

Citizen's Advisory Committee (CAC) FUHSD

November 9, 2016



AGENDA

1. Objectives of CAC
2. Committee Composition and Timeline
3. Study Sessions Recap
4. Enrollment Projection Sub-Committee Findings and Conclusions
5. Solution Development
6. CAC Recommendation
7. Diverse Opinions About Future
8. Suggestions For Community Outreach

CITIZEN'S ADVISORY COMMITTEE OVERVIEW

To study the enrollment needs of FUHSD and all its aspects and to provide a report and findings in order for the FUHSD Board of Trustees to make decisions for implementation in the 2017–2018 school year



Attendance Area Percentages:

Lynbrook High School: 41% (12 people)

Cupertino High School: 21% (6 people)

Fremont High School: 21% (6 people)

Homestead High School: 10% (3 people)

Monta Vista High School: 7% (2 people)

Jason Heskett, Teacher's Association



Ethnic Percentages:

Caucasian: 32%

All other races: 68%

Gender Percentages:

Female: 59%

Male: 41%



Non-Voting FUHSD Participants

Polly Bove, Superintendent

Graham Clark, Assoc. Superintendent

Trudy Gross, Assistant Superintendent

Jason Crutchfield, Director Business Services

Julie Darwish, Mgr of Enrollment & Residency

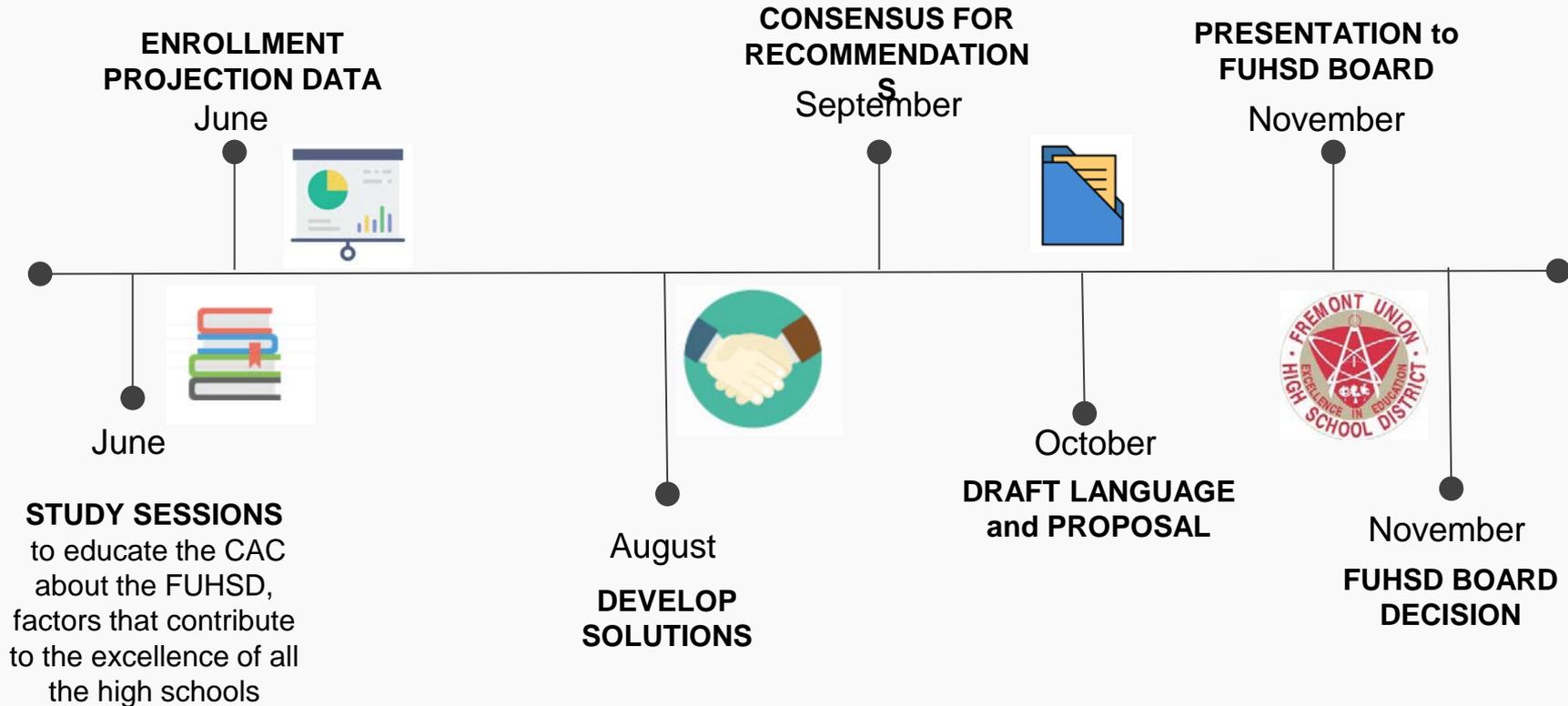
Maria Jackson, LHS principal

Rachel Zlotziver, Comms Coordinator

Other subject matter experts and student reps

COLLECTIVE VOLUNTEER HOURS SPENT BY CAC VOTING MEMBERS: 1200+ HOURS

Timing & Agenda of CAC: June–November 2016



Study Sessions Recap: To Learn And Understand FUHSD Practices

June 8 - Fundamentals

- Accountability
