing Vallco, but setting an expectation, a precedent, that developers would all offer the kind of significant benefits that Vallco has offered. She is appreciative of Sand Hill’s willingness to offer more reasonable mitigations to schools than simple developer fees. The District cannot and does not want to influence whether or not this project is approved, but the District cannot afford to miss out on the parcel taxes or facilities offered by Sand Hill should this development come to fruition.
<p>Review of Last Meeting</p>	<p>Dr. Kate Jamentz led the discussion to review the previous meeting.</p> <p>At the previous meeting, we discussed the following:</p> <ul style="list-style-type: none"> ➤ Federal, state, local accountability systems – Ensures the District focuses on the absolute achievement and growth of students, dedicates attention to struggling students ➤ District values drive internal accountability include: <ul style="list-style-type: none"> ○ Comprehensive high schools –FUHSD is dedicated to ensure students are prepared for college and careers, lots of coursework options to pursue interest and academic achievement ○ Adequate social and emotional supports – FUHSD is committed to giving all students the supports they need to succeed ○ Equity and excellence – FUHSD cares about growth over time as well as absolute achievement ○ Maximize benefits of diversity – FUHSD sees diversity is a strength of community ○ Conservative and creative fiscal management – FUHSD understands how important it is to maintain productive relationships with employee organizations ○ Collective professional culture – FUHSD is committed to being more than the sum of our parts; FUHSD is composed of highly skilled professionals who collaborate to provide high-quality education to students ○ Not resting on our laurels – FUHSD is committed to high-performance and continuous improvement ○ Listening to stakeholders (parents, students, employee groups, community members) – FUHSD is committed to listening and gathering information, not just from those who can advocate for themselves

<p>Student achievement in relation to benchmark districts</p>	<p>Dr. Kate Jamentz led the discussion on student achievement in relation to benchmark districts.</p> <ul style="list-style-type: none"> ➤ Benchmark districts are school districts that are of similar demographics and are used as "benchmarks" to compare student performance. ➤ Based on State assessment (California Assessment of Student Performance and Progress), FUHSD is the highest performing high school district in state of CA. ➤ Demographic subgroups score higher (universally) than others at state and national level, but some of the subgroups vary in relation to benchmark districts. <p>Clarification about data from Palo Alto High School</p> <ul style="list-style-type: none"> ● At the previous meeting, we handed out data on Palo Alto High School, which could cause confusion since they have another high school in their district ● New data sets will be on the Citizens Advisory Committee section of the FUHSD website <p>Do we have something to learn from other districts re: strategies for serving Hispanic students?</p> <ul style="list-style-type: none"> ● Acalanes Union High School District's Hispanic students are performing better, relatively. However, except for Mountain View and Los Altos, that Hispanic population is different than that of FUHSD in that they are not low-income. The majority of the FUHSD Hispanic population is low-income and has low parent education levels, which are big indicators in student achievement ● "Low-income" is defined by the State as: 1) family qualifies for Free and Reduced Lunch program, (which is based on income) and 2) parent education level: no high school diploma (does not consider cost of living, which is significant here). <p>Would requiring A-G completion as a graduation requirement help address equity?</p> <ul style="list-style-type: none"> ● This policy has been considered in many districts and several districts advocate for this, including Palo Alto, East Side, San Jose, others. ● A-G is 15 courses that students must pass with C or better to be eligible to apply for CSU/UC. ● Most of our courses comply with A-G requirements. ● Most of the FUHSD students who do not meet A-G requirements are failing these A-G courses, not just not taking them. This happens primarily in 9th grade and then sets students so far back that they cannot catch up later in high school. This has directed us to focus on the interventions to prepare students for success in A-G courses. ● If a district adopts this A-G graduation requirement, they often increase A-G completion rate and then decrease graduation rate. <ul style="list-style-type: none"> ○ Districts resolve this by granting waivers to individual students who may need a separate graduation requirement standard or allow students to pass courses with a 'D' grade (but this isn't really A-G
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	<p>compliance).</p> <ul style="list-style-type: none"> ● By focusing on interventions, students who, for example, come to HS without being prepared for 9th grade algebra can be in 'double block' algebra where they have 2 classes with extra time, or have a separate workshop for algebra. That prepares them for success in A-G classes.
<p>Which is the best High School in FUHSD? Quiz</p>	<p>Dr. Kate Jamentz led discussion on the "best" high school in FUHSD</p> <p>Discussion of surprising results (the below numbers refer to the question number on the quiz):</p> <p>2. In which of our schools do students have access to greatest variety of Visual and Performing Arts electives?</p> <ul style="list-style-type: none"> ● Generally, the bigger the school, the more course offerings. ● Required to offer what students need to meet graduation requirements and being competitive at CSU/UCs, and want them to be prepared for college and career. ● If a school has more kids who come less prepared, more intervention classes at that school. Teacher capacity and interest. ● Teachers at a given school may not be interested or prepared to offer certain classes and instead are teaching classes that meet graduation requirements. ● Also highly important is student interest – what students sign up for, what parents and students want to be offered. ● Homestead and Monte Vista have the most offerings as they are the biggest schools <p>4. In which of our schools do parents feel most confident that students are intellectually engaged in their course work and not just doing low-level rote-learning?</p> <ul style="list-style-type: none"> ● Answers are based on parent surveys. ● Student engagement is that students are intellectually engaged in coursework at all times. We have high-performance students saying that students admit they are not engaged. We are working in professional development and guidance programs to resolve this. <p>11. Which of our schools was ranked by <i>US News and World Report</i> magazine as one of the top 30 STEM high schools in the nation based on AP enrollment and pass rates in math and science (data from College Board)?</p> <ul style="list-style-type: none"> ● Three of FUHSD schools were top 30 or higher on this list. ● <i>Newsweek</i> adds additional criteria, including how many students are accepted/attend college but that is only available in self-reported data, not accurate or reliable. Magazine writers admit they do this just to sell magazines.

