



## **Report Objective:**

The objective of this report is to convey as much as the current information to the reader as possible. There are many issues to consider and the information is offered in an attempt to convey points, in unbiased format, for the reader to review, reflect, and analyze.

Please note:

- The specific budget of impact needed is the Maintenance and Operations (M&O) budget.
- All salaries offered in budget configurations include “pay” and benefits paid by the district.
- During the conversation of Full Time Employees (FTE) these numbers are referring to general education teachers and not a specific reduction in Special Education teachers. Student Services would need to consider their specific population numbers and the policy recommendation.
- FTEs are also considered the general requirements of the state first. Hence, if a school can only afford the core/state required teachers, any additional teachers would be at the cost of the district.
- Alternatives models have been offered during conversations and this report does not include the vision of alternative models such as, but not limited to, (2) K2 buildings , (1) 3-5 building , (1) middle school building split, K4 and 5th-8th splits, and returning to K8s.
- The amount required to right size the budget is \$3 million dollars.
- To include raises annually at the current enrollment, we would require an additional \$259K(2%) or \$147K(1%).
- Removing anyone making over \$95K from the equation would reduce the needed amount by \$24K (2%) and \$12k (1%).



### **Consideration: Stakeholder Survey Results (Question 1)**

*What do you believe are the top priorities that should be protected as the district considers budget reductions?*

#### **1. Student Learning & Classroom Instruction (94%)**

The strongest and most consistent theme. Stakeholders emphasized:

- Protecting core instruction and academic programming
- Maintaining manageable class sizes
- Avoiding reductions in teaching positions
- Ensuring students continue receiving high-quality instruction, materials, and intervention supports

Respondents linked instructional quality directly to staffing levels, teacher availability, and access to essential resources.

---

#### **2. Teacher & Staff Support: Salaries, Retention, and Job Stability (82%)**

Stakeholders repeatedly identified staff stability as critical.

Themes included:

- Protecting teacher salaries and compensation
- Retaining high-quality teachers and paraprofessionals
- Avoiding staff cuts that would increase class sizes or reduce services
- Maintaining instructional aides, interventionists, specialists, and academic deans

Many saw staff retention as essential to educational continuity and student success.

---

#### **3. Special Education and Related Services (78%)**

This was the **single most repeated specific program area**.

Stakeholders stressed:

- Protecting SPED teachers, resource staff, psychologists, speech, OT, and related services
- Legal compliance with IEPs and equitable access to learning
- Avoiding cuts that would disproportionately harm vulnerable students

There is strong belief that SPED reductions would create district-wide strain across general education classrooms.

---

#### **4. Student Safety, Well-Being, & Counseling Services (64%)**

Respondents highlighted the need to preserve:

- School safety measures
- Mental health supports, counseling, behavioral services  
SEL programs and well-being supports
- Adequate adult supervision

Stakeholders emphasize that safe, supported students learn better.

---

#### **5. Basic Student Needs: Nutrition, Transportation, and Health Services (52%)**

Many explicitly named these as non-negotiables:

- Free breakfast and lunch for all students
- Access to transportation
- School nurses and medical support (including diabetic care)

These were viewed as essential for equitable participation in school.



**Consideration: Stakeholder Survey Results (Question 2)**

*Are there programs, services, or resources you feel are essential to preserve?*

**1. Special Education Programs & Supports – 76%**

This is the most dominant theme by a wide margin.

Stakeholders repeatedly stressed protecting:

- SPED teachers, resource programs, and paraprofessionals
- Self-contained classrooms
- IEP implementation and legally required services
- Speech, OT, PT, behavioral specialists
- Assistive technology and accommodations
- Reasonable caseloads and appropriate staffing

Many noted SPED is a *growing* population and cutting these services would directly harm the district’s most vulnerable learners.

---

**2. Intervention Programs (Reading & Math Labs, RTI, Tier 2/3 Support) – 48%**

Strong emphasis on preserving:

- Reading Lab
- Math Lab
- Small-group intervention
- Academic tutoring and after-school academic support

Many stated that intervention programs are essential for closing achievement gaps, improving confidence, and supporting Tier 2/3 learners.

**Consideration: Stakeholder Survey Results (Question 3)**

*Do you have specific questions about the budget process or reductions?*

**1. School Closures/Consolidation Concerns - 28%**

- Questions about which schools may close, student reassignment, and class size.

---

**2. Special Education/SpEd Protection - 22%**

- Concerns about compliance with IEPs, protecting teacher assistants, and supporting vulnerable learners.

---

**3. Budget Reduction Criteria & Process - 20%**

- Requests for clarity about formulas, prioritization, and guiding principles. Examples: “What criteria are used to decide which programs are reduced?” “How will equity for Title I schools be ensured?”



#### **Consideration: Stakeholder Survey Results (Question 4)**

*What concerns do you have about how reductions might affect students, staff, or the community?*

##### **1. Larger Class Sizes – 22%**

This was the **single most common concern**.

