

Gilroy Unified School District
 SUPERINTENDENT'S PARENT ADVISORY COUNCIL
 (SPAC) Meeting Minutes
 Monday, January 13, 2020
 6:30 – 8:30 P.M.

Members in attendance

Shalini Jampani (Brownell)	Centeotl Merino (Christopher)	Jen Swigart (El Roble)	Melissa Avila-Carroll (GECA)
Susan Tran (Gilroy)	Debby Esposito (Gilroy)	Lauren Moller (Luigi Aprea)	Lindsay Millea (Rod Kelley)
Charity Kay (Rucker)	Kim DeWitt (Solorsano)	Judy-Ann Rosti (Brownell)	James Pace (Board Member)
Anisha Munshi (Board Member)			

Welcome & Introductions

- Dr. Flores began by introducing Alvaro Meza, Assistant Superintendent/CBO as well as Kathleen Biermann, Director of Elementary Curriculum and Instruction.

Tonight's Topics: Budget & Title I/Federal Funds

- Mr. Meza & Mrs. Biermann shared a presentation with the SPAC members about the budget & Title funds.
- Local Control Funding Formula (LCFF) aims to direct more funding towards the high needs students, such as the English Language Learners (ELL), Foster Youth and Low-Income students.
- Unlike the prior system that existed between 1970 to 2013, every district that was not basic aid, received the same dollar per student.
- LCFF was established in 2013. The new funding model offers 'base funding' that is the same across the state for each grade span, but augments funding based on the district's unique demographics of English language learners, foster youth, and low income students. The additional funding is referred to as "supplemental and concentration funding."
- Within the LCFF model, there are two separate types of districts in California;
 1. Basic Aid districts (also known as "Community Funded districts") – are districts in which the local property taxes exceed their LCFF entitlement. These districts (for example, Palo Alto Unified, Santa Clara Unified) get to keep the excess revenue beyond what the LCFF would provide. The equivalent funding per student in these districts vary widely above the LCFF entitlement, often in the range of \$16,000 to \$18,000 per student.
 2. LCFF districts – receive the minimum funding level from the state as determined by Proposition 98. GUSD falls into this category. Our property taxes are only 45% of our total LCFF entitlement, and thus we rely on the state revenues to make up the rest.

Under the LCFF, GUSD's funding is approximately \$10,000 per student.

Q: What would it take for GUSD to be able to do all the property taxes (basic aid)?

A: The median range home in Gilroy is about \$600,000. Homes would have to be valued each at approximately \$1-3 million. Homeowners in Gilroy would have to come up with the increase in property taxes.

Q: If the amount of students is decreasing but more homes are being built, therefore potentially generating more property tax does that help us, or does more of that go to the State?

