FEASIBILITY STUDY
FOR A REQUEST TO TRANSFER TERRITORY
FROM
CAMPBELL UNION SCHOOL DISTRICT AND
CAMPBELL UNION HIGH SCHOOL DISTRICT
TO
SARATOGA UNION SCHOOL DISTRICT AND
LOS GATOS-SARATOGA JOINT UNION HIGH SCHOOL DISTRICT

October 2015

Santa Clara County Office of Education

Prepared for the
Santa Clara County Committee on School District Organization

by

The Office of the Superintendent
Santa Clara County Office of Education

Jon R. Gundry, Superintendent
BACKGROUND

A request to transfer territory from Campbell Union School District (CUSD) and Campbell Union High School District (CUHSD) to Saratoga Union School District (SUSD) and Los Gatos-Saratoga Joint Union High School District (LGSUHSD) has been presented to the Santa Clara County Committee on School District Organization (County Committee). See Appendix A for a copy of the request.

The territory proposed for transfer includes ten (10) parcels located on Camino Barco in the City of Saratoga. A list of the addresses, parcel numbers, and maps of the territory proposed for transfer can be found in Appendix B.

The request to transfer territory was submitted to the Santa Clara County Superintendent of Schools on April 9, 2015. The petition was subsequently transmitted to the County Committee and State Board of Education on April 13, 2015 (see Appendix C). The public hearings of the petitions mandated by Education Code Section 35705 were held on June 8, 2015. Appendix D contains a copy of the notices of the public hearings, description of petition, and minutes from the hearings.

The petitioners have stated that the transfer request is based primarily on children’s safety, community identity, and historical precedent.

Each of the affected school districts is opposed to the transfer request. Appendix E contains a copy of each district’s resolution.

The County Committee has 120 days (until October 8, 2015) from the first public hearing to approve or disapprove the petition. (Ed. Code § 35706). In making its decision, the County Committee must determine whether the following conditions regarding the petition are substantially met (Ed. Code § 35709,35710):

1. The reorganized districts will be adequate in terms of number of pupils enrolled.
2. The districts are each organized on the basis of a substantial community identity.
3. The proposal will result in an equitable division of property and facilities of the original district or districts.
4. The reorganization of the districts will preserve each affected district’s ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation.

5. Any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

6. The proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the districts affected by the proposed reorganization.

7. Any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

8. The proposed reorganization is primarily designed for purposes other than to significantly increase property values.

9. The proposed reorganization will continue to promote sound fiscal management and not cause a substantial negative effect on the fiscal status of the proposed district or any existing district affected by the proposed reorganization.

10. Any other criteria as the board may, by regulation, prescribe.

Petitioners and/or affected school districts may appeal to the State Board of Education the decision of the County Committee (Education Code section 35710.5). Petitioners have five days and school districts have 30 days to notify the County Committee of intent to appeal. Within 15 days of this notification, appellants must file a statement of reasons and factual evidence supporting the appeal. The County Office of Education will transmit the appeal to the State Board of Education along with a complete administrative record of the proceedings.

The study team for this feasibility report is comprised of Suzanne Carrig of the Office of the Deputy Superintendent, Santa Clara County Office of Education.
1.0 CRITERION 1

California Education Code Section 35753 (a)(1) – The reorganized districts will be adequate in terms of number of pupils enrolled.

This topic is governed by Title 5, California Code of Regulations, Section 18753 (a), which states that each of the affected school districts shall have the following projected enrollment on the date the proposal become effective:

- Elementary District: 901
- High School District: 301
- Unified District: 1,501

Current student enrollments (taken from the 2014-2015 California Basic Educational Data System (CBEDS) reports) for each of the four affected school districts are listed in Table 1.

<table>
<thead>
<tr>
<th>School District</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSD</td>
<td>7,642</td>
</tr>
<tr>
<td>CUHSD</td>
<td>7,453</td>
</tr>
<tr>
<td>SUSD</td>
<td>2,069</td>
</tr>
<tr>
<td>LGSJUHSD</td>
<td>3,302</td>
</tr>
</tbody>
</table>

There are currently no public school students residing in the territory proposed for transfer. The potential number of students who could live within the area to be transferred would not be significant enough to impact the enrollment of SUSD or LGSJUHSD or significantly diminish the enrollment of CUSD or CUHSD.

The study team recommends that Criterion 1 is met.
2.0 CRITERION 2

California Education Code Section 35753 (a)(2) - The districts are each organized on the basis of a substantial community identity.

The California Code of Regulations (CCR) § 18753 (a)(2) suggest using the following criteria to determine whether a district is organized on the basis of substantial community identity:
(a) Isolation;
(b) Geography;
(c) Distance between social centers;
(d) Distance between school centers;
(e) Topography;
(f) Weather; and
(g) Community, school, and social ties, and other circumstances peculiar to the area.

A. Isolation

The 10 parcels proposed for transfer are located in the southwestern portion of CUSD/CUHSD off of Allendale Avenue. The area proposed for transfer has one entry/exit via Allendale Avenue as it is a cul-de-sac. Figure 1 shows the transfer area (within the read oval) and roads in the surrounding area.

Figure 1. Map of Transfer Area
Petitioners stated in their original request that “it is our understanding that the Saratoga School District boundary line passes to the East of Camino Barco near the terminus of our cul-de-sac, and then as the boundary line nears Allendale - and Camino Barco ‘jogs’ to the East - the boundary line actually runs arbitrarily through the yards of the homes on the West side of Camino Barco.”

Figure 2 below illustrates the school district boundary line (in pink) per the Santa Clara County Assessor’s Office. The map indicates that the school district boundary line runs along the lines of assessment for each of the parcels; the boundary line does not divide any of the parcels in the transfer area. However, the petitioners are correct in stating that the school district boundary line does pass near the terminus of the cul-de-sac separating them from four parcels located on Camino Barco that are within the SUSD and LGSJUHSD.

Figure 2. Assessor Parcel Map of Area Proposed for Transfer
Petitioners state that the current school district boundary line separates them from the community of Saratoga and the neighborhood of Camino Barco therefore creating a sense of community isolation. Additionally, residents of the area proposed for transfer stated at the public hearings that they are surrounded by SUSD/LGSJUHSD thus being isolated from CUSD/CUHSD.

Figures 1 and 2 illustrate that the area proposed for transfer is not surrounded by the SUSD/LGSJUHSD and therefore is not isolated from CUSD/CUHSD. Access to and from the area proposed for transfer to schools in CUSD and CUHSD is done without having to travel through SUSD/LGSJUHSD. Additionally, the eastern and southern sides of the neighborhood are bordered by CUSD/CUHSD.

It could be argued that the remaining four homes at the end of the cul-de-sac on Camino Barco are isolated from the SUSD/LGSJUHSD since they are required to travel through CUSD/CUHSD to get to their home schools in Saratoga.

B. Geography
There are no significant geographical distinctions between the territory proposed for transfer and any of the affected school districts.

C. Distance from Social Centers
There are several social centers, retail establishments and grocery stores within reasonable driving distance of the property proposed for transfer most of which are within the municipality of Saratoga. Petitioners have also stated that they frequent shopping areas and social centers within Saratoga. However, residents of the area are most likely to drive to the social centers and retail centers that best fit their needs and preferences. Therefore, due to personal preferences the significance of distance is diminished since residents will choose shopping and social centers that best meet their needs.

D. Distance from School Centers
The travel distances to each of the schools in the affected districts are similar. The differences in these travel distances do not meet the Santa Clara County Committee’s definition of extreme hardship (an extreme hardship, under commute duration, exists if the length of time to travel between the territory proposed for transfer and the closest school district of residence exceeds the length of time to travel to the desired school district by 20 minutes or more - see Appendix F).
Table 2 – Distance to School Centers as Measured by Petitioners

<table>
<thead>
<tr>
<th>Schools</th>
<th>Distance (Miles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td></td>
</tr>
<tr>
<td>Marshall Lane (CUSD)</td>
<td>1.17</td>
</tr>
<tr>
<td>Argonaut (SUSD)</td>
<td>1.96</td>
</tr>
<tr>
<td>Middle Schools</td>
<td></td>
</tr>
<tr>
<td>Rolling Hills (CUSD)</td>
<td>1.46</td>
</tr>
<tr>
<td>Redwood (SUSD)</td>
<td>.78</td>
</tr>
<tr>
<td>High Schools</td>
<td></td>
</tr>
<tr>
<td>Westmont (CUHSD)</td>
<td>1.53</td>
</tr>
<tr>
<td>Saratoga (LGSJUHSD)</td>
<td>2.07</td>
</tr>
</tbody>
</table>

Table 3 – Distance and Time to School Centers as Measured by SCCOE Staff

<table>
<thead>
<tr>
<th>Schools</th>
<th>Distance (Miles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td></td>
</tr>
<tr>
<td>Marshall Lane (CUSD)</td>
<td>1.0</td>
</tr>
<tr>
<td>Argonaut (SUSD)</td>
<td>2.0</td>
</tr>
<tr>
<td>Middle Schools</td>
<td></td>
</tr>
<tr>
<td>Rolling Hills (CUSD)</td>
<td>1.4</td>
</tr>
<tr>
<td>Redwood (SUSD)</td>
<td>.7</td>
</tr>
<tr>
<td>High Schools</td>
<td></td>
</tr>
<tr>
<td>Westmont (CUHSD)</td>
<td>1.5</td>
</tr>
<tr>
<td>Saratoga (LGSJUHSD)</td>
<td>2.0</td>
</tr>
</tbody>
</table>


E. Topography

Petitioners state in their request that the topography of CUSD/CUHSD – specifically Quito Road and Highway 85 – separate their neighborhood from the Campbell community.

This study finds that the affected districts each share a similar topography. Fruitvale Avenue and Saratoga Avenue are comparable to Quito Road in terms of the number of lanes and traffic volume and separate the area proposed for transfer from all three schools of attendance in SUSD and LGSJUHSD.

F. Weather

Weather is the same throughout and is therefore not a factor.
G. Community, School, and Social Ties and other Circumstances

Petitioners have stated in their transfer request and at the public hearings that they have a strong community identity with Saratoga. Many of the residents of Camino Barco have stated that they either attended Saratoga schools themselves as a resident of Camino Barco or previous homeowners have attended Saratoga schools.

Recent data provided by staff in the LGSJUHSD show no record of students from Camino Barco (in the CUSD/CUHSD portion) attending schools in the last five years. SUSD records, which go back to 2004, indicate that there are no residents of Camino Barco from the CUSD/CUHSD portion of the road that attend or have attended Saratoga schools. Three students from the portion of Camino Barco within the SUSD have attended Saratoga schools since 2004.

Two of the families in the transfer area have resided in the neighborhood since the homes were first built and attended Saratoga schools in the 1970’s and 1990’s. It is not uncommon that school districts, prior to being basic aid districts and experiencing low enrollment numbers, allowed students from outside the district to attend their schools. However, current funding structures for SUSD and LGSJUHSD and increased enrollment numbers have significantly limited the number of students from outside the district. This is a common occurrence in Santa Clara County school districts that are within basic aid status.

Petitioners stated in the public hearings that they work in Saratoga and are involved in activities that directly contribute to the Saratoga community. They emphasized that they are residents of Saratoga and they share the concerns of the municipality of Saratoga. Petitioners provided a list of Saratoga-based community organizations, employment, and social destinations that tie them to the community of Saratoga.

Although there are no regulations that state school district boundary lines must match municipality boundary lines, residing within a municipality and active membership in that municipality contribute to a sense of community identity. Additionally, residents of the area proposed for transfer do receive services from the City of Saratoga. However, the situation is not unique in the Saratoga or in many other parts of the county, specifically the cities of Saratoga, Los Gatos, and Campbell.
Safety Issue
In the original request for transfer, the petitioners state that the primary motivation for the request is the safety of their children. The petitioners claim in the original request and at the public hearings that travel to schools in CUSD and CUHSD is significantly more dangerous than travel to schools in SUSD and LGSJUHSD. The petitioner further states that the routes in which they travel to their home schools are major traffic arteries and are unsafe for children to travel on.

Additionally, the petitioners state that “All of the routes our children must use from elementary through high school to gain access to Campbell schools puts our children at a significantly greater risk of injury from vehicular accidents than any of the routes to the Saratoga schools. The main access to Marshall Lane, Rolling Hills and Westmont is along Allendale Road, one of only two major arterials to heavily-used West Valley College.”

The study team finds that travel to schools in SUSD and LGSJUHSD is no safer and may be potentially more dangerous than travel to schools in CUSD and CUHSD. Figures 3 through 8 are satellite photographs of the intersections and roads described by the petitioners for schools in CUSD and CUHSD and the intersections and roads described in this study for travel to schools in SUSD and LGSJUHSD.

Figure 3 – Travel to Marshall Lane Elementary, Rolling Hills Middle School and Westmont High School* via Allendale and Quito Road

*note: right turn onto Quito Rd. for Marshall Lane and Rolling Hills, left turn for Westmont HS
Travel to Marshall Lane, Rolling Hills Middle School, and Westmont High School from the area proposed for transfer is done via Allendale Road via Quito Road; The portion of Allendale does not have sidewalks and Quito Road is a heavily travelled road and is two lanes. Although Quito Road passes over Highway 85 there are no direct on-ramps or off-ramps from the highway onto Quito Road.
Travel to Argonaut Elementary, Redwood Middle School, and Saratoga High School is also done via Allendale Road in the direction of West Valley College which the petitioners describe as one of the major arterials heavily used by commuters to West Valley College. Travel to each of these three schools would bring residents past West Valley College and the multiple exits and entrances into the college and the college parking lots.

Travel to Redwood Middle School includes crossing two major intersections, one at Allendale Road and Fruitvale Avenue which is the intersection by the entrances of West Valley College, and a second intersection at Fruitvale Avenue and Saratoga Avenue. Whereas Allendale is a two lane road, both Fruitvale Avenue and Saratoga Avenue are four lane roads with speed limits of 35 mph in most places with the exception of school zones where the speed limit is 25 mph.

*Figure 6 – Travel to Argonaut, Redwood Middle School, and Saratoga High School via Intersection of Allendale Road and Fruitvale Avenue

*note: right turn onto Saratoga Ave for Argonaut and Saratoga HS, left turn for Redwood MS
Figure 7 – Travel to Argonaut and Saratoga High School via Intersection of Fruitvale Avenue and Saratoga Avenue

*note: right turn onto Saratoga Ave for Argonaut and left turn onto Saratoga Ave for Saratoga HS

Figure 8 – Travel to Argonaut Elementary via Intersection of Fruitvale Avenue and Saratoga Avenue
Travel to Argonaut Elementary school includes driving through the two intersections mentioned above and an additional intersection at Saratoga Avenue and Scotland Drive that includes a left hand turn that crosses three lanes of traffic on Saratoga Avenue.

Lastly, travel to Saratoga High School includes driving through the two intersections mentioned above and a left turn onto Saratoga Avenue portions of which do not have sidewalks.

Drive times were done at the end of the school day and staff did not observe crossing guards at all of the major intersections on the routes to the affected schools/districts. Although staff observed students walking and biking near the schools in all of the affected districts it is unlikely that students from the area proposed for transfer would walk or bike to any of the schools in the affected districts, especially elementary schools considering the distance, lack of sidewalks on portions of traveled roads (both in CUSD/CUHSD and SUSD/LGSJUHSD), and busy intersections.

