

# Citizens Advisory Committee

## Minutes of August 3, 2016 Meeting

CAC Members present: Peggy Alreck-Anthony, Ganesh Balgi, Nancy Boyle, Zongbo Chen, Julie Darwish, Benaifer Dastoor, Kevin Du, Mo Fong, Shirley Frantz, David Heinke, Jason Heskett, Roger Hewitt, Maria Jackson, Mori Mandis, Jenny Martin, Gail Marzolf, Wes Morse, David Nishijima, Miko Otoshi, C.S. Prakash, Jena Rajabally, Sandi Spires, Uma Sriram, Pratibha Sriram, Mark St. John, Liming Wang, Elaine Zhang, and Yanping Zhao, Amit Raikar (connected remotely), Terri Shieh-Newton (connected remotely)

CAC Members absent: Samy Cherfaoui, Leonardo Flores, Carol Gao, Anusikha Halder, Daniel McCune, Emmanuel Muriuki, Shivangi Sharma

Support staff present: Minh Le, Facilitator; Polly Bove, Superintendent; Trudy Gross, Assistant Superintendent; Graham Clark, Associate Superintendent; Jason Crutchfield, Director of Business Services; Paula Robinson, Director of Human Relations; Marianne Hew, Coordinator of Curriculum and Assessment; Ed Sklar, Attorney; Sue Larson, Communications Coordinator; and Rachel Zlotziver, Coordinator of Communications

Topic	Summary
Welcome and Process Review	<p data-bbox="468 743 1419 773">Minh Le, Facilitator, welcomed members to the fourth CAC meeting at 6:04 p.m.</p> <p data-bbox="468 818 1854 1203">Minh began the meeting by providing a brief overview of the committee’s work up to this point, recapping the focus on introductory and organizational housekeeping in the first study session and on District operations and how enrollment impacts section allocation and scheduling in the second and third study sessions. Minh reviewed the agenda for the evening’s meeting, with the focus on the variety of methods available to FUHSD to address the declining enrollment at Lynbrook High School enrollment. He stated that the next committee meeting would feature a presentation from and discussion with the District’s enrollment projection consultant. Minh also provided information on future meetings, including the August 31 session, during which the committee will begin to propose solutions to the enrollment issues the District is currently facing. September’s meetings will focus on building consensus and the October sessions will be devoted to editing and approving the committee report and presentation. The final meeting in October (Oct. 26) currently has an open agenda. The idea of opening up one of the October meetings to the community was raised and will be discussed further at a later date.</p> <p data-bbox="468 1247 1854 1312">Minh requested that the committee keep track of any assertions made during the meeting, so they could be verified following the meeting.</p> <p data-bbox="468 1356 1255 1385">Minh also introduced guest Ed Sklar, attorney with Lozano Smith.</p>

<p>Qs and As with the Superintendent</p>	<p>Superintendent Polly Bove introduced Rachel Zlotziver, new FUHSD Coordinator of Communications, to the group and responded to the following questions from CAC members.</p> <p>Q: How do you feel about Proposition 51? (Developers not paying a greater share of public school funding)</p> <p>A: There are a wide variety of reasons why school funding is under fire and previously individuals paid 1/3<sup>rd</sup> of the funding for state schools and businesses paid 2/3rds. As a result of Proposition 13 that was passed in 1978, individuals pay 2/3rds funding for state schools and businesses pay only 1/3<sup>rd</sup>. I would hope the voters see that there is reason for businesses to pay a greater share of public school funding.</p> <p>Q: Has there been any preliminary indication of enrollment at the high schools for this school year? Is there anything significantly different from what was anticipated?</p> <p>A: Polly asked Jason Crutchfield, Director of Business Services, to respond to this question.  Jason Crutchfield: There is nothing significantly different from what we anticipated and things will continue fluctuating over the next few weeks, with students coming in and going out. We just had 45 students testing in EL-levels. Today, three schools are exactly at our estimated projection level. Cupertino, Homestead and Monta Vista were each a little under-projected until this past Monday. Lynbrook has remained about flat. A lot of the changes and the biggest fluctuations will happen in the next two to three weeks. We can bring an update on enrollment back to the next meeting.</p>
<p>Enrollment Stabilizing Methods</p>	<p>Jason Crutchfield, Director of Business Services, began the discussion on enrollment stabilizing methods, which included questions and discussion on logistics, historical use of these methods by FUHSD, potential legal issues, and the pros and cons of each individual method. The main discussion points for each of these methods are detailed below.</p> <p><b><u>Boundary Change</u></b></p> <ul style="list-style-type: none"> <li>• Board Policy 5116 permits the Board to make boundary changes to internal attendance area boundaries. Although the Board of Trustees has the authority to make a boundary change, they would collect community input and provide advance notice before such a decision was made. However, no other process besides Board approval is technically required for such a change.</li> <li>• FUHSD has not made an attendance boundary change since 1981 when Sunnyvale High School was closed.</li> <li>• Legal counsel Ed Sklar noted that one process often associated with boundary changes is the environmental review process (CEQA). A boundary change would probably be characterized as a “project,” which would require the District to undergo a traffic impact study. Almost any change a District makes falls into this “project” category.</li> <li>• When a boundary change is made, there is no requirement that this change would be applied to students already attending a particular school. For example, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders would not necessarily be</li> </ul>

required to move schools, but could be grandfathered in if the Board of Trustees chose to do so. Historically, the FUHSD Board of Trustees has been respectful of allowing students to remain in their current school and for their siblings to attend that school. There is no single legal requirement that governs how a boundary change should be applied to students already in school, or their siblings.

