

SUPERINTENDENT'S SCHOOLS TASK FORCE

MEETING NOTES #3

May 24, 2023

1. Introductions for New Task Force Participants

Dr. Conroy welcomed the committee and new members Oscar Rodriguez, Ben Blum, and Natalie Shay. Introductions were made by all task force members. Keith Farrow led the group in the Pledge of Allegiance.

2. Review of Meeting Protocol Agreements

Dr. Farley reviewed the meeting protocols with the task force, i.e., one person talks at a time, keep the emotions in check, etc. He will continue to actively facilitate the meeting to keep the group productive. This meeting has a lot to do and a lot of data to cover.

3. Reflections, Thoughts, and Observations Since Last Meeting

Since there was a lot of data to review, there were no reflections, thoughts, and observations shared about the May 10th meeting.

There seems to be a need for additional meetings and the plan is for the task force to meet through the beginning of October. The expectation is that the task force will conclude with a summarizing report and possible recommendations to the Board of Trustees. That target date for presentation of information to the Board of Trustees would be October 24th. If there is enough information for the Board to make a decision, that decision and Board action may be at the November 14th Board meeting. For time and continuity, the task force should consider possibly meeting once in July and once in August.

To envision what the report might actually look like would be a comprehensive study and report of everything that was reviewed at the task force meeting, along with opinions and ideas. It should be a 9-10 page thesis that will cover all the data, be succinct, and readable/user- friendly, along with a fact sheet to summarize the data. Thinking about a brochure to summarize the challenges and possibly a mailer to the community or distributed through social media - a roll out for people to be as informed as they want to be.

INFORMATION PACKET - Keith Farrow, Assistant Superintendent, Administrative Services, and the District's Chief Business Official (CBO), provided a packet of information to the Task Force on May 10th - <https://www.ovsd.org/schoolstaskforce> - and started explaining the information below that wasn't covered previously. Questions were asked and answers provided on these topics and unrelated topics. On May 10, 2023, the task force reviewed pages 4-15.

Starting on page 14 of the packet -

4. Sale/Lease of District Property - starting on page 14, which we started to cover last time so most everyone probably read these pages ahead of time. The important components, there are three, are whether to sell a property, lease with an option to purchase a property, or lease a property. The proceeds of a sale are complex and driven by state education code. With a sale or lease with an option to sell, those proceeds need to go back into facilities only, it does not go into the general fund for salaries.

For the option to just Lease, the education code does not really address this and leaves it more open to what Districts can do with those funds. There is misinformation out there about what we can do with the proceeds; and there are other items that need to be addressed, and will be when we get to that in a later discussion. Legal counsel would always need to be consulted.

5. Advantages/Disadvantages to Selling District Property
 - Advantages to Sale/Lease of District Property:
 - Reinvest the funds either inside or outside of the district with other property;
 - Our Certificates of Participation (COPs) were discussed a little last meeting - the District could pay off those loans and then the money comes into the District's general fund from those leases;
 - We would reduce the cost of maintaining the building and reduce utilities;
 - There would be new opportunities for development of housing, parks, future projects;
 - It would be a one-time revenue source that would fund some of our projects;
 - Property rich.

- Disadvantages to Sale/Lease of District Property:
 - Once the District sells a property, it would be nearly impossible to gain that property back in Huntington Beach. Most of our sites are around 14 acres in coveted HB.
 - One-time funds - they are one-time funds - example: could put the funds into a roof, but then those funds are now gone. The District should not use them as they are one-time funds, unless there are a variety of options available for good use.
 - The District is the largest owner of green space in Huntington Beach. If sold, chances are the land would not be used for parks or green space.

Question: How much does the District charge for youth sports on the fields. Answer: Ocean View SD is the lowest around with \$0 - \$10 per hour for the use of a field. Our fields are used and requested a lot.

Back on Page 13, it shows the properties that are not being used as school sites and have long-term or short-term leases which provide annual revenues of about \$2.5 million dollars to the District. These revenues pay for our COPs loans. We have two current loans which got us through one of the District's "dark" times with the "A" word - asbestos. The District recently paid off our third loan that built the four middle school gymnasiums.