Families and staff consistently stated that increased class sizes would:

- Harm student learning
- Reduce individualized attention
- Increase behavior challenges
- Lead to teacher burnout

Many described current class sizes as already too high.

---

##### **2. Special Education (SPED) Services – 18%**

One of the most urgent and emotionally charged areas.

Concerns included:

- Increased caseloads
- Loss of SPED teachers and paraprofessionals
- Reduced support for inclusion
- Safety concerns
- Legal compliance risks under IDEA

Many expressed fear that SPED students would suffer the most from reductions.

---

##### **3. School Closures / Consolidation – 15%**

Stakeholders frequently referenced fears about:

- Potential closures (especially Griffith & Crockett)
- Loss of neighborhood identity
- Students being displaced
- Overcrowding at receiving schools
- Impact on low-income families

Closing or repurposing schools was one of the top three concerns.

#### **Consideration: Stakeholder Survey Results (Question 5)**

*How would you like to receive updates about the budget reduction process?*

##### **1. District Website: 95 responses - 55%**

This was the **most preferred communication method**.

Many participants selected ONLY the district website, and many chose it as part of a multi-option answer.

---



## **2. School Newsletters: 82 responses - 47%**

A very strong second place.

Families repeatedly selected school newsletters as the primary source they trust.

---

## **3. Community Meetings: 52 responses - 30%**

Many families want:

- in-person updates
- bilingual meetings
- opportunities for questions

This indicates a high value on **face-to-face transparency**.

### **Consideration: Stakeholder Survey Results (Question 6)**

*Do you have any additional questions or comments?*

#### **1. School Closures / Consolidation Concerns - 22%**

- Questions about which school may close (especially Griffith, Crockett), stability fears, timelines, boundary concerns.

---

#### **2. Special Education Priority & Protection - 18%**

- Requests to protect SPED staffing, caseloads, services, legal compliance.

---

**3. Transparency, Communication, & Process Clarity - 16%** Requests for clearer criteria, formulas, timelines, email updates, phone blasts, and role of community voice.



**25/26 Current Enrollment**

	<b>KG</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>Brunson Lee</b>	62	56	67	51	65	69
<b>Crockett</b>	75	73	79	82	84	89
<b>Griffith</b>	48	51	77	69	75	66
<b>Total</b>	<b>185</b>	<b>180</b>	<b>223</b>	<b>202</b>	<b>224</b>	<b>224</b>

**26/27 Predicted Enrollment**

	<b>KG</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>Brunson Lee</b>		62	56	67	51	65
<b>Crockett</b>		75	73	79	82	84
<b>Griffith</b>		48	51	77	69	75
<b>Total</b>		<b>185</b>	<b>180</b>	<b>223</b>	<b>202</b>	<b>224</b>

**27/28 Predicted Enrollment**

	<b>KG</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>Brunson Lee</b>			62	56	67	51
<b>Crockett</b>			75	73	79	82
<b>Griffith</b>			48	51	77	69
<b>Total</b>			<b>185</b>	<b>180</b>	<b>223</b>	<b>202</b>

**Full Time Employment (FTE) Allocation**



Considerations:

- We currently use a model of a departmentalized, science teacher for 4th and 5th grade which equates to 2 additional FTEs, one science teacher per grade.
- Numbers may dictate an opportunity to reduce to 2 teachers for a 4th or 5th grade cohort, but our model expects the specific science teacher to add.
- We review each cohort by overall grade population per school. This means students who are identified as SpEd in a self contained model in a specific grade are still counted in the aggregate number of students which may create slightly inflated numbers in the ration formula.

The district utilizes [Policy IIB](#) driven expectations for General Education classrooms and [Regulation IIB-R](#) for the Special Education classrooms. Per Policy IIB, the General Education classrooms for each grade level:

[Policy IIB](#) (Class Size)

KG - 2nd grade = 25-28 students per teacher

3rd - 5th grade = 27-32 students per teacher

6th - 8th grade = 27- 35 students per teacher

[Regulation IIB-R](#) (Class Size for Special Education)

Specialized Programs = 6 to 12 with Instructional Assistance Support

Resource Programs = 25 to 30 students

Speech/Language, OT,PT = 50-75 students per case load

We believe that, in creating classes, we plan for growth. Thus, we would prefer to start on the lower end of the expecting class ratio with a vision of enrollment growth throughout the year. However, in the event of a mid-year teacher exit, we would allow a larger class setting with no more than four students beyond the maximum number of students allowed with a stipend consideration for teachers directly impacted. A FTE plus .03 is typically a lever for a new 1.0 FTE. Kindergarten is FTE plus .02 as a lever for a new 1.0 FTE.

Our current 2nd grade cohort remains at a large count and thus we need to also plan for the potential 223 students growing into 3rd through 5th grades. Future budget reviews, based on current enrollment, will need to factor in smaller grade cohorts that are on average 40 students fewer than the current 2nd grade.

The following chart is where we *could be* if we lived solely on Policy IIB. This is a FTE allotment based on overall district enrollment at grade levels.



