Report of Board of Directors, Committees, and Items of New Business

to be presented to
STATE COUNCIL OF EDUCATION
January 26 - 27, 2019
Los Angeles, California
OUR MISSION

The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.
To fulfill its mission, the California Teachers Association pursues the following goals:

I. CTA plans and executes programs and strategies designed to enhance the quality of education for students and the professional and personal lives of its members.

II. CTA assists its local chapters in bargaining for salaries and individual and employment rights in keeping with the academic and professional status of its members.

III. CTA represents members in governmental relations -- to influence state and federal legislation and actions by state and federal agencies.

IV. CTA strengthens its role as the preeminent voice for public education in California -- projects a strong, coherent and consistent image -- such that its members play the major role in shaping public policy on education.

V. CTA represents members in professional and career development matters.

VI. CTA represents members and provides a program of economic benefits and resources for members.

VII. CTA works to maintain and expand its membership so as to remain effective in defending and advancing its members' interests.

VIII. CTA maintains a governance system designed to achieve broad membership involvement and democratic decision-making.

IX. CTA works to encourage ethnic minority member participation.

X. CTA works to promote human and civil rights.

XI. CTA maintains staff, hired in conformance with affirmative action principles, to serve its members.

XII. CTA maintains internal and external communication systems to ascertain its members' priorities, to keep its members informed, and to improve its relations with the public.

XIII. CTA implements NEA policies within California and works to influence the development and content of those policies.
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January 26-27, 2019
State Council
FOR COUNCIL ACTION

A. 2017-2018 CTA ANNUAL REPORT
   (Materials Table)

   RECOMMENDATION: Presented by David B. Goldberg
   To receive. [January 2019]

SUNDAY, JANUARY 27, 2019 ACTION ITEM:

B. PROPOSED PRELIMINARY REPORT ON STATE COUNCIL
   REPRESENTATION 2019-2020 STATE COUNCIL REDISTRICTING
   (Mailed)

   RECOMMENDATION: Presented by E. Toby Boyd
   [November 2018]

FOR COUNCIL INFORMATION

1. ECE Committee Referral – Governor’s Office and ECE Matters
   State Council referred to the CTA Board of Directors the Early Childhood
   Education Committee request that the Committee be included in all CTA matters
   and communications pertaining to early childhood education with the new
   governor’s office.

   The Board approved the request as appropriate. [November 2018]

2. ECE Committee Referral – Conferences
   State Council referred to the CTA Board of Directors the Early Childhood
   Education Committee request that the CTA Board approve sending participants to
   all conferences reported on by liaisons to ECE.

   The Board did not approve the recommendation as liaisons are already sent to
   in-state conferences. [November 2018]
3. **CRE Committee Referral – Attacks to Title IX**
State Council referred to the CTA Board of Directors the Civil Rights in Education Committee recommendation that CTA President Eric Heins write a letter to NEA in light of the potential attacks to Title IX by the Trump administration.

*The Board approved the recommendation. [November 2018]*

4. **STL Referral – Legislative Subcommittee Training**
State Council referred to the CTA Board of Directors the State Legislation Committee request to conduct new legislative subcommittee chair and consultant training at the January 2019 State Council meeting.

*The Board referred the recommendation to the CTA Executive Director.*

5. **NBI 6/18-5 – Investigation of California Casualty**
State Council referred to the CTA Board of Directors NBI 6/18-5: Request CTA Board investigation of California Casualty prejudice against rural CTA members.

*The Board accepted the Vendor Evaluation and Screening Committee recommendation, after investigation, that the complaint does not warrant any further investigation or action. [November 2018]*

6. **NBI 6/18-7 – Release Time for Local Presidents**
State Council referred to the CTA Board of Directors NBI 6/18-7: For locals who currently do not have full-time release presidents, CTA will pay to release all local presidents (who would like to take release days) up to 10 days a year to perform duties that fall under the category of local union business.

*The Board did not approve NBI 6/18-7, due to the establishment of the Membership Engagement Grant program, which is a more strategic, effective, and focused model and which may include release time. [November 2018]*

7. **NBI 10/18-1 – Campaigning by Incumbent CTA Officers**
State Council referred to the CTA Board of Directors NBI 10/18-1: Elected CTA officials should not campaign with our dues dollars. To ensure fair elections, the democratic process, and keep the advantages of incumbency from overwhelming other members’ opportunities, CTA officers and directors should immediately stop campaigning when they are visiting locals, service centers, or speaking in any official capacity.

*The Board referred NBI 10/18-1 to the Elections and Credentials Committee.*

[November 2018]
8. **NBI 10/18-3 – Support Position on ACR 268**
State Council referred to the CTA Board of Directors NBI 10/18-3: That CTA take a support position on ACR 268.

_The Board referred NBI 10/18-3 to the CTA Executive Director. [November 2018]_

9. **NBI 10/18-4 – Reports at State Council**
State Council referred to the CTA Board of Directors NBI 10/18-4: That Reports from the Service Center Chairs’ Meeting and REAC Meeting be included in the Sunday report at State Council with a report-out by the chair at the Sunday General Session.

_The Board did not approve NBI 10/18-64 as REAC is advisory to the Board and Service Center Chairs do not produce a report. [November 2018]_

10. **NBI 10/18-5 – Endorsement Options for Locals**
State Council referred to the CTA Board of Directors NBI 10/18-5: That CTA encourage locals to explore the option of expanding their endorsement options to include supporting neighboring chapters’ endorsed issues and candidates.

_The Board referred NBI 10/18-5 to the CTA Executive Director. [November 2018]_

11. **NBI 10/18-7 – Annual Statewide Day of Action**
State Council referred to the CTA Board of Directors NBI 10/18-7: CTA will organize an annual statewide day of action. When conducting statewide actions, CTA will provide adequate lead-time for local chapters to fully participate. If CTA Board of Directors or State Council determine the annual event is inappropriate or inadvisable, an explanation will be provided to local chapters.

_The Board approved NBI 10/18-7. [November 2018]_

12. **NBI 10/18-8 – Study on Officer/Board Release Time**
State Council referred to the CTA Board of Directors NBI 10/18-8: The Board should immediately conduct a study of the costs and benefits of eliminating all classroom experience and responsibility for ALL Directors and Officers. Based upon the findings, State Council should vote on whether to continue or revise this practice.

_The Board declared NBI 10/18-8 in process. [November 2018]_
13. **NBI 10/18-9 – Donation for Refugee/Migrant Asylum Seekers**
State Council approved for immediate action NBI 10/18-9: That CTA donate $1000 to a reputable agency providing assistance to the refugee/migrant asylum seekers coming from Central America at our southern border. In addition, we ask that CTA issue a public statement condemning any use of force against these families.

> Donations were made to two organizations. [November 2018]

14. **NBI 10/18-10 – Training on Political Party Participation**
State Council referred to the CTA Board of Directors NBI 10/18-10: CTA will create trainings that teach members how to fully participate within the local Democratic and Republican parties.

> The Board referred NBI 6/18-13 to the CTA Executive Director. [November 2018]

15. **NBI 10/18-11 – Service Center Handbook Update**
State Council referred to the CTA Board of Directors NBI 10/18-11: The CTA Service Center Handbook will be updated to include an organizing plan to:
1) Recruit CTA members to run on a slate of candidates for ADEM seats.
2) Create an endorsement process.
3) Use CTA voter history data to identify and turn out voters to elect the CTA slate.

> The Board referred NBI 10/18-11 to the CTA Executive Director. [November 2018]

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**CTA/ABC COMMITTEE – INFORMATIONAL ITEMS – NOT FOR COUNCIL ACTION**
(Actions occurring after October 2018 State Council Meeting)

The CTA Board of Directors has approved the following recommendation of the CTA/ABC Committee:

1. Allocate funds for the following State/County Party Campaigns:

<table>
<thead>
<tr>
<th>DD</th>
<th>County</th>
<th>Party/Committee</th>
<th>Amount</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Solano</td>
<td>Solano County Dem CC</td>
<td>$ 650</td>
<td>Fundraiser 2/9/19</td>
</tr>
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RECOMMENDATIONS TO THE BOARD:

None

INFORMATIONAL ITEMS:

1. Special election by secret ballot on Saturday, January 26, 2019:
   NEA Director, District 3
   Laura Finco
   Robbie Kreitz - elected
   Term of Office: Date of Election – August 31, 2020

   NEA Director, District 5
   Telly Tse - elected
   Luciano Ortiz
   Term of Office: Date of Election – August 31, 2019

2. Election by waiving the ballot on Saturday, January 26, 2019:
   NEA Director, District 4
   Taunya Jaco - elected
   Term of Office: September 1, 2019 – August 31, 2022

   NEA Director, District 6
   Mel House - elected
   Term of Office: September 1, 2019 – August 31, 2022

   NEA Director, District 13
   Ruth Luevand - elected
   Term of Office: September 1, 2019 – August 31, 2022

   Special election by waiving the ballot on Saturday, January 26, 2019:
   NEA Alternate Director, Seat 1
   Nora Allstedt - elected
   Term of Office: Date of Election – August 31, 2020

3. Upcoming special elections to complete an unexpired term:
   CTA/ABC Committee Member, District O
   Term of office: Date of election – June 25, 2020
4. Future elections for this year:
   CTA President
   CTA Vice President
   CTA Secretary-Treasurer
   Term of office: June 26, 2019 – June 25, 2021

   NEA Director, District 5
   Term of office: September 1, 2019 – August 31, 2022

   CTA Board of Director
   District C
   District D
   District L
   District O
   District P
   District Q
   Term of office: June 26, 2019 – June 25, 2022

   CTA/NEA Coordinating Director
   Term of office: June 26, 2016 – June 25th of the year coinciding with
   the end of the NEA Director’s term on the NEA Board of Directors.

   CTA/ABC Committee Member
   District C
   District F
   District K
   District L
   District P
   District Q
   At-Large
   Term of office: June 26, 2019 – June 25, 2022

   NEA Alternate Director, Seat 3
   Term of office: September 1, 2019 – August 31, 2022
### NEA Director District 3
**Term of Office:** Date of Election – August 31, 2020

<table>
<thead>
<tr>
<th>Total Ballots Cast</th>
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<tr>
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<tr>
<td>Illegal Ballots</td>
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<tr>
<td>Legal Ballots Cast</td>
<td>577</td>
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**Votes needed to win:**

<table>
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<tr>
<th>Majority</th>
<th>289</th>
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<tr>
<td>Laura Finco</td>
<td>268</td>
</tr>
<tr>
<td>ELECTED Robbie Kreitz</td>
<td>309</td>
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**Write-Ins (if any)**

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### NEA Director District 5
**Term of Office:** Date of Election – August 31, 2019

<table>
<thead>
<tr>
<th>Total Ballots Cast</th>
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<tbody>
<tr>
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<tr>
<td>Illegal Ballots</td>
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</tr>
<tr>
<td>Legal Ballots Cast</td>
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**Votes needed to win:**

<table>
<thead>
<tr>
<th>Majority</th>
<th>292</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTED Telly Tse</td>
<td>442</td>
</tr>
<tr>
<td>Luciano Ortiz</td>
<td>140</td>
</tr>
</tbody>
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**Elections Committee Chair**

**Member**

**Member**

**Member**

**Member**
CTA BUDGET COMMITTEE

January 26, 2019, 8:00 AM
San Pedro Room
Westin Bonaventure Hotel

Agenda

I. Call to Order

II. Report of the Chair, David B. Goldberg

III. Report of the Vice Chair, Elvia Estrella

IV. Report of the Subcommittees
   A. Budget Tracking, Robert Lemoine, Chair
      1. Budget Variance Reports
      2. Presentation by Jennifer Chan, Manager, Accounting
   B. Interim Issues – Steve Dillon, Chair
      1. Review of Election Expenses Reimbursed to Service Center Councils
      2. Member Engagement Project Grant Budgets
   C. Procedures/Format, Christine Williams, Chair
      1. Review 2019-2020 Budget Cover
      2. Review of 2019-2020 Budget Committee Calendar
      3. Budget Priorities

V. Other
   A. Preliminary Budget Discussion with the Executive Director
   B. Member Engagement Grant Reports
   C. Strategic Budget

A BUDGET FORUM WILL BE HELD FROM 3:00 – 4:00 PM
IN SAN PEDRO ROOM
(yellow tower, lobby level, next to the computer room)
CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION
JANUARY 25-26, 2019

THE WESTIN BONAVENTURE HOTEL – LOS ANGELES

REPRESENTATION COMMITTEE
Ashley Bettas-Alcalá, Chairperson
Raymond Hart, Vice-Chairperson
E. Toby Boyd, Board Liaison
Sandra Jones, Staff Consultant

AGENDA

1. Call to Order
2. Approval of Minutes – October 26-27, 2018
3. State Council Redistricting Hearings
4. Committee Changes
5. Committee Chairs Meeting Report
6. Board Referrals
7. Concerns for the Board
8. Consultant’s Report
9. Proposed NEA Redistricting Discussion and Recommendations to Board of Directors for State Council consideration and action
10. Other Business
11. Adjournment
FINANCING PUBLIC EDUCATION COMMITTEE

Jodi Dayberry, Chairperson
Pat Mazzulli, Vice Chairperson
Leslie Littman, Board Liaison
Dave Brown, Consultant
Angela Su, Consultant
Dan Koen, Consultant
Jennifer Baker, Advocate

MAJOR POLICY – Immediate Action (2/3rd Vote Required)

A. Adoption of the 2019-2020 State Budget Principles

Rationale: State Budget Principles are necessary to operate in the current economic, political and legislative environments.

MAJOR POLICY – First Reading

NONE

MAJOR POLICY – Second Reading

NONE

OTHER ITEMS FOR IMMEDIATE ACTION

A. NBI #: 4/18-5

That CTA develop and implement both short and long-term plans, including possibly sponsoring legislation, to increase the LCFF base grant utilizing benchmarks increasing per pupil funding to the national average over the next decade starting in the current budget, as we need additional base funding immediately.

Rationale: Approve. The Public Education Funding Workgroup has been charged with developing a short and long-term plan to increase school funding. In addition, increasing the base grant to the national average in total per pupil funding in the next decade has been included as a CTA State Budget Principle for 2019-20.

B. Large Urban Advisory Committee (LUAC) recommendation that CTA sponsor and/or support legislation that requires an Economic Impact Report prior to a charter application or renewal to the district or county. (Mar 2017)

Rationale: Approve. The CTA State Budget Principles for 2019-20 include the belief that local school districts should be able to deny charter school applications and renewals based on negative economic impact on services to students within the local school district and legislation to require an economic impact report for charters is expected this session.

REFERRALS TO THE BOARD OF DIRECTORS

NONE
MATTERS PENDING

A. Ongoing discussion on state categorical programs in the LCFF world.

INFORMATIONAL ITEMS

1. FPE Chairperson Jodi Dayberry welcomed new committee members, alternates and visitors.

2. Board Liaison Leslie Littman shared a post-Janus update and information on #RedforEd and CTA awards.

3. Consultant Angela Su presented on the Governor’s Proposed 2019-20 Education Budget and the Schools and Communities First/California Schools and Local Communities Funding Act.

4. Advocate Jennifer Baker provided information on state tax credits and the big picture at the capital as well as facilitating the adoption of the CTA State Budget Principles.

5. FPE committee voted to recommend an oppose position on AB 10, AB 11 (Tier 1), and AB 147 (Tier 1); support position on AB 39 (Tier 1), AB 48, and SCA 3; and watch positions on 12 bills.
CTA believes the state and federal government should provide optimal funds for education to allow school districts to fulfill the goals of quality education and provide necessary resources that meet the individual needs of all students. CTA further believes funding for public education is an absolute obligation.

**PreK through K12 funding:**

- CTA believes the state must provide funding that moves California to the average of the top ten states in per pupil funding.
- CTA believes Proposition 98 should be a floor and not a ceiling for education funding. However, CTA believes we must protect the integrity of Proposition 98. CTA opposes any encroachment from non-Proposition 98 programs into the Proposition 98 side of the budget. CTA opposes any action which would reduce the guarantee below its authorized constitutional and statutory funding level.
- CTA believes that Proposition 98 should be protected from reductions through the creation of new or existing tax credits and giveaways that do not provide clear economic benefits to California, including public education. CTA further believes that existing tax credits that harm Proposition 98 and thus reduce PreK-12 funding should be carefully reexamined and repealed where there has not been a benefit to the California economy and public education.
- CTA believes we must support and monitor the Proposition 98 Guarantee certification process to ensure it has been properly implemented and to provide certainty in school funding going forward.
- CTA believes that the Local Control Funding Formula must continue to be continuously appropriated to ensure the flow of education dollars to California’s public schools without disruption.
- CTA believes that local school districts should be able to deny charter school applications and renewals based on the negative economic impact on services to students within the local school district. CTA supports increased operational transparency and accountability for charter schools.
- CTA believes that the Local Control Funding Formula base grant should be increased beyond COLA and should utilize benchmarks to increase the LCFF base grant funding to the national average in overall per pupil funding over the next decade.
- CTA continues to support supplemental and concentration grants to meet the unique needs of California students.
- CTA supports additional funding to the California State Teachers’ Retirement System through additional state funding and increased funding for districts to reduce contributions for the duration of the implementation of AB 1469. CTA supports maintaining the integrity and implementation of AB 1469.
- CTA supports increasing funding for special education. CTA believes providing adequate funding to special education to fully fund the cost of special education is needed to support increased student needs and costs. Existing state and federal mandates for special education should be funded fully before adding new program requirements or incentives.
- CTA supports maintaining the LCFF and the 3.46 percent COLA for the LCFF.
CTA supports the 3.46 percent COLA on remaining K-12 categorical education programs.
CTA believes districts that were harmed by recent wildfires must be protected from reductions in revenue in order to provide services and support for remaining students and staff.
CTA supports the release of additional Proposition 51 bond funds to support school construction costs.
CTA believes Career and Technical Education funding should be increased by at least 3.46 percent COLA and the implementation of new or expanding programs should be solely managed within the Department of Education.

**Adult Education Funding:**

- CTA supports the principle that all adult students should have access to fully funded adult education curriculum and programs.
Community College Association
2019-20 Budget Principles

CTA believes in the goals set up in the Master Plan on Higher Education that the state should provide adequate funds for community colleges to fulfill the goals of both student access and a quality education and should provide necessary resources to meet the needs of all students who attend community colleges. CTA further believes adequate funding for public higher education is a necessity.

Community College Funding:

- CTA believes that the state must provide adequate funding for community colleges to ensure access for all students, enabling them to receive a tuition-free community college education.
- CTA believes Proposition 98 should be a floor and not a ceiling for education funding. However, CTA believes we must protect the integrity of Proposition 98. CTA opposes any encroachment from non-Proposition 98 programs into the Proposition 98 side of the budget. CTA opposes any action which would reduce the guarantee below its authorized constitutional and statutory funding level.
- CTA believes that Proposition 98 should be protected from reductions through the creation of new or existing tax credits and giveaways that do not provide clear economic benefits to California, including public education. CTA further believes that existing tax credits that harm Proposition 98 and thus reduce PreK-12 funding should be carefully reexamined and repealed where there has not been a benefit to the California economy and public education.
- CTA believes we must support and monitor the Proposition 98 Guarantee certification process to ensure it has been properly implemented and to provide certainty in school funding going forward.
- CTA supports additional funding to the California State Teachers’ Retirement System through additional state funding and increased funding for districts to reduce contributions for the duration of the implementation of AB 1469. CTA supports maintaining the integrity and implementation of AB 1469.
- CTA supports increasing the base allocation for community colleges.
- CTA supports funding which is not based on completion metrics of any sort.
- CTA supports providing additional resources to low-income students, including providing additional resources through CalGrants.
- CTA supports the 3.46 percent COLA on apportionments and believes this COLA should be provided to all part-time categorical programs.
- CTA believes in the importance of supporting students as they explore and discover their career path. CTA also believes that students must develop the critical skills needed for success in the workforce, which may not meet the same time frames and degree metrics in the current funding formula. CTA believes that faculty should be a critical component of the Student Centered Funding Formula Oversight Committee. CTA believes faculty voices are imperative to support student success.
- CTA supports increased funding for enrollment growth.
- CTA supports funding to provide legal services to undocumented and immigrant students, faculty, and staff.
- CTA supports increasing the number of full-time faculty to meet and exceed the 75/25 percent full-time faculty provisions of AB 1725.
CTA believes in free public higher education. Free public higher education means higher education that is free of tuition and fees for all California residents, regardless of financial means, and providing means tested additional financial support to students who need it in order to live and learn at the same time.