The District is fortunate that our previous leaders purchased all the land and made the District land rich. Very fortunate that we have those sources of revenues for options for the future. It's impressive that the Ocean View School District used to include all of those sites.

Question: What are the expenses and how much does the District pay in taxes for those properties. Answer: For the one current site not being used, the District does pay utilities. All of our sites are maintained by District staff. The District does not pay property taxes on any sites. Costs will be reviewed later in the materials, but we do need to cover graffiti, break-ins, vandalism, etc. Park View did have a lot of problems with homeless, vandalism, etc. The District has now demolished that building at a cost of \$3 million. The District is now leasing out the vacant triangle property at Westmont to ActivCare who is building a memory care center.

The revenue received from that property covered the demolition of Park View.

Question: Are we getting market rates for the long-term leases (Lowe's and Walmart)? Answer: Those leases were set up in the early 2000s for 65 years and were contracted by the previous Board of Trustees. These long-term leases are not negotiable.

Question: What do you consider to be a long-term lease and short-term lease in years?

Answer: Long-term could be 30 years; short-term could be 1-5 years. Most of our leases are short-term and the revenue is increased yearly. Recently, due to COVID, the District has needed to renegotiate with our short-term lease tenants, while still maintaining the revenue amount that covers our COPs loans.

6. District Funding - an extra page was provided to the Committee and inserted before page 16 to help better describe the District's complex California education funding model. A chart, narrowed down into one page, created as simple as possible for our financing structure. This page can be found at <https://www.ovsd.org/schoolstaskforce> and titled District Funding Exhibit 1 - 5/24/23.

Next four pages are narrowed down, but will provide information the task force can take back to the constituents to share easily.

- What is Enrollment? - Enrollment refers to any child that was signed up to attend OVSD.
- What is Average Daily Attendance (ADA)? ADA is the number of times each student has sat in a classroom up to 180 days. If the child comes all 180 days, the District receives one full ADA. If a child starts half way through - 90 days, we receive half an ADA. For each child attending, we receive approximately \$62-63 per day.
- What is the cost of one day - here or not here? Take 1 divided by 180 school days.
- Most important takeaway: Enrollment is directly tied to staffing. If the District has 100 students enrolled, we'll staff for 100 students. However, District funding is based on how many times those students are showing up. Unfortunately, not all students are showing up every single day, especially after COVID, we're still seeing an attendance decline. We are averaging about 12 days absent per child per year.

- ADA x Funded ADA
What is Funded ADA?
- Base Funding - The State breaks apart grade spans and gives a base amount of dollars that they have set, multiplied by ADA would equal the District's base funding. That's a very basic picture of how it works. Base funding makes up a majority of our Local Control Funding Formula (LCFF) calculation.
- After that - we receive add ons -
 - Class Size Reduction - extra that state puts towards K-3 grade span for reduced class sizes. Assistant Superintendent will later talk about class sizes and what is negotiable
 - Supplemental Grant - additional add-on funds that allow the District to calculate for its unduplicated students. Unduplicated students fall into 1 or many or 3 categories, but are only counted once (English language learners, foster care students, and socio-economically disadvantaged). This grant money equals the number of unduplicated students x 20%. These monies are for extra supports.
 - Concentration Grant - this is for Districts who fall over 55% of unduplicated students. OVSD is currently just over 58% and this add-on is meant for those students to help them catch up.
 - Home-to-School Transportation - the State just increased the amount provided from 50% to 60% of our need. OVSD provides for Special Education transportation, transportation to Interim site during construction, middle school students from Oak View community to Vista View, and any hitting on that unduplicated challenge assisting any that apply.
 - Targeted Instructional Improvement Grant - comes from an old funding era in 2013-14 and has been stale since 12-13 before LCFF.
 - Transitional Kindergarten Funding

Question: What part of the school year is ADA counted. Answer: Throughout the school year, the District provides the State with monthly reports, but the main report is in the spring of each year and we call it the P2 report. From this P2 report, we collect our ADA and that becomes our funded ADA.

