



Excellence. For each and every student.

BOARD OF EDUCATION
Working Meeting - March 25, 2024 - 4:05 PM
Creekside
16000 41st Ave N.
Plymouth, MN 55446

AGENDA

1. **ROLL CALL/CALL TO ORDER**
 - A. **Teaching and Learning Reports**
 1. MTSS Update (20 minutes) 2
 2. Read Act Update (20 minutes) 15
 - B. **Finance and Operation Reports**
 1. 2024-2025 Budget Preparation Update (20 minutes) 35
 2. Enrollment and Class Size Update (20 minutes) 56
 - C. **Human Resource Services Reports**
 - D. **Superintendent's Reports**
2. **ADJOURN**

In case of inclement weather, the meeting will be held the next day at the same time and same place on the next business day, unless a quorum of the board is not available.



MTSS Update

Multi-Tiered System of Supports

School Board Work Session
March 25, 2024



Infrastructure for Continuous Improvement



Family and Community Engagement



Multi-Layered Practices and Support



Assessment



Data-Based Decision Making

District MTSS Leadership Team

Nathan Flansburg
Associate Superintendent

Dana Miller
Executive Director of Teaching & Learning

Ginny Nyhus
Director of Student Support Services

Solveig Harriday
Director of Equity and Inclusion

Rebecca Kittelson
Inclusion Coordinator

Grace Lephart
Professional Development Coordinator

Brad Gustafson
Greenwood Elementary Principal

Abhi Brar
Director of Teaching and Learning

Austin Tollerson
Director of Teaching and Learning

Mai Huynh
Professional Development Resource Teacher

Mikaela Loo
Associate Principal West Middle School

Greg Sowden
Associate Principal Wayzata High School

Dave Zukor
Technology Integration Specialist

Cassie vanKoeverden
MTSS Coordinator

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MnMTSS: a Framework that Serves Wayzata's Mission and Vision

We want to see and celebrate each and every student. To ensure success for all, we commit to continual improvement of our system so it best supports teachers, builds upon the strengths of students and their families, and responds to their needs.

2023-2024 District MTSS Priorities



Infrastructure for Continuous Improvement

**BILT
PLC**



Family and Community Engagement



Multi-Layered Practices and Support

**BILT
PLC
Tier 1**



Assessment

**Universal
Screeners**



Data-Based Decision Making

Goal 1: Common Understanding Throughout Teams



Infrastructure for
Continuous
Improvement

By the fall of 23-24 school year, the district will build a **common understanding of MTSS** (goals, strategies, resources) by developing a concise presentation intended for district and building leadership teams to be used for site level work and communication across all staff.

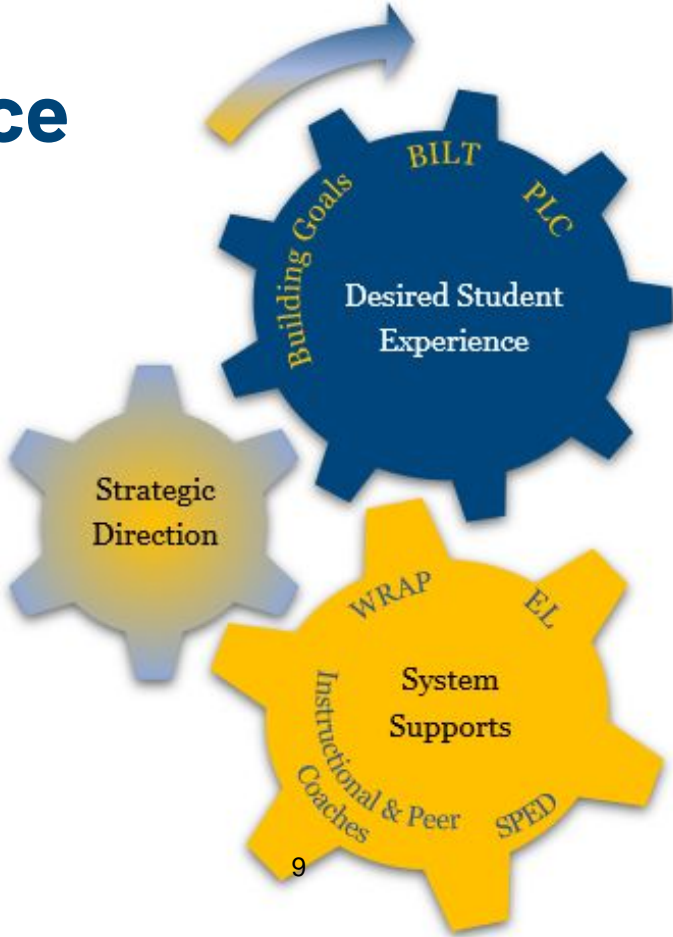
**BILT
PLC**



Teams to Support our MTSS Framework

District Leadership Teams	Building Instructional Leadership Team	Age/Grade/PLC/ Department Level	W.R.A.P	Child Study Teams
<p>The district team will be responsible for providing district guidance that supports continuous improvement of the learning, communication, collaboration, implementation and feedback that aligns high quality daily student experience and high academic achievement for each and every student.</p>	<p>Responsible for working towards the learning, communication, collaboration, implementation and feedback of the district and building goals for an aligned student experience and instructional excellence.</p>	<p>“An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.”</p> <ul style="list-style-type: none">- DuFour, DuFour, Eaker, & Many. Learning by Doing. Solution Tree, 2010	<p>This is a once-weekly meeting time where a team of teacher leaders collaborates with other teachers who are looking for new ways to support a particular student. This team WRAPs around the student to provide information, instructional changes, and guidance for how to move forward with multiple levels of support to meet the needs of each student in the building</p>	<p>A team in place that designs and implements individualized interventions and supports.</p>

