

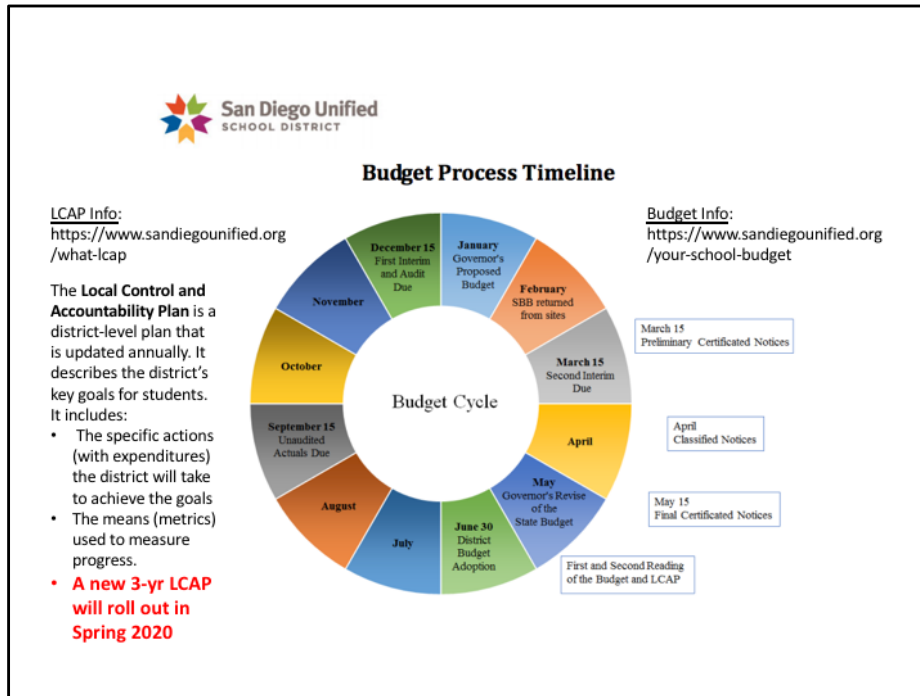
GATE DISTRICT ADVISORY COMMITTEE

Inform - Educate - Engage



By Mary Ann Hawke PhD

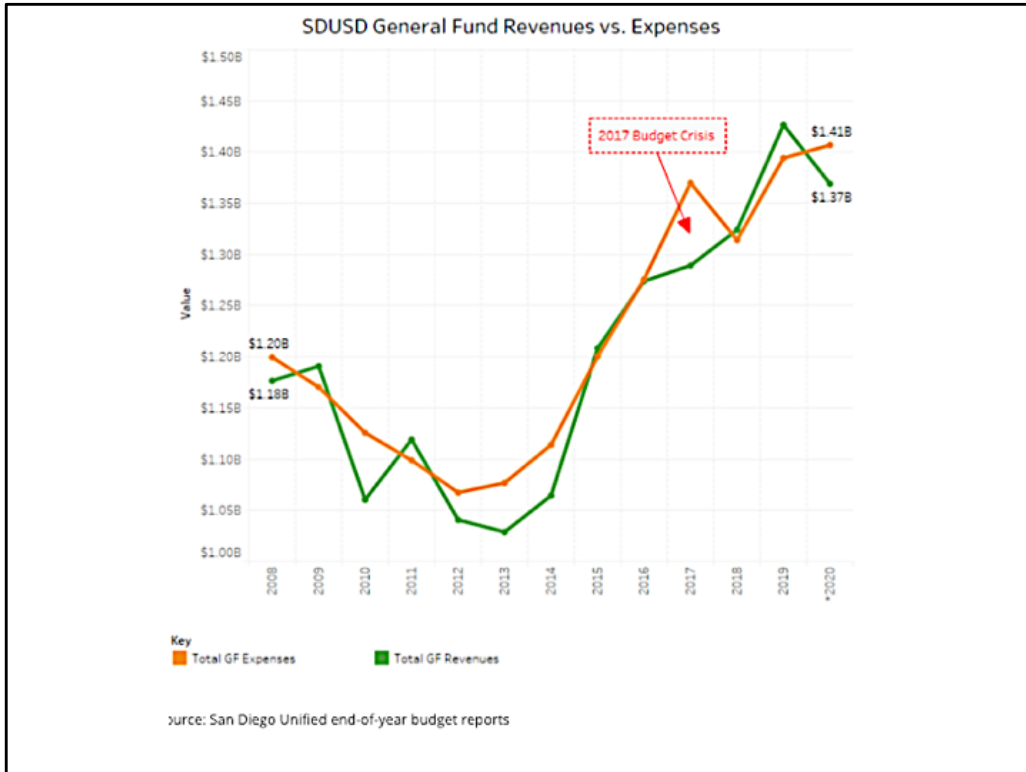
February 18, 2020



Budget information is on the District website at
<https://www.sandiegounified.org/your-school-budget>

Unfortunately, the Budget pages on the District website have not been updated recently.