CTA believes increased funding must be provided to the CSU as an investment in the future economy of the state and the “knowledge and skills” of its individual citizens.

CTA believes that, in the absence of free public higher education with a dedicated funding source, the budget must appropriate funds in such a way as to:

- Provide increased access for tens of thousands of students seeking to enroll in the CSU and supporting for those students.
- Support faculty recruitment and retention, including increasing the ratio of tenure-line faculty to part-time lecturers as outlined in ACR 73 (2001).
- Focus on hiring and recruiting tenure-track appointments that honor institutional knowledge and teaching excellence by supporting tenure-track pathways for established lecturers.
- Provide for continued improvement of faculty diversity.
- Protect established and proven outreach and retention programs such as EOP.
- Prevent the loss of current students.
- Maximize Cal Grants, the State University Grants, and the Middle Class Scholarship to needy students in public higher education.
- Avoid program elimination and consolidation.
- Provide enough mental health counselors to address the needs of the campus.

CTA believes that the State must require increased transparency and accountability for the CSU. This includes working to ensure that the CSU BOT reflects the community it serves and provides transparency in how the CSU expends funds appropriated by the legislature, with special emphasis on executive compensation, privatization, contracting out or supplanting, and how it spends student fees.

CTA opposes any increases to student fees.

CTA believes that higher education is a public good and that income sharing agreements undermine this principle.

CTA recognizes the CSU graduation rates are not independent of General Fund investment. CTA believes a higher priority must be given to efforts to ensure that the CSU faculty and students reflect the diversity of California.

CTA supports an equitable, dependable, salary structure, including the establishment of service salary increases for both tenure-track and lecturer faculty.
California State University Programs
2019-2020 State Budget Priorities

CTA continues to oppose any online education program at the CSU that is not rooted in the following principles: high quality education; sound pedagogy; honoring the faculty contract; developed by faculty and not impose, as supported by CTA policy and online instruction.
January 25, 2019

The Honorable Toni Atkins
Senate President Pro Tempore
State Capitol, Room 205
Sacramento, CA 95814

The Honorable Anthony Rendon
Speaker of the Assembly
State Capitol, Room 219
Sacramento, CA 95814

The Honorable Mike McGuire
Chair, Senate Governance and Finance
State Capitol, Room 5061
Sacramento, CA 95814

The Honorable Autumn Burke
Chair, Assembly Revenue & Taxation
State Capitol, Room 5150
Sacramento, CA 95814

Re: Request for Review of Existing Tax Credits and Impacts to Public Education Funding

Dear Senators Atkins and McGuire, Assembly Members Rendon and Burke:

The signatories to this letter represent a broad coalition of labor and management organizations representing both the K-12 education and community college systems who value the investments made on California’s students and the promise they represent for the future of our state. We coalesce to share our perspective on tax credits given their increased popularity in the legislature and kindly request your consideration of implementing a coherent and comprehensive review of existing tax credits to ensure they are resulting in the intended economic benefits for the state and weigh the merits of the tax credits against the cost of reduced funding to public education.

While it is the beginning of a new two-year legislative cycle, we have noticed that, to date, a myriad of legislative tax credit proposals have been introduced that are intended to benefit various industries and targeted populations. Additionally, during the last legislative cycle, over 150 tax related bills were introduced that would have impacted the tax structure that ultimately provides funding to public education through Proposition 98 (Prop. 98). While some of the proposals are meritorious, most of them appear to provide a subsidy to corporations and private
businesses that may not necessarily translate to long-term economic benefits to the state. We are experiencing a growing concern that during the policy and fiscal discussions of these measures, no analysis or discussion is taking place that illustrates the impact these measures will have on Prop. 98; consequently, leaving legislators and legislative staff unaware that they may be supporting a measure that would hinder funding for public education.

We understand passing new tax measures through the legislative or initiative process are challenging efforts which is all the more reason why we request that you engage in a thoughtful and deliberate process for all tax credits. Currently, taxes require a 2/3rd’s vote of the legislature; whereas, tax credits only require a simple majority.

In fall of 2018, we conducted a preliminary review of existing tax exemptions from income, corporation, sales, and use taxes. Based on the Department of Finance’s Tax Expenditure Reports, projections indicate that by 2020-21 there will be a $506.4 billion loss in revenue to the state General Fund since 2008.\(^1\)

\(^1\) Source: [http://dof.ca.gov/Forecasting/Economics/Tax_Expenditure_Reports/index.html](http://dof.ca.gov/Forecasting/Economics/Tax_Expenditure_Reports/index.html)
Tax Credits Equal a Permanent Reduction to Education Funding

California’s publicly funded K-14 education systems are dependent on state revenues, including personal, corporate, sales, and use taxes. Our assessment suggests tax credits reduce revenue to the State’s General Fund, which in turn reduces Prop. 98 funding by approximately forty cents on every dollar.

In evaluating past tax credits, we have determined there have not been any attempts to shield or protect Prop. 98 from these reductions to the General Fund, particularly during past economic downturns.

Request for Joint Informational Hearing and Evaluation of Existing Tax Credits

Before the Legislature considers the creation of new tax credits, or the extension of existing credits in the upcoming legislative cycle, we urge you to convene a joint informational hearing to evaluate the economic impact of tax credits and the implications of a reduction to the General Fund, and as a result, reductions in Prop. 98 funding. More specifically, we urge the Legislature to request the Legislative Analyst’s Office to conduct a comprehensive review of existing tax credits to determine the unintended consequences of tax credits and provide policy recommendations or criteria the Legislature should consider before approving new or extending existing credits.

Furthermore, as part of this analysis, we urge members of the Senate Governance and Finance and Assembly Revenue and Taxation Committees to consider the following issues:

- Suspension, or elimination of specific tax credits during an economic downturn
- Include accountability and transparency provisions that includes an economic impact analysis on all existing tax credits and require this provision on all new tax credits
- Pursue targeted elimination of existing tax credits/deductions that have not generated the intended economic benefits
- Include an annual cap on all tax credits, including adding a cap to existing ones
- Adding sunset clauses to all credits that are not covered under existing sunsets, so that members of future legislatures have an opportunity to reassess economic benefits
- Ensure the General Fund backfills any lost funding to Prop. 98
- Seek a legal opinion asking whether a simple majority threshold is sufficient for passing credits
- Request that all committee and floor analyses include the fiscal impact to Prop. 98

Thank you for your consideration of our perspectives. We welcome the opportunity to meet with you or members of your staff to discuss these issues further.

Sincerely,

Jennifer Baker, CTA  
Legislative Advocate

David Walrath, CASH  
Legislative Advocate

Martha Alvarez, ACSA  
Legislative Advocate
MAJOR POLICY - Immediate Action (2/3rd vote required)

A. None.

MAJOR POLICY - Second Reading

A. None.

MAJOR POLICY - First Reading

A. None.

OTHER ITEMS FOR IMMEDIATE ACTION

A. None.

REFERRALS TO THE BOARD OF DIRECTORS

A. None.

MATTERS PENDING

A. None.

INFORMATIONAL ITEMS

1. Board Liaison, José Alcalá, provided information from the CTA board.

2. Legislative Advocate, Patricia Rucker, provided information on SB 2 and AB 198.

3. Legislative Advocate, Patricia Rucker, provided an update on the Systems of Support, and Continuous Improvement. See Systems of Support information here: https://www.cde.ca.gov/sp/sw/t1/csss.asp. Contact your CTA staff person if you are interested in the powerpoint.
4. The list of Schools identified for School Intervention and Support will be posted by the first week in February 2019. Advisories from C4OB related to this information are available through https://ctasearch.org/Login website.

5. Co-consultant, Norma Sanchez, provided an update on the California Dashboard. See Dashboard flyer attached on webinar co-hosted by CTA. Dashboard information can be found on the California Department of Education website: https://www.cde.ca.gov/ta/ac/cm/. Contact your CTA staff person if you are interested in the powerpoint.

6. See timeline of current student state testing attached and is available through the link below: https://www.cde.ca.gov/ta/tg/ai/documents/assessmentstimeline.pdf
### California Assessment Timeline

<table>
<thead>
<tr>
<th></th>
<th>2018–19</th>
<th>2019–20</th>
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<tbody>
<tr>
<td></td>
<td>Jul</td>
<td>Aug</td>
</tr>
<tr>
<td>Smarter Balanced Summative</td>
<td></td>
<td></td>
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<tr>
<td>Smarter Balanced Interim*</td>
<td></td>
<td></td>
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<tr>
<td>CAA for ELA and Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAA for Science (field)</td>
<td></td>
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<tr>
<td>PFT</td>
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<tr>
<td>ELPAC Summative</td>
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<tr>
<td>ELPAC Initial</td>
<td></td>
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<tr>
<td>CSA* (field)</td>
<td></td>
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<tr>
<td>GEDTS*, HiSET*, TASC*</td>
<td></td>
<td></td>
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<tr>
<td>CHSPE* (specific dates in March, June and October)</td>
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All tests are operational unless otherwise noted. Test windows in 2020–21 are the same as 2019–20.

- **CAA** – California Alternate Assessment
- **CAST** – California Science Test
- **CHSPE** –
- **CSA** – California Spanish Assessment
- **ELA** – English Language Arts/Literacy
- **ELPAC** – Assessments for California
- **GEDTS** – General Educational Development Testing Service
- **HiSET** – High School Equivalency Test
- **PFT** – Physical Fitness Test
- **TASC** – Test Assessing Secondary Completion
California School Dashboard Overview Webinar
January 30, 2019 @ 4:00pm-5:00pm

Want to know more about the Dashboard, new updates and how you can use it?

Join us for a webinar with staff from the California Department of Education (CDE) and State Board of Education (SBE).

CDE and SBE staff will:

- Provide the latest information on the redesign of the Dashboard.
- Learn about new measures: Chronic Absenteeism, College and Career Readiness.
- Discuss how this information impacts your classroom and school.

Register Now
Space is Limited:
https://goo.gl/UyYYb4
Event #664 999 723
Password:161917
MAJOR POLICY – Immediate Action (2/3rd vote required)

None

MAJOR POLICY - First Reading

None

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

NBI 1/19-1
NBI 1/19-2

INFORMATIONAL ITEMS

1. Toni Trigueiro, CTA Legislative Advocate, reported on the push to fund mental health services for students. We were not successful in the creation of the Office of School-based Health, but the new State Superintendent, Tony Thurmond, is supporting such an office with Department funds. Toni also alerted members to the development of the Medi-Cal Children’s Dashboard. Dashboard reports can be accessed on the following website: www.dhcs.ca.gov.

2. The Policy and Legislative subcommittees reported out on their subcommittee meetings. The SPS Policy subcommittee is working on revision of the SPS informational brochure and would like to digitize the information and make it more accessible by putting the information on the CTA website. The SPS Legislative subcommittee summarized its analysis of legislative bills and asked the whole committee to take positions on bills referred to SPS.

3. Sergio Martinez, CTA Board Liaison to SPS, commented on our strong relationship with Governor Gavin Newson and Superintendent of Public Instruction Tony Thurmond.
Superintendent Tony Thurmond has supported increased student support services. His own background as a Social Worker makes him familiar with the need for student support services.

4. SPS took the following positions on legislative bills referred to SPS:

<table>
<thead>
<tr>
<th>Bill</th>
<th>Sponsor</th>
<th>Description</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 258</td>
<td>Jones-Sawyer</td>
<td>School-Based Pupil Support</td>
<td>CO-SPONSOR</td>
</tr>
<tr>
<td>AB 8</td>
<td>Chu</td>
<td>Mental Health Professionals</td>
<td>WATCH</td>
</tr>
<tr>
<td>AB 70</td>
<td>Berman</td>
<td>Mental Health in Schools</td>
<td>WATCH</td>
</tr>
</tbody>
</table>

SPS took no position on the following bills:

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<thead>
<tr>
<th>Bill</th>
<th>Sponsor</th>
<th>Description</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 43</td>
<td>Gloria</td>
<td>Mental Health</td>
<td>NO POSITION</td>
</tr>
<tr>
<td>AB 46</td>
<td>Carillo</td>
<td>Individuals w/ Mental Illness</td>
<td>NO POSITION</td>
</tr>
<tr>
<td>AB 138</td>
<td>Bloom</td>
<td>Community Health Fund</td>
<td>NO POSITION</td>
</tr>
<tr>
<td>SB 10</td>
<td>Beall</td>
<td>Support Specialist Certification</td>
<td>NO POSITION</td>
</tr>
<tr>
<td>SB 11</td>
<td>Beall</td>
<td>Health Care Coverage</td>
<td>NO POSITION</td>
</tr>
<tr>
<td>SB 12</td>
<td>Beall</td>
<td>Mental Health Services: Youth</td>
<td>NO POSITION</td>
</tr>
<tr>
<td>SB 40</td>
<td>Wiener</td>
<td>Conservatorship: Mental Illness</td>
<td>NO POSITION</td>
</tr>
</tbody>
</table>

5. SPS discussed the impact of the strike settlement in Los Angeles Unified School District. UTLA was successful in bargaining a significant increase in teacher librarian, school nurse, school social worker, and other support positions. Norlon Davis reported on the involvement of Health and Human Services union members participation during the strike. UTLA worked hard to include support professionals in their messaging with the community. UTLA bargained language that places itinerant support for every community school site. The District will hire 150 new school nurses each year for the next two years. The District also committed to hiring 41 full-time teacher librarians each year for the next two years.

6. Nicole Piscionere, Liaison to the CA School Library Association reminded SPS members of the upcoming CSLA Annual Conference to be held Feb 7th to 10th, 2019 at the Pacific Palms Resort in the City of Industry. The annual conference is also open to library aides. Information is available at [http://csla.net/2019-conference/](http://csla.net/2019-conference/). CSLA makes a school library advocacy toolkit available to educators. [CSLA Advocacy Toolkit](https://www.csla.net) to assess whether your district has credentialed Teacher Librarians. If not, use this toolkit to start the process so your students aren’t at a disadvantage any longer. Check the CSLA website for more information. [www.csla.net](http://www.csla.net).

7. Patty Taylor, substitute Liaison to the California Association of School Counselors, reported that National School Counseling Week is coming up the first week of February. School Counseling Week activities and materials are available at the CASC website: [https://www.schoolcounselor-ca.org](https://www.schoolcounselor-ca.org). The CASC Northern California Conference will be held at the Doubletree Hotel in Sacramento from February 4-5, 2019. Check the website at for registration information.
8. Jacquella Payne, Liaison from the California School Nurse Organization, reported that the CSNO 69th Annual Conference is themed “Building a Healthy Community: One Student, One Family at a Time” and is scheduled for February 14-17, 2019 in Monterey. A School Nurse Academy for new nurses will be offered at the conference. Sixty (60) Continuing Education Contact Hours are available for the School Nurse Academy. The conference is selling out quickly. Registration information is available on the CSNO website: https://www.csno.org/monterey2019cfp.html.

9. Patty Taylor reported that the Pupil Services Coalition will provide a workshop presentation regarding the need for student support services at the ACSA Conference this spring in Anaheim. The Pupil Services Coalition reviews student support legislation.

10. Ken Johnson, CTA Liaison to SARB, reported that attendance has been added to the State Dashboard for public schools. The mission of the School Attendance Review Board (SARB) is to help students stay in school, attend school regularly and graduate. Ken said the State of New York uses their third-grade attendance rates to predict the number of prison beds that will be needed in ten years.
NEGOTIATIONS COMMITTEE
Michael Sterling, Chairperson
John Havard, Vice-Chairperson
Andrea Clarke, Recorder
Terri Jackson, Board Liaison
Vern Gates, Consultant
Brian Breslin, Consultant
Seth Bramble, Legislative Advocate

**MAJOR POLICY** – Immediate Action (2/3rd Vote Required)
NONE

**MAJOR POLICY** – First Reading
NONE

**MAJOR POLICY** – Second Reading
NONE

**OTHER ITEMS FOR IMMEDIATE ACTION**
NONE

**REFERRALS TO THE BOARD OF DIRECTORS**
NONE

**MATTERS PENDING**
NONE

**INFORMATIONAL ITEMS**

1. The committee took a watch position on the following spot bills:
   - AB 5  Worker status: independent contractors
   - AB 196  Paid family leave

2. The Proposition 58 Implementation Guidelines brochure was distributed to committee members.

3. Arlene Inouye gave the committee an overview of the planning, implementation, and outcome of the UTLA strike. The committee honored Arlene for her leadership and work with UTLA and the Negotiations Committee.
MAJOR POLICY – Immediate Action (2/3rd vote required)
NONE

MAJOR POLICY – First Reading
NONE

MAJOR POLICY – Second Reading
NONE

OTHER ITEMS FOR IMMEDIATE ACTION
NONE

MATTERS PENDING
NONE

INFORMATIONAL ITEMS

1. The Special Education (SEC) and Credentialing and Professional Development Committees (CPD) met jointly on Saturday morning to receive an update from the Special Education Credential Response Team. The team members who reported out were; Harold Acord, Danette Brown, (CTA liaisons to the California Commission on Teacher Credentialing (CTC) Greg Abt, Roberta Kreitz, and Stephanie Stotelmeyer from the Special Education Committee and CTA Staff Jane Robb, Rosemary Louissaint, Karen Taylor and Isabel García.

The Response Team updated members on work related to the proposed Education Specialist Credential changes. These updates included proposed names of new credentials, definitions and authorization statements. The team continues to engage CTC staff and commissioners on this topic. Progress is being made and the CTC is receptive to the feedback CTA has received from our members. The Response Team will continue to meet and provide input to the CTC based on our policy and members’
feedback and will report back to both the CPD and SEC committees in March. Action on these items is expected to be taken by the CTC in April.

2. Chair, Robbie Kreitz: The committee will be sharing more resources on Special Education in the State Council Handbook starting with today’s report.

3. Vice-Chair, Greg Abt: We need to figure out a solution to the shortage of speech language-pathologists across the state.

4. Board Liaison, Eva Ruiz: Elections matter! Governor Newsom has suggested putting more money towards Special Education. It’s a good start to move in the right direction.

5. Consultant Karen Taylor: CTA has a variety of online trainings and resources for educators that are focused around Special Education. Some of these are listed at the end of this report.

6. The committee refers the NBI #1/19-3 to the board to make a decision regarding the NBI request.

7. The Committee received reports from the liaisons:

   **Organization for Special Educators** (CARS+), Alan Rawlins: The CARS Plus conference will be February 8-9, 2019. Educators can register at: [http://carsplus.org/convention/](http://carsplus.org/convention/). Conference registration is $249.00. Membership fee is $75.00.

   **Advisory Commission of Special Education (ACSE)**, Rebekah Acord and Kelly Connell Sandler: There hasn’t been a meeting since the last state council. With the new governor, the liaisons are hoping that there will be less charter school appointees at the commission.

   **California Association of School Psychologists**, Josie Malik: The CASP Spring Institute will be March 14-16, 2019 in San Mateo. The theme of the institute is Social Justice & Resilience. There will be a job fair on Friday, March 14 for those seeking school psych positions.

   CASP has surveys available for educators to take on job evaluations and specific learning disabilities and identification. Those surveys can be found at [http://casponline.org/surveys](http://casponline.org/surveys).

   CASP now has a fact sheet on the California Dyslexia Guidelines, which you can find at [http://bit.ly/2MyQj9E](http://bit.ly/2MyQj9E). We have also included a copy at the end of our report.
**Resources for Working with Students with IEPs**

**Instructional Resources**

1. **Current CTA recorded webinars and videos can be found on**
   
   a. The Basics of Universal Design for Learning
   b. IEP Rights & Responsibilities
   c. Positive Behavioral Interventions
   d. Multi-Tiered Systems of Support
   e. Special Education Class Size & Caseloads

2. **Videos and guides on Special Education:** [www.cta.org/leader-resources](http://www.cta.org/leader-resources) under “IPD”.

3. **Websites & Resources for the Classroom:** Instruction & Professional Development

   \[\text{Pinterest page: www.pinterest.com/ctaipd} \]

**CTA Special Education Bargaining Resources**

1. **CTA Bargaining Guidance can be found on** [www.cta-search.org](http://www.cta-search.org)
   
   - Multi-Tiered Systems of Support Joint Advisory
   - CTA Special Education- Advocacy, Organizing, and Bargaining (2011)

**Additional Resources for Educators:**

1. **CDE Clearinghouse for Specialized Media & Technology (materials & supports for students with visual impairments),** [https://www.cde.ca.gov/re/pn/sm/](https://www.cde.ca.gov/re/pn/sm/)

2. **National Center on Intensive Interventions: Resources and evidence-based practices for intensive interventions in the classroom:** [www.intensiveintervention.org](http://www.intensiveintervention.org)

3. **What Works Clearinghouse: The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. Our goal is to provide educators with the information they need to make evidence-based decisions:** [https://ies.ed.gov/ncee/wwc/](https://ies.ed.gov/ncee/wwc/)

4. **Advocacy: Disability Rights of California,** [www.disabilityrightsca.org](http://www.disabilityrightsca.org)
IEP BEST PRACTICES

Here are some ways you can make the IEP process more meaningful & productive.

