

SUPERINTENDENT'S SCHOOLS TASK FORCE

MEETING NOTES #5

June 21, 2023

1. Dr. Farley, Facilitator, welcomed back the task force; led the Pledge of Allegiance; and led quick introductions around the table for our guests from Davis Demographics, Scott Torlucci, and Brian Brito.
2. Dr. Farley again reviewed meeting protocols, i.e., one person talking at a time, keeping emotions in check, etc.
3. 2023-24 Preliminary District Budget Presentation - provided by Keith Farrow, Assistant Superintendent, Administrative Services, and the District's Chief Business Official (CBO). Keith provided a handout from the June 6th Board of Trustees' meeting, where he shared with the Board the District's Preliminary Adopted Budget. This document can be found on the District's website at:
<https://www.ovsd.org/site/handlers/filedownload.ashx?moduleinstanceid=2307&dataid=15164&FileName=2023-24%20Prelim%20Adopted%20Budget%20Presentation.pdf>

Page 1 - overview

Page 3 - Budget roadmap for 2023-24; June 27th is the final adoption for action by the Board of Trustees. Interesting that we are beating the state's adopted budget for next year - they have some unusual items and timing issues and are going back and forth between legislature and the Governor's office. It does make it difficult for school districts to plan their budgets when the State's budget is not adopted. The State won't know what the tax revenues are until October - trying to adopt their budget without knowing revenues. The Governor has until the end of June to adopt and sign.

Page 4 - District's Budget Assumptions - build our budget on and provide for transparency. We use outside sources to help build our budget, i.e., School Services of California (SSC), Legislative Analyst Office (LAO), and Department of Finance (DOF). We choose the most conservative route, usually SSC.

- First factor is our Cost of Living Adjustment (COLA) and multiplier with grade span adjustments. We are projecting a 200 student loss each year over the next two years.

- ADA - used to be 97% prior to COVID - sitting at 94% and how we budget
- Over \$2 million decrease from prior COVID years in revenues
- Pension plans for staff - STRS - 19.1% (teachers); PERS - much greater and actually growing so it is a concern for the district (Classified employees)
- Step & Column - progress for staff and how they receive salary increases

Page 5 - other factors:

- Remaining budget assumptions - LCFF funding - prior 3 year ADA average - every district uses due to declining enrollment
 - Usually see 6 or so resignations and retirements per year
 - Special Education, routine restricted maintenance, and transportation - these are mandated to be funded, but are underfunded by State and Federal funding.
 - Ongoing Categorical programs
 - Lastly, we remove one-time funds (COVID) - both revenues and expenditures so we're not bolstering our budgets
4. Newspaper Article and looking at Page 6 - Enrollment History - ten year decline - approx. 2600 kids and a decrease of nearly 28% - important to go over the article in the OC Register as it goes to the trend of declining enrollment (provided at the June 7, 2023, meeting) (also provided on the District's website at: <https://www.ocregister.com/2023/05/27/plunge-in-school-enrollment-is-coming-but-is-california-in-denial/?share=ecohicslone7ecmi2rig>)
- Article goes to the trend of declining enrollment - our drop is 28%, the coastal region is higher. Forecast is that it will plunge by another 15% by 2031 - OVSD will be less than 5,000 students at that time. Growths in population are in the northern central valley and sierras, up by 4% and 1%, respectively, but still very low.
 - Graphs show the greater LA area has experienced the steepest decline since 2012 (this includes Orange County and Ventura County and also projects to have the largest drop through 2031). Our area is projected to continue to decline and again it's currently at 28%.
 - Graphs shows the 2022-23 school year fell short of projections. OVSD reports attendance to SSC - so this is no surprise to the State. Source is California Department of Education (CDE) where we also report attendance.
 - California birth rate is at record lows.