(Note: This question was asked at the meeting but did not receive a complete answer. Additional communication took place 6/23/16, which resulted in the following.)

Q: In some AP classes (Calculus BC, AP Statistics, AP Physics C) there are more or proportionally more sections at Lynbrook than at Monta Vista, even though MVHS is roughly one-third larger than LHS. Does this mean that LHS students are more inclined toward these classes? Or is it due to availability of teachers or other resources?

A: When you add up all the higher level Math and Science classes for both schools, you end up with 31 sections for LHS and 42 sections for MVHS. Monta Vista students have slightly more options to choose from because they have AP Environmental Science and AP Physics 1. The number of sections at MVHS is about one-third more than the number at LHS. The ratio of AP STEM sections per student is about the same in both schools. Interestingly, LHS has proportionally more sections in Math, and MVHS has proportionally more sections in Science.

As to your questions, in neither schools have students been limited in their higher-level Math and Science course choices due to limited resources or lack of highly qualified teaching staff. Both schools have very large numbers of students in our STEM research classes and also large numbers of students who have “Mathed Out”, meaning that they have taken all the Math classes that we offer and may be taking Math at De Anza or West Valley Community Colleges.

18. Which school offers the AP courses in 4 different languages?

- All of our schools. One of two districts in county (other is Palo Alto) who can do this.
- This is very difficult to offer. For example, French 3 can only be offered at one time during the day and maybe it is offered at the same time as Bio, which forces kids to choose and lowers enrollment in both. Some sections combine different levels of classes, which is difficult for teachers. This illustrates the story of why we want to keep enrollment high at all of our schools.

