

# CALIFORNIA ASSOCIATION OF URBAN SCHOOL ADMINISTRATORS: FALL CONVENING OCTOBER 10-11, 2019

HOSTED BY UNITED PROFESSIONAL EDUCATORS/SACRAMENTO  
CITY UNIFIED SCHOOL DISTRICT

October 10, 2019	Item	Facilitator
4:30-5:30 PM	Registration and Reception No Host Reception in Bar Area	UPE
5:45-6:00	Welcome: Official Convening-Welcome City Councilmember Rick Jennings	Donis Coronel, CAUSA
6:00-6:50	Dinner Buffet	Scott's Seafood
7:00-7:45	Presentation: Leilani Aguinaldo, Director, Government Relations, School Services of California "State Budget Overview and Update"	Rich Owen, Executive Director, UPE
7:45-7:55	Break	
8:00-8:55	Assemblyman Kevin McCarty, 7 <sup>th</sup> Assembly District	Rich Owen, Executive Director, UPE
9:00-	Adjourn	Donis Coronel
October 11, 2019	Item	Facilitator
7:30-8:15	Buffet Breakfast	
8:15-9:30	Labor-Management Coalition Roundtable (UPE, SEIU, Teamsters, TCS) Panel Members: <ul style="list-style-type: none"> <li>• Jessie Ryan/Board President</li> <li>• Jorge Aguilar/Superintendent, SCUSD</li> <li>• Ian Arnold/SEIU</li> <li>• Dan Shallock/SEIU</li> <li>• Karla Faucett/SEIU</li> <li>• Alan Daurie/Teamsters</li> <li>• Steve Flack/Teamsters</li> <li>• Daniel McCord/UPE</li> </ul>	Judy Farina President, UPE
9:30-9:45	Break	
9:50-10:30	Presentation: Jorge Aguilar, Superintendent, SCUSD, "Making the Case for an Urban Schools Equity Agenda"	Richard Owen, Executive Director, UPE

October 10, 2019	Item	Facilitator
10:30-10:40	Break	
10:45-12:00	Statewide Association Reports	Donis Coronel, CAUSA
12:00-12:15	Wrap-Up: Closing CAUSA Business	Donis Coronel, CAUSA


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California Association of Urban School Administrators  
State Budget Overview  
October 10, 2019




## California Association of Urban School Administrators

State Budget Overview  
October 10, 2019

*Presented By*  
**Leilani Aguinaldo**  
Director, Governmental Relations



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## The 2019–20 Budget Act

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- The 2019–20 Budget Act was enacted on time and with few significant changes from the Governor's proposed May Revision
- General Fund revenues and transfers are projected to grow to \$143.8 billion or 4.2% (\$5.8 billion) in 2019–20
- \$55.9 billion of the General Fund goes toward meeting the Proposition 98 minimum guarantee



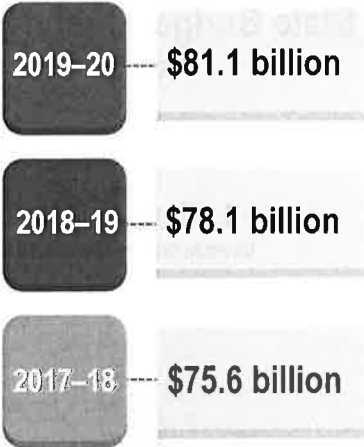
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## Proposition 98 Minimum Guarantee

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- Proposition 98 funding for 2019-20 is \$81.1 billion, a \$3 billion (3.8%) increase from last year's revised Budget
- 2019-20 funding based on Test 1: Share of General Fund revenues
  - Approximately 38.02% of the state General Fund, plus local property taxes
  - Increases in General Fund revenues during Test 1 years will increase the Proposition 98 minimum guarantee
  - Minimum guarantee also increases if local property taxes exceed the forecast




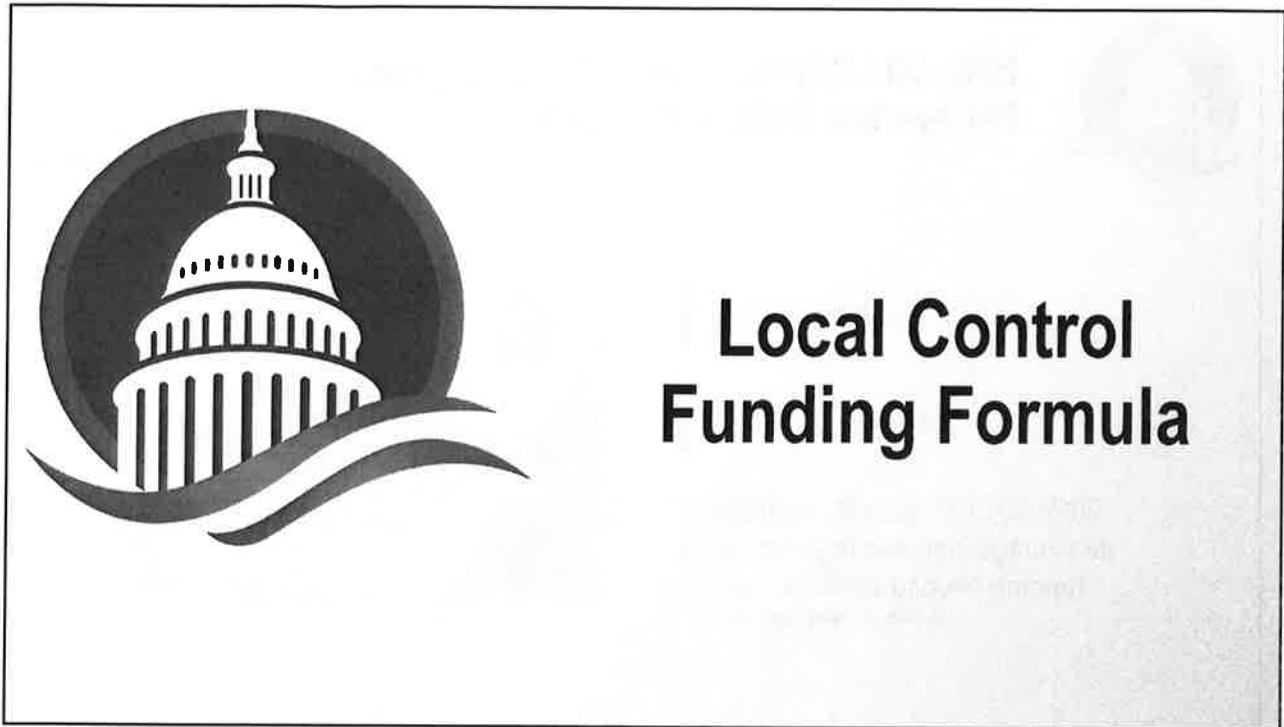
## Rainy Day Fund

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- The 2019-20 Budget will end the year with total reserves of \$19.2 billion, of which \$16.5 billion is in the Rainy Day Fund
- By the end of 2022-23, the Rainy Day Fund balance is projected to be \$18.7 billion
- The Budget also, for the first time, deposited \$389 million into the Public School System Stabilization Account






## Outlook for LCFF Funding

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- We are now at full implementation of the LCFF, so minimal increases are anticipated
- Thus far, the Legislature has not enacted increased aspirational targets for the LCFF

<p>Base Grants Funding equalized across all local educational agencies (LEAs)</p>		<p>Supplemental and Concentration Grants Determined by an LEA's Unduplicated Pupil Percentage</p>
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LCFF

Annual growth in LCFF funding will be determined by the change in an LEA's average daily attendance (ADA) and the statutory COLA

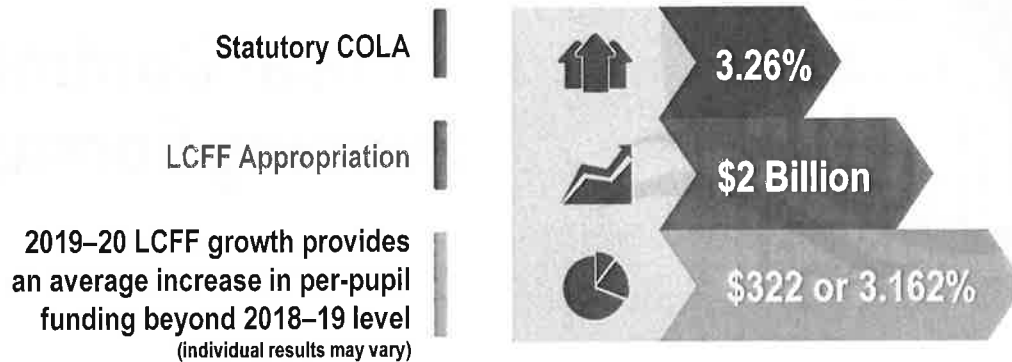
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2019–20 LCFF Increase—Percentage and  
Per Average Daily Attendance

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New Cap on COLA Established

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COLA for LCFF is capped if the calculated COLA exceeds Proposition 98 growth

- In January 2019, Proposition 98 was projected to grow by 3.6% and the projected COLA was 3.46%—a slim margin
- The COLA must be equal to or greater than the percentage growth of Proposition 98 and can never go below 0%
- Applies to COLA for other programs as well—state meal rate, special education, child care standard reimbursement rate, etc.

