

SUPERINTENDENT'S SCHOOLS TASK FORCE

MEETING NOTES #9

September 13, 2023

1. Welcome and Meeting Norms - Keith Farrow led the Pledge of Allegiance. Meeting norms and protocols remain the same. Dr. Joe Farley welcomed everyone attending and had everyone reintroduce themselves, asking who they were representing and to share if they were an employee. Sounded like there was a wide and good representation. It's good to hear how many are parents and how many are employees. Absent members will receive the information being given tonight.
2. Some of you were at the Board meeting and heard what the Board wanted us to talk about as a Task Force to prepare something that we're going to distribute. Anything on your mind before we get into the activity...(none replied). What I'm going to distribute is a survey where you are going to be able to have an opportunity to tell us individually what you think right now and what your views are right now. Consolidating, not consolidating, which schools to consolidate, what your issues/concerns are. What we're going to do - don't put your names on this, but identify your representation on the Task Force. Spend some time on this individually and then we're going to ask someone to go ahead and be a monitor to work with Cindy to tabulate the information. So, will be able to get a sense about where you are as a group. We'll look at what the info tells us and then that will generate some conversations. Pass out the surveys, take time to read and review, and will go over the process. Not giving the survey to the cabinet members.

Let me walk you through this for questions. You'll see at the top it asks for you to identify yourself as a community member, employee, parent. Some will have more than one, so check all those that apply. What we're going to do is we'll total up, when we present the findings from tonight and total for everyone and also do a total for the subgroups that are listed there and total it as well. Essentially you're asked several questions. First one example on the first page - *We do not consolidate or repurpose any schools and identify any other solutions for declining enrollment and low school enrollment.* So that's an option you can choose. Then indicate in your own words why you selected that response. A second one that you could choose: *To implement the consolidation and repurposing referenced above in successive years beginning with one or two schools per designated year.* So, you wouldn't go to that question if you checked question 1. The third one: *Implement the consolidation and repurposing referenced*

above by consolidating and repurposing the designated sites at the same time. Essentially a “rip the bandage quickly” off approach. Thought of a million ways to say that and couldn’t get a phrase that is as descriptive as that. Number 4: if you recommend consolidating schools, what options would you recommend for Spring View? The last one - other alternatives to consolidating or repurposing schools due to declining enrollment and low school enrollment? What other things do you think would be alternatives or be considered.

Spend some time privately compiling your responses and give me a signal if you’re all done and ready. Take as much time as you want. Asked for one volunteer to help monitor the tally. Once tallies are done, we’ll present what the findings are and that should generate a lot of conversation.

Identity is confidential and we’ll collect them all when we’re all ready.

MOST MEMBERS BEGAN COMPLETING THE SURVEY AT THIS POINT IN THE MEETING.

Question: Seeing Question #2...could we not close some schools and then look at our enrollment and reevaluate some schools? Statement would suggest that you’re in favor of consolidating but not necessarily all at once. Question on #4 - options for Spring View - should we put if we have ideas for other schools? RESPONSE: Yes.

Comment: I am not comfortable completing this. Why is that? It will take me a while and I don’t want to waste our time together on this. So I think this should be homework. I also was interested in the Board members’ recommendation that Mr. Farrow presents to us different financial scenarios about what will happen if we don’t do anything, what happens if we close one school? I think that will really inform us of the consequences of doing or not doing. I think that this would allow for this to be more informed and also less waste of our time. Also, I have terrible handwriting. Can we get this digitally or google form?

JF: This is what we planned for tonight and I’m sorry you don’t agree with the approach. What I was trying to be very conscious of is I don’t want something to go out in the hemisphere that could be manipulated somehow. So, I know that this is a document that I can gather, and help monitor the tally, and have some level of control on it. If it was distributed in other ways, then I wouldn’t have that level of control. I think that if you fill this out...most of you have devoted eight or nine meetings. We’ve presented a lot of information. Whereas someone may acquire this

and fill it out and would not have participated in that level of study like you have. Can we, respectfully, try to fill this out tonight so that we can have the conversation that we plan to have.

