



MEETING MINUTES

Voting Members

Paul Bokota, Board Member
Lauren Brooks, Board Clerk
Ira Glasky, Board President
Sharon Wallin, Board Member
Cyril Yu, Board Member

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE/ROLL CALL

President Glasky called the meeting to order at 3:04 PM.

The Pledge of Allegiance to the Flag of the United States of America was led by Member Glasky.

Members Present:

Paul Bokota
Lauren Brooks
Ira Glasky
Sharon Wallin
Cyril Yu

Staff Present:

Terry L. Walker, Superintendent of Schools
John Fogarty, Assistant Superintendent, Business Services
Brienne Ford, Assistant Superintendent, Information Technology
Eamonn O'Donovan, Assistant Superintendent, Human Resources
Cassie Parham, Assistant Superintendent, Education Services
Raianna Chavez, Executive Assistant to the Superintendent

2. ADOPTION OF AGENDA

Adopt agenda, as presented.

Motion made by: Paul Bokota

Motion seconded by: Sharon Wallin

Voting:

Paul Bokota - Yes
Lauren Brooks - Yes
Ira Glasky - Yes
Sharon Wallin - Yes
Cyril Yu - Yes

3. *BUDGET STUDY SESSION

Minutes:

Tammy Blakely, Executive Director of Student Support Services, commenced the presentation with a look at the Local Control and Accountability Plan (LCAP) goals and outcomes, which include an LCAP overview, noting that the LCAP aligns planning and budgeting for transparency, it monitors implementation of actions and student progress by sub-groups, it engages educational partners: students, parents and staff, and is adopted by the IUSD Board of Education.

The 2022-23 LCAP document is organized into nine sections: budget overview for parents; 2021-22 supplement (mid-year update); plan summary; educational partner engagement; goals, actions, expenditures, and progress indicators; increased or improved services for unduplicated students; the new actions tables; federal addendum and attachments.

Tammy reviewed the educational partners engagement, which was completed through the utilization of the Annual Survey in January 2022 generating responses from more than 19,000 students, 7,000 parents, and 1,600 staff members; additionally, in the spring of 2022, the District disseminated an LCAP ThoughtExchange activity where educational partners responded, commented and ranked action items and providing feedback. Nearly 2,000 participants participated in the exercise in eight different languages, resulting in over 38,000 star rankings. Feedback activities were also shared with specialized groups such as DELCA, IUCPTA, ITA, CSEA, Special Ed CAC and the Student Advisory Committee. Through these various engagement exchanges, the District received consistent feedback regarding the high priority action items in the areas of Elementary Resource Counselors, class size, mental health/social emotional learning, computer match and PE paraprofessionals.

Eamonn O'Donovan, Assistant Superintendent of Human Resources, provided an overview of employee stakeholder input into the LCAP, noting that while the LCAP process is not subject to collective bargaining, the LCAP process is typically discussed as informational items in bargaining meetings, as some of the goal areas in the LCAP process relate to curriculum content, selection of instructional materials, and the use of technology.

Next, Tammy reviewed the eight state priorities and 22 progress indicators associated with the three District wide goals, which are the same goals as last year for comparison purposes. For Goal 1: Create a positive school climate and system of support for student personal and academic growth, Tammy reviewed the action items, noting that the Elementary Resource Counselors (ERCs) were the highest priority item based on the feedback. For Goal 2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources, and skills for staff and students, the action items were reviewed noting most of them could be lumped into three main categories: student learning, technology, and staff support, which were high priority topics. For Goal 3: Address barriers limiting student participation in programs and provide equity in allocation of resources, the action items were reviewed, noting the expansion of Paper (formerly known as GradeSlam) from 4th to 12th grade.

Lastly, Tammy highlighted the LCAP action items for which the funding was previously provided by state and federal stimulus funds, but is now planned to return to the LCAP for funding in the 2022-23 school year. All of the action items for the three goals total nearly \$12.4 million, of which \$7.8 million is in one-time funding and nearly \$4 million in on-going funding.

Member Glasky asked about how technological equipment was holding up with the increase in student devices. Assistant Superintendent of Information Technology, Brianne Ford, responded that the equipment is holding up well overall; however, they are seeing an increase in damaged devices, so staff are maintaining a supply of repair parts and backup devices despite global supply chain issues.

