



Citizens Advisory Committee

Minutes of August 17, 2016 Meeting

CAC Members present: Peggy Alreck-Anthony, Ganesh Balgi, Nancy Boyle, Zongbo Chen, Samy Cherfaouli, Julie Darwish, Benaifer Dastoor, Kevin Du, Leonardo Flores, Mo Fong, Shirley Franz, Carol Gao, David Heinke, Jason Heskett, Roger Hewitt, Maria Jackson, Mori Mandis, Jenny Martin, Gail Marzolf, Daniel McCune, Wes Morse, Emmanuel Muriuki, David Nishijima, Miko Ootoshi, C.S. Prakash, Amit Raikar, Jena Rajabally, Terri Shieh-Newton, Sandi Spires, Pratibha Sriram, Mark St. John, Liming Wang, Elaine Zhang, and Yanping Zhao

CAC Members absent: Anusikha Halder, Shivangi Sharma, and Uma Sriram

Support staff present: Minh Le, Facilitator; Polly Bove, Superintendent; Trudy Gross, Assistant Superintendent; Jason Crutchfield, Director of Business Services; Sue Larson, Communications Coordinator; Rachel Zlotziver, Coordinator of Communications; and Sarah Akin, Note taker

Topic	Summary
Welcome and Introductions	At 6:02p.m. Facilitator Minh Le welcomed members to the fifth CAC meeting.
Q&A Session with the Superintendent	No questions were posed to Superintendent Polly Bove. Minh reminded members that Polly remains available to answer questions and address concerns from the community.
Enrollment Data Analysis Report-Out presented by the Enrollment Projection Subcommittee	<p>The CAC Enrollment Projection Subcommittee was formed at the first Citizens Advisory Committee meeting in May. The members (four from the Lynbrook HS area, and one from the Cupertino HS area) were tasked with reviewing and analyzing the enrollment data and reporting-out key findings in the data to the other members of the CAC.</p> <p>See Enrollment Sub-Committee Report-Out 08.17.16 PowerPoint</p> <p>OBJECTIVE: The objective of the Enrollment Projection Subcommittee was to 1) understand the enrollment projection methodology; and 2) analyze the accuracy of projected data trends (over the past 10 years) to validate that the projections are reasonable and sound.</p> <p>CONCLUSION: The subcommittee's findings determined that the enrollment projection methodology is rigorous, sound, and consistently applied across the schools. The subcommittee did not find that a second opinion for projected enrollment trends is necessary.</p> <p>Subcommittee members presented the Enrollment Projection Subcommittee's findings which included the following:</p> <ul style="list-style-type: none"> Near-term projections are more accurate than longer-term projections, which is to be expected.

	<ul style="list-style-type: none"> • Accuracy level was not completely uniform across all the high school areas, suggesting that there are localized factors at play in different neighborhoods. (The goal of this analysis was not to determine what those are.) • Lynbrook projections appeared to be somewhat biased on the low side, which was a unique bias among the projections for each of the five schools. This suggests Lynbrook may have unique localized factors which might include increased enrollment resulting from higher API scores and students whose families move into the LHS area just in time to attend high school there. • Observations of the 1-year and 5-year projection bias over the past five years <ul style="list-style-type: none"> ▪ Lynbrook HS projections tend to under-estimate real enrollment ▪ Monte Vista HS projections tend to be fairly accurate ▪ Fremont and Homestead HS combined projections tend to over-estimate ▪ Cupertino HS projections tend to over-estimate <p>Recommendations to CAC:</p> <ul style="list-style-type: none"> • Think of enrollment projections as a range, rather than a single data point. • To calculate range, apply an average historical bias plus and minus 2 standard deviations to provide a 95% confidence level; using this method establishes the following estimated ranges: <ul style="list-style-type: none"> ○ Using this calculation, Lynbrook High School resident enrollment would be 1,448-1,677 students in 2020 (total attending enrollment would be 1,518-1,747 students in 2020 assuming about a difference of about 70 students between resident and attending enrollment) ○ Note: The high-end of both ranges is still lower than the planned attending enrollment for the current school year (1,767 students) • There is definitely a need to address enrollment decline for Lynbrook HS. The best case scenario is a small decline, the most likely case is a medium decline, and the worst case is a large decline. • Need to focus on solutions that allow flexibility to provide a long-term solution
FUHSD staff input on enrollment	<p>In response to the Enrollment Data Subcommittee’s report, Minh asked FUHSD staff members for their observations about enrollment and the levels at which comprehensive educational course options are compromised. The following comments were shared:</p> <p>Maria Jackson, Lynbrook High School Principal: As of this morning, Lynbrook High School enrollment is at 1,740 students. The FUHSD Board has made a commitment to keep Lynbrook whole during the 2016-2017 school year, meaning we will not have to drop any classes due to low enrollment. That means, as of right now, we have six sections (of approximately 32.5 students each) across the school, that we are able to keep but would have otherwise had to drop due to low enrollment. To illustrate how much of an impact these six sessions have, Lynbrook has 304 sections in total. Elective classes such as music, arts, and drama, and extracurricular activities like school clubs and sports have already been impacted by the</p>