MC: Mentioned that staff is working on something (different financial scenarios) to present to the Board and we're looking to do that at a future Board meeting and the Board is interested in the same questions.

Question: Given that it's a tally of the questions, more than the substantive response, is that going to change how we are filling this out? Is that going to be recorded?

JF: No, what we'll do is we'll do the tally of what was checked and then in a subsequent report we'll put down every comment that you write and will be reproduced in a report. So, what we'll talk about tonight is how many people put number 1, how many people put number 2, and 3, and we'll also talk about some of the comments and the answers to the questions. But in the final analysis, the summary of those tallies 1, 2, 3, or 4, and every comment that someone writes will be put in a summary of all the data.

Question: Will we have the opportunity to amend our responses after the additional information comes forth. If you do it tonight. It would be what is true as of tonight.

Comment: I came into this Task Force thinking that all options were on the table, so if I'm abiding by that, I should select every option. A few were in agreement.
Put down what you believe are the options.

Clarification: I need to go back to my response to your questions. Looking at the questions, I don't see how you would be able to mark all as options. Comment: Considering all options.

JF: He considers them to be "standalone" questions. If it makes sense to you, indicate that in your comments.

Comment: I haven't made up my mind. I want to hear more options. I want to hear more information about the consequences of saying these things. I feel like I'm signing a contract and I don't know what the terms are.

JF: Given the other suggestion, we could revisit this at another meeting and the data would be

different. We also feel like we feel pressure that we needed to get to the question here given that we've shared a lot of data and that it was time to bite the bullet and find out what people are actually thinking. It's also something the Board is interested in as well.

Comment: My issue is that meeting after meeting we've been hearing about declining enrollment and our financial realities at the District. I thought the Task Force was going to be about the different options besides closing the four schools. That's why the TF was created. I feel inadequate answering this because we haven't even gotten into the meat and potatoes of what our different options are. What ideas do we have that are different from closing four schools? This could have been done at the beginning of our meetings, but we haven't even gone over different options. Do you understand the point I'm making?

JF: Cognizant of the fact that you've discussed a number of options, pros and cons, and we've shared a lot of data. So, it is appropriate to ask you where you are on these questions.

Comment: I don't feel like we have an option here. It doesn't feel like we're going to take this into consideration, because it just sounds like we want to consolidate and like everyone has said we really haven't thought of any creative ideas of how to not consolidate or how we can prevent consolidation. It's just been what do you want to consolidate.

Comment: I take tests working backwards and there's suggestions, like what do you think...I feel like the lines that are provided for you here are to get your reasons and suggestions. I'm working backwards. What are some things we can do to repurpose schools? They are asking it, but we have to word it in these sections in order to be heard.

Other comment: I was trying to do the same thing and look at that approach too.

Comment: So I'm working backwards with ideas and then I feel like the lines are to help us formulate our thoughts.

JF: Give us your thoughts.

Comment: Whether you like it or don't like it, say it how it is.

JF: Exactly.

Comment: Would this, the open forms be used for future presentations or to collect data pertaining to the options people bring up? Sure. Second, I'm concerned about the tally system. I think that it could be misrepresenting where we are, premature time.. Concerned that the Task Force believes in Option A or B, it's really polarizing. I don't think we've really come to that. I think a numeric tally at this point seems premature. I just want to go on record stating that.

JF: I feel like we have been receiving several messages that we needed to get to this point. We talked about some realities and that there was a sense from some people that we were not allowing that to happen. So, that's partly why we created this survey.

Comment: Do you think that this survey is a response to the critiques that you heard? The critiques I heard is that the Task Force has not been allowed the option to bring forth creative ideas, and really really hash it out or ask for additional information to follow up. But this doesn't feel like the same conversation. This is more of a talking specifically about one issue not really bringing up creative options, unless this is intended to bring up these creative options, which seems like a lot of work when we could be conversing about it instead.

JF: We want to hear creative options and we want to hear where you are as a group with these questions that are posed. It seemed like it was appropriate to get into a specific discussion about what you think and I acknowledge that we may be in a different place in two weeks with additional information. We could readminister the survey at that point. No one is going to be, this isn't going to go to the Board tomorrow and you still have several meetings scheduled. So there is a lot more that could happen.