Coherence



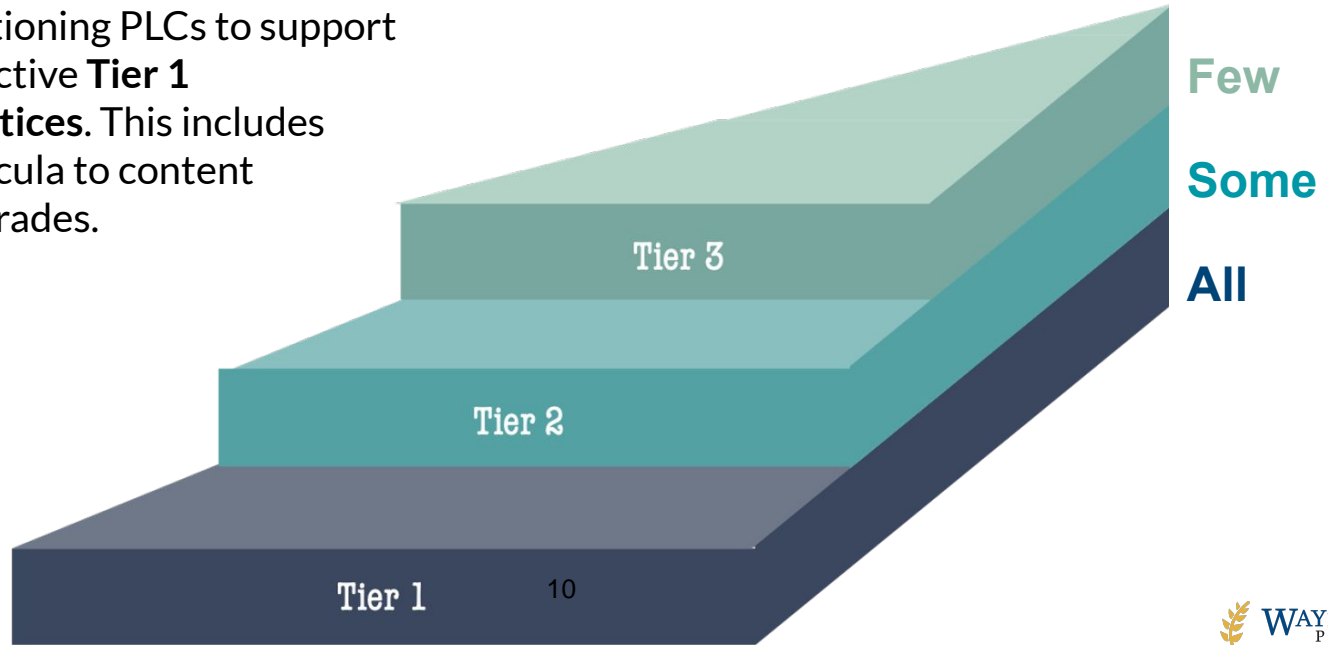
Goal 2: Tier 1 Practices

Tier 1 Practices



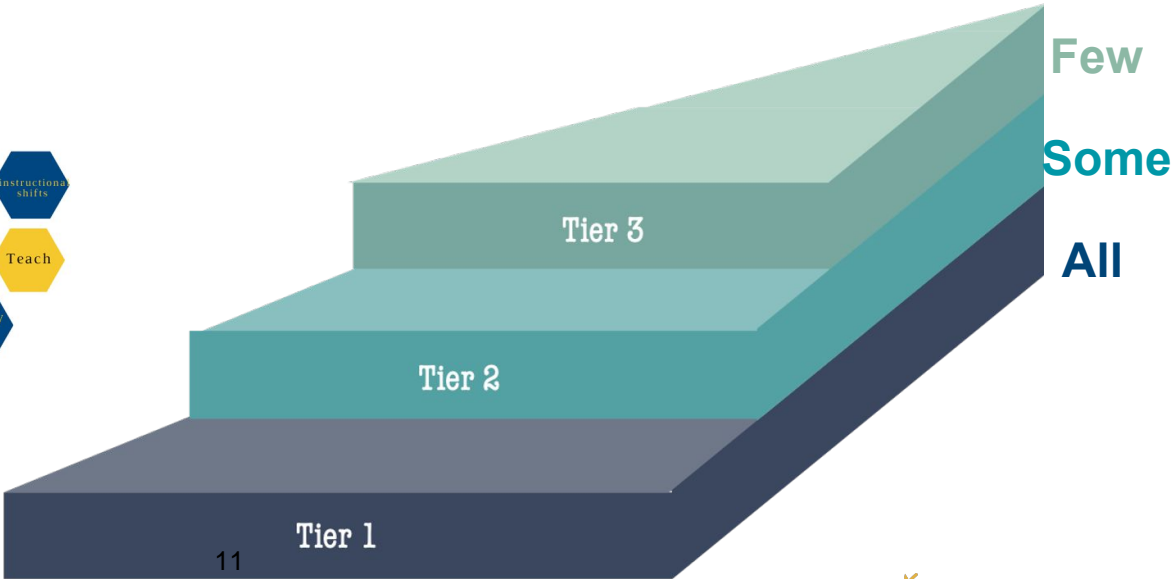
Multi-Layered Practices and Support

By the end of the 23-24 school year, the district will lead the work in adjusting and aligning high functioning PLCs to support universal and effective **Tier 1 instructional practices**. This includes alignment of curricula to content standards for all grades.



Multi-Layered Practices and Support

Tier 2 & 3 Team



Goal 3: Universal Screeners

Assessments

By the end of 23-24, the district will lead the work in implementing universal screeners **aligned to their purpose to inform responsive Tier 1** instructional strategies.

Updated

- K-1 FastBridge
- 6-8 FastBridge

Professional Learning:

- Purpose
- Assessment Literacy
- How to Respond

Universal
Screeners



2023-2024 District MTSS Priorities



Infrastructure for Continuous Improvement

**BILT
PLC**



Family and Community Engagement



Multi-Layered Practices and Support

**BILT
PLC
Tier 1**



Assessment

**Universal
Screeners**



Data-Based Decision Making

Next for Wayzata MnMTSS

April & May

Leadership Council

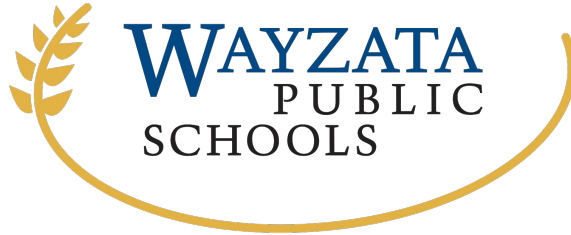
Summer

Middle School WRAP Teams
Principal Professional Learning

Workshop Week

Training of Support Teams
AP's, Dean's, Social Workers,
Counselors





READ Act Update

March 25, 2024

Dana Miller, Executive Director of T&L

Austin Tollerson, Director of T&L

Julie Schneider, Instructional Coordinator (Literacy and Dyslexia Services PK-12)

Ann Fehrenbach, Instructional Coordinator (ELA PK-5, EL K-12)

READ Act - Overview

READ Act “Reading to Ensure Academic Development”

Passed May 24, 2023.

- Assessment
- Curriculum
- Intervention
- Professional Learning

Assessment, Curriculum, Intervention

1. Assessment
 - a. FastBridge Screeners

2. Curriculum
 - a. CCC 2nd edition is being reconsidered. Answer by May 1.

3. Intervention
 - a. Still forthcoming. Strong focus on practices vs. programs.

Wayzata's 2024 Plan for CORE

- Developed in collaboration with HR, Teaching and Learning, and WEA
- Will be completed between April 8 - November 7
- Internal trainers will support flexibility with live sessions
- Planning for onboarding of new teachers and shifts in assignments

Professional Learning in the Science of Reading

MDE and CAREI identified 3 options for Professional Learning

- CAREIALL
- CORE (OL & LA)
- LETRS

Structured Literacy - Structured literacy (SL) approaches emphasize highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression).

Science of Reading - The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages.

Why CORE/Online Literacy and Language Academy (OL&LA)?