declining enrollment and this situation could worsen if student enrollment continues to decrease.

An additional concern in cutting sections is that you may have to reduce a teaching load from full-time to part-time and it is very difficult to hire and retain teachers at a part-time level. Teachers typically do not want to come to teach only 1 or 2 periods per day. We could lose course offerings, not because of enrollment, per se, but because we cannot secure part-time teaching staff members.

At the current student enrollment level, we can offer students the courses they need to graduate but we are close to losing the full, robust programming that we have historically offered. I would like Lynbrook to have at least 1,850 or more students to offer a comprehensive set of course options to students.

Jason Crutchfield, FUHSD Director of Business Services:

With regard to Lynbrook High School enrollment, 1,850-1,900 students would be a minimum healthy number for enrollment. About 15-20 years ago, the minimum number enrolled could have been lower, but today there is a greater demand for more classes and a closer attention to maximizing scheduling efficiencies. When we drop below that number, then students cannot move their schedules around as much as they might like to because classes are full.

Polly Bove, FUHSD Superintendent:

When we have an enrollment of 1,850-1,900 students or more, we have the ability to offer more than one section of different course offerings. For example, a student that wants to take marching band, AP Bio, and Spanish 4 could do so without giving up anything in their course schedule and this would not be as possible when there are fewer sections because there are fewer students. We can get so much more for our students when we are at a healthy enrollment number.

Q: I noticed that Cupertino High is no longer offering the opportunity for students to take seven classes. Can you explain and clarify the reasons for this?

A: FUHSD guarantees that students will be able to take six classes. However, when we have demand along with the space and availability to meet that demand, we can sometimes offer a 7th class. Only a few students ever get a 7th period. It has been over 15 years since the District was able to guarantee a 7th class. It may seem new, but this is actually a very old practice.

Q: How many sections do students take on average?

A: Each grade has its own average number of sections that students take on average. Across all the grades that average comes out to be 6.1 or 6.2.

Q: What is the capacity at Lynbrook?

A: The current educational capacity is 1,803 students for Lynbrook High School. This present capacity assumes we use every classroom for 5.33 periods per day, so that teachers can prep in between classes and be available for their