- Takeaway from this exercise is that "best" is in the eye of the beholder; depends on what criteria you are using.
- FUHSD is committed to maintaining 5 great high schools.
- Some people who make a claim for “best” do so out of their own self-interest (magazine editors, realtors)
- Our experience, once you get to know a specific school is that school is the best

<p>Benchmark District Revenue Comparisons</p>	<p>Polly Bove, Superintendent, led the discussion on Benchmark District Revenue Comparisons Handout; additional information will be posted on Google Drive</p> <ul style="list-style-type: none"> ● Where does funding come from? <ul style="list-style-type: none"> ○ Up until 2013-14: 1. Property taxes, 2. State and Federal categorical funds, which are funds targeted to specific programs, 3. Parcel taxes are voter approved specific taxes for school district support ● There can be no change made to public school funding without a 2/3 majority vote of the public (entire state) ● CA public school funding is complicated (see slide 10 of PPT) <ul style="list-style-type: none"> ○ Revenue limit is based on per student funding, which was different for each district <ul style="list-style-type: none"> ▪ If property taxes are less than or equal to that amount, state pays difference ▪ Also have categorical funding and parcel tax (if present) ▪ Known as "Revenue Limit District" (90% of districts in CA) ▪ In Revenue Limit model, the larger the enrollment, the greater the funding ○ Basic Aid Districts <ul style="list-style-type: none"> ▪ If local property tax revenue is greater than the revenue limit, district receives difference ▪ FUHSD is Basic Aid district ▪ In Basic Aid District model, the larger the enrollment, the smaller the funding per student ● Local Control Funding Formula (LCFF) was introduced in 2014 (see slide 11) <ul style="list-style-type: none"> ○ Adjusted base grant: Basic aid, grade span adjustment (costs more to educate high schoolers than elementary schoolers), supplemental grant, concentration grant, targeted instruction, home-to-school transportation ○ Now Basic Aid is called "Community Funded" ● Parcel tax size has big impact on funding <ul style="list-style-type: none"> ○ Ours was established in 2004 and, although it has been renewed, it has not been raised
<p>How FUHSD Funds are Spent</p>	<ul style="list-style-type: none"> ● 84% is salary and benefits ● 5% materials and supplies ● 11% services and others
<p>County Tax Revenue and CA GDP Trends</p>	<ul style="list-style-type: none"> ● The percent change in property tax over the last 20 years mirrors trends of state/national economy ● The percent change in District property tax revenue is extremely volatile ● FUHSD is among the lowest funded on list of Benchmark District Revenue Comparisons but is among most competitively performing high school districts in the nation ● FUHSD has had to conduct multi-year planning and been creative in securing/spending/investing funds

	<ul style="list-style-type: none"> • Want to be consistent with expenditures across years, regardless of volatility in funding
Revenue Sharing Process	<p>Jason Crutchfield, Director of Business Services, led the discussion on the FUHSD Revenue Sharing Process</p> <ul style="list-style-type: none"> • Revenue Sharing Process (RSP) is a contract agreement between the Board of Trustees and the three employee groups in FUHSD (teachers, classified employees, management) <ul style="list-style-type: none"> ○ RSP is an agreement that all groups will share change in unrestricted general fund/property tax revenue and pay “off the top expenses” <ul style="list-style-type: none"> ▪ Sharing breakdown is: FEA (teachers’ union) 66%, CSEA (classified) 19%, FMA (management) 15% ▪ All remaining revenue is used by each group to pay for changes in their own Cost of Unit expenses and salaries and/or benefits ▪ FUHSD does not negotiate salary or benefits – employees have all bought into FSP • "Off the Top Expenses" are expenses that support our district values, OR are not controlled by any one group, OR are unfunded state mandates. <ul style="list-style-type: none"> ○ Includes General Fund support for Special Education, food services, support for English Language Learners, Residency monitoring, teacher induction program, school site budgeting, cost of utilities, transportation/bus passes, legal expenses, and insurance premiums • "Cost of Unit" is all of the unrestricted General Fund dollars spent on/for each bargaining group: All pay types, health and welfare benefits, subs, vacations <p>➤ Key takeaway of what RSP means in the context of CAC meeting: Costs of Unit" plays directly into the issue of enrollment; more teachers/maintaining sections with less students means higher Costs of Unit</p>
Section Allocation	<p>Jason Crutchfield, Director of Business Services, led the discussion on Section Allocation</p> <ul style="list-style-type: none"> • Equitable distribution of sections to the school sites is based on enrollment projections/historical data • In early 2000s, huge budget cuts meant we needed to ensure we were serving all students at the lowest cost • Want an equitable system where sections are distributed based on number of kids and came up with section allocation. • Costs of a single section: \$22,000-23,000 (includes staff, facilities, supplies, utilities). • Section allocation process takes 10 months: <ul style="list-style-type: none"> ○ Jan. get enrollment projections and come up with target allocation per school, schools build master schedule