1. General Ed teachers- Stay for the entire meeting if possible. Many services, goals, and accommodations that are discussed take place in your classroom and you need to give valuable feedback. This also falls under the general education teachers’ responsibility to assist in the development of the entire IEP. See CA EC 56341.

2. Ask for training (supports & services) if you feel you need it to help you fully implement a child’s IEP. CA EC Sec. 56345(a)(4)

3. If you feel an IEP isn’t working, you may call for a review IEP. Be prepared to document the accommodations and any other research-based practices you have been using with that student. If an IEP isn’t working, ask the special education teacher on your campus for additional ideas or other accommodations you can try. CA EC Sec. 56343

4. You must be knowledgeable of the IEP contents and your responsibilities to assist the student in meeting their goals. If you don’t have access to this, ask your Special Ed teacher for a copy and keep it in a secure location. CA EC Sec. 56347

5. You have the right to speak up to assist a parent or guardian of a special education student to obtain services and accommodations for that student. This means that no district employee may directly or indirectly use their influence to intimidate, threaten, coerce a teacher in order to prevent you from helping that person. CA EC Sec. 56046 (a)

WHAT IF I DON’T AGREE?

Even if you don’t agree with everything in the IEP, you still need to sign that you were in attendance. If you feel strongly about noting this in the IEP, ask to have your concerns documented in the notes. You could also ask for a trial run of certain accommodations to see if they work and then re-convene the meeting in two to three months to review how progress is being made. Remember, the purpose of the IEP is to help the student.

WHAT IF I CAN’T MAKE THE MEETING?

The parent and district can agree in writing to dismiss the attendance of an IEP member, in whole or in part, however, the member still needs to submit IEP feedback in writing prior to the meeting. (Cal. EC Sec. 56341 (f) & (g).

USEFUL RESOURCES:

ADVOCACY: www.disabilityrightsca.org
FREQUENTLY ASKED QUESTIONS
CALIFORNIA DYSLEXIA GUIDELINES

In November 2016, Governor Jerry Brown signed into law AB1369 which contained two key provisions. The first provision directed the California Department of Education (CDE) to amend the guidelines on Specific Learning Disability to include phonological processing as one of the basic psychological processes that may lead to a specific learning disability.

The second provision directed “the Superintendent of Public Instruction to develop … program guidelines for dyslexia to be used to assist regular education teachers, special education teachers and parents to identify and assess pupils with dyslexia and to plan, provide, evaluate and improve educational services … to pupils with dyslexia”. CASP developed a position paper in response to the bill which can be found on the CASP website (http://www.casponline.org/pdfs/position-papers/dyslexia).

CDE published the California Dyslexia Guidelines in August, 2017, and occasionally updates them. CASP has continued to provide professional development opportunities and to disseminate information regarding dyslexia and the guidelines. In response to questions from our members we have developed the following document addressing the most Frequently Asked Questions (FAQ). CASP will continue to work at providing information and support to the education community as we go forward in this important effort to improve reading outcomes for all students.

1. Where can I find CASP’s Position on California AB 1369 (Dyslexia Bill)?

CASP’s Position on AB 1369 can be found by clicking on the link or pasting the link on your web browser: http://www.casponline.org/pdfs/position-papers/Dyslexia%20(Frazier%20bill)%20Position%20Paper.pdf

Follow the steps below if you are unable to access via the link
   • visit www.casponline.org.
   • On the CASP website scroll to the bottom of the page and click ‘Publications.”
   • On the Publications page scroll down to CASP Position Papers.
   • Click on Dyslexia (Frazier bill) position paper.

2. What does CA AB 1369 require of school districts?

AB 1369 has two primary components. One component added phonological processing to the list of psychological processes resulting in an SLD. The other component directed the California Department of Education to develop guidelines for educators and parents regarding the identification, assessment and instructional planning for students with dyslexia. CDE was directed to have these guidelines available on its website by the start of the 2017-2018 school year. The guidelines are exemplary in nature (CDE, 2017) and do not explicitly require anything of school districts.
3. What impact do the CDE Guidelines have on the responsibilities of school psychologists?

The Guidelines state “as part of a multidisciplinary team that conducts comprehensive assessments of students suspected of reading disorders and dyslexia, school psychologists have unique training in understanding and diagnosing processing disorders, including phonological processing and neuropsychological processes related to reading, such as rapid naming. They also have knowledge of effective screening and assessment processes…. School psychologists review and consider a student’s history of learning…. School psychologists are knowledgeable about screening tools, assessment methods and effective... interventions…. School psychologists are essential members of the diagnostic assessment process” (CDE, 2017, p. 40).

School psychologists are considered critical members of school teams that are addressing concerns related to dyslexia, including early screening for risk of dyslexia, assessment of students suspected of having dyslexia and helping plan appropriate interventions.

Reference
www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

4. Can school teams assess for dyslexia?

School teams can (and should) assess for dyslexia. CDE Guidelines discuss the critical characteristics that are indicative of dyslexia (see p. 53-58) noting that dyslexia can be identified in both general education and through a comprehensive evaluation that is part of a Special Education eligibility evaluation. As noted above school psychologists are critical members of teams evaluating students for dyslexia: “they... understand patterns of strengths and weaknesses in learning... review and consider a student’s history of learning and areas of difficulty... are essential members of the diagnostic assessment process for identifying students with dyslexia and reading disorders” (p.40). They can also assist schools in selecting effective, evidence-based interventions for specific reading difficulties (VanDerHeyden and Burns, 2017).

Further the federal Office of Special Education and Rehabilitative Services (OSERS) published a guidance letter to the field noting that the terms dyslexia, dysgraphia and dyscalculia could be used by IEP teams in identifying a student’s specific learning disability and that the identification of these specific disabilities may be helpful to the team in planning interventions

References

5. If you were assessing a student with characteristics of dyslexia what Federal Handicapping Condition would be considered for special education eligibility?

Under the IDEA and its implementing regulations “specific learning disability” is defined, in part, as “a disorder in one or more of the basic psychological processes involved in understanding or
in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.”

Additionally under Title 5, California Code of Regulations, Section 3030(b)(10)--California regulation identifies dyslexia as a specific learning disability and provides the standards for determining whether a student has a specific learning disability.

Title 5, California Code of Regulations, Section 3030(b)(10) states:

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning education in determining the existence of a severe discrepancy.”

References
Title 5, California Code of Regulations, Section 3030(b)(10)
www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

6. Does a student with a clinical diagnosis of dyslexia automatically receive a special education evaluation?

If an LEA has knowledge of or suspects that a child has dyslexia and may need special education services, federal “child find” requirements indicate that the LEA should refer the student for an evaluation. The evaluation can be met through the Individuals with Disabilities in Education Act (2004) or Section 504 of the Rehabilitation Act of 1973. LEAs must provide written notice within a reasonable time to the parent of a child with a disability prior to the acceptance or rejection of a request for evaluation [34 C.F.R. § 300.503(a)(2)].

As referenced in the CDE Dyslexia Guidelines, “each state must have in effect policies and procedures to ensure that all children with disabilities residing in that state, including children with disabilities who are homeless children or are wards of the state, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated (Title 34, Code of Federal Regulations, Section 300.111[a])” (p.95).

However, a student with a diagnosis of dyslexia does not automatically qualify for special education or related services. Chapter 10 of the CDE Guidelines notes, “A student who has dyslexia does not necessarily need special education and is not automatically eligible to receive it” (p. 59). The CDE Guidelines reference Education Code Section 56303 which states that “A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.”

I - 7
7. What areas are important to assess when evaluating a student suspected of dyslexia?

CDE Guidelines list the following as key characteristics of dyslexia that should be assessed in identifying a student with dyslexia:

- Difficulties with accurate and fluent word recognition and poor spelling and decoding abilities
- Deficits in the phonological component of language
- Difficulties that are unexpected in relation to other cognitive abilities
- Difficulties that are unexpected in relation to the provision of effective classroom instruction

For a comprehensive assessment, CDE states that these areas should also be assessed: rapid naming, phonological memory, syntactic processing, morphological processing, orthographic processing, reading comprehension, handwriting and written expression. Information should also be collected regarding the student's primary language, oral language proficiency, developmental and medical history, and family history of dyslexia. (see chapter 9 in CDE Dyslexia Guidelines).

Reference
www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

8. Should parents' requests for dyslexia evaluations be handled differently from other requests for special education services.

Parent requests for dyslexia evaluations may be handled differently by different districts. The Dyslexia Guidelines state “it is important not to delay evaluating a student who may be at risk of dyslexia to determine eligibility for special education” (p.53). They describe a student who may need a more comprehensive assessment beyond what is part of general education screening and progress monitoring as one who “has demonstrated processing deficits… and who is experiencing difficulties in reading, spelling and written expression in comparison with his age, grade level or intellectual peers”. Since the guidelines strongly emphasize the importance of general education progress monitoring and screening, reviewing that information would be a first step in addressing parent concerns. The guidelines state “when a student has demonstrated limited or slower-than-expected progress, additional assessment is needed” (p.53). The Guidelines support the use of MTSS to help identify these students. CASP has supported the use of MTSS in two Position Papers: Dyslexia and Assembly Bill 1369 and School Psychologists and Response to Intervention.

References
www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf
http://casponline.org/about-casp/publications/

9. What should you do if a doctor signs a note on a prescription pad to assess a student for dyslexia?
A signed note from a student’s doctor provides notification of a disability and would initiate the federal child find requirement. The LEA would follow the policies and procedures to locate, identify and evaluate children with disabilities who need special education and related services. If a verbal request is made by the parent with or without a note from a medical provider, California Code of Regulations section 3021 indicates that “the school district, SELPA, or county office shall offer assistance to the individual in making a request in writing, and shall assist the individual if the individual requests such assistance.” LEAs must provide written notice within a reasonable time to the parent of child with a disability prior to the acceptance or rejection of a request for evaluation [34 C.F.R. § 300.503(a)(2)].

References
Title 34, Code of Federal Regulations
California Code of Regulations Sec. 3021

10. Would processing deficits in phonological skills be sufficient for eligibility for SLD?

A processing deficit in phonological skills is not by itself sufficient for eligibility for SLD. The areas discussed above (see question 7) must all be considered as part of an evaluation for SLD. In addition, a student must meet the criteria for SLD contained in Title 5, California Code of Regulations (CCR) 3030(b)(10)(B). The student must need specialized academic instruction to access the general education curriculum. Whether a student is served in special education or general education depends on the severity of need not the diagnosis of dyslexia alone.

Reference
Title 34, Code of Federal Regulations, Section 300.111[a]

11. Who can provide intervention for students with dyslexia?

The CDE Dyslexia Guidelines identify the following as professionals who can support students with dyslexia:
- General education teachers
- Credentialed reading specialists
- Speech-language pathologists
- Special education teachers
- Assistive technology specialists with expertise in learning disabilities (p. 71).

The Guidelines suggest that with sufficient training para-professionals may provide services. However, they note that there is little research regarding the use of para-professionals. Reference is also made to fact sheets published by the International Dyslexia Association which outline for parents how to evaluate professionals that provide treatment for dyslexia. The fact sheet entitled *Evaluating Professionals* states that instructors should be “trained and experienced in the use of Structured Literacy, Orton Gillingham, Multi-Sensory, Explicit Phonics or other programs consistent with the IDA’s Knowledge and Practice Standards” (p.1, IDA).

Reference
https://dyslexiaida.org/evaluating-professionals-fact-sheet/

12. Can students with dyslexia receive accommodations in the classroom? Qualify for a 504 Plan?
Yes, students regarded as having dyslexia are entitled to receive accommodations in the general education classroom through Section 504 of Federal Law that prohibits disability discrimination. Section 504 defines an individual with a disability as a person who: has a physical or mental impairment that substantially limits a major life activity (examples of limitations in reading, learning, and thinking are included.) All situations should be considered individually; resources and supports should be matched to the strengths and level of need from the individual student. For example, if a student simply requires additional time to get through the required reading, extra time would be an appropriate accommodation through a 504 plan. In addition, for many students with dyslexia, accommodations may be made through the use of assistive technology. To overcome the complexity and amount of reading requirements as educational demands increase, such items as text in audio format or text-to-speech and word prediction software may be used “to provide access and to allow students to comprehend material independently and without undue stress or fatigue” (CDE, p. 73). Such use of technology can be provided through special education services or 504 accommodations plan depending on the collection of factors in each case.

Reference

www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

13. What is the commonly accepted definition of dyslexia?

Individuals with dyslexia have deficits in the phonological processing component of language. Phonological processing includes phonological memory, phonological awareness, and speed of naming (Wagner et al. 2013). Thus, individuals with dyslexia have significant difficulty acquiring the sound–letter (phoneme–grapheme) and letter–sound (grapheme–phoneme) correspondences (i.e., phonics) that are the foundation for accurate and fluent spelling and decoding skills.

Dyslexia involves a specific deficit in single-word decoding that is based on a weakness in the phonological aspect of language and has only a secondary impact on reading comprehension, which distinguishes it from other types of reading disabilities (Catts and Kamhi 2005). However, spelling is almost always affected.

The CDE Dyslexia Guidelines cite the following definition of dyslexia (from the International Dyslexia Association) as one that is “widely cited by researchers and educators” (CDE, p.3):

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge” (CDE, p. 3).

References

www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf


14. Can a student with dyslexia learn to read?

Students with dyslexia can and do learn to read. The earlier an intervention is provided the more likely that a student will read at an expected level for his or her age and grade. Older students who receive interventions later often have ongoing difficulties with reading fluency and possibly with spelling.

15. Can schools utilize MTSS to support students with dyslexia?

The Dyslexia Guidelines strongly support the use of MTSS as a method of screening, intervening and progress monitoring for students at risk of dyslexia (see Chapter 9). The guidelines provide suggestions for the level of intervention and progress monitoring provided at three tiers of a tiered intervention process (p. 47). They note “the continuous monitoring of the data in reading, writing and spelling helps school teams to determine whether students are responding to the instruction and intervention provided” (p.47).

16. Do more boys than girls have dyslexia?

Quinn (2018) used a dataset of 552,729 students to provide information regarding differences in reading performance between boys and girls. Quinn found that “males are 1.83 times more likely than females to have reading difficulties.” In addition, the gender ratio was “greater when the identified reading difficulties were more severe.”

Reference
https://doi.org/10.1007/s11145-018-9827-8

The following members of the 2017-2018 CASP Board of Directors contributed to this document:

Catherine Christo
Gabe Gutierrez
Jeanine Topalian
Maureen Schroeder
Rodrigo Enciso
Amy Balmanno
Jenny Ponzuric
Seble Gebremedhin

For questions regarding this document please email memberservices@casponline.org

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MAJOR POLICY - Immediate Action (2/3rd vote required)
NONE

MAJOR POLICY – First Reading
NONE

OTHER ITEMS FOR IMMEDIATE ACTION
NONE

REFERRALS TO THE BOARD OF DIRECTORS
The LNG Committee requests that the CTA Board of Directors create a training related to the implementing of Proposition 58 and the creation of biliteracy programs through CTA’s Human Rights Department staff, as well as, it’s existing Cadre Training Program.

MATTERS PENDING
NONE

INFORMATION ITEMS

1. Information was provided on the National Education Association’s Blended Professional Learning Center. The Blended Professional Learning Center offers blended learning courses that are available to affiliates. Blended learning combines both traditional face-to-face meetings with the greater efficiencies and flexibility of online learning tools.

2. Discussion and brain storming on the creation of a training for members and stakeholders related to providing information on Proposition 58 and the ability to create and strengthen biliteracy programs.
NEA Blended Learning Courses

NEA blended courses are now available to our affiliates through NEA’s Learning Management System (LMS). Blended learning combines both traditional face-to-face meetings with the greater efficiencies and flexibility of online learning tools. And, for member cohorts who are working together, NEA’s blended learning courses are designed to enhance collaborative professional learning.

Our flexible delivery format allows affiliates to:

- Adapt courses for different membership categories
- Host face-to-face classes that emphasize local context
- Identify participants and facilitators for face-to-face meetings
- Support small groups of educators through video conferencing and online discussion boards (edCommunities)
- Coordinate programs locally in order to best meet local needs and goals
- Provide leadership opportunities for members through the role of course facilitator

Courses to Date (more are being added all the time!)

- I Can Do It (ICDI) - Classroom Management
- Bully and Sexual Harassment Prevention* 
- Working with Preservice Teachers (Cooperating Teacher Training)
- Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Safety and Bias Issues in Schools*
- Working with English Language Learners
  - Assessing English Language Learners*
  - Culturally Relevant Pedagogy for English Language Learners*
  - Second Language Acquisition and Instructional Strategies for English Language Learners*
  - Advocacy Strategies for English Language Learners*
  - Standards Based Instruction and Lesson Development for English Language Learners*

*Indicates courses appropriate for both teachers and Education Support Professionals (ESP)
Project BEST
Bilingual Educator
Strategic Training
Preparation for Dual Immersion Success

CALLING ALL TEACHERS WITH BILINGUAL AUTHORIZATIONS!

Deadline Extended!
Registration open through Feb. 8th!

Professional Development Series
March-July 2019

Is your district experiencing a bilingual teacher shortage?

Do you have a bilingual authorization but are not teaching in a bilingual classroom?

Do you want to fine-tune your skills to be prepared to teach in a dual language immersion (DLI) classroom in the Fall of 2019?

Join CABE's "BEST" Program!

Project BEST Outcomes:

- Develop expertise around dual language immersion pedagogy, with a special emphasis on linguistic transfer and academic Spanish.
- Understand the academic language needs of students in dual language immersion programs via DLI student shadowing.
- Develop proficiency around the Guiding Principles for Dual Language Education.
- Understand the role of designated ELD in dual immersion programs.

CABE's Project BEST
Target Audience

- Current K-8 teachers who possess a bilingual authorization, are currently teaching in English-only settings and need training and support to re-enter the bilingual setting;
- or
- Current or newly-hired K-8 bilingual authorized teachers who will be or are currently providing instruction in a dual immersion/dual language development setting, who would like additional training and support.

Capacity for this cohort is 40 participants.

BECOME A PART OF CABE'S PROJECT BEST
PREPARATION FOR DUAL IMMERSION SUCCESS
Featuring customized professional development and coaching by
Dr. Ivannia Soto
Silvia Dorta-Duque de Reyes
and the CABE Team

Sponsored by
SOBRATO
Family Foundation
The Project BEST registration includes a cohort-study program focusing on key areas of professional development, coaching and support, and access to the following CABE professional development opportunities:

* CABE 2019 Annual Conference, Long Beach, March 20 - 23, 2019
  Project BEST orientation session on March 20th from 10am - 3pm with Dr. Ivannia Soto

* Intensive Institute sessions May 9-10, 2019, including a session on Cross-Linguistic Transfer with Sylvia Dorta-Duque de Reyes at the CABE Riverside Regional Event

* CABE Summer Dual Language Immersion Institute, July 1-3, 2019, Newport Beach, with a special pre-institute session with Dr. Ivannia Soto on the role of Designated ELD in dual language immersion settings

* Monthly online dialogues and reflections with Dr. Ivannia Soto

Please note: There are no additional fees for the above events. Participants are responsible for costs of travel, lodging, and food.

Project BEST Testimonials

“BEST has helped me to have a deeper understanding of biliteracy.”
- Vivienne / Teacher

“The bridge was new to me and it will definitely be something we will use. The framework that is now correlated in Spanish and English will be a daily resource to guide my teaching and planning.”
- Julie / Instructional Coach

“I feel ready to start the school year and practice teaching to bridge both languages.”
- Katie / Teacher

“The research that has been presented via our book study, presentations, and discussions have been an invaluable part of our DLI journey. It has provided me with the tools to feel confident to move ahead with our research and exploration in our district.”
- Teacher

Registration Details:

- Obtain a letter of support from your principal and email directly to Ivannia@gocabe.org
- A one time fee of $1500 covers all professional development and coaching
- Payment and letter are due by 5:00pm on Friday, February 19, 2019.

