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MAY 9 IS THE CALIFORNIA DAY OF THE TEACHER

CALIFORNIA TEACHERS: THE LEAGUE OF EXTRAORDINARY EDUCATORS



California owes much of its success to its public schools, colleges and universities that produce the scientists, technicians, engineers, and educated workforce. Teachers are deeply committed to the success of every student. Educators have many extraordinary skills they pull from to reach and teach students. Educators are advocates, inventors and problem solvers. Teachers are listeners, explorers, role models, motivators and mentors. They are idealists and dreamers, debaters and negotiators, adventurers and mediators. Although one teacher can be influential even life changing for a student, it takes the entire school community -- Education Support Professionals, K-12 teachers, college faculty and parents -- to provide the public education all of our students deserve.

For these many reasons, this year's Day of the Teachers' theme is "*The League of Extraordinary Educators*."

Camino Federal Credit Union honors Day of the Teacher with a gift for our Bargaining Unit members. Building Reps will receive packages for distribution.

Bargaining Team Sunshines Issues to be Addressed

The Bargaining Team has submitted the following articles for negotiations.

Article IV.	Hours and Assignments
Article VIII.	Class Size
Article X.	Organizational Security
Article XII.	Wages
Article XVI.	Leaves
Article XVII. ...	Safety, Security, and General Working Conditions
New Article	Employee Orientation and Information Sharing

The Association seeks to improve all aspects of working conditions for Bargaining Unit members.

The letter submitted to the District is available on MontebelloTeachers.org.

Non-Returning Employee Meeting May 30

Human Resources, Payroll and Benefits, along with the Association will come together to present information to non-returning certificated employees. The workshop will cover health insurance benefits, COBRA, and unemployment insurance benefits. The workshop is scheduled for **Wednesday, May 30 at 3:30 p.m. at the District Office Board Room**. Temporary contract Bargaining Unit members, non re-elected probationary Bargaining Unit members, and all other interested certificated employees are encouraged to attend.

LCAP Committee Questions Plan Implementation

The April 30, 2018 LCAP meeting focused on reviewing input and revisions to the plan summary. Additionally, district stakeholders reviewed the plan which specified the district vision and the LCAP budget and expenditure report (updated 4/23/18). With these focus points in mind, the driving question is does the MUSD LCAP support student achievement to the best of our district's ability, and how do we know their needs are being met?

According to the district vision, there are three main focus points:

1. Does the organizational culture of our district value the individual strengths and relationships in which learners have the opportunity to collaborate, have freedom of expression, and have high expectations within the educational community?
2. Does MUSD commit to continually refine our effort to provide educational equity, and are we preparing students for success in college, their career, and beyond?
3. Does MUSD nurture all students and staff through continuously creating conditions that promote rigor, relevance, and relationships throughout our district?

First, to support professional collaboration, \$2.9 million was allocated for **Professional Learning Opportunities (Goal 2.3)**. Some money has been spent this year, 2017-2018, yet there remains a balance of \$2.4 million. Of the \$1.5 million from our budget that has been allocated for **Professional Learning Days (Goal 2.1)**, the balance reflects that no money has been spent for this purpose. While the committee can see that money is being spent to support collaboration and high expectations, is this an effective way to spend money when there is no monitoring system in place to see if the expenditures are supportive of the educational culture MUSD wants to create? What the committee can see is that there is an intent to establish and implement a professional collaboration/leadership team that will focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students. This will be useful since 7 out of 10 subgroups in both English language arts and math received a performance level of "Orange" on the California Dashboard.

Second, in terms of providing equitable access and preparation for college and career readiness, teachers agree that technology is one of our greatest needs. To address this concern, the best that the budget records reflect is that there is an *intent* to use the Google classroom for all students and teachers. What the budget and expenditure report actually states is that there was \$6.1 million allocated for **Increased and Upgraded Digital Resources and Infrastructure** and only \$1 million has been used from this fund; there are \$5 million dollars left untouched.

Third, while the California dashboard is a tool that monitors testing data, we in MUSD need to consider the other contributing factors that build the culture of learning and educating. While testing data and accountability systems dictate our professional lives, the district vision and mission cannot be monitored through testing data alone. They are the guides that help our students actualize their potential. They are the disciplines that nurture the freedom of expression. They create a collaborative culture which respectfully prepares students for a digital future. Is MUSD getting this done? How do we know?