

Long-Term Budget Committee

Meeting Summary

Date: March 26, 2024

Location: Innovation Center Café

Time: 6:30 PM

Agenda Items

I. Welcome	A historical snapshot was provided on why the committee was assembled. District administration acknowledged the representation from multiple stakeholder groups who comprise the committee.
II. Introductions	Committee members provided brief introductions.
III. Arizona Open Meeting Law	<p>An overview regarding Arizona OML was provided to committee members, including:</p> <ul style="list-style-type: none"> a. Refraining from discussions on topics outside of the posted agenda. b. Limiting discussions with other committee members outside of meetings. c. Avoiding discussions through email/social media that may involve members of the committee.
IV. Purpose & Norms	<p>The Governing Board Long-Term Budget Committee’s purpose is to review and deliberate long-term financial strategies, review ADM/enrollment trends and projections, evaluate potential fiscal challenges, and provide informed recommendations to the Governing Board by December 2024.</p> <p>Members were asked to respect meeting norms: be prepared, stay on task, be respectful, and focus on solutions.</p>
V. Meeting Schedule	A proposed meeting schedule was shared, noting a committee pause for June and July 2024. Fall 2024 meeting dates are to be determined. The meeting schedule will be posted on the district’s website, as well on BoardDocs.
VI. Demographer Presentation	<p>“<i>Less Students, More Options Planning for the Future</i>” – a presentation from Applied Economics, was shared with the committee. The presentation covered changes in Arizona population trends, school enrollment trends, and impacts of school choice.</p> <p>Key takeaways from U.S. Census Data:</p> <ul style="list-style-type: none"> a. Birth rates have dropped 36% since 2006.

	<p>b. From school year 2009/2010, charter school enrollment has increased by 118,000 students; public school enrollment has decreased by 91,000 students.</p> <p>c. School-aged persons serviced through non-district providers (charter/online schools) will continue to grow.</p>
<p>VII. Arizona Auditor General</p>	<p>Each December, the Arizona Auditor General generates a report which measures 10 categories associated to the risk impacts for districts.</p> <p>Arizona has 207 districts, and the biggest area of risk for 68 districts is the change in weighted student count. For Tempe Union, we are labeled “high risk” in this category.</p> <p style="text-align: center; color: red;">1-year Change: - 4.6% 4-year Change: - 10.3%</p>
<p>VIII. TUHSD Historical & Projected Enrollment / Budgetary Impacts</p>	<p>The Arizona Department of Education’s Open Enrollment dashboard provides district summaries on <i>in-district</i> and <i>open enrollment</i> data, including figures on district residents who decide not to attend Tempe Union schools, and online, parochial, or micro-schools instead.</p> <p>The data is reflective of what our demographer previously concluded, the Empowerment Scholarship Account (ESA Voucher) is the hardest variable in the choice of the student. ESA vouchers continue to be on the increase, causing a decrease in open enrollment for districts.</p>
<p>IX. Q&A</p>	<ol style="list-style-type: none"> 1. Clarity on the 100th day calculation for district funding based on Average Daily Membership (ADM). <ul style="list-style-type: none"> ➤ <i>The District has until July to make corrections to data, however, the percentage in adjustments are not significant enough to impact the budget.</i> 2. Group B ADM has a higher weight, and “gifted” students are included in this group, as well as students who partake in the Free and Reduced Lunch program. If the district were to test more students who meet the gifted threshold, or if we had more students apply for Free and Reduced Lunch, could we receive additional ADM? <ul style="list-style-type: none"> ➤ <i>We have to follow the guidelines and ADM criteria in identifying “gifted”. Free and Reduced Lunch is a fairly new category to the ADM weights. We will review the historical data on these areas and you’ll see this is not typically an area where we get lots of credit.</i> 3. Request to better understand how the district allocates the budget (staffing, facilities, etc.). What are the targeted goals and missions, and what does the district consider critical services?

	<p>➤ <i>This will be broken down in the next few meetings as we review the budget M&O funding. Committee members will have a chance to review the budget by category from the last 20 years.</i></p> <p>4. Discussion regarding the exit survey that is sent out when students leave our district. Can there be a designated person at each site that does exit interviews with students and families? Can we increase and coordinate efforts on monitoring students who choose not to attend Tempe Union?</p> <p>➤ <i>We can help by 1) ensuring our student records are accurate to assist with data integrity issues that the state monitors; and 2) we encourage the school sites to have those conversations with students and parents, trying to minimize the number of students leaving.</i></p> <p>5. How can we entice students to want to attend Tempe Union? We have so much more to offer than most charter schools with our robust music classes, athletic offerings, and electives.</p> <p>6. Although the district does track feeder school data and who we welcome in as students, it looks like the biggest fallout is from elementary school aged children. How can we look into this a bit more?</p>
--	--

Meeting adjourned at 7:57 PM. Next meeting Tuesday, April 9th at 6:30 PM.