

Citizens Advisory Committee Meeting – Sept. 13, 2022

CAC Members: Nancy Boyle, Benaifer Dastoor, Wes Morse, Yanping Zhao, David Heinke, Daniel McCune, Cathy Gomez, Melinda Hamilton, Shirely Frantz, Carol Gao, Sandra Buenrostro, Lori Cunningham, Andrew LaManque, Zongbo Chen, Kevin Du, Mori Mandis, Liming Wang, C.S. Prakash, David Fung, Gouqing Li, Sam Vicchilli, Jingna Zhang, Seema Sharma

FEA Representatives: Jason Heskett, Bonnie Belshe

Students: Kumar Chandra, Henry Widjaja, Rachael Ding, Saisuijan Kotakonda, Vikram Thirumaran

FUHSD Administrators: Superintendent Graham Clark, Assistant Superintendent Trudy Gross, Coordinator of Data and Assessment Denae Nurnberg, Lynbrook High School Principal Maria Jackson, Monta Vista High School Principal Ben Clausnitzer, Homestead High School Principal Greg Giglio, Fremont High School Principal Bryan Emmert, Director of Administrator Services Jason Crutchfield and Coordinator of Communications Rachel Zlotziver

Facilitator: Minh Le

Facilitator Minh Le opened the meeting at 6 p.m. and welcomed the returning and new members of the CAC. He reviewed the evening's agenda.

Introductions

CAC members introduced themselves, their school attendance area or role in the district, and one reason they wanted to join the CAC.

Purpose of Citizens Advisory Committee

(Slides 4 through 12)

Superintendent Clark provided some background on the purpose of the Citizens Advisory Committee on Enrollment, the reason the committee has been reconvened and the history of the group beginning in 2016. The problem of declining enrollment that was originally the most acute at Lynbrook High School is now being seen at the other five high schools, and particularly at Monta Vista High School. Superintendent Clark reviewed the timeline of the original CAC, the history of enrollment and section allocation at Lynbrook High School, the potential options that the CAC previously considered to balance enrollment, and the final recommendation that the CAC made to the Board in Nov. 2016. Superintendent Clark also reviewed the steps in the deliberate decision-making process.

Statement of Current Problem & Enrollment Projections

(Slides 13 through 24)

Jason Crutchfield, Director of Administrative Services, restated the current enrollment problem FUHSD is facing. All five high schools are continuing to see a decline in enrollment, which is projected to continue for the next several years. The difference between the largest and smallest school is projected to grow to 900 by 2026. As a district, we keep an eye on how far apart each of the schools are in size, because when they are similar in size, we can staff similarly and offer similar course options to students.

FUHSD uses a demographer to do an enrollment projection every single year. These projections help the district determine a great deal of operational items – staffing, construction needs for classrooms, etc. *(Note: This year's projection is a draft projection from our demographer, with the full effects of the pandemic still not known.)*

Mr. Crutchfield provided definitions and an explanation of the difference between attending enrollment and resident enrollment *(Slide 15)*.

Mr. Crutchfield shared enrollment data, including attending enrollment, resident enrollment, enrollment trends in the Monta Vista and Lynbrook High School attendance areas beginning in Kindergarten, and enrollment changes across Santa Clara County and California in the last ten years.

Mr. Crutchfield noted that attending enrollment can be changed over time, as the District can determine which campus students attend.

How do we know that our demographer's projections are correct? Staff is also able to look at the birth rates and numbers of students coming up through kindergarten through eighth grade.

Superintendent Clark Graham reiterated that FUHSD is looking to balance enrollment among the schools. The district is looking for flexible solutions, and these might include both short and long term strategies.

Process for Recommendations to Board and Timeline

(Slide 26)

Associate Superintendent Gross shared that the goal is to keep the new CAC group together in the long term, as these enrollment challenges will continue over time. Staff will be planning a schedule for the second semester. In the past, annual check-ins were held to share information and monitor how the LSSAP (Lynbrook

Supplemental School Attendance Program) was going. The LSSAP was originally approved for a short period, but then has had annual and biannual extensions over time.

The role of the CAC is to understand the problem/gather the facts, generate and nominate solutions, review proposed solutions (through brainstorming, discussion, looking at pros and cons, etc.) and eventually narrow down to one recommendation to go to the board.

Questions and Comments from the Committee

- CAC Member: Why is only one recommendation taken to the Board rather than multiple options?
 - Staff: The goal in the past has been for this group to create and reach consensus before bringing one recommendation to the Board. As a district, when staff are presenting to the Board, we typically would make one recommendation on a particular issue.
- CAC Member: Do we have a breakdown of the enrollment projection data that shows different demographic groups, free and reduced lunch etc.?
 - Staff: We don't project by anything other than the number of students. We do not know before students join us what demographic subgroups they may be a part of.
- CAC Member: Fremont is a basic aid district, correct? Is there a possibility we would stop being basic aid if this decline continues.
 - Staff: No, our enrollment numbers would have to go the other way for that to ever happen.
- CAC Member: There has been a lot of talk about housing being built in the area that could potentially generate students down the road.
 - Staff: New housing has not been generating high schoolers for us. Our student generation rates are really low. These are often double income, no kids families that are moving in.
- CAC Member: What is the number of students that equals a section.
 - Staff: Four to five students generate one section.
- CAC Member: How big of a problem is the large gap that is predicted to occur between the largest and smallest high school?
 - Staff: We are going to cover this in subsequent sessions, but it does effect what we can offer in terms of courses. We are going to share information with you about what is a good size for a comprehensive high school.
- Student CAC Member: You mentioned special education students not being counted in some of the numbers?
 - Staff: To clarify, a very small number of students in special programs are not included in these enrollment numbers, but the vast majority of special education students and students in other programs are.