- A:** The District could fall into basic aid, which would be a very unhappy scenario, where the State might say because the district is declining in enrollment, the allocation should drop. The District could decline so much that the revenue could fall by 50%. The District is now basic aid because of a combination of property taxes and decline in enrollment.
- Mrs. Biermann talked about the federal funds and shared a graphic that showed the most restrictive to the least restrictive federal funds.
 - The District receives LCFF based funding and LCFF supplemental and concentration funds which is based on students that are in our district. On top of that, the Federal Government allocates to the State, which in turn allocates to the districts, federal funds, our biggest of which is Title I funds. An even more restrictive funding source is called Title III, which is designated to support English learners.
 - What is the LCAP? It is our district plan, where we talk about goals and actions and where we want to go and funding that is needed. Every year staff develops the LCAP with stakeholder engagement such as a survey that parents/staff/students take, to provide the district feedback and to tell us what their priorities are. This is the district plan; it meets the requirements for the LCFF. This goes to the Board in June and to the Santa Clara County Office of Education (SCCOE) to be approved following Board approval. This is a State plan.
 - The federal plan is called the Federal Addendum. The district allocates these funds to sites to use, or they are used at the district level to provide support and services to sites.
 - The Every Student Succeeds Act (ESSA) took the place of the No Child Left Behind (NCLB), which was a federal program designed to support students to become successful academically.
 - Within the ESSA, there are four main Title programs; Title I, Title II, Title III and Title IV.
 - Title I is designed to provide equitable learning opportunities for all the students, to support those students who are at risk academically. There are two types of Title I school wide program or targeted assistance program.
 - How do schools get money? The district applies to the State for funds; those funds are then distributed to those schools based on the percentage of eligible students.
 - The school needs to have at least 40% of students from low-income families or can apply for a waiver from the State if below the 40% and if the school Board approves it.
 - There are requirements that come with the program. Every year the district is required to do a comprehensive needs assessments to determine what are the needs of the school. The whole purpose again is to increase achievement for all students, but in particular, for low performing students. The district is required to monitor and revise this annually and it is part of the school plan. Each of the schools has a school plan for student achievement.
 - Supplement not supplant, these are services, programs and support beyond the regular programs. It is supplementary and provides extra student support.
 - When you have a school-wide plan as the district does, it's not necessary to identify eligible students; all those services serve all of the students in the school.
 - All of our elementary schools except for Luigi Aprea receive Title I, and all of the middle schools receive Title I funds. Examples of use of these funds can be computers, personnel, such as literacy facilitators. The Title programs requires that the district reserve a portion of the funds for professional development.

- Family engagements activities are a big part of Title I. You can include Title I funds for activities to enhance the program. It is about providing an equitable learning environment for all of the students.
- Federal addendum-each year the district is required to submit the report to the Board of Education then to the State. The district must provide evidence or address educational equity. What that means is every student should have the same opportunities to learn.
- Title I also addresses homeless youth/children and transition between preschool and elementary, elementary to middle school and middle school and beyond.
- Title II is mostly about professional development. These funds are not distributed to schools.
- Title III is specifically for English learners. They are one of the district's targeted populations. The district provides a lot of support for teachers regarding English language development. With Title III funds, the district can purchase materials to support English learners. Anything related to achievement, that enhances opportunities for immigrant youth is covered.
- Title IV supports well-rounded education, for students, safe and healthy schools/students, social emotional programs that support students in non-academic areas and using effective use of technology.
- With federal funds comes accountability. The district monitors these programs; staff evaluates and monitors to see that the money is being spent on academic achievement. The district has to comply with all requirements for each program, so we are directing the funds to move students forward.
- Every four years, the district participates in the Federal Program Monitoring (FPM) process. The State picks several federal programs and picks districts and they conduct an audit on these programs. Staff provides them with evidence to show that the district is compliant. These are comprehensive and require a lot of work on the district's part.

Q: Where does the funding for special education come into the budget?

A: The Government is supposed to fund 40% of special ed. costs but they fund about 9% of special education expenditures, and the district funds the rest. The encroachment on the general fund last year was \$15 million. The caseload does not seem to decrease. The federal government underfunds special education. It is a mandate, however, it is a severely underfunded federal mandate. In total, the district spends \$22 million on special education.

- Mr. Meza talked about the State budget process that kicked off last Friday (Jan. 10) for the following fiscal year 2020-2021 with the Governor releasing the proposal for that fiscal year.
- Some new funding for education is proposed. However, this is not a done deal as it will be revised and released again in May, and then must be reviewed & revised by the legislature and finalized by June 15.
- The proposal is to increase \$1.2 billion dollars to education. District need that because of higher pension cost obligations that the districts need to fund each year.
- For special education, there is \$900 million state-wide. This year, the district received just shy of \$1 million in special education, however, this is one time funding.
- The budget proposal included additional revenue for needy schools and an exciting piece that impacts the teacher shortage with about \$900 in teacher training. One of the support pieces is providing \$20,000 stipend for teachers that go through credentialing

program AND teach for 4 years in a row at a high-needs school, such as South Valley. The key areas of shortage are math, social science and special education.