John Fogarty, Assistant Superintendent of Business Services, presented the 2022-23 LCAP Budget overview. He commenced with a 2022-23 state fiscal outlook, noting state revenues from personal income tax, sales and use tax, and corporate income tax have increased dramatically from what was budgeted in 2020-21 and 2021-22; with the increase in revenue, the Governor's budget proposal for K-12 includes an increase of \$16 billion; however, the Governor's May Revised Budget has not been released yet. Additionally, the outlook for Prop 98 funding indicates K-14 funding will remain in Test 1.

John outlined the Governor's January Budget Proposal, which included an increase of \$16 billion in funding with a large share of the new funding tied to categorical programs, leaving fewer resources to address increased costs associated with soaring inflation and rising pension obligations. The proposal includes a Cost-of-Living-Adjustment (COLA) of 5.33%, which for IUSD represents an ongoing increase of approximately \$18.3 million; however, after accounting for annual increases and expenditures, staff estimates \$9.3 million in ongoing funds will be available for allocation. Additionally, Special Education is proposed to receive the same full COLA of 5.33% as well as an augmentation to the base funding formula which equals a relief of approximately \$3.7 million to the IUSD General Fund.

The Governor's January budget proposal also takes into consideration the declining enrollment felt throughout the state, which has a direct impact on school district funding. The current proposal is to amend the Local Control Funding Formula (LCFF) calculation to allow districts to utilize the greater of the current year, prior year, or the average of three prior years' Average Daily Attendance (ADA). John reviewed IUSD's 10 year enrollment trends noting the District enrollment growth has drastically slowed.

Next, he reviewed the projected 2022-23 LCFF funding, which projects a base grant funding of \$322 million; however, after adjustments for CSR & CTE, supplemental grants and targeted instructional improvement and home to school transportation, the total projected LCFF funding for 2022-23 is \$357 million.

Additionally, the Governor's January budget proposal includes funding augmentations to several categorical programs totaling \$11.3 billion and the rebenching of Prop 98 to include the four year roll in of Universal Pre-Kindergarten.

In a review of locally funded/Basic Aid funding versus LCFF funded districts, IUSD receives 88% of its funding from the generation of local property taxes and 12% from the state. Last year, the state aid provided to the District was 14%. At this rate, current projections based on annual assessed property valuations and ADA projections, IUSD is projected to remain LCFF funded and not a Basic Aid district through 2026-27.

In building the 2022-23 LCAP and Budget, there is approximately \$8 million in one-time investments currently scheduled to be unfunded at the end of 2022. There is \$8 million unallocated from the 2020-21 budget and remaining federal stimulus funds for utilization in the 2022-23 Budget. The actions and one-time funds proposed for the three District Goals total \$7.8 million, minus state and federal resources of nearly \$1.5 million, providing a total 2022-23 allocation of nearly \$6.4 million, leaving \$1.6 million for allocation in a future LCAP. John illustrated the Unrestricted General Fund projected budget with the proposed 2022-23

LCAP investments, which predicts \$5 million in one-time funds unallocated in 2022-23 for use in creating the 2023-24 LCAP.

Next, John outlined the potential budget challenges including LCFF funding disproportionately benefiting districts with high concentrations of disadvantaged students, the large influx of state and federal one-time funding, district and statewide enrollment impacts, state revenues being very volatile, inflation, ongoing increasing pension costs, the economy fully recovering after COVID-19, and the impact of the Gann Limit to name a few.

Lastly, John outlined the next steps for the LCAP and budget process with the adoption set for the June 28, 2022 Board Meeting.

Members Bokota and Wallin inquired if it is possible to use some funding to buy down the District's pension obligation; John responded that the District could set a side funding for the purpose of paying for the increased pension obligation but that it wouldn't impact the overall obligation to provide a savings.

The Board extended their appreciation to staff for the information and the presentation.

4. ADJOURNMENT

Meeting adjourned at 4:32 PM.

Motion made by: Paul Bokota

Motion seconded by: Lauren Brooks

Voting:

Paul Bokota - Yes

Lauren Brooks - Yes

Ira Glasky - Yes

Sharon Wallin - Yes

Cyril Yu - Yes