Register online: http://cabe.k12oms.org/1524-159630

Questions? Contact Dr. Ivannia Soto at Ivannia@gocabe.org
POLITICAL INVOLVEMENT COMMITTEE  
Dorothy Kim-Perez, Chairperson  
Shay Lohman, Vice Chairperson  
Jerome Rice, Recording Secretary  
Roberto Rodriguez, Board Liaison  
Teri Holoman, Consultant  
Rick Wathen, Consultant  
Toni Trigueiro, Legislative Advocate  

MAJOR POLICY – Immediate Action (2/3 vote required)  
None  

MAJOR POLICY – First Reading  
None  

MAJOR POLICY – Second Reading  

OTHER ITEMS FOR IMMEDIATE ACTION  
A. Recommend that CTA support the Schools and Communities First initiative.  

REFERRALS TO THE BOARD OF DIRECTORS  
None  

MATTERS PENDING  
None  

INFORMATIONAL ITEMS  
1. Chair Dorothy Kim-Perez briefed the committee about the recent Campaign Workgroup meeting and reminded them about the Chapter and Member in Politics Award nomination deadline of March 1.  
2. Board Liaison Roberto Rodriguez thanked the members for their participation throughout the election and UTLA strike.  
3. CTA/ABC Chair Wendy Eccles presented a CTA/ABC report to the Committee.  
4. Associate Executive Director of GR Scott Day gave a campaign presentation.  
6. The Committee approved a support position on AB 17 and SB 27 and a watch position on AB 49. They also reviewed the following No Position bills: AB 59, AB 177, SB 47 and SB 41.
MAJOR POLICY - First Reading
None

MAJOR POLICY - Second Reading
None

OTHER ITEMS FOR IMMEDIATE ACTION
None

REFERRALS TO THE BOARD OF DIRECTORS
None

MATTERS PENDING
None

INFORMATIONAL ITEMS
1. The Committee welcomed alternate members and visitors.

2. The sub-committees continued working on the following:

a. Dismissal Subcommittee: Continued working on policy language expansion to include probationary and temporary teachers. Improving the process of publicizing for and the training of Competency Panel members was discussed. The Communications Committee was given the Competency Panel Nomination Form with the request to add it to the CTA website.

b. Evaluation Subcommittee: Discussed with PRR, the PRR policy work on evaluation of administrators. Continued discussions on evaluations of TOSAs, and TOSAs not being a position of evaluator. Request:

Please send contract language that has anything to do with Teacher on Special Assignment (ie. academic coaches, intervention teachers, curriculum program specialist) in the area of evaluation, job descriptions, working conditions, hours, etc. to Gayle Young - nvea.cta@gmail.com
c. Academic Freedom and Special Projects: Met with the Legislative Advocate and continued discussions of policy on academic freedom and professional rights issues in that area. A link for members to share their stories regarding Academic Freedom situations is https://bit.ly/2WkGErE
I nominate the following CTA/NEA current or retired member to participate in CTA’s CPC program and to be individually trained on the law and procedures in teacher dismissal cases. I know that he/she currently holds a valid credential and has at least three years’ experience in one discipline or grade level within the past ten years of permanent status. He/she is willing to serve on a competency panel if needed. A Credential and Experience Data sheet must be submitted with this nomination form in order to complete the application.

**NOMINEE INFORMATION**

Nominee Name: 
Mr./Mrs./Ms. First: Last: M.I.

Address: 
Street Address 
Apartment/Unit #

City State ZIP Code

Cell Phone: Email:

School District: 

Subject area(s) teaching:

Current Grade Level(s) Being Taught or Have Taught:

Current Member?: Yes or No 
CTA ID#: 
Retired?: Yes or No 
CTA-R ID#: 
Year of retirement:

**Nominator Information**

Nominator’s Name: 
First: Last:

Chapter/Local Name: Email: 

Phone:

**Association President or Board Member’s signature required:**

Signature: Date:

*Please fax, mail or email BOTH forms to:*

Ms. Mary Gutierrez, CPC Coordinator  
California Teachers Association — Legal Department  
11745 East Telegraph Road  
Santa Fe Springs, CA 90670  
Email: mgtierrez@cta.org / Fax: (562) 478-1434

1 All CPC nominee applications must be approved by the CTA Board before they can participate in the CPC program.
Commission On Professional Competence Hearings
Education Code Section 44944 sets forth that Commission on Professional Competence (“CPC”) hearings are to be held when a school district moves to dismiss a teacher. That teacher or other certificated employee has a right to a “due process” hearing in order to determine if there are sufficient grounds to dismiss or impose a lengthy suspension upon him or her. These hearings are also commonly referred to as CPC hearings. The Office of Administrative Hearings (“OAH”) is the State agency board that oversees this process. Pursuant to Education Code Section 44944, CPC hearings are usually held before a three-person panel comprised of an Administrative Law Judge (“ALJ”), a district appointee and a teacher appointee. Under CTA’s CPC program, the teacher’s appointee is appointed with CTA Legal assistance. This three-person panel hears and evaluates the evidence presented and together they make a written determination if the district has sufficient evidence to dismiss the teacher. Both the teacher and district appointees must possess a currently valid credential and have at least 3 years of experience (out of the last 10 years) teaching in the same discipline as the teacher who is the subject of the hearing. In addition, a CPC panel member may not be related to the employee respondent in the case and may not be an employee of the district initiating the dismissal or suspension.

CTA Legal Department and the CPC program
In order to successfully reflect the diversity of our members and ensure teachers’ right to due process, CTA Legal works with CTA State Council’s Teacher Evaluation and Academic Freedom (“TEAF”) Committee to reach out to CTA’s Leadership statewide and request that they nominate strong teacher-representatives to serve on CPC panels for this important program. Prospective panelists must be first nominated and approved by the CTA Board before he or she can be appointed as a teacher appointee in a due process hearing. After the Board approves their nomination, training for all newly appointed CPC panelists will be arranged or conducted by CTA. The State requires that any and all CPC panelists (current teachers or retired teachers) must hold a valid credential and have at least 3 years of experience (out of the last 10 years of teaching) in the same discipline as the teacher who is being dismissed. Under CTA’s CPC program retired teachers can only serve as panelists for 7 years after the year of their retirement. Only current members of CTA or CTA Retired may apply to be CPC panelists under CTA’s CPC program.
CTA Legal assigned a CPC coordinator within the department to manage the CPC program. The CPC coordinator is in charge of designating and locating CPC panelists to serve on due process hearings when requested by the teacher’s attorney. Currently, CTA Legal has a pool of approximately 124 trained members, including retirees, to call upon for such hearings.

**How does the CPC program work?**
Attorneys representing teachers will send a request for a CPC panelist to the CPC Coordinator. The attorney instructs the CPC Coordinator what specific credentials and teaching subject areas are needed for a teacher appointee. Once provided with all the information, the CPC coordinator will email those individuals within the CPC pool with similar credentials but who do not work at the same district as the teacher in need. A CPC appointee-volunteer is chosen from those who agreed to serve.

Once a volunteer has agreed to be appointed, the attorney for the teacher is notified by the CPC Coordinator of the appointed panelist’s name and credentialing and teaching experience information. The appointed panelist will then be contacted directly by the attorney (or the firm’s associate staff) to reconfirm hearing dates, start time and location of the hearing.

The CPC Coordinator will correspond with the panelist’s employer-district and HR department to request CPC release time as well as provide instructions on how their HR department can claim reimbursement for substitute costs. CTA Legal does not pay for the costs of acquiring a substitute; we merely notify the district that a substitute needs to be arranged while a panelist is serving on a CPC hearing.

The appointed panelist’s Credential and Experience data sheet will be provided to the attorney for the teacher who will in turn present that information to the ALJ to confirm the panelist is qualified to serve (or not) on the dismissal panel.

Once a CPC panelist is confirmed (the attorney will notify the panelist) to a hearing, he/she can move forward in making appropriate travel arrangements necessary for the hearing (keeping in mind the State’s basic travel expense and costs guidelines). All travel arrangements are to be made by the panelists themselves.

**How do CPC panelists know what to do if appointed to a CPC hearing?**
Newly appointed panelists will be provided material by CTA Legal and training will be conducted by CTA and/or a CPC Liaison to become an effective teacher appointee on CPC hearings. Serving on a CPC hearing is similar to serving on jury duty which requires panelists to adhere to the same rules of fairness, impartiality and confidentiality. The ALJ assigned to the hearing will also send a letter to the CPC panelists prior to the hearing explaining their roles and duties. The ALJ will request to meet with the CPC panelists before the hearing commences to advise the panelists of other cautions and rules in more detail on day one of the hearing.

**What does being part of the CPC program entail?**
Once entered into the CPC program, a CPC panelist may be contacted by the CPC coordinator and asked to serve on a panel. CPC assignments may range from once every...
couple of years to a few times a year depending on the need for certain subject areas or grade levels requested. Many times a hearing settles before it actually commences.

If assigned to a hearing during school breaks (i.e. summer vacation), full time active teacher panelists are entitled to per diem pay upon proof from their school district. Retiree panelists are entitled to a daily substitute pay rate (based on substitute pay in the district commencing with dismissal proceedings) while serving on a panel at any time of year.

The length of a CPC hearing can range from approximately 1 day to 15 days depending on the alleged accusations against the teacher and the schedule or caseload of the parties involved.

The hearing locations vary and they may occur at the administrative offices of a school district making the accusation against the teacher or they can be held at the various OAH locations closest to the district. The CPC coordinator strives to place a CPC panelist that lives closest to the hearing site. There are certain times where panelists from Northern California are asked to sit on dismissal panels in Southern California and vice versa.

All CPC expenses related to the hearing (per the State’s basic travel expense and costs guidelines or the respective district guidelines for travel) are reimbursed by the district commencing with dismissal proceedings and/or by the State after a decision as to the matter has been rendered. There is a 60-day window of time after the decision has been rendered for panelists to submit their CPC related expenses to said district and/or the State in order for a panelist to be reimbursed for the hearing they were appointed to. If the 60-day deadline is missed, unfortunately, the panelist forfeits the right to reimbursement.

**What about a CPC panelist’s time off when appointed to a hearing?**
A CPC panelist appointed to a dismissal hearing does not use any sick, vacation or PN days to take time off to serve on a due process hearing. Per Education Code Section 44944(e), an appointed CPC panelist shall have their full salary and benefits paid for by their respective districts while they serve as a CPC panelist. CTA Legal will send a letter of release to the appointed panelist’s district to notify the district of this CPC assignment and to ask that district to arrange for a substitute accordingly. CTA Legal will inform the CPC panelist’s employer that CTA does not pay for substitutes costs, the employer must submit those costs after the hearing has ended to the State and/or to the district that commenced dismissal proceedings.

**What does the CPC Coordinator do?**
The main importance of the CPC coordinator is to assign the most qualified panelists to CPC hearings when requested by attorneys for their teacher-clients. On any given month this can be approximately 10 — 15 requests as well as managing the scheduling of ongoing cases. In doing so, the CPC coordinator orchestrates the following:

- Confirmation and notification to the attorney that a specific CPC panelist (or a change of a panelist) has been assigned to their client’s dismissal hearing.
EARLY CHILDHOOD EDUCATION COMMITTEE

Paula Merrigan, Chairperson
Reagan Duncan, Vice Chairperson
Diana Anthony, Recorder
Margie Granado, Board Liaison
Ann Adler, Consultant
Michael Stone, Consultant
Toni Trigueiro, Legislative Consultant

MAJOR POLICY: For Immediate Action (2/3 vote required)

None

MAJOR POLICY: Second Reading

None

MAJOR POLICY: First Reading

None

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. Paula Merrigan, ECE Committee Chairperson, welcomed the committee members. She shared details from her trip across the country with State Superintendent of Public Instruction, Tony Thurmond. She reported on her east coast learning tour and the differences between Boston, New Jersey, New York, and California’s pre-k/k programs. She informed about the difference between funding pupil to teacher ratio and trained full time teacher assistants. Paula reported the Board approved the October ECE referral that ECE is included in all CTA matters and communications pertaining to early childhood education with the new Governor’s office.

2. The Committee prioritized their ECE goals for the year and reviewed the Early Childhood Education portions of the Governor’s January Preliminary State Budget.
3. Toni Trigueiro, Legislative Advocate, reminded the Committee that “our time has come”, that there will be many Early Childhood Education issues coming to the Committee. She talked about several issues including AB 212, the state effort to resume Healthy Start, absenteeism statewide, and “Kidsdata.org. She reminded the Committee of the difference between “Watch” and “No Position.” She discussed the 5 bills referred to ECE.

4. The Committee took the following legislative recommendations: AB 6 Support, AB 123 Watch, AB 124 Watch, AB 125 Watch, AB 197 Watch. For AB 6, ECE requests that any committee formed as a result of this bill include teacher practitioners, that there is transparency in process and funding, and equity in funding sources at the local level.

5. Members were encouraged to go to ebudget.gov to familiarize themselves with the Governor’s January Proposed State Budget.

6. CTA Board Liaison, Margie Granado shared that the Thursday Board meeting was canceled.

7. Staff reports: Ann Adler shared some early education information about the January State Preliminary Budget.

8. Liaisons to the Committee reported as follows:

California Association for the Education of Young Children (CAEYC)-Yvonne Molles reported that the next conference is April 11-13, 2019 in Santa Clara.

California Kindergarten Association-Maria Crisologo-Lum reminded the Committee that there is an upcoming conference: March 1-2, 2019 in Pasadena.

First Five California-Monique Segura shared that the Board approved Unconscious Bias training for all First Five employees. First Five is sponsoring a Dual Language Learner Study.

California State PTA-Lynette Henley reported out the date for the state convention: May 16-18, 2019 in Monterey.
SCHOOL SAFETY/SCHOOL MANAGEMENT COMMITTEE
Keith Brown, Chairperson
Jennifer Bradford, Vice Chairperson
Eric Roudabush, Recording Secretary
Robert Ellis, Board Liaison
Alva Rivera, Co-Consultant
Helen Farias, Co-Consultant
Toni Trigueiro, Legislative Advocate

MAJOR POLICY – Immediate Action (2/3rd Vote Required)
None

MAJOR POLICY – First Reading
None

MAJOR POLICY – Second Reading
None

OTHER ITEMS FOR IMMEDIATE ACTION
None

REFERRALS TO THE BOARD OF DIRECTORS
None

MATTERS PENDING
None

INFORMATIONAL ITEMS

1. Chairperson Keith Brown thanked members for their support of UTLA and Oakland EA. He explained that demands for more counselors, nurses, and support personnel are a school safety issue. In addition, he expressed concerns over air quality in schools after the recent fires. Due to poor ventilation in many schools, air quality was worse inside classrooms than outside. Schools that remained open during the fires did not have appropriate air pollution masks. Keith suggested the committee consider reviewing and/or developing policy to address air quality concerns related to wildfires.

2. The committee reviewed six (6) pieces of legislation. The committee took no position on all six.
3. The committee recommends that the CTA Guide to School Safety (https://tinyurl.com/CTASchoolSafety) be included in all new member orientation materials and packets.

4. Board Liaison Robert Ellis reported on members impacted by recent fires and CTA’s efforts to assist them. He also called on members to support the strike actions occurring throughout the state, and celebrated the election victories of Tony Thurmond and Gavin Newsom. He provided an update on the California Schools and Local Communities Funding Act that has qualified for the 2020 ballot.

5. Staff Consultant Helen Farias shared two articles on school safety and climate. The first discusses student suspensions and the relationship to civil rights and decreasing school violence. The second discusses public service announcements created by the Sandy Hook Promise that aim to assist all school stakeholders in recognizing and reporting the warning signs that indicate potential violent behavior. Staff Consultant Alva Rivera provided an update on the Final Report of the Federal Commission on School Safety (https://tinyurl.com/FederalCommission). The report has generated criticism for its rollbacks of Obama era protections and failure to address key issues concerning gun violence. She also shared the 2018 NEA School Crisis Guide (https://tinyurl.com/NEACrisisGuide) which focuses on prevention, preparation, response, and recovery.

6. Legislative Advocate Toni Trigueiro explained that there are a high number of bills for consideration this legislative session; numerous bills are related to school safety and mental health. She reviewed the California Schools and Local Communities Funding Act that would reform Proposition 13 by reassessing commercial property tax and provide additional revenues to support public education. In addition, she shared a new C4OB Bargaining Advisory regarding seclusion and restraint.

7. Michael Musser, liaison to CalOSHA and School Action for Safety and Health (SASH), reported on regulations being developed by CalOSHA regarding workplace violence prevention across industries, and heat illness prevention, and the CalOSHA agenda for the rest of the year. In addition, he recommended CTA develop a formal relationship with WORKSAFE, an organization that provides training and support for safe working conditions.

8. Jacquella Payne, liaison to California School Nurses Organization (CSNO) reported CSNO has developed a nurse academy to assist newly hired school nurses who may not have completed their school nurse credential. The academy will occur at the CSNO Annual Conference, and nurses are eligible to earn sixty (60) continuing education contact hours for attending. In addition, the Federal Commission on School Safety has identified school nurses as effective in fostering access to treatment and services related to reducing gun violence. Finally, there is a toolkit to assist in navigating HIPAA/FERPA regulations available at: https://tinyurl.com/HIPAA-FERPAToolkit.
PROFESSIONAL RIGHTS AND RESPONSIBILITIES COMMITTEE

Kojo McCallum, Chairperson
Gina Whipple, Vice Chairperson
Karen Lord-Eyewe, Recorder
Greg Bonaccorsi, Board Liaison
Donnell Jordan, Consultant
Marianne Reynolds, Consultant
Seth Bramble, Legislative Advocate

MAJOR POLICY – Immediate Action (2/3rd Vote and Rationale Required)
A. None

MAJOR POLICY First Reading
A. None

MAJOR POLICY Second Reading
A. None

OTHER ITEMS FOR IMMEDIATE ACTION

A. NBI 4/18-10 that CTA will work with state legislators to amend language in Education Code 44908 to change “at least 75 percent of the number of days the regular schools of the district in which he is employed are maintained” to at “least 75% of the days the courses taught are held.”

The committee did not approve this NBI as written. Rationale: current law treats all certificated employees the same and sets a floor for attainment of permanent status. Local associations are free to negotiate better due-process protection.

REFERRALS TO THE BOARD OF DIRECTORS
A. None

MATTERS PENDING

A. Continue working with the C&I, SSM, and CRE Committees to create Social Media CTA Policy.

B. The Committee will work on creating a Social Media Do’s and Don’ts pamphlet for educators.

C. The Committee has reviewed the updated the Teacher’s Rights Mini Guide, originally published in 2006, and will request a second review by CTA Legal Department.

INFORMATIONAL ITEMS
A. None
MAJOR POLICY - Immediate Action (2/3\textsuperscript{rd} vote required)

None

MAJOR POLICY – First Reading

I. Page 322, To precede Immigration

Immigrants

CTA believes immigrants have a positive effect on our society. Immigrants’ ideas, beliefs, customs, languages, and behaviors enrich our culture and the foundational fabric of society.

Rationale: CTA’s current policy of immigration does not address the positive impact immigrants have on American society. In the present socio-political climate where people of various cultures are being indiscriminately attacked, we need to have a statement that promotes and appreciates the contributions immigrants make to our society.

II. Add the new section titled “Community Schools:”

Add the underlined portion

Community Schools

Community schools involve and support families and residents in the public school community and organize the wealth of assets that all communities have to focus on our youth and strengthen families and communities. A community school is both a place and a set of partnerships between the school and other community resources with an integrated focus on academics, health and social services, leadership, and community engagement. Its integrated focus on academics, youth development, family support, health and social services and community development leads to improved student learning, stronger families and healthier communities.
Community schools are based on an integrated focus on the whole child. The results are deeper engagement and greater overall academic success. Community schools lead to lower rates of absenteeism; better work habits, grades, test scores, and behaviors; higher enrollment in college preparatory classes; and higher graduation rates. Community schools include six pillars of practice, which are adaptable to the needs of an individual school’s students, staff, families, and community. The six pillars are:

**Strong, Relevant Curriculum** – Community schools provide a rich and varied academic program allowing students to acquire both foundational and advanced knowledge and skills in many content areas. Students learn with challenging, culturally relevant materials that address their learning needs and expand their experience. Learning and enrichment activities are provided before and after the regular school day, including sports, the arts, and homework assistance. Parents and families are supported through adult education that is responsive to their emerging needs.