- Aligned with Strategic Roadmap and Equity Commitment
- High quality professional learning
- Connections to prior and future work

Overall Approach aligned with Strategic Roadmap and Equity Commitment

- Provides content specific knowledge in all reading domains
- Focus on multilingual learners and Structured Literacy
- Focus on asset framing learners and learning
- Quality teacher resources
- Reputable literacy leaders on board, research-based
- 25 year track record



High Quality Professional Learning

- 9 fully self-paced modules
- 3 live synchronous sessions
- CORE staff and 2 internal trainers

Module 1: Welcome

Module 2: Big Picture: Spoken Language, Reading, and Word Structure

Module 3: Effective Instruction: Language and Early Literacy

Module 4: Phonics, Decoding, and Irregular Words

Module 5: Multisyllabic Words, Spelling, and Fluency

Module 6: Vocabulary: Spoken and Written Language

Module 7: Syntax: The Structure of Language and Writing

Module 8: Comprehension: Language and Reading

Module 9: Assessing Reading

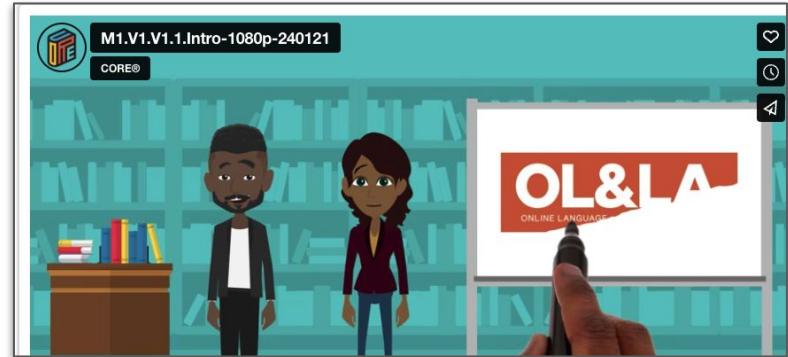
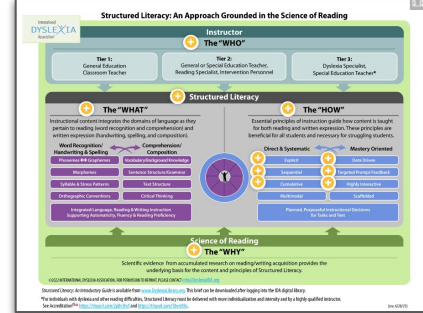
Participant Outcomes

At the end of the course, participants will be able to:

- Identify the five essential components of evidence-based reading instruction.
- Identify the best practices and explicit methods to develop phonemic awareness, phonics and irregular and multisyllabic word knowledge, fluency, vocabulary, comprehension, and literary and informational text knowledge.
- Understand the factors that contribute to and affect reading comprehension, including the influence of oral language development.
- Identify and use techniques to support oral and academic language development for linguistically diverse students, including Multilingual Learners, English variety speakers, and students with dyslexia.
- Explore the structure of English and other language systems, including Spanish.
- Understand the definition of dyslexia, common warning signs by grade level, and evidence-based instructional practices and accommodations to meet the educational needs of students with dyslexia.
- Learn how to use informal diagnostic measures of phonological awareness, decoding, fluency vocabulary, and comprehension as a basis for instructional decisions.

Interactive Learning

- Research and content videos
- Video models of classroom instruction
- Interactive Simulation Videos
- Engaging readings with guiding questions
- Online discussion forum
- Community Chat
- Synchronous Sessions



Community Chat

Directions: Respond to **at least one** of these prompts and then comment on **at least one** other response from another participant. Since we each work at our own pace, if there are no other responses when you complete this community chat, come back in a few days to read and respond to other participants' responses.



Prompt: Now it's time to apply what you've learned about the "How" of Structured Literacy, or in other words, effective instruction in your classroom. Consider the following prompts.

1. What evidence of effective instruction did you find while analyzing your reading program? Did you find holes or gaps? Share your thoughts on how these instructional principles will help all of your learners reach optimal levels of reading success.
2. What challenges have you faced when attempting to implement all aspects of effective instruction with students during reading instruction? Share what support you feel you might need or how you plan to work around it.

Writings and Reflections

- Learning Journal
- Write to Learn
- In Practice

Write to Learn



Reflect on the short segment of David Kilpatrick's webinar. To help remember the content, write two to three quiz questions. Then answer and write out the answers. Practice saying the answers outloud to help make them stick.

I appreciated how Kilpatrick explained the research that supports the findings that word learning depends of phonemic awareness and orthographic mapping. Skilled readers need both. I also am struck by the idea that this learning is unconscious. It makes me think about how we want the teaching of these skills to be "snappy." That is, direct modeling and lots of active practice.

In Practice



What do you notice in the three findings about multilingual (English Language) learners? Take a look at your current classroom curriculum, and write about where you see extra support for multilingual learners. If it is not present, do you see opportunities for more work in oral language development, vocabulary, and text comprehension? Give some examples. Imagine a classroom where all students benefit from strong language skills. What kind of learning do you envision?

One thing that jumps out at me is that good reading instruction is necessary, but not sufficient in helping MLs develop language and literacy. I have experienced this first hand as a classroom

Unit 2: Introduction to Decoding and Word Recognition



Learning Journal (Optional)

Write in the box provided or in your personal notebook or virtual notetaking document.

Before we begin this section, take a moment to reflect on what you know about Scarborough's Reading Rope. Think and write about the role decoding and word recognition play in the rope.

Please enter your response here.

Knowledge Checks

- Pre and post knowledge assessments
- Quick Checks
- Content Reviews
- Section Reflections

M3 - Effective Instruction / Unit 1: Module 3 Overview

Knowledge Pre-Check

Module 3 Pre-Check
Take this pre-assessment before you begin Module 3.

Lessons in which the teacher clearly explains concepts and skills; models, leads, and provides guided practice; assesses specific lesson targets; and provides concept review as necessary most closely defines _____.

Whole group instruction

Explicit instruction

Whole language instruction

Pre-Teaching

Quick Check

Directions: Drag the words into the correct boxes.

English is a(n) writing system where are represented by .

M5 - Multisyllabic Word Reading, Spelling, and Fluency / Unit 15: Fluency Instruction

Section Reflection

Review Module 5 U12-U15

True or False: Reading fluency connects to decoding and comprehension, and limited reading fluency can predict limited reading comprehension.

True False

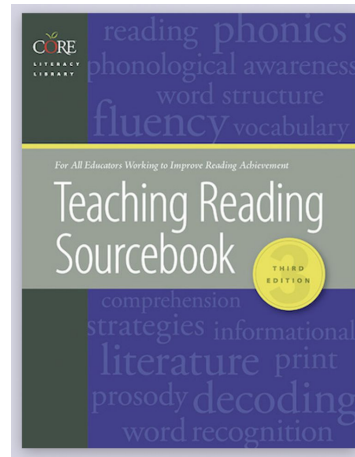
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How is ORF measured in a Curriculum-Based Measurement (CBM) assessment?

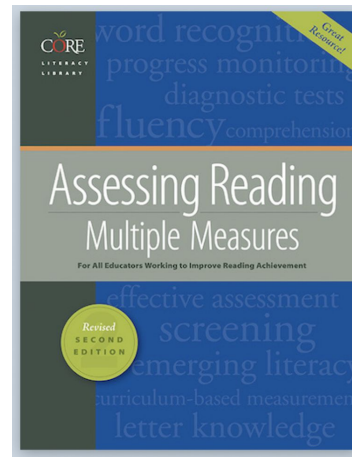
Text Books

The *Sourcebook* helps educators get a clear view of the current state of reading education and key literacy concepts. The teaching tips, intervention strategies, and suggestions for English learners make it a must-have for educators at every level. An [analysis conducted by the National Council on Teacher Quality](#) found that the *Teaching Reading Sourcebook* comprehensively and rigorously covers the scientific basis and instructional elements of the five essential components of effective reading instruction.