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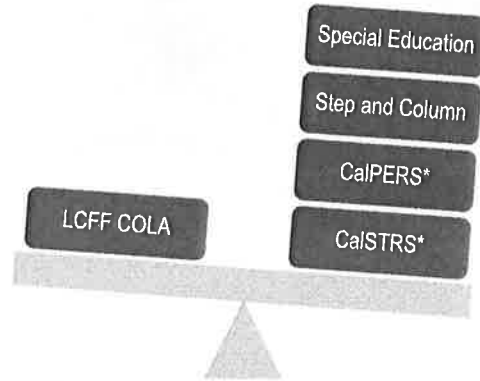


## COLA Only Environment

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- Costs continue to rise faster than projected revenues
- New revenue through COLA is forecast to be less than the growth in many expenses
- LEAs with declining enrollment will have even greater challenges



\*California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS)



## Notes

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## Discretionary Funds

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- The State Budget for 2019–20 does not include unrestricted onetime funds for the first time in five years
  - The previous five years have provided significant amounts of onetime funds
    - 2018–19: \$1.1 billion or \$184 per ADA
    - 2017–18: \$877 million or \$147 per ADA
    - 2016–17: \$1.3 billion or \$214 per ADA
    - 2015–16: \$3.2 billion or \$530 per ADA
    - 2014–15: \$400 million or \$66 per ADA
  - Absence of unrestricted onetime funds from the 2019–20 State Budget signals a shift in policy



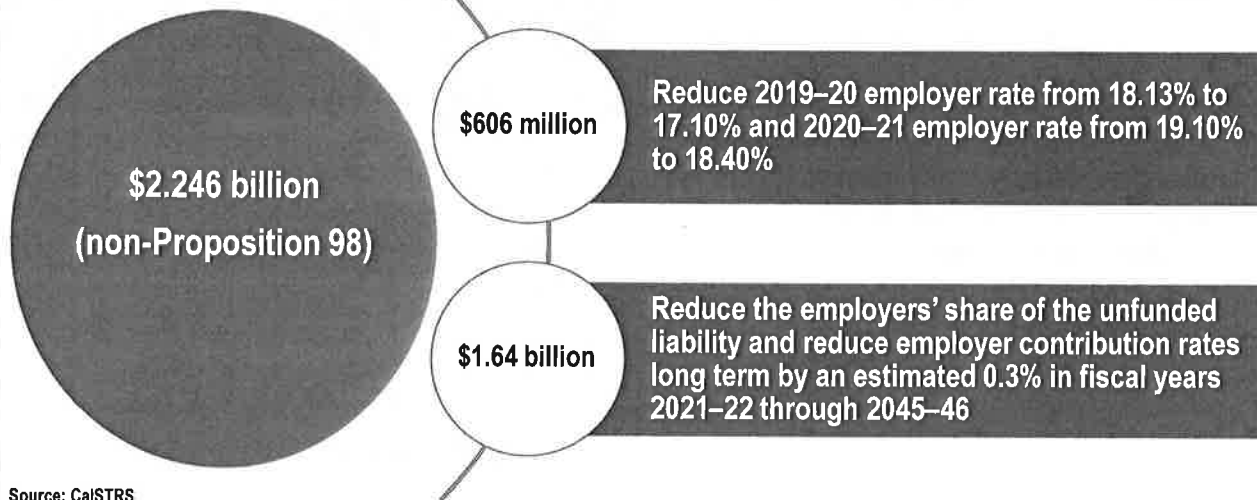
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School Employers Pension Relief—CalSTRS

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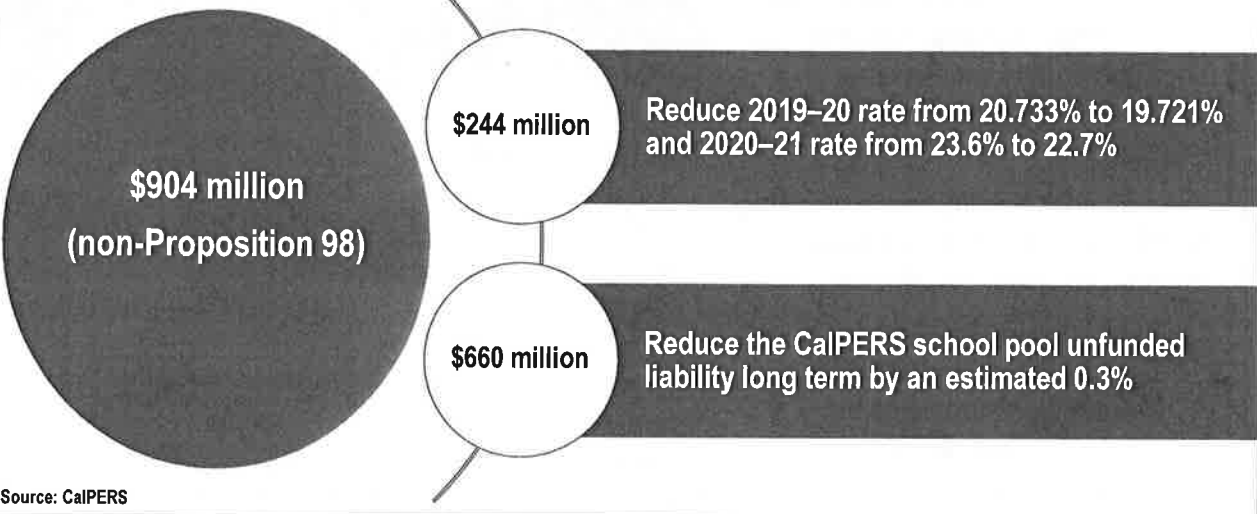
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School Employers Pension Relief—CalPERS

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**Historical Employer Contribution Rates for CalSTRS**

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- Employer contribution rate increases are being phased in over a seven-year period
- Note: Beginning in 2021–22, the CalSTRS Board has limited authority to increase or decrease rates by a maximum of 1% annually—not to exceed 20.25% of creditable compensation

Year	CalSTRS Employer Contribution Rate Increases	
	Rate	Percentage Change Year Over Year
2013–14	8.25%	Rate remained at 8.25% since 1986
2014–15	8.88%	0.63%
2015–16	10.73%	1.85%
2016–17	12.58%	1.85%
2017–18	14.43%	1.85%
2018–19	16.28%	1.85%
2019–20	17.10%	0.82%
2020–21	18.40%	1.3%
2021–22 through 2045–46	18.10%	-0.3%



**Historical Employer Contribution Rates for CalPERS**

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- Unlike CalSTRS, the CalPERS Board has the authority to set the employer contribution rate each year as opposed to rates being specified in statute
- The unfunded liability has been rising significantly, which in turn increases the total employer contribution
  - In fact, for the first time in the last decade, the unfunded liability contribution surpassed the employer's normal cost percentage in 2018–19

Year	Employer Contribution Rate History		
	Employer Normal Cost	Unfunded Liability Contribution	Total Employer Contribution
2009–10	7.410%	2.299%	9.709%
2010–11	7.173%	3.534%	10.707%
2011–12	7.132%	3.791%	10.923%
2012–13	7.415%	4.002%	11.417%
2013–14	7.313%	4.129%	11.442%
2014–15	7.814%	3.957%	11.771%
2015–16	7.621%	4.226%	11.847%
2016–17	8.242%	5.646%	13.888%
2017–18	8.103%	7.428%	15.531%
2018–19	8.739%	9.323%	18.062%

Source: CalPERS Schools Pool Actuarial Valuation (July 1, 2018 through June 30, 2019)

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**CalPERS Employer Contribution Rates**

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- CalPERS will soon issue an employer bulletin to advise school employers to adopt the revised rates based on the investment in school employee pension plans included in the 2019–20 State Budget deal

CalPERS Employer Contribution Rates		
Year	Previous Rates	Rates With Adopted State Budget Funding
2019-20	20.733%*	19.721%
2020-21 (est.)	23.60%	22.7%
2021-22 (est.)	24.90%	24.6%
2022-23 (est.)	25.70%	25.4%
2023-24 (est.)	26.40%	26.1%
2024-25 (est.)	26.60%	26.3%
2025-26 (est.)	26.50%	26.2%