QUESTIONS AND COMMENTS STOPPED AND TASK FORCE CONTINUED TO WORK ON THE SURVEY.

Surveys were gathered. Cindy Pulfer and Kim Fatum tallied the numbers.

JF: While waiting for the results. Appreciated the comment that this could change with more data so obviously we'll look at the results and be very careful about sharing it.

MC: Based on tonight's information, if there are options or more data needed, scenarios, we can go back and look at doing some calculations to determine the viability of options which we

could benefit from. So, based upon that, staff could go back and do some work on that before one of the next meetings. We may not be able to do it quickly, but we'll get it.

Comment: The next Task Force meeting conflicts with Village View's back-to-school night. So there are three representatives who will be missing. The date is September 27th, it's a Wednesday.

Comment: Oak View's was tonight, that's why they are not here.

JF: So, MC, can we get back to the Task Force with some other date options other than the 27th. So, we'll send some emails around.

Comment: Something that came up at the Board meeting last night that I would like to discuss. I think it's being said that we have too many teachers. I'd like to know where these teachers are working. All teachers I know have full classes, so I'd like to know where these extra teachers are so I can get an idea.

JF: So, that's something we can bring back as information. KF to note that while Cindy is counting. Other comments, requests for more information?

MC: If I can ask just a general question. I know that there are back-to-school nights on Wednesdays. Would you be open to meeting on a Thursday? Yes, head shaking that they would be open to that (Mesa View's tomorrow - Thursday, 9/14).

Comment: I'm a teacher. Is there a certain percentage of open spots that need to be left open to let kids into our District. If I have an open space and if we go over our average of 27, do we have to leave any wiggle room to accept kids all the time? It's not a perfect number. We're not going to have a perfect 27 in every single class.

MC: Two aspects when we look at class size. First, K-3. The contract with the Ocean View Teachers Association, we have a class size average of 27:1. In grades 4-8, class size average of 32:1. That's one aspect of enrollment that we have to look at. The other aspect is grade span adjustment which is the funding mechanism that we have to keep under 27 or 27.43 or something like that. Really the more important piece, and that's not an average, that's a school site. And if you blow a grade level, that messes up your calculation. We could not only lose the

funding for that school, we could lose the funding for the District and that has a long term effect down the line. In the grades 4-8, class size average is 32. You look at middle school and you might have a PE class size of 50 students, but because the school average is less than 32, because you might have a smaller class in another elective/class that might have 25 kids in it. As you look at different classes, it's the average for the school. You look at master scheduling, moving the numbers around to stay within the average to fund a class. When you look at a class that has 15 kids in it, we have to look at the long term implication of it. Is it a brand new class, are we trying to get something off the ground, or is this something that kids are just not interested in that elective. That might be something that we have to close and change the master schedule around. There are a lot of nuances in terms of trying to plan a middle school, which is a much more complicated endeavor than an elementary school. When we look at class sizes, we look at our class size averages, we look at the numbers. We might have 2nd and 3rd grade at 29, 30. We know that's not good, that it doesn't match our funding calculation for 27:1. It doesn't match our contract with the employees association, so then we have to put in another teacher that might create a combination class. A lot of different variables that go into staffing to meet the different criteria that we have to match, meaning the funding and contractual obligation. So, you could go into a classroom and see there's only 20 kids in there, but that's because you had an odd number of kids at a grade level that creates a combination class. If you go to a school where every classroom is full, we're matching up class size numbers, averages, with the number of students at each school.

Question: Did we open up more because Newsome dropped down TK to 20:1, so we in turn added a teacher that we didn't necessarily lose; so is it different, but it's given for that reason?

MC: Good question. TK - TK is considered under the Kindergarten umbrella in terms of funding. State rolled out that we can accept younger kids up through September 1st and they gave us a 4 year plan to do that. Districts around us have elected one of two plans: jump start and go to September 1st and get the kids into the District. Others have stayed with the State's program/recommended age. We elected to jump start and go to September 1st. Cutoff is April 1st this year. All the kids that we take up through April 1st, we get funding for. The younger kids from April 1st up to September 1st, we don't get funding for them until they have turned 5 years old. So, we're using some of our one-time monies from the COVID era, because we have up to 2025, 2026, 2027 to spend those monies, to balance out the funding because we had to put a teacher in there. In some schools, because of the younger kids and because of the additional TK, we took a teacher and put them in that class, which left open another position.