	<ul style="list-style-type: none"> ○ Feb-March start planning hiring, classroom space, desks, equipment ○ May-Oct is revision time, teachers resign, classroom changes ○ 40th day of school is section ratification with FEA – we look at each section to make sure it complies with the ratio that was initially agreed upon (usually around 32.5 students per section, depends on what class it is) and, if enrollment comes over or under, have to make adjustment, which means closing sections right before school starts and that is difficult.
Enrollment History	<p>See slides 31 and 32 which illustrate that the enrollment history is aligned with section allocation history</p> <ul style="list-style-type: none"> ● Trends <ul style="list-style-type: none"> ○ MV declined, but is still the biggest in district ○ Cupertino steady incline ○ Homestead mostly on an incline ○ LHS <i>would</i> be on decline to 290 sections for next year based on current enrollment projection but, after the one-time adjustment authorized by the Board on January 12, 2016, is at 307 sections (some of those sections come from Cupertino, since students are transferring from Cupertino) <ul style="list-style-type: none"> ▪ Ultimately wanted to keep schools whole – will increase costs to teachers’ union, the systems are connected! Adding/moving 5-10 sections impacts teachers’ salaries. ○ Every one of the sections we add takes away from money we could pay teachers and they do not get paid as much as the other local districts (Palo Alto), making us less competitive in acquiring and retaining talent. ○ To maintain Department ratio, if there is a smaller, specialized class, there needs to be larger classes elsewhere in the department <ul style="list-style-type: none"> ▪ Teachers are frustrated teaching 40 kids so some kids can get into the class of 20 ▪ To make it equitable per teacher, we have a maximum number of students a teacher can have, safety standards for science lab courses ▪ Toughest on Social Studies, World Language – if they want a special section, say for ELL, we may add a small section but then will need to increase other sections to meet the average ▪ When students sign up for a class, they don’t sign up in groups of 32.5, sometimes 80 sign up so two classes of 40 is a lot, 3 classes of 26-27 is low... and they also change their mind. ○ FUHSD planning looks at trend data from students that drop classes from day of enrollment to 40th day of class to come up with dept. averages <p>➤ Key takeaway from this discussion: in a school with declining enrollment, you could lose entire courses.</p>

Parcel Taxes and Bonds	<p>Graham Clark, Associate Superintendent Administrative Services, led the discussion on Parcel Taxes and Bonds</p> <ul style="list-style-type: none"> ● Previous Bonds <ul style="list-style-type: none"> ○ April 1998 – Bond introduced to modernize, include HVAC every classroom ○ June 2008 – Bond introduced to improve athletic fields, install solar panels (cost-saving on electricity, water reduction), modernize 4/5 cafeterias (Lynwood is next), add classrooms to growing schools ○ Nov. 2014 – New classrooms for growing schools ● Now we need a 55% voter passing rate for bonds ● Need a 2/3 voter majority for parcel tax <ul style="list-style-type: none"> ○ Tried to pass/renew \$98 Parcel Tax four times and succeeded only three times (meanwhile Palo Alto has a \$600+ Parcel Tax) ○ School budgets cannot pay for Parcel Tax campaigns, run solely off of donations but desperately need to make the case to for these parcel taxes to be approved in perpetuity with 2% annual increase <ul style="list-style-type: none"> ▪ If we ask for too much and get a ‘No’ vote then we lose out on that funding altogether – risk v. reward ● While Palo Alto has \$600+ tax per parcel, their schools are not better than FUHSD schools.
End of Official Meeting at 8:35 p.m.	
District Timeline	<p>Polly Bove, Superintendent, led the discussion on District Timeline (See slides 35-47)</p> <ul style="list-style-type: none"> ● Timeline <ul style="list-style-type: none"> ○ 1998-99: Measure H Bond passed = Increase in FUHSD budget ○ 2002-04: Drop in FUHSD budget as they were negatively impacted by 2001 .com bust <ul style="list-style-type: none"> ○ thought we would need to cut sections, courses, counselors, librarians, music, art, athletics, 7th period... so we decided to cut a little of each. Cut yearbook, AP Stats (moved to 7th period), etc.; Eventually able to hire everyone back; Tightening process of scheduling/guidance around course selection ○ 2004-05: Salary roll-back, parcel tax of \$98 approved by voters (goes to non-administrative salaries) <ul style="list-style-type: none"> ○ Realized we could not go on volatile cycle of raises, firings one year after the other