\*Adopted by CalPERS Board in April 2019



**Special Education—Additional Funding**

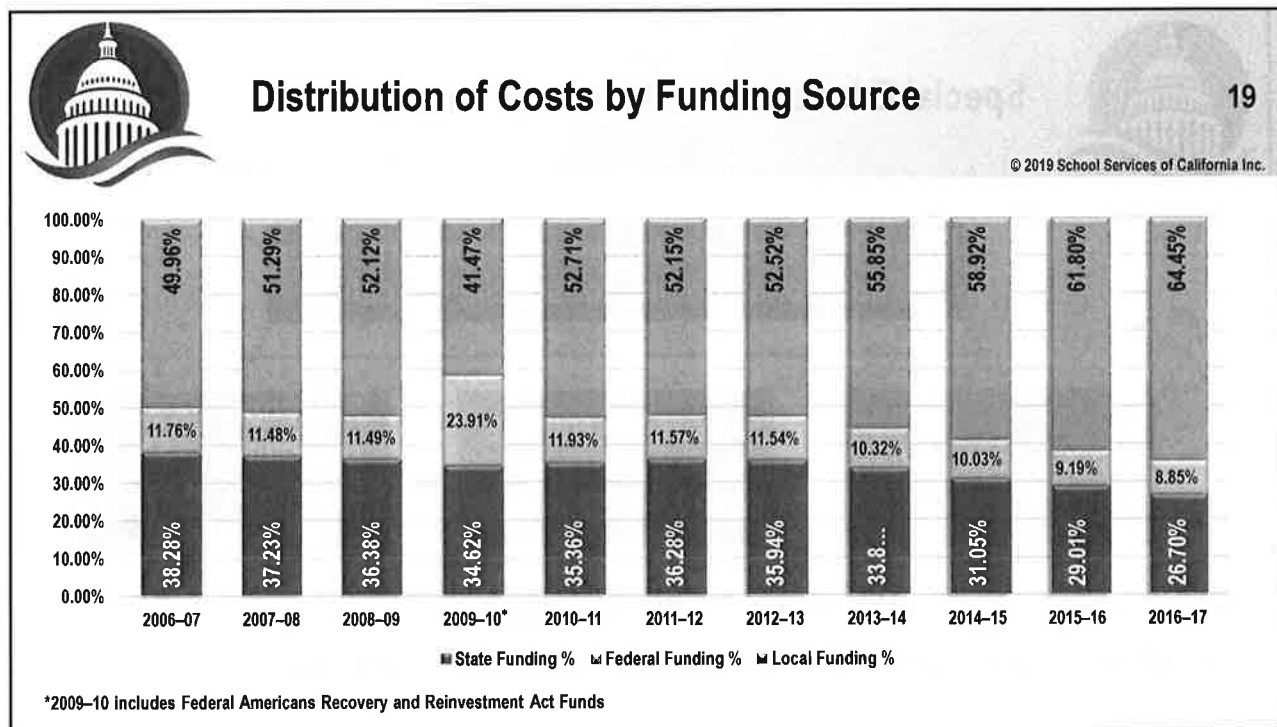
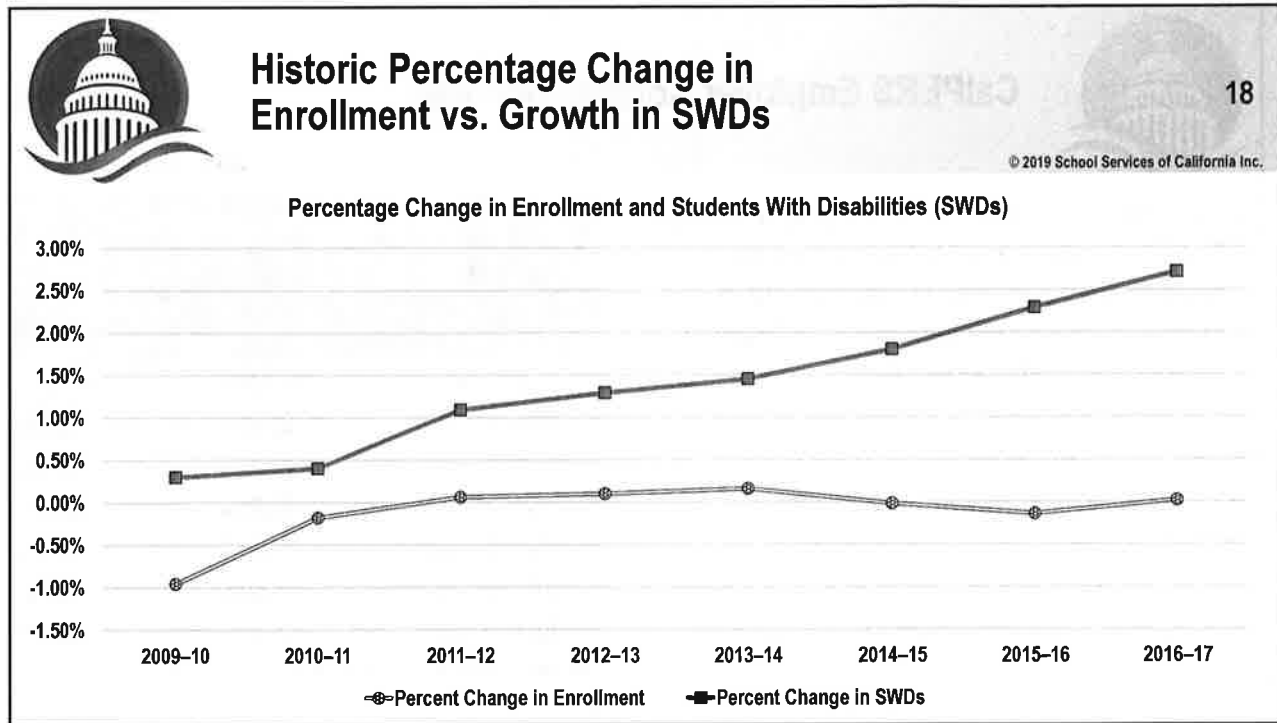
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- All Special Education Local Plan Areas (SELPAs) are getting:
  - COLA if currently funded above the statewide target rate OR equity if below

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Special Education in 2020-21

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The enacted State Budget requires the 2020-21 Budget to include reform of the special education system to improve outcomes for students in areas such as:

- The role of SELPAs in the delivery of special education services, including increasing accountability and incorporation into the statewide system of support
- Expansion of inclusive practices and least restrictive environment
- Disproportionality of special education identification, placement, and discipline, as applicable, and ensure equitable access to services
- Existing funding allocations for special education



Notes

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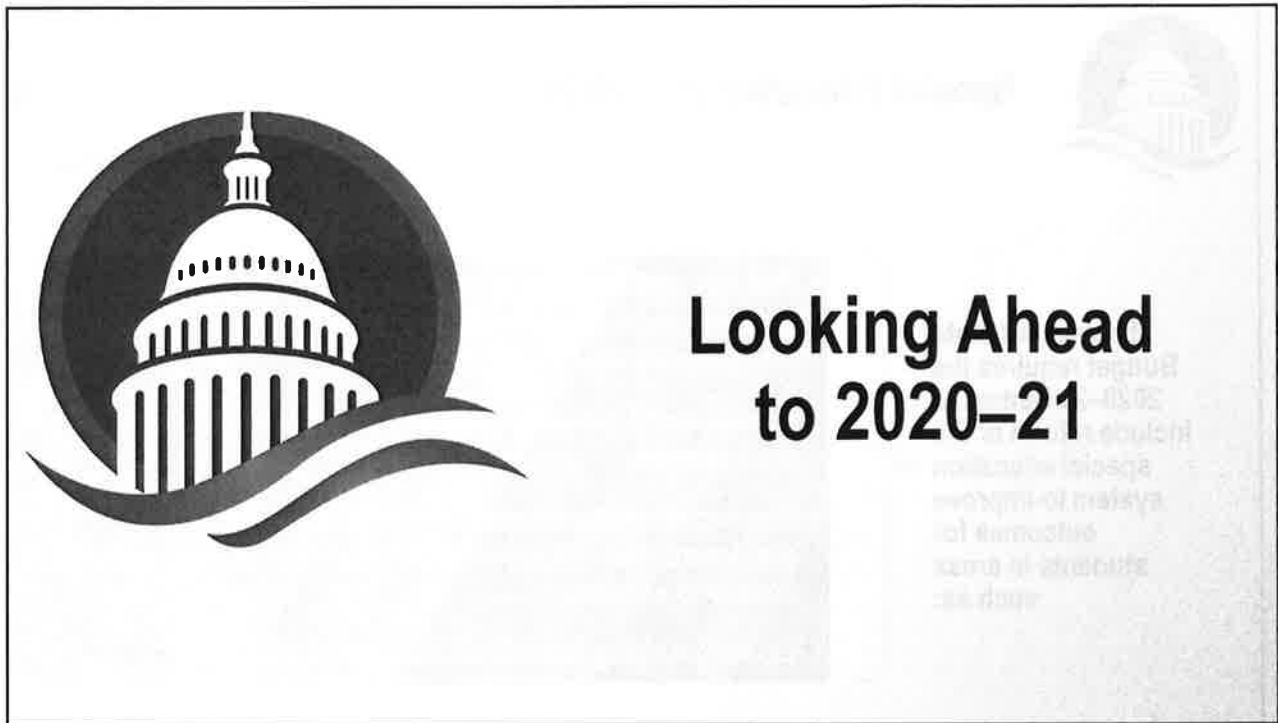
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## State General Fund Revenues Up

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- State General Fund revenues closed out 2018–19 more than \$1 billion above the May Revision forecast
- In addition, revenues for July and August have come in a combined \$186 million above the forecast
- If revenues outpace the forecast through December, the January Governor’s Budget will have to recognize an upward revision to the revenue forecast
- This would have significant implications for K–12 education funding under Proposition 98



# California Association of Urban School Administrators

## State Budget Overview

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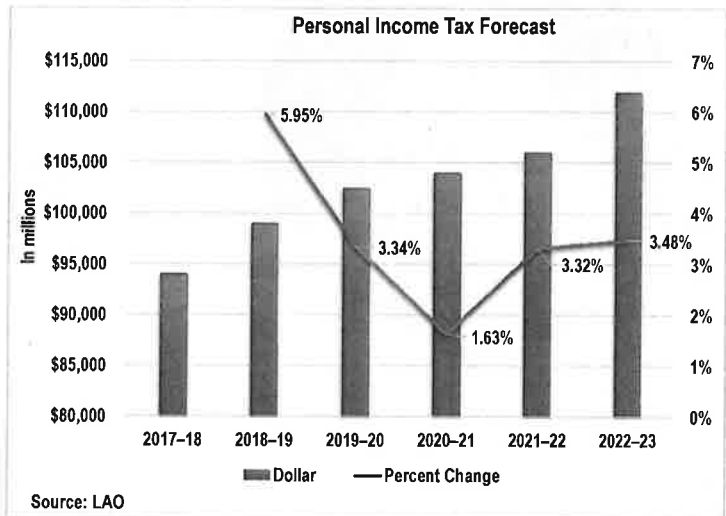