- Legislation corrections may create inequality across the state.
- Fiscal challenges - As districts lose students, and lose one-time federal stimulus money, and state revenues decline, difficult downsizing will be necessary, not news to the State; they've known about this. It's suggested that districts begin expanding programs like dual language and STEAM to attract parents back to California schools, free lunch programs. However, the article ends with the California Department of Education wanting to hear other people's ideas - the CDE doesn't know what to do. They are asking for suggestions dealing with declining enrollment.
- The author of the article faces reality and bluntly puts that unless he's missing something good, these ideas won't manufacture babies.
- Declining birth rates are lowest in a century here in the golden state from 613,000 in 1992 to 420,000 in 2021.
- CA has recovered somewhat due to higher birth rates among immigrants, but immigration and immigration births have drastically declined. Birth rates in Mexico have also drastically declined. Across the world - birth rates have remained consistently low.
- Hard work in LA County and OC will be deciding which schools to keep open and how to pare down staff while ensuring that kids get the best education possible. Families must have a real chance to participate in the decision making -- it's going to be messy. This is why we are here and why we have this task force to come up with the strategy on these types of problems.

Dr. Farley asked a question about a budget topic brought up in an earlier meeting regarding being overstaffed for 900 students that are no longer here - in developing the school year budget for 2023-24 what are the implications? Because we haven't been able to reduce staffing, which has been shared with the Board of Trustees, our budget shows that we will be deficit spending in the next two outyears.

Question on budget: overstaffed, but teachers are lowest paid - average class sizes are larger, but we are still over budget. Doesn't understand that in looking at a chart provided in a previous meeting.

Answers: We're seeing pockets of classes that are high, but overall average class sizes are very low. As the CBO, I would like us to be at those higher numbers, but the teachers' union will say you're at the max Keith. We are actually below that. It was pointed out that on page 25 of the handout from June 7th, we are definitely below

average in all grades. K-3: 23:1 students. Most Principals can say that they are not capped out.

Also pointed out that there are some pockets, particularly at Circle View. However, Star View is nowhere near our contract max. You could substitute LA County/Orange County with Ocean View School District in that article. The article could literally be written about OVSD - tough decisions are needing to be made on closing schools, so we can more effectively educate our kids.

Question: Which schools get Title I funding and how much do they receive? How do schools qualify for Title I funding?

Answer: Look at average - the percentage rate of students who qualify for free/reduced lunch - and any school higher than that district average of 57% - schools above 57% - College, Golden, Lake, Oak, Spring, Star, Westmont, and Vista - 2 middle and 6 elementary. Range is from 60-99.5% that qualify for free/reduced process.

Question: Is there an application process for the State or Federal program.

Answer: It is a Federal program - requirements that families self attest and done on a 5 year basis - multiple different ways to do it.

Question: Where does the money go? Is it a significant increase in budget for those schools or students who qualify?

Answer: It's about \$1.8 million that we receive and determine on a per student basis divided by total students who qualify and we come up with an allocation and then based on the number. So, the 99.5% school gets the larger portion of that \$1.8 million.

Comment: Article was interesting - confused the span was like a decade - 2020 - LA Unified had harshest lockdown - COVID - pointing to low birth rate, high home prices, but never shows what has CDE done to turn people away from public education. Not any mention of what happened in 2020 and 2021.

Answer: We do have our demographers here and perhaps they can better answer your comments/questions.

5. Davis Demographics, the District's demographer

Handout from Davis Demographics can be found on the District's website:

<https://www.ovsd.org/site/handlers/filedownload.ashx?moduleinstanceid=10936&dataid=>

Scott Torlucci - introduction as one of the senior project managers at Davis Demographics and has been there over 28 years. Has worked with OVSD for over a decade, helping with enrollment and demographic.

Start out by answering the previous question - yes, there was an effect of COVID because of what happened and affecting enrollment, but what we're noticing now out of post COVID years - those declining trends are still happening, but just at a lower level. We're not where we're seeing kids coming back to public schools; we're not at the rate of recovery that we thought we would be.