- Management practices
- Employee relations
- Comprehensive HS
- Maximizing benefits of diversity, equity and excellence

June 22 - Funding

- FUHSD compared with surrounding school districts
- Collaborative revenue sharing model between management, teachers and staff
- Section Allocation
- Maximize efficiency of every dollar
- Equitable allocation of sections to each of the 5 high schools

August 3 - Ed Code Implications

- Methods available to stabilize enrollment within the purview of the board policy
- Ramifications provided by legal counsel

August 17 - Enrollment Projections

- Enrollment Projection Consultant presentation
- CAC Enrollment Projection Sub-committee Report

Impact of Declining Enrollment at LHS

- In **2015–16** Lynbrook **lost 15 Sections**.

Core Classes

4 sections of English

3 Sections of Math

3 Sections of Science

1 section of Social Studies

Electives:

1 section of World Language (French)

1 section of Industrial Art (Drafting)

1 section of Non Departmental (Yearbook)

1 Section of Art

- In **2016–17** Lynbrook would have **lost 6 Additional Sections** due to enrollment drop.
 - The FUHSD board agreed to fund the 6 sections using district discretionary funds for the 2016–17 school year.

*As of October 10, 2016 the **2016–17** resident enrollment at LHS was 1626 and the attending number was 1749.*

Impact on Students & Staff

Fewer students
mean . . .



Fewer teachers
mean . . .

- **Objectives**

- To understand the enrollment projection methodology
- To analyze past trends and accuracy of the projection data