Question: So, this year's ADA is reflected in next year's money? Enrollment could go up, and yet the ADA could be lower based on last year? Answer: The State has provided three ways to be funded: 1) current year ADA - if enrollment is increasing, it allows the greater of three choices; 2) previous year ADA; and recently, 3) 3 year ADA average, which has helped OVSD greatly and will most likely continue this option.

There was a correction to the "Enrollment does not equal Average Daily Attendance" page inserted before page 15. (This page can be found at <https://www.ovsd.org/schoolstaskforce> and titled District Funding Exhibit 1 - 5/24/23. The correction was made to the grade spans, which should be K-3, 4-6, and 7-8.

JF - Keith, talk about the change in the percentage of kids who attend regularly - Districts were mostly around 97-98% prior to Covid. Unfortunately, the change is drastic - we were just barely below 97% - pushing for 97% of 180 days. Now we're seeing 93% of 180 days.

Covid parents have flexibility and they got accustomed to being out of school and that flexibility has remained. The District is not seeing those rates getting back up there. Almost all districts were at 97-98% before Covid.

Question: Is there a consideration for those certain cases - if that's their excuse - Covid? If that's why they aren't attending school? Answer: During Covid, the State stepped in and offered us relief. Every school district is fighting that same fight. We're looking for that special slogan (group laughs) to get kids back to school.

At a school site level, school independent study up to 15 days. During Covid, Oak View had over 250 students out per day. Oak brought in staff just to do Independent Study. Close knit community with high exposure and learning loss hugely impacted Oak. There are resources out there, but it takes a lot of extra effort. This year Oak has 140 SART contracts already - kids who have already been out 10 days this school year.

School Services of California shares that this is a real issue with students/parents. We need to reorient parents' minds to have the kids come to school. There's a real fear of bringing students to school - society - components contributing - almost a reeducation - come to school vs stay home. Anxiety on all sides - trying to be patient, but yet also educate parents.

We aren't seeing anything from the State as far as relief now, but the 3-year average ADA helps us. It will eventually be catching up to this year's numbers.

Principals - talking to families and educating everybody - great for everyone here getting this information so all can stress the importance of getting to school - stressing get to school.

Give an approximate number for the deficit to the District since moving from 97% to 93-94%. This costs the District approximately 2.2 million dollars. When someone asks what's the cost of one day? That 250 absences per day at Oak View x approximately \$63 per day, per student - almost \$16,000 for that one day's absence.

7. Budget Timeline - Page 20

- In December, District staff presents to the board the 1st Interim Budget Report - it's a redevelopment of our Adopted Budget - looking at our staffing costs, how many additional staff we've added, how many have resigned - reinvigorating the budget.
- January brings a first look at the assumptions for the Governor's Budget for 2023-24. Some people say it's too early - the District shouldn't count on those set of financials; they are right...the budget is built on assumptions that may be completely different from the Governor's May Revise.
- March brings the 2nd Interim Budget Report, which is built based on those numbers - redefine assumptions, staff looks at the economy, shares with the Board, shares with the Public, all of our new assumptions.
- April - starting to build the District's budget for 2023-24 - the interesting thing is we have no idea what the state's budget is. As you know right now, the Governor hasn't signed his budget, but we need to approve ours by the end of June. The Governor has until June 30 to sign or veto, if they want to go past that deadline.
- Hard things - the differences between what the Governor's office says and what Legislative Analyst Office (LAO) – battle it out - On May 15th the Governor gives over the budget to the LAO; the LAO has until June 15 to review; and then pushes it back to the Governor who can accept or veto
- Some of the unknowns? - What are the State's revenues? - There is a deferred personal tax collection until October.
- The State really doesn't know what they are collecting, but yet they are building a budget AFTER what we are going to present to the Board - so it's a challenge

and the District is going to be conservative. We'll look at the economy and what's going on.

- Other challenges - in April, May, June - the District has to project enrollment in September -
- Build these giant cohorts that walk students through K - Grade 8 - and it goes way back in time. Broken down by grade and by school sites. And one of the challenges is kids don't come in nice neat packages - - look at the cohort on the earlier pages—it's not growing - not declining/or it is declining. When you look at it by grade, it becomes a real challenge.