### California Economy

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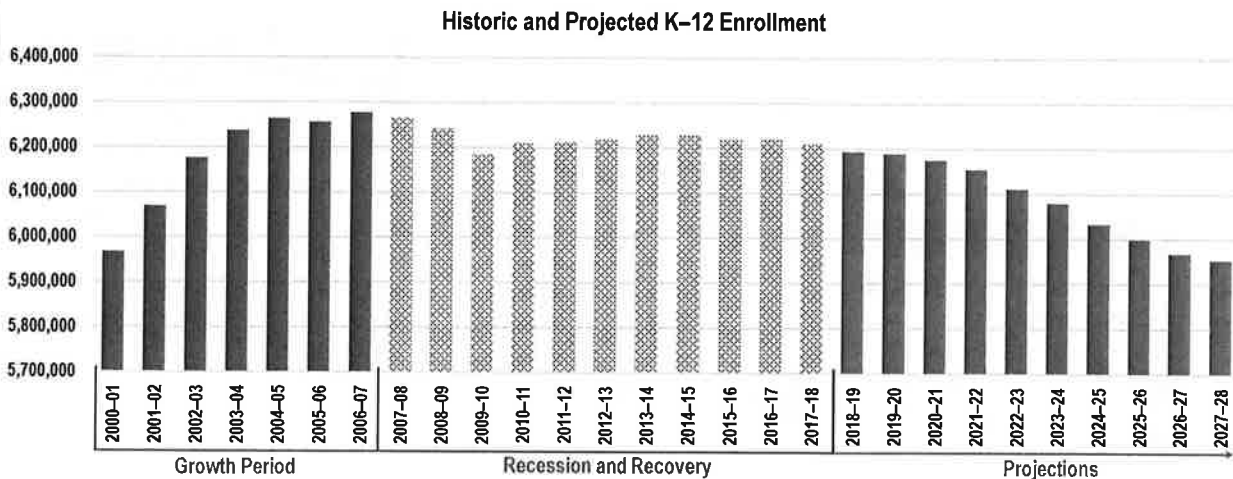
- California's "Big Three" taxes are the biggest source of state revenue and indicator of economic health, with the Personal Income Tax (PIT) generating the greatest share, amounting to over 70% of state revenues
- Over half of PIT revenues come from California's "one percenters," making it more sensitive to economic activity
- The Legislative Analyst's Office (LAO) forecasts that PIT revenue growth will slow from 3.34% in 2019-20 to 1.63% in 2020-21




### California Public K-12 Enrollment

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## Growing Revenue

California's largest revenue source is property taxes, which account for 45% of state revenues. The state's property tax base is growing, and the state's revenue is projected to increase from \$124.5 billion in 2019-20 to \$135.5 billion in 2020-21.

The Legislative Analyst's Office (LAO) forecasts that PIT revenue growth will slow from 3.4% in 2019-20 to 1.8% in 2020-21.

California's "rainy day" fund, which is used to stabilize state revenues in economic downturns, is projected to grow from \$12.5 billion in 2019-20 to \$14.5 billion in 2020-21.



## Proposition 13 Split Roll Initiative

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**Reassess commercial and industrial properties regularly based on fair market value, not just with ownership changes**

**Resulting revenues are provided to local governments (cities, counties, etc.) based on the current local split of property taxes**

**Revenues that would normally be sent to school and community colleges districts are pooled into the Local School and Community College Property Tax Fund**



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Local School and Community College  
Property Tax Fund

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K-12 receives 89% of the revenues in the Local School and Community College Property Tax Fund—estimated to be \$4 billion

Provides funds to LEAs based on their current proportionate share of the state's LCFF entitlement

For example, Los Angeles Unified School District currently accounts for 9% of the statewide LCFF entitlement, so it would receive 9% of the K-12 portion of the new revenues



November 2020

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- Polling from January 2019 indicates that 49% of likely voters favor a split roll property tax system, a decrease from 60% in 2012
- However, when the benefit to K-12 schools was mentioned in the April 2019 poll, support for the proposal increased to 54% among likely voters
- There is skepticism in the education community that this initiative is a solid choice for increasing funding—of an estimated \$11 billion generated, only about \$4 billion goes to K-12
- A strong opposition campaign from the business and anti-tax community will likely erode this support as the General Election draws nearer

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Other Initiatives in November 2020?



CSBA\* and ACSA\* considering an initiative to raise funds for education by increasing taxes on high income earners



SCA 5 would ask voters to reduce the parcel tax threshold from 2/3 to 55%

\* California School Boards Association (CSBA), Association of California School Administrators (ACSA)



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Thank you

[LeilaniA@sscal.com](mailto:LeilaniA@sscal.com)

**CAUSA TREASURER'S REPORT**  
**March 9, 2018 – August 15, 2019**

<b>DATE</b>	<b>DESCRIPTION</b>	<b>WITHDRAWAL</b>	<b>DEPOSIT</b>	<b>BALANCE</b>
3/9/18	Previous Balance			\$5,857.44
3/10/18	Check Order	\$47.25		\$5,810.19
3/26/18	CAUSA – Los Angeles - AALA Host	\$500.00		\$5,310.19
4/6/18	UPE CAUSA dues		\$137.25	\$5,447.44
5/24/18	Website Host & Maintenance Quarterly 5/15/18 – 8/15/18	\$150.00		\$5,297.44
8/15/18	Website Host & Maintenance Quarterly 8/15/18 – 11/15/18	\$150.00		\$5,147.44
10/12/18	CAUSA – Oakland - WCCAA Host			\$5,147.44
11/15/18	Website Host & Maintenance Quarterly 11/15/18 – 2/15/19	\$150.00		\$4,997.44
2/5/19	Julie Garcia: Preparation & Presentation of Google Membership Form	\$1,000.00		\$3,997.44
2/15/19	Website Host & Maintenance Quarterly 2/15/19 – 5/15/19	\$150.00		\$3,847.44
2/15/19	CAUSA – Oakland - WCCAA Host Overage		\$774.79	\$4,622.23
2/28/19	Dues: AALA, UPE, AASD, UASF, WCCAA		\$1,396.00	\$6,018.23
3/11/19	Oakland Dues		186.50	\$6,204.73
3/22/19	ALBEM	\$1,620.00		\$4,584.73
5/15/19	Website Host & Maintenance Quarterly 5/15/19 – 8/15/19	\$150.00		\$4,434.73
8/15/19	Website Host & Maintenance Quarterly 8/15/19 – 11/15/19	\$150.00		\$4,284.73





## California Labor Management Initiative

260 Main Street, Suite 200,  
Redwood City, CA 94063  
866.259.0521

### **Improving public schools and advancing equity within California through labor-management collaboration**

The California Labor Management Initiative (CA LMI) is a project of Californians Dedicated to Education Foundation and seeks to engage school system unions and management as collaborative partners in creating, resourcing and implementing solutions resulting in a strong public education system that serves every student in California. Since 2015 the CA LMI has convened public school leaders to advance labor-management collaboration and continuous improvement through peer learning networks and training. The CA LMI facilitates exploration and sharing of research and best practices to build deep enduring cross-sector union-management partnerships in California public schools. The Initiative is guided by a steering committee that includes state education organizations.

**The goal of the CA LMI is to make labor-management collaboration an integral part of improving public schools and advancing equity in California.**

#### **Partners:**

- Association of California School Administrators (ACSA)
- California Collaborative for Educational Excellence (CCEE)
- California County Superintendents Educational Services Association (CCSESA)
- California Department of Education (CDE)
- California Federation of Teachers (CFT)
- California School Boards Association (CSBA)
- California School Employees Association (CSEA)
- California Teachers Association (CTA)

#### **LMI Objectives:**

- Build the collective knowledge base for supporting local labor-management collaborations in California
- Build capacity and resources at the state, regional, and local levels to support local labor-management collaborations
- Facilitate learning and sharing of promising labor-management practices among local labor-management teams
- Improve a wide range of educational outcomes

**“The deep shift is a process shift of the way you work together. The culture of working together—risk taking, truth telling, openness, and so forth. You can’t learn that in a seminar. You must learn that in action research working and listening to each other in a healing way.”**

~ Dr. Patrick Dolan Labor-Management Leader & Author of Restructuring Our School



# UPDATE

[www.aala.us](http://www.aala.us)

Week of September 30, 2019

## TAKE US WITH YOU

AALA is again highlighting the importance of being aware of and, if necessary, invoking your Weingarten Rights whenever asked to attend a meeting with a supervisor or an investigator. Be aware that some District supervisors and investigators are calling administrators to attend an “interview” or an “investigatory meeting.” The invitee is advised that it is not disciplinary in nature and therefore, there is no need for a representative to be present. However, the reality is that these nondisciplinary investigatory meetings or interviews can lead to future discipline and even dismissal for AALA members.

While you may think there is no problem in attending these meetings without representation, we urge you to contact AALA prior to an investigatory meeting or interview, even if you are told it is not disciplinary in nature. In addition, it is wise to ask in writing if representation is needed. You have the right to do so! It has been a long-standing practice in the District for the playing field to be EQUAL! That is to say, if there are TWO district administrators (or investigators) on one side of the table, then there should be TWO invitees on the opposite side of the table, the AALA member and his/her representative. It is never too late to invoke your Weingarten Rights as you enter the room. Prevent the ambush by politely stating:

*“I am surprised to see that you are accompanied by someone. If this could lead to my being disciplined or terminated, or affect my personal working conditions, I respectfully request that my union representative also be present. Without union representation, I choose not to participate in this discussion.”* In a pinch, and to be more succinct, simply say, *“I am invoking my Weingarten rights, and respectfully request that this meeting be rescheduled.”* Refusals on the District's part should be followed by a momentary request to excuse yourself and immediately call AALA. AALA will take it from there!

On another note, if you are asked to be “interviewed” by someone who is not your line supervisor, for any reason other than as a part of a self-initiated job application, call AALA first! Sometimes, the person calling will not even tell you the reason for the interview, simply referring to an ongoing investigation. Make sure that you call the AALA office before agreeing to any such interview, and definitely before attending one.

Once the interview commences, remember the following:

- Avoid absolute words like “always” and “never”—Absolute words are frequently an invitation to, and fertile grounds for, cross-examination by the District. The District may attempt to damage your credibility by first getting you to make an absolute statement. Your responses may be used as counterexamples in an effort to show the falsity of your statement.