<https://www.corelearn.com/teaching-reading-sourcebook-third-edition/>



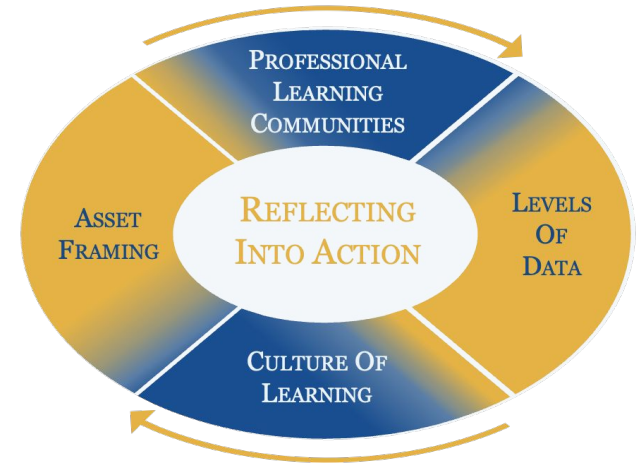
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Connections to Prior and Future Work

- Teachers use the district core curriculum to implement high quality instructional practices
- CCC has been affiliated with CORE for several years
- Cohort model provides opportunities for flexibility for participants
- Focus for teacher training is “Be strategic, calm, and asset-oriented.”
- Scheduling advantages, sustainable within teacher contract
- Possibility to train in-district facilitators

“Excellence. For **Each and Every** Student.”



Teachers Matter

Understanding Teachers' Impact on Student Achievement

ISAAC M. OPPER



People often emphasize the importance of good teachers, and many local, state, and federal policies are designed to promote teacher quality. Research using student scores on standardized tests confirms the common perception that some teachers are more effective at improving student test scores than others, although standardized tests provide an incomplete window into teachers' overall effectiveness.



Teachers matter more to student achievement than any other aspect of schooling.

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other school factor, including services, facilities, and even leadership.



Although researchers do not usually observe nonschool factors, statistical methods can provide valuable estimates of teachers' effectiveness, but these estimates are imprecise.

Researchers cannot directly control for most nonschool factors that affect student test scores. Statistical methods such as value-added modeling have been shown to produce valuable information about teachers' effectiveness at increasing student test scores, but these estimates can be imprecise, especially for teachers who are early in their careers or who are new to a district. In addition, standardized tests do not measure all the outcomes that teachers are responsible for promoting, so measures based on these scores provide incomplete information about teachers' effectiveness. Even with these caveats, research shows that high value-added teachers also influence longer-term outcomes, such as graduation, college attendance, and earnings.



Effective teachers are best identified by their performance, not by their background or experience.

Despite common perceptions, effective teachers cannot reliably be identified based on where they went to school, whether they are licensed, or how long they have taught. A better way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests. This has led to policies that require evaluating teachers' on-the-job performance, based in part on evidence about their students' learning.

WANT TO LEARN MORE?

To access other fact sheets in this series, as well as reports, multimedia products, and more or visit www.rand.org/teacher-effectiveness.

What about Orton-Gillingham and the READ Act?

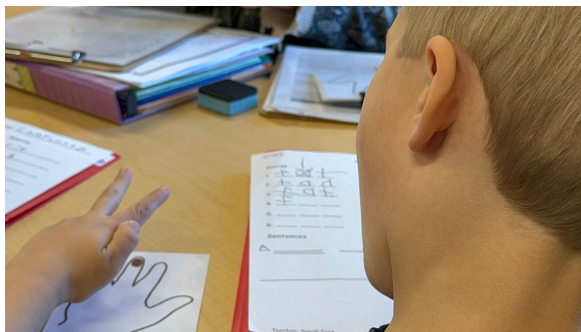
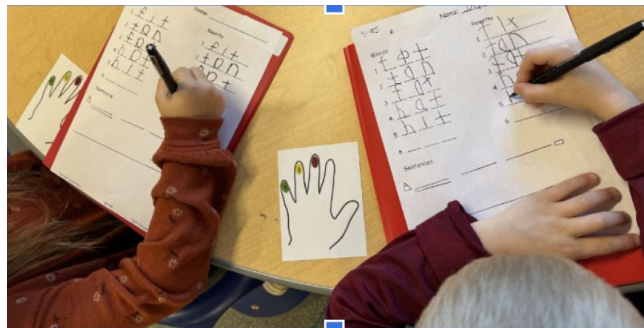
- Official reconsideration process not yet available, forthcoming.
- IMSE O-G has been approved via a waiver as meeting Professional Learning requirements through July 1, 2024.



Being trained with *OG* has positively impacted our letter instruction. My teammate and I were so excited that we started implementing new routines before we even completed the training! We were able to incorporate *OG* strategies right into the *CCC Small GroupSet* instruction that we already use. In addition to supporting their learning, the multi-sensory approach also makes it fun for students. Students ask if we are going to write our sounds in the sand.

The blending board provides consistent decoding practice with known sounds, which we have found helps to secure their sound knowledge. Our current program is set up to blend 6 words a day twice a week. With the blending board, we can blend what feels like countless words in just one minute, and we can target sounds to differentiate what is needed in our classrooms. Our students are blending and reading decodable words earlier and with more fluency than years past. The vowel intensive routine has taught students what a vowel is and how to identify which vowel is being used in spoken words.

Another positive addition is the *OG* way of encoding. We have taught students to use their non-dominant hand to pound syllables and tap sounds while using their dominant hand to write words. We do this while also using sentence structure strategies from *OG* and have increased the amount of time we spend on encoding and sentence writing. We have used writing rules for reversals and rules for spelling patterns that we didn't even know existed! This is probably some of the best reading training we have ever had that gave us not only deeper knowledge of reading, but tools for immediate use!



My team and I jumped for joy when it was announced that kindergarten teachers would be receiving Orton-Gillingham training! We have loved the direct, explicit instruction approach that O-G offers, and we are happy to report our data has shown strong readers in the areas of letter recognition, sound production, decoding, and encoding. The routines ingrained within O-G instruction have proven to be engaging for our kinder kiddos, activating their ears to hear, mouths to speak, eyes to see, and hands to touch for a true multi-sensory approach to learning how to read.



Northwoods Kindergarten Teacher



At Sunset Hill, the first graders who need the most support with reading, which includes some intervention and special education students, are being team taught in collaboration with our Reading Intervention Team. We have designed a 40 minute block of time daily that allows us to instruct these students in small groups to meet their needs. Within these 40 minutes, students not only receive their small group CCC "Set Instruction" but they also receive additional reinforcement of that instruction using O-G methods - it is to be noted that for some students this is in addition to their lessons from our literacy specialists and/or special education teachers. Students are engaged using OG's multi-sensory approach as they tap words, use bumpy paper to learn sight words, dissect the text - hunting for words they know and words they can solve, and incorporate movement to make learning stick and be fun. In addition to this, the classroom teacher and the reading interventionist have worked closely together, learning from each other and have been able to incorporate O-G methodology within the CCC Set Instruction.

Fourteen of our students began first grade a year behind. With our targeted focus and collaboration, these students have made great gains and have received a year's worth of small group instruction in five months. They have shown accelerated growth due to our teamwork. We have been able to provide this targeted reading instruction five days a week versus three days a week when the classroom teacher works alone. In response to students' needs, we are also able to track data on their letter sound and sight word knowledge which allows us to further target and support needs that have been identified.

