

Citizens Advisory Committee Update Meeting – May 24, 2017

CAC Members: Wes Morse, Elaine Zhang, Amit Raikar, Kevin Du, Mark St. John, Zongbo Chen, Ganesh Balgi, Uma Sriram, Jena Rajabally, Jenny Martin, Miko Otoshi, Peggy Alreck-Anthony, David Nishijima, David Heinke, Terri Shieh-Newton, Mori Mandis, Benaifer Dastoor, Daniel McCune, Roger Hewitt, Sandi Spires, Shirley Franz, Julie Darwish and Maria Jackson.

FUHSD Administrators: Superintendent Polly Bove, Assistant Superintendent Trudy Gross, Cupertino High School Principal Kami Tomberlain, Director of Business Jason Crutchfield, and Coordinator of Communications Rachel Zlotziver.

Facilitator: Minh Le.

The meeting was called to order at 6 p.m.

Minh welcomed everyone back to the Citizens Advisory Committee. He began the meeting by reviewing the Lynbrook Supplemental School Assignment Plan (LSSAP) Resolution #1617-08 which was approved by the Board at the Nov. 15 meeting, specifically the language contained in the resolution regarding those students that would be eligible for transfer to Lynbrook High School to address the declining enrollment the school was experiencing. Minh also reviewed the questions that individuals had submitted ahead of time for FUHSD staff to answer within the evening's presentation:

1. Status of the LSSAP: How many students applied from each of the three populations, how many were accepted? How well did the process work?
2. Have these enrollment-stabilizing actions had any noticeable impact on any of the middle schools and alternative programs?
3. Latest enrollment projections: and how they compare vs. the previous projections that the enrollment projection sub-committee reviewed? If these projections hold for next year, how many students will we need to transfer into LHS?
4. Have there been any reports of either positive experience or negative experience with last year's transfer students at Lynbrook? Is it possible to get some feedback from some of these students for how it's working out? For example, are they treated any differently from neighborhood Lynbrook students? What about for the students from Hyde attendance area or Miller who have elected to go to Lynbrook this year? Any experiences to relate thus far (either positive or negative)?
5. Of the students who applied and were accepted from the Hyde Middle School area, how many came from the previously proposed "Area of Choice" (the John Mise Park neighborhood)? One of the desires stated in the CAC was to ensure that the students in the Area of Choice would be included, so the intention of this question is how well did we meet this goal?
6. Would it be possible to plot the locations of the students who applied and were accepted from the Hyde Middle School area?

7. What was the impact on the section allocation at LHS - was there a significant increase in enrollment that helped with retaining some of the classes/sections that were at the risk of getting cut?

Presentation by FUHSD staff on Lynbrook Supplemental Assignment Plan and Enrollment Update (attached)

- Assistant Superintendent Trudy Gross reviewed the LSSAP Application and enrollment goals and the plan for communicating the LSSAP to the community at large
- Julie Darwish, Manager of Enrollment and Residency, reviewed the results of the application process
 - o Question: Can you clarify how zero students could be eligible from private schools and the Lawson area, when 3 and 12 applied respectively.
 - Jason Crutchfield: These are unknown numbers for us, there is no way to predict these.
 - Comment: I suggest that it be changed from zero to “n/a.” (Change was made to presentation as suggested)
 - o Question: Do we know why 10 of the students chose to deny the application after applying?
 - Jason Crutchfield: There are a variety of reasons for this. Some families changed their mind after applying, in some instances the student may not have wanted to apply but the parents did, some have decided to attend a private school they were accepted to, etc.
 - o Julie Darwish: While it is not possible to be aware of every student that is currently attending a private school and send them the application individually, every home in the district boundaries was sent a letter to make them aware of the LSSAP.
 - o Question: Are the siblings on the application locked in to attending Lynbrook if they have submitted and confirmed their application?
 - Jason Crutchfield: We explained to parents that we are planning based on the students attending that they have confirmed, including siblings. However, we know they might change their mind and want to find a way to opt out at a later date. We are already hearing questions from parents such as, “What if our child goes through one semester and doesn’t like it and wants to switch back.” We’ll have to address this as we go.
 - o Comment: Using the phrase “denied” sounds like the District rejected the application. I suggest it be changed to “declined.” (Change was made to presentation as suggested)
- Jason Crutchfield presented the map of applicants (not confirmed students), which shows the five school boundaries along with the original area of choice that was proposed during the previous school year.
 - o Note: 15 students applied from the original Area of Choice

