



# CONTACT

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## SCHOOLS & COMMUNITIES FIRST

Schools and Communities first is a school funding initiative planned for the November 2020 ballot. The initiative is designed to fix California's commercial property tax system.

Over the past 40 years disinvestment in public education has caused California to fall from one of the top states in per-pupil spending to one that ranks near the bottom.

The California Schools and Local Communities Funding act would raise \$11 billion every year for schools and local communities by ending the unfair system that allows a fraction of the wealthiest commercial and industrial property owners to avoid paying their fair share in taxes.

This reform is expected to provide K-12 schools with \$5.3 billion in new revenue every year. This is equivalent to an additional \$860 per student every year. You can get more information and initiative resources on the CTA website at [www.cta.org/taxfairness](http://www.cta.org/taxfairness) or at [www.schoolsandcommunitiesfirst.org](http://www.schoolsandcommunitiesfirst.org).

### Compared to the Nation

#### California Schools Are Under Funded

In 1977, the year before voters passed Proposition 13, California was 7th in the nation in per-pupil spending. The next year, the state dropped to 14th. By the 1980s California had fallen below the national average and we have never recovered. Even during the economic boom of the 1990s, California remained behind the national average in per-pupil spending. This funding gap worsened during the Great Recession, and was never made up, even after the revenue boost provided by 2012's Proposition 30 and its extension, and 2016's Proposition 55. Compared to other states, California funds public education at a level similar to Texas, even though the cost of operating a school in California is more similar to that of New York. In 2014, New York's investment per pupil was double the amount of California.

Citation: EdSource, "States in Motion. Visualizing how education funding has changed over time," 2018, <https://edsources.org/2015/states-in-motion-school-finance-naep-childpoverty/83303>

### Adequate State Funding Improves All Students' Educational Prospects

New research shows that funding targeted to high-need students is an effective strategy to narrow achievement gaps and reduce poverty. • A \$1,000 increase in per-pupil spending in grades 10-12 leads to an average 5.3% increase in high school graduation rates, on average, among all students. (6.1% increase for low-income students, a 5.3% increase for Black students, and a 4.5% increase for Latino students). • More so, a 20% increase in per-pupil spending each year for all 12 years of public school for low-income students leads to a 25% increase in earnings and a 52% increase in family income, thereby making targeted investments earlier ever so important.

Citation: Jackson, C.K., Johnson, R, and Persico, C. "The Effect of School Finance Reforms on the Distribution of Spending, Academic Achievement, and Adult Outcomes.," National Bureau of Economic Research Working Paper 20118, 2014, [www.nber.org/papers/w20118.pdf](http://www.nber.org/papers/w20118.pdf).

# Parent Conferences Are Approaching

## What Are My Contractual Rights?

You are encouraged to conference with parents or guardians of their students regarding individual progress during the school year. Article IV. Hours and Assignments Section J outlines the requirements for parent conferences.

- You are not required to attend parent conferences of students who are not in your class.
- If you request support at a parent conference, an administrator must attend.
- Except in the case of an emergency, you have the right to one day advance notice before meeting with the parent or guardian of a student in your class.

To meet the needs of parent conferences, each year the instructional day must be reduced by no less than 650 minutes in K-5 settings and 560 minutes in 6-8 settings. Bargaining Unit members will provide the site administrator with reports on the conferences scheduled and conferences held. Each Bargaining Unit member is required to attend four evening meetings each year. The meetings may not begin before 5 p.m. nor end after 8 p.m. A site administrator may require a Bargaining Unit member to attend evening conferences as one of the evening meetings.

Head Start - Bargaining Unit members will conduct home visits and inform the administrator of the date, time, and location of home visits. Administrator shall be available during these home visits for immediate telephone contact.

K-3 Settings - Bargaining Unit member shall schedule and attempt to conference with parents/guardians of all students who are assigned to their classrooms during fall conferences. During the second conference period Bargaining Unit members shall schedule and attempt to conference with parents/guardians of students with whom they have not contacted since the fall conferences and whose academic or behavioral progress may require intervention.

4-8 Settings - Bargaining Unit member shall schedule and attempt to conference with a minimum of 30 parents or guardians of students assigned to their classrooms during the fall conference period. During the second conference period, Bargaining Unit members shall schedule and attempt to conference with parents/guardians of students whose progress they deem at risk and with whom they have not had contact since the fall.

9-12 Settings - Through instructional technology, Bargaining Unit members will generate communications to parents/guardians regarding students who receive a grade of "D" or lower or who are in danger of failing at the end of the grading period.