## IN THIS ISSUE

TAKE US WITH YOU  
STAFF SPOTLIGHT  
HEALTHCARE FAQs – FLU SHOTS  
TEACHERS OF THE YEAR  
INSTRUCTIONAL TECHNOLOGY  
INITIATIVE  
IS IT TIME TO PACK YOUR BAGS?  
FRIENDS OF AALA  
SAVE THE DATE  
IN MEMORIAM  
SANFORD HARMONY  
CALENDAR  
CSUN MASTERS & PASC PROGRAM  
POSITIONS





# Associated Administrators of Los Angeles

## TAKE US (Cont.)

- Don't elaborate or volunteer—Volunteering information can be one of the biggest mistakes! Answer only the question being asked and do not volunteer information. The volunteering of information will almost always result in new lines of questioning. It may also disclose information to which the District otherwise never would have become privy.
- Be careful about using hedge words—Examples of such words or phrases are “I guess,” “I believe,” “it's possible,” and “I think.” The only reason that you are answering questions is to share your first-hand experience, not your opinions. Hedge words and phrases can quickly undermine your answers, and are an invitation for additional questions to arise.
- I don't know—If you are asked a question and you are not sure of the answer, it is perfectly acceptable to say, “I don't know.” There is absolutely nothing wrong with this response if you genuinely do not know the answer to the question.
- I don't recall or I don't remember —When you honestly do not remember a situation, fact, or occurrence, this answer may be appropriate. However, utilizing it too much may damage your credibility and of more concern, it could lead to conjecture that you did do something against policy. For example, if asked, “When was the last time you failed to file the paperwork for a field trip?” answering, “I don't recall,” indicates that you have done it at some point in the past.
- Beware of open-ended questions—This may be an attempt to get additional information from you. Answer questions as concisely as possible, being careful not to provide information for which you were not asked. Let the interviewer pose follow-up questions; don't do the job for him/her.
- Avoid slang—These expressions can damage your professional image and give the perception that your command of the language is limited. Concentrate on not using slang during conferences, interviews, professional encounters, etc.
- Yes or no responses—When asked to only respond *yes* or *no* to a question, attempt to do so. However, if you feel the answer requires more than a yes or no, let the interviewer know this before you respond. It will then be up to him/her to either let you explain your answer or to rephrase the question.
- Concessions—In answering questions honestly, you may have to make an occasional concession. If you make the concession graciously and move on, you will exude confidence, flexibility, and integrity. If, on the other hand, you doggedly refuse to give an inch, you may appear rigid and partisan. Quibbling over possible exceptions or equivocating in some way helps no one.
- If you misspeak or answer incorrectly—As soon as you realize the error, make the correction. Do not make it worse by being unwilling to acknowledge your mistake.
- Refuse to speculate, assume, or guess—Don't let the interviewer trick you into doing so; simply say, “I am not going to speculate on that.”
- I don't understand the question—There is nothing wrong with saying this if the question is confusing to you. You can also ask that the question be simplified. However, do not say, “I don't understand,” to avoid answering.



# ARBITRATION REVIEW COMMITTEE POLICY & PROCEDURES

## INTRODUCTION:

The goal of the Arbitration Review Committee (ARC) is to approve grievances that have not settled through the three-step grievance process per Article VIII, Section 11.0 of the CBA. AALA, with the concurrence of the grievant, may submit the matter to arbitration by a written notice to the Office of Staff Relations within five (5) days after termination of the last step. The committee's charge is take into account all relevant facts in the case and to decide in the best interest of the grievant and the organization, whether the issues of the grievance should be put forth to an arbitrator. This charge should not be taken lightly due to the significance a binding arbitration decision may have on AALA and/or the District.

## PROCEDURES:

1. ARC is composed of the President of AALA as the chairperson or their designee and a four (4) member committee selected from the Executive Board.
2. ARC will meet the second Thursday of each month, based on the number of requests for arbitration pending.
3. The Field Rep will present to ARC the case (strength and weaknesses, pros and cons, significance to the CBA, precedent-setting impact on AALA and/or grievant) after the Step 3 decision is sent to AALA. The Field Rep is not involved in the decision.
4. ARC can summons the Field Rep to discuss any new information and if the Field Rep concurs with the decision.
5. Once presented to ARC a decision to deny or move forward to arbitration will be issued within 5 working days.
6. A CERTIFIED letter will be sent to the grievant indicating ARC's decision, which will have been based on a thorough review of the issues and indicate closure of the case or its decision to arbitrate.
7. In the event of a decision to close the case, the grievant will have five (5) working days to request an appeal upon their CERTIFIED receipt of ARC's decision not to move forward to arbitration. The grievant will be invited to make a twenty (20) minute presentation before ARC.
8. If the grievant fails to make a request for an appeal and/or appearance the decision of ARC will be deemed final.
9. A final CERTIFIED letter will be sent to the grievant stating the decision to close the case.



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## Fall 2019 CAUSA Meeting – AASD Update

- **AASD Affiliates with the American Federation of School Administrators as Local 134.** Effective July 1, 2019, AASD affiliated with AFSA to become a local. This was well accepted by over 500 AASD members in good standing; affiliate members and retired members. For our over 500 members in good standing it is going to cost AASD approximately \$30,000 annually (total is \$50,000 however directors and officers liability insurance is now provided by AFSA and was a cost of \$20,000 to AASD). AASD had a “roll out” event in August where a dozen guests from AFSA attended and over 35% of the AASD membership were in attendance. Overall the affiliation has been well received by the membership. And don’t you just love our new logowear?!
- **AASD Changes Bylaws to Allow Political Activity.** As you may recall, when AASD unionized 10 years ago, the Bylaws were written to preclude any political activity. That changed in September when the Board of Directors voted to change the Bylaws to create a Political Action Committee (PAC).
- **Reopener Bargaining.** AASD is in reopener bargaining with the Wage article and Appendix (where stipends reside) open. AASD has “me-too” language that guarantees the 3.7% raise effective January 2020 (that was given to the teachers unit). AASD is attempting to bargain updates to some of the stipends and the create of a new longevity stipend that was just bargaining with the teacher’s union.
- **Post-Janus.** AASD reports only six members who have opted out of membership. That is approximately 1% of our membership.
- **Board of Education Turn Over Expected.** SDUSD has a five-member board of education. There are three board members whose terms expire in 2020. One has stated he will not run again (Evans). The other two are indicating they will run (Barrera and Whitehurst Payne). Two other board members’ terms expire in 2022. McQuary has stated he will not run again; Beiser is not indicating however due to recent scandal/lawsuit (sexual harassment), we are not sure of his plans. All current board members have called on him to resign but he has not done so. Meanwhile, Superintendent Marten’s contract has been extended to 2023.
- **Certificated Workload Still at the Forefront.** AASD was able to negotiate language two years ago that requires the District to engage in conversation and implement solutions to certificated administrator workload concerns. AASD has eight representatives in the work group and the district has an equal number of high level decisionmakers. AASD collects data regarding workload issues on a google form and shares with the district officials and, while workload is still an issue, many of the concerns have been resolved.



## Employee Relations Services

DEPT. ≡

### Bargaining Updates

October 2, 2019

#### **CSEA Negotiations Progressing**

Bargaining teams for the Long Beach Unified School District and the local chapter of the California School Employees Association have met several times in recent months, most recently on Sept. 30, 2019. Significant progress has been made, and tentative agreements have been reached on 15 articles.

One article remains unresolved: Article V – Compensation/Health Benefits.

The bargaining teams have spent considerable time discussing prorated health benefits for part-time classified employees. Currently, the school district does not prorate its health benefit contribution for part-time classified employees. The district pays the same contribution for part-time classified employees as it does for full-time classified employees.

The school district is proposing to prorate its health benefit contribution for part-time classified employees to create parity with other employee groups and to better manage increasing health benefit costs. The district's interest in parity with other employee groups also is consistent with practices in the vast majority of surrounding school districts. At the next negotiation session on Oct. 14, a state mediator will work with both bargaining teams on this last remaining issue. The school district will inform classified employees if a tentative agreement is reached.

July 16, 2019

#### **CSEA Negotiations Continue**

The Long Beach Unified School District and the California School Employees Association have been negotiating a successor collective bargaining agreement since last March. The bargaining teams have reached tentative agreement on 11 articles.

Five articles remain unresolved. This includes Article II – Reserved Rights of District, Article III – Association Rights, Article V – Compensation/Health Benefits, Article VI – Hours, and Article IX – Transfers and Promotions.

The bargaining teams have spent considerable time discussing prorated health benefits for part-time classified employees. Currently, the school district does not prorate its health benefit contribution for part-time classified employees. It pays the same contribution for part-time classified employees as it does for full-time classified employees.

This practice differs from all other employee groups, including management and certificated. For these groups, the district pays a prorated health benefit contribution based on the employee's regular assigned hours. Thus, for example, if an employee's regular assignment is 75 percent of a full-time assignment, the employee would receive 75 percent of the district's health benefit contribution.

The school district is proposing to prorate its health benefit contribution for part-time classified employees to create parity with other employee groups and better manage increasing health benefit costs.

The 2018-19 cost for part-time classified bargaining unit health benefits was \$7,526,868.00. Of this amount, \$1,955,722.00 was attributable to the cost of paying the district's full health benefit contribution for part-time classified employees. This amount is equivalent to a 2 percent salary increase for classified employees.

The cost of health benefits is increasing each year. The school district projects health benefit costs to increase by 7 percent in the foreseeable future. It is important for the district to consider cost containment options in order to manage these rising costs in the future.

Bargaining teams for the school district and CSEA continue working in earnest to resolve any remaining issues. The school district will keep classified employees informed in a timely fashion as further progress is made.

## April 4, 2019

### **Board OKs Raises for Teachers, Non-Reps**

The Long Beach Unified School District Board of Education approved salary increases for Teachers Association of Long Beach members and non-represented employees last week.

TALB members and qualifying non-represented employees, including managers, will receive an ongoing salary increase of 2 percent, and a one-time increase of 1 percent.

The salary increase for TALB members was part of a contract agreement approved by the school board after teachers had ratified the agreement with a yes vote of more than 97 percent.

The ongoing 2 percent raise is retroactive to July 1, 2018. The one-time, or "off schedule," payment provides 1 percent of earnings for the entire 2018-19 fiscal year.

Qualifying employees will see the ongoing 2 percent raise reflected on paychecks as early as May, and retroactive checks for the 2 percent will be issued that same month. The one-time payment of 1 percent will be issued as soon as October.

The school district also has begun bargaining with the California School Employees Association.