In order to further address the petitioner’s claims that travel to schools in Saratoga is safer than travel to schools in CUSD and CUHSD, staff looked at reported traffic incidents in the vicinity near the area proposed for transfer. Specifically, the roads residents of Camino Barco would use to drive to the affected schools and roads in the surrounding area. Figure 9 below shows the area that was looked at. Staff used the crimereports.com web page provided on the Santa Clara County Sheriff’s Department website. Data on the site is reported data from the San Jose Police Department, Santa Clara County Sheriff’s Office, Los Gatos/Monte Sereno Police Department, and Campbell Police Department.

*Figure 9 – Vicinity of Traffic Incidents*
Table 10 below shows the reported incidents within the school district boundaries of the affected districts. As seen in Table 10, there are more accidents within the SUSD/LGSJUHSD area compared to the area within CUSD/CUHSD. Most accidents were reported on Saratoga Avenue. It is important to note that the table below does not reflect all incidents, only reported incidents. There were 6 incidents in the CUSD/CUHSD that were not described except to state that the incident was turned over to another authority that did not report.

Table 4 – Reported Traffic Incidents in Transfer Vicinity

<table>
<thead>
<tr>
<th>Incident</th>
<th>Within SUSD/LGSJUHSD</th>
<th>Within CUSD/CUHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accident-injuries</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Accident</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>Reckless Driving</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Hit and Run</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Drunk Driving/DUI</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Speeding</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Traffic Control/Enforcement</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

*Last reported incident September 21, 2015. Data searched from crimereports.com on September 24, 2015*

**Conclusion**

It is the conclusion of this study team that the petitioners have not demonstrated any community identity issues that are unique from other areas in Saratoga or other areas in the county in which school boundary lines overlap municipality boundary lines. Additionally, the driving distances to schools in CUSD/CUHSD are similar to those in SUSD/LGSJUHSD and do not demonstrate a hardship for the petitioners as defined by the county committee. Lastly, there is no demonstrated safety issues that are exclusive to CUSD/CUHSD. Although safety is a concern for students, the study team finds that to be the case independent of the school district in which the families reside. Furthermore, the study team does not find that the transfer of property to SUSD/LGSJUHSD would mitigate the dangers of traveling to school via car, bike, or by walking.

The study team also finds that the transfer of territory if approved could negatively impact the existing school districts through additional transfer requests. In 1998 residents of Camino Barco and the bordering Apricot Hill neighborhood requested a transfer into SUSD/LGSJUHSD. Approval of this transfer could prompt neighboring areas to request transfer for the same reasons; multiple requests to transfer small areas – referred to as piece-meal transfers would impact the affected districts.

The study team recommends that Criterion 2 is not met.
3.0 CRITERION 3

California Education Code Section 35753 (a)(3) - The proposal will result in an equitable division of property and facilities of the original district or districts.

There is no real property located in the territory proposed for transfer; therefore, no such property will be divided. Currently, no students would change school districts as a result of the transfer. In addition, there is no reasonable basis for division of other property funds and obligations of affected districts.

The territory proposed for transfer will drop any liability for outstanding bonded indebtedness of the district(s) of which it was formerly a part and assume its proportionate share of the outstanding bonded indebtedness of the district(s) of which it becomes a part. (Education Code Section 35575)

Provisions for the exchange of property tax revenue are set forth in Revenue and Taxation Code Section 99(i).

There would be no division of any property, funds or obligations, and current law would provide for shifts in responsibility of existing bonded indebtedness, if the territory was approved for transfer.

The study team recommends that Criterion 3 is met.

4.0 CRITERION 4

California Education Code Section 35753 (a)(4) – The reorganization of the districts will preserve each affected district’s ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation.

School districts have a constitutional obligation to prevent racial and ethnic segregation and to alleviate the harmful effects of segregation. As such, any school district reorganization should not isolate minority students and deprive all students of an integrated educational experience.

The information on racial/ethnic groups in the affected districts is taken from the 2014-2015 California Basic Educational Data System (CBEDS) report. The racial/ethnic group categories used by CBEDS are:

- American Indian or Alaskan Native - A person having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation of community recognition.
• Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

• Pacific Islander - A person having origins in any of the original peoples of the Polynesian, Micronesian, or Melanesian Islands.

• Filipino - A person having origins in any of the original peoples of the Philippine Islands.

• Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

• Black - Not of Hispanic origin, a non-Hispanic person having origins in any of the black racial groups of Africa.

• White - Not of Hispanic origin, a non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Tables 5 and 6 depict the number of students and the percentage of students in each of the racial/ethnic groups in the four affected school districts.

**Table 5 - Race/Ethnicity of Students in Affected Districts by Number**

<table>
<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Black</th>
<th>Mult./No Response</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSD</td>
<td>15</td>
<td>918</td>
<td>54</td>
<td>183</td>
<td>3,664</td>
<td>285</td>
<td>576</td>
<td>1,947</td>
</tr>
<tr>
<td>CUHSD</td>
<td>29</td>
<td>935</td>
<td>40</td>
<td>171</td>
<td>2,613</td>
<td>212</td>
<td>434</td>
<td>3,019</td>
</tr>
<tr>
<td>SUSD</td>
<td>1</td>
<td>1,136</td>
<td>2</td>
<td>10</td>
<td>83</td>
<td>3</td>
<td>173</td>
<td>661</td>
</tr>
<tr>
<td>LGSJUHSD</td>
<td>2</td>
<td>988</td>
<td>4</td>
<td>16</td>
<td>243</td>
<td>12</td>
<td>305</td>
<td>1,732</td>
</tr>
</tbody>
</table>

**Table 6 - Race/Ethnicity of Students in Affected Districts by Percentage**

<table>
<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Black</th>
<th>Mult./No Response</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSD</td>
<td>0%</td>
<td>12%</td>
<td>1%</td>
<td>2%</td>
<td>48%</td>
<td>4%</td>
<td>8%</td>
<td>25%</td>
</tr>
<tr>
<td>CUHSD</td>
<td>0%</td>
<td>13%</td>
<td>1%</td>
<td>2%</td>
<td>35%</td>
<td>3%</td>
<td>6%</td>
<td>41%</td>
</tr>
<tr>
<td>LGUSD</td>
<td>0%</td>
<td>55%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>8%</td>
<td>32%</td>
</tr>
<tr>
<td>LGSJUHSD</td>
<td>0%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>0%</td>
<td>9%</td>
<td>52%</td>
</tr>
</tbody>
</table>

There are currently no public school students residing in the area proposed for transfer. If the proposed territory transfer were approved, there would be no significant effect on the racial/ethnic balance of the affected districts by the proposed transfer. The potential number of students who could live within the area to be transferred would not significantly impact the racial/ethnic balance of the affected school districts.

The study team recommends that Criterion 4 is met.
5.0 CRITERION 5

California Education Code Section 35753 (a)(5) – Any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

The State Board of Education has not adopted a regulation to implement this criterion. However, the School District Organization Handbook, 2006 edition, published by the State Department of Education, suggests that the following factors be considered in analyzing whether the proposal will increase state costs:

a. Whether implementation of the proposal would change one or more of the affected districts' basic aid status.

b. Additional state costs for school facilities.

c. Other state special or categorical aid programs and any increased state costs if students transferring would qualify in the gaining district and not in the losing district.

d. The additional costs to the state if costs per student for special or categorical programs are higher in the gaining district.

e. The effect on the districts' home-to-school and special education transportation costs and state reimbursements.

f. Increased costs resulting from additional schools becoming eligible for “necessary small school” funding pursuant to Sections 42280 through 42289.”

With the introduction of the Local Control Funding Formula (LCFF) legislation the revenue limit funding formula was eliminated. Under the new funding formula, districts receive a uniform dollar amount per grade level, known as the base grant. In addition to the base grant, districts may receive additional funds depending on the number of high-needs students in the district. High-needs students include students who are low-income, English learners, and foster youth students. Based on the number of high-needs students, a district can receive an additional 20 percent of the base grant; this is the supplemental grant. The concentration grant is added on when a district has 55 percent or more of high-needs students enrolled in the district.

Currently, CUSD is the only affected school district that meets the concentration percentage of high-needs students (55%). CUSD has 75.64%, CUHSD 26%, SUSD 7.25%, and LGSJUHSD 3.18% (source: California Department of Education, School Fiscal Services Division, LCFF Funding Snapshot, June, 2015). Both CUSD and CUHSD received supplemental grant funds.

Currently there are no public school students residing in the area proposed for transfer. The potential number of students who could reside within the area proposed for transfer would not increase the number of students to the point where there would be a significant increase in costs to the state.
Cost Factors

1. Whether the implementation of the proposal would change one or more of the affected districts’ basic aid status.

The territory proposed for transfer has an assessed valuation of approximately $20 million generating total tax revenues of approximately $262,000. Each of the affected school districts is a basic aid school district. CUHSD is in basic aid status by almost $12 million therefore the loss of tax revenues to CUHSD would not affect their basic aid status if the transfer were to be approved. CUSD is in basic aid status by more than $4 million which does not include the tax revenue dollars that goes to their 11 charter schools therefore the loss of tax revenues to CUSD would not affect their basic aid status if the transfer were to be approved.

2. Additional state costs for school facilities.

The proposed reorganization, if approved would not create an additional cost to the state for school facilities.

3. Other state special or categorical aid programs and any increased state costs if students transferring would qualify in the gaining district and not in the losing district.

Under the new Local Control Funding Formula (LCFF) legislation most categorical program funding streams were eliminated. The LCFF target amount districts now receive are by grade span and include base, supplemental, and concentration grants, with add-ons for the former Home-to-School Transportation and Targeted Instructional Improvement Block Grant Programs. Funds would shift to the district receiving the students.

4. The additional costs to the state in costs per student for special or categorical programs are higher in the gaining district.

This does not apply in the current system of school funding. The LCFF funding model has eliminated most categorical funding streams. Funding for districts is uniform for school district by grade span and additional funding for districts is based on percentage of high-needs students in the district.

5. The effect on the districts home-to-school special education transportation costs and state reimbursements.

There are currently no public schools students in the area proposed for transfer therefore there would be no effect on special education transportation.
6. Increased costs resulting from additional schools becoming eligible for “necessary small school funding…”

All of the schools in the affected school districts are within 15 miles of other schools. The transfer of territory will not result in the creation of additional necessary small schools nor will it relegate existing schools to necessary small school status.

The study team recommends that Criterion 5 is met.

6.0 CRITERION 6

California Education Code Section 35753 (a)(6) - The proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the districts affected by the proposed reorganization.

Currently there are no public school students residing in the area proposed for transfer. If the area was approved for transfer there would be no immediate change in the educational programs of the school. The potential number of students who could live within the area to be transferred would not significantly impact the educational programs or the ability of the districts to promote sound education performance in the affected schools.

Due to the small number of potential students from the territory proposed to be transferred, the study team recommends that the proposed transfer of territory will not significantly impact the teacher-pupil staffing ratio, class size, or academic offerings in the affected schools and districts.

The study team recommends that Criterion 6 is met.

7.0 CRITERION 7

California Education Code Section 35753 (a)(7) – Any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

No regulations have been adopted under this criterion; however, according to the CDE's School District Organization Handbook, the discussion should provide a concise analysis of the availability of school facilities to house the pupils in the portion of the district being reorganized.
The Handbook provides that, in the case of a territory transfer, the study “should address whether the school district receiving the new students has adequate facilities to house them. If new facilities are required, the study should address how facilities will be funded” (CDE School District Organization Handbook, 89).

In addition, the Handbook recommends that the following areas should also be addressed:

a. Local bonding capacity. It should be determined whether the territory transfer reduces the assessed valuation of a district to a point where the bonding capacity might be impaired.

b. Developer fees. An analysis should be made of how income from developer fees might be affected. Whether developer fees have already been paid, whether they have increased or decreased because of the district losing or gaining the territory, and the impacts of the territory transfer should be determined.

c. School property. If there is school property in the area to be transferred, the impact on each district should be determined. If a school is to be transferred, it should be determined how the district losing the school will compensate for the loss of the facilities. If school sites are involved, it should be determined how each district’s facility plan will be affected.

d. School capacity. The analysis should take into consideration whether the schools are operating on traditional, single, or multi-track schedules.

e. Condition of existing facilities. The analysis should distinguish between permanent and portable buildings, the age of the facilities, whether they have been well or poorly maintained or modernized, whether they have had technological upgrades, and the conditions of the mechanical systems on the school site (e.g. HVAC).

f. State School Facilities Program. It should be determined how the loss and gain of pupils will affect school districts’ eligibility for state building funding.

**Bonding Capacity**

The bonding capacity of a school district is determined by the total assessed valuation of the district; for an elementary and high school district the bonding capacity is 1.25% of the total assessed value and for a unified district it is 2.5% of the total assessed value.

**Developer Fees**

There is little development activity within the territory proposed for transfer and the number of parcels is small compared to the total number of parcels in USD and CUHSD, therefore the impact on developer fees for USD and CUHSD would not be significant.
**School Property**
The territory proposed to be transferred does not contain any school facilities.

**School Capacity**
Currently there are no public school students residing in the area proposed for transfer. The number of students in the foreseeable future is not great enough by itself to significantly impact school capacity or class size to the point where additional school facilities would be needed.

**Condition of Existing Facilities**
According to the most recent School Accountability Report Cards (SARCs) schools within LGUSD have undergone modernization and improvements in the last few years to accommodate growth. Most school sites within LGUSD were modernized in 2007. Fisher Middle School was remodeled in 2004 and recently completed renovations to its gymnasium, fitness/dance rooms, and locker rooms as well as a reorganization of its music classrooms. It was stated in the SARC that Fisher Middle School has one portable. The SARC also stated that the middle school is at 99% capacity. No other school sites in Los Gatos have portable classrooms. Lexington Elementary is a brand new school site in exemplary condition as stated in the facilities section of the most recent SARC. The SARC for Los Gatos High School indicates that the facilities are in overall good condition.

**State School Facilities Program**
If the proposed transfer is approved, the potential gain or loss of pupils will not affect the school districts’ eligibility for state building funding.

**Conclusion**
Currently there are no public school students residing in the area proposed for transfer. The potential number of students in the area proposed for transfer could increase to approximately 5 (approximately 3 in elementary and 2 in high school) using a student generation rate of .35 in SUSD and .208 in LGSJUSHSD.

The study team recommends that Criterion 7 is met.
8.0 CRITERION 8

California Education Code Section 35753 (a)(8) - The proposed reorganization is primarily designed for purposes other than to significantly increase property values.

The purpose of Criterion 8 is to ascertain whether the primary reason for proposing the transfer of territory is for financial advantage to the owners.

Based on the original request and statements made by the homeowners, there is no indication that this request is primarily designed to increase property values, rather the primary reasons stated are safety, community identity, and historical precedent.

The average value per the Santa Clara County Assessor for homes in the transfer area is approximately $2 million, the Zillow estimate is $3.8 million. In April 2014 13914 Camino Barco was sold for $3.4 million and in May 2015 14016 Camino Barco was sold for $3.7 million (an average of $3.5 million, slightly below the Zillow estimate).

Based on the community identity criterion which the study team has found to be met, and based on the home value data presented above, it does not appear that the primary reason for the transfer is designed to increase property values.

The study team recommends that Criterion 8 is met.