In summary, the benefit of providing reading instruction layered with the O-G approach has truly supported all learners in our first grade classrooms this year!

Sunset Hill Literacy Specialist³³ / First Grade Team



READ Act 2.0- HF 3744 and SF 1273

Introduced Into Legislation in Draft, first reading February 11, Feb. 15

- Required midyear screener
- More curriculum and professional learning money
- Higher-education focus
- Training for volunteer organizations (Libraries, Reading Corps)
- Paraprofessional training developed by CAREI/MDE by Nov. 1, 2024.
- PELSB (Professional Educator Licensing and Standards Board) Audit of undergraduate teaching programs



2024-25 Budget Preparation Update

March 25, 2024

School Board Work Session

Agenda

2024-25 Timeline

Key factors & background

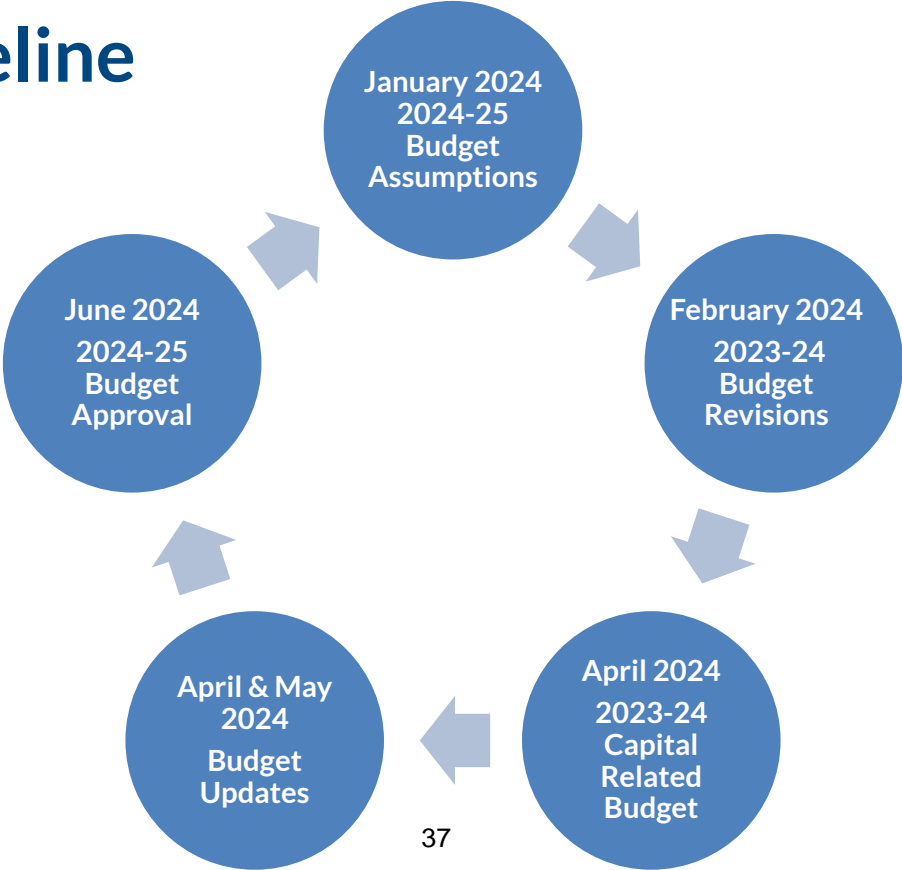
Enrollment Projections

Cost Containment

Budget Assumptions

Next Steps

Budget Timeline



Planning for the Preliminary FY2024-25 General Fund Budget

Team Approach / Key Areas

- Federal/Special Education/A&I/Other Specialized Grant Budgets -
 - Jen Welk/Scott LeSage/Appropriate Budget Managers
- Revenue Budgets including State Aid, Levy, Miscellaneous
 - David Draskovich/Scott LeSage
- Salaries and Benefits
 - David Draskovich/Scott LeSage/HR Team
- Building and Site Budgets
 - Kari Lynch/Jack Stearns/David Draskovich/Appropriate Budget Managers
- Activity and Extra Curricular Budgets
 - Kari Lynch/Jack Stearns/David Draskovich/Appropriate Budget Managers
- Capital Projects/LTFM
 - David Draskovich/Scott LeSage/Jon Deutsch
- Technology
 - David Draskovich/Wade Phillips

Government Fund Structure



General Fund

Used to account for the general operations of the school district. This fund includes salaries and benefits for teachers, principals, custodians, secretaries, paraprofessionals, and administrators; cost of supplies, textbooks, transportation contracts, utilities, repairs, and equipment. This fund is also used for long-term facility maintenance projects of less than \$2,000,000 and for the capital projects (technology) levy.

Food Service Fund

Used for all expenditures related to operating Wayzata Cafés, including food, salaries, benefits, supplies, and equipment. Food Service revenues typically come primarily from the sale of meals to students and adults. This year, the Minnesota Legislature enacted free meals for all students. State aid now provides a greater portion of revenue.

Community Services Fund

Used for expenditures related to community education programs such as Early Childhood Family Education, Adult Basic Education, Wayzata Kids (afterschool and summer childcare programs), youth classes and Community Ed programs.

Community Services revenue primarily comes from fees charged for the programs and property tax revenue dedicated to community services.

Building Construction Fund

Used for expenditures of major building projects. Proceeds from the sale of bonds authorized in an election are placed in this fund. This fund is also used for long-term facility maintenance projects exceeding \$2,000,000.

Debt Service Fund

Used to accumulate and account for resources that fund principal and interest payments on bonds sold to finance construction. These are akin to a homeowner's payments on a mortgage.

Formula Allowance

History, current & future

Formula Allowance:

- The dollar amount per pupil unit used to calculate each district's basic general education revenue.
- The district received 4% on the formula in FY2023-24 but will now see that drop back down to 2% for FY2024-25 unless there are any changes to legislation.

Fiscal Year Ended June 30,	Formula Allowance	
	Amount	Percent Increase
2014	\$ 5,302	1.50 %
2015	\$ 5,831	2.00 %
2016	\$ 5,948	2.00 %
2017	\$ 6,067	2.00 %
2018	\$ 6,188	2.00 %
2019	\$ 6,312	2.00 %
2020	\$ 6,438	2.00 %
2021	\$ 6,567	2.00 %
2022	\$ 6,728	2.45 %
2023	\$ 6,863	2.00 %
2024	\$ 7,138	4.00 %
2025	\$ 7,281	2.00 %

General Education Formula Allowance Assumptions (Per APU - Adjusted Pupil Unit)