- The cost of living adjustment is higher; it is \$2.2 vs. \$1.79 million that was originally forecasted to GUSD, which is an additional \$500,000 in revenue.
- The Governor is fiscally conservative. The total surplus for the State that was projected to be \$7 billion, he is only accounting for \$5 billion of this.
- All federal funding sources make up about 6% of total revenues. Everything else is LCFF is about 84% of our total revenues. Property taxes make up about 45% of the district's total revenues.
- Total expenditures (on the pie chart) include State and Federal programs. This is what we refer to as a combined total of restricted and unrestricted sources. The on-going operational costs of the district must be paid for by unrestricted sources.
- The pie chart depicting only unrestricted expenditures highlights that 87% percent of unrestricted expenditures is spent on staff (salary & benefits), leaving only 13% for all other operational expenditures (all utilities, communications, services, materials & supplies, and including deferred maintenance).
- The state provides the GUSD with about \$330,000 for its deferred maintenance needs. This amount is completely inadequate for our 15 school sites and operational departments (transportation, Maintenance & Operations). It is why we often do need to ask for the support of our General Obligation Bonds to fund major facility improvements.
- California finds itself in a 100-year low in birth rates that has huge implications more so, in public schools because the population is decreasing. The Department of Finance anticipates an impact on the State's enrollment. Santa Clara County also indicates a decline in enrollment at the County level. (He shared GUSD enrollment history). He pointed out the slide that showed TK - 12 enrollment. The district's enrollment is 11,119. The State takes a snapshot the first Wednesday in October annually (CBEDS day). In 2016, we were at about 5,072 students, in K-5 and now the district is at 4,904 students (TK-5).
- The district's senior class is 950+ and the kinder class is at 710.
- The birth count 5 years ago of 849 translated to 710 kinders this year. The enrollment will continue to go down due to the drop in births. The external pressure of the housing market is pushing people away. These are problems that are going to stay with us for a long time.
- Since 2017/18, the district has been making budget cuts. This current year, the district took the biggest hit in terms of reductions with almost \$2.9 million worth of cuts. The Board of Education took action to close a school next year. This coupled with revenue to lease the site in order to generate revenue. \$5.3 million worth of cuts have been made since 2017/18. These are times when revenues are really decreasing, and pressures from special education and pensions, are not going away. Those are increasing.
- Budget reductions have been incorporated. It is good news what the Governor is proposing. Those one time thing expire shown in the Multi Year Projection (MYP) forecast (shared). Because of the Boards fiscal responsibility and tough decisions, the district is looking at an MYP with a 9% reserve. The minimum reserve districtwide is 7% by policy. The average for a Unified School District is 16%. On the other side, we have not included any salary increases; therefore, the 9% will go down.