9.0 CRITERION 9

California Education Code Section 35753 (a)(9) - The proposed reorganization will continue to promote sound fiscal management and not cause substantial negative effect on the fiscal status of the proposed district or any existing districts affected by the proposed reorganization.

There are no regulations on this subject. The CDE’s School District Organization Handbook provides the following:

The county committee should review and consider any potential revenue gains or losses resulting from community development, agency agreements or other pass-through agreements, loss of incremental taxes, Mello-Roos Community Facility District funds, parcel taxes, certificates of participation, basic aid, tax overrides, mitigation agreements with developers, and any other categorical or specialized funds (e.g. Public Law 874 funds and Timber Reserves).

(CDE’s School District Organization Handbook, 90.)
Average Daily Attendance
Currently there are no public school students residing in the area proposed for transfer attending private school so there would be no change in ADA.

Basic Aid Status
The territory proposed for transfer has an assessed valuation of approximately $20 million generating total tax revenues of approximately $262,000. All of the affected districts are basic aid school districts. The territory proposed for transfer has an assessed valuation of approximately $20 million generating total tax revenues of approximately $262,000. Each of the affected school districts is a basic aid school district. CUHSD is in basic aid status by almost $12 million therefore the loss of tax revenues to CUHSD would not affect their basic aid status if the transfer were to be approved. CUSD is in basic aid status by more than $4 million which does not include the tax revenue dollars that goes to their 11 charter schools therefore the loss of tax revenues to CUSD would not affect their basic aid status if the transfer were to be approved.

Parcel Tax
Each of the affected school districts has a parcel tax still in effect.

Table 7. Parcel Tax Information by Affected District

<table>
<thead>
<tr>
<th>District</th>
<th>Parcel Tax per Year</th>
<th>Expiration Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSD</td>
<td>$49</td>
<td>2023</td>
</tr>
<tr>
<td>CUHSD</td>
<td>$85</td>
<td>2023</td>
</tr>
<tr>
<td>SUSD</td>
<td>$68</td>
<td>2020</td>
</tr>
<tr>
<td>LGSJUHSD</td>
<td>$49</td>
<td>2017</td>
</tr>
</tbody>
</table>

Source: Individual school district websites.

If the transfer is approved, residents within the area proposed for transfer would drop their liability for the CUSD and CUHSD parcel tax and assume responsibility for the parcel tax from both SUSD and LGSJUHSD. Assuming the transfer is approved and becomes effective July 1, 2016 for tax purposes, and assuming no senior exemptions, CUSD would lose seven years of the parcel tax income from each of the homes, a total of $3,430 and CUHSD would also lose seven years of the parcel tax, a total of $5,950.

Assessed Valuation
The territory proposed for transfer has an assessed valuation of approximately $20 million generating total tax revenues of approximately $262,000. The loss of assessed valuation if the transfer were approved would be 0.1% of the overall assessed valuation for CUSD and .05% for CUHSD. The loss of the assessed valuation would have no significant impact of the overall assessed valuation of either CUSD or CUHSD.

The study team recommends that Criterion 9 is met.
10.0 CRITERION 10
Any other criteria as the board (i.e. State Board or Education) may, by regulation, prescribe.

No other criteria were considered.

11.0 CALIFORNIA ENVIRONMENTAL QUALITY ACT (CEQA)

Public Resources Code Section 21000 requires that public agencies review and document the environmental implications of their activities and actions. An activity or “project” under Public Resources Code Section 21065 is defined as follows:

“Project” means an activity which may cause either a direct physical change in the environment, or a reasonably foreseeable indirect physical change in the environment, and which is any of the following:

(a) An activity directly undertaken by any public agency.
(b) An activity undertaken by a person which is supported, in whole or in part, through contracts, grants, subsidies, loans, or other forms of assistance from one or more public agencies.
(c) An activity that involves the issuance to a person of a lease, permit, license, certificate, or other entitlement for use by one or more public agencies.

The petition to transfer property was filed with the Santa Clara County Committee on School District Organization, and they are therefore considered the lead agency for CEQA issues. A Notice of Exemption will be submitted to the County Clerk of Santa Clara County and the California State Clearinghouse if the project is approved. See Appendix G for CEQA documents.

CONCLUSIONS

The nine criteria discussed in Sections 1.0 through 9.0 represent minimum criteria (Hamilton v. State Board of Education, [1981] 117 Cal.App.3d 132; Cal.Rptr. 748) that the County Committee is required to examine prior to approving/disapproving a request to transfer territory from one school district to another. The study team has analyzed the nine criteria and found that each has been met with the exception of criterion 2; however, if the County Committee determines that all nine conditions are substantially met, it has the discretion, but not the obligation, to approve the proposal. If all nine criteria are found to be met by the County Committee, they may choose to approve the proposed transfer if a compelling reason exists for the transfer or, conversely, may choose not to approve the transfer if a compelling reason exists not to approve it.
13926 Camino Barco
Saratoga, CA 95070
April 6, 2015

County Committee on School District Organization
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

Subject: Transfer of homes on Camino Barco from Campbell Union School District to the
Saratoga Union School District and Campbell Union High School District to Los Gatos-Saratoga
Joint Union High School District

Dear County Committee Members:

The undersigned residents of Camino Barco hereby petition for a Territory Transfer based on
concerns for our children’s safety and on a need to restore our sense of community identity with
residents on our own and adjoining streets, as well as with the greater Saratoga community.

It is our firm belief that our petition, as supported by the facts summarized in Attachment A, will
be benign with regard to all of the districts involved, as well as with regard to the State of
California, and that it will have only a minimal financial impact on the Campbell districts.

It is also our firm belief that our petition, once approved, will have a significant beneficial impact
on both the safety of our children and our neighborhood’s sense of community.

Sincerely,

Rishi Yadav

Simran Sabharwal

Richard So

Alfred Diaz

on behalf of all of the Camino Barco Petitioners

RECEIVED
APR 9 2015
BY:
Petitioner’s Statement – Attachment A

Request for District Transfer of homes on Camino Barco
Table of Contents

Introduction.......................................................................................................................... 3
Safety...................................................................................................................................... 3
Community............................................................................................................................ 3
Historical Precedent.............................................................................................................. 3
Responses to the EC 35753 criteria.................................................................................... 4
Criterion #1 - Number of Pupils....................................................................................... 7
Criterion #2 - Community Identity.................................................................................. 7
   A) & B) Isolation and Geography.................................................................................. 7
   C) Distance from Social Centers.................................................................................. 8
   D) Distance between School Centers.......................................................................... 10
   E) Topography.............................................................................................................. 10
   F) Weather.................................................................................................................... 10
   G) Community, school, social ties and other circumstances peculiar to the area........ 11
Criterion #3 - Division of Property.................................................................................. 13
Criterion #4 - Ethnic Segregation..................................................................................... 13
Criterion #5 - Increased costs to the state..................................................................... 13
Criterion #6 - No significant disruption to educational programs.............................. 13
Criterion #7 - Reorganization will not result in significant increase in school housing costs................. 13
Criterion #8 - Proposed reorganization is not primarily designed to result in a significant increase in property values................................................................. 14
Criterion #9 - Districts Financial Impact.......................................................................... 14
Additional Concern – Precedent Setting Element.......................................................... 15
Summary.............................................................................................................................. 15

Exhibits

Figure 1: Map of districts, and inset map of 10 parcels to be transferred on Camino Barco........ 4
Figure 2: Organizations, events, and businesses patronized in Saratoga................................ 6
Table 1: Distances from neighborhood to schools and social centers................................ 9
Photo 1: Looking East on Allendale toward Quito Road along the route to Campbell schools... 12
Photo 2: Looking East along Allendale toward Quito in Front of St. Michael’s Church......... 13
Introduction
Our Petition request is based upon three compelling factors: our children's safety, our own sense of community, and a historical precedent. Our petition includes the 10 parcels shown in Figure 1. Contained in this Attachment are responses to all nine points described in EC 35753.

Safety
The safety of our children is of paramount importance to everyone in our neighborhood. A major contributor to their safety is the risk they face in traveling to and from school. To attend school, our children must often walk or ride bicycles. All of the routes they can follow to reach Marshall Lane Elementary School, Rolling Hills Middle School, and Westmont High School are major traffic arteries. These arteries are heavily traveled by commuter and construction traffic, and in many locations have no sidewalk and narrow - or nonexistent - shoulders. In addition, there are no traffic lights or crossing guards at a number of key intersections. As a result, our children are forced to “share the road” by walking or riding in very close proximity to a steady stream of motorized vehicles and other bicycles, and thus are exposed to a dangerous and unnecessary risk.

In contrast, the routes that our children take in walking or bicycling to Argonaut Elementary, Redwood Middle School and Saratoga High School are significantly safer. They include sidewalks along Allendale, as well as crossing guards and traffic lights at the Allendale and Fruitvale intersection. They incorporate quieter back streets of Saratoga, with much lower traffic densities.

Community
As residents of the city of Saratoga, we share a very strong sense of community identity with our neighbors, both those on adjoining streets, and those more distant. We maintain this identity through our daily activities, and through a wide variety of formal and informal ties within the Saratoga community. Most of us have lived and/or worked in Saratoga for a number of years and we are involved in activities which directly contribute to the Saratoga community. Never-the-less, because we are not able to participate in activities which revolve around the Saratoga schools, we often feel as though we are living as “second class” citizens in the Saratoga community. The approval of our petition, and subsequent inclusion of our residences in the Saratoga school districts, would remove what we perceive to be an awkward and isolating division within our larger community.

A major factor in our community identity stems from the fact that our street is a cul-de-sac with no connection to other neighborhoods in Campbell districts (see Figure 1). In fact, our street is split, with some homes sending their children to Saratoga schools while their next-door neighbors send their children to Campbell schools. As a result, we are adjacent to Saratoga districts, which we must pass through to reach our homes, while some of our closest neighbors send their children to Saratoga schools.

Historical Precedent
Two of us, the Sabharwals and the Prevites have owned their homes on Camino Barco since new. As described in more detail below, the children of both families attended Saratoga schools during the 1970’s and 1990’s, and as a result, identify strongly with the Saratoga School Districts.
Figure 1: Map of districts, and inset map of 10 parcels on Camino Barco to be transferred.
Figure 2 presents a partial list of the organizations, events, and community-based activities in which we participate. Many of these activities are associated with our children's school, sports, dance, music, and recreational activities. In addition to child-oriented activities, we are involved in a wide variety of Saratoga community and business activities. Again, we include in Figure 2 some of the many examples of such participation. We believe that our inclusion within the Saratoga school boundaries would allow us to participate more effectively and validate the linkage between our neighborhood and the Saratoga community.

In summary, we believe that with regard to the criteria described in EC 35753:

- The number of pupils in each district will continue to be adequate.
- The districts will be organized on the basis of a substantial community identity.
- There will be no impact on the division of property and facilities between the districts.
- The reorganization of our racially and ethnically diverse neighborhood will not promote racial or ethnic discrimination or segregation.
- The state will not have increased costs.
- Educational programs will not be disrupted.
- School facilities costs will not be affected.
- The impact on property values is not a consideration in our petition and, though it must be evaluated as part of the transfer process, we wish to make it clear that our petition is based on safety and a need to increase our sense of community.
- The proposed transfer will not cause a substantial negative fiscal effect on any affected districts.
- Other considerations: There may be strong opposition to any transfer requests due to concerns about precedence. We believe that each petition should be judged on the merits of its own case and not on the impact of other reorganization requests that may (or may not) follow.
Figure 2: Organizations, events, and businesses supported/patronized in Saratoga.

**Organizations:**
America Youth Soccer Organization
California Youth Soccer Association
Community Emergency Response Team
Our Lady of Fatima
Sacred Heart Church
St. Andrews Church and School
Saratoga Community Library
Saratoga Neighborhoods Program
Senior Center of Saratoga
Youth Commission of Saratoga

**Events:**
Shakespeare in the Park,
Sanborn County Park
Villa Montalvo (various)
Mountain Winery (various)
Witchy Walk-a-bout (Halloween)
West Valley College Farmer's Market
West Valley Light Opera
Saratoga Rotary Art Show
Strawberry Festival

**Parks and Recreation:**
Gardiner Park
Sanborn County Park
Wildwood Park
Saratoga Recreation
Hakone Garden

**Businesses:**
Safeway (Argonaut Center)
Togos (Argonaut Center)
CVS (Argonaut Center)
Starbuck's (Argonaut Center)
Argonaut Dry Cleaners
Saratoga Post Office
Gilbert Dupont Salon
Savannah Chanelle winery
Cooper Garrod winery and stables
The Basin restaurant
Casa de Cobre restaurant
Bella Saratoga restaurant
Sent Sovi restaurant
Rose Market #2
Jake's of Saratoga
Mountain Winery
Saratoga Bagels
Florentine's Saratoga
Chocolates
Big Basin Winery
Cinnabar Winery Starbuck's
Viyanna's Mediterranean Cuisine
Stewart Title Company
La Fondue restaurant
Responses to the EC 35753 criteria:

**Criterion #1 -- Number of Pupils**
We believe that the impact of the requested transfer on the Campbell Union and Campbell Union High School Districts will be minimal. At this point in time, none of the students effected by this transfer are currently enrolled in the Campbell School Districts. If our petition is granted, as it now stands 4 students will be added to the Saratoga School Districts over the next 3 years (Jacob Diaz, 16 years old, 11th grade; Rylan Singh Sabharwal, 2 years old; Raymond So, 16 years old, 10th grade; and Vedant Yadav, 7 years old, 2nd grade). This number of students will not significantly impact any of the School Districts involved.

**Criterion #2 -- Community Identity**
Title 5 Section 18573 of the California Code of Regulations describes the criteria for Reorganization of School Districts, and paragraph (a)(2) states: "To determine whether the new district is organized on the basis of substantial community identity, the following criteria should be considered:

A) Isolation
B) Geography
C) Distance from Social Centers
D) Distance between school centers
E) Topography
F) Weather
G) Community, school, social ties and other circumstances peculiar to the area"

We believe that our petition request to be aligned with the Saratoga School Districts meets these criteria, as described in detail below:

**A) and B) Isolation and Geography**
It is our understanding that the Saratoga School District boundary line passes to the East of Camino Barco near the terminus of our cul-de-sac, and then as the boundary line nears Allendale - and Camino Barco "jogs" to the East - the boundary line actually runs arbitrarily through the yards of the homes on the West side of Camino Barco (Figure 1). It is therefore abundantly clear that the boundary line does not reflect any natural geographic or topographic boundaries. As a result of this arrangement, residences near the terminus of Camino Barco lie within the Saratoga School District boundary, while residences closer to Allendale are in the Campbell School Districts.

This entirely arbitrary layout contributes to a sense of community isolation on our own block. The petitioners feel that we are not fully-fledged members of our own neighborhood, let alone the adjoining neighborhoods in Saratoga districts because we are not in those districts. As a result, our children do not have opportunities to meet neighborhood children in school, or to create and strengthen social ties either with our immediate neighbors or within the adjacent neighborhoods. Existing ties with children in the neighborhood will be weakened due to attending different schools. A few examples should help to illustrate the causes of our feelings of isolation:
• Our children playing on sports teams with an inconsistent mix of children since some sports teams follow school district boundaries while others follow the more natural neighborhood boundaries.
• Limited opportunities for our children to car-pool with other children’s families to school and to school events.
• Limited ability of young children to bike or walk to classmates’ homes.