Page 2 - Used Geographic Information Systems (GIS) - over 28 years - COVID dashboard at CDC - used phone - you used GIS - it's smart spatial mapping and analysis - ESRI over 30 years. Developed own software and own methodology. Work in 38 states, but mostly California.

Page 3 - Diverse staff - to discuss items - bring individual perspective - though leaders try to make sure that all districts are trying to plan and school districts take recommendations and run with it.

Page 4 - Attend and hold Conferences - "thought" leaders get together and share solutions.

Page 5 - Echo what Keith said - 1) CDE doesn't know what to do - they didn't ask DD!
2) Growth in Sierra and Northern Central Valley - that's a small number of students and is misleading. If you have 1 student, and grow by 2, then that's a 200% increase and is a misleading number. California is declining and has been for years.

Page 6 - California K-12 enrollment plunges again, falls below 6 million. Census Day enrollment drops by 110,000 this year on top of 161,000 last year. Chart shows two decade low and now down below 5.8 million - up 2 decades ago to plus 6.9. Birth rates declined in line with the great recession - CA hasn't seen birth rates this low for a century back in the great depression era. We're now seeing that kind of birth rate. Not only California. OVSD is unique and has wonderful, unique programs/properties that are provided to students, but we are not unique in that it's happening throughout southern California and other States.

Page 6 - shows projected change in age group percentage of population - going down except for 65+ moving up (for Orange County). Also shows Enrollment by Region - not unique - Davis Demographics has seen this coming.

Page 7 - CA, OC, but talk about OVSD

Best things about GIS is we can see where students live and track the progress where they live and see pockets of where growing and declining are...done extensive research. Prepared 7 year forecasts - showing declining enrollment. The numbers talked about are residents. Only talking about residents, not talking about where they go to school, not talking about outside of the District boundaries. Actual school enrollment may be different than the number of students living in an area.

Many non-spatial variables that influence where a student goes to school, i.e., a Principal, program, perception. So when we look at doing some type of future facility plans, we want to make sure we know where students are living. Programs can move, principals can retire, etc.- that's why we look at "resident students."

Question: When you talk about resident OV students, are you talking about private, charter, or other types.

Answer: Talking only OVSD students because private/charter schools don't share their student files with us and we are not able to get down to that data level. We have a wealth of data in digital format that we can do. Only have access to OVSD students, but have some census data that gives a rough estimate of the school age population.

Comment: Would like to see that data to show the actual number of students, no matter what school they are attending. If we are making our schools marketable, and if there even people that will come...If there's no kids, there's no kids.

Answer: We can provide that information. Glad you mentioned that...kids aren't leaving the District, kids are just not coming - there are no kids. Data will show that.

Page 9 - We have data - address information, schools, attendance areas, study areas (and each is coded to the school of residence), new housing, and students.

Analysis down to a study area, how many are living in that area, where they are going. Apply factor down to an elementary level or even a smaller level.

Researched new housing and geocode students - 10 years of student data that has been retrieved from Student Information System file, geocode it and heat map.

Page 10 - snapshot around the State recording time - called CBEDS day (October) - cleanest data and then comparing it to the same time frame each year. Forecast calculated for each of the 312 study areas - based on residence and move grades up and graduates 8th graders. Shows Factors influencing future student population.

Page 11 - 2022 Kinders born in 2017 (Kindergarten)

Look at 2017 births and then look at 2018 and do it by zip code and report to the state and look at the ratio that's going up or down.

92647 - 2017 - 651 births

2018 - 624 a 4.1 decrease and assumes K is going to be about that same decline.

Shows the two zip codes that make up the majority of the school district.

Page 12 - Future Kinder - birth data taken from the State of births in the area of those two zip codes - seeing steady decline. Uses the exact same chart (different numbers) for all other school districts that he handles.

Question: Dr. Farley - is this consistent or similar in other districts or is HB unusually high?