- Student CAC Member: What impact as a district do we have on impacting change on Prop 13?
 - Comment from CAC Member: Our County School Boards Association is very active in lobbying the legislature on this issue. They are aware of the gap between school funding and the cost of living in our area. The fundamental problem is that of 120 legislators in the State of CA, most do not represent the Bay Area.
 - What about on the local level?
 - Our funding comes mostly from the State. Local legislators can advocate, but not much else. At the local level we can raise additional funds through a parcel tax or school bond.
- CAC Member: The City of Cupertino has approved 4k housing units. And in San Jose, there are some housing projects in discussion along Stevens Creek, and also Vallco. Do the projections consider those housing units?
 - Staff: Yes, as soon as a permit is pulled for these projects, we are looking at those units and the estimated occupancy dates.
- CAC Member: Can someone explain what the school and district will look like if we don't do anything and don't have a mitigation plan? We cannot solve declining enrollment and population changes, but rather we are trying to mitigate the effects as best as possible.
 - Staff: At the next meeting we will do a deeper dive into how we create our course schedules, how we maintain program, etc. We will paint that picture for you.
- CAC Member: We know we cannot generate more students in our area, but are we open to bringing students from other areas (other school districts)?
 - Staff: We would receive zero dollars for students from outside our district, and we would also be causing other districts to lose money for those students.
- CAC Member: Can you talk about how the previous policy change was implemented?
 - Staff: The LSSAP had detailed instructions, involving not just the CAC but also our legal counsel and staff. We came up with a target number of students each year based on the decline at Lynbrook. We calculated an estimate of how many students we thought would want to go to LHS from Miller and McAuliffe middle schools. The remaining spots were for students from Hyde Middle School, and if more applied than we had spots for we held a lottery.
- CAC Member: Down the road with the total number of students in the district, we cannot get to an average of 1850 per school that was discussed with the original CAC.
 - Staff: That was the goal for our district enrollment at that time. But that doesn't mean that below 1850 is a number where we cannot continue to support a wide variety of programs and courses in our schools. Many high schools around the state are within the 1400-1500 range.

- CAC Member: There was a previous education session that included a chart that showed the difference in funding between local districts. Can we bring that chart back?
- Staff: Our revenue is not declining, we are not paid per student. This is not a school closure issue or financial crisis issue like it is in some districts.
 - FEA: However, we are seeing more split assignments for teachers, losing some of the community of teachers, and access for students. Elective courses may start to dwindle, world language may be cut back.
 - CAC Member: Maybe that is one thing that we can explore a little bit – preserving some of the offerings and what the intricacies involved are?
- Student CAC Member: I am noticing that more of my teachers are teaching at two schools. They have to give up time for travel to move between sites, and may not have tutorial time to provide to students.
 - A second student echoed these comments
- Student CAC Member: Will school closures in CUSD affect our plans and the district?
 - Staff: That is tricky, feeder patterns have never been the same between our elementary feeder districts and FUHSD.
- CAC Member: The district is large but the schools are not equidistant, are you going to cover the distance traveled to some of the schools and those effects? I would also like to hear more about the teacher split assignment issues. Also, does the discrepancy on school sizes impact the way we are able to distribute resources?
- CAC Member: I see three variables here – (1) finances are stable, (2) the number of teachers hired for that amount of money would presumably remain stable and (3) the decline in students. That by itself should not be a problem. Is there a fundamental problem?
 - FEA: Our ratio from teachers to students doesn't change, but our number of classes is going down. You get small to a point where you won't have a full drama program, instrumental program, choir program, etc. When we lose those classes, we lose the staffing that goes with those classes. What we've been doing as teachers have been moving or retiring, we are not hiring as many new teachers to cover that loss in the staffing.
- CAC Member Who is dictating this ratio of students per class?
 - FEA: The ratio is in the collective bargaining agreement with FEA.
- Staff: We have already seen a decline in requests from students for some of our courses. We cannot fix these issues just by changing the allocation.
- CAC Member: Which of the programs are offered at each of the schools and which are not offered at others?
- Student CAC Member: At my school we have only one class of AP Bio. I know a lot of students who register for that class, but some cannot get it because only one section is being offered.

- Student CAC Member: I want to add to the comments about how people get to school. The Fremont High School boundary is very large compared to some of the others. I have friends who must commute between 15 and 45 minutes by bus to get there.

Closing

Associate Superintendent Trudy Gross previewed the next meeting and topics staff will look to cover:

- The course schedule process;
- How many split teachers do we have and teacher/student experience, part time teachers;
- Distance traveled to schools;
- District funding comparison and how our funding structure works;
- Differences in programs and courses across schools;
- How decisions on course allocation are made; and
- What was in place when schools previously had lower enrollment.

CAC members also asked for demographic data by school, programs available in past years that have been dropped, total funding and budget information and how many teachers have been laid off in the last few years. Staff shared that the district has not had to layoff any teachers or staff, and that staffing has been maintained entirely through natural attrition.

Minh ended the meeting at 8:01 p.m.