- Q:** Is aware that there are already talks about who might move in to the Antonio Del Buono site. Do we have an idea about how much revenue it may bring in?
- A:** The district is in negotiations with two entities and we hope to conclude those very quickly. We want to be sure we have that revenue starting July 1.
- State economy: The economists developed an index, which tracks risk indicators. When the risk indicator goes up you see the peak and soon after the recession follows and then it drops. Only mentions this because it is peaking right now. The indicators goes up to 100, it is 98/100 so it is peaking out. This means a recession is coming.
 - In California, there is a shortage of housing and declining population. We have to do our local due diligence to make sure we are adequately prepared when this happens. The State does have reserves, about \$20 billion. In a mild recession, the State is expected to lose \$50-\$70 billion in funding. As soon as a recession hits, the district will have cuts to make.
- Q:** Seeing that this is a State fiscal index, is it possible that this can just happen within this State and not Nationwide? Could they be not correlated?
- A:** When a recession occurs, California is most impacted. CA heavily relies on major ports. When a recession hits, the ports take a toll. When the State revenues hurts and, CA is more at risk. In a recession, CA is double-hit. If a recession happens, CA feels it faster and harder than any other state. Don't think there has ever been a time when they both did not happen (State & Nation).
- The way the funding model works - LCFF/Prop 98, the one top percent income earners in California pay 40% of the State revenues in taxes, that is why it is such an impact. Obviously budgetary challenges, low birth rates, cost increases in pensions & SPED have an impact. Thankful the Government is including this one-time help.
- Q:** Did the Governor's Proposal have CalPERS and CalSTRS money?
- A:** Yes, another one time similar to this current year. It was allocated in 2019/20 for the two years.
- Q:** With the new boundary lines, does Luigi become a Title I school?
- A:** The percentage that Luigi has is well below the required 40%. With new boundary lines, Luigi will go up to about 35%. Staff will be looking at a plan to support Luigi; there is a process however, it is still in discussion. Would prefer we get to a school wide program (has to be 40%) even through waiver process.
- Q:** Are they (Luigi) going to get a program for afterschool that is free?
- A:** Staff is working on it. It is one of the most complicated tasks. Staff is working on an afterschool program like the district has at other elementary schools. The District has applied for ASES & 21st Century funds and have been denied. The District is looking at other options such as Champions to expand their program, which is fee based, looking at state vouchers that they have made us aware of. Staff have spent more time on this issue than any other. We are committed, and have made a commitment that all children that were in ADB afterschool programs, will have it next year. Title I funds may be used to fund it. Looking at various funding sources to phase in a program but eventually work out a model to create that type of program. We have surveyed all the parents; we've asked them how much they can afford to pay, who is willing to pay, we have collected a lot of data.

Superintendent's Report

ADB closure

- When it comes to school closure, there are many different aspects.

- The most challenging issues has been afterschool services for families, which staff is working on and has made good progress on it.
- The first thing was to notify parents where the new boundaries are - sent the families a letter with a map that was approved by the Board showing the new boundaries, with the two schools (Rucker and Luigi).
- This letter included information on how to go to the district's website and look up their address to see what attendance area they would be in.
- Next week, we will notify the two special education classes on where they will go next year.

Q: If a parent is zoned for ADB, however, their student does not currently go there will they receive a letter.

A: There are 313 students who live in ADB area; they are the ones that will attend either Luigi Aprea or Rucker. Those families that are attending ADB but do not reside in the ADB attendance area will need to go back to the attendance area school or request a transfer to another school. Which could be Rucker or Luigi. However, we are staffing tightly at those schools, so the likelihood of the transfer may be small.

Q: Are we anticipating parents that are ADB zoned for intradistrict into other schools?

A: Non resident students on intradistrict transfers will need to go to their school of residence.

Q: If the families would like to transfer their child to the new attendance area what do they do?

A: They will go to through the intradistrict process and it is dependent on space. For example if you are at El Roble but you live next to ADB you are considered a transfer, you are going to have to put in an intradistrict transfer request. Staff is planning for the current 313 students that are going to Luigi and Rucker. It is going to be tight at Rucker, and Luigi is going to be fine. 110 students will be going to Rucker. There are five portables at Rucker, and nine portables at Luigi. Staff have studied these numbers-the plan is to accommodate the 313 kids that are residents of the ADB attendance area first. If you are at any other schools in the district and want to go to Luigi, you will need to put in an intradistrict transfer, even if that is your attendance area.

Q: Has it been decided where the SDC classes will be?

A: Yes, however, we have not notified parents. We will notify them after we notify the staff of the new school.

Q: What about TK?

A: Staff will notify school sites first. Staff have spent a lot of time talking about these two special programs (SDC & TK). For SDC class, staff need to make sure of the following-if they are fully handicapped programs, restrooms, special busing, playgrounds. That announcement will be made next week. TK is different because that population does not exist yet.

Q: Is Luigi going to have additional SDC classes?

A: No, we will be moving the ADB SDC classes to another school.