- Trudy Gross shared information about the impact on programs in CUSD and specifically on CLIP. The District will continue to monitor these numbers to see if anything shifts over time. Right now, CLIP is not seeing a significant increase in enrollment.
 - o Minh Le asked one of the CLIP parents in the CAC to share anecdotally what the perception is within the CLIP program about how the LSSAP program is affecting CLIP. She shared that families currently in the program understand that you cannot easily transfer into the program at the higher grade levels because students have to test in. She also shared that the program has always been very popular and had more applicants than spots available. Her feeling at this point is that parents are not thinking so far ahead that they would apply to CLIP just to have the potential opportunity to get into Lynbrook in the future.
- Principal Maria Jackson shared how students that had transferred were doing at Lynbrook. She shared that most students felt they had nothing different to compare their experience to, it was easy to make friends, they were able to get involved on campus in a variety of activities and they were happy with their choice to come to Lynbrook.
 - o Comment: I appreciate the principals sharing this information and I hope that we will do this next year with the students coming from the Hyde area.
- Principal Kami Tomberlain shared the impact for Cupertino High School on class sections. The impact was negligible for the 2016-17 school year, but moving forward into the 2017-18 school year there will be more of an impact. The CHS freshman class was projected to have 574, but will have 506 based on the LSSAP transfers. This equals a loss of seven sections for the coming school year. That impact is mostly at the freshman level, with fewer sections of Algebra I, English I, PE, Biology and Chinese. The site was unable to keep a few temporary teachers, with some having to go to other school sites. One section of martial arts will also be lost as an elective PE class.
- Principal Jackson shared what keeping Lynbrook High School whole looked like for the school year. LHS was 7.44 sections over-staffed, so more sections could have been trimmed. But the Board committed to keeping LHS whole and retaining all tenured teachers with full-time positions (LHS did lose some temporary teachers). LHS was overstaffed in English, math, PE, music and drama. LHS was allocated 3 fewer sections in 2015-16, but without the Board commitment they would have lost 10 sections. With the influx of students from CLIP program, the Chinese program is growing by one section and classes are full, and LHS is seeing growth in the areas where CHS is declining. LHS will also be a little bigger because of more students of staff members attending the school and additional private students (around 20) that are outside of the LSSAP process. Not as many students will receive a 7th period request this year.
 - o Question: Do you expect a reaction from LHS community when students are not receiving 7th period request? It would be good to anticipate this and be prepared to respond.

- Principal Tomberlain: At CHS we have a process for which students get a 7th period and we emphasize that it is a privilege and not a guarantee.
 - We also have to save room for possible new students that register closer to the start of the school year.
 - Comment: I see no good coming from students overloading their schedule with a 7th class, as a district couldn't we tell parents that a full course load is 6 classes?
 - Minh mentioned that one recommendation from the Wellness Taskforce is a more consistent use of the time management worksheets across all the school sites to help students become more aware of the risk of being overloaded with their courses.
- Jason Crutchfield presented on Resident and Attending Enrollment and shared the attending enrollment as of Oct. 10, 2016 for both the District as a whole and broken down by school, as well as the resident enrollment broken down by school site.
 - Question: What was the source for transfers to Lynbrook in grades 10-12 during the 2016-17 school year?
 - Jason: The transfers come from a variety of places, including special programs like Voyager (therapeutic special education), the functional life skills program and senior privilege. This is pretty consistent over time with what we've seen at Lynbrook. The 48 transfers in grade 9 are from the Miller one-time transfer approved by the Board in 2016. Next year, the grade 9 number will be upwards of 90 transfers with the LSSAP in place.
- Jason Crutchfield shared enrollment projections for 2017-18 and beyond. Between now and August, about 200 to 300 kids will go in and out of our district. There is typically an influx of international students that happens at this time of year. As a District, we will have better, more solid numbers in August.
 - Question: Are these projections new numbers from what we saw as a group last Fall?
 - Jason Crutchfield: These are the updated projections we received from our demographer in January.
 - Question: How do the numbers compare to what the CAC saw last year?
 - Polly Bove: There are small adjustments and movements in the numbers, but the general trends remain the same.
 - Question: What about the 95% confidence interval that the CAC enrollment projection sub-committee came up with?
 - Jason Crutchfield: The 5-year projection is typically the least accurate, so it is difficult to do much with that data for planning purposes.
 - Question: Is the plan still to change strategies if after three years the

downward trend doesn't change? Where does the language that the CAC wrote as group with several options for moving forward fit in?