- Before a boundary change is made, FUHSD would conduct a traffic study to look at the impact on feeder roads, drop off and pick up locations, etc. FUHSD regularly conducts such studies when traffic issues are raised. FUHSD often partners with the surrounding cities to better coordinate and resolve traffic issues with city departments and staff.
- A question was raised about why FUHSD does not follow the Cupertino Union School District (CUSD) boundaries so that students who attend middle school together in CUSD can attend the same FUHSD high school. The answer to this question is complex. Younger students have legal options that allow them to attend school closer in proximity to where their parents work. CUSD also has several magnet programs. For these reasons, students attend K-8 schools in many different places. Middle schools are also significantly smaller than high schools, so whether they are from Sunnyvale or Cupertino, all the middle school students go to one of at least two or three high schools. FUHSD does work closely with CUSD, however, CUSD uses small areas of choice to manage enrollment – an option that FUHSD has not previously employed. Students attend a FUHSD school based on where students live, so that the District can accurately predict enrollment numbers..
- It is logical for kids to go to a school that is geographically closer to their home.
- If a boundary change is implemented it can be difficult to achieve consensus amongst community members. Some residents may feel like they 'win,' and others feel like they 'lose,' depending on where the boundaries are drawn.
- Change can be hard for individuals. For example, some parents may want their children to go to the same high school they went to.
- There may be a community perception that if you are an individual affected by the change you are being inconvenienced vs. perception that if you are not included in the change you were excluded.

#### **Area of Choice – Small Area of Choice**

- In previous FUHSD public meetings, information was shared regarding the criteria used to identify the initial proposed area of choice.
- One of the criteria was that the proposed area of choice should be surrounded by a natural barrier or major street/freeway. FUHSD looked for geographically isolated areas that were relatively close to Lynbrook High School.
- Another criterion was that the area is large enough to shift the right number of students necessary to balance enrollment, but not so large that more students than needed would choose to attend Lynbrook High School, as the area could always be enlarged at a later date.
- Additionally, the District wanted to ensure that the commute to school was either improved or not made worse for students in this proposed area.

- FUHSD looked at what other districts, including Palo Alto Unified School District and Campbell Union High School District have done with areas of choice.
- If an area of choice approach was approved, each year, FUHSD would send a letter to students residing in the area of choice and ask incoming students to make a decision. A question was raised about whether or not students would be allowed to change their decision after one year. Jason Crutchfield stated that this decision would be made by the Board of Trustees, however, staff would likely recommend that students and families have *one* choice in order to have some stability and ability to predict the number of teachers and sections needed each year.
- CUSD has historically had a regular practice of adopting areas of choice and then making subsequent changes as needed. When compared to a boundary change, which is a more permanent change, an area of choice is a more cautious and flexible option for the District.
- The intention of an area of choice is to have a measured approach to affect enrollment at Lynbrook without changing the boundaries permanently.
- An area of choice allows the decision to be made by the student and parents – individuals are able to choose either high school option, unlike in a boundary change.
- A lottery would likely not be needed for a small area of choice.
- The smaller the area of choice is, the more predictable and stable projections for staffing and other needs become.
- Some community members may still view an area of choice as a change to the school district boundaries, as it is published on the official District map and the community is notified of the change.
- Some community members may view an area of choice as a pre-cursor to a boundary change. That perception may create reactions similar to those associated with a boundary change.
- Choosing to have an area of choice rather than a permanent change may be perceived as not making a definitive or concrete decision.

**Area of Choice – Entire Cupertino HS Attendance Area**

- The idea of creating an area of choice to increase Lynbrook High School enrollment by using the entire attendance area of Cupertino High School was discussed.
- Per legal counsel Ed Sklar, in this instance the Education Code allows for a district to hold a lottery, as long as it is a random and unbiased selection process. There are some allowed preferences around siblings attending the same school. (It was noted that allowing sibling preference adds a level of complexity to the lottery process).
- Mr. Sklar further confirmed that when an area of choice approach is used, the Board of Trustees has a great deal of flexibility in establishing the parameters of the process.
- Legal counsel Ed Sklar stated that he did not see a basis for a legal challenge if this approach were to be used.
- A non-resident student cannot displace a resident student. The Lynbrook attendance area would not change, and no students living in that area would be prevented from attending Lynbrook.