- **Enrollment projection methodology study**

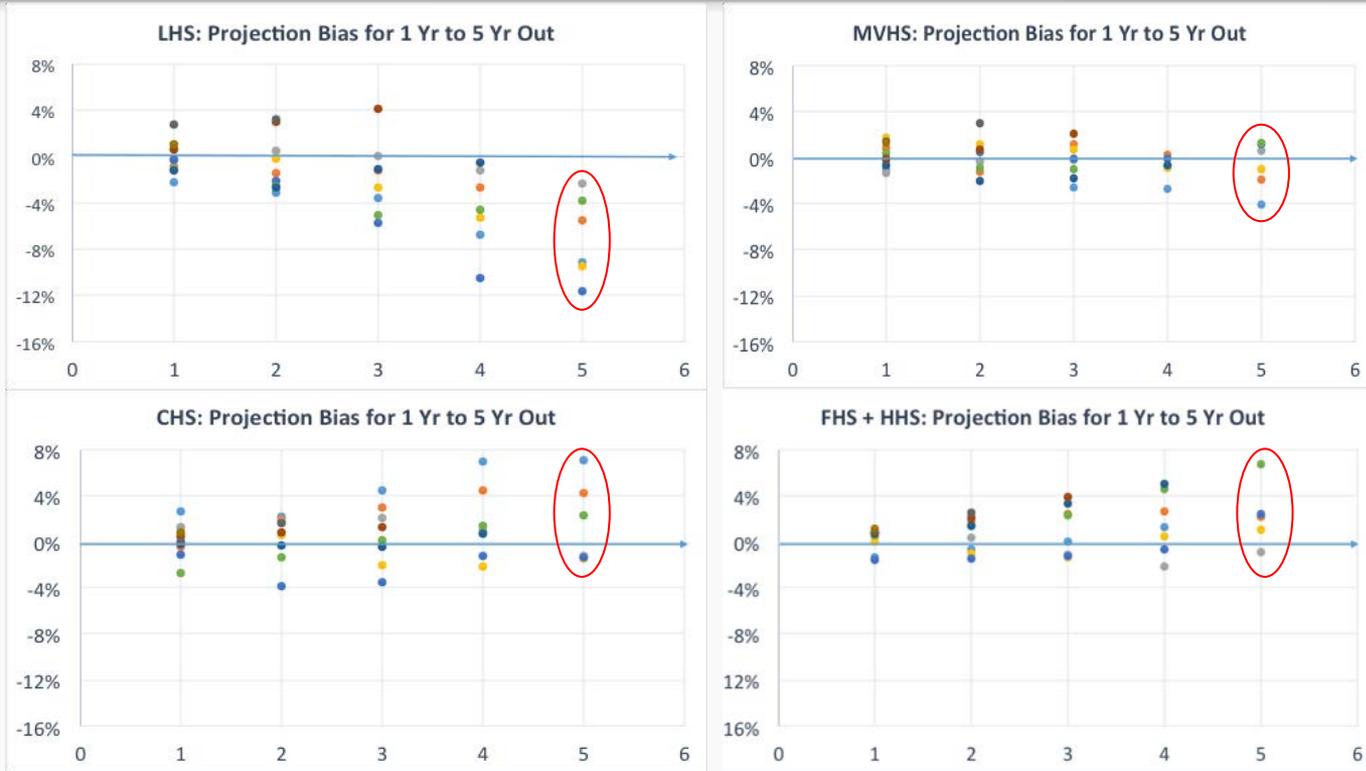
- Conclusion: Methodology is rigorous, sound and consistently applied across the 5 high school resident areas.
- No second opinion is necessary

- **Projection data analysis**

- Examined past 10 projections (2005–2014) on 1 to 5 year out accuracy
- Recognized limitations of projection models given future uncertainty