- Staffing: this process will start towards the end of February. Every year in February, teachers that are going to be released are notified. We also ask teachers to let us know if they are going to retire by the end of February. Once staff know those openings, they will be posted and ADB staff will be given first choice for those openings. When those postings happen, Mr. Winslow, our HR Assistant Superintendent will go out and meet

the ADB staff first. The most senior staff will chose and then so on. This will happen first week of March.

- Facilities: staff are working on so many things related to facilities, for example, classrooms that are available at Luigi and determining what needs to be moved. Maintenance is looking at needs, fielding questions. Overall, everyone's attitude has been very good, positive and cooperative. Transportation has looked at routes. Food Services has been over to the Luigi kitchen. (Rucker has a beautiful new kitchen). Cabinet talks about this topic every Monday. Mrs. Biermann meets with the three principals (ADB, Rucker and Luigi). There is a District Transition Team (DTT), meets every other month and will start meeting more frequently.

Q: The old equipment from other classrooms at Brownell is any of it salvageable?

A: This is applicable to Luigi and Brownell. Staff is going through a prescribed process. What we are finding is many old textbooks, old stuff, and old computers. Going through a process of obsoleting things that are no longer needed. This is a lengthy process. If there is something newer or valuable, the principal and staff would identify that.

Negotiations

- By law the bargaining units are required to give us the initial proposal for negotiations. The teachers union has already done that. The other two (GFP & CSEA) are doing it at this Thursday night's Board meeting.
- Following this, the district posts proposals, at the January 30 meeting. The District will start negotiations with all three bargaining units sometime after February. The District usually negotiates first with GTA because they are the largest.
- Will keep you posted. There will be an area on the district's webpage that will update the public about negotiations.

Construction projects

- Brownell - staff are thrilled with the way it is going so far. Dr. Flores, the Board members and staff visited the site on Friday. The contractor has put in the foundation for the new buildings, which will be arriving in February.
- A group of staff & board members will be going to the factory where they are constructing the buildings.
- In February, the buildings will start arriving and will become the 7th & 8th grade pods, as well as the admin buildings and the library.
- Phase 1 will be completed in April or May. By end of the year, teachers and students will move in to those buildings.
- Once the students move in to the 7th & 8th grade pods, the buildings will start coming down, and then we will start the next phase and eventually the 6th grade wing.
- Students will be moved to other places on campus, then the 6th grade wing will be torn down and they will continue building the 6th grade pods.
- Dr. Flores shared that she is very excited about Flint and they are doing a great job.

Q: Will this project overlap, or wait until it is totally completed before starting South Valley?

A: Going to start the South Valley project in about 3 months. On an upcoming Board meeting agenda, staff are putting out a Request for Qualifications (RFQ) to do the first planning phase which is site based. The principal is identifying the staff that will be on the committee. Some of them, along with Board Members that will also form part of this committee will start meeting at the end of the year. Staff will take that preliminary design to the Board mid-year next year and once approved, the project will start. This is going to be a very long project, easily a four-year project.

- The Gilroy High School Pool project is moving along really well. The pool frame is in; they will be pouring concrete next. By the end of school year, Gilroy High School will have a new pool.

Run for Fitness

- The date is March 14th.
- Dr. Flores said she hopes the sites are talking it up and that there will be good participation.
- Each year, the committee needs \$5,000 for the cost of the event. Flint Construction notified the district over the holidays that they are giving us half of that.

Emergency Preparedness/School Safety Coordinator position

- At this Thursday night's Board Meeting, Dr. Flores will announce the appointment of Cheryl Galloway's replacement.
- Cheryl has agreed to do some training with the new person.

SPAC Representatives' Reports

Gilroy High School

- Band concert happened.
- Choir concert was amazing.
- Attendance at FFA was low this year.
- Parent club sponsor Christmas party at Westside Grill for staff was fantastic.
- Takko-Macchi students visited. Chris Leong announced that this is the last visit for the Takko high school students as they will be closing the high school in Takko, however we will still host the middle school students, and they will still host our high school students.
- Seniors are doing a lot of work, signing for college, emphasizing moving forward. Not everyone wants or needs or is qualified to go to four-year institutions, we are highlighting those students as well.
- Junior class registration tours and classrooms are beginning.
- Incoming 8th grade visit on 2/3.
- Once Smart Cookie, looking to honoring over 800 students, over half are 3.0 or above.
- Thankful for communication on the PA system.
- Chris Leong is addressing the administration team on a vaping update.