- Possible lack of precedent for an area of choice this large or an area of choice that aligns to one entire attendance area
- May be seen as the District and community moving away from neighborhood schools, which have been a cornerstone of the District throughout its history
- More students and families will need to make a choice about where to attend school. Having this choice might create stress on some students and families. In a lottery system approach, students and families may worry about whether or not they will be selected, as well as be concerned about if their friends are selected.
- Would create more extensive administrative needs for FUHSD. Staff would need to be hired to provide notification to the FUHSD attendance area of the opportunity and to process the potentially large number of applications. A larger area of choice would require a (delete "much") more complex process than a smaller area of choice.
- The process to reverse an area of choice is less onerous than to reverse a boundary change.
- If the District sets a precedent for CHS as an area of choice, other schools or areas of the community may want to do the same.
- Students who choose to attend Lynbrook will come from different parts in the area of choice and may not be in close enough proximity to bike or walk to school, or to carpool with other families.
- Parents and students may have different ideas about what would be best for the students, and this may be a source of conflict for them.
- Students and families would need to make a decision much earlier in the year due to the longer administrative processes required to carry out this method. Families would have to make a decision in the fall semester of their 8<sup>th</sup> grade year about where they wanted to enroll for 9<sup>th</sup> grade.

**Open Enrollment – District-wide or Proportional**

- There has been a recommendation from some in the Lynbrook community to have proportional open enrollment – i.e. whichever schools are over capacity would fill the open seats at Lynbrook in the respective proportions of the overcapacity from those schools
- FUHSD used this method once, in 2011. However, the approximately 200 students (could be more) that are needed to correct the declining enrollment at Lynbrook is a much larger number of students than those that transferred in 2011.
- There was some discussion about the number of students needed to bring Lynbrook up to the ideal capacity. The minimum enrollment that FUHSD would like to see at Lynbrook is 1,800 students. In order to bring Lynbrook up to this number, each year for the next several years FUHSD would need an additional 50-100 freshmen. To add all 200 or more students in one year would not balance out the problem over time.
- By the end of the next school year, it is projected that no FUHSD schools will be over capacity.
- Instituting District-wide open enrollment would come with more restrictions and requirements in the process to ensure equal access.
- In a lottery, departing students could unduly change the character and demographics at the school from which they left.

	<ul style="list-style-type: none"> <li>• A lottery would not provide a representative sample of students from across the District.</li> </ul>
Official End of Meeting 8:28 p.m.	
Unofficial Meeting began 8:41 p.m.	*Decisions will not be made during the unofficial meeting*
Enrollment Methods	Minh asked the committee about the pros and cons of recommending to the Board that FUHSD continue to allow all 8 <sup>th</sup> graders at Miller Middle School – without respect to whether or not the student resides in the Lynbrook High School attendance area -- to enroll at Lynbrook. A significant number of those students who do not reside in the LHS attendance area participate in the CUSD CLIP program.
CLIP Program at Joaquin Miller Middle School	<p>A brief presentation about CUSD’s Cupertino Language Immersion Program (CLIP) program was made by committee member Mo Fong. CLIP program students attend Miller Middle School and per a decision by the FUHSD Board of Trustees for the 2016-2017 school year, MMS graduates from 2016 are allowed to enroll at Lynbrook High School. The CLIP program is a Mandarin immersion program at the K-8 level. Next year, there will be 576 students enrolled in the program which begins at Meyerholz Elementary and continues at Miller Middle School. Enrollment is handled through a lottery system. Sixty-seven percent of Miller’s 8<sup>th</sup> grade students who do not reside in the LHS attendance area have chosen to enroll at Lynbrook. Presuming that a similar rate will occur over the next four years, this would yield approximately 148 students attending Lynbrook.</p> <p>There was some discussion among the committee members about considering allowing McAuliffe School graduates as well as Miller Middle School students to enroll at Lynbrook, as McAuliffe is also a magnet school located in CUSD. Information about McAuliffe School was presented by CAC member Jena Rajabally.</p>
Dual-Language Immersion Program – share-out from conference	<p>Associate Superintendent Graham Clark, Director of Human Relations Paula Robinson and Coordinator of Curriculum and Assessment Marianne Hew gave a brief presentation on dual immersion programs and lead a discussion about what a CLIP program might look like if it were to continue the program at the high school level.</p> <p>The presentation addressed what a dual language immersion program is, the history of bilingual education in the State of California, and the current status of dual immersion programs throughout California. High school immersion programs require teachers to be credentialed in the secondary language, as well as in the subject they are teaching. With the current teacher shortage and the introduction of Prop 227 which ended the majority of bilingual education programs, there are currently few options for credentialing programs and it would be difficult to hire teachers credentialed in both bilingual education and their subject area. FUHSD has a comprehensive world language program and yet still sees its language programs facing attrition as students progress through each level.</p> <p>If committee members have questions about Miller and McAuliffe, Minh will collect those for later study.</p>
Unofficial End of Meeting 9:53 p.m.	