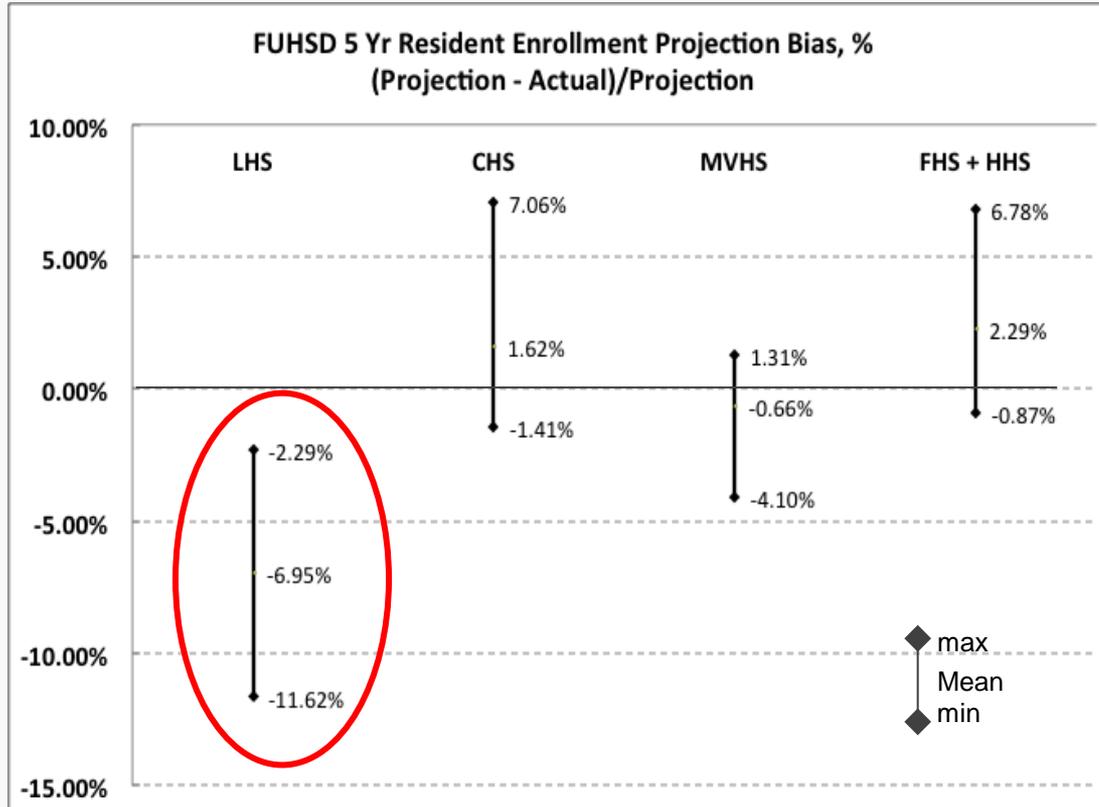
Enrollment Sub-Committee Findings

Enrollment Projection Bias %
(Projected - Actual)/Projected



- Higher accuracy for near term projection than longer term
- Accuracy levels not uniform across different high school areas
 - Localized factors may be at play

Enrollment Sub-Committee Findings

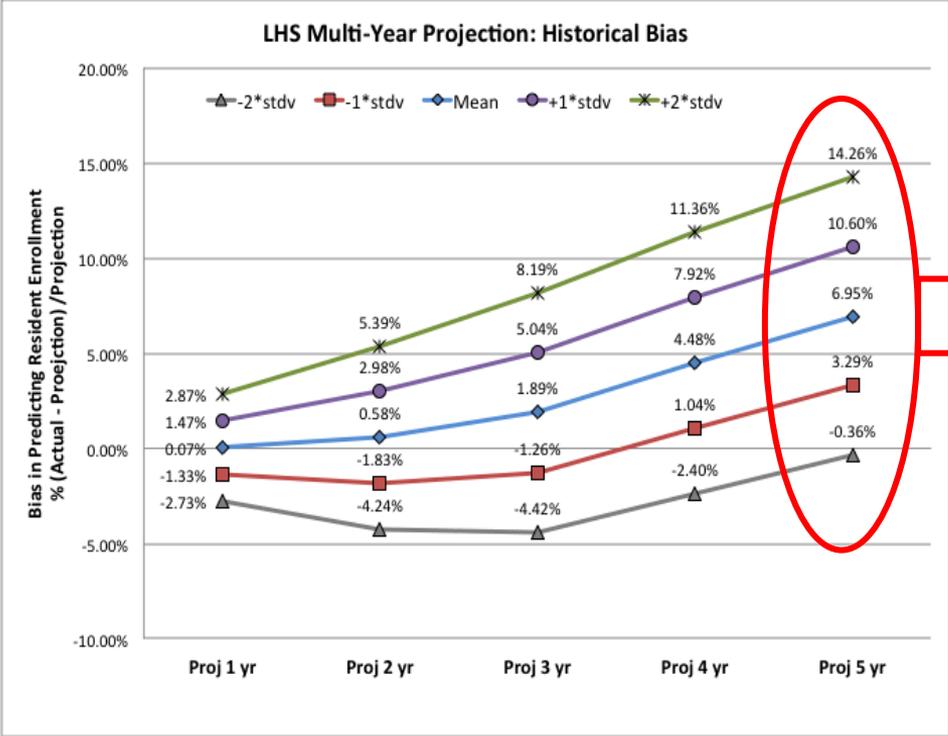


- 5 yr projection for Lynbrook has generally biased on the low side (i.e., underpredicts).
 - Suggests factors unique to Lynbrook exist.

	Average	Min	Max
1 Yr Out	-0.1%	-2.2%	2.8%
2 Yr Out	-0.6%	-3.1%	3.2%
3 Yr Out	-1.9%	-5.7%	4.2%
4 Yr Out	-4.5%	-10.4%	-0.5%
5 Yr Out	-6.9%	-11.6%	-2.3%

Enrollment Sub-Committee Conclusion: Flexible Solutions To Address Enrollment Decline

To correct the bias, apply below measures



- Apply historical bias to projections
 - Think of enrollment projections as a range
 - To calculate range, apply historical bias + 2 standard deviations