	<p>students in their classroom, and students take 6 classes per day. This does not include some classrooms that are not currently being used as classrooms and some that are being used as Adult Education classes or for other purposes because they were not otherwise needed for LHS classroom space. Another measure of capacity, called maximum plant capacity and discussed in previous meeting in June, has Lynbrook HS capable of handling 2,340 students. Recall from our discussion in June that some years ago we actually had a graduating class at Lynbrook HS with over 700 students, which means that the capacity at that time must have been in the 2800 range.</p>
<p>Enrollment Projections presented by Tom Williams, Enrollment Projection Consultant</p>	<p>Tom Williams, Enrollment Projection Consultant presented District Enrollment Projections Before beginning his presentation, Mr. Williams noted the maps posted in the meeting room to show the relative sizes of each of the five high school enrollment areas. He pointed out that compared to the other enrollment areas, Lynbrook's attendance area is the smallest geographically.</p> <ul style="list-style-type: none"> • The enrollment projections focus on resident enrollment <ul style="list-style-type: none"> ○ <u>Resident enrollment</u>: Includes only students who reside in the school enrollment area ○ <u>Attending enrollment</u>: Includes all students attending school. ○ Note: By law, resident students are guaranteed enrollment • Declining enrollment is a trend currently seen across many parts of the Bay Area <ul style="list-style-type: none"> ○ With the dramatic increase in home prices (purchase and rental), the majority of people having children cannot afford to live in the area. ○ Mr. Williams predicts that FUHSD will be at low-end of the projected enrollment range that the committee looked at earlier in the evening. • FUHSD 9-12 enrollment since 2005 <ul style="list-style-type: none"> ○ 2013-2016: Enrollment has flattened in the past three years ○ 2001-2013: Enrollment was increasing steadily, with a decline during the recession in 2008-09 ○ Overall, FUHSD enrollment as a district is still increasing slightly over the next 4-5 years • Sunnyvale School District and Cupertino Union School District Transitional Kindergarten through 8th Grade (TK-8) Enrollment since 2005 <ul style="list-style-type: none"> ○ As a high school district, we have a big advantage of looking at the enrollment patterns at feeder elementary schools ○ 2013-2016: TK-8 enrollment at feeder elementary schools has followed a downward trend in the past three years ○ Looking at current enrollment in lower grades, we are seeing very large declines in enrollment in the lower grades; kindergarten enrollment for use in 6+ year projections for high school enrollment are extremely low, projecting a further decline beyond the 5-year forecast window. However, that is too far in the future to be within the scope of this advisory committee's deliberation at this time.

	<ul style="list-style-type: none"> • Greater South Bay Area enrollment <ul style="list-style-type: none"> ○ School districts throughout the area are seeing declined enrollment in the past year. There has been a radical shift during this time period. ○ Mr. Williams' other clients in the area who are seeing declining enrollment in the past year include, among others, school districts in Sunnyvale, Cupertino, Campbell, Milpitas, Evergreen, Oak Grove and Berryessa ○ The Santa Clara Unified School District is increasing from 56 to 83 new students this year only because they built 2000 housing units ○ We are also seeing big demographic changes ○ Cupertino HS has continued growth but the growth has slowed in recent years. This growth has been maintained only because it is home to some of the most affordable housing in the District ○ There has been a decline in Lynbrook resident enrollment from TK-12th grade enrollment, 2010-2015 • Existing and new housing (since 2010) impact on school enrollment: <ul style="list-style-type: none"> ○ The current trend is that new housing is too expensive for many families. There is a perception in some circles that hundreds of high school students came to FUHSD due to new housing units that were constructed but the facts are different. The new housing that has been built is mostly attractive to people without kids. These are small, 1 or 2-bedroom units, with gyms and no yards. Those who do decide to have children, often look to move somewhere more affordable that is more conducive to family living and raising children. ○ Fremont High and Cupertino High are seeing greater impact from new housing. ○ Net of twelve 9th-12th grade students generated in Sunnyvale school district by new housing ○ Net of seventeen 9th-12th grade students generated in Cupertino school district by new housing <p>A key takeaway: While we are considering low-enrollment trends over the next five years, there is a concern that unless some big unexpected influence comes along, the enrollment continues to decline over time.</p>
<p>Questions for the Enrollment Subcommittee</p>	<p>Q: Looking at slide 8 (side-by-side comparison for Lynbrook, Monta Vista, Fremont & Homestead, and Cupertino enrollment projection bias): Did the subcommittee look at time sequence to understand patterns in bias?</p> <p>A: We looked at the bias direction and the strength of the bias.</p> <p><i>Note: These numbers on the slide are in percentages. The absolute number of students will represent a smaller percentage of students at Monta Vista since they have larger enrollment numbers, which will make the projections look more accurate for that school.</i></p> <p>Q: Are we, as a committee, looking at a short-term solution or a long-term solution?</p> <p>A: The subcommittee recommendation is to look at a flexible solution to meet both short- and long-term needs</p>

Comment: "The projections estimated 250 students being lost over the next 5-years at Lynbrook High School and we lost 100 students just in the last year. The District believed that the numbers were accurate as projected over the past few years, but we have had to solidify these with real data points to confirm the trends we were seeing. We did not want to act too quickly or too slowly. By looking at the real data, people are much more comfortable making decisions about trend data. A lot has changed in four years."