Since we have no traffic outlets into any Campbell district neighborhoods, our daily activities do not bring us into contact with anyone in those neighborhoods. Thus, we do not feel that we are fully-fledged members of those adjoining neighborhoods.

Approving our petition would serve to end our isolation by making us fully-fledged members of the Saratoga neighborhood.

**C) Distance from Social Centers**

All of us participate in Saratoga civic, social, cultural and athletic activities. We attend Saratoga churches and Saratoga Recreation Department classes and activities. Saratoga social centers are extremely close and safely accessible to both adults and children.

As illustrated in Table 1, virtually all the important social centers are accessible through a short walk or bicycle ride of approximately 3/4 mile. This proximity is especially important to parents who wish to encourage their children to spend time at the library, engage in community activities sponsored by the Saratoga Recreation Department, or engage in community volunteerism at the Odd Fellows Home on Fruitvale, or at Our Lady of Fatima Villa on Los Gatos Saratoga Road.

Proximity to community-based activities and services are a major of a sense of community identity.

Both the Saratoga Community Center and the Saratoga Post Office are only about 3/4 mile from our homes. Several of us walk to Saratoga city council meetings. Access to Redwood Middle School for recreational activities is only about 3/4 mile away. The Saratoga weekly Farmer’s Market, held at West Valley College, is less than 3/4 mile away. Perhaps most importantly, the Saratoga Library which is not just an educational resource but a place for social interaction with schoolmates and the community in general, is only 1.3 miles away. As shown in Table 1 below, the distances to comparable Campbell social centers are significantly greater.
Table 1 illustrates the disparity of distances from Camino Barco to comparable social centers in Saratoga and Campbell. It should be clear from these distance measurements that proximity to social centers plays a strong part in our neighborhood's identification with the Saratoga Community.

**Table 1: Distances from neighborhood to schools and community centers (based upon starting at the mid-point of Camino Barco).**

<table>
<thead>
<tr>
<th>Saratoga</th>
<th>Distance (miles)</th>
<th>Campbell</th>
<th>Distance (miles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argonaut Elementary</td>
<td>1.96</td>
<td>Marshal Lane Elementary</td>
<td>1.17</td>
</tr>
<tr>
<td>13200 Shadow Mountain</td>
<td></td>
<td>14114 Marilyn Ln</td>
<td></td>
</tr>
<tr>
<td>Redwood Middle School 13925</td>
<td>0.78</td>
<td>Rolling Hills Middle School</td>
<td>1.46</td>
</tr>
<tr>
<td>Fruitvale Ave</td>
<td></td>
<td>1585 More Avenue</td>
<td></td>
</tr>
<tr>
<td>Saratoga High School 20300</td>
<td>2.07</td>
<td>Westmont High School 4805</td>
<td>1.53</td>
</tr>
<tr>
<td>Herriman Ave</td>
<td></td>
<td>Westmont Ave</td>
<td></td>
</tr>
<tr>
<td>Average School Distance =</td>
<td>1.60</td>
<td>Average School Distance =</td>
<td>1.39</td>
</tr>
<tr>
<td>City Offices 13777 Fruitvale</td>
<td>0.76</td>
<td>City Offices 70 N First Street</td>
<td>4.81</td>
</tr>
<tr>
<td>Community Center 19655</td>
<td>0.80</td>
<td>Community Center 1 W Campbell Avenue</td>
<td>4.45</td>
</tr>
<tr>
<td>Allendale Avenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saratoga Library 13650</td>
<td>1.29</td>
<td>Campbell Library 70 N First Street</td>
<td>4.81</td>
</tr>
<tr>
<td>Saratoga Avenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sherriff’s Department 1601 S D</td>
<td>3.79</td>
<td>Police Department 70 N First Street</td>
<td>4.81</td>
</tr>
<tr>
<td>Anza Blvd</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In contrast, members of our neighborhood have no involvement with Campbell due to the safety, distance and geographic issues, nor has the city of Campbell made any efforts to include us in Campbell activities. Perhaps more importantly to our petition, attempts that we have made in the past to communicate with the Campbell School Districts have gone unacknowledged, making it clear that the districts have no desire to involve us.

As an example, several years ago one of our children (Patrick Schwartzkopf) had been admitted to Bellarmine College Prep, but was very interested in finding out about the Ag program, greenhouse and farm at Westmont High School before he made his decision on which High School to attend. The Schwartzkopfs phoned Westmont, got the name of the Ag program teacher from the office secretary, and left him a voicemail requesting a return call to discuss the program. After waiting three days, another call was placed and another voicemail left for the teacher. After waiting three more days, a call was made to the Westmont principal, requesting assistance on the matter since the teacher had not responded. That message - left with the Principal's secretary - was never returned either.
D) Distances to School Centers
The distances from the mid-point of Camino Barco to the elementary, middle and high schools for both the Campbell and Saratoga schools are given in Table 1. The calculated average distance to the three schools in each of the districts is almost the same. However, as noted above, due to the availability of sidewalks and crossing guards at key intersections, access to the Saratoga District Schools is much safer than to the Campbell District Schools.

It is especially important to note that it is primarily the late elementary and middle school years during which students learn about, and gain, independence from their parents through activities such as walking or bicycling to school, and the fact that Redwood Middle School is approximately ½ as far from Camino Barco as Rolling Hills Middle School is important for our children in that age group.

We also view access to the library as an important component of the academic experience. As mentioned above, the library is extremely close to our neighborhood and is a very likely source for our children's study groups and after-school meetings. Unfortunately, if our children are in the Campbell School Districts, while at the Saratoga Library they will not have access to friends, tutors, and others who are knowledgeable about the Campbell School Districts' curriculum.

E) Topography
Topography is defined as "the configuration of a surface including its relief and the position of its natural and man-made features" (Merriam-Webster's Collegiate Dictionary, Eleventh Edition, 2008). There are several reasons related to the neighborhood's natural topography that support inclusion in the Saratoga School Districts.

- Our neighborhood is isolated from the Campbell community by the major arterials of Quito Road and Highway 85.
- There are no such aforementioned topographic features that separate our neighborhood from the Saratoga community. In fact, as previously mentioned, in conjunction with these topographic features, the dividing line of School Districts actually contributes to a feeling of isolation.
- Our neighborhood is often solicited for feedback and invited to participate in decisions regarding the Saratoga community. Most recently, our neighborhood was informed of, and polled for information on the expansion and remodeling plans for the Serbian Orthodox Church on Allendale Avenue and for the planned redevelopment of Quito Village shopping Center. With regard to the Serbian Orthodox Church, several of us worked closely with the City of Saratoga and an outside mediator to resolve issues associated with the Church's remodeling plans. In contrast we have never been solicited for feedback on any issues in Campbell.

We believe that there is substantial evidence that community identity with Saratoga is supported by our neighborhood's natural topography. In fact, that same topography inhibits a sense of community with Campbell primarily due to distances and safety.

F) Weather
There are no major weather differences.
G) Community, school, social ties and other circumstances peculiar to the area
As mentioned above in the Community section, the petitioners, who are also members of the Saratoga municipality, share a very strong sense of community identity with Saratoga. We do this through social and association ties within the Saratoga community. Most of us have lived and/or worked in Saratoga for many years and have become involved in activities which directly benefit the Saratoga community. A detailed list of community--based activities are presented in Figure 2.

It is also important to mention that our children have established close social ties with other children in the Saratoga School Districts and a disruption to those relationships would be detrimental. Some of us have seen the effects of this sort of disruption on a first-hand basis. Additionally, our children could not be expected to develop close social ties with children in the Campbell School Districts due to the geographic, topographic and safety issues mentioned, in addition to the fact that the children of Campbell will be participating in afterschool activities offered through the Campbell community. Most importantly, the arbitrary boundary of the School Districts that no longer reflects community or safety, has served to isolate our community from our neighbors. Our children, who are active participants in the Saratoga community, wish to become full-fledged members with the same ability to attend Saratoga schools as their next-door neighbors and friends.

In summary, our participation in Saratoga community activities demonstrates that we actively, substantially, and constructively participate with and are a part of the Saratoga community. Since we are already members of the Saratoga municipality, we simply wish to have the situation formalized for the safety and well-being of our children. Denial of our petition for a Territory Transfer would cause a continued sense of social isolation and increased emotional stress for both adults and children.

As mentioned above, a major concern and the primary motivation for this petition is the safety of our children. As our children reach late elementary, middle school and high school age, they will frequently walk or ride bicycles to school. As mentioned in the Safety section above, the routes they would have to travel to Marshall Lane Elementary School, Rolling Hills Middle School and Westmont High School are major traffic arteries, heavily traveled by commuter and construction traffic, and are inherently unsafe, offering no protection for our children who must, at several portions on these busy roads, travel in close proximity to vehicular traffic. We consider this unreasonable and unnecessarily dangerous.

All of the routes our children must use from elementary through high school to gain access to Campbell schools puts our children at a significantly greater risk of injury from vehicular accidents than any of the routes to the Saratoga Schools. The main access to Marshall Lane, Rolling Hills and Westmont is along Allendale Road, one of only two major arterials to heavily-used West Valley College.

There are no sidewalks at several points on either the northern or southern side of Allendale making it very unsafe. Photo 1 shows one key portion of Allendale that has no sidewalks, forcing children to walk on the shoulder of Allendale, and thus share the road with vehicles and bicycles. In addition, if a car is parked on the road outside several residences on Allendale, our children would
be forced to walk into traffic to go around the vehicle. Cars frequently exceed the speed limit along Allendale despite the fact that police officers commonly stake out this location with radar guns. In several spots along Allendale, drivers don’t have good visibility of pedestrian traffic due to untrimmed vegetation and deep shadows caused by overhanging trees. These shadows are especially prevalent during the periods of time when the children are traveling to and from school.

**Photo 1. Looking East along Allendale toward Quito along the route to Campbell schools.**

There are no crossing guards at the key intersection of Pollard and Quito, which is a major feeder of traffic to West Valley College, and is where our children have to cross Quito. Additionally, the traffic along Allendale is quite intense in the morning; at the same time our children need to be on the road, as West Valley College students rush to make their classes.

In comparison, access to Saratoga schools is significantly safer for our children. Students would travel along Allendale, which has sidewalks that continue to Fruitvale, as well as to Saratoga Avenue. At Fruitvale as well as Saratoga Avenue there are traffic lights and crossing guards to aid the children in safe passage across the street. Once on the other side of Fruitvale Avenue, the children have reached their destination of Redwood Middle School. Once to the other side of
Saratoga Avenue, for access to the Saratoga Elementary and High Schools, they then again can travel the safe and quiet back streets of Saratoga to Argonaut School and Saratoga High School.

Secondly, access to the aforementioned three Campbell schools is along Quito Road, another heavily traveled road. As with Allendale, significant safety hazards, such as no sidewalks in certain areas, make Quito Road inherently unsafe.

Photo 2. Looking East on Allendale toward Quito Road in Front of St. Michael’s Church.

In the past, a comment made by a member of one of the school districts that will be involved in this transfer displayed a lack of consideration of the safety aspects we have outlined above. The comment that “None of the kids ride their bikes, they all get driven to school.” ignores the fact that the bicycle parking lots at the schools in question are regularly filled with bikes. It is clear that a significant number of students do ride their bicycles to school, and our concern for the safety of our bicycle-riding children is a valid one. In addition, one of us commutes to work on Allendale, Quito and Pollard roads every day, and can attest to both the hazards presented by the traffic on these streets, as well as to the fact that large numbers of students walk and bicycle to Rolling Hills Middle School.
Finally, there is an Historical precedent for the residences on Camino Barco sending their children to Saratoga Schools. As mentioned above, the Sabharwals and the Prevites have owned their homes on Camino Barco since new. As a result of attending Saratoga schools, the children of these families identify strongly with the Saratoga School Districts.

As one example, the Sabharwals bought the land on Camino Barco and built their home (at 13929 Camino Barco). in 1978, when their son was only a year old. Their oldest daughter graduated from Redwood Middle School in 1979 and Saratoga High in 1983. Their younger daughter graduated from Argonaut Elementary in 1985, Redwood in 1987, and Saratoga High in 1991. Their son Simran (one of the signatories to this petition), graduated from Argonaut in 1989, Redwood in 1991, and Saratoga high in 1995. As a result, all three of them have always identified with Saratoga and the Saratoga schools. As a result, there is a clear precedent for children from the petitioner’s homes on Camino Barco attend Saratoga schools.

**Criterion #3 -- Division of Property**
The petition will result in an equitable division of property and facilities of the original district or districts.

**Criterion #4 -- Ethnic Segregation**
The reorganization of our racially and ethnically diverse neighborhood will not promote racial and ethnic discrimination or segregation. Our neighborhood represents a diverse mix of backgrounds including Asian, Middle Eastern, Hispanic and Caucasian. The diversity represented here is not dissimilar to the makeup of any of the four School Districts impacted by this reorganization.

**Criterion #5 -- Increased costs to the state**
Based on previous studies in similar neighborhoods, as provided in the Sobey Oaks Feasibility Report (SOFR) of January 1995, we do not believe that there will be any significant increased cost to the State of California and any increase will be substantially below the "10% generally used by the state to determine significant cost" (SOFR, p10)

**Criterion #6 -- No significant disruption to educational programs**
Based on previous studies in similar neighborhoods (SOFR) we do not believe that the loss of a small number (4) of public school students by the Campbell School District would have a significant effect on the educational programs of these districts.

**Criterion #7 -- Reorganization will not result in significant increase in school housing costs**
Based on previous studies in similar neighborhoods (SOFR Jan 95) we do not believe that the proposed reorganization will result in any increase in school facilities costs.

**Criterion #8 -- Proposed reorganization is not primarily designed to result in a significant increase in property values**
As previously mentioned, the motivation for the request of a transfer of territory is for the safety of our children in combination with our sense of community identity.

**Criterion #9 -- Districts Financial Impact**
Based on previous studies of similar neighborhoods, we believe that there will be no negative
financial impacts of the territory transfer.

**Additional Concern – Precedent-Setting Element**
In the past, concerns have been raised by some of the school districts that will be involved in our petition. These concerns focus on the potential for establishing a precedent of allowing any reorganization, no matter how reasonable the justification, and for catalyzing subsequent petitions. Accordingly, we would like to reiterate the specific facts that make our situation unique and not amenable to the establishment of a broad-based precedent.

First, we are a neighborhood that shares all concerns of the municipality of Saratoga and our next-door neighbors who are in the Saratoga School Districts. We are immediately adjacent to the Saratoga School District and separated by no geographic or topographic boundary from the Saratoga community. Indeed, Figure 1 highlights our unique position.

Second, there are significant distance, traffic, safety, geographic, topographic, community, and social disadvantages in attending the Campbell schools as compared to the adjacent district's (Saratoga) schools.

Third, our significant community involvement is based on both 1) the very close proximity of key Saratoga Social Centers, and 2) our identification with the Saratoga municipality.

Fourth, the reorganization we are petitioning will have no material financial impact on the Districts.

Finally, we would like to reiterate our position that each petition should be judged on the merits of its own case and not on the potential of other reorganization requests that might follow. We believe that acceptance of such a basis for denial would be the basis for denial of all requests for reorganization and thus eliminate the ability to objectively assess and remedy unique situations as they arise. We believe that it is unreasonable to take the position that no reorganization is appropriate. We also believe that the unique circumstances of our situation do not reflect a broader trend.