The first draft of the new 2020-23 LCAP should be released in March 2020
The Board Workshop about the LCAP is scheduled on June 11 2020.
Apparently, the education budget info from the State is a little delayed this year due to adjustments being made by the new Governor Gavin Newsom.
But there is expected to be a budget deficit in the District this year. A Nov 25 2019 article in VOSD stated: Operating revenues are expected to come up nearly \$38 million short by the end of the current fiscal year.



Source: Voice of San Diego article Nov 25 2019 by Ashly McGlone at <https://www.voiceofsandiego.org/topics/education/how-san-diego-unified-blew-up-its-balanced-budget/>

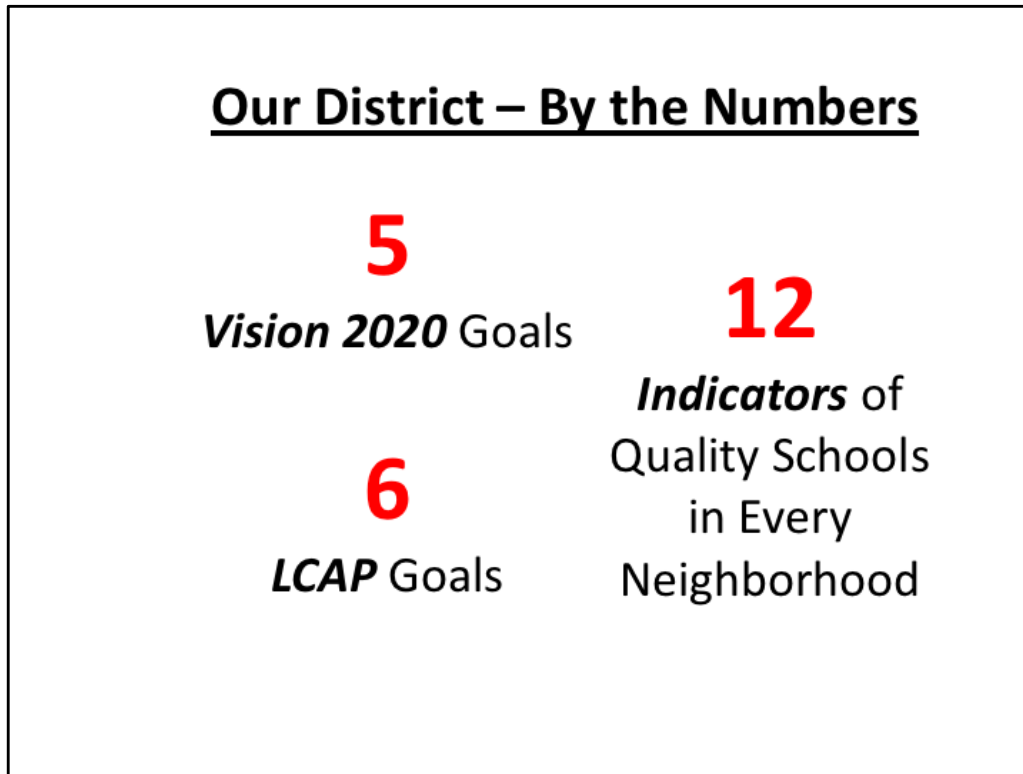
Here's how the district's finances have fared historically after officials closed the books, and the \$38 million gap projected for the end of 2019-20, according to the district's unaudited actual budget reports from 2008 to present.

"The school district's budget is our financial roadmap for how to best allocate resources to support the goals of our **Vision 2020** and Local Control and Accountability Plan (**LCAP**), focusing on the classroom and on excellence and equity for our students."

Superintendent Cindy Marten

The Superintendent explains the inter-connection between these three main components that drive District policy:

1. **Vision 2020** (soon to be Vision 2030) – the over-arching mission & vision statement
2. **LCAP** – the planning document that explains how the mission will be met
3. **Budget** – the financial plan to pay for it all



Parents should all know about these three important things that guide District policy. These can all be found on the District website.