It is important to remember that these numbers are “raw” FTE amounts and do not consider specific programs, models, and/or wants. These numbers are solely based on what the district or a school can “afford” based on fiscally responsible school finance procedures.

**25/26 Hypothetical vs Current FTE**

	<b>KG (25/28)</b>	<b>1 (25/28)</b>	<b>2 (25/28)</b>	<b>3 (27/32)</b>	<b>4 (27/32)</b>	<b>5 (27/32)</b>
<b>Enrollment</b>	185	180	223	202	224	224
<b>Low</b>	7.4	7.2	8.9	7.5	8.2	8.3
<b>High</b>	6.6	6.4	7.9	6.3	7	7
<b>Potential FTE</b>	7	7	8	7	8	8
<b>Actual FTE</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>8</b>
<b>+/-</b>	<b>+2</b>	<b>+2</b>	<b>+1</b>	<b>+1</b>	<b>+1</b>	<b>0</b>

*Based on raw numbers, the district is “over 7” FTE.*

**25/26 Hypothetical vs Current FTE (Brunson Lee)**

	<b>KG (25/28)</b>	<b>1 (25/28)</b>	<b>2 (25/28)</b>	<b>3 (27/32)</b>	<b>4 (27/32)</b>	<b>5 (27/32)</b>
<b>Enrollment</b>	62	56	67	51	65	69
<b>Low</b>	2.5	2.3	2.7	1.8	2.4	2.5
<b>High</b>	2.2	2	2.4	1.6	2	2.2
<b>Potential FTE</b>	3	2	3	2	2	3
<b>Actual FTE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>+/-</b>	<b>0</b>	<b>+1</b>	<b>0</b>	<b>0</b>	<b>+1</b>	<b>-1</b>

*Based on the raw numbers, Brunson Lee would be considered “over 1” FTE.*

**25/26 Hypothetical vs Current FTE (Crockett)**



	<b>KG (25/28)</b>	<b>1 (25/28)</b>	<b>2 (25/28)</b>	<b>3 (27/32)</b>	<b>4 (27/32)</b>	<b>5 (27/32)</b>
<b>Enrollment</b>	75	73	79	82	84	89
<b>Low</b>	3	2.9	3.2	3	3.1	3.3
<b>High</b>	2.7	2.6	2.8	2.6	2.6	2.8
<b>Potential FTE</b>	3	3	3	3	3	3
<b>Actual FTE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>+/-</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

*Based on the raw numbers, Crockett would be considered “over/under 0” FTE.*

**25/26 Hypothetical vs Current FTE (Griffith)**

	<b>KG (25/28)</b>	<b>1 (25/28)</b>	<b>2 (25/28)</b>	<b>3 (27/32)</b>	<b>4 (27/32)</b>	<b>5 (27/32)</b>
<b>Enrollment</b>	48	51	77	69	75	66
<b>Low</b>	1.9	2	3.1	2.6	2.7	2.4
<b>High</b>	1.7	1.8	2.8	2.2	2.3	2.1
<b>Potential FTE</b>	2	2	3	2	3	2
<b>Actual FTE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>+/-</b>	<b>+1</b>	<b>+1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>+1</b>

*Based on the raw numbers, Griffith would be considered “over 3” FTE.*

Based on raw numbers, the district is “over 7” FTE.

Based on raw numbers and based on per site, we are “over 4” FTE

It’s worth noting that the number of school sites as a divisible impacts the FTE flexibility in allocation. Hence, fewer schools or fewer variations of schools equates to better opportunities for efficiency.



Another reminder, **this is raw data**. As we have a current model in 4th and 5th grade having ELA, Math, and Science teachers, we would need to determine a plan for the 4th and 5th grade who have two teachers opposed to three.

Here is the same process rolling over grade cohorts for next year.

**26/27 Hypothetical vs Current FTE**

	KG (25/28)	1 (25/28)	2 (25/28)	3 (27/32)	4 (27/32)	5 (27/32)
<b>Enrollment</b>	185	185	180	223	202	224
<b>Low</b>	7.4	7.4	7.2	8.3	7.5	8.2
<b>High</b>	6.6	6.6	6.4	7	6.3	7
<b>Potential FTE</b>	7	7	7	8	7	8
<b>Actual FTE</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>9</b>
<b>+/-</b>	<b>+2</b>	<b>+2</b>	<b>+2</b>	<b>0</b>	<b>+2</b>	<b>+1</b>

*Expecting the average Kindergarten to mirror the past two years trend and based on raw numbers, the district is “over 9” FTE.*

**25/26 Hypothetical vs Current FTE (Brunson Lee)**

	KG (25/28)	1 (25/28)	2 (25/28)	3 (27/32)	4 (27/32)	5 (27/32)
<b>Enrollment</b>	62	62	56	67	51	65
<b>Low</b>	2.5	2.5	2.3	2.5	1.8	2.4
<b>High</b>	2.2	2.2	2	2.1	1.6	2
<b>Potential FTE</b>	3	2	2	2	2	2
<b>Actual FTE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>+/-</b>	<b>0</b>	<b>+1</b>	<b>+1</b>	<b>0</b>	<b>+1</b>	<b>0</b>

