



CONTACT

Montebello Teachers Association/California Teachers Association • 918 W. Whittier Blvd. Montebello CA • (323) 722-5005

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LCAP Committee Monitors Student Achievement & District Spending Plan

The February 26, 2018 LCAP meeting was a continuation of Goal 2 which is defined *as closing the achievement gap for all students by promoting academic preparedness and career readiness.* The focus topics were on the Annual Measurable Objective (AMO) High School GPA data and the alignment of district assessments in grades K-12.

The EAMO 2i: GPA from Semester Grades states that *the percentage of students attaining a minimum unweighted grade point average 2.0 or above (grades 6-12) at the District and School will be established using 2016-2017 as a baseline and will increase 3% from the 2016-2017 percentages; continue to demonstrate growth in students attaining a 3.0 point average or higher.*

The committee looked at unweighted grades in connection to our current LCAP goals, and noticed that the average GPAs for middle and high school students fall short of the State's annual 3% increase target, and there is a noted decrease in ELA and Math CAASPP scores as published on the CA Dashboard for our most significant subgroups.

In addition to the CAASPP data, MUSD is showing an increase in student graduation rates and growth in the English Learner Progress subgroup (grades 1-12). Looking through this lens, at this data, what do we see that is supportive of closing the achievement gap? Is testing the answer to this question?

MUSD is currently in the process of aligning ELA and Math assessments and building a calendar to guide reflective and summative testing practices. This being the case, MUSD intends on using the SBAC interim assessments and standards based benchmarks, with a benchmark given every three months. An end-of-the-year summative assessment will be given in addition to benchmarks to aide in reflective feedback and future planning. For middle and high schools, the priority standards are pulled from the SBAC blue prints and are the most highly tested items.

This begs the big question: to what end are we as a district, testing?

There is a triangle connecting curriculum, instruction, and assessment. We have seen efforts to impact curriculum and integrate assessment, but what and where are the efforts to impact instruction? Where is the focus on effective, consistent, and instructional practices? Your survey is your voice. What do you hear? The LCAP Committee welcomes your comments.

Should you want to make a comment, please email LCAP@montebelloteachers.org. The MTA members of the LCAP Committee are Larry McKiernan (SUI), Alma Orta (SUE), Doug Patzkowski (MTA), and Lisa Quemada (MHS).

Association Addresses Safety Concerns

A message from MTA President Doug Patzkowski:

"We all agree that our students need a safe environment in which to learn. Violence in schools is intolerable. We will show our solidarity with the families and friends of victims as we Stand Up Against Violence in Schools on three days."

- ◆ March 14: stand together on campuses, in collaboration with the district.
- ◆ March 24: proclaim our solidarity with **March for Our Lives** at the MUSD Showcase at MHS
- ◆ April 20: **National Day of Action Against Gun Violence in Schools**

"Enough is Enough!"

Grievance Workshop Tuesday, March 20

Tuesday, March 20
5-7 p.m.

2 Hours
District Salary Credit Offered
MTA CC
920 W. Whittier Blvd.
In Montebello

RSVP by Friday, March 16

Dinner will be served



Bargaining Chairperson Larry McKiernan and Immediate Past Bargaining Chairperson David Navar (WGE) prepare for Grievance Workshop.

Over, please...



Tony Thurmond's roots in public education and public service run deep, drawing on reservoirs of compassion and commitment. Service is in his blood – his mother immigrated here from Panama to become a teacher.

Elected to the Assembly District 15 office in 2014: Improving and supporting public education have been his top priorities in the Legislature. In Sacramento, Thurmond has:

- Passed legislation to provide millions in education funding to school districts to keep students in school and out of the criminal justice system.
- Fought for money to ensure that all California youth in foster care have the opportunity to go to college, and to increase funding for early education programs.
- Advocated this legislative session to increase funding for preschool and afterschool programs by shifting millions from our criminal justice system into early education and after-school programs.
- Worked to expand school-based health, mental health, and social service programs to remove barriers to learning, and to support students who are homeless or hungry or have experienced trauma.
- Supported housing for educators and other incentives to help resolve the California teacher shortage and attract and retain educators.

Served on East Bay School Board 2008-2012: During his time on the West Contra Costa Unified School District board, Thurmond oversaw truancy prevention programs, backed school-based mental health programs, and launched a program to teach life skills to disadvantaged students. He helped restore fiscal solvency to the district, while preserving counseling, after-school, music and athletic programs. He led a campaign that reduced school suspensions by 27 percent.

Served on Richmond City Council 2005-2008: On the Council, Thurmond served as liaison to Richmond's Youth Commission, Workforce Investment Board and West Contra Costa Unified School District.

Social Service and Teaching Work: Thurmond spent 20 years as a social worker and has 12 years of direct experience in education teaching life skills classes, after-school programs, and career training.

Education background: Thurmond is a graduate and former student body president of Temple University. He did his graduate work at Bryn Mawr College in Pennsylvania, where he received dual master's degrees in law and social policy and social work.

Family: Born in Monterey, California, Thurmond lives in Richmond and is the proud parent of two daughters in the public schools. They're a constant inspiration, he says, and a reminder about the promise of our neighborhood schools to provide the strong future that every child deserves.