



MVEAdvocate

The Official Publication of the Moreno Valley Educators Association

Budget Crisis Continues to Worsen!

By Ann Adler, Executive Director

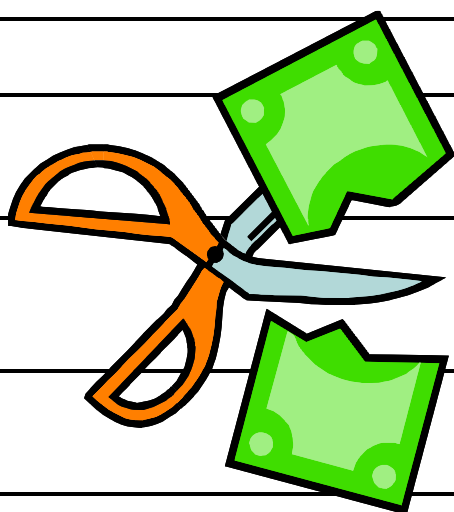
February 2009

Volume 19 Number 6

In December, 2008, the state budget deficit was projected at \$28 billion. Now in January, 2009, with no action by the legislature, the state budget deficit is expected to grow to \$41.6 billion by the end of 2009-10. All state paid entities will feel the impact of reductions due to this catastrophic, growing state budget shortfall, and public education will be no exception. As of now, the proposals that will impact public education, if passed, are as follows:

Inside this issue:

2008-09 MID YEAR CUT PROPOSALS	2009-10
Eliminate .68% COLA for K-14	No COLA for K-14 programs including charters
Additional cut to revenue limits of 4.5%	No COLA for most categorical programs
Use K-12 savings at state level	Decrease money paid to districts by the equivalent of 5 days ADA apportionment
Defers state owed money to the revenue limit and for K-3 class size reduction until July 2009	Make additional base revenue cuts of more than \$1 billion
	No equalization money
	Provide class size reduction money without requiring class size reductions
	No COLA for Special Ed; Small increase of \$10.92 per ADA due to Positive Behavioral Intervention Plan lawsuit
	Fund no state mandates except Inter/intra-district transfers and CAHSEE
	No Prop 98-owed money paid back in future years



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We're on the web!
MVEAinfo.com

For 08-09 mid year and 09-10, the Governor’s proposals would:

- Allow Districts to transfer categorical monies to the General Fund for any purpose—proposes this as a **permanent block grant** (Federal and legally required funds exempt)
- Permit the restricted maintenance set aside to be reduced from 3 to 1 %
- Eliminate the Deferred Maintenance “match” districts make to the equal the state’s amount
- Allow Districts to reduce their reserves by ½
- Allow spending of some restricted reserves for any purpose
- Reduce the Prop 98 guarantee
- Fund QEIA

All these reductions translate to proposed cuts of \$12 million to MVUSD for the CURRENT YEAR and up to \$28 million in cuts for 2009-10.

The Governor also has proposals to generate revenue since cuts alone do not address the full state budget deficit. If any one proposal for cuts/revenue does not occur, there will be the need for more money to balance the budget.

GOVERNOR’S REVENUE PROPOSALS	ANTICIPATED REVENUE
1 ½ cent sales tax increase for a period of 3 years	\$3.54 billion
9.9% oil severance tax	\$530 million
Expand sales tax to certain services (golf fees, entertainment parks, sporting events, veterinary services, vehicle, furniture and appliance repair)	\$357 million
5 cent alcohol drink tax for beer, wine, and spirits	\$293 million
Reduce dependent exemption credit (children)	unknown
Increase Vehicle Registration Fee increase by \$12	unknown
Make special fund transfers and loans, borrow	unknown

Governor’s Proposals for More Revenue

In addition, the Governor is proposing the following additional schemes to generate more money:

- The Budget Stabilization Act (State Constitutional amendment 13) would establish a Budget Stabilization Fund (BSF), which is a savings account for excess revenues taken in by the state each year. If the tax revenues are below prior year spending, the state will transfer money from the BSF into the General Fund. Any amounts that exceed 105% of the budget act estimate would be limited to payment of Prop 98 obligations that exceed amounts previously appropriated for that fiscal year if the outstanding obligation exceeds 5% of general fund revenues for the year. Leftovers will be transferred to the BSF.
- A “beefed up” lottery program that enables the state to borrow close to 5 million in order to jazz up the lottery games which is supposed to cause more buying of tickets and generate more revenue.
- State Constitutional amendments that gives the Governor authority to make reductions to state operations up to 7% of the budget. While this would exempt midyear revenue limit cuts, it would still allow the Governor to unilaterally make midyear budget cuts to state entities including public schools.