8. Enrollment and Certificated Staffing Timeline - Asst. Supt. Reagan Headrick

Page 21 - adding for consistency and page 25 and 26

Walk you through month by month on page 21 - what happens with enrollment and what follows with staffing. If you tuned into the board meeting May 23 - Reagan gave a brief presentation, so you may have heard some of this information. Want to make sure that everyone has an understanding that "staff follows students."

Activities that occur when we're looking at Enrollment

- January/February - host parent info nights...example: TK nights, middle school nights, these are activities that our Educational Services Division helps facilities with Principals. HR staff begin identifying hiring and layoff needs based on enrollment practices. A Board Resolution begins the layoff process - for Certificated or Classified staff.
- March specifically - Inter and Intra District transfer window opens. Gifted and Talented Education (GATE) Information Night, District Music Festival are held. Intra transfer window closes on March 31.

Question: Transfer process? Are those deadlines defined that all districts must adhere to Ed Code. Assistant Superintendent Dr. Julianne Hoefler shared Education Code provides guidelines and recommendations for the transfer process. Intras are first addressed before Inters (living outside the District). Staff has tried to tighten the timeline. Approve intras at the time and then some inters. It means sometimes Intras lose out on a spot because of when they submit.

Question: Every district in the area has the same cutoff date - some districts accept earlier and are getting the kids.

Interdistrict transfers can be submitted at any point. We don't start processing...that starts the timeline. Could a district accept beforehand? For the most part, most districts don't do that, so typically the timeline is at the end of Feb/beginning of March.

- March - staffing begins. HR meets with Principals for staff allocations and initial staffing assignments. March 15th, by Education Code, is when the District issues Certificated layoff notices (pink slips). Continues to work closely with the school to confirm vacancies - what is open based on enrollment.
- April/May - Open Houses occur

Question: Is the District Music Festival properly marketed? Website - www.ovsd.org.

Question: Interdistrict transfers are notified as soon as possible - some notified sooner than others - some programs that can be notified sooner than others? School districts can legally accept or deny transfers based on child care, based on a parent working within district boundaries, and special programs. Most Districts, including ours only accept Inter requests to leave for the education code related items.

Question: What's the latest that we are letting students come - 1st day of school - based on capacity and number of rooms - historically had some schools in which every single classroom . Example given - GATE programs - in history had to be denied based on capacity (both GATE students and siblings of GATE students). The District opened another GATE magnet school. Submit after they have accepted, decide to go on a wait list. Student Services is calling families at highly impacted schools and offering them a spot very close to the start of school.

From the last meeting, there is a lot of misinformation out there about transfers, for example the DLI program. We are accepting and notifying right away and we did align with the neighboring district. There isn't necessarily a deadline, to know later in the spring. We accept every transfer that we can and we start getting them off the list. Then we're often left with 2-3 schools for which there is a delay. Very fluid situation and some kids leave and families don't tell them they are not coming back. Need to be flexible and as openings develop, you need to verify.

- April/May - Continue to review enrollment projections and transfers for displacement/transfer of teachers. Staff works closely with Ocean View Teachers Association (OVTA) and the collective bargaining agreement to make sure we follow the timelines. Transfers of teachers and vacancies are posted.
- Jul/Aug - continue reviewing enrollment - and as was mentioned it is a continual fluid situation with withdraws and enrollees
- Finally in September - school begins - again staffing is being monitored to look at who's actually attending - sites count the seats, collect that data, to finalize our enrollment.

Staffing Overview - Page 25

Information presented in previous board meetings on 2/28/23 and 5/23/23

Contract language regarding staffing - General Education staffing K-3 - 27:1 and 4-8 - 32:1 - again this is contract language with OVTA. Page 25 shows we are below the contract ratio in 2021-22 and 2022-23, and we are projected to be below contract ratio in 2023-24.

The District is currently staffed for over 900 students that are not enrolled. Low school enrollment creates fewer classes at some grade levels which creates some staffing challenges.

Human Resources works in conjunction with Administrative Services to determine the number of teachers staffed.

