

WINDSOR UNIFIED SCHOOL DISTRICT

Community Conversations/Town Hall Meeting Feedback – November 14, 2018

Sustaining and Building Our Fiscal Health for WUSD

The following comments and questions came out of the session held on November 14, 2018. These conversations/meetings are being held to review our projected budget (and the required, ongoing costs to public school districts that are more than ongoing dollars coming in). They are also held to allow questions and ideas from the community to help us with our thinking as we make recommendations to the Board for budget adjustments in the future.

EXPLORING REVENUE ENHANCEMENT IDEAS FURTHER (more income)

Suggestions/support for revenue enhancements:

- Lower class sizes = higher enrollment (especially at primary level)
- Rent Mattie's Gym
- Partnership with large corporations (example: wineries, breweries)
- Incentives for current students to increase attendance
- Daycare, Pre-school, and Magnet School at WCE
- Attendance incentive programs with rewards
- Offer independent study contracts at 1 day at a time
- Full time grant writer at the District Office level
- Look at what other districts are doing with wine money and sponsorships
- Make sure leases are at market rate
- Chromebook sales through the District Office
- Create magnet schools (STEM focused)
- Raise taxes on hotels and short-term rentals
- Improve test scores (to retain and attract more students)
- Advertise our enrollment time to get more students
- Attract higher ed, SSU, SRJC, Adult Ed to do satellite class on the WCE campus to produce revenue for use of facilities

Questions generated/being explored:

- *What attendance obstacles exist? How can we target supports to address specific obstacles?*
- *Can a Saturday School program help recapture attendance \$?*
- *Where do our revenues come from?*
- *Would a conversation about school start times impact families (help or hinder)?*
- *Is the declining enrollment a reflection of rising housing costs?*
- *Would another bond help? Taxes?*
- *Is the Windsor community "becoming grey" and aging up (less children)?*
- *Can we capture revenue by solar parking lots?*
- *How can we get vineyards to sponsor Windsor schools and programs?*
- *How do we maximize ADA with current students enrolled and with bringing in new students?*
- *Can there be more equitable allocation of funds through grants (example: many WHS classes don't have basic supplies)?*
- *VAPA K-12 – How will it be supported (grants, school board allocations, etc.)?*

EXPLORING EXPENDITURE ADJUSTMENTS (Reconfiguration of Elementary Program – moving classes from WCE to other elementary campuses)

Suggestions/support for elementary program reconfiguration:

- If it keeps class sizes low, then it is a positive
- If we need to add classrooms for a “move”, why not add classrooms at the middle or high school to accommodate student that want to come
- We want to have a long-term plan if we move to other sites. Permanent buildings vs. old portables. Don't purchase Arata site and use bond monies to build permanent buildings
- We can support the closure of WCE
- We have questions regarding lower attendance
- Attract higher ed, SSU, SRJC, Adult Ed to do satellite class on the WCE campus to produce revenue for use of facilities
- Transportation benefits
- Work with the Town of Windsor on affordable housing rather than hotels
- Have D.O. close their offices and each department can move to a campus with available portables or rooms
- Address conditions of portables/safety
- I support what our community and Board decides
- It will help families a lot!
- If we go to K-5 neighborhood schools, we will bring back kids who have left to other districts that are K-5 in the elementary
- Look at district carpool campaign (to reduce traffic congestion)

Questions generated/being explored:

- *Would portable building be used? What is the cost? What about space lost to portables?*
- *How would we accommodate drop off at Mattie and Brooks with more students?*
- *Could we do staggered dismissal/pick up times at the two elementary sites?*
- *Are bathroom facilities accommodated for more kids?*
- *Where will classrooms for an additional grade at Mattie and Brooks be placed?*
- *What positions/staff would be impacted?*
- *What benefits would come from a sale of WCE?*
- *What type of magnet program would Windsor want?*
- *Where will the additional student eat? Extended lunches, or?*
- *Will Brooks be able to absorb the room? Larger kids, less space – where will they play?*
- *Will we need more portables?*
- *Can Brooks use park space for playground? Recess time? P.E. Activities?*
- *Why buy another property if we are reconfiguring/restoring...?*
- *How much will adding more portables to the elementary cost if we relocate campuses?*
- *Will the current Board wait until the new Board is seated before making a decision about closing any campus?*
- *If only 24 (TK-3) per class, what happens in years of excessive growth?*
- *Will there be any consideration at some point for TK-5 feeder schools?*
- *If we transfer teachers to new sites, how will classrooms be assigned? What is the projected cost of portables?*
- *What steps will be taken to prevent deficit spending in the future?*

EXPLORING EXPENDITURE ADJUSTMENTS (STAFFING ADJUSTMENTS/MASTER SCHEDULES/RATIOS)

Suggestions/support for staffing adjustments/master schedules./ratios/other):

- Consolidate classes at the high school (looking at the 56 classes enrolled at less than 22 students)
- Look at district staffing practices to assess whether staff can be reduced if student enrollment is declining. Consider District Office staff reductions
- Look at limiting drop period at WHS
- Review of district office salaries, positions, and reconfiguration (start cuts there)
- Reduce # of classes/tighten the master schedule at WHS
- Facilities – reduce energy costs and waste by installing smart thermostat, LED lights, etc.
- Look at health benefits cost savings
- Increase middle and high school enrollment
- Build more affordable housing for young families
- Staffing – *Compare staffing levels from 10-15 years ago*
- Changes should start at the district office
- District expenses should be reduced to the extent possible
- Reduce class sizes and students will come (get them in K and they will stay)
- It is necessary to adjust staffing and tighten schedules
- Reduce consultants
- Combine populated core classes

Questions generated/being explored:

- Too many students receiving Special Education services and the cost is huge (staffing especially). *Are there other ways to provide intervention and reduce identification for services?*
- *What is the current elementary school classroom size? Is there room for consolidation?*
- *How would increasing class sizes at the High School work with how specific classes are at that level?*
- *How much would it save if we got rid of contractors/consultants?*
- *What financial effect does District Office turnover have on expenses?*
- *Is there a detailed list of expenses to share?*
- *What are the benefits policies for D.O. Staff and Board members?*
- *Have we gone out to bid for employee insurance?*