- **Vision 2020** (soon to be Vision 2030) – a community-based school reform plan that engages all parents, staff, students and community members.
- **3-Year LCAP** (soon to be the 2020-2023 LCAP) - describes the school district's key goals for students, specific actions & measurable metrics.
- **Indicators** of Quality Schools

In addition – there are also 8 State Priorities – Note the relevant one about Parent Involvement!

Conditions of Learning

1. Basic Services
2. Implementation of State Standards
3. Course Access

Pupil Outcomes

4. Student Achievement
5. Other Student Outcomes

Engagement

6. Student Engagement
7. **Parent Involvement**
8. School Climate

Vision 2020

Quality Schools in Every Neighborhood

- ① **Student Achievement**
- ② **Schools as Neighborhood Learning Clusters**
- ③ **Effective Teachers & Principals in Professional Learning Communities**
- ④ **Parents & Community Members Engaged in Learning**
- ⑤ **Communication: Support & Guidance from District Leadership**

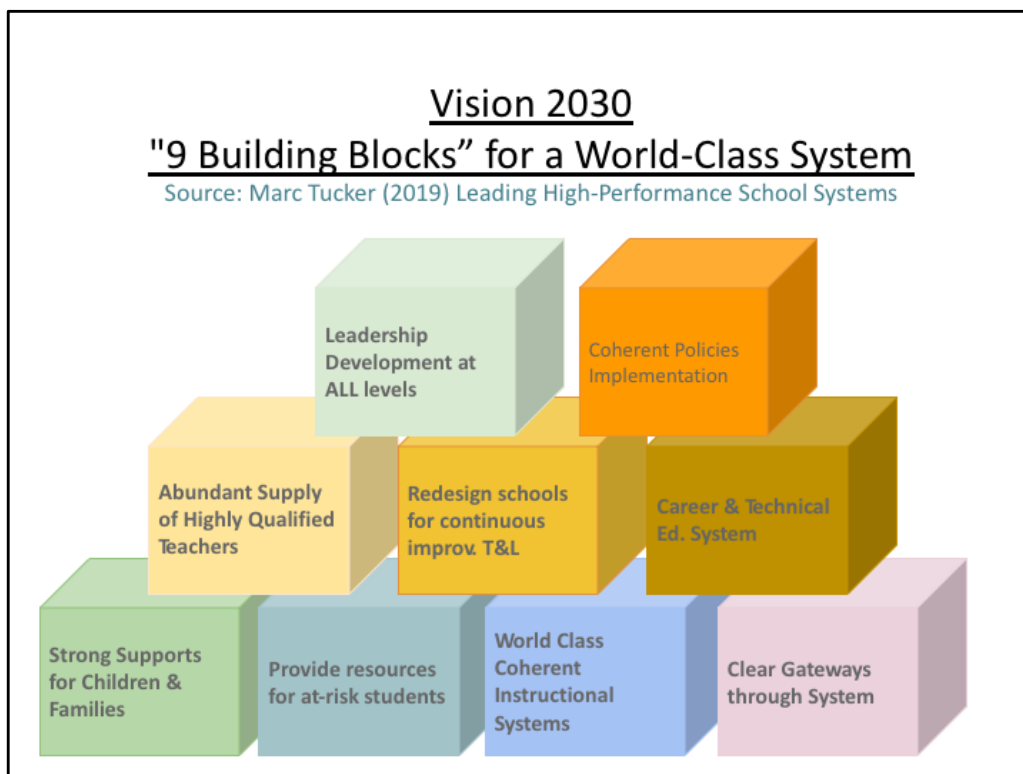
Source: www.sandiegounified.org/vision-2020-and-mission-statement

SD Unified Mission Statement: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

<https://www.sandiegounified.org/vision-2020-and-mission-statement>

NOTE: On Nov 27th 2018 the Board of Education held a special session to hear about **Vision 2030**. You can learn more about it here:

<https://www.sandiegounified.org/board-meeting-information>



In Case You Missed It:

If you weren't at the Cluster meetings to hear the presentations on Vision 2030, the Area Superintendents talked about these "9 Building Blocks" that are common to world-class education systems. These are likely going to play a big part in the new Vision 2030 plan.

In the Cluster presentations, the District highlighted top-performing schools in countries that scored well in math and reading on international educational assessments like TIMSS and PISA. Singapore is one example. Others include Canada, Finland, and Hong Kong.