Where does this leave us? To some extent, we are all victims of a dysfunctional state budget process. However, there is still time to impact legislators.

Step One- CALL THE "Big 5"

The Governor and the leaders of the Assembly and State Senate must get the message—NO MORE CUTS! And let them know that any proposal that undermines the voter approved and supported minimum school funding law, Prop. 98, is not acceptable.

- #1 Governor Schwarzenegger (916) 445-2841
- #2 Assembly Speaker Karen Bass (916) 319-2047
- #3 Senate Pro Tem Darrell Steinberg (916) 651-4006
- #4 Assembly Minority Leader Mike Villines (916) 319-2029
- #5 Senate Minority Leader Dave Cogdill (916) 651-4014

Step Two- CALL YOUR REPRESENTATIVE IN CONGRESS AND OUR U.S. SENATORS

800-294-9811

You will be connected to your Congressperson and U.S. Senators Boxer and Feinstein.

Tell them that we support the Economic Stimulus package which contains:

\$41 billion to local school districts through **Title I, IDEA** a new **School Modernization and Repair** Program, and the **Education Technology** program.

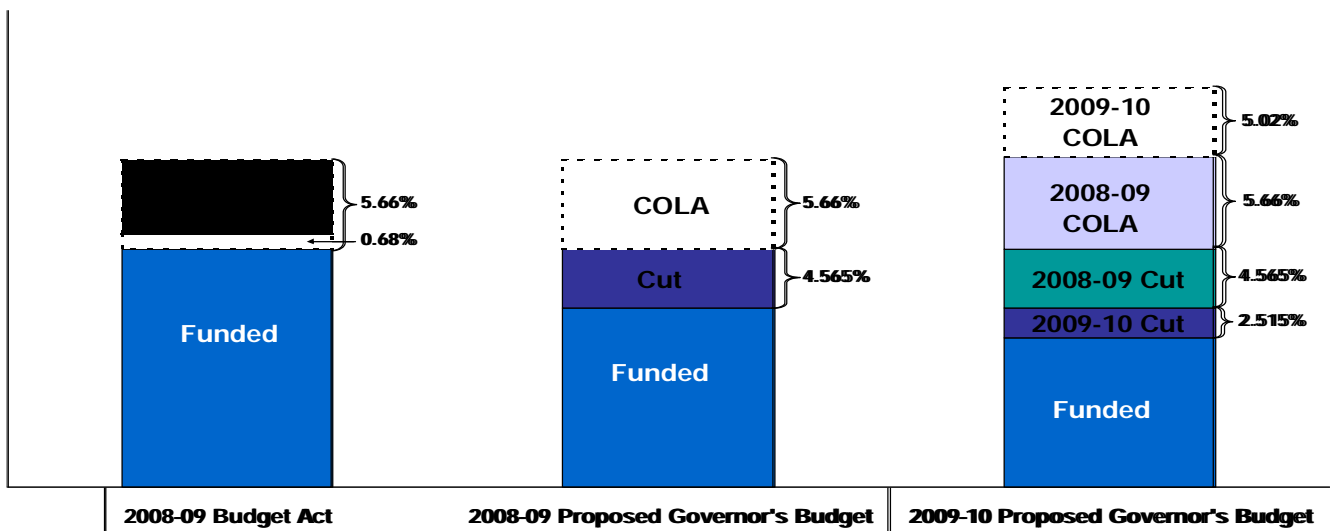
\$79 billion in **state fiscal relief** to prevent cutbacks to key services

\$15.6 billion to increase the **Pell Grant** by \$500.

\$6 billion for **higher education modernization**.

 Call or email MVEA to be recognized on the CTA website for being a school funding advocate.

2008-09 and 2009-10 K-12 Revenue Limits



CTA State Budget Crisis Report

By MVEA CTA State Council Representatives

Harold Acord, Janet MacMillan, Connie Pruettt and Katherine Underwood

With California facing a projected 41.6 billion budget deficit over the next 20 months, the time for quick fixes and more borrowing schemes is over. The independent Legislative Analyst's Office (LAO) warns that it's no longer possible to resolve the monumental budget crisis without increasing revenues. We need long-term revenue sources to save our schools and students from further cuts.

Without any additional revenues, California public schools and community colleges are facing cuts of \$8 billion in this budget year. A state budget built on borrowing schemes, like the one passed on September 23, cannot solve our fundamental funding problems. Our classrooms need new revenues, not new education cuts.