- Polly Bove: I think that we owe it to the community to give this plan a few years and look at this data and see where we are
 - Jason Crutchfield: The next big data point will be in October when our enrollment numbers have stabilized
 - Polly Bove: There was also language about a lottery, but we did not get enough students to do a lottery. The process worked pretty well this year, but the response was not overwhelming. However, this may have been preferable to getting far too many or far too few students to transfer. I think a steady pace may have the best outcome. It is looking like the freshman classes at LHS and CHS will be about the same size for the coming year, which is a good thing for keeping LHS the robust school that we want it to be.
- o Question: How long we are going to continue with the LSSAP? Is there a cost factor?
- Polly Bove: Whether a student goes to Cupertino or Lynbrook, the cost remains the same. This year we had to do a great deal of broad communication with community, which had a small cost associated with it. I'm not sure if we will continue to do a district-wide mailer every year. Some of the critical factors we discussed as a group include whether there are adverse or unforeseen impacts on McAuliffe and CLIP and are we seeing any differences for students that choose to go to LHS. We would like this group to continue to come back and think with us about how the transfer program is going and what the next steps are.
- o Maria Jackson: It will be interesting to see if there is an impact on sports and activities.
- o Question: If we were looking at a boundary change in the future, what would we be doing differently than we are currently doing?
- Polly Bove: I would pose the question to the group, "If our principals come back and say the enrollment-stabilizing actions are working well, students are adjusting well and there are no negative impacts for CUSD or CLIP," what would you say?
 - Response: There are two choices, either to keep the status quo, remove the "temporary" status and continue with this option indefinitely, or make a boundary change to maintain the solution. I understand that we need more time to collect data. The first option doesn't require as much work from the District, while the second option will take much more time, particularly in terms of bringing the community along.
 - Polly Bove: I think this is a question we need to ask ourselves

several times a year, and continue to look at data. I would provide the Board with the information and data we have and ask them what else they feel that they need to know. I don't have an answer about what will ultimately happen in the long term, but I am starting to feel like we are beginning to ask the right questions to get to an answer.

- Comment: I would like to make a suggestion that we meet around the 50th day of school to discuss enrollment.
 - Polly Bove: I agree that this would be a good time to hold our next follow-up meeting in the Fall.
- Comment: My biggest takeaway from the map is that the applicants appear very evenly distributed. We didn't get too many applicants, and if we had kept only to the Area of Choice that was originally proposed, we wouldn't have had enough applicants.
 - Polly Bove: I am not sure that we should make that assumption, because we did hear from at least 15 families that chose not to apply because of the tension that occurred in the community previously. I do think that will dissipate over time, but I think it did have an impact this year. I would also caution the group from making any assumptions right now, as we only have one data point, which has not moved very far from the baseline.
- Comment: When we communicate to parents and families it needs to be very clear that this is a year-by-year program and it could change at any time.
 - Polly Bove: I would love to hear some additional strategies on this, because it has proven difficult to get the community to really absorb some of that level of detail.
 - Comment: I went to McAuliffe to share information about the LSSAP and tried to be very explicit that it was a year-by-year plan, but parents still seem confused or made comments that implied that their kids currently in 6th grade would be able to attend Lynbrook.
 - Comment: I wonder if we are then discouraging people from applying if we are telling them it could go away at any time.
 - Polly Bove: We have to reassure the community that once students are accepted into LHS they have a permanent spot there and that siblings who have been accepted on the transfer application are also guaranteed no matter what happens in the future.
- Jason Crutchfield: We found that for students the biggest factor in their decision could be where their friends were

- going.
- Comment: I want to make sure boundary change is still a part of the conversation as a possibility for the future.
 - Maria Jackson: Even if the long-term solution turns out to be a boundary change we may still need other transfer approaches available as supplemental solutions.
- Jason Crutchfield shared resident enrollment projections by school site and attending enrollment projections for 2017-18. The District expects to see some fluctuation with our English Learner population before the start of school, especially from overseas.

Additional Questions

- Question: What impact do we think there will be on traffic? Is there any way to do something other than a traffic study? Especially with the large cluster of students transferring to LHS from around CHS.
 - o Polly Bove: We have a traffic study that was completed within the last 2-3 years.
 - o Comment: I believe there was a study done after the restriping around LHS was completed.
 - o Polly Bove: This may be something we want to write into the plan for the next year. Unfortunately, here really isn't another way we know of that is more cost effective. We could use the data from two to three years ago, as it would probably be pretty good. But if we needed an additional study, I believe the Board would be supportive.
- Question: How much discussion or coordination was there with CUSD around enrollment projections?
 - o Polly Bove: Our data and projections are based largely on their K-8 numbers and we also use the same demographer. CUSD has committed to getting back to us about the enrollment committee that they are planning to convene and including me and/or staff in several meetings.
 - o Jason Crutchfield: We have an advantage in that we get to see these numbers coming ahead of time, giving us more time to predict and to deal with any changes we see.
 - o Polly Bove: We made sure that CUSD was aware of everything that went on here through the entire process. I could invite a representative from CUSD to our next meeting if that is of interest to the group.
- Question: One of the criteria we discussed was the socio-economic balance of schools. It would be nice if we could see this data in the future.
 - o Polly Bove: I agree that this would be great data to have, but it is a complex question to ask, particularly as we see increased gentrification across the valley. It may be challenging to examine, as the demographics are continuously changing.

- Comment: I think the biggest factor for families is where siblings are already attending school, where friends are going and how easily kids can get to and from school. I am encouraged to see families and kids excited about participating in activities and not just coming to Lynbrook for academics.

Meeting adjourned at 8 p.m.