So, we backfilled that teacher. So, that added another teacher because of the TK. So, a lot of these are moving figures through the first week of school. We usually go out to the 10th day of the school year to solidify all the scheduling and all the classes. We try to leave, when we have the opportunity, because throughout the course of the school year families will move into the District. We don't want to cap a grade level anywhere in the District that would preclude that someone moves into the District, that they can go to their home school. We try to leave an open seat in a grade level, or two, so that we have some flexibility. It's very difficult if we're at max everywhere and we have no place to put them if our averages aren't working out.

Comment: So, that being said, we're down 900 seats? Technically, with all the different classes, it would be more like 700 kids that are not allowed to have that movement within the District. There's 900 kids that aren't there...like my class is at 23 right now. So, I have the ability to take on 4 kids. So, those are 4 kids that are in that 900. But, if you fill it to 900, we wouldn't be able to accept anybody. Right? So, we need some sort of buffer. So, what is that buffer? Unclear. So focused on those 900 children, but we need to make sure that there are open spaces so that we can bring people in. We're not always going to have 27 in a class and we're not always, you know.

MC: I think the 900 is where you look at the exact classes across the District, where you would be at? When you look at classes that have 2 or 3 openings because it's not a full class and you start to look at the numbers, really it's more of the issue of how many teachers do we have in the classroom, but with all these empty seats throughout the District. Where's those 900 kids? It's more of a calculation in terms of the enrollment at the school and the number of teachers that we have. If you go purely by a calculation, it's all averages.

So, we need to tighten up. You can ask any Principal that we're pretty tight.

Point: It's not like we lost 900 students, it's more about how many teachers we have.

Request: May we get a spreadsheet that determines how many kids in each grade are at each school, combos. How many staff are at each school?

Question: Has there been any talk about monetizing some of the properties that we have, like Park View, and Sun View. We do have a couple of properties and wanted to know if staff had looked into that. Park View has a huge green space that's not even used for anything outside of OVLL. It's a huge property and I wondered if we had plans to monetize those in some way. Are

we looking into that at all and then I'm unclear about Pleasant View. That's a preschool? Is that what we have there?

MC: Pleasant View was a former elementary school that when it closed, it became the fee based preschool and special education preschool. Then, as we shared at a previous meeting, that Keith had shared, at the beginning of modernization that was going to be an interim site. Right now, it's a vacant school site. We are looking at possibilities of utilizing those properties in a different way, as you said monetize it. Keith is talking with an Asset Manager/Consultant. How do we use these properties, who do we reach out to, similar to what we did with the Westmont Triangle, entered into a long-term land lease. COVID interrupted their business, a memory care center, still in conversation with them about when they will start their construction.

Comment: I'm asking because when Sun View got shut down they were at 170 students. We're all at least double that at these elementary schools that you're asking to shut down. So, from a neighborhood perspective, you can see everyone is kind of surprised. We have a lot of students here. Other schools that we've shut down in the past - Glen View at 211, Lark View at 149, Pleasant View under 200. All of our elementary schools are at 300 and above and Circle is at 600, so you see why there was this outrage when it was suggested that we cut off these 4 schools. I'm just wondering if we have other schools that are still under that we don't have students or teachers, would that affect whether or not we have to shut down schools.

MC: Nobody wants to have to close schools. We're looking at all the avenues, we are looking at the financial implications. We have those calculations to show everybody.

Question: Since Gina Clayton-Tarvin is here, I was curious about, you mentioned a 7-11 committee. Unfamiliar with that. Piggybacks off your question. Leasing property for sale and if Keith's looking at something like Lowe's where it's a revenue service, or a one-time sale? I'm just curious about the 7-11 committee - what that is and what that looks like.