The new agreement with TALB also makes some adjustments to language in the contract categories of association rights, days and hours, leaves of absence, transfers, safety conditions of employment, evaluation procedures, shared decision making, and Child Development Center job specifications. A Memorandum of Understanding was signed to support grant opportunities for the Child Development Center and to continue reassignments.

## March 7, 2019

### **Raise Included In Tentative Deal with TALB**

Bargaining teams for the Long Beach Unified School District and the Teachers Association of Long Beach have reached a tentative contract agreement that includes an ongoing salary increase of 2 percent, plus a one-time increase of 1 percent.

Pending approval by the TALB membership and the Board of Education, the ongoing 2 percent raise would be retroactive to July 1, 2018. The one-time, or "off-schedule," payment provides 1 percent of earnings for the entire 2018-19 fiscal year.

The vote on the tentative contract by TALB's membership is scheduled for March 11 to 15. A Board of Education vote is tentatively scheduled to follow on March 27.

The school board is likely to consider a similar compensation adjustment on March 27 for non-represented employees.

Qualifying employees would see the ongoing 2 percent raise reflected on paychecks as early as May, and retroactive checks for the 2 percent would be issued that same month. The one-time payment of 1 percent would be issued as soon as October.

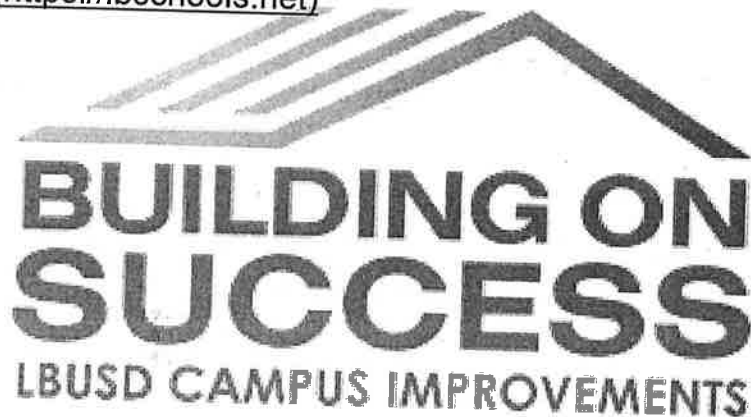
The school district will begin bargaining with the California School Employees Association in the coming weeks.

The tentative agreement with TALB also makes some adjustments to language in the contract categories of association rights, days and hours, leaves of absence, transfers, safety conditions of employment, evaluation procedures, shared decision making, and Child Development Center job specifications. In addition, a Memorandum of Understanding was signed to support grant opportunities for the Child Development Center and to continue reassignments.





<https://lbschools.net>

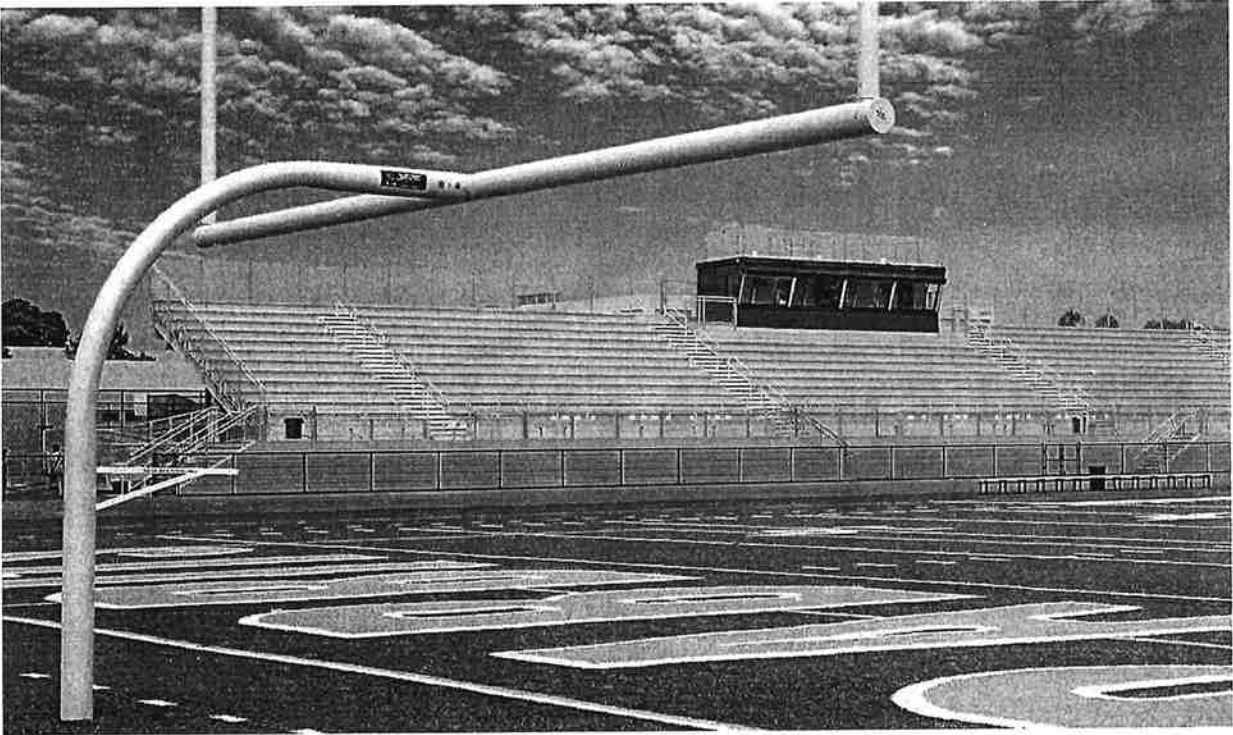


[./measurek.cfm](https://lbschools.net/measurek.cfm)

**UPDATE**  
FALL 2019

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Thousands of Students Benefit from Air Conditioning and Upgrades

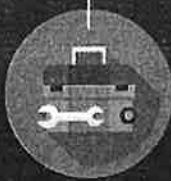


## Bond Projects by the Numbers

*As of September 2019*

**90**

Active Bond  
Projects



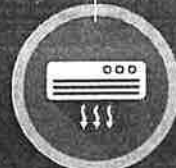
**24**

Measure E  
Projects Completed



**538**

Classrooms Modernized  
& New Air Conditioning



**\$1.5** BILLION  
Active Bond Projects

**13,821**  
Students Benefiting from  
Modernization  
& Air Conditioning

[Back to This Issue \(http://lbschoolbonds.net/newsletters/2019-fall-update.html\)](http://lbschoolbonds.net/newsletters/2019-fall-update.html)

[Past Issues Archive \(index.html\)](#)

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More than 13,800 students in 538 classrooms on 19 campuses this fall are benefiting from completed Measure E campus upgrades, including new air conditioning and other interior and exterior improvements.

Two and a half years of planning and construction have resulted in completion of about one third of the 51 LBUSD campuses slated for renovations.

Among schools with newly-renovated classrooms completed over the summer are Barton, McKinley, Lindsey, MacArthur, Keller, Burcham, Webster, Longfellow, Mann, Lowell, Jefferson and Sato.

Renovations continue at Lakewood High School through the end of the year, though several areas of the campus are already enjoying newly modernized spaces this fall.

Modernization includes not only new central heating/air conditioning systems but also utility infrastructure and accessibility upgrades, electronic classroom projectors, new lighting, windows, paint and other necessary repairs.

Following voter approval of Measure E in November 2016, planning started immediately for installation of air conditioning systems and other upgrades at the 51 campuses where central air conditioning was outdated or non-existent.

The plan remains to fully air condition all schools. For a complete schedule, visit School Bond Projects Timeline (<http://lbschoolbonds.net/e-project-timeline.cfm>).

Work started over the summer at four more campuses: Alvarado, Bixby, Muir and Naples.

Meanwhile, Sato Academy's new 25,000 square foot biomedical and engineering building is complete, and Millikan High's new 50,000 square foot classroom building, begun earlier this year, is scheduled to be ready by next summer.

The rebuilding of Jordan High School is progressing with several more buildings scheduled to open in January 2020. When second semester starts, students and staff will enjoy a modern auditorium, library, administration building and two classroom buildings--all part of the \$208 million renovation of the 27-acre campus in North Long Beach. The multi-year project began with installation of portable classroom for use when old buildings are torn down and rebuilt. In early 2017, the first of three new classroom buildings were opened.

School bond funds have also paid for athletic facilities to be improved at all high schools and middle schools. Additional campus security, such as fencing, self-locking doors and alarm systems are among other bond projects completed.

(<http://www.lbschools.net>)

## Academic & Career Success Initiative

DEPT. ☰

### Initiative Key Components

While implementing the Long Beach College Promise and further enhancing the Seamless Education Partnership are central pieces, the Academic and Career Success Initiative includes many other integrated district efforts:

- College "A-G" Course Awareness, Access and Completion ☺  
(/Departments/Success\_Initiative/key\_components.cfm#awareness)
- College and Career Awareness and Enrichment ☺  
(/Departments/Success\_Initiative/key\_components.cfm#enrichment)
- Parent Outreach ☺ (/Departments/Success\_Initiative/key\_components.cfm#outreach)
- Enhanced Counseling ☺ (/Departments/Success\_Initiative/key\_components.cfm#counseling)
- Mentoring ☺ (/Departments/Success\_Initiative/key\_components.cfm#mentoring)
- Early Algebra Readiness and Completion ☺  
(/Departments/Success\_Initiative/key\_components.cfm#algebra)
- Literacy Development ☺ (/Departments/Success\_Initiative/key\_components.cfm#literacy)
- Enhanced Interventions ☺ (/Departments/Success\_Initiative/key\_components.cfm#interventions)
- AVID Expansion ☺ (/Departments/Success\_Initiative/key\_components.cfm#AVID)
- Advanced Placement Course Expansion ☺ (/Departments/Success\_Initiative/key\_components.cfm#AP)

### College "A-G" Course Awareness, Access and Completion

The "A-G" courses are a sequence of high school courses that students must complete, with a grade of C or better, to earn minimum eligibility for admission to California State University and the University of California. Students and parents will be made aware of these requirements beginning in sixth grade, and the school district will provide a written notice

([http://www.lbschools.net/Asset/files/Success\\_Initiative/COS%20Parent%20Notification%2008-02-15.pdf](http://www.lbschools.net/Asset/files/Success_Initiative/COS%20Parent%20Notification%2008-02-15.pdf)) to parents of students in grades eight to 12 annually. Counselors will work to make certain that any student considering college is enrolled into "A-G" courses and made aware of programs available to help them succeed in those courses. The school district's goal is to increase the number of students successfully completing the "A-G" course requirements by the time they graduate.