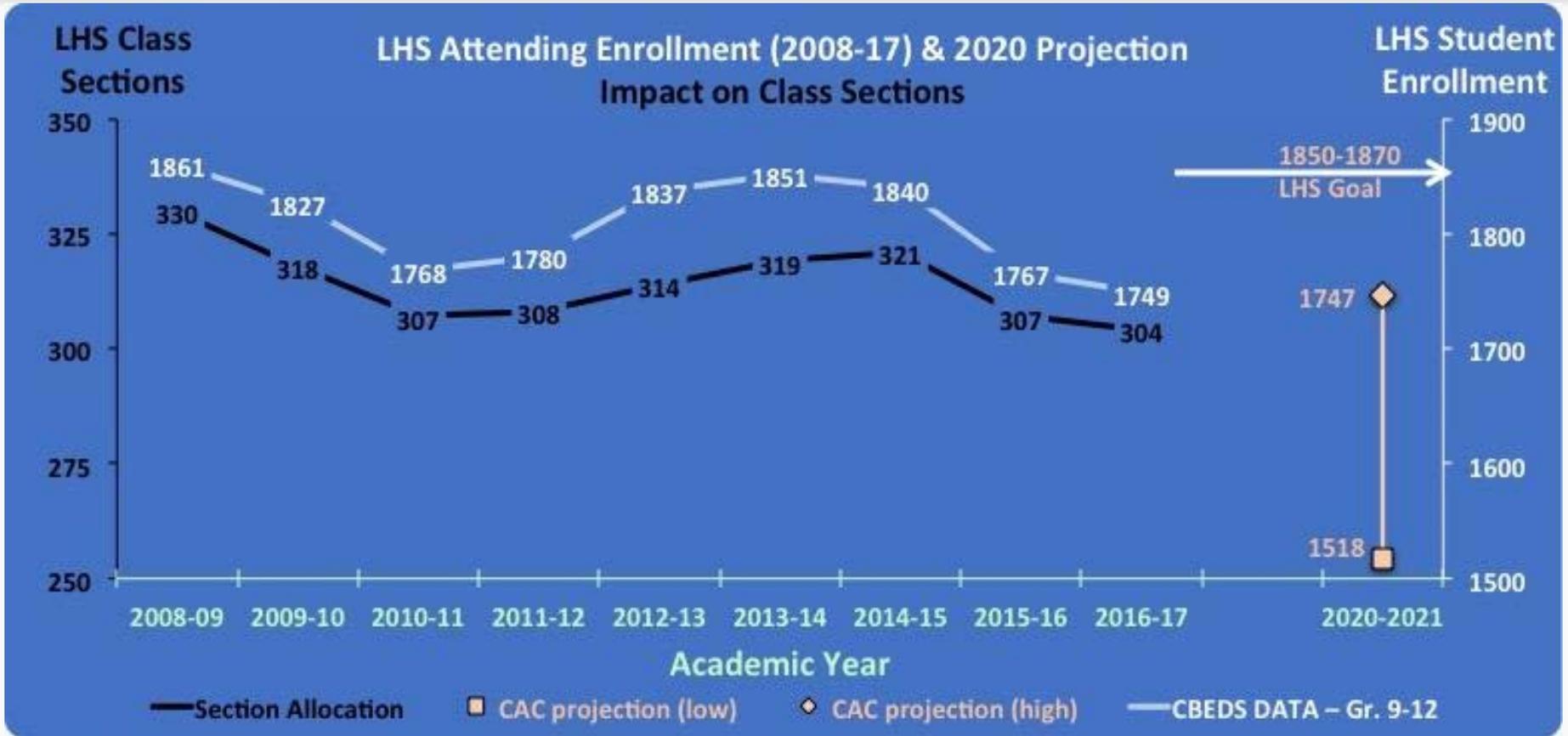
- Projection range for LHS in 2020 within 95% confidence
 - 1448–1677 Resident Enrollment*
 - 1518–1747 Attending Enrollment**

- Goal for LHS Attending Enrollment is 1850–1870 by 2020
 - LHS enrollment deficit issue is real
 - LHS enrollment deficit by 2020: 103–352
 - Need flexible solutions, due to wide range

* 2015's 5 yr LHS projection: 1461 resident enrollment for 2020

** Assumes 70 intra- and inter-district students are attending LHS

LHS Historical Enrollment Data and Section Allocation



Potential Solutions including Pros and Cons

- CAC explored a series of options to address the enrollment decline at Lynbrook High
- Community comments were noted
- Perceived pros and cons listed on slides for each option are not exhaustive
- The pros and cons reflect the different opinions and/or concerns around the various options

1. Boundary Change

Pros:

