



CONTACT

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April 20 is the National Day of Action Against Gun Violence

Join CTA and NEA on Friday, April 20 to say "No More". April 20 is the 19th anniversary of the Columbine massacre. Students, parents, and educators are sending a unified message to our elected leaders.

Find an event near your home at ProtectOurSchools.com.



NATIONAL DAY OF ACTION AGAINST GUN VIOLENCE IN SCHOOLS
APRIL 20, 2018

Cta.org/nomore

#WeSayNoMore



Wear orange in solidarity with our students to demand an end to gun violence in our schools.

Let's Congratulate our 2018 CTA César E. Chávez Memorial Education Award Winners

<u>Teacher</u>	<u>Grade</u>	<u>Student</u>
Silvia Liggins	7-8	Natalie Garcia
Silvia Liggins	7-8	Jimena Hidalgo
Oscar Vela	7-8	Kailey Gonzalez
Ceclilia Silveyra	7-8	Fanny Gonzalez

Save the Date! Consider Participating

- What: Social Security Workshop
When: Tuesday, April 17 at 4:30 p.m.
Where: Board Room at DO
- What: Retiree Health Benefits Workshop
When: Monday, April 23 at 3:30 p.m.
Where: MTA CC
- What: Building Rep Basics
When: Tuesday, April 24 at 5:00 p.m.
Where: MTA CC
- What: Retirement Dinner
When: Friday, May 18 at 6:00 p.m.
Where: Reef Restaurant in Long Beach
- What: Non-Returning Employee Benefits
When: Wednesday, May 30 at 3:30 p.m.
Where: Board Room at DO



The Bargaining Team continues to meet to discuss bargaining surveys and review strategies for upcoming negotiations. Pictured from left to right: Paul Chavez (SHS), Jessica Zwaal (MAI), Chairperson Larry McKiernan (SUI), Gabriela Orozco-Gonzalez (MGE), and David Navar

Over, please...

LCAP Committees Reports on Academic Preparedness & the Achievement Gap

The March 26, 2018 LCAP meeting took a reflective focus on the CA Dashboard and reviewed the actions and services from Goal 2. Goal 2 is defined ***as closing the achievement gap for all students by promoting academic preparedness and career readiness.*** Data from the CA Dashboard was centered on the implementation and overall effectiveness of the actions and services to achieve the articulated goals as measured by the LEA. While the majority of the district has received Professional Development in some subject matters, PD has not gone much beyond the presentation of new curriculum. The data on the California Dashboard shows that there are few celebrations and the results are scattered and unsupported because there is no forum to discuss any highlights, progress, needs, or gaps in a common, lateral, or transparent manner.

Findings included that while teachers may have data, teachers are not looking at common data. Some sites are using site specific data collection processes, others are using the data from CAASP, and many sites reported that they are not looking at any data at all. Additionally, representatives from Elementary, Intermediate, and High school reported back that while schools look at data, there is little to no “cause” data.

As a system, the majority of teachers are unaware of what is or ***is not*** working, or in other words, what is causing the resultant data from the Dashboard that MUSD leadership uses to determine effectiveness and evaluate the overall implementation of actions and services for the articulated goals in the LCAP.

What teachers need is articulation and professional development in the tools our district purchased. More specifically, teachers need technology for instruction, technology for data monitoring, technology for data collection, and technology for data disaggregation. Even more specifically, teachers need professional development in these areas so that effective implementation of our resources can take place. Where is the technology we purchased, the technology from which effective implementation and student achievement hinges? Where is the Wi-Fi upgrade? Where is the Google Suite? Where are student learning devices?

The answer to the technology question? ***MUSD leadership projects that all our technology deficiencies will be addressed by October 2019.***

In the meantime, how are we using this additional LCAP funding to close the achievement gap, when we now know there will be little to no technology support for the next 18 months? How do we justify the resources we purchased when there exists no platform for articulation to question, explain, and implement the programs we bought with the promise of “technology is coming”? Our unduplicated pupil count cannot be put on hold—where else do our socio-economically disadvantaged, our English Learners, our Foster and Homeless youth receive support and equitable access to a rigorous curriculum?

With the knowledge that technology is taking a backseat to financial and structural district complications, we need to find another way to support our students. We need a platform from which collaborative conversations can turn towards strategies, and strategies to action. This, on a positive note, has begun. The high school testing calendar has been created with planned sub-out days for teachers to reflect and articulate goals and actions for student achievement. We anticipate a testing calendar for intermediate and elementary schools to follow.