For K-12 schools alone face a cut of \$7.2 billion. A cut of this magnitude would be disastrous for the future of our students. These cuts are EQUIVALENT to:

- Reducing per-student funding by almost \$1,200
- Increasing class sizes statewide by up to 50%
- Laying off 160,000 classroom teachers
- Reducing the school year by five days
- Laying off 180,000 bus drivers, janitors, classroom aides and other critical education support professionals.
- Cutting more than \$31,500 per classroom



Many cash-strapped school districts are already at the financial tipping point. The \$3.5 billion in cuts made to our public schools have led to larger class sizes, more than 10,000 layoffs of teachers and other education support staff, the further elimination of art, music and vocational education programs.

For our community colleges the proposed cuts could reduce enrollment by at least five percent and increase tuition fees for all students and force community colleges to turn away nearly 263,000 students. The California State University announced the cuts will force CSU campuses to turn away at least 10,000 students who apply for admission next fall. It is the first time that the nation's largest four-year university has officially endorsed a system-wide concept of refusing admission to eligible students.

California already ranked 46th out of 50 states in per-pupil funding before the September spending plan gutted school funding even more. Refusing to support solutions to raise revenues for schools short-changes our students and California's future.



CTA is committed to providing our students and schools with the resources they need to succeed and has filed an initiative to generate money for public education. The Public Schools Investment and Accountability Act calls for a one-cent sales tax to improve classroom education in K-12 schools and community colleges. The funds would be used for programs and activities such as reducing class size, providing instructional supplies and equipment, staff development, certificated support staff such as counselors, librarians and nurses, improving school safety and restoring the visual and performing arts. CTA State Council representatives voted to support the initiative.

Intent to Return - The Forms Are Out What You Need to Know

By Harold Acord, Director of Contract Maintenance

Every year, pursuant to Education Code 44842, the District must ask all employees in the bargaining unit, in writing, if they plan to return the following school year. Attached to the form, according to law, should be the actual Ed Code for employees to read. Even though this is a legal mandate, it does assist the District in determining how many employees will return and how many new hires they will need to fill positions.

This year, in particular, if you know you are leaving or retiring, it is critical you let the District know ASAP as jobs may be on the line depending on the state budget impact!



Having said that, you also need to know some facts and what your signature means.

1. The “intent to return” is a legal contract and once you sign, the District is not obligated to let you “out of your contract.”
2. You have until June 30 to complete this form if you are a permanent employee and May 31 if you are a probationary teacher.
3. Returning the form in a timely manner is advisable if you know you are returning to work for the following year.
4. Those people contemplating moving to another District are advised that if they sign, they may not be released at a later time. (If one is not released and moves to another district, upon notice to the California Credential of Teaching, the employee may have his/her credential suspended for up to one year for forfeiting upon a contract.)

So, in short, under normal circumstances, know that signing is probably a good thing as it assures the employee a job and assists the District. Sharing that you are not going to return sooner than later will help others in this fiscal crisis and assist the District in planning for next year. However, if an employee is unsure of the following year, he/she has only a short period of time to look elsewhere and make the move before he/she must either sign a binding agreement or move on. Once you sign you are obligated under the law.

Reduction in Force (RIF)-What if?!

Due to the state budget crisis, it is very likely that districts up and down the state will begin lay-off procedures by March 15, 2009 because of the catastrophic “fiscal hits” by the state. While Moreno Valley Unified has not announced any specific Reductions in Force (RIFs), MVEA is aware that they have prepared seniority lists, tie-breaking criteria, and are looking at all options, including RIFs, to address the projected \$12 million cut for 2008-09 and \$28 million cut for 2009-10.

What should you do if this happens to you?

1. Make sure that you have a MVEA Rep with you in any meeting with the District.
2. Listen carefully, take notes, and clarify any questions you have.
3. Attend any RIF meetings held by MVEA to inform you of your rights and responsibilities if you have been served the first notice.
4. If you want to be included in the legal representation provided to you by MVEA, make sure you are a member of MVEA (not a fee-payer) as there is no retroactive membership on any given issue according to CTA policy. **You must be a member prior to being served by the District in order to be covered by CTA.**
5. Call MVEA if you have any questions.

Peer Assistance and Review

Contributed by Jenna Heiselt

Excellence in teaching is not born in solitude.

Excellence in teaching is a form of communication between two or more individuals.

Excellence in teaching is a group activity.



- **What *exactly* is PAR?**

The Peer Assistance and Review Program (PAR) involves a Professional Support Provider (PSP) who is available to assist his or her peers in the development of subject matter knowledge and/or teaching strategies. The PSP is a classroom teacher, working through the Professional Development Center two days a week, who is available for reciprocity of gifts of knowledge and skill, caring and support, feedback, and celebration.

