

GTA ADVOCATE

The Official Newsletter of the Glendale Teachers Association



President's Message

By: Taline Arsenian, President

District Finances



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We are well past the halfway mark for this school year and some commonalities from prior years have surfaced. GUSD is again messaging that they are deficit spending. This year's slogan is that they need to cut \$10 million from their budget predictions for the next two school years. Keep in mind, this year is their highest budget in GUSD history (+17 million more than last year) and their budget is expected to increase each year for at least the next two years.

Here is what deficit spending actually means. It is an imaginary number created when the proposed budget exceeds the anticipated revenue. The number is based on predictions for both expense and revenue. Every year, the District over predicts their expenditures and under predicts their anticipated revenue. This is understandable, as most would call this playing it safe. Usually, the structural deficit never becomes a real number. For those rare occasions that it does, the District dips into their healthy reserve, which ranges anywhere from \$30-40 million, to make up for the deficiency. They have then been able to replenish their reserves the subsequent year or after.

Here is one example from one line item of the GUSD budget that reflects an inflated prediction of expenditure. At the 02/26/19 Board of Education meeting, Chief Business Officer, Stephen Dickinson reported, "the District's budgeting practice has been to budget for a +9% for each of the next two years of the multi-year budget projection", for health benefits increases for all GUSD employees. In actuality, increases to health benefits have averaged 5.41% from 2004-05 to 2017-18 school years. The structural deficit created by this over prediction, never comes to fruition. There are many other accounts that follow this same pattern of over predicting expenditures.

When Governor Brown offered school districts funding for Class Size Reduction (CSR) for TK-3 at a site ratio of 24:1, the District, at the bargaining table, over predicted the cost to implement this law. They shared the cost to hire teachers, bring in portables, etc...was greater than the funding amount. Therefore, yearly the District has asked GTA to sign off on a higher ratio of 26:1 (keeping the status quo), and our signature on that agreement has allowed the District to continue to receive the funding for CSR and put it in the general fund. This year, GTA did not sign off the District's 26:1 proposal, and instead offered 25:1, in a good faith effort to allow them to continue to use the money for general fund purposes and lower class size. Since no agreement was reached, the District will need to implement the law of 24:1 for school class size ratio in TK-3 next year. If there was a financial crisis in the horizon, this outcome would have been different.

The Association believes the District's budget to be a healthy budget. And the District can afford a wage increase for our bargaining unit members. We will continue to bargain with honesty and fidelity at the table. Our desire for an affordable wage increase for our members is reasonable. Be prepared to organize. Site Reps will notify you of upcoming actions.

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Executive Director's Message

By: Nate Banditelli, GTA/BTA Executive Director

Our Voice, Our Union



An important initiative recently qualified for the November, 2020 ballot. It's called the California Schools and Local Communities Funding Act and the campaign to support it, endorsed by a broad coalition, is called Schools and Communities First. The initiative, if passed, will provide \$11 billion annually for public services in California by reforming commercial property taxes for the first time in 40 years when Prop 13 passed and limited property taxes in our state.

Since the passage of Prop 13, California's education funding has fallen behind most other states and even after fully restoring the cuts from the Great Recession, California still ranks 41st in the United States in per-pupil funding. California has the fifth-largest economy in the world and students should share in that prosperity. If passed, \$4.5 billion will support K-12 education and community colleges. The remainder will be shared by counties, cities and special districts to support community services, including health clinics, trauma care and emergency rooms, parks, libraries and public safety.