Layoffs - clarity - 2/28/23 - discussion/agenda items to release temporary teachers and permanent teachers. The Board took action not to reduce permanent staff. We thank the Board for the action that they took that night; so, we did not reduce our staff, but our enrollment continues to decline.

Now going back to Keith - what are the implications financially without those 900 students? About \$2M per year ongoing.

Question: What do our numbers compare to our neighboring districts? I know we're K-3 projections, etc. Answer: Mr. Farrow included that with the 2/28/23 slide at the Board meeting - we are definitely comparable with neighboring districts

Question: Is 27:1 a maximum of the average K-3? Are we not allowed to lower? Answer: It is the max of the average there. We do have GATE classes that are higher, and we have

language that allows for that also.

Would it be a Union question to lower that ratio, to spread it out to make it more enticing for parents because that's why they like private schools - a common topic of lower ratios?

It all goes back to...Bottom line - what can you afford to do?

We're already 900 students short - you would be increasing that number if you decrease the staffing ratio..

Overstaffed? Suggestion from another employee to move staff around.

Bigger issue - not financially prudent and if we don't have the money that we're changing the ratio for, then we're just digging a bigger hole for ourselves. We have to make decisions that are good for the District long term.

Private school - 1 teacher to 32 kids in Kinder (friend of Principal). Interesting to see that info.

Catholic school - packs those kids in those classrooms

Average by the school - you can't guarantee that ??? DLI classes are smaller and pulls the school enrollment average down.

Later discussion from a question: - lower class lower average class sizes and how that affects the budget with a \$6million surplus? We'll get to the financial part.

Advocate for lower class sizes. It's vital, but the difficulty is...

Burning district funds because teachers are spread out - what that means at Marine View
Our average might fall into this, so few teachers at middle school - master schedule is a nightmare at a middle school. Shortens the amount of opportunities that kids have - not enough staff to have a diversity in programs. Marine View limits the amount of classes. Not advocating one way or another, but if the District has all these extra schools, and money we're wasting, could be put into having sufficient staff and possibly having lower class sizes and providing students with more opportunities.

Confusion - 8th grade at Mesa. If staffed for over 900 students - general education students?

Colleagues - Gen Ed sections and GATE sections. If GATE is not factored into the number?

We are referring to 900 general education students. Special Education is not included in the numbers. GATE is included in the numbers.

Easier on the elementary level - Hope View Kinder teacher

1 teacher at 23 kids

1 teacher at 20 kids

1 teacher at 18 kids

We're missing that many kids, 4, 7, 9 - add that up - that's close to a classroom. Overstaffed by 20 kids that aren't there. No ADA and no money.

Hard thing to say, but it's hard...I love the smaller numbers, but it's not equitable.

Ratios are low and we are providing services to these kids at a lower number, especially in the lower grades.

Hope View - we keep losing teachers to other schools, but it's making it harder and teachers have more work because they are spread out differently.

If we do consolidate it makes it easier on the district as a whole. We need this balance because the average in Kinder is low.

23 but another friend has 28 at another school -

Teachers would rather have a larger class of 34-35 rather than teaching a combo.

Small schools - teachers have 3-4 duties a week

Impact on multiple levels

How many kids are at a school and what happens financially because of that. I know that when lower numbers

Spring View - we're losing some kiddos - master schedule - very difficult to put together - small student population and small staff. Teachers will be working extra harder than some of our other colleagues because students don't show up in neat packages.

7th grade math teacher - may teach other things that they may not be overly excited to teach, creates a bigger job for them, and creates less choices for my students in electives to offer.

On page 25 of initial handout/packet

Looking at an elementary school with combination classes at every grade level...no nice, neat packages - 311 students

Below - showed a sample of a middle school master schedule. Very challenging of low school enrollment on staffing

Focus on the Human impact on the kids on the teacher and on the parents

400 students - packed full - 26-27 in primary and up to 32 in upper grade with 5 combination classes. This year there are 3 combinations.

Very challenging and asking them to do two jobs and to do it well. Worked Saturdays to

stay caught up while teaching a combo.

Hard on the students, especially with all the diverse needs and them missing out.