**High-Quality Teaching** – Teachers at community schools are fully licensed, knowledgeable about their content, and skillful in their practice. Instructional time focuses on learning rather than testing. Individual student needs are identified, and learning opportunities are designed to address them. Higher order thinking skills are at the core of instruction so that all students acquire problem solving, critical thinking, and reasoning skills. Educators work collaboratively to plan lessons, analyze student work, and adjust curriculum as required. Experienced educators work closely with novices, sharing their knowledge and expertise.

**Inclusive Leadership** – The leadership teams of community schools include educators, other school staff, parents, students, and community members; they share the responsibility of school operations with the principal. This leadership team ensures that the community school strategy remains central in the decision-making process. The team plans development and implementation that includes thinking about sustainability, including organizing resources in new and more effective ways.

**Positive Behavior Practices** – Community schools emphasize positive relationships and interactions. Restorative discipline practices such as peer mediation, community service and post-conflict resolution help students learn from their mistakes and foster positive, healthy school climates where respect and compassion are core principles. Negative behaviors and truancy are acknowledged and addressed in ways that hold students accountable while showing them they are still valued members of the school community. Zero-tolerance practices leading to suspension and expulsion are avoided.

**Family and Community Partnerships** – Families, caregivers, and community members are partners in community schools. Their engagement is not related to a specific project or program but is on-going and extends beyond volunteerism to roles in decision-making, governance and advocacy.

**Community Support Services** – Community schools recognize that students often come to school with challenges that impact their ability to learn, explore, and develop in the classroom. Because learning does not happen in isolation, community schools provide meals, health care, mental-health counseling, and other services before, during, and after school. These wrap-around services are integrated into the fabric of the school.
Connections to the community are critically important so support services and referrals are available for families and other community members.

**Rationale:** CTA policy is needed to align with NEA policy on Community Schools, support bargaining demands for Community Schools and shape emerging legislation. Most of this language is adopted from current NEA policy.

**MAJOR POLICY** – Second Reading

Page 319, **Equal Educational Access**

Add the underlined portion to current language as stated below:

CTA believes every student attending a public school in California is entitled to equal access to all educational opportunities. This access shall not be denied because of gender discrimination, ethnicity, language, special needs, socio-economic or immigration status, sexual orientation, gender identity, gender expression, or any other marginalized status.

**Rationale:** CTA believes that educational access should be inclusive. Adding this section updates existing policy.

**OTHER ITEMS FOR IMMEDIATE ACTION**

None

**REFERRALS TO THE BOARD OF DIRECTORS**

None

**MATTERS PENDING**

- Developing a forum on positive behavior support and programs.

**INFORMATIONAL ITEMS:**

1. Erika Jones, CTA Board:
   
   a. Superintendent of Public Instruction, Tony Thurmond will address council on Sunday.

2. Lindsay Burningham/Julius Thomas, NEA Board:
   
   a. The NEA RA: Cost savings measures have led to changes in scheduling.
i. The California caucus will take place July 3rd;
ii. The RA will take place July 4th – 7th;
iii. Travel days will be July 2nd and July 8th;
iv. Declaration for state delegates are due January 31st.
b. NEA Leadership Summit in Denver, CO is March 15th – 17th.
c. Higher Education Conference in Denver, CO is March 18th.
d. Joint Ethnic Caucus Conference in St. Louis, MO is June 7th – 9th.
e. Topics to be covered in Washington, DC are listed below:
   i. Government shut down
   ii. Rebuild America Schools Act
   iii. National award recognizing ESP’s
   iv. Gun violence and creating safer schools
f. Described the early endorsement process for president

3. Mary Rose Ortega, CTA/NEA Retired Board Liaison:
   a. Budget: informed the committee on Governor Newsome’s Budget Proposal as it relates to CalSTRS. The proposal is to reduce the employer’s long-term liability.
   b. AB 33 (Bonta) – Prohibits CalPERS and CalSTRS from renewing or making new investments in private prison companies by July 1, 2020 and requires those Boards to engage with private prison companies to determine whether they are transitioning their business models to another industry. Recommend amendment to indemnify the funds from any current or future losses or lost opportunity.
   c. Charter Schools and CalSTRS – Recommend that CTA join CFT and push for legislation to require charter schools to inform their faculty as to whether they are participating in CalSTRS.
   d. CTA/NEA-Retired members are eligible for CTA Disaster Relief Grants. If local leaders/members are aware of any retired members who may have been impacted by the recent wildfires and other disasters, please let them know that CTA FACT funds are available. Local Retired Chapter Presidents, CTA RRC Staff, or CTA/NEA-Retired President may sign applications to verify membership. www.CTAMemberBenefits.org/dr

4. C. Scott Miller, Equality California (EQCA) Liaison
   a. The 2019 legislative agenda is still under development. More information will be available at the 2019 March Council.

5. Mark Murray, Liaison to Department of Fair Employment and Housing
   a. DFEH is working on regulations for hate crimes.

6. Seth Bramble, CTA Legislative Advocate, discussed Teach for America related legislation and efforts at the Capitol to keep kids in school. He reviewed AB 420 and the legislative history surrounding Education Code 48900 (k).
7. CRE Committee took the following positions:

   a. AB 16 (L. Rivas) – Support
   b. AB 58 (L. Rivas) – No position
   c. AB 163 (C. Garcia) – Support
   d. AB 175 (M. Gipson) – Support
SHOW SOLIDARITY: Purchase and wear our Week of Action shirts. Distribute and post the BLM principles around your school. For shirts and posters, go to www.BlackLivesMatterAtSchool.com


POST ON SOCIAL MEDIA: Take photos of yourself, your peers, students, teachers, your community, or the events you attend and post them on facebook at: www.facebook.com/The-National-Black-Lives-Matter-Week-of-Action-in-Our-Schools-192373061312325/ and follow us at @BLMAtSchool. #BLACKLIVESMATTERAT SCHOOL

TEACH A LESSON: Choose activities from a multitude of resources related to the 13 BLM principles to teach during or after school, or within any other community spaces. Go to the week of action website BlackLivesMatterAtSchool.com for links to lesson plans and resources.

ATTEND AN EVENT: Educators in cities around the country will be organizing rallies at school board meetings and City Halls on or around Wednesday, February 6th to put forward the four demands of Black Lives Matter At School. Additionally, many cities will be hosting an end of the week Celebration of Blackness on Friday, February 8th. Get in touch with your local organizers or send an email to BlackLivesMatterAtSchool2@gmail.com for more information.

CREATIVE CHALLENGE: Join the Black Lives Matter At School national challenge by responding creatively to the prompt, "SCHOOLS SHOW THAT BLACK LIVES MATTER WHEN THEY..." or have your students respond to the prompt. Be sure to send your artwork, poems, or essays to blmphled@gmail.com. Contributions will be posted on our website and at https://medium.com/national-blm-week-of-action-in-schools.

#BLACKLIVESMATTER AT SCHOOL
November 27, 2018

Hon. Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Ave, SW
Washington, D.C.  20202

Dear Secretary DeVos:

I am writing in support of the current Title IX protections that ban sex and gender discrimination in education programs that receive financial assistance from the federal government.

There are recent reports that the Department of Health and Human Services is calling on the Departments of Education, Labor, and Justice to adopt a very narrow and uniform definition of gender. The proposal defines gender as either male or female based on an individual’s biological traits, as well as the sex listed on their original birth certificate. Such a rigid definition of gender would certainly eradicate federal recognition under Title IX of the estimated 1.4 million Americans, including 150,000 youth ages 13-17, who identify themselves as transgender and those who are intersex. The definition of gender proposed by the U.S. Department of Health and Human Services is not supported by the scientific or medical communities. The American Medical Association, American Psychiatric Association, and American Academy of Family Physicians all agree that transgender people are born as having natal bodies that differ from their neurological gender. Being intersex is a natural occurring variation in humans and isn’t a medical problem. It’s estimated that 1 in 100 people born in the U.S. is intersex.

Adopting the Department of Health and Human Services’ narrow and not scientifically-based definition of gender would essentially erase protection against sex discrimination for transgender and intersex people. This could create an unsafe and unfair educational experience for these students.

On behalf of the 325,000 members of the California Teachers Association, I ask that the Department of Education reject the proposed definition of gender and continue to support the educational rights of all our nation’s students, including transgender and intersex students.

Sincerely,

Eric C. Heins, President
California Teachers Association
November 27, 2018

Lily Eskelsen Garcia, President
National Education Association
1201 16th Street, NW
Washington, DC

Dear Lily,

Recently the *New York Times* reported on the effort by the U.S. Department of Health and Human Services to establish a legal definition of sex under Title IX. The proposed definition narrowly defines sex/gender as either male or female based on biological traits at birth and the sex listed on an individual’s original birth certificate. This definition is not supported by the medical community. The American Medical Association, American Psychiatric Association, and American Academy of Family Physicians all agree that transgender people are born with natal bodies that differ from their neurological gender.

The Department of Health and Human Services is asking the U.S. Department of Education to adopt this narrow and scientifically inaccurate definition. Should the U.S. Department of Education adopt this definition, the Title IX protections of the estimated 1.4 million Americans who identify as transgender would effectively be erased. The educational experience of the 150,000 youth who identify as transgender, non-binary or intersex would be negatively impacted.

Lily, we ask that NEA join CTA in standing up for transgender and non-binary people by publicly calling upon Secretary of Education Betsy DeVos and the Department of Education to reject the proposed definition of gender and to uphold the civil rights of all our nation’s students, including transgender, non-binary and intersex students.

I’m attaching a letter that CTA sent to Secretary of Education Betsy DeVos.

Sincerely,

Eric C. Heins, President
California Teachers Association
COMMUNICATIONS COMMITTEE
Mona Davidson, Chairperson
James Benanti, Vice Chairperson
Randa Wahbe, Recorder
Gayle Bilek, Board Liaison
Jonathan Goldman, Consultant
Claudia Briggs, Consultant

MAJOR POLICY – Immediate Action (2/3rd vote required)
None

MAJOR POLICY – First Reading (or Second Reading)
None

OTHER ITEMS FOR IMMEDIATE ACTION
None

REFERRALS TO THE BOARD OF DIRECTORS
Recommendations for the 2018 State Gold Awards and 2019-20 Pocket Calendar dates.

MATTERS PENDING
None

INFORMATIONAL ITEMS
1. Chairperson Mona Davidson welcomed everyone to the meeting and made introductions of new members and alternates. She encouraged committee members to promote the John Swett Media Awards back in their locals. And she recognized CTA’s Communications team for all their social media work and support on the ground during the UTLA strike. The UTLA compilation video that aired during President Eric Heins’ speech is available at www.cta.org/RedForEd.

2. The committee discussed promoting the CTA Communications Awards and recognizing the winners. See list attached.

3. Vice Chair James Benanti led a discussion with the committee on pocket calendar submission and CTA Statewide Gold Awards. See Board Referrals

4. Gayle Bilek, CTA Board Liaison was absent. CTA Board member Robert Ellis stepped in on Gayle’s behalf. He discussed the EMEID program and encouraged the committee to get involved and spread the word about the program.

5. Assistant Manager Claudia Briggs led the committee’s discussion about the 2018 Campaign Workgroup debrief, as well as the role the CTA Communications Department played in the 2018 election. The California Educator magazine and CTA social media covered and kept members and
the community updated and engaged. Even with heavy rotation of televisions ads that were full of mistruths about Tony Thurmond paid for by Marshall Tuck and the billionaires supporting him, the hard work of the members paid off. With Gavin Newsom and Tony Thurmond’s victories, we have real champions for public education.

6. Communications Manager Jonathan Goldman discussed Red for Ed campaign that is sweeping the nation and how UTLA strike helped change the national narrative about public education. The work continues and the communications department is gearing to support Oakland educators in their contract negotiations. The committee discussed the online petition that was started during the UTLA strike and gave people the opportunity to leave comments supporting the educators on the picket lines. During the UTLA strike, CTA Facebook posts hit 2.5 million people, CTA tweets reached over 1.5 million people, and CTA’s Instagram posts hit just under 1 million people. In addition, the #UTLASTrong trended worldwide for several days, and many celebrities used their social media outlets to show support for UTLA educators and Red For Ed.

7. Committee members were encouraged to share any story ideas or submission for the magazine to CTA’s magazine editor Katharine Fong at kfong@cta.org or editor@cta.org.

8. CTA’s online editor Rachel Warino shared the new CTA Bulletin e-newsletter, previously know at the CTA Insider. This publication goes out every other Wednesday. This new version is now mobile friendly, content is easier to read, and the links are easier to open. Please email Rachel at rwarino@cta.org with ideas for content and feedback for the e-newsletter.

Old Business

New Business

None
October 30, 2018

To: Eric C. Heins, President

From: Mona Davidson, Chair, Communications Committee

RE: Referral to the CTA Board of Directors – 2017-18 Communications Awards

The State Council Communications Committee has recommended ten (10) award winners and seven (7) merit award winners for the 2017-18 Communications Awards. The Committee reviewed 43 nominations and decided that these nominations deserved recognition for their efforts.

Newsletters and Newspapers

1-499 members – no winners

500-2999 members

- Fontana Teachers Association – **Merit Winner**
  Nominated by: Curtis Dison, Chapter President **Fontanan**
- Garden Grove Education Association - **Award Winner**
  Nominated by: Sara McCarthy/Willie Burghard, Editor/Vice President **The Advocate**
- Grossmont Education Association - **Merit Winner**
  Nominated by: Jessica Merschtina, Vice President **We are GEA**
- Hesperia Teachers Association - **Merit Winner**
  Nominated by: Thomas Kerman, President **Your Union, Your Voice, Your Newsletter**

3,000 members or more

- San Diego Education Association – **Merit Winner**
  Nominated by: Ramon Espinal, State Council Rep **The Advocate**
Communications Awards Referral to the Board of Directors
Page Two

Special Membership Communications

- Santa Rosa Teachers Association – **Award Winner**
  Nominated by: Margie Brady Long and Micah Carlin-Goldberg, Communications Team
  *SRTA Weekly Updates (e-newsletter)*

- Santa Rosa Teachers Association - **Award Winner**
  Nominated by: Margie Brady Long and Micah Carlin-Goldberg, Communications Team
  *WeAreSRTA Stickers*

- Temecula Valley Education Association - **Award Winner**
  Nominated by: Jeff Kingsberg, President
  *Membership Matters*

- Twin Rivers United Educators - **Award Winner**
  Nominated by: Janet Edwards, Chapter President
  *Mission Impossible – Negotiate Fairly*

Communications to Parents or Community

- Twin Rivers United Educators - **Award Winner**
  Nominated by: Janet Edwards, Chapter President
  *Mission Impossible – Negotiate Fairly*

Digital Media Award in Honor of Ralph J. Flynn

1-499 members – no winners

500-2999 members

- Capistrano Unified Education Association – **Merit Winner**
  Nominated by: Joy Schnapper, Chapter President
  [www.cuea.org](http://www.cuea.org)

- Santa Rosa Teachers Association – **Award Winner**
  Nominated by: Margie Brady Long and Micah Carlin-Goldberg, Communications Team
  [www.WeAreSRTA.org](http://www.WeAreSRTA.org) (Category B – SRTA Special Updated related to the Sonoma County Fires)

- Temecula Valley Education Association – **Award Winner**
  Nominated by: Jeff Kingsberg, President
  [www.tveducators.org](http://www.tveducators.org)

3000 and above members – no entries
Communications Awards Referral to the Board of Directors
Page Three

Social Media Engagement

- Asociacion de Maestros Unidos – **Merit Award**
  Nominated by: Angel Maldonado, Chapter President
  *Instagram campaigns*

- Tustin Educators Association- **Award Winner**
  Nominated by: Roger Kavigan, Chapter President
  *Facebook, Instagram and Twitter Pages*

Jose Colmenares Memorial Award

- Asociacion de Maestros Unidos – **Award Winner**
  Nominated by: Angel Maldonado, Chapter President
  AMU Year-end State of the Union Reports

- Santa Rosa Teachers Association – **Merit Winner**
  Nominated by: Margie Brady Long and Micah Carlin-Goldberg, Communications Team
  SRTA Weekly Updates and www.WeAreSRTA.org

Thank you.

JG:af
c: Theresa Montaño Joe Nuñez
    David B. Goldberg Becky Zoglman
    CTA Board of Directors Jonathan Goldman
    Mona Davidson Deborah Churchill
    James Benanti Claudia Briggs
    Randa Wahbe
CREDSLALS AND PROFESSIONAL DEVELOPMENT COMMITTEE

Ryan Ruelas, Chairperson
Chandra McPeters, Vice Chairperson
Kelli Seydewitz, Recording Secretary
Susan Green, Board Liaison
Jane Robb, Consultant
Rosemary Louissaint, Consultant
Isabelle Garcia, Legislative Advocate

MAJOR POLICY – Immediate Action

A. NONE

MAJOR POLICY – First Reading

A. NONE

MAJOR POLICY – Second Reading

A. NONE

OTHER ITEMS FOR IMMEDIATE ACTION

A. NONE

REFERRALS TO THE BOARD OF DIRECTORS

A. NONE

MATTERS PENDING

A. NONE

INFORMATIONAL ITEMS

1. The Special Education (SEC) and Credentialing and Professional Development Committees (CPD) met jointly on Saturday morning to receive an update from the Special Education Credential Response Team. The team members who reported out were; Harold Acord, Danette Brown, (CTA liaisons to the California Commission on Teacher Credentialing (CTC) Greg Abt, Roberta Kreitz, and Stephanie Stotelmeyer from the Special Education Committee and CTA Staff Jane Robb, Rosemary Louissaint, Karen Taylor, and Isabel Garcia.

The Response Team updated members on work related to the proposed Education Specialist Credential changes. These updates included proposed names of new credentials, definitions and authorization statements. The team continues to engage CTC staff and commissioners on this topic.
Progress is being made and the CTC is receptive to the feedback CTA has received from our members. The Response Team will continue to meet and provide input to the CTC based on our policy and members’ feedback and will report back to both the CPD and SEC committees in March. Action on these items is expected to be taken by the CTC in April.

2. Applications are open for two K-12 educators and 1 IHE educator to serve on the Committee of Accreditation (COA). This Committee, appointed by the Commission on Teacher Credentialing, has been charged with the task of deciding on the continuing accreditation of educator preparation institutions and programs, deciding on the initial accreditation of programs submitted by eligible institutions, and determining the comparability of national or alternative program standards with California standards of educator preparation. This accreditation process is designed to assure the public and the Legislature that these programs are effectively training school personnel to function in the credential areas for which they are being prepared. To find out more and review application qualifications and application process, go to https://www.ctc.ca.gov/educator-prep/coa-about. Applications are due February 28, 2019.

3. CPD reviewed a conceptual proposal on Youth Mental Health First Aid training for teachers and credential candidates under consideration by the California Council of Community Behavioral Health Agencies. The committee is providing feedback to our Legislative Advocate, Isabelle Garcia.

4. CPD reviewed a recent report from the Commission on Teacher Credentialing on an increase in the mis-assignment of teachers, especially in the areas of special education and English learners. The Committee urges all CTA members to ensure they are assigned within the authorization of their credentials, and to work with their CTA local to report any mis-assignment in a timely manner as required by law.
CURRICULUM AND INSTRUCTION COMMITTEE

Pia VanMeter, Chairperson
Karin Barone, Vice Chairperson
Mel House, Board Liaison
Marlene Fong, Consultant
Bruce Saathoff, Consultant
Isabelle Garcia, Legislative Advocate

MAJOR POLICY: For Immediate Action (2/3 vote required)

(None)

MAJOR POLICY: Second Reading

(None)

MAJOR POLICY: First Reading

(None)

OTHER ITEMS FOR IMMEDIATE ACTION

Move to declare NBI 10/18-3 Moot.

NBI 10/18-3: That CTA take a support position on ACR 268.

Rationale: The NBI was written after the non-binding resolution was already chaptered (September 11, 2018). CTA does not have a process for taking positions on ACRs after it has been passed by the legislature and chaptered. If legislation is written to address the intents of ACR 268, C&I will review the legislation and use policy to take the appropriate positions.

REFERRALS TO THE BOARD OF DIRECTORS

(None)

MATTERS PENDING

(None)

INFORMATIONAL ITEMS

1. The committee took the following legislative positions:

   AB 20  Watch  AB 28  Watch
   AB 52  Watch  AB 150  Watch
2. The chair of the committee distributed and reviewed the “Guidelines from CTA for implementing Prop 58”.