Read more about these 9 Building Blocks in Chapter 2 of Marc Tucker's 2019 Book "Leading High-Performance School Systems. Lessons From the World's Best".

Local Control & Accountability Plan (LCAP)

Goal 1: Closing the Achievement Gap with High Expectations for All

Goal 2: Access to Broad & Challenging Curriculum

Goal 3: Quality Leadership, Teaching & Learning

Goal 4: Positive School Environment, Climate & Culture

Goal 5: Family & Community Engagement with Highly-Regarded Neighborhood Schools

Goal 6: Well-Orchestrated Districtwide Support Services & Communications

The six Goals of the current LCAP – we’re told these are going to remain in the new 2020-2023 LCAP that is being developed now.

To submit comments on the LCAP (on the Goals - or on specifics about actions for meeting the goals) be sure to specify which goal and which action you are addressing.

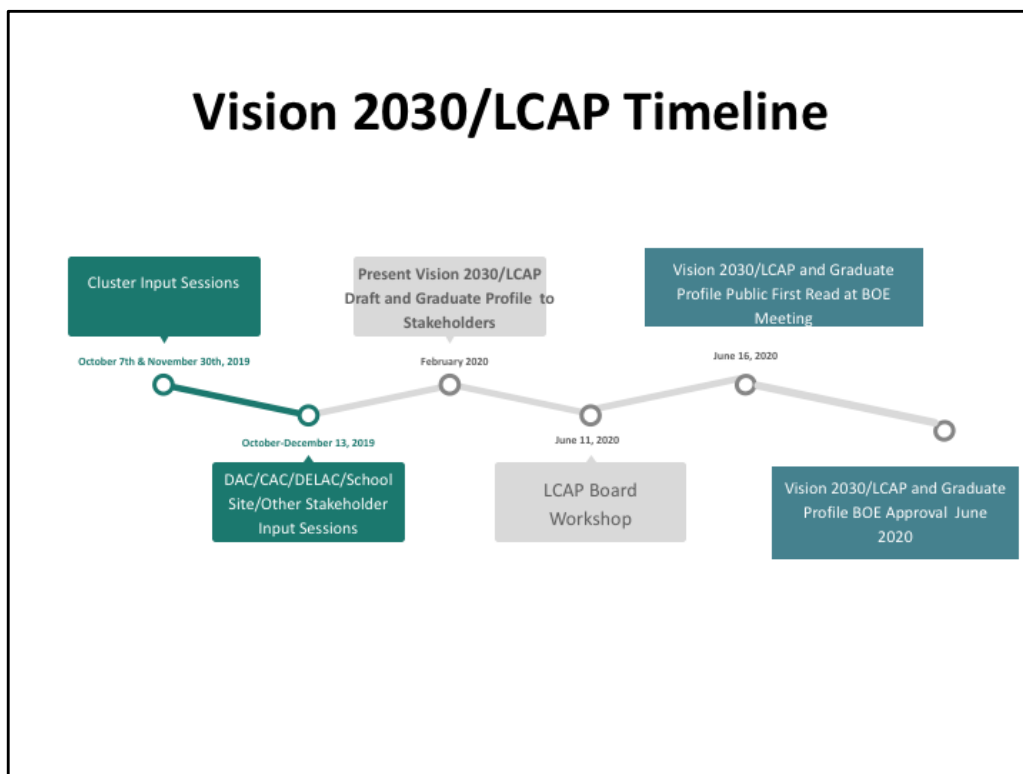
You can submit your comments any time either by filling out the online survey at <https://www.sandiegounified.org/what-lcap> or by emailing your comments to lcap@sandi.net. The comments are all read and compiled by staff, and given to the Executive Cabinet.

lcap@sandi.net.'"/>

SDUSD had projected budget shortfalls of \$124.4 million in 2017-18 and \$52.5 million in 2018-19. According to an article in the Voice of San Diego - Operating revenues are expected to come up nearly \$38 million short by the end of the current fiscal year. See <https://www.voiceofsandiego.org/topics/education/how-san-diego-unified-blew-up-its-balanced-budget/>

For the last several years (2017-18, 2018-19 or 2019-20) we were not aware of any **LCAP community meetings** being held. In previous years, GDAC participated (along with the other Parent Advisory Committees) in public LCAP Planning meetings.