**Summary**
In summary, we believe that traffic density, lack of safety features such as sidewalks and intersections with crossing guards on the routes to the school, and the other characteristics that we have mentioned which affect student safety, community issues, and the historical precedent provide compelling reasons to approve the transfer of territory we are requesting here.
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<tr>
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April 13, 2015

Karen Stapf Walters, Executive Director,
California State Board of Education
1430 N Street, Suite #5111
Sacramento, CA 95814

Dear Ms. Walters:

The Santa Clara County Office of Education has validated a request to transfer 10 parcels from the Campbell Union and Campbell Union High School Districts to the Saratoga Union and Los Gatos-Saratoga Joint Union School Districts. A copy of the request, verification of signatures, and maps of the property proposed for transfer are enclosed. I am providing the State Board of Education notice of this valid request pursuant to Education Code Section 35704. Please contact Suzanne Carrig at (408) 453-6869 if you require additional information.

Sincerely,

Jon R. Gundry
County Superintendent of Schools

JRG/sec
enclosure

cc:  Dr. Eric Andrew, Superintendent, Campbell Union School District
     Patrick Gaffney, Superintendent, Campbell Union High School District
     Lane Weiss, Superintendent, Saratoga Union School District
     Bob Mistele, Superintendent, Los Gatos-Saratoga Joint Union High School District
     Larry Shirey, School Fiscal Services Division, California Department of Education
     County Committee Members
April 10, 2015

Ms. Suzanne Carrig
Administrative Program and Evaluation Specialist
Santa Clara County Office of Education
1290 Ridder Park Dr
San Jose, CA 95131-2398


Dear Ms. Carrig:

We have received a total of 19 signatures, submitted on April 9, 2015. Pursuant to Education Code 35704 and Elections Code 105, in order to certify the petition, 25% or more of the registered voters in the area proposed for transfer must have signed the petition. The number of registered voters for the proposed territory is 19, therefore 5 signatures must be valid for the petition to qualify.

We verified 100% of the signatures submitted using petition guidelines issued by the California Secretary of State. Of the 100 signatures verified, 91 were found to be valid signatures. The number of valid signatures is greater than the 25% requirement, therefore this petition has passed.

If you have any questions concerning this matter, please feel free to contact me at (408) 282-3051.

Sincerely,

Maggy Smith
Election Division Coordinator
Voter Registration Division
CLERK'S CERTIFICATE TO INITIATIVE PETITION

I, SHANNON BUSHEY, Registrar of Voters of the County of Santa Clara, State of California, hereby certify:

That the Petition for Transfer of Territory – from Campbell Union School District and Campbell Union High School District to Saratoga Union School District and Los Gatos Saratoga Joint Union High School District has been filed with this office on April 9, 2015.

That said petition consists of 3 sections;

That each section contains signatures purporting to be the signatures of qualified electors of this county;

That attached to this petition at the time it was filed was an affidavit purporting to be the affidavit of the person who solicited the signatures, and containing the dates between which the purported qualified electors signed this petition;

That the affiant stated his or her own qualification, that he or she had solicited the signatures upon that section, that all of the signatures were made in his or her presence, and that to the best of his or her knowledge and belief each signature to that section was the genuine signature of the person whose name it purports to be;

That after the proponent filed this petition I verified the required number of signatures by examining the records of registration in this county, current and in effect at the respective purportive dates of such signing, to determine what number of qualified electors signed the petition, and from that examination I have determined the following facts regarding this petition:

1. Number of unverified signatures filed by proponent (raw count) 19

2. Number of signatures verified 19
   a. Number of signatures found SUFFICIENT 9
   b. Number of signatures found NOT SUFFICIENT 12

1. NOT SUFFICIENT because DUPLICATE 0

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal this 10th day of April, 2015.

Shannon Bushey
Registrar of Voters

By: [Signature]
Deputy
NOTICE OF PUBLIC HEARING

ON:

A PROPOSED TRANSFER OF TERRITORY
FROM
CAMPBELL UNION SCHOOL DISTRICT AND
CAMPBELL UNION HIGH SCHOOL DISTRICT
TO
SARATOGA UNION SCHOOL DISTRICT AND
LOS GATOS-SARATOGA JOINT UNION HIGH SCHOOL DISTRICT

The Santa Clara County Committee on School District Organization will conduct two public hearings to obtain public response to a request to transfer 10 parcels from Campbell Union School District and Campbell Union High School District to Saratoga Union School District and Los Gatos-Saratoga Joint Union High School District.

Public hearings will be held at the following locations and times:

<table>
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<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tr>
<td>Monday, June 8, 2015</td>
<td>4:00 p.m.</td>
<td>Los Gatos-Saratoga Joint Union High School District – Board Room</td>
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<td>17421 Farley Road, West Los Gatos 95030</td>
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<tr>
<td>Monday, June 8, 2015</td>
<td>6:00 p.m.</td>
<td>Campbell Union High School District – Board Room</td>
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<td>3235 Union Ave San Jose 95124</td>
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For more information regarding the process and public hearings, contact Suzanne Carrig at (408) 453-6869.
NOTICE OF
CALIFORNIA ENVIRONMENTAL
QUALITY ACT
PUBLIC HEARING

ON:

A PROPOSED TRANSFER OF TERRITORY
FROM
CAMPBELL UNION SCHOOL DISTRICT AND
CAMPBELL UNION HIGH SCHOOL DISTRICT
TO
SARATOGA UNION SCHOOL DISTRICT AND
LOS GATOS-SARATOGA JOINT UNION HIGH SCHOOL DISTRICT

Public Resources Code Section 21000 requires that public agencies review and document the environmental implications of their activities and actions. Under Public Resources Code Section 21065 school district reorganization is considered a project and therefore is subject to review.

The Santa Clara County Committee on School District Organization will conduct two public hearings to obtain public response to a request to transfer 10 parcels from Campbell Union School District and Campbell Union High School District to Saratoga Union School District and Los Gatos-Saratoga Joint Union High School District.

The CEQA public hearing will be held at the following location and time:

Monday, June 8, 2015  4:00
Los Gatos-Saratoga Joint Union School District – Board Room
17421 Farley Road West
Los Gatos  95030

For more information regarding the above issues, contact Suzanne Carrig at (408) 453-6869
DESCRIPTION OF PETITION
TO TRANSFER TERRITORY FROM
CAMPBELL UNION SCHOOL DISTRICT AND CAMPBELL UNION HIGH SCHOOL DISTRICT
TO
SARATOGA UNION SCHOOL DISTRICT AND
LOS GATOS-SARATOGA JOINT UNION HIGH SCHOOL DISTRICT

Education Code Section 35705.5 requires that the County Committee on School District Organization make available to the public and to the governing boards affected by the petition a description of the petition, including:

1. The rights of the employees in the affected districts to continued employment.
2. The revenue limit per unit of average daily attendance for each affected district and the effect of the petition, if approved, on such revenue limit.
3. Whether the districts involved will be governed, in part, by provisions of a city charter and, if so, in what way.
4. Whether the governing boards of any proposed new district will have five or seven members.
5. A description of the territory or districts in which the election, if any, will be held.
6. Where the proposal is to create two or more districts, whether the proposal will be voted on as a single proposition.
7. Whether the governing board of any new district will have trustee areas and, if so, whether the trustees will be elected by only the voters of that trustee area or by voters of the entire district.
8. A description of how the property, obligations, and bonded indebtedness of existing districts will be divided.
9. A description of when the first governing board of any new district will be elected and how terms of office for each new trustee will be determined.

Description of Petition

The proposal requests a transfer of 10 parcels from the Campbell Union School District and Campbell Union High School District to the Saratoga Union School District and the Los Gatos-Saratoga Joint Union High School District. A map of the territory proposed for transfer with the Assessor Parcel Numbers (APNs) is attached.

The chief petitioner is:

Rishi Yadav
13926 Camino Barco
Saratoga, CA  95070
1. **The rights of the employees in the affected districts to continued employment:**

Not applicable to the current proposal. The rights of the employees to continued employment will not be affected by the proposed territory transfer.

2. **The revenue limit per unit of average daily attendance for each affected district and the effect of the petition, if approved, on such revenue limit.**

The territory proposed for transfer has 10 homes and there are currently no public school students in the area. Each of the affected school districts is basic aid. As of July 1, 2013, "revenue limits" no longer exist as a means of computing school district revenue. To the extent that students reside in the area in the future, funding calculations will be determined by legislative requirements set forth in Assembly Bill 97 (Chapter 47, Statutes of 2013), effect July 1, 2013 (Local Control Funding Formula).

3. **Whether the districts involved will be governed, in part, by provisions of a city charter and, if so, in what way.**

Not applicable to the current petition.

4. **Whether the governing boards of any proposed new district will have five or seven members.**

Not applicable to the current petition.

5. **A description of the territory or districts in which the election, if any, will be held.**

If an election is required, the election area will be the area proposed for transfer. This specification is subject to change pending information obtained in the public hearings [EdC § 35705], completion of the feasibility report [EdC § 35710], and approval of the petition [EdC § 35706].

Pursuant to the provisions of California Education Code section 35710.1, notwithstanding any other provision of law, an election may not be called to vote on a petition to transfer territory if the election area for that petition, as determined pursuant to Section 35732, is uninhabited territory as described in Section 35517.

6. **Where the proposal is to create two or more districts, whether the proposal will be voted on as a single proposition.**

Not applicable to the current petition; the petition does not propose the creation of any new district(s).
7. **Whether the governing board of any new district will have trustee areas and, if so, whether the trustees will be elected by only the voters of that trustee area or by voters of the entire district.**

Not applicable to the current petition.

8. **A description of how the property, obligations, and bonded indebtedness of existing districts will be divided.**

The area proposed for transfer contains no public school property or buildings. The plans and recommendations of the County Committee on School District Organization would stipulate the division of any other property, funds or obligations (except bonded indebtedness) affected by the proposed transfer. The County Committee may use any equitable means to divide the property, funds and obligations, including assessed valuation, average daily attendance (ADA), or value and location of property. [EdC §§ 35560, 35736]

If the territory is transferred, it will drop any liability for outstanding bonded indebtedness of the district of which it was formerly a part and assume its proportionate share of the outstanding bonded indebtedness of the district of which it becomes a part. [EdC § 35575]

Provisions for the exchange of property tax revenue are set forth in Revenue and Taxation Code Section 99 (i).

9. **A description of when the first governing board of any new district will be elected and how terms of office for each new trustee will be determined.**

Not applicable to the current petition; this petition does not propose the creation of any new district(s).
Santa Clara County  
Committee on School District Organization  
Public Hearing #1  
June 8, 2015  
4:00 p.m.  
Proposed Transfer of Territory from  
Campbell Union School District and Campbell Union High School District  
to  
Saratoga Union School District and Los Gatos-Saratoga Joint Union High School District

Location: Los Gatos-Saratoga Joint Union High School District  
17421 Farley Road, West, Los Gatos

Committee Members Present:  
Bob Benevento  
Mandy Lowell  
Josephine Lucey

County Office Staff Present:  
Suzanne Carrig

Prior to the public hearing the County Committee opened the CEQA public hearing at 4:05 p.m. There were no comments and the hearing was closed at 4:06 p.m.

Rishi Yadav, Chief Petitioner:  
Mr. Yadav provided a presentation of the transfer request (attached) and made the following statements:

- There are three primary concerns for the petition – children’s safety, community, and historical precedent. Start with safety since that’s the primary concern. Kids travel to and from school either walking or biking. All routes to Marshall Lane, Rolling Hills, or Westmont High kids need to travel on major traffic arterials. There are no crossing guards or traffic lights at the intersections. Children are forced to travel on roads in close proximity to vehicles. Travel to Saratoga school is significantly safer. There are sidewalks on Allendale and there are crossing guards and traffic lights and less traffic.
- We are part of Saratoga, unique situation since we live on a cul-de-sac with no entrance or exit to the Campbell community. However, because we cannot participate in Saratoga schools we feel isolated and excluded from the Saratoga school community.
- Historical precedent – several families from Camino Barco have attended Saratoga schools in the past.
- Reviewed the nine criteria in context of the request.
• Stated that no students from the neighborhood currently attend Campbell schools but that if the transfer were to be approved there would be four students; two students who are 16 years of age, one child who is currently two years old, and one student who is seven years old and currently in 2nd grade.
• The motivation for this request is the safety of our children and community identity.
• Regarding the issue of precedent, sufficient evidence to justify the approval of this proposal. We have an exceptional circumstance and it should be evaluated on its own merits.
• There are specific facts that make are situation unique and this should not be reviewed under the establishment of a broad based precedent. We share concerns of the municipality of Saratoga. We live in Saratoga and our next door neighbors are in Saratoga School District.
• There are significant differences in traffic; there are topographic, geographic, community and social disadvantages for our children in attending Campbell schools compared to attending Saratoga schools.
• We believe that safety concerns, community identity, and historical precedent provide for approval of this request.

Affected Districts

Jim Crawford, Campbell Union School District:
Mr. Crawford made the following statements:
• The Campbell Union School District is opposed to the transfer.
• School district boundaries don’t match municipality boundaries. The district has six separate cities that fall within its boundaries.
• The district is opposed to piecemeal transfers.

Patrick Gaffney, Superintendent, Campbell Union High School District:
Mr. Gaffney made the following comments:
• The district board has passed a resolution in opposition to the request.
• Reasons are the same as Campbell Union School District.
• There would be a financial impact to the district.
• There would be an increase in property values.

Lane Weiss, Superintendent, Saratoga Union School District:
Mr. Weiss made the following comments:
• Saratoga school board passed a resolution in opposition.
• The board agrees with Campbell Union School District regarding the issue of school boundary lines and municipality boundary lines – they do no align.
• The district does consider each petition individually and review it based on its merits.
• Opposed to piecemeal transfers.
• Don’t want to disagree or debate the safety of children, but don’t think this transfer will solve the issue. We care about students and their safety.
• The elementary schools are all pretty full and the middle school, Redwood middle, is particularly impacted.

**Greg Medici, Los Gatos-Saratoga Joint Union High School District:**

Mr. Medici made the following comments:

• The district board passed a resolution in opposition to the transfer request.
• Saratoga is a highly impacted high school.
• Authorization for a $99 million facility improvement for both of our two high schools and founded on a demographic study and the coming 5, 10, 15 years periods.
• Saratoga is basically at capacity. The presentation referenced four students but over time there may be more but even four students can impact the high school.

**Member Mandy Lowell,** asked if the high school would be closed to new students. **Mr. Medici** stated that it would be to students within the district and that there could be the possibility of overflow students being sent to Los Gatos High School.

**Registered Speakers**

**Alfred Diaz, Resident/Proponent, 19050Camino Barco**

Ms. Diaz made the following comments:

• Our petition has merit based on the safety of our kids and our Saratoga community identity issues.
• We substantially meet the conditions of Education Code section 35753.
• Saratoga can support the small increase of current and potential students from the neighborhood.
• Districts are substantially organized by city boundaries.
• Fair and equitable based on the fact that we have Saratoga addresses and rightly should be in the Saratoga Union School District. We are not Campbell residents.
• Reorganization would not discriminate but on the contrary would create unity in our extremely diverse neighborhood.
• Cost to the state would be minimum and there would be no interruption to the educational process of the districts. There would be a minimal financial impact to Saratoga to take the families.
• Primary purpose of the petition is the safety of our children and to promote continuity in the neighborhood and to connect with the city in which we reside.
• In addition, the petition has merit due to our exception circumstances, we are a neighborhood that is divided.
• The petition is not about school preference but about attending schools in the city in which we live. Not asking to switch from district to district within the same city but just want to attend the schools in the city in which we live.
Member Mandy Lowell asked Mr. Diaz how long he lived in his home and if he knew the district at the time of purchase. Mr. Diaz stated that he has lived in the home going on nine years and did not know the school district at time of purchase.