*Based on the raw numbers, Brunson Lee would be considered “over 3” FTE.*



**26/27 Hypothetical vs Current FTE (Crockett)**

	<b>KG (25/28)</b>	<b>1 (25/28)</b>	<b>2 (25/28)</b>	<b>3 (27/32)</b>	<b>4 (27/32)</b>	<b>5 (27/32)</b>
<b>Enrollment</b>	75	75	73	79	82	84
<b>Low</b>	3	3	2.9	2.9	3	3.1
<b>High</b>	2.7	2.7	2.6	2.5	2.6	2.6
<b>Potential FTE</b>	3	3	3	3	3	3
<b>Actual FTE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>+/-</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

*Based on the raw numbers, Crockett would be considered “over/under 0” FTE.*

**26/27 Hypothetical vs Current FTE (Griffith)**

	<b>KG (25/28)</b>	<b>1 (25/28)</b>	<b>2 (25/28)</b>	<b>3 (27/32)</b>	<b>4 (27/32)</b>	<b>5 (27/32)</b>
<b>Enrollment</b>	48	48	51	77	69	75
<b>Low</b>	1.9	1.9	2	2.9	2.6	2.7
<b>High</b>	1.7	1.7	1.8	2.4	2.2	2.3
<b>Potential FTE</b>	2	2	2	3	2	3
<b>Actual FTE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>+/-</b>	<b>+1</b>	<b>+1</b>	<b>+1</b>	<b>0</b>	<b>+1</b>	<b>0</b>

Based on the raw numbers, Griffith would be considered “over 4” FTE.

Based on raw numbers, the district is “over 9” FTE.

At an average salary with benefits @ \$70K this equates to \$630K

Based on raw numbers and based on per site, we are “over 7” FTE

At an average salary with benefits @ \$70K this equates to \$490K



**Tillman Middle School**

Considerations of current higher FTE

- The desired special/electives options and AVID program
- Scheduling needs
- Current FTE may have decreased slightly over the year via mid-year attrition
- Our next four cohorts to transition to Tillman include cohorts of 224, 224,202, and 223 with a pending decline by 40 students in four years at current enrollment.
- These numbers do not include any reduction in staff at Tillman in the current year.

<b>25/26</b>	<b>6th Grade (27/35)</b>	<b>7th Grade (27/35)</b>	<b>8th Grade (27/35)</b>	<b>Total (27/35)</b>
<b>Enrollment</b>	168	183	183	<b>534</b>
<b>Low</b>	6.2	6.7	6.7	<b>19.7</b>
<b>High</b>	4.8	5.2	5.2	<b>15.3</b>
<b>Potential FTE</b>	6	6	6	<b>18</b>
<b>Actual</b>				<b>33</b>
<b>+/-</b>				<b>15+</b>

<b>26/27 Hypothetical</b>	<b>6th Grade (27/35)</b>	<b>7th Grade (27/35)</b>	<b>8th Grade (27/35)</b>	<b>Total (27/35)</b>
<b>Enrollment</b>	224	168	183	<b>575</b>
<b>Low</b>	8.3	6.2	6.7	<b>21.3</b>
<b>High</b>	6.4	4.8	5.2	<b>16.4</b>
<b>Potential FTE</b>	7	6	6	<b>19</b>
<b>Actual</b>				<b>33</b>
<b>+/-</b>				<b>14+</b>

***Based on Raw numbers, Tillman is “over 15” FTE in the current year.***

At an average salary with benefits @ \$66K this equates to \$990K

Based on Raw numbers, Tillman is “over 14” FTE for a potential 26/27 school year.

At an average salary with benefits @ \$66K this equates to \$924K

Looking at a reduction based on policy for 17 with 10 (or more) at Tillman and 7 at K5s, we would save \$1.15 million



**Consideration: Reduction in Support Staff**

- (4) Daytime Custodians
- (2) Vacant Van Drivers
- (1) Vacant Bus Driver
- (1) Office Assistant (Tillman)
- (1) Grounds Keeper
- (1) Tech Support Assistant
- (1) Building Sub (Griffith)
- (1) Administrative Assistant in Maintenance and Transportation
- (1) Vacant Dean of Students (Tillman)
- (1) Vacant Director of Human Resources

= ***\$815,503.37***

**Subtotal** = **\$1,965,503.37**

**Consideration: Deeper Professional Reduction/Adjustment**

We currently split funding to pay for Librarians. One half of each of the four Librarians from outside grants and the other half is paid out of Balsz funding.

- Brunson Lee = No staff
- Crockett = \$40,693.44
- Griffith = \$44,974.31
- Tillman = \$49,808.95

= ***\$135,476.70***

**Subtotal** = **\$2,100,980.07**



We currently have Assistant Principals at each of our four campuses. By changing their titles, we could remove the funding expense from Balsz and onto Title grant funding. School leaders who chose to have this role will have less to spend on other possible roles on campus such as Reading and Math Interventionists, Academic Deans, and Librarians. Based on current grant funding and predictions, schools could expect to have most, but not all of the positions available currently. Adjusting in the roles of Interventionists may cause a disturbance in the school day/school schedule and we would need to reconsider support models within the staffing available.