Answer: Not unusually high, but on the higher end. We've seen this in other districts and it's what's happening in CA. We are not at replacement level of births.

Question: Why only base it on residents and not on enrollment, when we have transfers (like teacher's students who come into the district).

Answer: As we're looking at future years looking at K-5 - those kids aren't in the district and some won't even enroll here.

K-5 school of choice based on non-spatial changes from year to year to year.

When looking for facilities and making sure there are facilities - look at residents - that changes at a much slower pace. Kinder class is the hardest grade to forecast - no real good data on what's going to come in - we try to make that forecast, but can't back up the data. Make data-driving decisions - don't have any other way to look at it, but seeing the correlation of births and number of K students - not necessarily the same kids, not necessarily that they are going to be there, but it does provide that correlation.

Page 13 - Mobility - most important factor - looks at students' patterns of migration in and out of the district. Biggest influencer. Tracks every student, every grade, at every school.

What is Mobility? Mobility is the cohort factor mentioned earlier - if you have 100 kinders in year 1, you would expect 100 1st graders in year 2, sometimes less or more, net change of plus or minus. Maybe 10 kids moved out of the area and maybe 5 kids moved in, leaving a net change of negative 5. Looked at over a 3 year period for an attendance area, trying to figure out if we're getting more or less students moving from year to year to year. Elementary attendance area, by residence, where they live, not where they go to school.

Chart on Page 13 -

Circle View - K-1 0.91- means over the last 4 years, 3 years of change, only 91% of kinders showed back up by first grade for every 100, 9 didn't show up. Average of 4 years - 3 years of change. Reds are negative and greens are positive. More red - more students are moving out. Done by the elementary attendance area.

Question: Does it take into effect - home values in those areas? Is that a consideration?

Answer: It's a factor of what may be making them move or not move, but it's not directly related. Going to be very blunt, but know that I do care - I don't care why they are moving, or that they are not showing up, but the average trend has happened that they are not showing up - 4 years of not showing up. Doesn't really matter for these forecasts when we're looking at 4 years of data and we have a distinct trend happening, that's what matters.

Question: Can you take into account the areas that are predominantly apartment areas vs. single family homes? Does that take into account the way that the data is pulled?

Answer: It's in the factor, because it's why they are moving or not moving, but it's not directly factored in. Overlaying attendance areas and counting students...one by one. That's why we do it by elementary attendance areas, because one area might be a totally different type of housing than another area, and we don't want to put the same factor - so broken down by elementary attendance area.

Type of housing area should be considered? That could be the reason for the trend - it's the trend - factor - doesn't matter whether single family or apartment - the turnover is there.

Question: Is this - this is 2019-present also capturing trends during the COVID year?

Answer: Yes it is, but this is a trend that I've seen here in OVSD for years.

Comment: What's important about this is, it doesn't matter what school of attendance it is - it's showing who's staying in our District and who's not. So, it doesn't matter if Golden View has a lot of green on the chart; it doesn't mean that Golden View is doing something better than anybody else, this is showing the trend of the population of our current district.

Answer: Correct.

Question: Does this take into account students who are moving whole residence - or just that they decided not to come to OVSD or enroll. It doesn't matter, they're just not coming.

Answer: It takes into account both.

Harbour - affluent - Hope View same - almost same - chart showing people in more affluent areas are going elsewhere? You could make a conclusion that house prices are driving families out or that they can afford private education.

Page 14 - New Housing - talked to City of HB - looked at new housing in OVSD:

- 2 active projects 52 units left to be built
- 5 projects in planning 549 units left to be built (condos or apartments)
- Not going to come online all at once and won't generate many students

Page 15 - Factors together - TK-8 forecast

- Current Year - Orange - 2022-23 October data, Gray - 2020, 2021, 2019
- 1,000 district loss in that time frame including out of district students on transfers
- Trend of losing about 200 plus every year and that trend will be continuing
- Births are down by a few hundred over a couple of years
- Mobility - more moving out of the District than more moving in
- Not a lot of development
- Trend seeing throughout a lot of districts - throughout Orange County and

Southern California

- This page includes all students, inter and intra

Page 16 - only includes resident students (does not include inter/intra)

These are facts 19-20-21-22-23 - not a forecast/color coded green for actual.