3. The committee spent time in subcommittees reviewing C&I policy and discussing new and ongoing issues in education that may lead to changes in policy.
RETIREMENT COMMITTEE

Denise Bradford, Chairperson
Tomas Flores, Vice Chairperson
Joe Bartell, Board Liaison
Christine Balentine, Co-Consultant
Rose Luna-Núñez, Co-Consultant
Jennifer Baker, Legislative Advocate

MAJOR POLICY – Immediate Action (2/3 vote required)

NONE

MAJOR POLICY

NONE

OTHER ITEMS FOR IMMEDIATE ACTION

NONE

REFERRALS TO THE BOARD OF DIRECTORS

NONE

MATTERS PENDING

NONE

INFORMATIONAL ITEMS

If there are any questions regarding the items in this report, please contact the Committee leadership or staff:

1. Rose Luna, CTA Staff Consultant, introduced the CalTSRS Members Service Center Managers from San Diego, Riverside and Irvine offices.

2. Denise Bradford, Retirement Committee Chair, reviewed the information that committee members received; Teacher Pensions vs. 401(K) in Six States: Connecticut, Colorado, Georgia, Kentucky, Missouri, and Texas, AARP in the States, Pensionomics 2018, CalSTRS Board Trustees New Board Member, Politicization of CalSTRS hurts returns, harms retirees and CalSTRS Funding Plan.

Denise encourages CalSTRS members to check their CalSTRS Progress Reports yearly. In order to access their CalSTRS Progress Reports members need to go onto the mycalstrs.com website and register for an account, if you haven’t done so. This allows members to access not only their Progress Report, but a wealth of information.
Attached to this report is information on how to designate your delivery preference for your CalSTRS Progress Report.

CalSTRS members can designate a one-time death benefit recipient by going to the following link:
https://forms.calstrs.com/CalSTRSOnlineFormRequestWebUI/Root/Pages/OpenAttachment.aspx?FormId=387dba55-57e0-4302-8403-1d6885c72c82

Denise announced that Dana Dillon will retire from the CalSTRS board at the end of her term on December 31, 2019. Dana has served on the board since January 1, 2004. Denise Bradford was elected to replace Dana on the CalSTRS board as of January 2020.

3. Joe Bartell, CTA Board Liaison, reported that Governor Newsom’s proposed budget is an investment in public education. It provides public education with the highest amount of funding in California history. Governor Newsom proposed $3 billion to buy down a portion of the amount of the district’s contribution to CalSTRS and a direct contribution from the state of $2.9 billion to the CalSTRS unfunded liability.

Joe asked that state council members participate in a showing of solidarity for Oakland educators in their breakfast caucuses.

4. John Anderson, CalSTRS Liaison, reported that CalSTRS will be expanding their current facilities. The new building will be a five-story building and will connect to the existing CalSTRS building in Sacramento.

CalSTRS Communications department are developing new techniques to reach out to members.

5. Jackie Lee and Cathy Jeppson, Liaisons to CalPERS, reported that Priya Mathur will be leaving the board after many years. The new President of the Board, Henry Jones, former CFO of UTLA, is the first African American to serve as CalPERS President of the Board. Theresa Taylor, from SEIU 1000, was elected as Vice President.

6. Marc Sternberger, President to CTA/NEA Retired, reported that CTA/NEA Retired membership dues will be increased to $550 for a lifetime membership as of July 2019. Currently, lifetime dues are $450. Annual dues are $60. Come by the CTA/NEA-Retired table and pick up an enrollment form.

The Retired Issues conference will be Feb 28 – Mar 1, 2019 at the Fairmont Hotel in San Jose, CA - $100 registration fee.

7. Jennifer Baker, Legislative Advocate, reported on the Governor’s Proposed state budget and its impact on the District’s contributions to CalSTRS and CalPERS.

The Committee took a support position on AB 33, Bonta
8. Chris Ailman, CalSTRS Chief Investment Officer, reported that the US Stock market ended the year with a -5.2% investment return. CalSTRS ended the year with combined defined benefit assets of $214.95 billion which is a loss of 3.2%. The CalSTRS investment performance over 30 years has been 8.2%, 10 years has been 8.4%, 5 years has been 6.0%, and 3 years has been 6.9%.

9. Dana Dillon, CalSTRS Board Chair, addressed the committee about working with the Trustees from other Trust boards addressing the sexual harassment and misconduct towards employees. The group is called Trustees United. To find more information about Trustees United go to www.trusteesunited.com

10. Members that have worked with multiple employers over their career may want to request a CalSTRS Service Credit Breakdown to verify the accuracy of their Annual Progress Report. Members can call 1-800-228-5453 to make this request.

Politicization of CalSTRS hurts returns, harms retirees

By Christopher Burnham

Nov. 6, 2018

The Golden State’s retired teachers have worked for years to enjoy a healthy and secure retirement. Like education, retirement is the long game. Maintaining economic security for current and future retirees requires that pension investments are made like the tortoise in the fable of the tortoise and the hare: slow and steady.
But instead of playing the long game, we have seen an increase in the politicization of public pension funds. From politically advantageous assumed rates of return and outdated mortality rates, to pursuing personal political agendas by pushing for divestment in companies that the trustees find objectionable, public pensions are veering away from their fiduciary responsibility.

A divestment review began this summer within the California State Teachers Retirement System, the latest battleground for keeping politics out of pensions. Activists pressing for divestment from private prison companies are upset by the Trump administration’s immigration agenda and think that divesting from these contractors will impact the immigration debate. These activists are wrong — and CalSTRS and California retirees stand to lose if this divestment occurs (as a category, private prison companies have significantly outperformed the S&P 500 for the past 15 years).

With over $229 billion in assets as of Sept. 30, CalSTRS is the second-largest public-pension fund in the country and is only 70 percent funded. If the underfunding cannot be recouped organically through returns on investments, either taxpayers will foot the bill or retirees will lose pension benefits. If CalSTRS divests from profitable funds, either option is possible, and CalSTRS certainly would be reneging on its fiduciary responsibility.

I recently wrote for Forbes a detailed consideration of what it means to be a fiduciary. In fact, CalSTRS has a history of maintaining the fiduciary responsibility by rejecting activists and enabling fiduciaries to keep valuable investments. The reasoning then and now is identical: Divesting runs contrary to the fiduciary responsibility of its fund managers and adversely impacts returns.

Public opinion turns on a dime, and what’s to be done the next time a robust investment falls out of political favor? The fits and starts of the divestment hare cost a pension fund profit and stability. Withdrawing from a company’s stock does not change how that company does business, but it does hurt public pension retirees when a political decision reduces investment performance compared to other funds.
We have already seen what the cost was to CalPERS, the California public employees’ retirement fund, when it divested from tobacco company stocks: more than $8 billion in lost potential earnings. The same is being proposed for energy companies. To then push divestment from private prison companies, the current proposal before CalSTRS, would start a slippery slope of politicizing our pensions that knows no fiduciary bottom. Why not pick on sugar and soda companies next?

On Wednesday, CalSTRS will conclude its review and make a recommendation on the divestment question. As opinions swirl about the policies of private corrections providers, or any other company targeted by these political activists, CalSTRS fiduciaries must not allow CalSTRS to become a political action committee.

Instead of trying to invest or divest our retirement monies to either support or malign any U.S. president’s policies, please just stop using our money for political purposes.

Christopher Burnham has served as the chief financial officer of the U.S. Department of State and the United Nations, and Connecticut state treasurer. He is the founder and president of the Institute for Pension Fund Integrity, which fights to keep politics out of public pension fund management.
CalSTRS Board Trustees Certified for Four-Year Term
Teachers’ Retirement Board member representatives will serve through 2023

WEST SACRAMENTO, Calif. (January 16, 2019) – The California State Teachers’ Retirement System today announced the certification of three member representatives to the CalSTRS governing board. The members will each serve a four-year term, which begins January 1, 2020.

The three candidates, two who represent pre-kindergarten to 12th grade educators and one who represents community college educators, were not opposed and were certified elected by CalSTRS Chief Executive Officer Jack Ehnes.

Current Board Chair Dana Dillon, an intermediate school teacher from Weed, CA, who has been on the Teachers’ Retirement Board since January 1, 2004, will vacate her seat when her term expires on December 31, 2019.

“I’m so proud to have served my fellow educators as a CalSTRS board member for the last 15 years and I look forward to my last year on the board. I have to say though, that I look even more forward to experiencing CalSTRS as a beneficiary, as I plan to retire at the end of my term,” Ms. Dillon said. “I cannot say enough about the knowledge, care and rigor with which my board colleagues safeguard the financial futures of our more than 949,000 members. It has also been my distinct pleasure, and a real education, to work with the top-tier CalSTRS staff who diligently collect, carefully invest and efficiently disperse the funds so important to our members’ peace of mind and retirement.”

The two incumbents are:

- Harry M. Keiley, a high school teacher with the Santa Monica-Malibu Unified School District. He was first elected to the Teachers’ Retirement Board in 2007 and served as vice chair from 2010 to 2014. In 2011 he was elected for a second term. Mr. Keiley served as board chair
from 2014 to 2016 and has served as chair of the Investment Committee since 2016. He has served as the president of the Santa Monica-Malibu Classroom Teachers Association. He has also completed the UCLA Anderson School of Business Program for Trustees. Mr. Keiley’s re-election has been certified for the pre-kindergarten to 12th grade (inclusive) seat.

- **Sharon Hendricks**, a communications studies professor with the Los Angeles Community College District. She was first elected to the Teachers’ Retirement Board in 2011. Ms. Hendricks was elected as vice chair in 2014 and was re-elected for the 2015–2016 term. She also serves as treasurer of the American Federation of Teachers, local 1521 chapter at Los Angeles College Faculty Guild. Ms. Hendricks is active in the Community College Council of the California Federation of Teachers. Ms. Hendricks’ re-election has been certified for the community college seat.

Replacing Board Chair Dana Dillon, who did not seek re-election, is:

- **Denise Bradford**, an elementary school teacher in the Saddleback Valley Unified School District, Mission Viejo, CA. She is a new-educator mentor and curriculum leader. Ms. Bradford has served as chair of the California Teachers’ Association’s Retirement Committee since June 2015. She is also president of the Saddleback Valley Educators Association representing 1,200 educators. Ms. Bradford’s election has been certified for the pre-kindergarten to 12th-grade (non-administrator) seat.

**About CalSTRS**

The California State Teachers’ Retirement System, with a portfolio valued at $214.9 billion as of December 31, 2018, is the largest educator-only pension fund in the world. CalSTRS serves California’s more than 949,000 public school educators and their families from the state’s 1,700 school districts, county offices of education and community college districts. A hybrid retirement system, CalSTRS administers a combined traditional defined benefit, cash balance and voluntary defined contribution plan. CalSTRS also provides disability and survivor benefits. CalSTRS members retire on average after more than 25 years of service, with a median retirement age of 62.9, and a monthly pension of approximately $4,475, which is not eligible for Social Security participation. For more data, download the CalSTRS [Fast Facts 2017](#) brochure.

See how CalSTRS demonstrates its strong commitment to long-term corporate sustainability principles in its annual Global Reporting Initiative sustainability report: [Global Stewardship at Work](#).

Follow us on Twitter @CalSTRS.
Online Forms

myCalSTRS provides a quick, easy and secure way to apply for retirement, make a preretirement election of an option, initiate a service credit purchase and more—anytime, anywhere.

When you complete forms online using myCalSTRS:

• You receive step-by-step guidance to complete your forms correctly.
• Your member-specific information is auto-filled, saving you time.

• Your forms are submitted automatically, for a faster turnaround.
• You’ll receive email confirmation when CalSTRS receives your form and prompt email if additional information is needed.

Need help completing a form?
Visit your local CalSTRS benefits planning office or give us a call at 800-228-5453.

Go Online. Save Time.

Visit our other helpful online resources to make the most of your CalSTRS membership and plan for your secure future:

CalSTRS.com
Find information about CalSTRS benefits, workshops, publications, videos, forms and more, including benefit estimate calculators.

Stay Connected

Pension2.com
Learn about the CalSTRS voluntary supplemental savings program, which offers 403(b) and 457(b) plans with low costs and flexible investment options for additional income in retirement.

403bCompare.com
Compare 403(b) plans side by side, including costs, performance and services.

Watch our three- to five-minute member education videos at CalSTRS.com/videos.
Access Our Online Services at Every Career Stage
Register at myCalSTRS.com for convenient access to your accounts and CalSTRS forms.

Currently Working?
Use myCalSTRS to:
- Update your contact information and preferences.
- Access your annual Retirement Progress Report and view information reported by your employer.
- View your account balances.
- Name and update your one-time death benefit recipient.
- Exchange secure messages with CalSTRS representatives.

Ready to Retire?
With myCalSTRS you can:
- Make a preretirement election of an option beneficiary to provide a lifetime monthly benefit to one or more loved ones if you should die before retirement.
- Apply for retirement.

Enjoying Retirement?
Continue to access myCalSTRS to:
- Sign up for direct deposit. Save time and help conserve natural resources.
- View your monthly payment statements to track your deductions and annual benefit adjustments.
- Access your 1099-R form each January to prepare your taxes.
- Obtain a Verification of Benefits letter for applying for a Social Security benefit or loan.
- Estimate the effect various tax withholding scenarios may have on your monthly payment and update your tax withholding preferences as needed.

Need help registering? View the self-paced, interactive guide on myCalSTRS.com.

Need help using myCalSTRS? Find quick help for resetting your password, requesting a Verification of Benefits letter, and enrolling, updating or canceling direct deposit at CalSTRS.com/myCalSTRS-help-videos.

Connect With Us on Social Media
Visit CalSTRS.com from wherever you are.

Connect and engage with us on your favorite social media. We’re here because you are. It’s a great way to keep up on the latest CalSTRS news, share ideas and engage with other educators. Invite your colleagues to join us too.
Use this form to elect to receive a paper copy of your annual Retirement Progress Report by U.S. Mail, or to change your election to receive your report exclusively online on myCalSTRS. Please read the instructions carefully before completing this form.

### Instructions

Complete Sections 1 and 2. Print clearly using black or blue ink. Return your completed form by mail, fax, or hand delivery:

**Mail**
CalSTRS  
P.O. Box 15275, MS 85  
Sacramento, CA 95851-0275

**Fax**
916-414-5474

**Hand Delivery**
Hand deliver your form to a local CalSTRS benefit counseling office. For a listing of offices, visit CalSTRS.com/localoffices.

**Online**
For fastest processing, use myCalSTRS to set your preferences instead of returning this form. Log in to your myCalSTRS account and select Update Your Profile.

### Section 1: Member Information

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### Section 2: Member Authorization

- I elect to receive my annual Retirement Progress Report exclusively online at myCalSTRS. I understand I will no longer receive my report by mail and this election will remain in effect until I change it by submitting a new form or online at myCalSTRS.

- I elect to receive a paper copy of my annual Retirement Progress Report at the mailing address listed above.

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Adult, Alternative, and Career Technical Education

Drew Bueno-Potts, Chairperson
Kristin Montoya, Vice Chairperson
Dominic Rizzi, Secretary
Mike Patterson, Board Liaison
Patricia Rucker, Legislative Advocate
Cindy Heller, Consultant
Wendy Lockhart, Consultant

**MAJOR POLICY** – Immediate Action (2/3rd vote required)

none

**MAJOR POLICY** – First Reading

none

**MAJOR POLICY** – Second Reading

none

**OTHER ITEMS FOR IMMEDIATE ACTION**

None

**REFERRALS TO THE BOARD OF DIRECTORS**

None

**MATTERS PENDING**

1. Referral from the CTA Board of Directors that CTA develop policy that addresses policy for the new Perkins Career Technical Education (CTE) Funding formula and how this funding will affect the California dashboard indicators.

2. Referral from the CTA Board of Directors that CTA develop policy that addresses issues surrounding the California Technical Education (CTE) teacher shortage.
INFORMATIONAL ITEMS

1. CTA Board Member Mike Patterson invited members to participate in the upcoming January 30th, 4-5 pm, CTA IPD Webinar regarding the new CDE Dashboard changes. It will include new measures on Career and College Readiness. Registration is limited and can be found here: https://goo.gl/UyYYb. He also reported that the CDE CTE workgroup formed a year and a half ago still has not met.

2. There are many CTE conferences coming up in March:
   a. Educating for Careers (sponsored by the California Partnership Academy division of the CDE): March 3-5, Sacramento
   b. Computer Using Educators (CUE) Conference: March 14-16 in Palm Springs
   c. Linked Learning Alliance: March 19-21, Indian Wells
   d. California Industrial Technology Educators Association (CITEA): March 22-23 in Oakland at Laney College

3. The ACT Legislative sub-committee engaged in conversation about potential bills but did not have any new legislation to review.

4. The CTE sub-committee discussed the upcoming CTC CTE Workgroup which member Colin Davis and liaison Dennis “Walt” Walters have been appointed. Colin asked for feedback around the CTE credentialing issues the workgroup has been tasked with addressing. The first CTC CTE Workgroup meeting is January 30, 2019 and Colin will report back at the next State Council.

5. The Adult Education/Alternative Education sub-committee spent time discussing safety issues and certification requirements for Alternative Education in response to an increase of injuries to teachers by students.

6. Oakland EA member Rodney Brown shared information regarding the upcoming potential Oakland EA strike. They are fighting for many of the same issues UTLA struck over. You can follow their activity on social media using the following hash tags: #Unite4OaklandKids #WeAreOEA #StrikeReady #RedForEdOak
E. Toby Boyd, Chairperson of the Agency Review Committee presented the report of the Committee.

LIAISON COMMITTEE

Theresa Montaño CTA Vice-President
E. Toby Boyd, Chair of Agency Review
Barbara Dawson, Member
Bill Freeman, Member
Leslie Littman, Member
Sergio Martinez, Member
Mike Patterson, Member
Ken Burt, Consultant
Dawn Basurto, Staff Support

LIAISON COMMITTEE OF THE WHOLE

The liaison committee recognized Ken Burt on his many years of service to the CTA Liaison Committee. Ken will be retiring after 40 years with CTA. Lori Easterling, Manager of Legislative Relations gave a report on the Sacramento Scene, Jennifer Baker, Legislative Advocate gave a presentation on the State Budget. Seth Bramble and Ann Swinburn, CTA staff gave a presentation on Charter School Research.

SUMMARY OF REPORTS

Congratulations to Denise Bradford and Harry Keiley who were both elected to the CALSTRS Board of Directors.

The Little Hoover Commission gave a great presentation on “questions” to be placed on the 2020 Census. This is very important to California’s Funding, we need to make sure that California is not underrepresented from the 2020 Census.

State Board of Education liaisons reported that members should pay close attention to the ELPAC “scores”. The SBE voted to raise the score for reclassification of EL students in Districts.

The CDE is trying to secure office space for the Pupil Services Coalition. For the first time ever, Pupil Services will be presenting workshops on Student Services and Special Education, February 13-15.

The California Native American Heritage Commission has a vacancy and would like someone from CTA to serve on the Commission.

The California Association for Bilingual Education is recognizing CTA during their General Assembly for their work on the Election.

Equality California had 17 sponsored bills and 3 Resolutions that were signed. 10 bills that were signed advocated for more Funds for the State including $90.3 million for the 2020 census. $25 million for homeless youth and $1.2 million for suicide prevention.

Michael Mussuer Liaison to CAL OSHA, recommended that CTA develop a formal supportive relationship with WORKSAFE, an organization that provides legal aid, research and analysis, training and support for all employee’s safe working conditions.
Mike Patterson reported that Liaisons continue to be frustrated that they were appointed to the CDE College and Career Readiness workgroup a year ago but the group has not met yet, despite continued requests to CDE staff.

CASP has surveys available that they are encouraging educators to take, these surveys are Specific Learning Disabilities and Identification. CASP Survey on job evaluations can be found at http://casponline.org/surveys. CASP has also posted a variety of resources for Natural Disasters and for California Schools as Sanctuaries. Fact sheets on California Dyslexia Guidelines are attached to this report.

Does your School District have credentialed Teacher Librarians? If not, use this toolkit to start the process so your students aren’t at a disadvantage any longer. Check the CSLA website for more information. https://www.csla-aapc.ca/advocacy/advocacy-toolkit

**INFORMATIONAL ITEMS ~ (Conferences)**

California Industrial Technology Educators Association: March 22-23 in Oakland at Laney College

Linked Learning Alliance: March 19-21, Indian Wells

CASP Spring Institute will take place March 14-16, 2019 in San Mateo, CA

First week of February will be National Counselors Week, Proclamation for recognition. CASP also supported UTLA.

California School Library Association State Conference - Feb 7-10, 2019 Pacific Palms Resort, City of Industry CA

California All-State Music Education Conference - Feb 14th- 17th Ca, Fresno Convention Center, Fresno CA; There will be a CTA table!

