

KCAA CSC Notes 18/19

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October 16, 2018 1

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December 18, 2018

Present: Aurora Padilla, Heather Walton, Julie Waugh, Ericka Granish, Danielle Givens

4:20 - Call to order

Heather - Explains process of projections and hands out spreadsheet showing projections for ES, MS, and HS.

Projections show an expectation of 18 fewer students for ES, a 1 student gain in MS, and a loss of 9 sts in high school. This is approximately one to two teachers. Obviously, since 18 of these students are ES, then at least part of the reduction would come from ES. Heather continues to explain how ribbed teachers are assigned to positions if they do not secure one on their own. Then further explains mutual consent.

Julie - Explains the interview process and how ribbed individuals are selected.

Heather - Explains that this is why a first-grade teacher wasn't hired to fill the vacancy in the Fall.

We've combined our first-grade classes instead.

Ericka - Was the first grade teacher English or Spanish?

Heather - That was an ELA-E position.

Heather - Now we need to come up with different scenarios to see which will have the least impact on staff.

Ericka - Reviews the two positions that are open and asks where that money is?

Heather - It goes into salary savings and goes back into our budget. A new para has been hired and starts in January which now gives us a total of nine paras. This is where part of this money went.

Danielle - What happens to money that is left over?

Heather - It is carried over into the next year and is an addition to your budget for the following year.

Heather - You always want to have some money that carries over in the event of unforeseen events. There are other funds that are use it or lose it.

Ericka - What are some examples?

Heather - Title 1 funds, money allotted for parent engagement.

Heather - Now we'll look at some possibilities.

Ericka - Wants to be sure that the CSC has time to provide input without it being at the least minute.

Several years ago there were a lot of cuts at the elementary and no one had the opportunity to provide input.

Heather - Those are all good questions to ask.

Danielle - are there possibilities for writing grants?

Heather - It depends. The PTA at my husband's school donated money to cover a para's salary. Prior to the non-renewal process in Jan and Feb, we will do the intent to return process. Explains how that works.

Danielle - How does that impact morale?

Julie - It makes things very hard because it's difficult to give 120% when you know that you are the one who has been ribbed.

Heather - We will be doing mid-year's which will help to evaluate those.

Heather explains how the STL's are paid for.

Danielle asks about whether or not the per pupil funds are rising to meet the need to cover more of the cost for STL's

Ericka - Asks about the possible teacher strike and how that will be handled.

Ms. Elizondo comes in and is introduced by Heather

Heather - The contract come out. If there will be a strike, it's not immediate. There is a process.

Julie - Not all teachers will strike. There are some who can't afford it, teachers who don't believe in striking, etc.

So there will be teachers and they and admin will cover.

Heather explains how teacher raises would happen and the issues with bonuses

Julie - Another thing that teachers are looking for is more transparency in teacher pay and how things are calculated.

Heather brings Ms. Elizondo up to speed on earlier points in the meeting.

Danielle - What if there are funds leftover from book purchases? Can that be used for salaries?

Heather - No, that's allotted only for books.

Ms. Elizondo shares ideas for building enrollment and letting the community know what is happening.

Ericka - Because Kunsmiller has always been around and it had a stigma at one time, I don't think the neighborhood necessarily knows about how we have changed.

Julie - We are buying swag, bought a mascot, etc. to try and support the recruiting process.

Ericka - We should be sending out postcards, etc. to promote the ways that the school has changed.

Maritza - explains more about how Valverde worked to promote itself and change the relationship between the school and the community. It's really important to let the community know what is happening. I appreciate the way that my principal has supported increasing equity at our school. We have held classes in the past to make parents feel more welcome.

Danielle - Is there an issue because we're not a feeder school?

Heather - I don't think so because we're a choice district now?

Ericka - shares the stigma that she has heard from her neighbors.

Danielle - It is changing though because the neighborhood is changing so much.

Group discusses some additional ideas for building community engagement and celebrate additional groups/cultures.

Ericka asks about where the students are going if they are not coming here.

Julie - Part of it is that there aren't new kids being born

Heather - The other issue is families are moving out to the suburbs.

Mtg is called at 5:20