In 2019-20, the parent leaders of the District Advisory Committees have been meeting privately with District staff about LCAP and other topics. The District began sending the Area Superintendents around to the Cluster meetings in Winter 2019 to make presentations about the development of the new Vision 2030 plan, but so far there have not been any public meetings about the development of the new 2020-23 LCAP. That ought to start happening after March 2020 when the 1st draft is released.



This is the general timeline the District presented at the Cluster Meetings. The first draft of the new 2020-23 LCAP should be released at the start of March 2020. There will be time for GATE DAC and other parent groups to submit feedback before and during the Board Workshop on June 11 2020. Apparently, the budget info from the State is a little delayed this year due to adjustments being made by the new Governor Gavin Newsom.

12 Indicators of a Quality Neighborhood School

1. Access to a **broad and challenging curriculum**
2. **Quality teaching**
3. Quality leadership
4. Professional learning for all staff
5. **Closing the achievement gap with** high expectations for all
6. **Parent/community engagement** around student achievement
7. **Quality support staff integrated and focused on student achievement**
8. Supportive environment that values diversity in the service of students
9. High enrollment of neighborhood students
10. Digital literacy
11. Neighborhood center with services depending on neighborhood needs
12. Safe and well-maintained facilities

The red highlighted parts are very relevant to GATE.

How can YOU help ensure that your neighborhood school is addressing all 12 of these elements?

Local Control Funding Formula (LCFF)

- **Began with the 2013-14 state budget**
- **Eliminated $\frac{3}{4}$ of state categorical programs**
- **Intends to provide “more flexibility for school leaders, **with the assistance from parents and other local stakeholders**, to determine the local academic priorities and how state funding will be used to improve student achievement”**
- **Districts must develop and annually update a 3-Yr Local Control and Accountability Plan (LCAP)**

Read more about LCFF and see FAQs at <https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp>

The California PTA has put together an informational website about LCAP for parents that can be found here: <https://capta.org/focus-areas/lcfflcap/>

The LCFF legislation fundamentally changed the way funding is allocated to school districts in California. All Districts (including charter schools) now have to prepare a 3-year LCAP (Local Control & Accountability Plan) to show their priorities and explain how those are being paid for.

To go more in-depth you can read the “Golden Opportunity Report” by Michael Fullan which analyzes the impacts of these education policy changes in California schools – find it here https://michaelfullan.ca/wp-content/uploads/2017/09/17_Californias-Golden-Opportunity-Taking-Stock-FinalAug31.pdf

Local Control & Accountability Plan (LCAP)

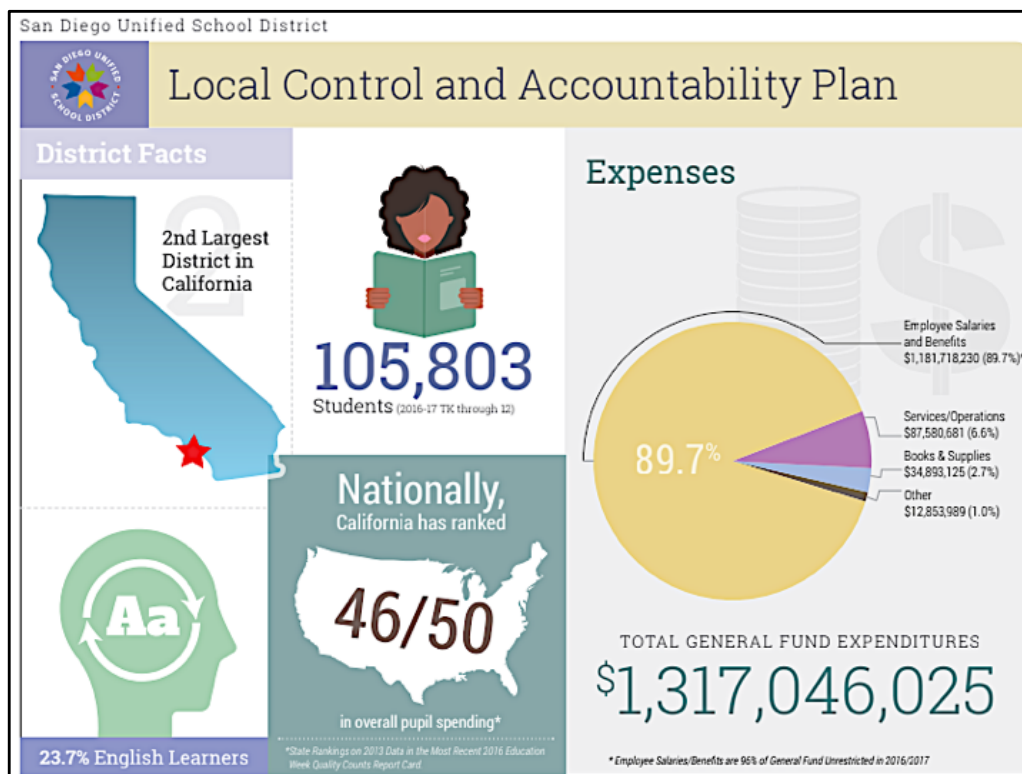
- **Required to identify annual goals, specific actions, and measure progress for student subgroups**
- **Multiple performance indicators: school climate, student academic achievement, student access to a broad curriculum, and parent engagement**
- **School districts are required to obtain parent and public input in developing, revising and updating the LCAP**