Brunson Lee	= \$ 95,231.59
Crockett	= \$ 119,723.83
Griffith	= \$113,355.85
Tillman	= \$113,355.85
	<b>= \$441,667.12</b>
<b>Subtotal</b>	<b>= \$2,542,647.19*</b>

\*We could stop here and forfeit raises for 26/27 and use reserve funds. However, to receive raises 27/28, we would need approximately 100 new enrollments added to the current 1800.

**Consideration: Social Workers**

Balsz did not have Social Workers prior to the pandemic, but utilized partnerships to sustain student and family needs. We could consider returning to the district model of not having any social workers or reduce the overall number of social workers. Survey results show a desire to keep a socio-emotional component in the school.

We currently have four social workers or social worker types. Two of our staff members are paid out through grants that we may lose in the future.

Crockett	= \$106,240.13
Griffith	= \$89,725.17
	<b>= \$195,965.30</b>
<b>Subtotal</b>	<b>= \$2,738,612.49**</b>

\*\*We could stop here and achieve a 1% raise in 26/27 and use reserve funds to cover the remaining amount. However, to receive raises 27/28, we would need approximately 100 new enrollments added to the current 1800.



### **Consideration - Continuing the Reductions**

To reach the desired amount, we would need to consider deeper staff reductions which would lean into specials and tighter class sizes which were not supported via the survey. The reductions of this magnitude would also disrupt the school schedule and we would need to rethink common meeting times for teachers and the overall school day.

Reducing by either Art or Music will equate to an approximate **\$215K** to the budget.

**Subtotal = \$2,953,612.49**

Reducing by both Art and Music will equate to an approximate **\$430K** to the budget.

**Subtotal = \$3,168,612.49 (1% raise acquired)**

Or

**Subtotal = \$3,300,612.49 (2% raise acquired)** if 12 opposed to 10 reduced at Tillman.



**School Closure/Repurpose**

Potential savings: \$600,075.11 in staffing and \$200,000 (approximately) in utilities

**Subtotal = \$800,075.11 (approximately)**

Please note:

- Regarding repurpose, we would consider a lease option, but there has been no conversation concerning selling any of our current school buildings that are in discussion regarding the budget adjustment specifically Tillman, Crockett, Brunson Lee, and/or Griffith.
- As the Brunson Lee building was built through grant funds from the state, in the event of selling Brunson Lee, the district would get none of the proceeds.
- There are no leasing prospects as of yet.
- Other considerations could include family resource/community center, professional development center, daycare and/or new location for Orangedale Early Learning Center, and a small school model with application based enrollment such as Dual Language, STEM/STEM focused, Accelerated, etc..

**Consideration - Building/Property Value by state assessment**

Brunson Lee:	\$38,876,069
Crockett:	\$23,356,800
Griffith:	\$20,815,166
Tillman:	\$48,750,483

There will be a presentation at December Study Session that will include updated valuation as well as leasing approximations from a third party.

**Consideration - Repairs Needed**

Brunson Lee	- \$2.225 million
Crockett	- \$1.35 million (consideration of over estimate for restroom repairs)
Griffith	- \$2.55 million
Tillman	- \$1.8 million

**Consideration - Recent Upgrades**

During the past four years, all campuses have had considerable upgrades.



### **Consideration - Logistics**

Max Occupancy per Building:

Brunson Lee = 1088

Crockett = 1793

Griffith = 1701

These numbers are not directly related to maximum occupancy for students. This is just the larger number based on all internal spaces in the buildings based on safety and fire codes.

Crockett, Griffith, and Tillman are considerably larger than Brunson Lee. By design, Brunson Lee was a small school model with the vision of being a “walkable” school. Therefore, the most optimal split logistically would not include Brunson Lee. Specifically with a vision of gaining more students in enrollment, utilizing Brunson Lee as a school in the formula would reduce growth potential. Using the matriculation of K4 grade in the current school year and approximately 180 students in Kindergarten, we would have approximately 1200 students for K5 enrollment next year. Keeping into play self contained classrooms for Special Education students, Brunson Lee could fit approximately 450 students which leave 750 students for a remaining building. 750 would be rather close if not at or over potential capacity for the remaining K5s.

### **Consideration - Demographic Predictions**

Please see the demographic report. Highlights include, but are not limited to:

Total Kindergarten through 8th grade (K-8) enrollment in the District was 1,769 students in the fall of the 2025/26 school year, which is a decrease of 100 students (5.4 percent) compared to 2024/25.