Comment: "If we end up with a higher-than-predicted enrollment number, that would mean we are growing and that is a good thing. The concerning issue is if we hit the low number in the predicted range."

Comment: "We have a potential for a medium or big problem. We cannot treat the problem as some trouble that will take place in the future, it is trouble today."

Comment: "To clarify the discussion around range: There is the estimated future enrollment projections range and the operational capacity range (minimum and maximum capacity). We want the enrollment range to be within the operational range."

Comment: "Something we need to remember is the question that was asked at the first CAC meeting: 'How can you guarantee that my child who lives in the Lynbrook attendance area will get a spot in Lynbrook?' We need to include that assurance in whatever solution we come up with. That is state law and California Education Code. Whatever recommendation the committee makes to the Board, no resident student will lose a spot at Lynbrook High School (or any other school in the district) to a non-resident student."

Comment: "The upper range of the prediction is 1,750 students, but 1,850-1,900 students is considered a minimum for a healthy enrollment. I believe we should be more aggressive with the planning of our solutions. We have a lot of room before we are over capacity. Looking at the data beyond the 5-year projections, we should plan on having a big gap to close."

Q: If Lynbrook capacity has not exceeded 2,000 enrolled students since the 1970s, why are we talking about getting above this number for Lynbrook HS?

Response from Superintendent Bove: This is the first time since the District started to use the section allocation model that we have seen this kind of decline. We should try to get to the 1850-1900 range so that the quality of education is not compromised by a lack of sections. Having been a class scheduler in my earlier experience, I have a sense that getting to 2000 or even 2100 would provide even better flexibility and variety for our students if we could do it.

Comment: It is important to remember that enrollment is still on a slight increase throughout FUHSD with the exception of the projection of continued declining enrollment at Lynbrook. To solve the problem of declining enrollment, the committee should focus on a minimum enrollment level (1,850 to 1,900 students) so to maximize

	<p>the opportunity to have flexibility and efficiencies to insure a comprehensive education for students.</p> <p>Comment: Losing sports programs and extracurriculars are a huge hit to the quality of our schools</p> <p>Minh: There appears to be a consensus from the members of the committee that more students are needed to boost enrollment in Lynbrook</p> <p>Comment: To review, the key takeaways from the Enrollment Subcommittee are that we need to be flexible with our solutions. We also need to meet the number of students necessary to sustain comprehensive and vibrant Lynbrook course offerings.</p>
Future CAC Meetings	End of official meeting at 8:30pm
Key Takeaways	<p>The CAC members each shared their key takeaways from the meeting:</p> <ol style="list-style-type: none"> 1. We need a lot more kids for Lynbrook and it will be hard to get those kids. 2. There is a lot of effort, energy, and passion in this room. It is moving. 3. The variety of voices in the room, teachers, parents, current and past, gives a lot of different perspectives. 4. I do not believe that home sales are depressed because of prices. Virtually every home on the market this year has sold. You are correct that a few of them are without high school students. We are not going to be able to fill the pipeline; I agree we have a problem. [This was said not to have been a claim.] 5. When I listen to these discussions, I have to interpret everything through the numbers but I have to remember these are students, not just numbers, who are being affected. 6. I am in awe of the dedication and time the subcommittee has put into their work. The time we have spent in this room has filled me with hope and I have enjoyed being part of this and I take it back to share with others. 7. I was surprised to hear that the extracurriculars were impacted. I thought I would have been more aware of this. I am learning more and more about what Jason does and how the District uses this information to build the master schedule. 8. I appreciate the time our subcommittee has dedicated to this work. I am eager to get to the solution stage. We all resonate with the issues and we are on the same page. Let's start talking about solutions. 9. I think we have a target now. We have information to use to build our solutions. 10. The district is small; the need for students is large. We can be bold. We practically can't overshoot. 11. I think the analysis from the subcommittee was very detailed. 12. Whatever solution we come up with should be flexible. We don't want to come back and do this again. The residents of Lynbrook should have confidence that they will not be pushed into a corner. 13. I appreciate all the members' input and the hard work of the subcommittee. I am grateful we don't need a second opinion for the enrollment projections. 14. I am in awe of how much work we have done. In my experience in risk management, this is a classic case of risk management. We hope for the best but need to prepare for the worst. 15. I am glad with where we are in this process.