Showing natural decline - look at 2019 data - 8th grade class - living in district 860, going to OVSD schools, the next year - replaced by Kinder 662 - kids are not there. That is a COVID year, but even previous pre-COVID the trend was there. That trend continues. Birth rates are going down, Kinder is down.

If the trend follows, by 2029 all grades level resident students will be in the 500s. That's the way the forecast is going, doesn't see anything that will change that. There can be things that can happen and change that, but there is no indication of that now.

The trend for TK is going up because they are adding more years. TK came about - no hard data. They are just coming into the district earlier, same kids that would have come into Kindergarten anyway and coming in one year early and it's not doing a bump of what we thought was going to happen.

Page 17 - Fun chart - opens eyes - where they live and where they go to school is not necessarily the same thing. Picking on Circle View...the Columns represent where the children go to school and the Rows are the resident students.

Columns - school of enrollment

Rows - schools of residence

Includes out of district transfers

415 at Circle living in that area - 352 attending Circle, 9 College, 2 Golden, etc.

Why we don't look at attendance - look at where students live

Example of Circle and College View:

So, 352 total resident students go to Circle View. 57 of College View's students go to Circle View., etc.

College View has more students living in its area (than Circle View), but has 300 less students attending.

Scott: Why? Wish we could have a definitive answer. Biggest thing is the students just aren't there. The second thing could be private schools. CA Dept of Ed...(interrupted by

question).

Question: Showed a flier from Westminster SD being sent to Ocean View families.

What is the effect of this marketing campaign?

Answer: So, I haven't seen this marketing campaign, but I've seen it done in other districts. From my perspective it's marginally effective. I've also seen special programs in other districts, but they have to be really focused with what the community is looking for, i.e., with STEAM, language. It might bring some students back. In my experience, I'm not a marketing person, I've never seen it change a District's trajectory, never seen it change from declining to stable.

Comment: They are targeting our District - out of their District and they are being very aggressive at it.

Comment: There is still a process. They get that flier and say I want to go to that school, and go to that school to enroll, they still have to get a transfer approval out of our District. They have to release you. If you say I want to go to a STEAM school, and we have a STEAM school - it's at Lake View, they won't get released out of our District.

WSD is showing parents how to do it.

Still a process for an appeal for a transfer. OVSD is saying no we won't release you. If WSD is doing something inappropriate, that would surprise Dr. Farley. It isn't carte blanche. Administration of intradistrict transfers and OVSD is very strict.

Question: Why would a Superintendent spend money on a marketing campaign if they know it's difficult to be released?

Dr. Farley: As we've heard in this very room there is a pressure to market a school district thinking that it would turn around the declining enrollment and what you're hearing from the demographer, it may generate a few students, but won't have a dramatic impact on declining birth rate.

Comment: Just throwing the net as big as they can to see who they can get. Some districts are strict and others more lenient about who they release.

Request: Can we get back to this and get back to marketing another time since we have

a guest here to provide a presentation. Moving on...

Page 18 and Page 19 - CA Dept of Ed has a list of private schools with some numbers - using the power of GIS and overlaid the district boundary onto the private schools - 11 private schools within the district that has 1400 plus students - data is maybe 2 years old. Gives an idea of the competition for those students within. If expanded a mile and a half within the boundary, we get 7 more schools and about 400 more students. So there's competition not only here, but Westminster. Westminster is having the same issues that we have here. A lot of competition within 1.5 miles of the District. Of those 1800 kids and 18 schools - those are very small schools. Some are 500 and some are 20. Might be preschools, etc., - yes, but the point is that there is real competition. Those could be from any city, not necessarily from OVSD, correct. These are just private schools, not charter schools. The 1800 number comes from the California Department of Education private school database...a total number of all of them combined.