The number of people ages 5 to 13 years (Kindergarten to 8th grade students) has decreased by about 700 persons since 2010. This group’s share of the population has also decreased from 13 percent in 2010 to 9 percent in 2025. Despite recent increases in occupancy rates and new construction activity in the District, the number of incoming Kindergarteners continues to be impacted by below-average birth rates that began during the recession, as well as the impact of increased competition from alternative education providers

Information on householder ages is useful in predicting the potential for school-age children. The share of householders 25 to 44, who contribute to the school-age population, has increased from about 47 percent in 2010 to 52 percent in 2025. Average annual growth in these age groups has increased significantly compared to the previous 10-year period.



The number of charter schools has not changed, so enrollment declines could be due to the expansion of Empowerment Scholarship Accounts (ESAs) and competition from other nearby school districts.

By 2035/36, about 1,780 housing units are projected to be added to the District's inventory. Of the new housing units being added, the majority will be multifamily units unless there is redevelopment of existing single family houses. These trends would result in the addition of around 1,730 new households and a population increase of about 2,800 persons.

Total enrollment may decrease by about 40 students next year. An annual average rate of decline of 2 percent is projected through 2035/36. The District could lose about 200 students by 2030/31 and an additional 190 students by 2035/36. This would result in a total enrollment of 1,383 students, which is a 22 percent decrease from the current enrollment.

From 2025/26 to 2030/31, all elementary schools may decline, but Brunson-Lee Elementary is expected to have the greatest loss at 60 students. From 2030/31 to 2035/36, declines could slow, but all K-5 attendance areas could still lose students. Crockett Elementary may see the largest decline of about 40 students during this time.



**Consideration: Balsz 5th Grade to Tillman 6th Grade matriculation three year average**

**District**

<b>Year</b>	<b>Percentage</b>	<b>Possible</b>	<b>Matriculated</b>	<b>Lost</b>
23/24	78%	251	196	55
24/25	81%	245	199	46
25/26	83%	202	167	35
<b>AVG</b>	81%	233	187	45

**Brunson Lee**

<b>Year</b>	<b>Percentage</b>	<b>Possible</b>	<b>Matriculated</b>	<b>Lost</b>
23/24	81%	73	59	14
24/25	93%	56	52	4
25/26	87%	62	54	8
<b>AVG</b>	87%	64	55	9

**Crockett**

<b>Year</b>	<b>Percentage</b>	<b>Possible</b>	<b>Matriculated</b>	<b>Lost</b>
23/24	81%	88	71	17
24/25	82%	101	83	18
25/26	78%	76	59	17
<b>AVG</b>	80%	88	71	17



**Griffith**

Year	Percentage	Possible	Matriculated	Lost
23/24	71%	84	60	24
24/25	74%	87	64	23
25/26	81%	64	52	12
<b>AVG</b>	75%	78	58	20

**Consideration: AASA Assessment Outcomes**

It is evident that there has been movement in academics based on the AASA schools which is a data component the Arizona Department of Education utilizes for school and district letter grades. We see our best year, in recent years, being 2023-2024 (2024 data) as all schools saw growth. The academic year 2024-2025 came with a new curriculum and stretches in pedagogy. School closure/repurpose would keep us the closest to the current models in schools.

**Proficiency**

Year	Brunson Lee	Crockett	Griffith	Tillman	Average
2025	9.28	10.78	11	8.03	9.77
2024	8.69	11.67	11.47	7.96	9.95
2023	5.83	10.91	9.25	7.14	8.28
2022	4.98	10.18	8.72	7.48	7.84
4th yr Delta	4.3	.6	2.28	.55	1.93
4 yr Avg	1.66	.2	.76	.18	.64



**Growth**

Year	Brunson Lee	Crockett	Griffith	Tillman	Average
2025	44.96	39.71	41.27	44.66	42.65
2024	49.74	44.51	41.16	50	46.35
2023	44.47	43.51	32.78	46.77	41.88
2022	31.75	39.26	35	42.08	37.02
4th yr Delta	13.21	.45	6.27	2.58	5.63
4 yr Avg	4.4	.15	2.09	.86	1.87

**Letter Grade**

Year	Brunson Lee	Crockett	Griffith	Tillman	District
2025	B	C	B	C	B
2024	B	B	B	B	B
2023	C	B	C	C	C
2022	D	C	C	C	D



**Consideration: Staffing Impact**

Based on the reduction of one school site, there are specific positions that are reduced within the district in connection with the reduction. Those positions are as follows:

- Principal
- Assistant Principal
- Social Worker
- Medical Assistant
- Front Office Staff 1
- Front Office Staff 2
- Physical Education Teacher
- Music Teacher
- Art Teacher
- Building Substitute

A reduction of this kind would equate to approximately \$660,075.11 dollars returning to the budget. Something to consider, in a reduction we will need to consider the replacement retirees within the district as “Return to Work” employees per the state statute. This is why the dollar amount remains approximate as the amount is generic and hypothetical.

