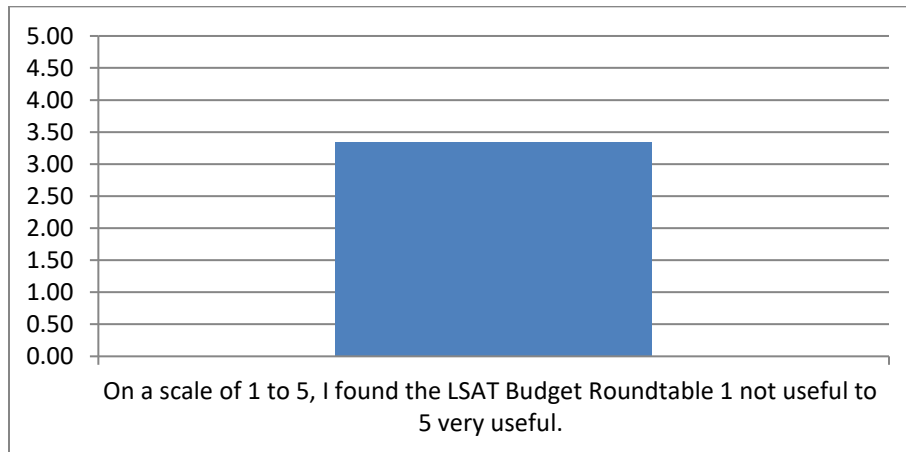




LSAT Roundtables Meeting Evaluation Report

Payne Elementary School

Date: January 15, 2019



47% of respondents rated the meeting as useful.

1. What is one thing you learned from this roundtable?
 - I learned more about the budget breakdown
 - I learned some “wants and needs” of other community members
 - Learned that all schools have tough budget decisions
 - Our current budget
 - I learned about the two different ways to “petition”
 - Historical perspective from team
 - Review of budget timeline. It was helpful to have my school’s CSP
 - I learned more about what my principal is thinking for next year’s budget
 - I’ve learned about the complete budget cycle and timetables
 - Per student allocations
 - That other schools have the same issues
 - I learned about flex funds
 - I learned that MGI are staying
 - I have a better understanding of how positions are allocated

What is one thing you wish was covered in this roundtable?

- Budget Process vs. convoluted is confusing
- How positions are allocated
- How to fund infrastructure, school security, locks, tech improvements, etc.
- Design more specific guidance on how best to distribute allocated funds from a budget specialist.

- How different positions are funded and their level of priority
- Very little flexibility in spending
- Presentations on innovative approaches LSATs have used/done
- More info on how DCPS is supporting SEL
- It would be helpful to know or better understand the overall goal of this meeting to ensure we were being productive.
- How much was being allocated at my school for items.
- Would like to see an exemplar budget- How do most schools do it with similar demographics?
- A deeper look into re-evaluating budgeting for what is fully essential personnel (SPED).
- The allocations that our school may not be getting
- Will we all get excellence through equity funding or must apply for it?
- I wish we could set a better idea of how closely the common budget will mirror last year's budget
- Talk more about extended day

2. After participating in the Working Session, do you feel better prepared and informed in planning your school's FY20 Budget?

- Not really
- Somewhat
- Not fully, as a school leader. I feel prepared as the process is similar.
- Not really, as LSAT parent for 10 years
- Pre-seated budget is not realistic we know it will change. Would be better to work off a budget that reflects our population.
- Somewhat
- Our team got to talk (good), but DCPS info was already known.
- It prompted more questions that will help in making budget decisions

3. Additional questions and comments:

- As a parent I feel like this is a disingenuous exercise. We use this ostensibly participatory budgeting process and yet ultimately none of our feedback is reflected or any changes after a lot of high profile lobbying.
- I'm interested to know the price per position for next school year.
- One huge issue- inability to find qualified long-term substitutes, especially for science, no help from DCPS/no pool.
- Not effective to have four schools at the same table. Difficult to think in so much noise.
- How can you leverage your teams to come out to schools to meet with the whole LSAT during their regular meeting time to cover the same content?
- Crowded
- Would be nice to mix this with a "tech support" session. We had some SPED questions, no one was here to answer them. Would be nice for our LSAT members to interact with central office managers.
- It would have been great to have our budget to work from
- This is the same presentation every year

- The turnaround between receiving allocated budgets and submitting school budgets need to be longer. Why is it so short?
- Looking forward to seeing our initial budget.
- These would be more helpful with real number or send us the material and allow us to host these at our own schools.
- When is the budget being released?
- Blanket budget sheets would be great
- I would rather have led this session as a turnkey with our LSAT at my school rather than travel all the way here.
- I wish roundtables occurred on Saturdays
- Seems to be a little confusing with an unclear justification of where/how step functions are applied for allocation of funds for certain positions as opposed to prorating for example, a school with 399 students would get zero funding for a clerk, but a school with 400 students would get a few FTE.
- More advocacy for General Services like computer program subscriptions