CUE Spring National Conference -March 14-16, 2019 Palm Springs CA

California Council for the Social Studies Annual Conference -March 15- 17, 2019 San Jose CA

California Science Teachers Association 2019 Ca Science Education Conference - October 18-19, 2019 San Jose CA

California Reading Association Annual Conference-October 18- 19, 2019, McClellan Conference Center, Sacramento CA
FREQUENTLY ASKED QUESTIONS
CALIFORNIA DYSLEXIA GUIDELINES

In November 2016, Governor Jerry Brown signed into law AB1369 which contained two key provisions. The first provision directed the California Department of Education (CDE) to amend the guidelines on Specific Learning Disability to include phonological processing as one of the basic psychological processes that may lead to a specific learning disability.

The second provision directed “the Superintendent of Public Instruction to develop … program guidelines for dyslexia to be used to assist regular education teachers, special education teachers and parents to identify and assess pupils with dyslexia and to plan, provide, evaluate and improve educational services … to pupils with dyslexia”. CASP developed a position paper in response to the bill which can be found on the CASP website (http://www.casponline.org/pdfs/position-papers/dyslexia).

CDE published the California Dyslexia Guidelines in August, 2017, and occasionally updates them. CASP has continued to provide professional development opportunities and to disseminate information regarding dyslexia and the guidelines. In response to questions from our members we have developed the following document addressing the most Frequently Asked Questions (FAQ). CASP will continue to work at providing information and support to the education community as we go forward in this important effort to improve reading outcomes for all students.

1. Where can I find CASP’s Position on California AB 1369 (Dyslexia Bill)?

CASP’s Position on AB 1369 can be found by clicking on the link or pasting the link on your web browser: http://www.casponline.org/pdfs/position-papers/Dyslexia%20(Frazier%20bill)%20Position%20Paper.pdf

Follow the steps below if you are unable to access via the link

- visit www.casponline.org.
- On the CASP website scroll to the bottom of the page and click ‘Publications.”
- On the Publications page scroll down to CASP Position Papers.
- Click on Dyslexia (Frazier bill) position paper.

2. What does CA AB 1369 require of school districts?

AB 1369 has two primary components. One component added phonological processing to the list of psychological processes resulting in an SLD. The other component directed the California Department of Education to develop guidelines for educators and parents regarding the identification, assessment and instructional planning for students with dyslexia. CDE was directed to have these guidelines available on its website by the start of the 2017-2018 school year. The guidelines are exemplary in nature (CDE, 2017) and do not explicitly require anything of school districts.
3. What impact do the CDE Guidelines have on the responsibilities of school psychologists?

The Guidelines state “as part of a multidisciplinary team that conducts comprehensive assessments of students suspected of reading disorders and dyslexia, school psychologists have unique training in understanding and diagnosing processing disorders, including phonological processing and neuropsychological processes related to reading, such as rapid naming. They also have knowledge of effective screening and assessment processes…. School psychologists review and consider a student’s history of learning…. School psychologists are knowledgeable about screening tools, assessment methods and effective... interventions…. School psychologists are essential members of the diagnostic assessment process” (CDE, 2017, p. 40).

School psychologists are considered critical members of school teams that are addressing concerns related to dyslexia, including early screening for risk of dyslexia, assessment of students suspected of having dyslexia and helping plan appropriate interventions.

4. Can school teams assess for dyslexia?

School teams can (and should) assess for dyslexia. CDE Guidelines discuss the critical characteristics that are indicative of dyslexia (see p. 53-58) noting that dyslexia can be identified in both general education and through a comprehensive evaluation that is part of a Special Education eligibility evaluation. As noted above school psychologists are critical members of teams evaluating students for dyslexia: “they... understand patterns of strengths and weaknesses in learning… review and consider a student’s history of learning and areas of difficulty... are essential members of the diagnostic assessment process for identifying students with dyslexia and reading disorders” (p.40). They can also assist schools in selecting effective, evidence-based interventions for specific reading difficulties (VanDerHeyden and Burns, 2017).

Further the federal Office of Special Education and Rehabilitative Services (OSERS) published a guidance letter to the field noting that the terms dyslexia, dysgraphia and dyscalculia could be used by IEP teams in identifying a student’s specific learning disability and that the identification of these specific disabilities may be helpful to the team in planning interventions

References

5. If you were assessing a student with characteristics of dyslexia what Federal Handicapping Condition would be considered for special education eligibility?

Under the IDEA and its implementing regulations “specific learning disability” is defined, in part, as “a disorder in one or more of the basic psychological processes involved in understanding or
in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.”

Additionally under Title 5, California Code of Regulations, Section 3030(b)(10)--California regulation identifies dyslexia as a specific learning disability and provides the standards for determining whether a student has a specific learning disability.

Title 5, California Code of Regulations, Section 3030(b)(10) states:

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning education in determining the existence of a severe discrepancy.”

References
Title 5, California Code of Regulations, Section 3030(b)(10)
www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

6. Does a student with a clinical diagnosis of dyslexia automatically receive a special education evaluation?

If an LEA has knowledge of or suspects that a child has dyslexia and may need special education services, federal "child find" requirements indicate that the LEA should refer the student for an evaluation. The evaluation can be met through the Individuals with Disabilities in Education Act (2004) or Section 504 of the Rehabilitation Act of 1973. LEAs must provide written notice within a reasonable time to the parent of a child with a disability prior to the acceptance or rejection of a request for evaluation [34 C.F.R. § 300.503(a)(2)].

As referenced in the CDE Dyslexia Guidelines, “each state must have in effect policies and procedures to ensure that all children with disabilities residing in that state, including children with disabilities who are homeless children or are wards of the state, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated (Title 34, Code of Federal Regulations, Section 300.111[a])” (p.95).

However, a student with a diagnosis of dyslexia does not automatically qualify for special education or related services. Chapter 10 of the CDE Guidelines notes, “A student who has dyslexia does not necessarily need special education and is not automatically eligible to receive it” (p. 59). The CDE Guidelines reference Education Code Section 56303 which states that “A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.”
7. What areas are important to assess when evaluating a student suspected of dyslexia?

CDE Guidelines list the following as key characteristics of dyslexia that should be assessed in identifying a student with dyslexia:

- Difficulties with accurate and fluent word recognition and poor spelling and decoding abilities
- Deficits in the phonological component of language
- Difficulties that are unexpected in relation to other cognitive abilities
- Difficulties that are unexpected in relation to the provision of effective classroom instruction

For a comprehensive assessment, CDE states that these areas should also be assessed: rapid naming, phonological memory, syntactic processing, morphological processing, orthographic processing, reading comprehension, handwriting and written expression. Information should also be collected regarding the student’s primary language, oral language proficiency, developmental and medical history, and family history of dyslexia. (see chapter 9 in CDE Dyslexia Guidelines).

8. Should parents’ requests for dyslexia evaluations be handled differently from other requests for special education services.

Parent requests for dyslexia evaluations may be handled differently by different districts. The Dyslexia Guidelines state “it is important not to delay evaluating a student who may be at risk of dyslexia to determine eligibility for special education” (p.53). They describe a student who may need a more comprehensive assessment beyond what is part of general education screening and progress monitoring as one who “has demonstrated processing deficits… and who is experiencing difficulties in reading, spelling and written expression in comparison with his age, grade level or intellectual peers”. Since the guidelines strongly emphasize the importance of general education progress monitoring and screening, reviewing that information would be a first step in addressing parent concerns. The guidelines state “when a student has demonstrated limited or slower-than-expected progress, additional assessment is needed” (p.53). The Guidelines support the use of MTSS to help identify these students. CASP has supported the use of MTSS in two Position Papers: Dyslexia and Assembly Bill 1369 and School Psychologists and Response to Intervention.

References
www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

9. What should you do if a doctor signs a note on a prescription pad to assess a student for dyslexia?
A signed note from a student’s doctor provides notification of a disability and would initiate the federal child find requirement. The LEA would follow the policies and procedures to locate, identify and evaluate children with disabilities who need special education and related services. If a verbal request is made by the parent with or without a note from a medical provider, California Code of Regulations section 3021 indicates that “the school district, SELPA, or county office shall offer assistance to the individual in making a request in writing, and shall assist the individual if the individual requests such assistance.” LEAs must provide written notice within a reasonable time to the parent of child with a disability prior to the acceptance or rejection of a request for evaluation [34 C.F.R. § 300.503(a)(2)].

References
Title 34, Code of Federal Regulations
California Code of Regulations Sec. 3021

10. Would processing deficits in phonological skills be sufficient for eligibility for SLD?

A processing deficit in phonological skills is not by itself sufficient for eligibility for SLD. The areas discussed above (see question 7) must all be considered as part of an evaluation for SLD. In addition, a student must meet the criteria for SLD contained in Title 5, California Code of Regulations (CCR) 3030(b)(10)(B). The student must need specialized academic instruction to access the general education curriculum. Whether a student is served in special education or general education depends on the severity of need not the diagnosis of dyslexia alone.

Reference
Title 34, Code of Federal Regulations, Section 300.111[a]

11. Who can provide intervention for students with dyslexia?

The CDE Dyslexia Guidelines identify the following as professionals who can support students with dyslexia:

- General education teachers
- Credentialed reading specialists
- Speech-language pathologists
- Special education teachers
- Assistive technology specialists with expertise in learning disabilities (p. 71).

The Guidelines suggest that with sufficient training para-professionals may provide services. However, they note that there is little research regarding the use of para-professionals. Reference is also made to fact sheets published by the International Dyslexia Association which outline for parents how to evaluate professionals that provide treatment for dyslexia. The fact sheet entitled Evaluating Professionals states that instructors should be “trained and experienced in the use of Structured Literacy, Orton Gillingham, Multi-Sensory, Explicit Phonics or other programs consistent with the IDA’s Knowledge and Practice Standards” (p.1, IDA).

Reference
https://dyslexiaida.org/evaluating-professionals-fact-sheet/

12. Can students with dyslexia receive accommodations in the classroom? Qualify for a 504 Plan?
Yes, students regarded as having dyslexia are entitled to receive accommodations in the general education classroom through Section 504 of Federal Law that prohibits disability discrimination. Section 504 defines an individual with a disability as a person who: has a physical or mental impairment that substantially limits a major life activity (examples of limitations in reading, learning, and thinking are included.) All situations should be considered individually; resources and supports should be matched to the strengths and level of need from the individual student. For example, if a student simply requires additional time to get through the required reading, extra time would be an appropriate accommodation through a 504 plan. In addition, for many students with dyslexia, accommodations may be made through the use of assistive technology. To overcome the complexity and amount of reading requirements as educational demands increase, such items as text in audio format or text-to-speech and word prediction software may be used “to provide access and to allow students to comprehend material independently and without undue stress or fatigue” (CDE, p. 73). Such use of technology can be provided through special education services or 504 accommodations plan depending on the collection of factors in each case.

Reference
www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

13. What is the commonly accepted definition of dyslexia?

Individuals with dyslexia have deficits in the phonological processing component of language. Phonological processing includes phonological memory, phonological awareness, and speed of naming (Wagner et al. 2013). Thus, individuals with dyslexia have significant difficulty acquiring the sound–letter (phoneme–grapheme) and letter–sound (grapheme–phoneme) correspondences (i.e., phonics) that are the foundation for accurate and fluent spelling and decoding skills.

Dyslexia involves a specific deficit in single-word decoding that is based on a weakness in the phonological aspect of language and has only a secondary impact on reading comprehension, which distinguishes it from other types of reading disabilities (Catts and Kamhi 2005). However, spelling is almost always affected.

The CDE Dyslexia Guidelines cite the following definition of dyslexia (from the International Dyslexia Association) as one that is “widely cited by researchers and educators” (CDE, p.3):

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge” (CDE, p. 3).

References
www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf
14. Can a student with dyslexia learn to read?

Students with dyslexia can and do learn to read. The earlier an intervention is provided the more likely that a student will read at an expected level for his or her age and grade. Older students who receive interventions later often have ongoing difficulties with reading fluency and possibly with spelling.

15. Can schools utilize MTSS to support students with dyslexia?

The Dyslexia Guidelines strongly support the use of MTSS as a method of screening, intervening and progress monitoring for students at risk of dyslexia (see Chapter 9). The guidelines provide suggestions for the level of intervention and progress monitoring provided at three tiers of a tiered intervention process (p. 47). They note “the continuous monitoring of the data in reading, writing and spelling helps school teams to determine whether students are responding to the instruction and intervention provided” (p.47).

16. Do more boys than girls have dyslexia?

Quinn (2018) used a dataset of 552,729 students to provide information regarding differences in reading performance between boys and girls. Quinn found that “males are 1.83 times more likely than females to have reading difficulties.” In addition, the gender ratio was “greater when the identified reading difficulties were more severe.”

Reference


The following members of the 2017-2018 CASP Board of Directors contributed to this document:

Catherine Christo  
Gabe Gutierrez  
Jeanine Topalian  
Maureen Schroeder  
Rodrigo Enciso  
Amy Balmanno  
Jenny Ponzuric  
Seble Gebremedhin

For questions regarding this document please email memberservices@casponline.org

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NBI 1/19-1

Sponsor legislation to remove a moratorium on state sanctions for Speech Language Pathologist (SLP) services.

**Rationale:** Many school districts are under state sanctions for shortages in SLP services. Because many districts around the state have been so short-handed and have to do so much make-up time, it is nearly impossible to catch up with the SLPs available. As a result, many districts end up contracting out those services to agencies (staffed by nonmembers) which is very expensive.

**LTSP Area:** Advocacy

**LTSP Explanation:** Advocating for all of our members, including groups that sometimes feel as though their concerns are not heard, is at the very core of what we do!

[Corey Penrose (STL)/Alyson Brauning (CRE)]

**THE ABOVE ITEM WAS REFERRED TO THE STUDENT SUPPORT SERVICES COMMITTEE**
NBI 1/19-2

Extend the weekly time frame for Speech Language Pathologist (SLP) services to a more manageable time frame (like twice a month or monthly).

**Rationale:** The California Department of Education (CDE) put in place, a few years ago, that services had to be done on a WEEKLY basis, instead of a monthly basis. We know this is better for kids, but maybe this could be changed to every two weeks instead of weekly to alleviate the problems that occur when SLPs are out (sick, IEPs, etc.) and can’t see kids on a weekly basis - but could work them in to get all their services if given a longer time frame.

**LTSP Area:** Advocacy

**LTSP Explanation:** Advocating for all of our members, including groups that sometimes feel as though their concerns are not heard, is at the very core of what we do!

[Corey Penrose (STL)/Alyson Brauning (CRE)]

**THE ABOVE ITEM WAS REFERRED TO THE STUDENT SUPPORT SERVICES COMMITTEE**

NBI 1/19-3

That CTA convene a work group to discuss the intersection of Special and General Education related to “inclusion” practices and collaborative classes, with the intended outcome of bargaining language and direction for CTA, with input from the appropriate committees.

**Rationale:** As members up and down the state deal with the impact of this issue, there is a big need to reconcile Special and General Ed, in regards to what is in the best interest of the child and educator.

**LTSP Area:** Transforming Our Profession

**LTSP Explanation:** The issue at hand impacts not only our teaching conditions, but also our students’ learning conditions. By addressing it and working on bargaining for better conditions, we assist members up and down the state.

[Wendy Eccles (PIC)/Angela Der Ramos (CPD)]

**THE ABOVE ITEM WAS REFERRED TO THE SPECIAL EDUCATION COMMITTEE**
NBI 1/19-4

That CTA communicate through appropriate means, including social media, our support of federal workers who have been directly affected by the shutdown and that our CTA president send a letter of support and solidarity to the union presidents who represent the affected federal workers.

Rationale: Although there is a temporary 3-week reprieve of the shutdown, we need to stand in solidarity with our union brothers and sisters who have been affected by the shutdown. We need to let them know that we do not support using them as a bargaining chip now or in the future.

LTSP Area: Communication
LTSP Explanation: It is using current CTA communication channels to let our members and communities know that we support the federal workers. We are also communicating our solidarity to other union members who are also part of our communities.

[Alexandra Condon (TEAF)/Michelle Ramos Heffner (REP)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 1/19-5

That the CTA Board provide an asylum panel for State Council through the Racial Equity Affairs Committee (REAC). This panel will consist of asylum organizers that represent the intersectionality coalition of San Diego community organizers.

Rationale: CTA promotes the education of our members about social justice humanitarian causes by connecting our community to our members. The future of CTA and public education lies in building community organizing with the goals of our members at our locals. This panel would allow members to become educated about asylum seekers, how to organize their locals and learn how we can work together as a community on intersectionality causes in our communities.

LTSP Area: Advocacy
LTSP Explanation: As more asylum seekers arrive in our schools it will be up to us as teachers to advocate for this group of students who will require as much support as possible due to the unique circumstances that they have encountered.

[Norma Reyes (LNG)/Meghan Hughes (CRE)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS
Resolved: CTA opposes and will join with other organizations to defeat Donald Trump’s illegal "remain in Mexico" policy which returns migrants to Mexico while awaiting determination on their asylum applications, creating massive refugee camps on the Mexican/US border and effectively removing any right to asylum.

Rationale: Motivation: The Department of Homeland Security announced on Thursday night that they would begin sending some asylum applicants back to Mexico immediately as the Trump administration implements a new policy preventing migrants from waiting in the United States while their cases are processed. This is a racist attack on migrants as well as a blatant abrogation of longstanding legal and human rights and must be defeated.

LTSP Area: Diversity - Social Justice
LTSP Explanation: The right to asylum is central to social justice.
[Mark airgood (ECE)/Kaisar Ahmed (RET)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 1/19-7

In support of Oakland Education Association (OEA) CTA will urge and support its locals to initiate solidarity actions, including site-based actions (RedForEd, walk-ins, etc.) on February 15 and by informational picketing on the second day of a strike (should it occur), drawing community attention as well to school funding and privatization.

Rationale: OEA is heading toward a possible strike, following up on UTLA’s highly successful strike this month. These fights will impact contract negotiations statewide as well as state legislation, especially as both chapters are fighting for improved working conditions, fair compensation, and increased school funding, as well as against charter school expansion. Building site-based solidarity actions throughout the state strengthens our locals and CTA to win the schools our students deserve.

LTSP Area: Organizing Culture
LTSP Explanation: We must have every single local engaged in this fight to save Public Education.
[Cecily Myart-Cruz (CRE)/Grant Schuster (FPE)]

THE EXECUTIVE OFFICERS RECOMMEND TO TAKE IMMEDIATE ACTION AND APPROVE

NBI 1/19-8

CTA will create a statewide campaign to encourage locals to conduct vote-by-mail registration drives.
**Rationale:** People who are registered to vote by mail vote more consistently. Voter turnout during primary elections is higher for voters registered to vote by mail. Encouraging CTA members to vote early will save on campaign costs for CTA and locals.

**LTSP Area:** Organizing Culture

**LTSP Explanation:** This will increase member engagement in elections.

[Shane Parmely (PIC)/Eva Ruiz (SEC)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 1/19-9

CTA will recruit members and pro-public school candidates to run at the county level for the California Democratic Central Committee and create a GOTV Campaign to encourage members who are registered Democrats to vote in these elections.

**Rationale:** It is important to elect people to the DCC that will advocate for candidates and platform positions that promote public education, and who are willing to speak out against efforts to privatize public education.

**LTSP Area:** Advocacy

**LTSP Explanation:** This will increase member engagement in elections and help ensure the election of DDC delegates who support public education.

[Shane Parmely (PIC)/Eva Ruiz (SEC)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS
CTA will write policy to allow for endorsements of chairs of political parties at the state level, following the same process used to endorse constitutional offices.

**Rationale:** CTA should have a voice in supporting candidates for political parties at the state level.

**LTSP Area:** Advocacy

**LTSP Explanation:** This will expand CTA’s political reach and allow us to enter the electoral process earlier.

[Shane Parmely (PIC)/Michael Flores-Castaneda (NEG)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS
STATE LEGISLATION COMMITTEE

Kathy Sharp, Chairperson
Erich Myers, Vice Chairperson
Jerry Eaton, Board Liaison
Corey Penrose, Recorder
Lori Easterling, Consultant
Toni Trigueiro, Consultant

MAJOR POLICY – Immediate Action (2/3rd Vote Required)

A. None

MAJOR POLICY – First Reading (or – Second Reading)

A. None

OTHER ITEMS FOR IMMEDIATE ACTION

A. INTERIM POSITIONS TAKEN SINCE NOVEMBER 9, 2018 (interim positions have been approved and are informational only.)

Support  AB 1808  Committee on Budget  11/9/18
Education finance: education omnibus trailer bill

This bill provides for statutory changes necessary to enact the K-12 statutory provisions of the Budget Act of 2018. The state budget is the single most important piece of legislation to funding public schools.