Page 20 - Bella Terra Residences - luxury apartments - 483 apartments. Out of 483 we are getting 26 TK-8 students - 0.05 yield factor. For every 100 units getting 5 students

Luce - 510 apartments and 21 students

Brightwater - big, very nice community, lovely homes - 372 homes - 70 OVSD students
For every 100 homes, 18 students.

At these rates, and we have 600 units planning to be built in HB, the District may get 20 students.

Parkside Estates - 111 units - 36 TK-8 students

To get a school's level of students you would need 1500 units to be built, to get 320-400 students.

Again, these are just OVSD students. Only have the ability to look at OVSD students.

Dr. Farley: Other questions? Reactions to the data:

The trends that you showed are exactly what we are dealing with enrollment at Oak View. See the ins and outs at Oak View - apartment prices went up and forced a lot of families to move out. Not moving to Westminster, they are moving away, out of state, up north, moving far away.

Facts show we have an issue - glad we're taking time to have meetings for discussion.. It's very obvious what we need to do, the facts are here, it's indisputable and solidifies what we've been talking about.

That response is not very common anymore in our mass media, high tech world, but actually making decisions completely on data and not on emotions or instinct - it's unique expertise and really powerful data.

Question: You talk about other clients you work with. Do you track the progress of the situation that we're in?

Answer: We had one client for over 30 years and we do go back and track everything and hopefully everything we've said is pretty close and correct.

Example: We give them a recommendation, they don't act on it, and then 3 years later they now have to act on it.

Most of our business is repeat. Provide clear facts, not just observations or feelings. Data driven decisions is our mantra (Davis Demographics).

Question: Huge amount of children missing, how do we identify?

The only way of doing that is taking an american community survey data at the census block data and get an estimate based on the 2020 census estimate. Not perfect and it's not exact. It is an estimate on top of an estimate.

Question? Underlying assumption in the question - suspect that there is something that the District might be able to do to find these children and provide interest so that they would enroll. Repeat the question, please...

With all due respect, If we identify the kids who aren't enrolling in our District, but who reside in the District, is there something we can do to convince them to enroll?

Not at all. If we are here to optimize public education, we need to know the public we'd like to serve. So whether or not we are doing something better or not, I just want to know who's out there. Because, while there could be an opportunity for optimization, that's an unnecessary discussion if the children aren't there. It would lead me to believe that, if we're going with data driven, we need data.

The District realizes that there are students out there, which is why we signed up with a PR team to help with marketing. Filming is complete at school sites. First draft of a postcard has made it to our Superintendent. They are working closely trying to get something out quickly.

Question: You mentioned that you'd done an analysis on previous clients, and then time goes by and then they say "hey, we need to act on it." Can you clarify what that means?

Example: We had data showing that an area was going to be having a lot of kids - Kentucky area of new housing. People moving there wanted to be going to a certain school. That school will now be impacted and will need to put those kids in a school that has more capacity. Three years later they were busing kids to the area we had suggested because that school was full. Came back - forecast was correct. We only make suggestions based on data. Not a service that we offer. Davis Demographics only gives suggestions and works with data and districts. Districts should plan for declining enrollment and also plan for no declining enrollment.

Kids are going to private schools, or other Districts - not going to OVSD schools. Seen marginal marketing success (his experience)? It's a long process. Suggested if you're doing that marketing, also prepare for other contingencies. Those other contingencies can always be stopped at any point if marketing comes about. If the trends start turning around, and the marketing program is working, then maybe this committee doesn't have to meet again. Never suggest going one way or another way, look at both...have a plan for declining enrollment. Have a plan for not declining enrollment. Davis Demographics are planners.

Conversation about true numbers. Feels like the District gave false numbers at the town halls, so appreciates Page 17, which shows true numbers and shows student parent/choice. Would like to see the middle school numbers.