- Clear and precise solution to declining enrollment
- Predictable in terms of how many students
- Maintains the neighborhood school philosophy
- Applicable to entire area - no adverse effects of 'cherry picking' on the school demographics

Cons:

- Permanent. Does not offer flexibility
- Requires community engagement and communication of clear trends over time
- Takes time to implement

2. Area of Choice for John Mise Park (JMP)

Pros:

- Choice (based on voluntary behavior)
- Maintains the neighborhood school philosophy
- Not permanent and offers flexibility

Cons:

- Perceived as boundary change due to communication gap
- Could not generate consensus in the community due to negative sentiment
- May not result in many students for LHS

3. District-wide Open Enrollment (lottery)

Pros:

- Choice (based on voluntary behavior)
- Students districtwide get an opportunity to participate

Cons:

- Difficult to anticipate the impact on other FUHSD attendance areas
- May cause negative impact on our high schools-adverse effects of 'cherry picking' on the school demographics
- Families with financial/transportation challenges will be less likely to apply

4. Proportional District-wide Open Enrollment (lottery)

Pros:

- Choice (based on voluntary behavior)
- Gives the option to the district to set targets for high schools based on their enrollment numbers
- Can precisely anticipate the impact on each of the FUHSD attendance areas

Cons:

- Different targets for different schools may result in legal challenges
- May cause negative impact on our high schools-adverse effects of 'cherry picking' on the school demographics
- Families with financial/transportation challenges will be less likely to apply

5. Eighth Graders from Cupertino High Attendance Area (lottery)

Pros:

- Choice (based on voluntary behavior)
- Includes John Mise Park area
- Likely to result in required number of students for LHS
- Adjacent area to LHS

Cons:

- Lawson students feed into 4 different high schools; which may create confusion, uncertainty and stress
- May cause negative impact on CHS -adverse effects of 'cherry picking' on the school demographics
- CHS affected adversely; potential to be treated as consolation school

6. Eighth Graders from Hyde Middle School Attendance Area (lottery)

Pros:

- Choice (based on voluntary behavior)
- Less impact on CHS attendance area
- Maintains the neighborhood school philosophy
- Includes John Mise Park area

Cons:

- May not generate enough students to stabilize enrollment for Lynbrook

Potential Options Discussed

- 7. All 8th Graders from Miller Middle School who do not reside in the LHS attendance area would have the option to apply to attend LHS. If the number of applications exceed the available slots, a lottery would be held.**
- 7G. All 8th graders from Miller would have the option to choose to attend LHS. All requests would be accepted.**

Pros:

- Miller Middle School is the primary feeder school to Lynbrook
- Maintains the neighborhood school philosophy

Cons:

- Too small alone to generate enough students to stabilize enrollment for LHS
- There could be concern that a CUSD alternative program gets to benefit from this transfer

Potential Options Discussed

8. All 8th Graders from McAuliffe who do not reside in the LHS attendance area have the option to apply to attend LHS. If the number of applications exceed the available slots, a lottery would be held.

8G. All 8th Graders at McAuliffe who do not reside in the LHS attendance area have the option to apply to attend LHS. All requests would be accepted.