The Gifted are not broken out as a “student group” in the LCAP

But they may also be thought of as the “Gifted Plus” – Gifted as well as members of other student groups (Foster youth, 2e, English learners, Low Income, or racial groups) and their giftedness may therefore be overlooked!

Places in the current LCAP to focus on include 1.1bc, 1.2bc, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10

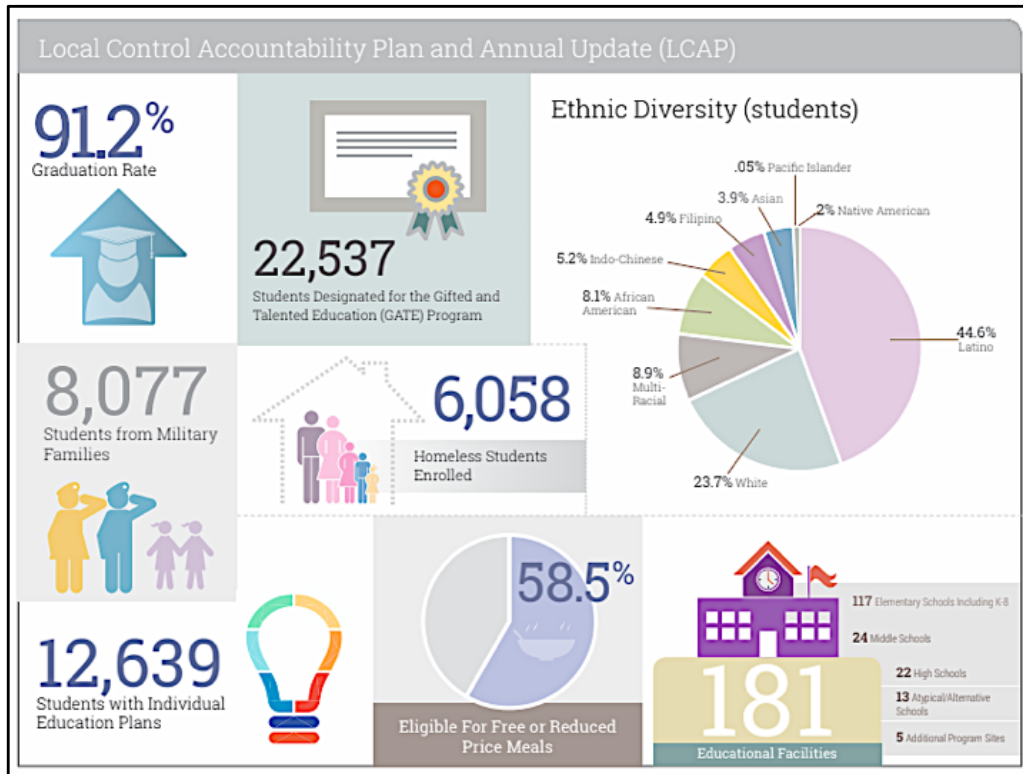
In section 2 see 2.2a #4 Sites collaborate with the district GATE dept to plan, clarify, and improve the GATE program. (What if there IS NO GATE DEPT ANYMORE?)