Different conversation about the GATE program at Circle View. If you take the GATE program out of Circle View and put it at College View, the numbers change. The students go with the program. The staff goes with the program. Oak View actually has the most qualified GATE teachers in the District..

Comment on Declining enrollment - it has been happening every single year and we

have shifted. The District staff have presented this information at every board meeting for years, but it's only until "our school is affected" or "there is talk of a shut down"...and I'm not going to be popular here. It was presented before the town hall meetings, and it was very thorough, it's just not what we want to hear. As teachers, we have been seeing this and losing our colleagues every single year. Two other schools in our District and we also have lost a lot of temporary teachers to other Districts. Happens in every District. Takes it personally as a parent and a teacher that works in this District; everybody that works in this district and the parents, works hard. Just because it's not on your radar, doesn't mean that it wasn't given or it wasn't presented. People don't want to go to a 3 hour meeting...working, feeding kids, baseball, etc., but the hard facts have been given, information was presented...it's been there and it's been documented on the website and it is not new information. It's only because it's affecting us so much by losing our people and we're losing our schools. Do we want to lose our schools? Absolutely not. We love our schools, but we have to do something or we're going to lose them all completely.

Question: Can we get data from the District on how many approved transfers go out and come in?

Looking at data when it comes to trying to capture the students who are not here. As a SOM for 26 years, in talking to parents, when parents leave often what happened, well COVID happened, and parents didn't want to come back, because it is cheaper to travel during off times, you won't capture because now they love being in charge, and staying home. Very much like private school, has many friends who prefer private/parochial. Not going to capture those students at all. Has to do what works in their home. OVSD is very unique and loving and nurturing with students, parents, and teachers. Trying to do what's best for our students. Small town America and it is corporation-like in some of the surrounding districts - we are unique in that way. Important that we focus on the data but on the current students that we have so we can still offer parents/students the best that we can; and, unfortunately, that is closing things up and bringing, consolidating, bringing kids together in an environment where they can make connections.

Question: What's our next step? We've been presented the data. We've been given everything. No argument here on the trends, personal experiences, testimonies...here we are with meetings slated for the summer. What are our next steps?

Dr. Farley: On the agenda you see the list of other presentations we may make. The goal was to have some sort of thesis, position paper, reference material developed by early October/late September. Want to give as much information as possible.

Dr. Farley: General consensus here - we are ready to move forward. Answer is no. I don't think you have consensus - people who have differences of opinion in the room. Our report will reflect those differences of opinions. A diminishing return with effect on the budget, being so significantly overstaffed, and a \$2 million cost each year, we can't sustain that for a lot longer.

Comment: First, thank people on the committee - being vulnerable - looking at page 17 - would like to see a map of the school boundaries - looking at redrawing the boundaries. Discussed Oak View history - need to share how the boundaries and why those boundaries are formed.

Dr. Farley: Redrawing those boundaries. Having to close schools too. Boundaries will be redrawn and will be doing that professionally. Boundaries for most of these older districts are older than the district itself.

Comment: Board has seen information on declining enrollment, but not on school closure. She has watched meetings and nothing has been suggested about school closure. This committee is like a trial and has to go through due process. Until the facilitator directs this conversation, and not to ask us how we feel or where we are, which is inappropriate at this time, keeping an open mind should not be talking about teachers losing their jobs. A lot of information goes to the Board...prefer that until we come to this consensus, especially since we're talking about permanent solutions that could be based on temporary data. Feels we are not ready, would like all to be on the same page and would like to get all the information we can.

Next meeting: July 26, 2023, College View MPR, 6:00 p.m. (tour after for those who would like)

Requests for Information:

- Middle school information as presented on page 17 of Davis Demographics handout for elementary schools
- Map of the current school boundaries
- Would like to see data to show the actual number of students, no matter what school

they are attending.

- Data on interdistrict transfer in and out of our District