In January 2008, Board Policy 6153 Course of Study

([http://www.lbschools.net/Asset/files/Success\\_Initiative/BP6143.pdf](http://www.lbschools.net/Asset/files/Success_Initiative/BP6143.pdf)) was revised to include language that aligns with the Academic and Career Success Initiative's goal of improving college and career readiness.

- The "A-G" College Requirements English  
([http://www.lbschools.net/Asset/files/Success\\_Initiative/A-G%20requirements%201-25-08.pdf](http://www.lbschools.net/Asset/files/Success_Initiative/A-G%20requirements%201-25-08.pdf)) / Spanish  
([http://www.lbschools.net/Asset/files/Success\\_Initiative/A-G%20requirements%201-25-08\\_SP.pdf](http://www.lbschools.net/Asset/files/Success_Initiative/A-G%20requirements%201-25-08_SP.pdf))
- Parent Course of Study Written Notification  
([http://www.lbschools.net/Asset/files/Success\\_Initiative/COS%20Parent%20Notification%2008-02-15.pdf](http://www.lbschools.net/Asset/files/Success_Initiative/COS%20Parent%20Notification%2008-02-15.pdf))

## College and Career Awareness and Enrichment

Beginning in the upper elementary grades, students will gain college and career exposure that will continue through high school. Coursework will incorporate real-life and relevant activities so that students see a stronger connection between school and the real world. The district will continue enhancing and building the career-focused small learning communities, academies and specialized programs available at high schools. The district will also continue offering career and technical education courses, as well as ROP (Regional Occupation Program) courses that allow students to practice their skills in a real work environment. Lastly, the school district will annually provide a written notice ([/Asset/files/Success\\_Initiative/COS%20Parent%20Notification%2008-02-15.pdf](/Asset/files/Success_Initiative/COS%20Parent%20Notification%2008-02-15.pdf)) to parents (for students in grades eight through 12) that includes information about Career Technical Education along with information about the "A-G" college entrance requirements.

- Parent Course of Study Written Notification  
([http://www.lbschools.net/Asset/files/Success\\_Initiative/COS%20Parent%20Notification%2008-02-15.pdf](http://www.lbschools.net/Asset/files/Success_Initiative/COS%20Parent%20Notification%2008-02-15.pdf))

For more information about Career Technical Education and ROP, click on the links below:

- Career & Technical Education (<http://www.lbschools.net/Departments/Curriculum/CTE/>)
- California Department of Education Information (<http://www.cde.ca.gov/ci/ct/>)

## Parent Outreach

Parents play a critical role in the academic and career success of students. The school district is committed to educating parents about the programs available to their children, the requirements for graduation and college eligibility, the options available after high school, and much more. This education will begin in the 6th grade and will continue through graduation. Additional staff will help coordinate these efforts with parents.

- LBUSD Parent / Family Involvement Website ([/Departments/Parent\\_U/](/Departments/Parent_U/))

## Enhanced Counseling

State Assembly Bill 1802 has allowed the school district to increase the number of counselors serving students. Counselors now provide stronger support services to meet the academic, career and personal needs of all students, including those requiring more intensive services. Beginning in middle school, every student will have at least one meeting with their counselor annually. Parents are encouraged to attend. These meetings will help keep students on track for high school graduation, college eligibility and career success.

## Mentoring

The Middle and K-8 Schools Office, in partnership with community organizations Academic UpRise and Kingdom Causes, provides mentoring for middle school students to better prepare them for success in high school and beyond. Superintendent Chris Steinhauser has challenged the LBUSD community to get at least 500 active mentors across our school sites as soon as possible. If you are interested in becoming a mentor and making a difference in a student's life, please call (562) 997-8100.

## Early Algebra Readiness and Completion

For many students, algebra is one of the toughest requirements needed to graduate from LBUSD and be eligible for entrance into most colleges. The district is committed to ensuring that students are better prepared for Algebra, and prepared for it much sooner. The goal is for more students to successfully complete Algebra I in middle school. This can help improve graduation rates and will allow students to take other courses in high school they may need for college entrance or as a prerequisite for a career technical education course sequence. The school district is piloting a successful elementary school math program (MAP2D) in four middle schools, and if successful, the program will be expanded. Lastly, the district is providing additional training for math teachers, and is carefully monitoring student placement into appropriate math courses.

## Literacy Development

To achieve academic and career success, students must be able to read, write, speak and understand English. This can be especially challenging for students whose first language is not English, and for students with special needs. Teachers will receive additional training in both of these areas. The school district is expanding an academic vocabulary program that provides students, especially children still learning English, with key vocabulary needed for success in math, science, English and history. In addition, the school district will continue using research-based instructional materials while also continuing to develop and enhance student monitoring assessments.

## Enhanced Interventions

Academic interventions are the steps taken to assist students who need extra help or may not be exhibiting a normal pattern of progress. Effective interventions keep students on the path to academic and career success. The school district will evaluate and monitor interventions more systematically, and will eliminate or modify interventions that are not effective. Once proven to be effective, interventions will be expanded or used more frequently. For example, the district expanded a successful Saturday school program, and will modify certain summer school programs to increase their effectiveness. At the same time, additional counseling will provide earlier and more intensive interventions for students who need it.

- [Academic Interventions \(/Departments/Curriculum/academic\\_interventions.cfm\)](/Departments/Curriculum/academic_interventions.cfm)

## AVID Expansion

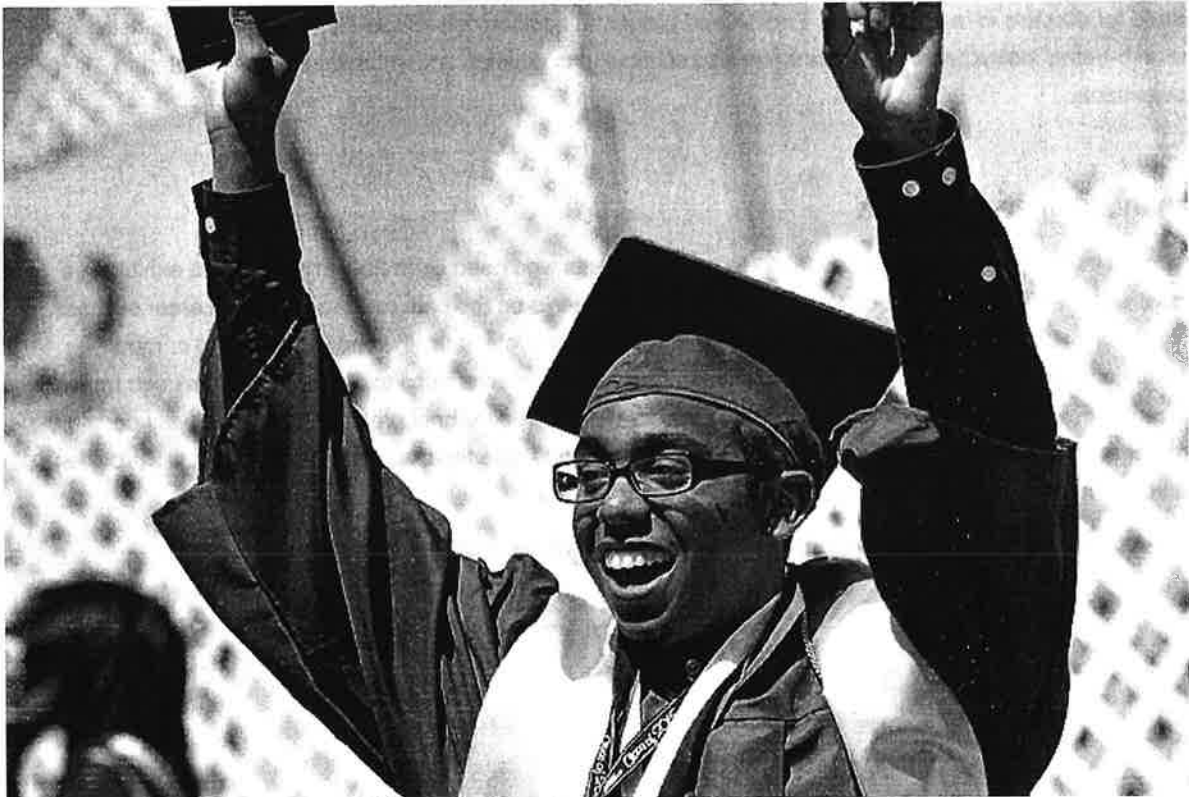
AVID stands for Advancement Via Individual Determination and it is an academic program that prepares students for college. It is an elective class for sixth to twelfth graders who want to go to college, but may not have the life skills, knowledge or background that can help make college dreams come true. AVID provides academic support and teaches students study and organizational skills, writing, and other skills needed to succeed in college. Students visit colleges and do in-class activities to learn about college, the college application process, financial aid opportunities, and available scholarships. In addition to the elective class for sixth to twelfth grade students, the district is gradually incorporating AVID strategies into the fourth and fifth grades of elementary schools.