16. All the data points say that we are looking at declining enrollment. We should over-prepare for this.
17. I appreciate the diversity of the input. We are considering many factors, such as budgeting, and taking it all into account. If we don't do anything, we could be looking at four schools.
18. As we look to what we have discussed, we are now focusing on what students and children need. Students and FUHSD are interconnected. What works best should be our focus. The communication is another thing. If we have a flexible solution, people can put their concerns at ease. We just need to communicate.
19. Thanks to the subcommittee for their hard work which reiterates that we have a bigger problem. The long term issue maybe questionable and the last few years the economy has had a large impact on enrollment. But the subcommittee found that there was an under-estimation in projecting Lynbrook enrollment over the past 10 years. I agree we have a near-term problem to solve.
20. I see that giving too many kids to Lynbrook from Cupertino could be a problem for Cupertino down the road. I would like to hear from the kids. We should get their input to help us come to a consensus.
21. The more students you have, the more electives and AP classes and sports and clubs you can offer. We heard that 1,750 would be good, 1,850 or more would be better. We may not be able to meet that but we have a large target to aim for.
22. Thanks to the subcommittee because there were a lot of doubts in the community and we heard tonight that the subcommittee has verified the declining enrollment data and we know there is a problem. We can share this with the community and maybe folks won't buy into it but we have verified this.
23. As a student at Monta Vista, I wanted to take AP Music Theory and I had to take it at Foothill College. I appreciate that the focus of this committee is student-centric.
24. I think it is huge that we have all agreed upon the validity of the data.
25. I am taking away that enrollment is declining all over the area.
26. I understand that the need is already here.
27. We are losing students all across the area and it is potentially devastating to schools. (Minh acknowledged the concern, but reminded members that the enrollment for the entire District is still growing slightly, and for the next 4-5 years, the only enrollment decline we are trying to address is for one of the high schools, not the entire District.)
28. In a few years, this low enrollment will become an issue for many schools.
29. I learned a lot about how much work predicting enrollment is for schools.
30. I was blown away by one slide. The Lynbrook High School graduating class in 2029 could be 185 people if nothing changes.
31. The amount of time everyone has committed to this effort is impressive. The efficiency and motivation is impressive.
32. At the beginning, I was skeptical about this process. We kept hearing that we needed to be open-minded and that is what got us this far. Thank you, Minh, for bringing us together. To solve a problem, you have to have a consensus and agreement to accept the problem and understand the scope of the problem. I am confident that we will come up with a solution.
33. I will echo that we need to recognize the problem before we can solve it. And I am recognizing this bigger problem of declining enrollment over the district. We don't want to fix a problem and create another

	<p>problem (i.e. borrow from Peter to pay Paul).</p> <p>34. Seeing the decline is happening across the district is the big takeaway.</p> <p>35. My takeaway is all the gratitude we are seeing in this room. There is an openness to consider what is needed for everyone, not just individual situations. We have a consensus on recognizing the problem and we are seeing eagerness to contemplate solutions.</p> <p>Facilitator Minh Le confirmed that the next CAC meeting is scheduled for August 31. At that meeting the CAC will begin to work on possible solutions. The other role of the committee is communication to the greater community. The committee members from across the District may be ready to share the committee findings with their friends and neighbors and Minh is eager provide any assistance or resources that will be helpful in this process.</p>
Meeting Conclusion	The official meeting ended at 8:30 pm and the unofficial information session ended at 9:00pm with Minh thanking the participants for their participation and dedication.