The District prepared an Infographic to try to help explain the LCAP but it is still 18 pages long! Find and download it here: <https://www.sandiegounified.org/2018-19-budget-info> under the heading "2017-18 LCAP Visual Infographic"

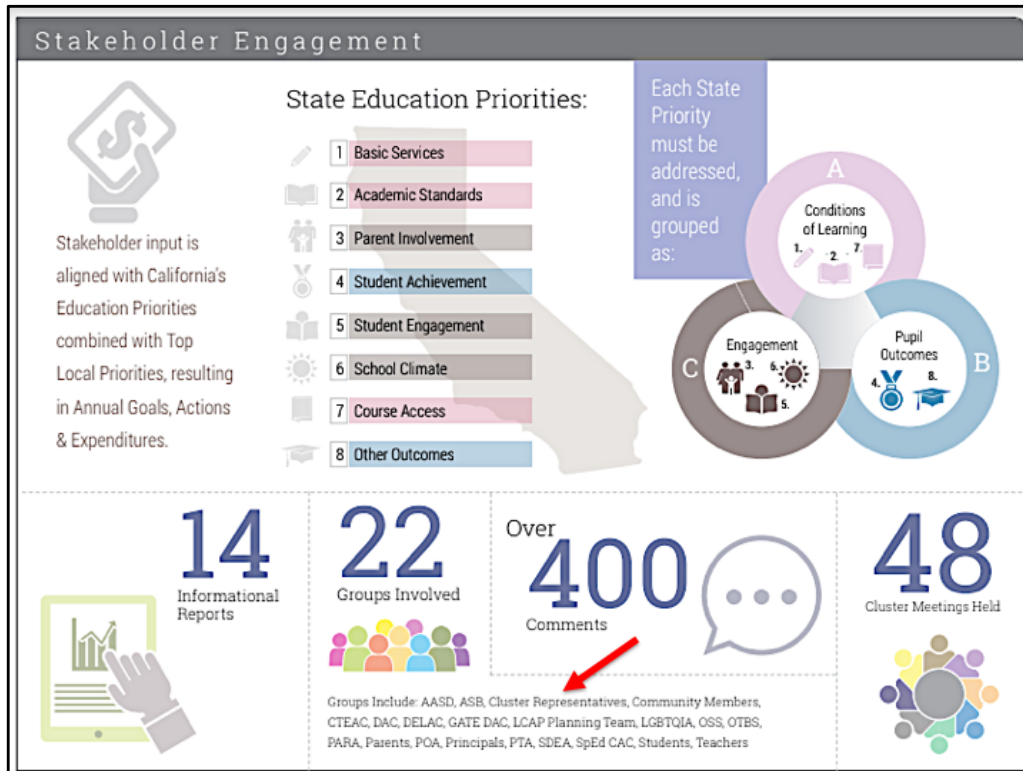
Here I have included the 1st three pages which are of general interest. The remainder goes through each of the six main Goals of the LCAP (see those Goals listed in Slide 8).

Note in the pie chart how almost 90% of the budget goes towards District employees salaries & benefits.



This page displays some District statistics. Note that the total number of GATE identified students in grades K-12 (approx. 18,000 in 2019-20) is not mentioned. Of those students, approx. 4,200 (5.7%) are Seminar-identified and 14,000 (18.3%) are GATE Cluster-identified.

To find District data like these go to the **Research & Evaluation Department** page and choose "**District Reports**" at <https://www.sandi.net/itd/it-resources/research-and-evaluation>



See red arrow – GATE DAC is included here as one of the stakeholder groups the District takes credit for involving.


Yet most of the effort is being expended by US to remain involved - because we continue to show up and use our voice to insist on remaining relevant!

The District includes the GATE DAC when it benefits them to demonstrate stakeholder participation – BUT they still don't recognize us as a formal district advisory committee. So we are welcome to provide input and feedback if we wish to, but the District does not really include the GATE DAC.


The Executive Committee members of GATE DAC have been sitting in on private meetings for 2 years now, that the District holds with parent leaders in the District. These monthly meetings include parent leaders of the Special Education (CAC), English Language Learners (DELAC), Title 1 (DAC), and the PTA district advisory committees. Topics discussed include District policy, budget, planning and outreach events.



Funding Priorities



- LCAP/Vision 2020
- Small Class Sizes
- PLCs/Professional Development
- K-3 Literacy
- Elementary Enrichment
- Language Immersion Programs
- STEAM/Mathematics Initiative
- A²: Academics and Agency
- Restorative Justice Practices
- Visual and Performing Arts
- Digital Literacy
- School Safety



SDUSD Funding Priorities for 2018-19

Note the absence of GATE from this list.

