

24-25 BAC 11-6-24 - Minutes and Table Talk Responses

Present:

- Superintendent - Patrick Sanchez,
- Site administration - Greg Stein (LO), Colleen Martin (SH), Heddi Craft (OA), Cari Carriere (GA), Maria Leon (DM), Melissa Nix (SH),
- Parents - Brooke Bond (GA), Beth Hernandez-Jason (OA), Veronique Marks, Sebastian Lacey (LO),
- Site Staff - Lauren Pomrantz (DM - Cert. union president), Emily Avila (LO - Union VP), Diana Susoy (LO - Classified Union president), Kymberly Bronzini (SH teacher)
- District Office - Michelle Coffman (Fiscal Services), Catherine Rodecker (SPED), Marilyn Rockey (Student Services), Leslie Telles (Human Resources)
- Trustees: Cita Rasul (participant), Kristin Pfothenauer (Note taker)
- Kate Lane (consultant),
- Absent: Chloe Marin (DM), Shanna Urbancic (SH)

Kate Lane reviewed the slides for the meeting. These are available on the [Budget Advisory Committee](#) link on the LOSD website.

Breakout groups discussed and reported out on each of the following questions.

What surprises you about the district's budget?

- The slide on how revenue is lost as we loss students
- How constrained the budget is
- How complex it is with the constraints and what money is spent on.
- Declining enrollment has been a fact for 10 years, so why does it still seem like a surprise to some people.
- Appreciating the clarity and communication style of the presenter - Kate.
- Surprised how little money we do have.
- Would like to have the slides in the breakout room to refer to it.
- Interesting to see how much declining enrollment affects our budget - the graphic showing the loss of \$250,000 but only a reduction of costs of \$100,000.

What questions do you still have about the district's budget?

- How much wriggle room do we really have with the constraints and complexity
- How cn we support combo class teachers in making that the best situation possible?
- How can we help parents understand other options to combo classes, (such as a K-2 and 3-5 school).

- OPED reserves (retirement benefits for early retirements), is that budget healthy, can we use that budget to encourage some people to retire - maybe including staff that haven't been with us for 25 years).
- Complexities of SPED services, interdistrict transfers, turning away students who will have high special education costs. If funding stays with the home district, do we need to deny IDT students?
 - IDT generate enrollment - but may come with challenges that impact general teachers and classrooms (SPED issues, and challenges)
- Last year, we weren't really spending down all of the restricted funds. How are we doing in that area now?
- How does the business department plan for unexpected costs?
- How are big expenses, like purchasing classroom furniture, or hiring employees, approved? Is there a process, is it the squeaky wheel, is there a lottery ...?
- What about money that we should be receiving from the COE or Tierra Pacifica?
- We are struggling, how can we cut more, especially keeping the cuts away from the classroom?
- How can we reduce SPED costs?
- What are the basics?
 - What money do we have? What monies were we given?
 - What has been encumbered / spent?
 - What's left over?
- What areas can we be creative in?
 - Is there a way to reduce utility costs?
- What areas can we cut?
- Are there ways to generate money?
 - Can we improve ADA?

What elements of the recovery plan are working?

- More trust with new leadership. Morale is up. People feel more hopeful.
- Everyone is pulling together - but it is fragile.
- Our parents value their schools - appreciate what they have. May have increased
- Everybody is tightening their belt and there's a all hands on deck which is supporting collaboration.
- People are paying more attention. When we say things like we're still in a budget deficit, people are asking questions.
- When things are tighter, people are stepping up and working more collectively - and still worried about burnout.

- The recovery plan really means - we made a lot of cuts. In bad times people are stepping up - but that doesn't mean the recovery plan is "working". None of it works for the schools.
- We have a large group of good people in our system, that were hurt by people that are no longer here - and we are trying to put policies and systems in place to make the district sustainable.

Are there any elements of the recovery plan that are not working?

- Dismissing some of the key positions - family liaisons, recess coaches - this comes up on a regular basis.
- Missing some key positions - behavior specialists - which is stretching general education teachers.
- We don't have all of the people to do what we need to do. Student safety came up.
- Concerned about burn-out.
- Wondered if parents are becoming a little complacent - that because of the new leadership the problem is over and they aren't paying attention.
 - There are specific people at each site that are a voice. The size of the parent voice has decreased since last winter.
- Because we are so bare bones - it's taking away from campus safety.
- Upper grades are so tight that the SDC students don't have space for main streaming.
- At Ocean Alternative - because parents run clubs, it's a shorter day on Thursdays and OA needs more parent support
- In general, teachers are stretched too thin - it has reduced time for social emotional learning and one-on-one time with students.
- Because services that impact students were cut (safety staff at recess, and custodial supports that ensure cleanliness - it's creating extra work for teachers.
 - Teachers are bringing vacuums.
 - One staff got gift cards for the custodian thanking them for cleaning the staff bathroom.
- In the reorganization, we cut position hours that caused longtime staff to loss benefits and a loss of some tenured teachers. A morale hit for everyone - especially when some of the positions were rehired but with new staff that need to be brought on board.
- All of the expectations for academics are still continuing with new tasks added.
- Grateful for staff who have been working on supplemental pay with no security.
- People have shifted positions during the recovery plan that have a steep learning curve. We want to acknowledge the work load for those people and the trickle down effect of that.

The group responded to the following questions:

Should the target be increased and if so by how much?

- No responses

What ideas do you have to balance the district's budget?

- Fund raising of parent communities - go to parents with specific needs that they can fundraise for.
- Facilities rentals - are we using the facilities as much as possible - can we maximize that revenue stream
- Does the facilities master plan enable us to bring in new revenue - fields, gyms
- Want to see if the ADA projections continue to improve - how will that impact the budget - SB183 - short term independent study

Comments from chat box

- I would note that the slide of our 'base programming' was created last year (it sounds like) and may need further scrutiny before it's taken as fact. I don't think that all necessary roles are represented on that 'base programming' slide.

Questions asked during the meeting.

- We have transferred about \$900,000 from developer fees, are there more funds there?
- Can developer funds be used on school furniture?