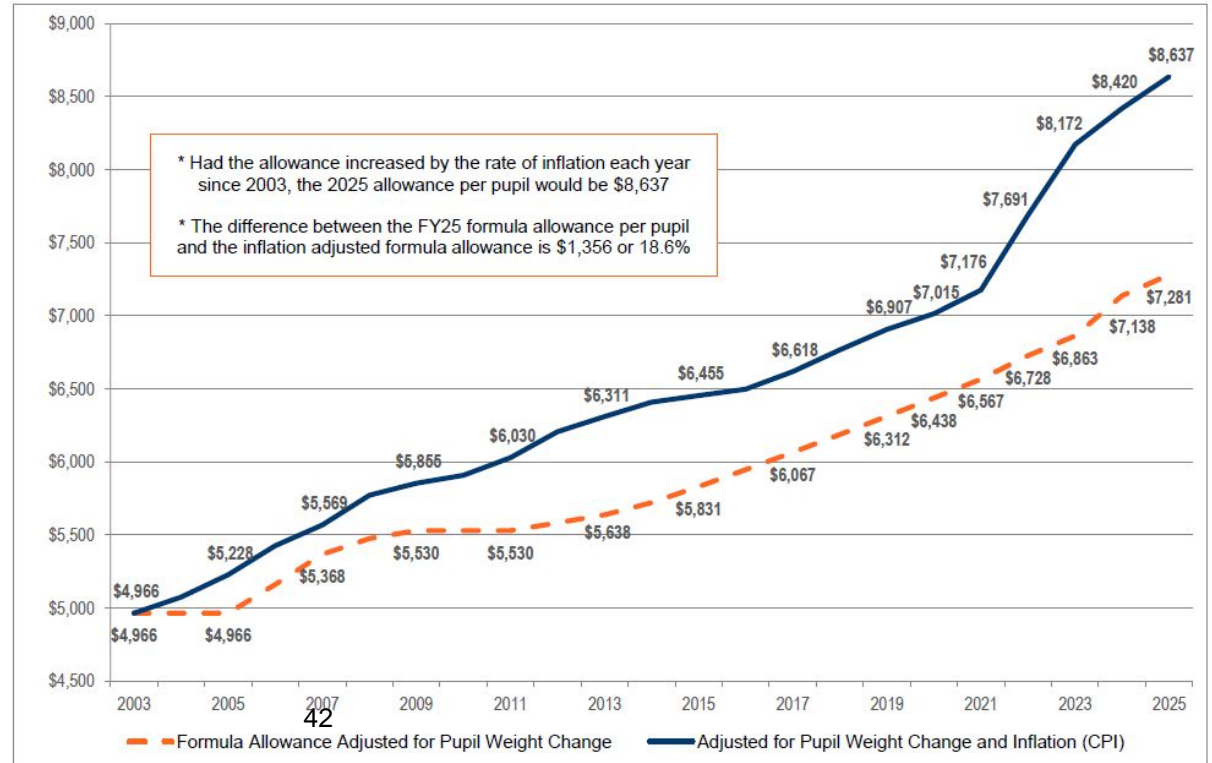
Fiscal Year	Formula Increase	Formula Amount	Formula Increase Amount
FY24	4.0%	\$7,138	\$275
FY25	2.0%	\$7,281	\$143
FY26	2.0% Estimated - Subject to Floor	\$7,427	\$146
FY27	2.17% Estimated	\$7,589	\$162

FY26 and FY27, and beyond: actual increase equal to Consumer Price Index Urban (CPI-U) with a floor of 2.00% and cap of 3.00%. CPI-U determined based upon prior two fourth quarter totals. Language including inflationary increases does not prevent future legislatures from additional increases in the formula.

Highlighting the impact of the Gen Ed Formula not keeping pace with the rate of inflation

General Education Formula Allowance, 2003-2025

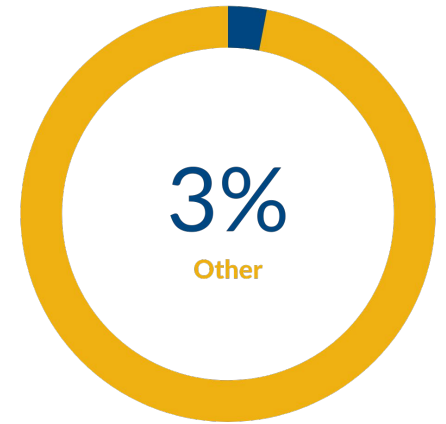
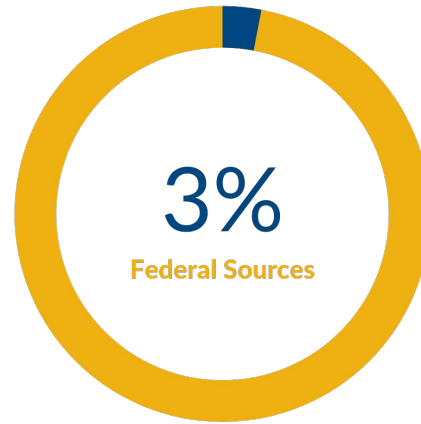
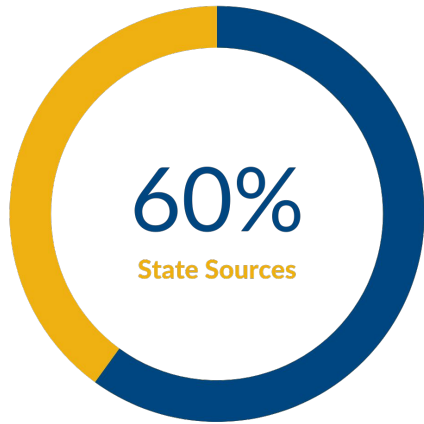
Adjusted for Pupil Weight Change and
Inflation (CPI)



Current Reality in Planning for FY2024-25 Budget

- Levy Dollar expected increase: 3.80%
- Formula allowance
 - Expected increase at 2% to \$7,281 per pupil.
- Special Education Cross Subsidy
 - 44 percent of the cross subsidy for fiscal years 2024 to 2026, and 50 percent of the cross subsidy for fiscal years 2027 and later.
 - Expecting roughly 75% reimbursement for FY2024-25 (Gen Fund still covering 25%)
- COVID related Federal dollars winding down
 - Expending final dollars by 9/30/2024
- Federal allocations expected to remain similar to the current fiscal year
- Anticipating 3%-6% inflation depending on cost area. Costs outpacing revenues
- Student growth returning to pre-COVID increases but not nearly where we had projected pre-pandemic
- Cost Containment continuation

General Fund – Source of Revenue 2023-24



FY2024-25 Revenue Planning Notes

Formula Allowance:

- Going back to 2% in FY2024-25

Special Education Cross Subsidy & Federal to pay tuition bills:

- Special Education cross subsidy continues
- Utilizing Federal dollars to pay Special Education tuition bills

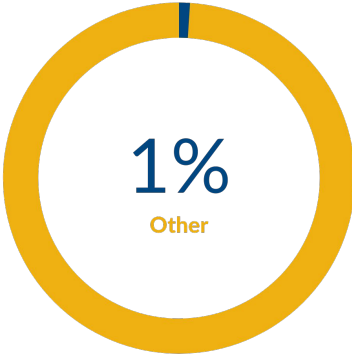
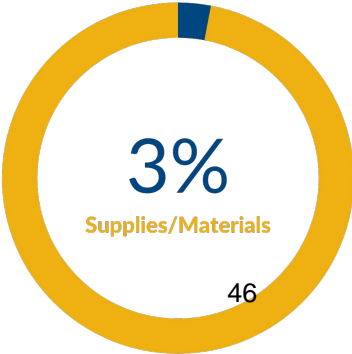
Enrollment Increases

- Forecasting additional enrollment growth above initial forecast from the last demographic study

Federal allocations & COVID related dollars

- Forecasting similar revenues to current year for non-COVID related revenue.
- Will see final COVID related dollars ⁴⁵ come to an end in FY2024-25

General Fund – Expenses 2023-24



FY2024-25 Expenditure Planning Notes

Special Education:

- Special Education costs projected to increase over 10% due to higher need in the coming years

Cost Containment

- Continuing with Cost Containment into FY2024-25
- Still recovering from the COVID Pandemic

Negotiations

- Negotiations with a few groups this summer that impact the General Fund

Cost Containment into FY2024-25

History & going forward

- **Underfunding for decades:**
 - Reminder of the earlier slide on the lack and compounding impact of underfunding for decades
- **Continued Pandemic Impact:**
 - Even though it seems in the past, we are still navigating through the profound financial implications caused by the pandemic, starting with lost revenue of close to \$4M in the 2020-21 school year due to:
 - About 200 students choosing other education options and the pause of a decade-long pattern of enrollment growth in the district of about 200-250 students further deepened the impact of the pandemic
 - The lost revenues for more than 400 to 450 students, coupled with staffing plans already in place for the higher projected number of students, significantly decreased the district's fund balance resulting in a need to enter into multiple years of cost-containment
 - Enrollment would have been close to 13,000 student by FY2023-24. When factoring this in, that is \$11.5M in funding that we would have had if the pandemic hadn't happened
- **2023 Legislative Changes:**
 - New funding from 2023 Session helped but not all areas considered & addressed
 - Macro level approach / Each district was impacted differently by the pandemic
 - Unfunded mandates
 - Increased Special Education needs
- **FY2024-25 Cost Containment:**
 - Areas of cost containment focused on in the next fiscal year
- **Looking forward and long-term financial sustainability:**
 - Starting in FY2025-26 we see a starting of decrease of Unassigned Fund Balance due to underfunding and increased needs, costs, etc.

Budget Assumptions

Enrollment Projection Information & Background

Enrollment is the key driver for projecting revenue

Original Projections were based on most recent Demographic Study presented in the Fall of 2022.

- Original Assumptions: High Migration / Low Kindergarten
- Updated Assumptions based on enrollment we are experiencing
- FY23-24 increased from 12,296 to 12,408
- FY24-25 increasing estimate to 12,684

Planning for another Demographic Study as we look towards the future.

Enrollment Projections

Wayzata Public Schools Enrollment Projections

12-19-2023

Year	K (+Hdcp)	1st	2nd	3rd	4th	5th	K-5	6th	7th	8th	6-8	9th	10th	11th	12th	9-12	Total
24-25 Projected	923	938	995	1,029	941	1,031	5,857	1,006	1,017	973	2,996	986	981	903	961	3,831	12,683
25-26 Projected	919	950	991	1,015	1,049	973	5,897	1,098	1,019	1,009	3,125	979	997	975	892	3,843	12,864
26-27 Projected	913	946	1,005	1,011	1,031	1,091	5,997	1,014	1,092	1,038	3,144	1,032	990	991	963	3,976	13,117
27-28 Projected	903	940	1,001	1,027	1,029	1,068	5,966	1,138	1,034	1,105	3,277	1,048	1,044	984	979	4,055	13,299

Budget Assumptions

Current Enrollment Assumptions

Grades	FY 2023-24	FY 2024-25	FY 2025-26
K-5	5,772	5,857	5,897
6-8	2,931	2,996	3,125
9-12+	3,705	3,831	3,843
Total	12,408	12,684	12,865

Quick Recap: Budget Assumptions - Revenue

Category	FY 2023-24	FY 2024-25	FY 2025-26
State Aid	4.00%	2.00%	2.00%
Levy (General Fund)	4.12%	3.80%	3.00%
Other	2.00%	2.00%	2.00%
Federal	0.00%	0.00%	0.00%

Quick Recap: Budget Assumptions - Expenses

Category	FY 2023-24	FY 2024-25	FY 2025-26
Salaries	Per Contract or Board Parameters	Per Contract or Board Parameters	Per Contract or Board Parameters
Health Insurance	5.00%	5.00%	5.00%
TRA Rate (July 1)	8.55%	8.75%	9.50%
PERA Rate (July 1)	7.50%	7.50%	7.50%
Supplies	3.0-4.0%	3.00%	3.00%
Fuel/Utilities	6.00%	6.0-8.0%	5.00%
Transportation	15.00%	7.00%	7.0-10.0%

2024-25 Next Steps

- Continued planning/working on the FY2024-25 Preliminary Budget
- Legislative Session: Will include any legislative updates if anything changes
- A second FY2023-24 General Fund Revised Budget in May/June
- School Board adopts 2024-25 budget before July 1st



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March 25, 2024

2023-2024

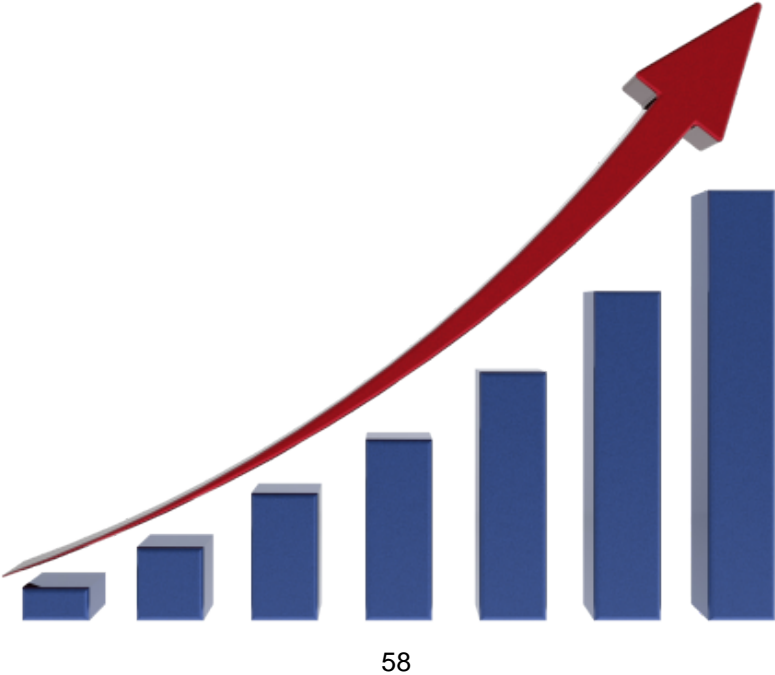
Enrollment History, Current Enrollment, and Class Size Report

Prepared and Presented by:
Chace B. Anderson, Superintendent

Topics to be Covered in this Report

- **Historical Student Enrollment and Growth Information**
- **Current Year Enrollment and Class Size Information**
- **Future Enrollment Projections and Attendance Area Considerations**

Historical Student Enrollment Growth Information



District Wide Five-Year Enrollment History

<u>School Year</u>		<u>K-12 Growth</u>	<u>% Change</u>
● 18-19 to 19-20	235	2.0 %	
● 19-20 to 20-21	-First COVID Year- - 8	-183	-1.5 %
● 20-21 to 21-22	- 8	0.0 %	
● 21-22 to 22-23	267	2.2 %	
● 22-23 to 23-24	233	1.9 %	
Total Student Increase 2019-2024		544	

Historical Elementary Five-Year Enrollment Growth History by Building: 2005-06 through 2009-10