- AVID Website ([/Departments/Curriculum/AVID/](#))

## Advanced Placement Course Expansion

Advanced Placement (AP) courses prepare students for the rigor of college and can save parents thousands of dollars in tuition by helping students earn college credit in high school. Student enrollment in AP courses has increased 65 percent between 2003 and 2007, with African American student's participation increasing by 85 percent, and Latino students emerging as the largest ethnic group taking AP courses. The district plans to keep this upward trend by continuing to identify new students for AP courses, continuing to make AP courses available to all students, providing additional teacher training, and enhancing student support.

- AP Informational Website (<http://www.collegeboard.com/student/testing/ap/about.html>) (College Board)
- List of AP Subjects (<http://www.collegeboard.com/student/testing/ap/subjects.html>) (College Board)





## Measure E

DEPT. ☰

### Home - Measure E

Measure E Air Conditioning Timeline (<http://lbschoolbonds.net/hvac-modernization-timeline.cfm>)

### About Measure E

In response to strong public support for repairing aging schools, the Long Beach Unified School District Board of Education on June 23, 2016 approved the placement of a \$1.5 billion school repair and safety bond measure on the Nov. 8 ballot. The ballot measure, called Measure E, required approval by at least 55 percent of voters who cast ballots on election day. Voters approved the measure with a 74.86 percent yes vote.

Funds from Measure E address these key areas:

- **REPAIRS:** Many campuses here were built 60 to 70 years ago. These outdated buildings need important health and safety repairs. Additional work is needed to meet handicap accessibility and earthquake standards, replace old restrooms and leaky roofs, upgrade fire alarms and security systems, and improve plumbing and electrical wiring to conserve water and energy.
- **TECHNOLOGY:** Today's competitive global economy requires students have a good education in technology. It is imperative for students' future success to upgrade science and computer labs, libraries, and classroom technology, so students can learn the vital skills needed to go to college and compete for good jobs.
- **AIR CONDITIONING:** Many LBUSD schools lack air conditioning, making classrooms extremely uncomfortable on hot days. When temperatures rise, schools are forced to send students home due to overheated classrooms. Even classrooms with existing air conditioning systems are at or near their end of life with outdated parts. By installing modern energy efficient air conditioning systems, LBUSD will help improve learning by making sure classrooms are always comfortable and ventilated.
- **SAFETY:** Improving indoor and outdoor recreational areas, including fields, gyms and swimming pools, will allow after-school programs to be expanded. Increasing students' access to safe, supervised activities, which provide mentoring and counseling, will keep them off the streets and increase graduation rates.

The bond measure is subject to strict accountability requirements, including a public expenditure plan, independent annual audits and review of all spending by an Independent Citizens' Oversight Committee. No money can be spent on administrator salaries, and all funds must be used locally to improve neighborhood schools.



# United Administrators of San Francisco

P.O. Box 31940 San Francisco, CA 94131

Telephone (415) 753-2970 Fax (415) 753-3694

Affiliated with American Federation of School Administrators, AFL-CIO Local #3



## *Strength in Numbers*

### **Bright Spots:**

1. Over 97% of eligible administrators enrolled as members
2. Established a system with HR of reaching out to them before they go to Board of Ed for approval, once approved HR provides their email contacts and access to their orientation
3. 3% salary increase as of July 1, 2019, in addition to 2%, 3% or 4%, from a local parcel tax, depending on number of years as an administrator in our unit
4. 7% increase as of July 1, 2018
5. Elected Executive Board members meet monthly; increased attendance by recruiting experienced leaders with strong reputations, providing a small stipend, meeting in a central location, providing food, parking lot
6. Had a Board of Directors half day Saturday retreat recently
  - a. 17 representatives attended
  - b. Productive' received positive feedback
  - c. Worked in small groups
    - i. Groups: PD, Communication and Member Advocacy; Roles and Responsibilities of Executive Board Members
    - ii. Careful to supplement, not supplant district provided PD
  - d. Location was beautiful, centrally located near school with parking; included a free wine tasting
  - e. Provided a stipend per our contract rate

### **Challenges:**

1. Trend-new to SFUSD administrators are those not joining; most are people of color, Why: Are they not planning on staying? Are the dues too expensive? Do they not see the value? Reason they indicate is they need that 1% because of SF costs, Two asked for scholarship or reduced rate.
2. Strengthening communication systems to and from about 284 members
3. Some divisions and departments have time to speak to members monthly, some do not
4. 7-12% members attend UASF social TGIF type events
  - a. tried different venues, different days of the week
  - b. best attendance was 35% at general membership meetings held after required "all administrator meetings" in the same location (no parking issues)
5. 100% of our officers and elected division reps are full-time site or centralized administrators
6. Building relationships with new Board of Education members
  - a. Pro-teacher (three are former SFUSD teachers, one is a former principal)
  - b. Invited all of them to a spring reception-only one attended
  - c. One commissioner has not acknowledged multiple attempts to meet with or return phone calls or emails
  - d. 10/15/19 Sponsoring a reception for members and BOE members before a BOE meeting, in the lobby outside their district offices
7. Per contract, members receive salary letters-they had the wrong year and multiple corrections to make! EDs check each one for accuracy letting members know of advocacy.

**Caroline Satoda, President, United Administrators of San Francisco, AFL-CIO #3**

**Email: [csatoda.uasf@gmail.com](mailto:csatoda.uasf@gmail.com)**





CAUSA FALL CONVENING REPORT  
October 11, 2019

- SCUSD is facing a huge fiscal crisis and is expected to run out of cash in 2021
  - \$27M shortfall
  - Years of deficit spending
  - OPEB costs
  - Rising health costs
  - .91 of every dollar goes to employee salary and benefits. The average is in the mid 80's
  - Salaries are 6% more than other unified districts in California
  
- UPE's role in addressing the budget issues
  - Working with 3 other labor partners (SEIU, TSA, Teamsters) to find potential areas of shared sacrifice.
  - Working together to minimize loss of positions, particularly in the classified area.
  - Working with CECHR to negotiate lower health care costs, a potential \$16M dollars in savings.
  - Continually inviting SCTA to come to the table and work together to identify savings.
  
- Current negotiation updates
  - Not much happening now, as UPE and other bargaining units will not make concessions until SCTA makes some adjustments. This is the result of historical practice in SCUSD.
  - Looking for limited fiscal impact items to negotiate:
    - Emergency days
    - Evaluation process
    - Working conditions
    - Job protection, especially in current fiscal environment
    - Input into PD



# CAUSA -- SAN DIEGO!

Hosted by Administrators Association San Diego (AASD)

March 12-13, 2020 (Thursday-Friday)

Sycuan Casino Resort

Dear CAUSA Colleagues,

The Administrators Association San Diego is hosting our Spring CAUSA meeting on March 12-13 at the newly renovated and beautiful Sycuan Casino and Resort. We think this will be a great location for our meeting as well as for those who wish to add on days to enjoy a mini vacation! The Sycuan Casino and Resort has many different restaurants and eateries to choose from as well as entertainment and several swimming pools. In addition to the Sycuan Casino and Resort, there is a sister property three miles away with a golf course <https://www.singinehillsgolfresort.com/> For information about the Sycuan Casino and Resort, the website is <https://www.sycuan.com/>

## **Hotel Rooms:**

A block of rooms is being held with the deadline to book of February 11. Rooms are \$139 + tax/resort fee based on single or double occupancy (total \$160.92 per night). This same rate not only applies to Thursday, March 11 but also applies any night between March 9 and March 15 (based on availability) so you may extend your trip if you would like to. Please book hotel rooms online at:

<https://reservations.travelclick.com/107572?groupID=2536599#/guestsandrooms>

or call the Sycuan Reservations line at 619-445-6002 and state you are with the CAUSA Meeting.

*Book your hotel room now! Don't delay!*

## **Shuttle from Airport:**

We have contracted with Sycuan Casino and Resort to provide a free shuttle from the San Diego International Airport to the Sycuan Casino and Resort and back. Sycuan Casino and

Resort is an approximate 40-minute drive east from the Airport. If you wish to take the free shuttle, please indicate so on your google registration form and more details will be provided.

The shuttle schedule is:

Thursday, March 11 – Shuttle will leave San Diego International Airport at 11:30 a.m. and will arrive at Sycuan Casino and Resort at approximately 12:15 p.m. which allows time for lunch and hotel check-in prior to the start of our event.

Friday, March 12 -- Shuttle will leave Sycuan Casino and Resort at 1:00 p.m. and will arrive at San Diego International Airport at approximately 1:45 p.m.

If you do not wish to take the shuttle from the airport or are extending your stay, transportation to Sycuan Casino and Resort and back to the San Diego International Airport is on your own and takes approximately 45 minutes from the airport to the Resort and vice versa.

If you are driving on your own or arriving via rideshare/taxi, please note that the route is via Interstate 8 East and traffic is heavy going East after 2:30 p.m. on Thursday.

### **CAUSA Registration:**

To register to attend, you must complete the google form by clicking the link:

[https://docs.google.com/forms/d/e/1FAIpQLSd5cp8IKQ4FLMWfkVFK3\\_ASIG2w2tn4\\_kCwvTOLdQF0Ff6ekA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd5cp8IKQ4FLMWfkVFK3_ASIG2w2tn4_kCwvTOLdQF0Ff6ekA/viewform?usp=sf_link)

**The deadline to register and make payment is February 21, 2020.** The cost per attendee is \$200 which includes Cocktail Hour on Thursday, Dinner on Thursday, Breakfast on Friday and AV/Conference Room charges. Payment may be made by check payable to AASD and sent to 3505 Camino del Rio South #264, San Diego, CA 92108 or by debit/credit card by calling the office at 619-295-2118. Please include the names of the attendees on any check.

### **Meeting Agenda:**

This will be a Thursday-Friday event. The meeting agenda is being developed and will be forwarded as soon as it is finalized. We anticipate the Thursday event beginning at 4:30 p.m. and ending at 9:30 p.m. and the Friday morning event beginning at 8:00 a.m. and ending at 12 noon.

### **Questions?**

Contact Donis Coronel at [donis@asdc.org](mailto:donis@asdc.org) or 619-813-8792.