Facts about the initiative:

- Reforms commercial property taxes, while guaranteeing existing protections for residential property and agricultural land.
- Mandates full transparency and accountability for all revenue restored to California from closing the commercial property tax loophole.
- Benefits small businesses in three ways: it exempts owner operated small businesses from reassessment until they are sold, it levels the playing field so small businesses can compete more fairly with big corporations, and it reduces their taxes by eliminating the property tax on fixtures and equipment (the business personal property tax) for all small businesses.
- Places California on par with how the vast majority of states treat commercial property by assessing them at fair market value. This initiative only affects under-valued commercial properties, creating a level playing field for those businesses that already pay their fair share. And California's commercial property taxes will still be among the lowest in the country because of Proposition 13's cap on tax rates, which the California Schools and Local Communities Funding Act does not change.
- Closes the millionaire, billionaire, and big corporation tax loophole by requiring all commercial and industrial properties to be assessed at fair market value, putting California on par with how the vast majority of the country assesses these properties. California's commercial property taxes will still be among the lowest in the country because of Proposition 13's limits on property tax rates, which this initiative does not change.

The initiative has already been endorsed by dozens of public interest organizations, faith-based organizations, small business owners, local governments, and elected officials. **For more information, and to learn how to get involved, visit schoolsandcommunitiesfirst.org.**

Vice President's Message

By: Alicia Harris, Vice President

Midterm Elections: Teachers Ran For Office in Record Numbers



Arguably one of the most significant GUSD joint committees is our Health Benefits Committee. This committee, which meets on a monthly basis, is comprised of representatives from GTA, CSEA, and GSMA. Collectively, the group makes annual health care plan decision while continuing to plan our annual Health Fair and promote our Walk-A-Doo program.

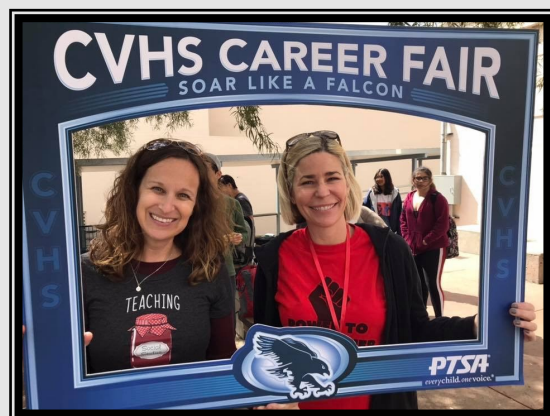
Having received many requests from our GTA members verbally at our weekly site visits and in our recent bargaining survey to bid on varied health care plans and plan designs, we are doing so this year. We may find that our current plan design and our current carrier, Blue Shield, is still the best for district employees. Still it important to periodically seek bids from other companies to ensure our employees are receiving the best care at the best price. During our April and May meetings we will be hearing from a number of health care companies, trusts, and JPAs as well as considering the option of being fully funded or self funded. Your GTA representatives to the Health Benefits Committee act in an advisory capacity at the direction of your elected GTA Board of Directors. Ultimately, if there are to be any health care changes, they would need to agreed upon at the bargaining table, and then ratified by a full membership vote.

In addition to considering various health care plan options, we are also looking at data to benchmark the competitiveness of our dental and vision plans. Again, our directive to do so came from member request. If we find that we our dental and/or vision coverage is not competitive with similarly sized local employee groups, we will go out to bid on those next year.

We will continue to provide regular updates from the Health Benefits Committee at our GTA Rep Council meetings.

Crescenta Valley High School Career Fair

This year for the first year ever, GTA participated in the CV HS Career Fair. Thank you to PTSA Career Fair Champion and volunteer parent, Ron Scott for inviting us and thank you to Alicia Harris, GTA VP, and Angelina Thomas, GTA CV Elementary Director for representing the teaching profession at the fair.





CLASS SIZE REDUCTION

The position below was taken by CTA a few years ago and remains relevant still in 2019. The classroom environment is a major factor in garnering the success of our students. Larger class size can negatively impact the learning environment for our students. It's important to not lose site that our legislators must make funding smaller class sizes a priority for our students. CTA continues to advocate for increased school funding at the state level in order for District's to be able to implement their recommendations below.

“CTA believes educational legislation, programs, strategies, and information should encourage quality interaction between teacher and student (pre-K-14) based on negotiating maximum teacher-student class loads by grade level or subject rather than minimum class sizes or averages per school. Class size should be consistent with the requirements of quality instructional standards, ensure a safe learning environment and be fair and equitable.