Maria Diaz, Resident/Proponent, 19050 Camino Barco

Ms. Diaz made the following comments:
- Our home is the original Barco family home, it’s almost 100 years old. It’s one of the original Saratoga homes and was later divided into what are now the homes on Camino Barco.
- Chose this neighborhood to raise our family.
- The family who sold us the home attended Saratoga schools.
- I have a child who is ill, he has uveitis which is an immune disorder and the number one cause of blindness. He has been on chemo the last 10 years which has compromised his immune system. His remission requires constant vigilance, planning, and monitoring; support from school and community is important.
- Received permission to attend Saratoga schools but the approval came just weeks before school started and we were forced to make other arrangement.
- Our next door neighbors attend Saratoga High School. They know the ins and outs of Saratoga schools. The divided neighborhood denied me support which could have made a big difference to me and my family. By dividing my neighborhood you take this invaluable resource from me.
- Have a son currently attending high school. On the rowing team whose teammates all go to Saratoga High School.
- Safety is my number one concern. To go to Campbell schools the kids would have to travel on a 25 mile per hour zone that increases to 30 mph. There are no sidewalks or crossing guards. From our home to any Saratoga school there are crossing guards, there’s a 25 mph school zone, sidewalks, and bike lanes for most of the way.
- A community is really centered around schools, parks, and community centers and we need all of those resources to raise our children.
- Remedy this injustice allow our families to support each other.
- I believe our schools need us, independently, to be united neighborhoods so we can support each other and support our schools.
- It’s not about numbers for us, it’s about my children, it’s about my family, and it’s about my community. It’s about my sons, where they go to school, and who they go to school with.

David Anderson, Resident/Proponent:

Mr. Anderson made the following comments:
- 24 year resident of Saratoga.
- Moved from Europe in 1991 and three daughters attended various schools in Saratoga.
- Moved to Camino Barco in 2001 and by that time our children had graduated from school. Initially we did not know that the home was not in Saratoga School District. Didn’t know that the boundary line divided the street.
• One of our daughters currently resides in San Francisco with her young family and is planning on moving into our home and would like to have her children attend the same schools as she and her sisters did.
• For reasons of safety and community we support the petition.

Steve Schwartzkopf, Resident/Proponent, 13941 Camino Barco:
Mr. Schwartzkopf made the following comments:
• The issue of where school district boundary lines are drawn – we understand that. You need to understand that the boundary line actually passes through six of the 10 homes on Camino Barco – it splits them.
• Technically, we should be able to go to either school district; that’s the way we look at it.
• We believe Saratoga is the best choice for us.
• Family business in Campbell that employs 100 people. If something happens in Campbell we hear about it. In Saratoga, we hear nothing about Campbell, nobody contacts us, nobody addresses us.
• Son inquired about the agricultural program at Westmont, had to leave several messages for the teacher who never called back, principal never called back either. My question is we don’t get anything from Campbell so why would we stay there? From the school district we find out nothing, even when we actively engage them.
• In terms of safety, I have pictures (pictures attached) that show you the parking lot at Rolling Hills where the bicycle lot is full. Posters are hung that discuss safety so it’s apparent the district recognizes safety as an issue. Pass the school every day and it’s obvious to me that children aren’t just biking to school but walking, and skateboards and they have crossing guards right there to support them. Kids in our neighborhood wouldn’t have any of that.
• Seen what happens with community differences – coach of soccer team AYSO and CYSA. Kids are pulled apart when they start attending different schools. It’s a real phenomenon that hurts the kids, it hurts their parents, it hurt me.
• Have other letters from Camino Barco residents that I’ll leave with you (see attached).
• The notion of property values was brought up; my youngest son wants to live in our house and I would like him to stay. He will have to buy out his brother and sister but the more the house goes up the more he’ll have to pay.

Billy Chiang, Resident/Proponent, 13917 Camino Barco:
Mr. Chiang made the following comments:
• We have one daughter who is 19 years old who is finishing up her second year in college.
• Live at 13917 just on the cross street of Camino Barco and Allendale so we bought the house in 1994, 21 years ago. The previous owners sent their kids to Saratoga schools. We never thought there was another choice, that’s where we would go.
• When my daughter was born in 1995 and in 2001 we applied for Saratoga schools and we were rejected. We were sent to the Campbell schools and when I went the Campbell route, it seriously is not very safe.
• We all talk about safety but I'm the one living right on the corner of Camino Barco and Allendale and we personally see so many accidents happen. West Valley College has students driving in from everywhere. On Saturdays they have the farmers market which has a lot of people coming. On either side of our street there's a church so we are right in the middle.
• I personally witness the accidents that happen on Allendale and Quito. I've seen kids hit, and deer run over, and I've had strangers bring a dog that's been hit.
• It's really not safe.
• So we compromised and sent the kids to private school not just because of safety but because her friends.
• Just like Steve, my daughter wants to come back to live here, she wants us to save the house for her.
• The position of my house is strategic; Saratoga candidates want to put their signs on our lawn, even Saratoga school board. For 21 years never had a Campbell candidates ask for this.
• My business is in Saratoga. Open my home and business to the community. We are heavily involved with the community. Property value is not the issue for us, we really feel that Saratoga is our home.

Nicholas Diaz, Resident/Opponent, 19050 Camino Barco:
Mr. Diaz made the following comments:
• Diagnosed with an autoimmune disorder 10 years ago been on oral chemotherapy and steroids ever since.
• Hard enough to deal with my illness with the support of the people that are closest to me — more difficult to figure out things as I go. Family, community, teachers play a large role in ability to manage my illness.
• Please don't discriminate against me because of my special needs.
• I recognize the lessons I've learned and the lessons my fellow students have learned from me due to my circumstance.
• My mom worries about me; I see the peace of mind she has with the support of the family. Neighbors are a good support system and when we have a lot in common can lend that support.
• I just wanted to feel normal and going to Saratoga schools could have made a big difference in my life. If I had been able to have the benefit of my neighbors at the same school that would have meant the world to me.
• Now a college student in L.A. and don't know what I would do without the support of my roommates and dorm mates.
• Hope you remedy this situation and unify the street and hope you will give my brother the opportunity I didn't have and allow him to go to Saratoga High School with all of his neighbors.
• I hope to one day raise a family on Camino Barco. I plan to become a doctor and return to the Saratoga community that I love and to the home that I grew up in.

Suzanne Sabharwal, Resident/Proponent, 13929 Camino Barco:
Ms. Sabharwal made the following comments:
• Husband grew up and lived in this home his entire life and went to Saratoga schools.
• Have lived in the area for a little over a year but visiting for over seven years, the area is near and dear to my heart.
• All of our activities and events are in Saratoga. Have enjoyed touring and hearing about all of the places my husband was part of growing up. We even donate to Saratoga school; people who are enrolled in Saratoga schools come to our door thinking we are part of the community. I have yet to see any Campbell students come to our home.
• This neighborhood and community is who we associate with. The current boundary prevents us from feeling united.
• Would like to continue the Saratoga community tradition with my children.
• My late father in law was immensely proud of the home and life he built here and would be saddened if his grandson and future granddaughter would not be able to attend Saratoga schools.
• For me and my family this is very personal and emotional, having this opportunity taken away from us would be very devastating to the history and tradition of the Sabharwal family.

Simral Sabharwal, resident/proponent, 13929 Camino Barco
Mr. Sabharwal made the following comments:
• Family built the house in 1978 on Camino Barco, when I was a year old.
• Sisters went to Argonaut, Redwood Middle School and Saratoga High School
• Went to Argonaut, Redwood, and Saratoga High School where I was in the band and on the basketball team.
• After the rich experiences I had and sisters had at Saratoga schools, I want my son and soon to be born daughter to attend the same schools as I did.
• If they’re there in the same house I grew up in why shouldn’t they be able to follow the same path? Find it disconcerting that even though they will grow up in the same house I did they may have to go to different schools, hope this hearing will remedy that situation.
• In addition to the historical precedent of attending Saratoga schools, this issue is also about community identity. I am a proud Saratogan, I am proud of the city I grew up in and proud of the schools I’ve attended.
• First job was with the Saratoga recreation center.
• Came back to Saratoga after college and moved away for grad school but moved back after graduating, about two years ago with my own family.
• My father passed away shortly after I moved back. Legacy of the family must continue which means allowing his only grandson to attend the schools he was so proud of.
• I plan on buying out my sisters and would like for the home values to remain low; I want to do what is best for our children. It is cynical and slightly insulting to suggest that property values are the motive.

The public hearing ended at 4:50 p.m.

Public Hearing #2
June 8, 2015
6:00 p.m.
Proposed Transfer of Territory from
Campbell Union School District and Campbell Union High School District
to
Saratoga Union School District and Los Gatos-Saratoga Joint Union High School District

Location: Campbell Union High School District
3235 Union Ave., San Jose

Committee Members Present: Bob Benevento
Mandy Lowell
Josephine Lucey

County Office Staff Present: Suzanne Carrig

Rishi Yadav, Chief Petitioner:
• Wanted to make two additional points. The topic of property values; find this point ridiculous. We have better ways of making money than to sell our houses. This is not a house but a home for us. Just moved into my home a couple of years ago. Some residents have been in their homes for 30 to 40 years, they are the role models here. Love my house and want my son to grow up here.
• Understand that the district have to talk about the issue of property values because they don’t have much else to talk about here.
• The other point is a sense of community – love Saratoga, was only looking for homes in Saratoga. 2/3 of Saratoga falls within the Saratoga School District.
• The three main points of the request are safety, sense of community, and historical precedent. Historical precedent falls within the sense of community. People like Simran
who have grown up here, gone to Saratoga schools, and is so much a part of the Saratoga community.

- The geography of the street is important, we are on a cul-de-sac and the only way out is to go by Saratoga schools, you have to travel through the Saratoga district to get to the Campbell district.
- We are surrounded by Saratoga School District and the homes are isolated from Campbell.

Member Mandy Lowell asked Mr. Yadav about a particular lot on his map asking if it was a flag lot. Mr. Yadav answered that it was.

- Mr. Yadav concluded that the committee should objectively look at the nine criteria. He stated that the number of kids in 10 homes will not overwhelm the districts.

Dr. Eric Andrew, Superintendent, Campbell Union School District:

Dr. Andrew made the following comments:

- Understand the concerns of the petitioners.
- District has been through this many times, as a result, there is an impact on our district.
- The boundaries of the district are not solely in the City of Campbell.
- Regarding safety, no matter where students are in our district they all have to face some major thoroughfare, it’s how the district is set up. They have to cross streets like San Tomas, Hamilton, Bascom, Leigh, Winchester – it just the nature of school district boundaries.
- Our district works with an inter-government subcommittee; our board members meet with each of the six cities that are part of the district. The group has been successful in getting sidewalks, crossing guards, extra security, and things of that type.

Registered Speakers

Alfred Diaz, Resident/Proponent, 19050 Camino Barco:

Mr. Diaz made the following comments:

- This request is really about our families, our kids, and where we raise them, it’s not about flipping our home.
- It’s not about money but about families and about safety.
- It’s our families that are impacted by this.
- We have one job and it’s to take care of our families and that’s what we’re here to tell you about.
- Our situation is different from most. Our next door neighbors are in a different school district and that’s wrong and unfair.
- Need to correct the injustice so that it makes more sense. It may have been like this for a long time but that doesn’t mean it’s right.
Maria Diaz, Resident/Proponent, 19050 Camino Barco:
Ms. Diaz made the following comments:
- We do have a unique situation with our specific family, each family does.
- The thing we have in common is safety; everyone seems to agree, even the districts recognize, that safety is an issue.
- This is unique because I would never have known about a program to petition for a crossing guard because we don’t receive anything from Campbell school districts.
- Our home is the original Barco family home, it’s almost 100 years old. It’s one of the original Saratoga homes and was later divided into what are now the homes on Camino Barco.
- Easement that runs to our driveway and that easement is part of Saratoga school district and to our garage. The boundary line cuts five properties
- I have a child who is ill, he has uveitis which is an immune disorder and the number one cause of blindness. He has been on chemo the last 10 years which has compromised his immune system. His remission requires constant vigilance, planning, and monitoring; support from school and community is important.
- Received permission to attend Saratoga schools but the approval came just weeks before school started and we were forced to make other arrangement.
- Had asked a neighbor who was in Saratoga schools if she could help with my son, but due to time constraints were unable to attend Saratoga.
- As a mom, safety is of course an issue. There are crossing guards already in place for Saratoga at every juncture and on every main street.
- This isn’t about numbers for us, these are our kids. It would mean the world to my younger son to go to school with his friends from his rowing team that attend Saratoga High School and that go to his church.

David Anderson, Resident/Proponent
Mr. Anderson made the following comments:
- Lived in Saratoga for 24 years; moved here from Scotland and didn’t know much about the school system.
- Daughters started in Sacred Heart, some years in the Saratoga School District but basically all of the schools were close to home.
- Moved to Camino Barco in 2007 and at that time didn’t know it was not in the Saratoga district and didn’t know that the boundary line divided the street. Crazy way to divide a street.
- Have a daughter that would like to move to our home on Camino Barco and there’s a concern about the school district.
- Camino Barco is a nice, quiet cul-de-sac and we’re happy to live there.
- It’s about ¾ of a mile to the community center and the library. It’s a 4.5-5 mile drive to the Campbell downtown area.
Steve Schwartzkopf, Resident/Proponent, 13941 Camino Barco:
Mr. Schwartzkopf made the following comments:
- Understands that the districts have to deal with transfer requests but this situation is unique. The kids in the neighborhood used to attend Saratoga schools but don’t know what happened to change that.
- The boundary line literally goes through yards and homes; that’s the case with six of the homes.
- We are surrounded by Saratoga School District homes and it’s an odd situation for us.
- This is not a piecemeal request, need to correct the issue that was not done in the past.

Billie Chiang, Resident/Proponent, 13917 Camino Barco:
Mr. Chiang made the following comments:
- House is located at the intersection of Camino Barco and Allendale; have personally witnessed many accidents.
- Have been at this home for 21 years and there has never been any improvements made on Allendale to Quito; don’t even think there’s room to put a sidewalk.
- Safety for any parent is the real concern, hope this issue is addressed in the future.
- In the real estate business, loved the home immediately, call this home. Would never consider selling the home for a profit. We have thought about downsizing but our daughter would like to move back into the home and raise her family in the Saratoga community.
- Treasure the traditions in our family in Saratoga.
- Home is in a strategic area, many politicians and school board members ask to place their election signs in our yard; they all think we’re in the Saratoga School District.
- We belong to a church and for the last 10 years host the community in our home every Saturday.
- We are very involved in the Saratoga community, value the community.