Elementary School	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	5 Year % Growth
Birchview	498	553	580	621	646	29.72%
Gleason Lake	627	722	678	666	652	3.99%
Greenwood	640	629	624	632	647	1.09%
Kimberly Lane	779	744	659	697	768	-1.41%
Oakwood	446	476	485	480	498	11.66%
Plymouth Creek	707	558	656	719	738	4.38%
Sunset Hill	519	557	553	571	586	12.91%
Total	4216	4239	4235	4386	4535	7.57%

Elementary Four-Year Enrollment Growth History by Building: 2020-21 through 2023/2024

School	2020-2021	2021-2022	2022-2023	2023-2024	4 Year % Growth
Birchview	413	387	433	452	9.44%
Gleason Lake	603	571	568	589	-2.32%
Greenwood	726	770	824	810	11.57%
Kimberly Lane	571	564	526	531	-7.01%
Meadow Ridge	768	784	769	755	-1.69%
NorthWoods	601	684	775	809	34.61%
Oakwood	460	431	418	448	-2.61%
Plymouth Creek	631	597	588	659	4.44%
Sunset Hill	621	625	675	706	13.69%
Total	5394	5413	5576	5759	6.77%

Historical Secondary Five-Year Enrollment History by Building: 2005-06 through 2009-10

Secondary School	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	5 Year % Growth
Central Middle School	885	912	895	903	887	0.23%
East Middle School	734	736	732	747	777	5.86%
West Middle School	723	745	744	737	729	0.83%
Wayzata High School	3084	3193	3213	3237	3281	6.39%
Total	5426	5586	5584	5624	5674	4.57%

Secondary Four-Year Enrollment History by Building:

2020-21 through 2023-24

Secondary School	2020-2021	2021-2022	2022-2023	2023-2024	4 Year % Growth
Central Middle School	1398	1417	1532	1546	10.59%
East Middle School	681	647	648	674	-1.03%
West Middle School	722	688	680	714	-1.11%
Wayzata High School	3685	3699	3687	3711	0.71%
Total	6486	6451	6547	6645	2.45%

Historical Enrollment Options (Open Enrollment)

Five-Year Enrollment History:

2005-06 through 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10	-----2023-24	2024-25
Students	890	976	1032	1145	1145	186	250 (Estimate)



Home School Districts of Wayzata's Open Enrolled Students **2008-09** vs. **2009-10** School Years

<u>School District</u>	<u>2008-09</u>	<u>2009-10</u>	<u>Difference</u>
1. Osseo	341	375	+ 34
2. Robbinsdale	301	317	+ 16
3. Minneapolis	253	226	- 27
4. Rockford	68	59	- 9
5. Orono	40	39	- 1
6. Hopkins	24	25	+ 1
7. Westonka	17	18	+ 1
8. Delano	13	14	+ 1
9. Buffalo	13	14	+ 1
10. Other	75	58	- 17
TOTAL	1145	1145	0

Current Year Enrollment and Class Size Information

2023-24 School Year

0-5 Year Old Census – Five-Year Growth History

“The K-12 Pipeline”

Grade or Age	COVID YR				
	19-20	20-21	21-22	22-23	23-24
Age 0-1	604	636	661	629	516
Age 1-2	721	693	670	743	618
Age 2-3	768	725	706	738	730
Age 3-4	867	806	773	796	748
Age 4-5	1019	1020	980	1060	1019
Age 0-5	3979	3880	3790	3966	3631

K-12 Enrollment – October 1, 2023

2023-24 School Year – Enrollment Numbers

	2023	Avg.	2022	Avg.	+/-
Elementary School	5,759	960	5,576	929	+183
Middle School	2,934	978	2,860	953	+ 74
High School	3,711	928	3,687	922	+ 24
Total	12,404	954	12,123	933	+281

K-12 Enrollment vs. Projections 2023-24

2023-24 School Year – Actual Enrollment vs. Projection

	2023-24 Projected Enrollment	2023-24 Actual Enrollment	+/-
Elementary School	5,649	5,759	+110
Middle School	2,894	2,934	+ 40
High School	3,716	3,711	- 5
Total	12,259	12,404	+145

Elementary School Enrollment by Grade Level

Current Enrollment Data: 3-1-24 (2023-24 School Year)

School	K	1	2	3	4	5	Tot	% Tot
Birchview	77	89	82	75	71	61	455	7.85%
Gleason Lake	105	92	103	95	105	99	599	10.33%
Greenwood	110	128	168	113	139	139	797	13.75%
Kimberly Lane	79	86	84	93	104	93	539	9.30%
Meadow Ridge	117	120	117	123	148	140	765	13.20%
NorthWoods	136	134	127	139	137	126	799	13.78%
Oakwood	93	93	79	68	66	74	473	8.16%
Plymouth Creek	105	106	105	117	100	125	658	11.35%
Sunset Hill	115	113	140	100	137	107	712	12.28%
Total	937	961	1005	923	1007	964		
							5797	100%

Grade Level Enrollment by Building

Average Class Sizes – 2023-24

Birchview/Gleason Lake/Greenwood

E =	Enrollment									
S =	Number of Classroom Sections									
ACS =	Average Class Size									
Class Size Ratio		At or Below Staffing Target								
K	23	and below Class Size Range								
1	25	Above Staffing Target								
2	26	but still within Class Size Range of +3								
3	28									
4-5	30									

	Birchview			Gleason Lake			Greenwood			
Grade	E	S	ACS	E	S	ACS	E	S	ACS	
K	77	3	25.7	105	4	26.3	110	5	22.0	
1	89	4	22.3	92	4	23.0	128	5	25.6	
2	82	3	27.3	103	4	25.8	168	7	24.0	
3	75	3	25.0	95	4	23.8	113	4	28.3	
4	71	3	23.7	105	4	26.3	139	5	27.8	
5	61	2	30.5	99	4	24.8	139	5	27.8	
K-5	7	455	18	25.7	599	24	25.0	797	31	25.9

Grade Level Enrollment by Building

Average Class Sizes – 2023-24

Oakwood/Plymouth Creek/Sunset Hill

E =	Enrollment								
S =	Number of Classroom Sections								
ACS =	Average Class Size								
Class Size Ratio		At or Below Staffing Target							
K	23	and below Class Size Range							
1	25	Above Staffing Target							
2	26	but still within Class Size Range of +3							
3	28								
4-5	30								

	Oakwood			Plymouth Creek			Sunset Hill		
Grade	E	S	ACS	E	S	ACS	E	S	ACS
K	93	4	23.3	105	4	26.3	115	5	23.0
1	93	4	23.3	106	4	26.5	113	5	22.6
2	79	3	26.3	105	4	26.3	140	5	28.0
3	68	3	22.7	117	4	29.3	100	4	25.0
4	66	3	22.0	100	4	25.0	137	5	27.4
5	74	3	24.7	125	4	31.3	107	4	26.8
K-5	473	20	23.7	658	24	27.4	712	28	25.5

Future Enrollment Projections and Attendance Area Considerations



Topics to be Covered in a Future Report

1. Enrollment and Housing Study Report – To Be Launched Soon
2. Consideration of Elementary and Middle School Attendance Area Changes for 2025-2026
3. Create Updated Five-Year District Enrollment Projections Using New Data
4. Create Five-Year Building Enrollment Projections Using New Data
5. Facility Planning Report – In Progress – Working with Wold and Kraus Anderson
6. Possibilities for a Facilities Referendum at Some Future Date After Needs Assessment-TBD
7. Next Steps and Future Considerations - TBD

Questions/Thoughts/Insights...