Hard on the parents - emotional/psychological impact - every fall - no combos every year

Focus on the human impact that small schools have on teachers (two jobs), students, and parents.

Detriment of our student achievement

Impact on the students is they are missing out on more attention and academic impact and some needs may not be met or reaching their fullest - not enough support.

Combos - double the work and reduces the instructional content time with the student to focus among 2 grade levels - when a teacher is tasked with a combo class and they are prepping for two different grade level content - often times students that are specialized might be placed in the one pure 3rd grade class - with disproportionate number of students with special needs. Inequitable - two different perspectives, combo teacher prepping for two grade levels and pure grade level teacher with a disproportionate number of students with special needs.

Combo class in every grade - handpick - you cannot have children - or they avoid placing children in that class with 504 or IEP - the 10 special children that are able to have a combo class, that creates a different scholastic environment.

If students are independent and work well by themselves, they tend to be put in the combo class - pegged to be in a combo class - both sides there is an inequity.

At the middle school level - if tasked with small classes - 2 or 3 different choices for kids Might have a pull out class, general education class, honors class, but if not enough staff or students to do that, then 1) tracking kids and 2) if a student has a behavior or issue with another student, there is nowhere for that kid to go. If a small school that doesn't have electives that are enticing - won't draw in people from outside.

Reminded of courses with a small number of students, they may have 3 or 4 periods of the master schedule together and may not have an opportunity to interact with others.

It's like a single old schoolhouse where all the kids are together.

Comment - local realtor and sell in your neighborhoods - get faced with a question of our

rankings daily. Wish that we had smaller classes and getting that feedback with the community that they want to keep it small. They feel combo classes affect a student's overall performance. Greatschools.org and other resources as well - need better scores.

JF - difference in maturity levels in some of those combos.

We put all of our GATE at Circle - of course their scores are higher.

Combos - looking at the sample school - we have 51 students in 2nd grade combos, which is basically two 2nd grade classes, which is not what we have. We have one 2nd grade class, and 2 bookends $\frac{1}{2}$ combo and $\frac{2}{3}$ combo. Independent learners going to the combo classes. Then left with everyone else in the middle. Not putting IEP kids in there because they can't handle two different things going on - it's too much. Not putting "separate froms" (when we plan out classes - separate Johnny from Bobby because they don't get along). Now you have Behaviors - challenge for the teacher has more behavior issues and children with more needs - with straight 2nd and all in one class. A big challenge.

Teacher's perspective - more than one teacher at your grade level, you can plan together, share the workload, a team. Combo teachers are an island unto themselves.

Going back to the Human side - kids that may need separated, but sometimes they can't be separated. Which ones are we going to keep together? Which ones not? Wear and tear of the teachers at a small school, not only doing the combos, they are doing all of the other adjunct duties as well. In addition to doing the two jobs faced with, they are doing all the requirements that help a school function. Peaks and valleys - kids don't come in great packages. Extreme challenge for students who may get back to back combos - and back and forth for the teacher teaching a grade level from year to year - no consistency for the teacher teaching the grade and the list of tasks is endless.

Staff member teaching in OVSD 27 years - all of her children were in a combo class in OVSD, and she was a teacher in a combo class. She has taught every single grade in OVSD. Well versed on the subject. Combo classes are a lot of work for the teacher, but knowing OVSD teachers, they rise to the occasion and they will provide a quality education to those kids. Back to the point, whatever we think about combo classes, it becomes moot if we can reallocate those extra staff members that are floating around with those 900 kids that don't exist in certain locations. That's a reason to somehow figure out how to mainstream our staff so we don't have combos in every class. Sees the benefits of combo classes, but wouldn't want children in

multiple combo classes at every grade.

Figure out how to have more flexibility at a middle school and reduce our class sizes to get the appropriate amount of staff at each site. Meeting the needs of the kids on the daily. They are getting the best education possible.

JF - Make it clear - not beating up on the combo teachers - discussing the whole nature of a combo class.

Good discussion - combo impact and instructional impact at the smaller schools.

Keith still has a lot to cover, but important conversation.

Conclude - thank you for your great comments. I see the task force grasping and wrestling with all this data and is very commendable. Thank you very, very much.