Nicholas Diaz, Resident/Proponent, 19050 Camino Barco:
Mr. Diaz made the following comments:
- I am the son with the autoimmune deficiency. Part of dealing with this illness is having a support group with me at all times to help deal with the flare ups and setbacks.
- Even with family support it can be difficult and having the support of the neighbors and community is important.
- Didn’t grow up in Saratoga, moved to the area. Would have been nice to form the community relationships but because we were in a different school district and had to drive to a different school every day didn’t get to.
- Wish that I had the community support that happens when you go to school together every day.
Suzanne Sabharwal, Resident/Proponent, 13929 Camino Barco:
Ms. Sabharwal made the following comments:
- Would like to address the points made by the school district; heard minimum if any facts to counter the request.
- Hope you get the sense that these homes are passed on from generation to generation.
- The district (CUSD) mentioned that multiple groups have an impact on the district, but we are only considering this proposal. There are only 10 homes and we feel we’ve provided extensive evidence for the transfer.
- The concerns regarding major thoroughfares - that may be the case for Campbell but that wouldn’t be the case if our kids went to Saratoga schools. The way to Saratoga schools has sidewalks and crossing guards. Our kids could get safely to Saratoga schools without any added improvements needed.
- District talks about their success in getting sidewalks and crossing guards but this contradicts the financial impact argument. They want to keep our students because the loss would have a financial impact but they will pay more for sidewalks and crossing guards; this seems contradictory.
- My argument is community oriented and that cannot be argued or ignored.

Simran Sabharwal, Resident/Proponent, 13929 Camino Barco:
Mr. Sabharwal made the following comments:
- Want to reiterate that I fully agree with what Steve (Schwartzkopf) said, a lot of district boundary lines were drawn when orchards were in the area. They drew district lines and houses went up after.
- I grew up knowing that the school district boundary line went through our property. Seems silly because it doesn’t logically follow any property lines.
- Personal story – my father built the house we live in now, he built it in 1978. My sisters and I all attended Saratoga schools.
- We are Saratoga products as city and school. Proud Saratogan due to the city and the schools.
- Street is bisected.
- The community that helped us when I was growing up – we carpooled with families – that couldn’t happen today.
- Community is Saratoga due to proximity and that we identify with Saratoga.

The public hearing was closed at 6:45 p.m.
Photos taken at Rolling Hills School on May 7, 2015 by Steve Schwartzkopf (408-741-1962)
June 8, 2015

Campbell Union School District
Campbell Union High School District
Saratoga Union School District
Los Gatos-Saratoga Joint Union High School District

Dear School Boards:

Our family has lived in Saratoga for more than forty years. Our first home was less than a mile from Camino Barco and is in the Saratoga schools jurisdiction. We have lived on Camino Barco since 1979.

We could not and do not understand why living inside the City limits of Saratoga, we are denied the obvious jurisdiction of the Saratoga schools. It is not logical or rational.

While we no longer have school-age children, we fully support the reasons and rationale of the petition of our neighbors.

We urge you to do what is right for the next generation of Camino Barco families and grant the transfer of school districts.

Give them the opportunity to experience the unique sense of community that Saratoga offers.

Sincerely,

Richard and Cindy Previte
14008 Camino Barco
Saratoga, California 95070
Dear County Committee Members,

My name is EA Mass and I am 91+ years old. I had 4 kids in Saratoga school district in my previous house. They all went to Saratoga High about 50 years ago. I have 3 kids who all were born in this house. I sent them all to private schools, as it was not safe for them to go to Campbell schools. I did not want them to walk or ride bike on roads with hardly any shoulders.
I would like my next generation and neighbors to have a safe environment to go to school instead of walking or riding bicycles on unsafe roads.

Regards,

E A Mass
13948 Camino Barco, Saratoga, CA
June 5, 2015

Dear County Committee Members,

We are Xie Fang and Ping Wang. We are the new owners of the property at 14016 Camino Barco, Saratoga. We fully support our neighborhood's petition on school district transfer. We would like to present why this transfer is important to us.

As parents of two boys (5 years old and 1 year old), our children’s safety is always our top priority. I personally drove the route a few times from my new house to Marshal Lane Elementary after I know that is the route my sons will be walking/biking if we choose to go to public schools. The result is not satisfying. Cars along that route (especially on Quito) often goes over the speed limit. In addition the lack of sidewalk and narrow shoulders makes it more dangerous for children to travel along the route. Not to mention that when they go to middle school and high school, there will be longer walk/biking alone busy streets such as Quito, Pollard and Westmont.

In addition to the safety issue, our second concern is our children’s feeling when they learn that their friends in the same community will go to different public schools. It actually surprised me when I learned the school district line goes across our street. I could imagine that kids in such a cul-de-sac street would play together a lot and become close friends. It would be a pity if they can’t go to the same school.

Although we are still planning our move in, there is no doubt that our family will go to the library, go dining, go shopping and visit most of our friends all in Saratoga. We are residents of the city of Saratoga. And we don’t want our kids to feel confused of their community identity because they have to be in a different school district.

Sincerely,

Xie Fang

Ping Wang
Request for District Transfer of homes on Camino Barco

Residents of Camino Barco, Saratoga
Introduction

● Chief Petitioner
  a. Rishi & Lali Yadav

● Petitioners
  a. Simran and Suzanne Sabharwal
  b. Alfred and Maria Diaz
  c. Richard and Sue So
Introduction

- Signatories
  a. Steven and Johanna Schwartzkopf
  b. Billy and Mae Chiang
  c. David and Deirdre Anderson
  d. EA and Suzanne Maas
  e. Richard and Cynthia Previte
  f. Sergey and Augstasiya Mironov
  g. Kirill Mironov
  h. Ursala Sabharwal
Primary reasons behind request

1. Children’s safety
2. Sense of community
3. Historical precedent
Safety (our primary concern)

- Major contributor to safety risk is the risk children face traveling to and from school
- Children often walk or ride bicycles to get to school
Safety: Lack of Safe Routes to Campbell Schools

- All of the routes to Marshall Lane Elementary, Rolling Hills Middle and Westmont High include travel on major traffic arteries
  - heavily traveled by commuters
  - frequent construction traffic
  - narrow or non-existent shoulders
Safety: Lack of Safe Routes to Campbell Schools

- No traffic lights or crossing guards at key intersections
- Children are “forced to share the road” by walking or riding in close proximity to a steady stream of vehicles, exposing them to dangerous risks
Safety: Safe Routes to Saratoga Schools

- Routes to Argonaut Elementary, Redwood Middle and Saratoga High are significantly safer:
  - Include sidewalks on Allendale
  - Crossing guards and traffic lights at Allendale and Fruitvale intersections
  - Include quiet back streets of Saratoga with much less traffic
Community

- We share strong sense of community identity with neighbors through daily activities.
- However, since we are not able to participate in activities which revolve around Saratoga schools, we feel isolated and excluded.
Community: Our Special Situation

- Our street is a cul-de-sac with no connection to other neighborhoods in Campbell district
- In fact our street is split, with some homes sending their children to Saratoga while their next-door neighbors send their children to Campbell schools - as you can see on the map shown in the next slide
We are an isolated island east part of Saratoga school district.
As you can see from the map, our area of Camino Barco is surrounded by houses in the Saratoga school district, both at the end of our cul-de-sac and on Allendale.
Historical Precedent

- Several Camino Barco families sent their children to Saratoga schools from 70s to the 2000s and as a result strongly identify with the Saratoga school district.
  - Sabharwals (13929)
  - Needmans (13917)
  - Almojuelas (19050)
  - Lienwalds (19050)
California Education Code
Section 35753

9 Point Criteria
1. Number of Pupils Enrolled

- None of the students affected are enrolled in Campbell school districts.
- If our petition is granted, 4 students will be added to Saratoga School District over the next 3 years:
  - Jacob Diaz (16, 11th grade)
  - Rylan Singh Sabharwal (2)
  - Raymond So (16, 10th grade)
  - Vedant Yadav (7, 2nd grade)
- Therefore the number of students will not significantly affect any of the school districts involved.
2 Substantial Community Identity

- According to Section 18573 following criteria should be considered:
  - Isolation
  - Geography
  - Distance from social centers
  - Distance between school centers
  - Topography
  - Weather
  - Community, school, social ties etc
2.1&2 Substantial Community Identity: Isolation and Geography

Our current situation does not reflect any natural geographic or topological boundary.
2.1&2 Substantial Community Identity: Isolation and Geography

- We feel we are not full members of our own neighborhood, let alone other neighborhoods in Saratoga.
- Our children do not have opportunity to meet neighborhood children in school.
- As a result, our feeling of isolation leads to a sense of not belonging to the Saratoga community.
2.3 Substantial Community Identity: Distance from Social Centers

- We all participate in Saratoga civic, social, cultural and athletic activities
- We attend Saratoga churches, recreation department classes and activities
- Saratoga social centers are extremely close and safely accessible for both adults and children
2.3 Substantial Community Identity: Distance from Social Centers

- Both Saratoga community center and Post Office are only \( \frac{3}{4} \) miles from our homes (compared to 4.45 miles for the Campbell community center).
- The Saratoga library, besides being an educational resource, also provides a place for social interaction of schoolmates is 1.3 miles away (Campbell: 4.81 miles).
2.4 Substantial Community Identity: Topography

- Our neighborhood is isolated from the Campbell community by the major arteries of Quito Road and Highway 85
- There are no such topographic features which separate us from Saratoga community
2.5 Substantial Community Identity: Weather

- There are no major weather differences
2.6 Substantial Community Identity: Community, school, social ties

- We, the petitioners, who are also members of Saratoga municipality, share a very strong sense of community identity with Saratoga.
- We do not have that sense with Campbell School Districts due to the geographic, topographic, distance and safety concerns.
3. Division of Property

The petition will result in an equitable division of property and facilities of the original district or districts.
4. No Racial or Ethnic Segregation

- We are a racially and ethnically diverse neighborhood
- Diversity of our neighborhood is similar to all four school districts involved
5. No Increased Cost to the State

- We do not believe there will be any significant increased cost to the state of California.
- Any increase if at all, will be substantially below the “10% generally used by the state to determine significant cost” (Sobey Oaks Feasibility Report (SOFR), 1995).
6. No Significant disruption to Education Programs

We do not believe that losing or absorbing a small number of public school students by the School Districts would have any significant effect on the educational programs of those districts.
7. No Significant increase in school housing costs

Based on previous studies in similar neighborhoods (SOFR Jan 95) we do not believe that the proposed reorganization will result in any increase in school facilities costs.
8. Not Designed for purposes other than property values

- The Motivation for this request for a transfer of territory is based upon two things:
  - Concern for the safety of our children
  - Our sense of community identity
9. No Financial Impact on Districts

We do not believe there will be any negative financial impacts of the territory transfer.
In the past concerns have been raised with regard to the potential for establishing a precedent and thus against allowing any reorganization, no matter how reasonable the justification.
Additional Concern - Precedent Setting Element

- Per section 35753b, we feel our petition provides an exceptional situation sufficient to justify approval of the proposal and thus should be evaluated on its own merits
Additional Concern - Precedent Setting Element...

- We would like to reiterate the specific facts that make our situation unique and not amenable to the establishment of a broad-based precedent
  - We share all concerns of the municipality of Saratoga
  - Our next door neighbors are in Saratoga School Districts
Additional Concern - Precedent Setting Element...

- There are significant distance, traffic, geographic, topographic, community and social disadvantages for our children in attending Campbell schools as compared to attending Saratoga schools.
We believe that safety concerns, community identify and historic precedent provide compelling reasons to approve the request transfer of territory
RESOLUTION 2014-15-38
TRANSFER OF TERRITORY
FROM THE CAMPBELL UNION AND CAMPBELL UNION HIGH SCHOOL DISTRICTS TO THE SARATOGA UNION AND LOS GATOS-SARATOGA JOINT UNION HIGH SCHOOL DISTRICTS

WHEREAS, the Santa Clara County Committee on School District Organization has received a formal petition from the owners of ten (10) parcels located on Camino Barco in Saratoga, California from the Campbell Union and Campbell Union High School Districts to the Saratoga Union and Los Gatos-Saratoga Joint Union High School Districts which are under the jurisdiction of the Santa Clara County Superintendent of Schools;

WHEREAS, California Education Code Section 35700 stipulates that an action to reorganize one or more districts is initiated upon the filing, with the county superintendent of schools, of a petition signed by the owners of the territory proposed to be reorganized, or by a majority of the members of the governing boards of each of the districts that would be affected by the proposed reorganization;

WHEREAS, the petition has been examined by the Santa Clara County Superintendent of Schools and found to be sufficient and signed as required by law;

WHEREAS, California Education Code Section 35709 stipulates that the county committees on school district organization may grant the petition if the conditions enumerated in Education Code Section 35753 are substantially met and the petition is to transfer inhabited territory of less than 10 percent of the assessed valuation of the district from which the territory is being transferred and all of the governing boards have consented to the transfer;

WHEREAS, the transfer does not meet the conditions of Education Code Section 35753;

WHEREAS, provisions for the exchange of property tax revenue are set forth in Taxation and Revenue Code Section 99(h) and provide that upon the aforementioned transfer becoming effective for all purposes, the property tax revenues generated by the aforementioned territory shall be attributable to tax rate areas within the district(s) which receive the territory which is transferred;

WHEREAS, the transfer has an increased financial impact on the remaining Campbell Union School District residents to pay the current and prior general obligation bonds;

WHEREAS, the property transfer is designed to result in a significant increase in property values causing financial advantage to property owners because territory was transferred from one school district to an adjoining district;
WHEREAS, nine of the ten parcels petitioning submitted a similar territory transfer petition in 1998 which was denied by the Santa Clara County Committee on School District Organization;

WHEREAS, six of the ten parcels petitioning have been sold/purchased since the 1998 petition, implying possible prior knowledge of the concerns presented prior to their purchase;

WHEREAS, the property transfer is designed to result in a significant increase in property values causing financial advantage to property owners because territory was transferred from one school district to an adjoining district;

WHEREAS, the approval of the transfer would set precedence for future transfers of territory out of the Campbell Union School District;

NOW, THEREFORE, BE IT RESOLVED that, by a vote of the majority of the members, the Governing Board of the Campbell Union School District declares that it is not in the best interest of our school district to accept this transfer of property.

PASSED AND ADOPTED by the Governing Board of the Campbell Union School District, County of Santa Clara, State of California, this 25th day of June, 2015 by the following vote:

AYES: COHEN, GEMETTI, SNYDER, TIFFANY-MORALES
NOES: NONE
ABSENT: NONE
ABSTAIN: NONE

Attest:  
Eric Andrew, Ed.D.  
Superintendent / Secretary to the Board  

Danielle M.S. Cohen  
President of the Board
CAMPBELL UNION HIGH SCHOOL DISTRICT
Resolution #15-2282.2

Transfer of Territory
from the Campbell Union and Campbell Union High School Districts
to the Saratoga Union and Los Gatos Saratoga Joint Union High School Districts

WHEREAS, the Santa Clara County Committee on School District Organization has received a formal petition from the owners of ten (10) parcels in Saratoga from the Campbell Union and Campbell Union High School Districts to the Saratoga Union and Los Gatos Saratoga Joint Union High School Districts which are under the jurisdiction of the Santa Clara County Superintendent of Schools;

WHEREAS, California Education Code Section 35700 stipulates that an action to reorganize one or more districts is initiated upon the filing, with the county superintendent of schools, of a petition signed by the owners of the territory proposed to be reorganized, or by a majority of the members of the governing boards of each of the districts that would be affected by the proposed reorganization;

WHEREAS, the petition has been examined by the Santa Clara County Superintendent of Schools and found to be sufficient and signed as required by law;

WHEREAS, California Education Code Section 35709 stipulates that the county committees on school district organization may grant the petition if the conditions enumerated in Education Code Section 35753 are substantially met and the petition is to transfer inhabited territory of less than 10 percent of the assessed valuation of the district from which the territory is being transferred and all of the governing boards have consented to the transfer;

WHEREAS, the transfer does not meet the conditions of Education Code Section 35753;

WHEREAS, provisions for the exchange of property tax revenue are set forth in Taxation and Revenue Code Section 99(h) and provide that upon the aforementioned transfer becoming effective for all purposes, the property tax revenues generated by the aforementioned territory shall be attributable to tax rate areas within the district(s) which receive the territory which is transferred;

WHEREAS, the transfer has an increased financial impact on the remaining Campbell Union High School District residents to pay the current and prior general obligation bonds and parcel taxes;

WHEREAS, the property transfer is designed to result in a significant increase in property values causing financial advantage to property owners because territory was transferred from one school district to an adjoining district;

Resolution 15-2282.2
WHEREAS, the approval of the transfer would set precedence for future transfers of territory out of the Campbell Union High School District;

NOW, THEREFORE, BE IT RESOLVED that, by a vote of the majority of the members, the Governing Board of the Campbell Union High School District declares that it is not in the best interest of our school district to accept this transfer of property.