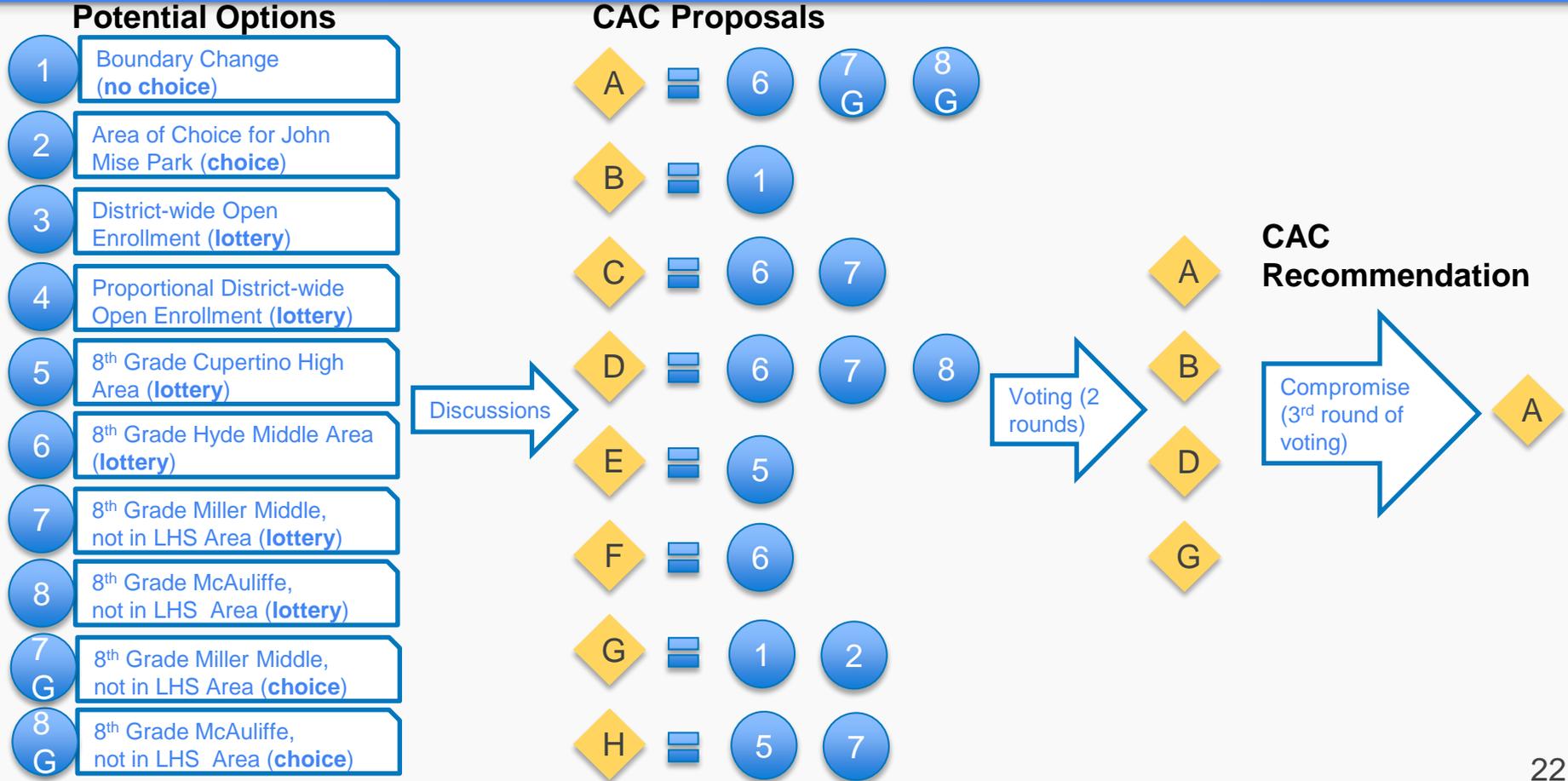
Pros:

- Maintains the neighborhood school philosophy
- Equitable treatment to include McAuliffe if Miller and Hyde are included

Cons:

- Too small alone to generate enough students to stabilize enrollment for LHS
- There could be concern that a CUSD alternative program gets to benefit from this transfer

From Potential Options To CAC Recommendation



Committee Voting & Results (Total 29 Voting Members Present)

Proposals* (as defined in previous slide)	1st Round Vote (Preliminary before consensus advocacy)	2nd Round Vote (Seeking consensus, 2 votes/member)	3rd Round Vote** (Final round, aiming for total consensus)
A→ Hyde Area (lottery) + Miller (choice) + McAuliffe (choice)	35% (10 votes)	60% (34 votes)	76% (22 votes)
B→ Boundary change (no choice)	52% (15)	14% (8)	3% (1)
C→ Hyde Area (lottery) + Miller (lottery)	3% (1)	0	0
D→ Hyde Area (lottery) + Miller (lottery) + McAuliffe (lottery)	7% (2)	24% (14)	7% (2)
E→ Cupertino High Area (lottery)	3% (1)	0	0
F→ Hyde Area (lottery)	0	0	0
G→ Boundary change (no choice) + AOC for JMP (choice)	0	2% (1)	3% (1)
H→ Cupertino High Area (lottery) + Miller (lottery)	0	0	0

* **Miller:** 8th graders from Miller who are in FUHSD area but **not in LHS attendance area**
McAuliffe: 8th graders from McAuliffe who are in FUHSD area but **not in LHS attendance area**

** 10% abstain (3 votes)

Proposal A

- All 8th Graders at Miller Middle School and McAuliffe School who reside in the FUHSD attendance area but not within the LHS attendance area have the option to choose to attend LHS.
- All 8th Graders who reside in the Hyde Middle School attendance area have the option to apply to attend LHS. Lottery will be used in the case of more Hyde Middle School attendance area applicants than available slots.

