CTA mta CONTACT

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You Are Entitled to a Reimbursement up to $200 For Instructional Supplies

All Bargaining Unit members are entitled to a reimbursement up to $200 for instructional supplies for the 2019-2020 school year.

- Nurses, counselors, TOSAs, psychologists, SLPs, classroom teachers, and all members of the Bargaining Unit are eligible.
- Submit one form with all your receipts and the Principal's signature (or the signature of your immediate supervisor).
- Send completed form to Accounts Payable no later than **January 31, 2020**.
- Forms are available at MontebelloTeachers.org.

When Am I Required To Be On Campus?

The Board Day for each site is 7 hours and 15 minutes. Within the confines of the Board Day, the remaining minutes beyond instructional minutes, are interpreted as preparation time. The time within the Board Day and outside of instructional minutes is called the *Professional Day*. (Article IV. Section F.1.)
TK-12 teachers are required to be on the school site 7 minutes prior to the start of their first class. All other preparation time need not occur at the school site providing the site administrator (or designee) has not scheduled a meeting. *This includes short days at sites where site specific waivers have been authorized for banking minutes.*

Tuesdays Are Reserved for MTA

The Association schedules meetings on Tuesdays. The District has agreed <u>not</u> to schedule meetings Tuesdays in order to allow Bargaining Unit members to participate in union activities (Article XX. Section J.)

LCAP Advisory Committee Meets

The Local Control and Accountability (LCAP) Advisory Committee met for the first time in the 2019-2020 year on Monday, September 30. LCAP is the plan for all spending and programs in the District. The MTA members are David Navar (WGE), Alma Orta (SUE), and Lisa Quemada (MHS). President Doug Patzkowski and Executive Director Kathy Schlotz also sit on the committee. Alma and Lisa (pictured above) wrote the LCAP report on the next page of the *Contact.*

LCAP Advisory Committee Asks Questions

LCAP Report
September 30, 2019

The Local Control and Accountability Plan (LCAP) Advisory Committee welcomes you all back to another year of supporting student achievement. The first committee meeting was held September 30, 2019. The meeting began with a description of LCAP's purpose:

- [It] Is the plan the school district develops to show how state funds are used to support students.
- [It] Describes the overall vision for students, annual goals, and specifications the district will take to achieve the vision and goals.
- [It] Must address the needs of all students.
- [It] Must link the district plan with the district budget.

(citation: MUSD 2019-20 Welcome Presentation)

Involving Stakeholders

Education Code 52060 requires the school district to consult with parents, pupils, school personnel, local bargaining units, and the community in the LCAP development.

The LCAP is built from the LCFF (Local Control Funding Formula) Supplemental and Concentration Grants. This is money used to enhance student learning and achievement for at-risk populations.

The Concentration Grant:

- Districts with over 55% of targeted disadvantaged pupils receive additional funding.

The Supplemental Grant:

This grant targets disadvantaged pupils and the money is used to enhance student learning and Income

- Low Income
- English Learners
- Foster Youth

Base Grant:

This grant is based on grade level.

- Base grants is tied to the average daily attendance of students.

(MUSD 2019-20 Welcome Presentation)

After watching 20 different presentation slides on which programs are spending money on this and that, and after finding out that MUSD has a $***40 million carryover*** from last year, the committee learned that MUSD has a beautifully planned document. A district, however, is more than its document. Where is the follow through? Who monitors the money? Why are there so many unanswered questions from stakeholders?

In terms of unanswered questions, teachers, we got your back on a few of them.

Unanswered Questions

1. **Why is there a $40 million carryover?**

   a. If we are spending money on students and programs, why such an exorbitant carryover amount?

   b. Shouldn't we have very little or NO carryover?

   c. We just received $68 million for this year, plus the $40 million carryover from last year is still hanging around in our budget -- who's in charge of this money?

   d. Are we not spending the money in the manner the LCAP says we've spent?

   e. If all this money is already earmarked, what happened to all these great programs that were documented and approved by our board?

2. **What is to be done about SchoolCity; and how are the K-5 teachers going to complete the K-5 Report Card Grades? How will the loss of SchoolCity access affect High Schools?**

   a. This is October. The grading period for elementary ends October 11. All elementary grades are accessed through SchoolCity. So, how does an elementary teacher get this done? Will there be a plan for elementary teachers to complete their report cards without SchoolCity running in a timely manner?

   b. Will the grading period be extended for elementary teachers if SchoolCity is not accessible by October 11? How will this impact parent conferences?

   c. The high school ERWC classes have already experienced a loss in data and tracking because SchoolCity is inaccessible. Is there an alternative district data monitoring system in place?

3. When will the i-Ready program be reliable and running (without technical glitches)?

   a. Why is this an issue? We understand that teachers are going into labs to test kids and when the test doesn't run properly, a significant amount of time is wasted in the process of figuring out:

      1) how to troubleshoot the technology problem

      2) how to troubleshoot the program platform problem

      3) Then, teachers are troubleshooting the resultant behavior problems that arise from trying to troubleshoot the first two problems. (With the big kids, maybe this doesn't look so terrible, but imagine those poor kinders!)

We understand, being the professionals we are, that no program is perfect, but the response from i-Ready doesn't make the day any easier.

"We've been working through the weekend, and we've made significant progress. However, we can't yet say that we've entirely fixed the problem" (9/29/19 at 3:26 pm)

When we're in our classrooms, these kinds of responses, this kind of committee work, and these kinds of questions stakeholders ask bring little consolation and much concentration. Kind of like when we are looking at the difference between single and two ply bathroom tissue. Yeah, it looks the same from the outside, but how effectively does it get the job done?

To view the LCAP presentation from 9/30/19, visit: http://bit.ly/lcap93019a and to send us you LCAP questions and concerns, please email to LCAP@MontebelloTeachers.org.