MC: The 7-11 committee is a process. The District determines that any property is surplus property and no longer going to use it. It's part of the Naylor Act, you form a 7-11 committee, which has no less than 7 and no more than 11 committee members. The District had one in 2011, I think, that went through the process that determined all the properties in the District and made recommendations about what it could do with those properties, i.e., sell them, lease them. If you go through that process, there is a list of criteria that you have to do, that you have to

follow, and it opens it up to anybody that's interested in and can put a quote in for the property. We did that for the Westmont Triangle - an odd shape to do anything with. So, we knew there wasn't going to be a lot of interest in it. So, when we put that out we had a request for proposal, and we only had one proposal, but it was the one we expected. Once you go through that process, and you open it that you're going to sell it or lease it, that comes from the 7-11 committee to look at all of your properties and then the Board makes the decision to lease or sell. Then we follow a very lengthy process and also follow Ed. Code.

Comment: Hypothetically speaking, as a Task Force, we decide we don't want to consolidate, we want a property sold; we would then make a recommendation to the Board and then they would have to form a 7-11 committee that would then further the process?

MC: Yes. I need to go back, the 7-11 time frame was 2015. The 7-11 committee could last 6, 8, 12 months. It depends on how often they are meeting and then they provide a recommendation to the Board. Depending on what the option is, a long-term land lease may bring revenues for 50-60 years. If you sell a property, whoever makes the offer, there's another time frame - licensing, zoning, another 3-4 years in terms of the monetary investment. Not like we're going to turn around and sell a property and get the money next year. It's also a long-term drawn out process.

JF: Results:

Question #1 - *We do not consolidate or repurpose any schools and identify any other solutions for declining enrollment and low school enrollment.*

8 selected this option (4 parents, 3 community members, and 1 Classified employee)

Question #2 - *To implement the consolidation and repurposing referenced above in successive years beginning with one or two schools per designated year.*

22 selected (11 parents, 6 comm, 3 Cert, 1 Class, and 2 Others)

Question #3 - *Implement the consolidation and repurposing referenced above by consolidating and repurposing the designated sites at the same time. Essentially a "rip the bandage quickly" off approach.*

14 selected this option.

Important to respect the comments made by a number of you earlier that these results may change. So, we'll create a report just for the Task Force for the next meeting. It will include any comments that you've made on the survey. I'll give you this data again so you can look over it. It's really helpful to us because you've made a declaration about how some of you feel. And I get the sense that some of you may not have been comfortable saying that out loud in front of other people. This says a lot in terms of what you've learned and what you've put together as a response today. There are 3 people that didn't rate anything, they just wrote comments. So, there are 3 individuals who didn't respond. At this point, we have about 15 more minutes. We will try to get you out of here by 7:30 p.m. I'll be very careful with this information and I'll get it back to you. I'm sure the comments will be very helpful.

Other comments?

Question: I added it up, there's not that many people here. Some put several, some put all three.

Question: If you sell or lease property, can you pay off debt with each of those options?

Answer: Yes.

MC: Calendars - avoid conflicts. Until October 18th, Wednesday seems to have a conflict. Need adequate time to go over all the options.

September 21, 28th, October 5, 12th - Thursdays. Suggestion.

Want to make sure we have time to have very thorough conversations.

Decision? Tentative to present something to the Board on October 24th - 6 weeks from now. So, that would give us 5 more meetings.

Every other week - September 28th, October 12th, and if we needed another meeting, we could have one before October 24th.

JF: Every week is too much, but a lot we have to get done. We are getting more definitive information about how people feel, although some may change. It's a beginning of narrowing down. I would say every other week.

Comment: Submitting things on paper today, since we didn't realize that we were going to have

to write, may I suggest, to spur along some of the recommendations, ideas for recommendations, while the District is having their opportunity to provide some of the information for us, perhaps we can request people who want to communicate some of that so we can have those as topics of conversation. Maybe so that we can have an opportunity to review some of the suggestions and recommendations, so it's not a go back and forth. Feels like we're wasting some of that time. If we're running out of time, that might be an opportunity to...

Question: Are you saying for people to bring forth some of the ideas or make a presentation - put forth in an email and then have the District internalize some of that and make recommendations that they have. Would like them to have some targeted answers to the options we've brought up as far as ideas.