Key considerations for this recommendation:

- *Flexible solution*
- *Minimize impact to other schools*
- *Maintaining neighborhood school philosophy*

Diverse Opinions on Future Possibilities ...

Implicit in the CAC recommendations for stabilizing enrollment at Lynbrook is the recognition that these measures may be temporary.

Some CAC members, while reaching the compromise solution, would like to send a message to the decision makers and the community regarding the possibility of needing a LHS boundary revision in the future. There were others who had the opinion that transfer measures recommended by this committee will successfully stabilize enrollment for Lynbrook High School in the next few years.

A final vote was taken by the members of the CAC on the three alternatives of wording which is listed on the next slide.

Diverse Opinions on Future Possibilities ...

- L1.** “We believe that the enrollment decline will become more serious in the future, and recommend that after two-three years of the temporary measures, district management and the board should proceed with a boundary revision for the Lynbrook High School area.” (11 out of 30 votes)

- L2.** “If the intra-district transfer measures are not effective in stabilizing enrollment for LHS or continue to be required beyond 2020 to stabilize enrollment for Lynbrook High School, or if the measures produce unacceptable consequences, CAC members acknowledge the fact that district management and the board have the authority and the responsibility to consider more definitive solutions, which may include a boundary revision for LHS.” (11 out of 30 votes)

- L3.** “There is hope that the transfer measures recommended by this committee will successfully stabilize enrollment for Lynbrook High School in the next few years. Naturally, it would be wise for all stakeholders to continue to monitor the situation, and for district management and the Board to inform and communicate with the community about any progress or lack thereof, and address any enrollment challenges in an open and collaborative way with community members.” (8 out of 30 votes)

Regarding Communication

The perception that the 'area of choice' proposed by the District earlier in the year was a precursor to boundary change. This belief was disruptive to many people living in Lynbrook residency area.

- **Subsequent communication efforts** by the Board, District and school administrators have helped, and the work of the CAC has clearly identified a great deal of useful information that should be shared with the community.
- **Recognizing the fact** that the information and understanding gap is still quite large based on the comments and questions submitted by community members, the **CAC included three elements** to its compromise solution recommendation .

CAC Suggestions ...

1. A **communication effort** should be made to inform, update and educate the residents of the school district on the legal, ethical, financial, operational and managerial responsibilities of the school district.
1. An ongoing effort should be made by the school district **to collect, analyze and disseminate information about the actual impact of the temporary measures** which are used to address the issue of declining enrollment. In addition to the usual information about how many students take advantage of various options and where they are from, the community should also know about the concrete consequences of any short-term actions that are taken.
1. There should be a continued effort on the part of the school district to **share with the community the updated enrollment data, the accuracy of past projections and projections for future forecast periods.** This is extremely important to help community members understand whether the enrollment decline is a short-term, medium-term or a long-term problem.

THANK YOU
ANY QUESTIONS?

Appendix / Q&A Slides:

Current Enrollment at Lynbrook High

Current (2016–17) LHS Student Enrollment Data:

RESIDENT ENROLLMENT

- Projected: 1632 total
- Actual: 1626 total

ATTENDING ENROLLMENT

- Projected: 1734 total¹⁾
- Actual: 1749 total²⁾

- 1) Target enrollment range that will support optimal programming/scheduling sections at LHS is **1850–1870**
- 2) Includes 14 students going to middle college and **1729** attending LHS campus

Breakdown of 8th Graders at Miller Middle School not in LHS attendance area

2015—16 Miller Middle 8th Graders Not Living in Lynbrook Area (As of 02/16)			
Home School	Non- CLIP	CLIP	Grand Total
CHS	15	20	35
FHS		5	5
HHS		6	6
MVHS	1	5	6
Inter-District	3		3
Grand Total	19	36	55

2016—17 Miller Middle Transfers to Lynbrook High			
Home School	Non-CLIP	CLIP	Grand Total
CHS	11	14	25
FHS		5	5
HHS		1	1
MVHS	1	3	4
Inter-Dist Transfer	2		2
Grand Total	14	23	37