CTA believes small class size, particularly in grades pre-K-12, allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil.

A reasonable goal for California's class size is a program that places California in the upper quartile of low class sizes in the United States with class size computed upon actual classroom teacher: pupil ratio.

Class size maximums must be established, with Association involvement, based on the type of students, state content standards, physical facilities, and other criteria.

Optimum maximums should include:


1. Twenty (20) students in regular elementary classes including special day class students mainstreamed into the classroom;
2. Twenty (20) students in regular secondary classes including special day class students mainstreamed into the classroom and students in each course of distance or online learning; with no more than 100 students per day;
3. No more students than the optimum number of work stations in shop and laboratory classes, regardless of the grade level.
4. A ratio of 8 students per 1 adult, with a maximum class size of 24, shall be maintained in preschool, under the direct supervision of a certificated teacher, under the direct supervision of a certificated teacher.

Optimum maximums do not preclude larger class sizes which foster program effectiveness, e.g., orchestra, choir, drama, some intramural athletic programs, etc. The local bargaining agent and the local school board shall negotiate the list of classes which are included in this category.

CTA believes that class size reduction at all levels is essential. Further, that vocational and technical education programs, staffing, facilities, and funding must be protected and maintained during any attempt to reduce class size.

Full state funding must be provided for class size reduction, including funding for construction of appropriate classrooms. Class size reductions should reflect appropriate curriculum development and necessary additional support personnel.”

* [National Education Policy Center study: The effectiveness of class size reduction – June 2016](http://www.cta.org) (www.cta.org)



CONTRACT LANGUAGE YOU NEED TO KNOW

Teacher Specialists

Teacher Specialist's work an 8 hour contractual work day, which includes a 30 minute lunchtime and a relief break*(see below). Any onsite duties regularly assigned beyond those limitations (e.g. to remain on site every day beyond minimum on-site hours to perform after-school supervision) shall be subject to additional compensation, unless disclosed in advance as part of the funded design and plan for the position.

Additional compensation should be paid at the hourly rate of pay. "Hourly rate of pay" is defined as the employee's yearly salary divided by the number of assigned work days in the contract year divided by the daily contractual number of hours. For a teacher specialist making \$80,000, the hourly rate of pay would be $\$80,000/186 \text{ days}/8 \text{ hours per day} = \53.76 .

Please be aware that all teacher specialist's have the contractual right to be paid for all class coverage's performed beyond the 2 period, or 2 hours done per year. Article 7 Section 13 b states:

"Generally, an employee whose full-time position is that of Teacher Specialist shall not be assigned to classroom teaching responsibility on an ongoing or long-term substitute basis, unless the position has been budgeted and/or described in advance (prior to the classroom assignment) as including such regular classroom teaching responsibilities. All Teacher Specialists may, however, be assigned to substitute in the classroom, on the same basis as other teachers, for purposes of Class Coverage under Section 6 above"

Section 6 (in article 7) outlines that teachers should be paid their hourly rate of pay for any class coverage that they do beyond 2 hours or 2 periods per year. Please keep a log of the date, number of hours, and which teacher you covered for. Please assure you receive your hourly rate of pay for any coverage's beyond 2 hours per year.

*Article 7 Section 7 Relief Breaks:

"On all days including days when students are restricted to the building due to adverse weather conditions, all elementary teachers shall be provided a relief break, on an equitable basis. While it is the responsibility of the site administrator to assure that such breaks are provided, individual faculties are encouraged to work cooperatively to develop plans for providing these breaks.

Except as otherwise provided in this paragraph, secondary teachers and other unit members assigned to secondary sites shall be entitled to one duty-free fifteen (15) minute relief period each day. When supervision of students is needed during this relief period, unit members may volunteer for such assignment or the assignment may be made on an equitable basis. The site administrator may increase, reduce, or eliminate this relief period in case of emergency or unusual school needs."



glendaleOUT

This is the story of *arriving at ourselves*: the risk, freedom, and joy of “Coming Out.”