- **What does the PAR program provide?**

The PAR program provides an opportunity to receive motivation, ideas, inspiration, creative techniques, and professional improvement. The program can also provide an opportunity for lesson sharing, conferring about students, brainstorming new strategies and new options, and learning from one another. The relationship that develops between teachers is focused on achieving a specific desired result between two or more equals.

- **The PAR program is not . . .**

The PAR program is not about evaluating or supervising teachers. The role of the Professional Support Provider is to offer assistance to help improve instruction skills, classroom management, knowledge of subject matter, and/or related aspects of their teaching performance in a positive and encouraging manner.

- **What the PAR program might look like . . .**

Job imbedded professional development taking place in the teaching environment with teachers selecting the agenda, providing the commitment to change, and the specifics of what they want to know or learn about their skills as a professional.



If you'd like to inspire excellence in teaching, start by encouraging teachers to volunteer for PAR! Drop a note to the PAR Joint Panel Chairperson, Harold Acord at the MVEA office, or email him at hacord@mveainfo.com

Need Help with Your 403(b) Plan?

A very important decision you can make as a school employee is whether to participate in a 403(b) plan (often referred to as a tax-deferred annuity). These plans allow you to put aside funds (elective deferral limit for 2009 is \$16,500) on a tax-deferred basis that can supplement your CalSTRS or CalPERS retirement. And, the earlier you invest the faster your investment dollars will grow.

The Internal Revenue Service has put into place new regulations pertaining to 403(b) plans that will substantially change the manner in which school districts offer these plans to school employees. The goal of the new regulations is to bring 403(b) plans into much closer alignment with other voluntary retirement savings plans such as 401(k) and 457 plans.

As a current 403(b) participant or potential new investor, the new IRS regulations may impact you. It is important to make informed investment decisions and there are several resources available to help you. CTA has released a newsletter called The Advisor, summarizing the new IRS regulations and its impact on chapters and members. The newsletter is available on the CTA website at www.cta.org/forms/OrderForm.aspx.

On November 30, 2004, the California State Teachers' Retirement System (CalSTRS) launched a website that will allow you to compare approximately 90 vendors and 300 different 403(b) retirement investment products. Called 403bCompare, this website is a free retirement planning tool for all CTA

members and school employees. The website, www.403bCompare.com, will assist you in comparing retirement savings investment options. You can go online free of charge to search 403(b) products, and compare product features, including fund descriptions, fees and returns.



Educator of the Month: Gijs Muizelaar



Gijs Muizelaar, also known as Case, was MVEA's Educator of the Month for January. Gijs began his career teaching at Vista del Lago five years ago with the goal of getting students interested in, and perhaps excited by, math. He has accomplished this by being available to students who need help before, as well as after school, especially at those times when students are cramming for finals.

Gijs believes that math has to extend beyond the classroom if it is to be exciting so he runs the Nerds with Attitude (NWA) math club. More than thirty students are involved in the club where they meet to work on proofs. Gijs has continued to build bridges beyond the classroom by coaching both boys and girls tennis. Look for them to win CIF.

Gijs's peers in the math department have recognized his subject expertise as well as organizational and interpersonal skills, and elected him co-chair of the math department. He has been a strong advocate of the Professional Learning Community which focuses the department as a team on improving instruction for students. To that end, he is a great resource of new ideas for his colleagues. Gijs will tell you that his work at Vista del Lago is far from over.

Gijs is a Netherlander. He shares the experiences of learning a second language and acclimating to a new culture with many of our students. His roots are here now. His wife is a counselor at West Valley in Hemet. Gijs spends his spare time with her, his dog and his guitar.

Congratulations to Gijs Muizelaar, a rising star at Vista del Lago!

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Educators Association**

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*Moreno Valley Educators Association is an organization of professionals which serves as a powerful **voice** communicating the needs of Educators and students to the district, parents, and community in order to establish a **positive** school environment and build **quality educational programs**.*

*The Association will continue to **protect the rights** of Educators, and thereby students, **by promoting equity and human rights**.*

Important Dates:

- **Feb. 4** Exec. Board mtg. @ 4:00
- **Feb. 10** School Board mtg. @ 7:00
- **Feb. 11** Rep. Council mtg. @ 4:00
- **Feb. 13, 16**
Presidents' Holidays
- **Feb. 14** Valentine's Day
- **Feb. 24** School Board mtg. @ 7:00

February 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 	5	6	7
8	9	10 	11 	12	13 	14 
15	16 	17	18	19	20	21
22	23	24 	25	26	27	28

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Director of Human Rights	Danny Alvarez		Harold Acord, Janet MacMillan,
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