Not just in this document and some of the other meetings. If people have that and they don't feel that it's answered, could we request that they submit it.

JF: MC sends an email to the Task Force to give them an opportunity to tell what the data is, can be compiled, and brought back to the Task Force. Then, it will also tally all the info and send you that data as well by email before the next meeting.

Comment: Since we have a short time, can we have a pretty tight agenda to discuss all of this. It's great everybody sharing, but I don't know how we are going to progress with everyone continuing to share.

JF: Helpful in getting us focused and can carry forward. Report, write and get out as quickly as I can. Change even more. Comments are pretty rich information. We will be able to focus on a report to present to the Board.

Comment: Based on the number, I think you're probably right, but I just think we have a lot of discussion that will probably come up.

Question: How are we going to accept the general public's suggestions? Heard from us here, we obviously have constituents that are waiting in the wings. They don't have a voice here unless they contact a representative. They may not know the way to do that or how exactly to put it in such a way that we can receive it.

Comment: Circle View made an email address and google sheet for their constituents. Conversation about opportunity for the community. Keep this open and be transparent. Need to find a way to provide an avenue. Concern for the community, who might have a fantastic idea that is missed. Putting the cart before the horse. Should have done this in the beginning.

Comment: Multiple boxes were checked on the survey, everybody except 2 in this room chose to close two schools gradually. So, if we are talking about the final step or what the next step is, this is very interesting, because that really hasn't been a discussion that we've had verbally, so I was curious that 22 people checked...I think there is 24, I was trying to count.

Others: It was 14 that said "rip off the bandaid," and 22 checked for phases.

Comment cont'd.: So, I just thought that was interesting, if we'd had these discussions and only 2 people didn't check that option, it doesn't seem to appear as we're talking through this that anybody is on that page or at least a majority. To me it would be a lot clearer to streamline this, but it doesn't appear to be going in that direction.

Comment: I even mentioned it a couple times that it was my recommendation that I saw the need to do it, but I wanted to have creative options and do it at a slow pace. I remember at some point saying I don't know when in the process, but I don't know I just think there are options out there and enrollment might change, right? Who knows what the future will hold. I just want to say on the record that I did actually pose that some time ago.

Comment: I still see this very much as an exercise of putting all options on the table and we already know the one option that 8 of you voted for, so that really wasn't the ask of the Board again. If you believe in that one option, fine, but I really don't feel you need to continue to be here if you're only going to focus on that. That's one option on the table, cause I actually did check that too, because I know it's an option. But, that's not what I want to do. I'm open to all the options possible on the table and exploring them. I hope that there's not a consensus at the end where we have to vote on one. I don't think that's on us. I thought we were presenting all options to the Board.

JF: We said from the beginning that we'd figure what the majority opinion is, what the minority opinion is, what the middle ground opinion is, and we would communicate that to the Board.

So, in a sense, you have 8, 22, and 14, that is sort of what you're communicating and then the Board would make the decision in terms of direction they would take.

Comment: Sure, but I don't think the Board has asked to hear from the community to make this a Task Force of who just wants to close schools. I don't think that was their ask.

JF: They wanted, in the study session that we did with the Board, that they wanted to hear what all of you thought and that's why we created this instrument so the Board could ultimately get all of your ideas.

Comment: On the website, is there a way that we could have a spot where the community could respond if they want to. Like, do a doc there, that everybody knows to go there. We could tell them if you have a great idea, go to this public comments. A place to express other ideas that might be given to us. They would submit it if they are passionate about it and that would be a public piece.

Comment: I would prefer if the future survey would give me a ranking order of the options. I think that's really interesting that 22 said this, but what if that was actually their third choice. It was the more common choice, but not the highest priority choice. What is everyone's first choice, their second choice? I think that would be a little more indicative of their leanings and the interest in hearing about those options.

Housekeeping before we leave: Next meeting - Thursday, September 28th

A lot of good interesting information and commentary as well. Keith and Michael have a number of things put together for the next meeting and we'll get together a summary of all that's here.

END OF MEETING