In June of 2018, Glendale celebrated PRIDE for the first time! Part of the festivities throughout the community involved art shows at local galleries. This year Glendale and La Crescenta students are invited and encouraged to submit art for PRIDE 2019. “Artwork” includes photography, painting, sculpture, video, anything 2- and 3-D, and written word submissions. Please encourage your students to participate!

glendaleOUT is about continuing the queer narrative in Glendale this year with more voices, more generations and a broader community reach. While the term “coming out” has come to proudly be associated with members of the LGBTQIA community, **all students with a story to tell are encouraged to submit art or writing**. Whether one has publically “come out” about their sexuality and/or gender identity or anything deemed queer about themselves, we can all relate to the concept of shedding our fears to be fully ourselves.

What is “Coming Out”? “Coming out” isn’t just an announcement. It’s a statement that we deserve public space and recognition. It’s the culmination of a journey and for some this is an easy or celebrated event. For others, the journey goes from realization, to fear and dread, to considerations and options, and finally to proclamation. It’s a measuring of something about ourselves we fear so primally unacceptable to some that it could END US, end everything we know as we know it -- our parents’ love for us, the world’s response to us, our friends’ effort for us. It is the passage through fire and fear to self. “Coming out” is the moment we declare.

INSTRUCTIONS FOR PARTICIPANTS

Step 1: If you do not have a glendaleOUT teacher contact at your school, please email the first address below for information on how you may submit your artwork.

Step 2: Submissions are **DUE by April 17th**, and may include student’s NAME or they may be submitted anonymously, school site, date of work, dimensions of work, medium, special accommodations for work, if necessary, and, include price if for sale, or indicate “not for sale”.

Step 3: Submissions should be delivered by the teacher contact at the school to Crescenta Valley High School.

Step 4: *Crescenta Valley High School will host an art show in their campus gallery from **Monday, May 13th-Friday, May 17th** from 4pm-7pm. ALL SUBMITTED WORK WILL BE DISPLAYED. An **opening night party** will be held. All artists and writers are invited to attend the party and visit the gallery throughout the week. More information on the gallery will be relayed to you by the teacher contact at your site after you submit your work.*

Step 5: Selected art pieces from the show at CVHS will be shown at the ace/121 gallery or the Roslin Art Gallery during Glendale PRIDE from **June 1st-July 13th**.

Step 6: Artwork and written pieces will be returned to teacher contacts at each site to return to artists unless sold.

Please email any questions to Alicia Harris at missharrisishere@hotmail.com or Grey James glendaleOUT@gmail.com. Please title email “glendaleOUT”.

GTA Supports Oakland Teachers!



March 2019

CALENDAR

March 2019

- 3/5 *GTA Board of Directors*
- 3/12 GUSD Board of Education
- 3/18 - 3/22 Spring Break - No School
- **3/26 GTA Rep Council**

April 2019

- 4/2 GUSD Board of Education
- 4/9 *GTA Board of Directors*
- 4/16 GUSD Board of Education
- **4/30 GTA Rep Council**

May 2019

- 5/7 GUSD Board of Education
- 5/14 *GTA Board of Directors*
- **5/21 GTA Rep Council**
- 5/21 GUSD Board of Education
- 05/28 GUSD Board Recognitions

2019 GTA Site Visits	
March 14 th	Hoover HS
April 3 rd	Glendale HS
April 4 th	Fremont ES
April 11 th	Daily HS
April 18 th	Columbus ES
April 25 th	FACTS/PAC
May 2 nd	Mountain ES
May 9 th	Muir ES
May 16 th	Keppel ES
May 23 rd	Monte Vista ES
May 30 th	Mann ES



Visit our website at www.glendaleteachers.org for bargaining updates, organizing news, forms and flyers, and pertinent information.



@glendaleteachers



@glendaleGTA



@glendaleteachers

THANK YOU FOR YOUR SUPPORT!



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