Based on reducing by one K5 site, we would need to consider relocating as many staff members as possible with a cross reference to:

- Remaining grounded in Policy IIB for student to teacher ratio.
- Having a highly qualified, certified teacher in each classroom.
- The vision and mission of the school district.
- Future focused sustainability



Positions that are currently filled with Alternative Certification types:

Kindergarten - 1  
First Grade - 2  
Second Grade - 1  
Third Grade - 3  
5th Grade - 1 ELA and 1 Science  
6th Grade - (1) 6/7/8 ELD, (1)AVID, and (1) Social Studies  
7th Grade - (1) Science and (1)7th/8th Math  
8th Grade - (1) Math  
Art - 1  
Physical Education - 1  
Reading Intervention - 1  
Special Education Resource - 2  
Special Education Program - 2

Positions that are currently filled with Return to Work employees:

Librarians - 2  
Principal - 1  
Physical Education Teacher - 1  
Reading Interventionist - 2  
Plant Manager - 1  
5th Grade Science Teacher -1

Please note, all of these positions may not be filled per the needed reduction in alignment with our staffing needs. However, once the school configuration have been solidified, we will first fill all positions based on the following steps:

- Placing Alternative Certified and Return to Work employees “on hold”
- Place like positions into like vacant positions
- Place current, highly certified staff who are interested in change of position from another reduced position.
- Replace Alternative Certified and/or Return to Work positions as available



In the event of several candidates needing to be considered or reviewed to replace for the same position or in consideration of reduction, we will use the following data points as a rubric with a five (5) point scale:

**Professional Performance Rubric (Total: 25 Points)**

**1. Engagement: Clubs, Extra-Curriculars, and Campus Involvement (5 Points)**

- 5 – Exemplary:** Actively leads or co-leads clubs/activities; regularly participates in campus events; demonstrates strong connection to the pulse of the campus.
  - 4 – Highly Effective:** Participates consistently in clubs/activities and attends campus events; shows solid awareness of campus climate.
  - 3 – Effective:** Occasionally participates and supports campus events; shows general awareness of school culture.
  - 2 – Developing:** Minimal involvement; participation is irregular or limited.
  - 1 – Ineffective:** No evidence of involvement in clubs, extracurriculars, or campus events.
- 

**2. Attendance: Consistency and Reliability (5 Points)**

- 5 – Exemplary:** Outstanding attendance; no concerns with punctuality or reliability.
  - 4 – Highly Effective:** Rare absences; consistently reliable with minor issues, if any.
  - 3 – Effective:** Attendance meets expectations; occasional absences but does not disrupt performance.
  - 2 – Developing:** Frequent absences or tardiness begin to affect responsibilities.
  - 1 – Ineffective:** Poor attendance and reliability; significantly disruptive.
- 

**3. Certifications / Endorsements / Appropriate Certification (5 Points)**

- 5 – Exemplary:** Holds all required certifications plus advanced endorsements or specialized training aligned to position.
  - 4 – Highly Effective:** Fully certified with at least one additional relevant endorsement or credential.
  - 3 – Effective:** Holds all required and appropriate certifications for assigned role.
  - 2 – Developing:** Missing a minor certification or working toward appropriate credentials.
  - 1 – Ineffective:** Not appropriately certified for current assignment.
-



**4. Current Evaluation Status (not annual evaluation, but current assessment of abilities)  
(5 Points)**

- 5 – Exemplary:** Exceeds expectations in all areas of evaluation; no corrective action required.
  - 4 – Highly Effective:** Meets and occasionally exceeds expectations; strong evaluator feedback.
  - 3 – Effective:** Meets expectations consistently.
  - 2 – Developing:** Partially meets expectations; evaluator notes areas needing improvement.
  - 0 – Ineffective:** Does not meet expectations.
- 

**5. Professional Achievement (5 Points)**

*(Evidence of measurable contributions)*

- 5 – Exemplary:** Demonstrates significant measurable impact on student performance, teaching excellence, or professional contributions.
  
- 4 – Highly Effective:** Frequently contributes to positive outcomes and professional growth efforts.
- 3 – Effective:** Shows consistent professional performance with some measurable outcomes.
- 2 – Developing:** Limited evidence of measurable professional impact.
- 1 – Ineffective:** No measurable accomplishments or contributions documented.

Based on past attrition and retention rates and the number of staff who are either undercertified or Return to Work, we may be able to place a high percentage of staff in the event of school closure/repurpose. All employees may not land in the roles they currently hold, but a job option without a reduction in pay may be within reach.



**Consideration: School Repurpose: School Model**

If the Governing Board were to consider a school model for a repurpose option, we could include in this budget adjustment to plan for a project team. Starting a new school would include several elements, however this team could also manage components of the Balsz Online Academy as well take the lead on recruiting and community events in our boundaries. To enhance our community impact we could consider a community recreation liaison to move the vision K5 transitions to middle school and retaining families. Taking this step would also help us avoid looking for key positions with a future new school open.

**Consideration: Recruitment**

Working with CaissaK12, we anticipate a strong and consistent campaign that will research former families in efforts to their possible return and recruiting new families to our district schools. A key component of the agreement with CaissaK12 was the possible opportunity of Balsz employees being hired on to the recruiting to join the efforts on a part time basis. Our recruiting will begin the second semester with a vision of growing enrollment numbers for 26/27.