	<ul style="list-style-type: none"> o 2007-08: Measure B Bond approved (right before recession), began Revenue Sharing Process and Union Contract revised to expand language on section allocation and staffing o 2008-09: Successfully squeezed blood out of the stone but then categorical funding was reduced by 20% (approx. \$2 million) o 2009-10: Categorical funding cut by 30% (approx. \$3 million); parcel tax increase was not approved by voters; o 2010-11: Basic Aid districts took a proportional hit to be same as Revenue Limit districts (or State would take all excess property tax) <ul style="list-style-type: none"> ▪ "I didn't know how much was in the current year budget until the following year! Businesses can't run like this, why should school districts?" ▪ FUHSD became creative in securing, spending, and investing funding in the face of volatile funding cycles <ul style="list-style-type: none"> • We meet with employees and pleaded for them to hang on with no raises, no changes in salary (the rest of the local economy was similarly in this boat but NOT other local districts) <ul style="list-style-type: none"> o 6 years with no raises, changes in salary and people hung on because they were dedicated o 2013-14: LCFF was introduced <ul style="list-style-type: none"> ▪ Gap of \$7.1mm in funding from 2008 budget became permanent ▪ Revenue Sharing Process (RS) resumed, all employee groups received salary increase for first time in 6 years o 2014-15: Implemented 10% reserve budget (State recommends 3%); Measure K Bond passed, Parcel tax (\$98) approved <ul style="list-style-type: none"> ▪ Only district in state with 10% reserve in union contract • Trying to maintain, preserve FUHSD values throughout this timeline <ul style="list-style-type: none"> o There are 17 new courses introduced in last 12 years, despite these difficulties.
School Capacity	<p>Jason Crutchfield, Director of Business Services, led the discussion on School Capacity</p> <ul style="list-style-type: none"> • There is a detailed capacity report and presentation available on FUHSD.org – Enrollment projections, what assumptions are included <ul style="list-style-type: none"> o Assumptions: courses per day, per student; how often classrooms are used (5.33 classes per day) • Educational capacity (not max. capacity) is what we use to design master schedules. <ul style="list-style-type: none"> o We can go over educational capacity and use classrooms for 6 periods per day; there are classroom-like spaces in libraries, etc. could be used if absolutely necessary

- We consider 5- and 10-year enrollment projections when considering constructing new classrooms
- There is quite a large gap in educational capacity and maximum capacity
- Monte Vista went 300 over educational capacity 10 years ago and successfully made room for the extra 300 students – did not go over max capacity
- Cupertino needs classrooms fastest; looking at ways to increase timeline in construction
- Portable classrooms/modular buildings are not part of long-term planning
- The largest enrollment increases are where there is a lot of new (relatively affordable) housing
- Could get 2,400 kids in Lynbrook if needed. Maybe up to 2,700-2,800 in the 1970s.
- Concern about too low enrollment
 - Making cuts of sections may cut entire course offerings
 - Single course offerings mean students have to choose between one course and another.
 - Teachers teaching 2 levels of math, 3 levels of science could go to a nearby district and get paid \$20,000 more
- Proportional lottery as an enrollment stabilizing mechanism is not wise to do for a high number of students, say our lawyers
 - Will bring in legal counsel to discuss the legal implications of this in August CAC meeting
- We want to make a suggestion to the board that will prevent these issues from happening

Unofficial End of Meeting 9:15 p.m.