PASSED AND ADOPTED by the Governing Board of the Campbell Union High School District, County of Santa Clara, State of California, this 7th day of May, 2015 by the following vote:

AYES: S. Brown, M. Dean, K. Gallagher and L. Goytia

NOES: None

ABSENT: W. Dillingham-Plew

ABSTENTIONS: None

PREFERENTIAL AYES: H. Zawacki

I, Stacey Brown, Clerk of the Governing Board, do hereby certify that the foregoing is a true and correct copy of the resolution adopted by the Governing Board of the Campbell Union High School District at the regular meeting of May 7, 2015, and maintained on file in the office of said Board.

Stacey Brown
WHEREAS, the Santa Clara County Committee on School District Organization has received a formal petition from the owners of ten (10) parcels in Saratoga from the Campbell Union and Campbell Union High School Districts to the Saratoga Elementary and Los Gatos Saratoga Joint Union High School Districts which are under the jurisdiction of the Santa Clara County Superintendent of Schools;

WHEREAS, California Education Code Section 35700 stipulates that an action to reorganize one or more districts is initiated upon the filing, with the county superintendent of schools, of a petition signed by the owners of the territory proposed to be reorganized, or by a majority of the members of the governing boards of each of the districts that would be affected by the proposed reorganization;

WHEREAS, the petition has been examined by the Santa Clara County Superintendent of Schools and found to be sufficient and signed as required by law;

WHEREAS, California Education Code Section 35709 stipulates that the county committees on school district organization may grant the petition if the conditions enumerated in Education Code Section 35753 are substantially met and the petition is to transfer inhabited territory of less than 10 percent of the assessed valuation of the district from which the territory is being transferred and all of the governing boards have consented to the transfer;

WHEREAS, the transfer does not meet the conditions of Education Code Section 35753;

WHEREAS, provisions for the exchange of property tax revenue are set forth in Taxation and Revenue Code Section 99(h) and provide that upon the aforementioned transfer becoming effective for all purposes, the property tax revenues generated by the aforementioned territory shall be attributable to tax rate areas within the district(s) which receive the territory which is transferred;

WHEREAS, nine of the ten parcels petitioning submitted a similar territory transfer petition in 1998 which was denied by the Santa Clara County Committee on School District Organization;
WHEREAS, six of the ten parcels petitioning have been sold/purchased since the 1998 petition, implying possible prior knowledge of the concerns presented prior to their purchase;

WHEREAS, the arguments submitted by SUSD (attached) refute the petitioners claims specific to safety and community identity;

WHEREAS, the property transfer is designed to result in a significant increase in property values causing financial advantage to property owners because territory was transferred from one school district to an adjoining district;

WHEREAS, the approval of the transfer would set precedence for future transfers of territory into the Saratoga Union School District;

NOW, THEREFORE, BE IT RESOLVED that, by a vote of the majority of the members, the Governing Board of the Saratoga Union School District declares that it is not in the best interest of our school district to accept this transfer of property.

PASSED AND ADOPTED by the Governing Board of the Saratoga Union School District, County of Santa Clara, State of California, this 26th day of May, 2015 by the following vote:

AYES: Buchanan, Germeraad, Miller, Nagaraj, Zhang

NOES: 0

ABSENT: 0

ABSTENTIONS: 0

[Signature]
Clerk of the Board
SARATOGA UNION SCHOOL DISTRICT
20460 FORREST HILLS DRIVE
SARATOGA, CALIFORNIA 95070
(408) 867-3424

APRICOT HILLS CAMINO BARCO RESPONSE

On February 10, 1998, the Saratoga Union School District Board of Trustees took unanimous action strongly opposing the Apricot Hills Camino Barco territory transfer petition you are considering tonight. After evaluating the basis for the petition, we found no compelling reason to support the petition and, in fact, oppose any changes to existing boundaries based on the following points:

TRAFFIC AND SAFETY

Traffic and safety issues are not unique to Apricot Hills and Camino Barco. They are critical concerns within SUSD as well. Changing school boundaries is not the solution when schools and community must work together to resolve issues affecting all residents.

- For any unremedied traffic and safety issues, interdistrict transfers are a far more appropriate method for dealing with the small number of students currently impacted, relative to the large number of parcels involved.

- We believe that there are county procedures and appeal policies other than wholesale territory transfer which are avenues for a small number of individual students to apply for transfers.

- Many areas of Saratoga have been greatly impacted by the changing traffic patterns of Highway 85. In conducting the traffic portion of this feasibility study, we urge the county to consider whether the traffic corridors of Fruitvale, Herriman, Saratoga Avenue and Glasgow are not more hideous than the existing routes for this petition area. Certainly that has been the public input at our district and the city level.

UNIQUENESS OF PETITION

Our evaluation considered the uniqueness of this petition.

- First, these petitioners are not unique in the situation of living within city boundaries that are not contiguous with school boundaries. Approximately 40% of the parcels in the city of Saratoga are outside our district boundaries.
• In addition, within our district boundaries, we have exactly the same situation that this petition is protesting. Residents of two other cities and unincorporated county property attend SUSD schools and we assume these were conscious choices and compromises.

In evaluating the uniqueness of this petition, it is clear that the number of students currently involved is not significant. It is difficult to quantify the impact of four students, either financially or facilities-wise to our district. But we can quantify the impact of these additional parcels in terms of enrollment growth over time.

• Our classes are full period. Our student population growth has been over 6% per year. Combining this with the implementation of 20 to 1 class sizes at the primary level has meant the addition of 14 portable classrooms on our four campuses.

• Four the past three years, we have had to use a lottery for current residents who have not been assigned their school of choice. If we had room for "just one more student", our district would not be faced with telling a new resident who has just bought a home within a block of an elementary school, that the only class space is a 10 minute car ride away.

While considering the uniqueness of this petition, we urge the county to remain aware of the cumulative and cascading impact of petitions in this particular area.

• With the negotiated settlement of Sobey Oaks, the recent State ruling on Twain Court and the current petition area, over 100 parcels would be added to our district, with no additional facilities or resources. By comparison, the Greenbrier development of less than 100 homes, brought over $500,000 in developer fees to accommodate district growth.

**COMMUNITY IDENTIY**

We heartily agree that many of the individuals currently residing in the proposed area of transfer have demonstrated substantial contributions to the city of Saratoga. We respect and applaud these contributions, but as we noted, the Saratoga Union School District is comprised of several cities, many sports organizations, old and new neighborhoods, and varied ethnic and economic populations. We respect all that diversity brings to our district. Alignment strictly along a particular city or street boundary, may support one sense of community, but we contend that existing, even
improbable, boundaries have helped us strengthen and respect the many senses in which our communities are defined.

- Changing the boundaries will serve to impact the areas surrounding this petition, presumably creating the same isolation and concerns that are the basis for this petition. Ten Acres and Arcadia Palms would be impacted without their consent.

We agree that boundaries were established many years ago with orchards, creeks and old roads as guidelines and that these boundaries are no longer consistent with the way our valley has developed. We would also suggest that any realignments would also be outdated as the valley continues to change. But these boundaries have allowed individuals to make choices and compromises about where they want to live, the level of service of their city, the size and cost of their housing, the proximity to schools, shops and transportation. These choices are always made freely, but almost always with compromises and the purpose of this committee's authority over petitions is not to eliminate compromise from our citizens lives.

- The fact that 10 students from the area of petition have freely chosen private schooling supports our assertion that there are many sets of communities to which families belong. We do not presume that these families are alienated from playing with neighbors or free from concerns about traffic.

OTHER CONSIDERATIONS

- While we oppose the current petition, should we be overruled at any level, we applaud the County Committee recommendation that the area of impact includes all affected school districts, not just these particular parcels in any election.

No solutions are right for one hundred percent of the people one hundred percent of the time. We acknowledge the basis for this petition, but we strongly oppose any further boundary change to accomplish the needs of the petitioners. We empathize with the petitioners because our district faces issues of creating and maintaining communities in a diverse world and with critical issues of traffic and safety, but we cannot support and must oppose continued boundary changes as solutions to individual needs.
Transfer of Territory
from the Campbell Union and Campbell Union High School Districts
to the Saratoga Union and Los Gatos Saratoga Joint Union High School District

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WHEREAS, the petition has been examined by the Santa Clara County Superintendent of Schools and found to be sufficient and signed as required by law;

WHEREAS, California Education Code Section 35709 stipulates that the county committees on school district organization may grant the petition if the conditions enumerated in Education Code Section 35753 are substantially met and the petition is to transfer inhabited territory of less than 10 percent of the assessed valuation of the district from which the territory is being transferred and all of the governing boards have consented to the transfer;

WHEREAS, the transfer does not meet the conditions of Education Code Section 35753;

WHEREAS, provisions for the exchange of property tax revenue are set forth in Taxation and Revenue Code Section 99(h) and provide that upon the aforementioned transfer becoming effective for all purposes, the property tax revenues generated by the aforementioned territory shall be attributable to tax rate areas within the district(s) which receive the territory which is transferred;

WHEREAS, the Los Gatos-Saratoga Joint Union High School District is currently experiencing and projecting substantial future enrollment growth which has already required additional classrooms and facilities construction, with bond-financing;

WHEREAS, the currently planned, bond-financed additional classrooms and facilities have not been designed to accommodate students residing outside of current district boundaries;
WHEREAS, nine of the ten parcels petitioning submitted a similar territory transfer petition in 1998 which was denied by the Santa Clara County Committee on School District Organization;

WHEREAS, six of the ten parcel petitioning have been sold/purchased since the 1998 petition, implying possible prior knowledge of the concerns presented prior to their purchase;

WHEREAS, the arguments submitted by SUSD (attached), which are also applicable to LGSUHSD, refute the petitioners claims specific to safety and community identity;

WHEREAS, the property transfer is designed to result in a significant increase in property values causing financial advantage to property owners because territory was transferred from one school district to an adjoining district;

WHEREAS, the approval of the transfer would set precedence for future transfers of territory into the Los Gatos – Saratoga Joint Union High School District;

NOW, THEREFORE, BE IT RESOLVED that, by a vote of the majority of the members, the Governing Board of the Los Gatos – Saratoga Joint Union High School District declares that it is not in the best interest of our school district to accept this transfer of property.

PASSED AND ADOPTED by the Governing Board of the Los Gatos – Saratoga Joint Union High School District, County of Santa Clara, State of California, this 15th day of May, 2015 by the following vote:

AYES: Trustees Chang, Mano, Ramezane, Rossi, Tseng

NOES:

ABSENT:

ABSTENTIONS:

I, Rosemary Rossi, Clerk of the Governing Board, do hereby certify that the foregoing is a true and correct copy of the resolution adopted by the Governing Board of the Los Gatos – Saratoga Joint Union High School District at the regular meeting of March 31, 2015, and maintained on file in the office of said Board.

Rosemary Rossi
Santa Clara County Committee on School District Organization
GEOGRAPHIC ISOLATION
APPROVED MAY 27, 1998

Definition of Geographic Isolation
A situation in which the duration and/or safety of the commute between the territory proposed for transfer and the closest school within the school district of residence causes an extreme hardship to the student(s) residing in the territory.

Criteria for Determining Extreme Hardship
The two general criteria for determining extreme hardship are (1) duration of the commute and (2) safety of the commute.

Commute Duration
All “commute safety” criteria being equal, an extreme hardship exists if the length of time to travel between the territory proposed for transfer and the closest school district of residence exceeds the length of time to travel between the territory and the closest school within the desired school district by 20 (twenty) or more minutes.

Commute Safety
The two commute safety criteria to be considered are (1) road and/or street conditions and (2) traffic patterns.

- Road and/or Street Conditions
  All “commute duration” and “traffic pattern” criteria being equal, an extreme hardship exists if “road and/or street conditions” place the student(s) in significantly greater danger during the commute between their homes and the closest school within the school district of residence than during the commute between their homes and the closest school within the desired school district. “Road and/or street conditions” may include, but not necessarily be limited to, width, number of lanes, repair history, speed limit, grade, visibility, frequency of road closures, existence of shoulders or sidewalks, etc.

- Traffic Patterns
  All “commute duration” and “road and/or street conditions” criteria being equal, an extreme hardship exists if “traffic pattern conditions” place the student(s) in significantly greater danger during the commute between their homes and the closest school within the school district of residence than during the commute between their homes and the closest school within the desired school district. “Traffic pattern condition” may include, but not necessarily limited to, volume of traffic, direction of commute traffic, accident history, etc.

The County Committee also may consider exceptional circumstances of a particular territory or area surrounding the territory.
Notice of Exemption

To: Office of Planning and Research  
    PO Box 3044, 1400 Tenth Street, Room 212  
    Sacramento, CA 95812-3044

From: (Public Agency)  
      Santa Clara County Office of Education  
      1290 Ridder Park Dr., San Jose, CA 95131

X County Clerk  
      County of Santa Clara County

Project Title: Transfer of Territory: Campbell Union School District/Campbell Union High School District to Saratoga Union School District/Los Gatos-Saratoga Union High School District

Project Location – Specific: Attached is a list of addresses and parcel numbers for the territory proposed for transfer.

Project Location – City: Saratoga  
Project Location – County: Santa Clara

Description of Project:
Proposal to transfer 10 parcels from CUSD/CUHSD to SUSD/LGSUHSD

Name of Public Agency Approving Project: _Santa Clara County Committee on School District Organization

Name of Person or Agency Carrying Out Project: _Santa Clara County Committee on School District Organization

Exempt Status: (check one)

☐ Ministerial (Sec. 21080(b)(1); 15268);
☐ Declared Emergency (Sec. 21080(b)(3); 15269(a));
☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
X Categorical Exemption. State type and section number  
    Article 19 Section 15320 Class 20
☐ Statutory Exemptions. State code number: ________________________________

Reasons why project is exempt: Minor boundary change between local agencies (school districts).

Lead Agency
Contact Person: Suzanne Carrig  
    Area Code/Telephone/Extension: (408) 453-6869

If filed by applicant:
1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? ☐ Yes ☐ No

Signature: ____________________________ Date: __________ Title: Administrative Program & Evaluation Specialist

X Signed by Lead Agency  
Date received for filing at OPR: __________________

☐ Signed by Applicant