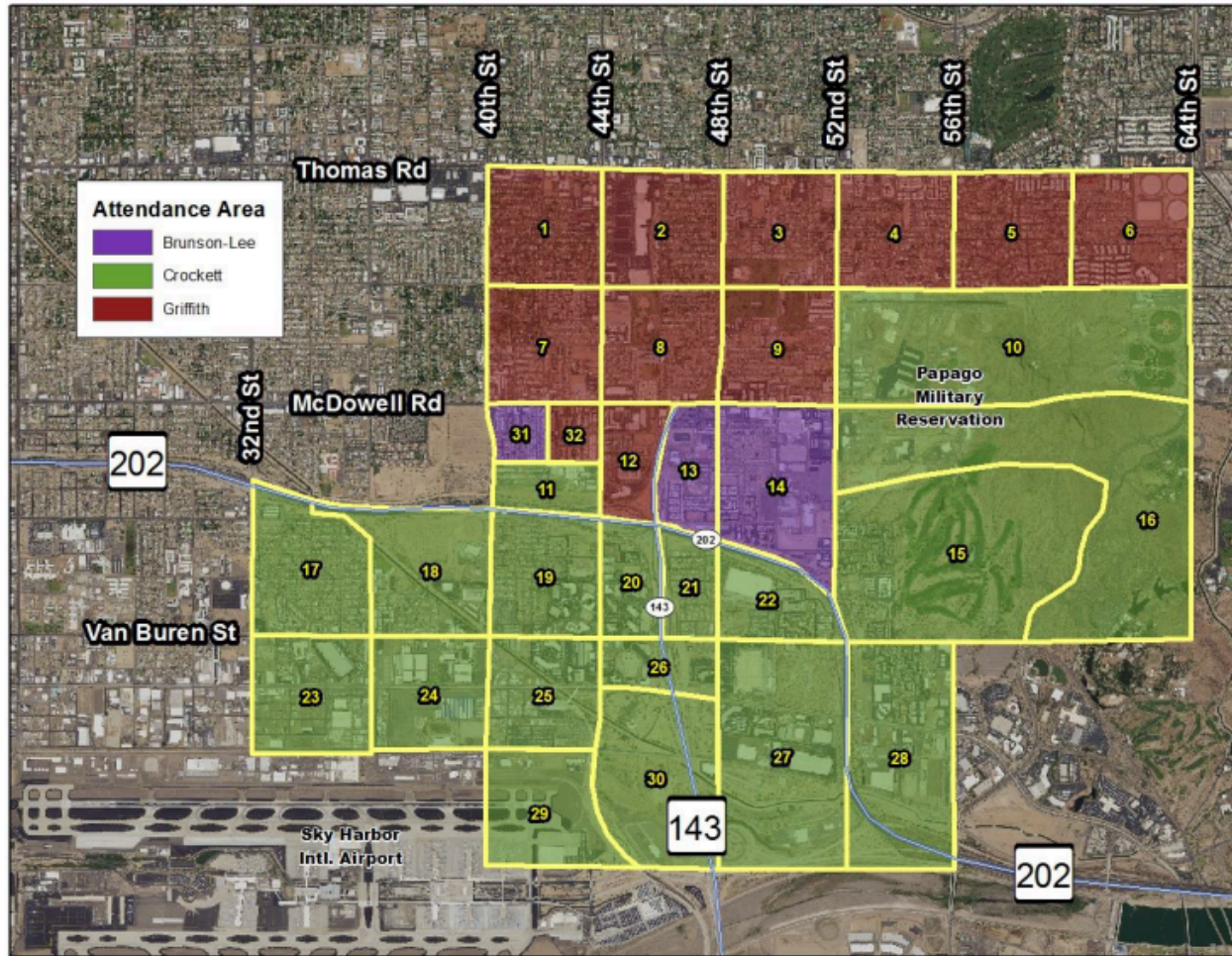
**Concluded Summary:**

School closure/repurpose would allow 1% and/or 2% employee salary raises with room to spare based on the steps taken outside of school closure/repurpose.

School closure/repurpose alone would potentially bring back **approximately \$860K** and we would need to consider the aforementioned steps to some degree to make up the needed amount.

Based on surveys from stakeholders, the first to consider would be removing the reduction options of specials and then social workers to a desired vision. Taking the steps of reduction to specials and social workers would offer a total of **\$2,542,647.14**.

Adding the reductions in alignment with school closure/repurpose would place us as **\$3.4 million dollars** returning to the needed budget of Maintenance and Operations.



**Brunson-Lee Grids:** 13, 14, 31 (Grid 31: 4000-4199 addresses north of Belleview St. and south of McDowell Rd.)

**Crockett Grids:** 10, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 30

**Griffith Grids:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 32

**OELC (PreK) and Tillman Middle School Grids:** 1-32 (all grids)



**BRUNSON-LEE**

 10/23/2017 SCALE: 1" = 10'





**CROCKETT**

	10/25/2017	SCALE: 1/2" = 10'
--	------------	-------------------