Brownell

- Ms. Fortino started the Kindness Club, also created inspirational posters, coin drive that raised \$450, they purchased items for the animas and went on field trip to the San Martin Animal Shelter and donated the items. Wrote letters to soldiers, had a walking field trip to St. Josephs, walked to Nob Hill and decorated the Christmas tree there. Next, will be rock painting, go on field trip around community and spread them around Gilroy.
- Started Tech Challenge, doing it for the past three years, the kids go to the San Jose Tech Museum and usually a theme and have to build something.
- Sports boys' basketball team both teams won their first two matches.
- Soccer and volleyball start January and February.
- Spring dance 4/26.
- Logan Corona was the county champion for wrestling & he got his name up in the gym.
- Honor roll breakfast.

Rucker

- Before break participated in decorating a Christmas tree at Gilroy Gardens, the theme was doves at peace - arts alive, did end up winning. Had 1st grade class create doves of peace along with art.

- Starting to focus on kindness month, assembly next week, one of projects that they will be doing is the kindness wall. February 7th take every student in the school, will dip their hand in paint will place their handprint on the wall.
- Doing kindness project in the classroom.
- Started kicking up the 125th Celebration, got spirit t-shirt, they went out to every student last Friday, going to be selling these at the celebration.
- Rucker been chosen as a Project Cornerstone Awardee.

Las Animas

- First all School Rally before break, went really well.
- In the middle of Kleenex/wipe donation drive.
- Starting two new clubs - Star video & Folklorico group, which will start at the end of this month.
- Thursday at ELAC meeting, they are having a therapist coming in and talk about the importance of self-love or helping children (open to all GUSD parents & students).
- Doing a book drive in order to get books to send to partner school in Mexico.
- Next week will be having a perfect attendance assembly & Shout out people award.
- Parent Club 1/15.
- School Site Council 1/16.
- Food Pantry 1/16.

GECA

- General meeting week from tomorrow 1/21.
- December had many fundraisers, sold popcorn at the holiday parade.
- Restaurant fundraiser.
- Delivered poinsettias.
- Gift-wrapping at outlets 12/22 & 12/23.
- Started new semester, in intersession until January 27.
- Getting all future fundraisers teed up.
- Freshmen interviews 2/8, received 185 applications.
- Field trips are starting to kick in; the 9th graders will be going to Monterey Bay Aquarium in March.

DELAC:

- Cougar Palooza 2/3. There will be an ELAC table and a parent club table to invite parents to participate.
- Looking into the possibility in May to do a field trip for the sophomores and juniors to go to Santa Clara University, through ELAC and Parent Club parents.

Rod Kelley

- Fundraising restaurant nights just had Chuck E Cheese fundraiser last Friday.
- Mixed bags coming up.
- Glow dance, scheduled for February.
- Staff is gearing up for testing.

Luigi Aprea

- Family Fun Night from 6:00-7:30 and ADB will be invited 1/24.
- Talent show coming.
- May BBQ 5/8.
- Beautification of campus, looking at doing something with the blacktop and working on mural ideas.

EI Roble

- Santa Secret Shop went really well.
- Cookies and Cocoa is an event they have every year, where they sell spot to vendors, this year it went well, they raised a good amount of money. Home and School Club donates the cookies and cocoa, they built a huge sleigh for Santa to sit in and take pictures.
- Bingo night 1/31.
- HSC meeting 1/15.

Topics for Future Meetings

- a. Special Education
- b. Technology Report

Future Meeting Dates:

February 3, 2020

March 9, 2020

April 13, 2020

May 11, 2020