Source: Adopted Budget Presentation and SACS Report.pdf found at <https://www.sandiegounified.org/financial-reports>

San Diego Unified Budgets 101

This video explains some of the budget process for San Diego Unified schools each year, including how our schools are funded and how the District plans and spends these funds.



Watch the video here: <https://www.sandiegounified.org/2018-19-budget-info>

State Education Funding in CA

In the new State Legislature, Gavin Newsom is now Governor and Tony Thurmond is the new Superintendent of Public Instruction.

Under the LCFF, schools have received gradual funding increases each year since 2013 (the year it was signed into law). However this has merely restored funding cut during the economic downturn.

California's per-pupil spending, when adjusted by cost of living, ranks among the bottom tier of states.

Declining enrollment, larger percentages of special needs students and growing pension obligations have put officials into cost-cutting mode in several school districts.



Source: <https://calmatters.org/articles/can-california-afford-newsom-education-plan/>

Remember that SDUSD is the 2nd largest school district in California.

California Association for the Gifted (CAG) has a legislative committee that tracks government actions in Sacramento. See <https://cagifted.org/legislation/>

SBB – School Based Budget

- Individual principals and their communities will have as much say as possible in how money is spent
- Principals meet with teachers, parents, the School Site Council (SSC) and other advisory groups to prepare their spending plan
- Every school has a Single Plan for Student Achievement, a key document that sets the goals, objectives and operational plan for the year
- School budgets must support this plan

Source: www.sandiegounified.org/budget-sbb

This is what the District says about the **School Based Budget**.

How are YOU ensuring that GATE is being considered during your school's budget process?

Have you seen your school's Single Plan for Student Achievement (SPSA)? How is GATE addressed in it?

Are you coordinating with the parent who sits on your SSC? Do you have a GATE student representative on your SSC? (if not, consider asking for that, as adults often pay more heed to what students have to say about their experiences, and what they think is important!)

SBB – School Based Budget	
<u>Base Allocation</u> <ul style="list-style-type: none">• Pays Principal + Classroom Teachers	<u>Central Office Support</u> <ul style="list-style-type: none">• Funded by District's General Fund (no cost to school)• School Police, IT, Nurses, Teacher Prep, JROTC, Athletics, Food Service, Custodians, etc.
<u>Categorical Funds</u> <ul style="list-style-type: none">• Title 1 + Other State/Federal Programs• Includes Instructional Materials, Professional Development, Parent Involvement	<u>Discretionary Funds</u> <ul style="list-style-type: none">• GATE falls in this category!• Varies by school – known as the “X Factor”• Communities decide what support their school needs most.• A formula is used to calculate this, based on enrollment & school type

The 4 main parts of the SBB

GATE falls under “Discretionary Funds”

Source: <https://www.sandiegounified.org/budget-sbb>



The Following Advice is From the California Association for the Gifted (CAG)

Funding: Stop complaining – money is always scarce! The old categorical \$\$ wasn't much anyway. Need to get involved in your school site budget and be creative about use of supplemental concentration grants. GATE has to be doable with the resources you have, so work it into existing structures (like teacher PD).

Beacon Schools: find the STORIES that will reach people. Identify schools that act as examples others can follow.

Kids: INVOLVE them. Put them on your SSC. Give them a voice. Make their STORIES real and share those. Who are your GATE kids? What do they look like? They know when they are LOVED and HEARD! Celebrate successes.

Special Needs: GATE is not a "PROGRAM" so stop calling it that. It addresses SPECIAL NEEDS of exceptional/differently wired learners. It is about delivering needed SERVICES. It is about EQUITY for EACH. It is about serving KIDS as learners, not about meeting quotas or programmatic goals or looking good on paper.

Bridges: Build bridges – both for students (build up their strengths and shore up their weaknesses) and for community. It all comes down to building RELATIONSHIPS, especially now that we have a local, site-based model.

Going Slow: Sometimes you have to be willing to move SLOWLY to get AHEAD! Put down the foundation one brick at a time and BE READY to hit the ground running in better times ahead.

How You Can Get Involved

- **Talk to the parent rep on your SSC**
- **Or ask your Principal to be part of the SSC**
- **Attend Cluster meetings (find out when they are & when budget is being discussed)**
- **Ask questions!**
- **Talk to other parent leaders (English Language, Special Ed, Title 1, PTA)**
- **Submit comments via LCAP online survey**
- **Familiarize yourself with new Vision 2030 Plan**

Try to get some GATE students to participate in the SSC – a great learning experience for them and the schools like to hear student’s voices.