This position has been approved by Jodi Dayberry, Chair of the Financing Public Education Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Support  AB 1825  Committee on Budget  11/9/18
Education finance: constitutional minimum funding obligation: local control funding formula

This is the Proposition 98 Certification Trailer Bill for 2018-19 budget. This bill provides necessary statutory changes to enact the 2018-19 budget related to K-14 education and provides a new process for certifying, or finalizing, the Proposition 98 Guarantee. This legislation provides certainty in education funding and provides and automatic cost of living adjustment in the LCFF.

This position has been approved by Jodi Dayberry, Chair of the Financing Public Education Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.
Support SB 846 Committee on Budget & Fiscal Review 11/9/18 Employment

This bill makes changes and technical corrections associated with the public employment provisions adopted as part of the Budget Act of 2018. Specifically, this bill specified that the controller, a public employer, an employee organization, or any of their employees should not be liable for collecting “fair share” fees that were permitted prior to June 27, 2018.

This position has been approved by Jodi Dayberry, Chair of the Financing Public Education Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Support SB 866 Committee on Budget & Fiscal Review 11/9/18 Employment

This bill enacts various statutory changes necessary to implement labor and public employment provisions for the Budget Act of 2018. Specifically, this bill clarifies the laws governing dues deduction, employee orientations, and employer communications about employees’ rights to join a union.

This position has been approved by Jodi Dayberry, Chair of the Financing Public Education Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.
COMMITTEE RECOMMENDATIONS

Recommendation(s) from the Student Support Services Committee

Watch  AB 8 (Chu)  D-25
Requires on or before December 31, 2022 all public schools to have at least one mental health professional for every 600 pupils generally accessible to pupils on campus during school hours; requires on or before December 31, 2022, all public schools with fewer than 600 pupils to have at least one mental health professional generally accessible to pupils on campus during school hours, to employ at least one mental health professional to serve multiple schools, or to enter into a memorandum of understanding with a county agency or organization to provide services to pupils; and requires schools to seek reimbursement for costs of implementing the bill’s provisions through the Local Education Agency Medi-Cal Billing Option and the School-Based Medi-Cal Administrative Activities program.

Watch  AB 70 (Berman)  D-24
Spot bill expressing intent of the Legislature to enact legislation supporting youth mental health in schools.

Support  AB 258 (Jones-Sawyer)  D-59
Creates the Healthy Start Support Services for Children Act authorizing the use of Proposition 64 funds by the Department of Education to provide grants to school districts for additional student support services to improve the academic performance and social development of California’s youth.

Recommendation(s) from the Retirement Committee

Support  AB 33 (Bonta)  D-18
Prohibits CalPERS and CalSTRS from renewing or making new investments in private prison companies by July 1, 2020 and requires those Boards to engage with private prison companies to determine whether they are transitioning their business models to another industry.
Recommendation(s) from the Political Involvement Committee

Support  **AB 17 (Salas)  D-32**
Prohibits an employer from requiring or requesting an employee bring their vote by mail ballot to work or vote his or her vote my mail ballot at work.

Watch  **AB 49 (Cervantes)  D-60**
Creates the California Voter Protection Act of 2019 requiring all county elections officials to ensure at least one vote center is open in each Assembly district within the county; requires ballots be mailed beginning 60 days before the election and mailing be complete within 5 days; and prohibits any county elections officials from discriminating against any region or precinct in the county in choosing which ballots to mail first within the prescribed 5-day mailing period.

Support  **SB 27 (McGuire)  D-2**
Enacts the Presidential Tax Transparency and Accountability Act, requiring a candidate for President, in order to have his or her name placed upon a primary election ballot, to file his or her income tax returns for the 5 most recent taxable years with the Secretary of State and requires the Secretary of State to redact the income tax returns of Presidential candidates as necessary to protect individual privacy and make the returns available to the public on the Secretary of State’s Internet Web site.

Recommendation(s) from the Curriculum & Instruction Committee

Watch  **AB 20 (Berman)  D-24**
Establishes the California Computer Science Coordinator in the Department of Education to implement the computer science strategic implementation plan upon adoption by the State Board of Education and submission to the Legislature.

Watch  **AB 28 (Obernolte)  R-33**
Establishes a State Seal of STEM recognizing students attaining a high level of proficiency in science, technology, engineering, and mathematics field; establishes criteria to earn the State Seal of STEM; requires the Superintendent of Public Instruction to prepare and deliver to participating school districts an appropriate insignia to be affixed to high school diplomas or transcripts; and requires participating school districts to maintain appropriate records and affix the appropriate insignia to diplomas or transcripts of recipient students.
Watch **AB 52 (Berman) D-24**  
Requires the computer science strategic implementation plan upon adoption by the State Board of Education to be updated in unspecified intervals indefinitely.

Watch **AB 150 (Cooper) D-9**  
Authorizes partial coursework accepted for credit within the same subject be combined to meet statewide high school graduation course requirements.

### Recommendation(s) from the Early Childhood Education Committee

**Support** **AB 6 (Reyes) D-47**  
Creates within the Department of Education the Office of Early Childhood Education (OECE) and requires the OECE to coordinate services with the Department of Social Services and the CA Health and Human Services Agency to ensure social and health services are provided to children in early childhood education programs and identify families eligible for early childhood education financial assistance.

Watch **AB 123 (McCarty) D-7**  
Spot bill declaring intent of the Legislature to enact legislation to expand the state preschool program and enabling local educational agencies to blend the program with transitional kindergarten.

Watch **AB 124 (McCarty) D-7**  
Enacts the Preschool Facilities Bond Act of 2020 authorizing the issuance of $500 million in general obligation bonds to finance a preschool facility grant program.

Watch **AB 125 (McCarty) D-7**  
Spot bill expressing intent of the Legislature to enact legislation establishing a single regionalized state reimbursement rate system for childcare, preschool, and early learning services.

Watch **AB 197 (Weber) D-79**  
Requires school districts offering kindergarten to implement a full-day program by the 2021-22 school year.
Recommendation(s) from the Financing Public Education Committee

**Oppose**  
AB 10 (Chiu)  
D-17  
Increases the low-income housing tax credit by an additional $500 million (40 percent of these revenues come to Prop. 98) in 2020 be used for farmworker housing projects.

**Oppose**  
AB 11 (Chiu)  
D-17  
Reauthorizes Community Redevelopment Law creating local redevelopment agencies, reducing local taxes to school districts.

**Watch**  
AB 31 (Garcia, Cristina)  
D-58  
Exempts feminine hygiene products from sales and use taxes.

**Support**  
AB 39 (Muratsuchi)  
D-66  
Increases the base grants for school districts as well as supplemental and concentration grants to increase the overall funding calculations of the local control funding formula.

**Support**  
AB 48 (O'Donnell)  
D-70  
Creates a Kindergarten-Community Colleges Public Education Facilities Bond Acts of 2020 and 2022 to provide funds for constructing and modernizing educational facilities.

**Watch**  
AB 142 (Garcia, Cristina)  
D-58  
Increases battery disposal fees from $1 to $2.

**Oppose**  
AB 147 (Burke)  
D-62  
Implements the Wayfair decision in California limiting an internet retailer’s sales and use tax threshold from $100,000 to $500,000, and specifies funding associated with this measure be used for wildfire relief and child poverty.

**Watch**  
AB 153 (Voepel)  
R-71  
Increases the current deduction from $50 to $500 for a taxpayer to maintain a nondependent or relative as a member of the taxpayer’s household if they are a full-time elementary or secondary student at specified educational organizations.

**Watch**  
AB 155 (Voepel)  
R-71  
Creates a tax credit for 2020 thru 2025 of $5,000 for taxpayers building a new primary home.
Watch  AB 167 (Rubio, Blanca)  D-48
Spot bill expressing intent of the Legislature to address the childcare crisis by appropriating sufficient funding in the annual Budget Act to childcare and development programs and family childcare home education networks to serve an additional 20,000 infants and toddlers from birth to 3 years of age with high-quality childcare; requires the Superintendent of Public Instruction to prioritize the allocation of funds to high-need communities; creates the California Childcare-Early Head Start Partnership; and requires the Superintendent to determine which childcare and development programs and family childcare home education networks qualify for funding and establish standards for grantees ensuring high-quality infant and toddler childcare.

Watch  ACA 2 (Nazarian)  D-46
Eliminates the Board of Equalization and replaces it with a Department of Tax and Fee Administration to undertake the work previously under the jurisdiction of the Board of Equalization.

Watch  SB 5 (Beall)  D-15
Re-establishes redevelopment agencies as the Local-State Sustainable Investment Incentive Program and attempts to backfill property taxes to protect local school districts and limits their cap to $2 billion.

Watch  SB 9 (Beall)  D-15
Permanently extends the low-income housing tax credit.

Watch  SB 26 (Caballero)  D-12
Allows a taxpayer with a tax credit in excess of her or his tax liability to receive a payment beginning in 2020.

Watch  SB 43 (Allen)  D-26
Requires the State Air Resources Board, in consultation with the California Department of Tax and Fee Administration to report to the Legislature the results of a study to determine the feasibility and practicality of a system to replace the existing tax on the assessment on retail products used on carbon-intensive products.

Watch  SB 51 (Hertzberg)  D-18
Creates the Cannabis Limited Charter Bank and Credit Union Advisory Board to review department enforcement reports, hold open meetings and issue recommendations to be submitted to the Legislature and Governor, including providing guidance in investment activities.
<table>
<thead>
<tr>
<th>Watch</th>
<th>SB 63 (Hertzberg)  D-18</th>
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<tbody>
<tr>
<td></td>
<td>Excludes student loan indebtedness discharged between 2019 and 2024 from gross income for eligible individuals that attended a Brightwood College school.</td>
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<tr>
<th>Support</th>
<th>SCA 3 (Hill)  D-13</th>
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<td></td>
<td>Limits the constitutional provision allowing parents to pass on their residential property to their heirs without a tax reassessment solely if the heir uses the residence as her or his principal residence within 12 months after the transfer, and if the heir no longer uses the property as their primary residence it will be assessed at its full cash value as of the date of the transfer by the parent or grandparent.</td>
</tr>
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**Recommendation(s) from the Civil Rights in Education Committee**

<table>
<thead>
<tr>
<th>Support</th>
<th>AB 16 (Rivas, Luz)  D-39</th>
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<tbody>
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<td>Requires a local educational agency to ensure each school identifies all homeless children enrolled at the school, and annually report to the California Department of Education the number of homeless children enrolled.</td>
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<tr>
<th>Support</th>
<th>AB 163 (Garcia, Cristina)  D-58</th>
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<td></td>
<td>Requires a group home or foster family agency housing unaccompanied undocumented minors who are under the custody of the federal Office of Refugee Resettlement to report the number of children placed with a resource family and their length of placement, and arrange a meeting for those youth to meet with legal services representatives; requires a county child welfare department representative to meet with each unaccompanied undocumented minor under the custody of the federal Office of Refugee Resettlement who is placed in a group home or placed by the foster family agency with a resource family to assess the well-being of the minor and to offer mental health services to the minor; and requires the State Department of Social Services to inspect each group home and each foster family agency and its resource families with those minors at least once each quarter to ensure compliance with the act and the quality of care provided.</td>
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<tr>
<th>Support</th>
<th>AB 175 (Gipson)  D-64</th>
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<td></td>
<td>Adds to the rights of foster youth, to include the right to be referred to by the youth’s preferred name and gender pronoun, the right to maintain the privacy of the youth’s lesbian, gay, bisexual, transgender, queer, and questioning status and gender identity, and the right to have reasonable access to computer technology and the internet.</td>
</tr>
</tbody>
</table>
Recommendation(s) from the Credentials & Professional Development Committee

Watch AB 182 (Rivas, Luz) D-39
Adds computer science to the list of authorized subjects for a single subject teaching credential; authorizes holders of a single subject teaching credential in business, industrial and technology education, or mathematics before the establishment of a single subject teaching credential in computer science to teach computer science; exempts candidates pursuing a single subject credential in business, industrial and technology education, or mathematics prior to the establishment of a single subject teaching credential in computer science from additional credential requirements; and clarifies nothing prohibits a school district from employing a person who holds a single subject teaching credential in another subject with an authorization to teach computer science from teaching computer science.

Recommendation(s) from the Assessment & Testing Committee

Watch AB 198 (Quirk-Silva) D-65
Requires the California Career Resource Network Program to develop and distribute a career aptitude test and the test should present pupils with various career options aligned with their academic and extracurricular interests.
REFERRALS TO THE BOARD OF DIRECTORS

A. None

MATTERS PENDING

1. None

INFORMATIONAL ITEMS

1. 2018-19 New State Legislative Committee Liaison Assignments:

   Adult, Alternative, Career & Technical Education        James Sutter
   Assessment & Testing                                      Brian Davenport
   Civil Rights in Education                               Maya Walker/Laura Anderson
   Community College Association                           Billie Joe Wright/Ed Gomez
   Credentials & Professional Development                 Christie Bettendorf
   Curriculum & Instruction                                Julie Shankle
   Early Childhood Education                                Georgia Flowers Lee
   Financing Public Education                              Steven Filling
   Language Acquisition                                    Scott Mullin
   Negotiations                                            Blas Manuel De Luna/Lauri Heffêman
   Political Involvement                                   Tracy Taylor
   Professional Rights & Responsibilities                  Paula Orbaugh
   Retirement                                              Jordan Horowitz
   School Safety/School Management                         Nancy Roberts
   Special Education                                        David Feldman
   Student Support Services                                Nancy Glenn
   Teacher Evaluation & Academic Freedom                   Donna Kandel

   **Roving Liaisons:** Kathy Sharp, Erich Myers, Corey Penrose, Jerry Eaton

2. Conducted new legislative subcommittee chair and consultant training

3. Continuing to revise rationale template draft
LEGISLATIVE TERMS:

Amend:
To alter formally by modification, deletion, or addition.

Appropriation:
A legislative authorization to make expenditures and incur obligations for specific governmental purposes; usually limited as to time when it may be expended. One of the prime responsibilities of the Legislature is this power to appropriate moneys.

Companion Bill:
Two bills identical in wording that are introduced in each house. They will most likely not have the same number. Some companion bill sponsors feel it will increase the chances for the passage of the bill.

Legislative Deadlines:
Deadline set by a legislative body for specified action, such as bill introduction, committee action, or initial passage of bills by either house.

Effective Date:
The date a bill, once passed, becomes law. Unless a different date is specified, bills become law when approved.

Floor:
Reference to the interior of the chamber of either house. Floor action suggests consideration by the Assembly or Senate rather than committee action.

Held in Committee:
The defeat of a measure by the decision of a standing committee not to return it to the full house for further consideration.

Pull:
The act of removing a specific legislative bill from an inclusive list for the purpose of review, discussion, change a position, etc.

Reconsideration:
A motion that, if carried, allows a measure that failed or passed to be heard again in committee or on the Floor. This more commonly occurs when a bill has failed passage on third reading on the floor where the author/presenter will “notice reconsideration” upon the final tally of the votes. However, it does occasionally happen during the committee process as well.

Resolution:
A measure expressing the will, wish, or direction of the Legislature. It does not have the effect of law.

Resolution-Concurrent Resolution:
A resolution which requests action or states the Legislature’s position on an issue.
**Resolution-Memorial Resolution:**
A nonsubstantive resolution used to convey the sympathy and condolences of the Legislature on the passing of a constituent or a dignitary.

**Spot Bill:**
A spot bill is a proposal not fully developed or containing sufficient information necessary to make a determination to support or suppose.

**Sunset Law:**
A provision shutting off a program or agency on a specific date, requiring reexamination and a fresh authorization prior to that date to continue.

**Urgency:**
An urgency measure goes into effect immediately once passed by both houses and signed by the Governor. This type of measure requires a 2/3 vote.

**Veto:**
A power vested in the governor to prevent the enactment of measures passed by the Legislature by returning them, with objections, to the Legislature.

*CAPITOL SPEAK: For those unfamiliar to the legislative process, phrases used can appear to be from a different language. The inclusion of Capitol Speak descriptions below are provided to assist you in understanding the legislative arena.*

**Across the desk:**
When a bill or amendment is officially introduced. Common to hear staffers or third house members ask: “Is that across the desk yet?”

**Blue pencil:**
The governor’s line-item veto. Dreaded by legislators hoping to protect spending priorities.

**District bill:**
Legislation addressing a specific local or district issue of the legislator carrying the bill. If approved, legislation applicable in the district only.

**Dog House:**
The Legislature’s smallest office, located on the sixth floor and generally assigned to an Assembly member who has angered leadership.

**Free Ride:**
To run for a different office when your current elected position is not up for re-election. If you lose, you retain your current elected position.

**Gut and Amend:**
To hollow out an existing bill and fill it with new language. A good way to sneak in new (or old, previously defeated) bills late in a session.
Hijack:
To insert an existing legislative measure into a new bill. For example, transplanting a legislative measure authored by a member of one political party into a different legislative measure by a member of a different political party and claiming ownership.

Interim Study:
A common tactic to kill bills without the messiness of a vote. Rather than vote against a legislative measure, legislature decide to study it more – after the session ends.

“I wasn’t going to speak today”:
The most common sentence lawmakers say before they begin to speak.

Job killer:
Description of legislative measures identified by the California Chamber of Commerce, Republicans and moderate Democrats as adversely impacting the creation, availability, and duration of employment opportunities in CA. (Typically affixed to priorities of organized labor, environmentalists, and other Democratic allies.

Juice Committee:
Committee that oversees wealthy or politically potent industries. Membership guarantees a steady revenue of campaign contributions

Jungle primary:
Derisive nickname for the top-two primaries, in which top two vote getters advance to general election regardless of political party.

Lay off:
To avoid voting on a controversial bill. Effectively the same as a no vote, for purposes of passing a bill but can look better politically. Synonym for “take a walk.” A practice more associated with political moderates of either political party.

May revision (or the ungrammatical “May revise”):
Common term for governor’s May budget proposal. Unlike the January budget proposal, it reflects new tax revenue (April 15 tax submission deadline) and therefore offers the starting point for serious budget talks.

Mod:
A moderate Democrat. Friendly to business interests and irritant to Democratic leadership.

On call:
When the voting roll remains open after an initial count falls short of the needed number for passage, the bill is on call.

Per Diem session:
Typically held on Fridays before a holiday weekend, these often-brief floor sessions fulfill the requirement to meet every three days which allows legislators to keep their tax-free $168-a-day “per diem” stipend.

Poison pill:
An amendment added to a bill so it will become indefensible and die.
Robust:
The only type of debate that occurs in the Legislature.

Roll (verb):
If you get a bill out of committee whose chair opposes it, you have “rolled” the chair. A good way to lose your committee membership.

Speakerize:
When the Assembly speaker intervenes on a controversial bill either to kill it or to ensure it advances.

Sponsor:
An outside entity that writes a bill and then gets a legislator to carry the bill. Not always “candid” about its role.

Spot bill:
A placeholder bill that remains devoid of detail until a legislator decides content.

Stakeholder:
Anyone who wants something. Always seem to be meeting somewhere about something. Generally, synonym for “interest group.”

Suspense File:
Holding place for legislation that will cost more than a specified amount of money. Many bills never make if off the Appropriations Suspense file. Another useful way to let a bill quietly die.

Third house:
Sacramento’s lobbying corps, so named because some see them – and the special interests they’re paid to represent – as a coequal third branch of the Legislature.

Trailer bill:
Legislation that implements a specific part of the budget after the budget itself has passed. A useful way to change policy via the budget process.

Two-year bill:
A bill that stalls in the first year of the legislative session and must wait another year.

Urgency clause:
A designation that makes a bill take effect immediately after it is signed instead of the following Jan. 1. Requires a two-thirds vote.

Work the floor:
When a legislator moves from desk to desk in the Assembly or Senate to talk to colleagues to garner support.

*Special acknowledgment to Sacramento Bee reporters Jeremy White and Alexei Koseff for their contributions.
CTA Scholarship for Dependent Children/Del A. Weber Scholarship
This program offers up to 35 scholarships, of up to $5,000 each, to a dependent child of an active member of CTA, CTA/NEA-Retired or a deceased CTA member.

- One scholarship is provided in Honor of Ralph J. Flynn and is awarded to the highest-scoring applicant.
- One scholarship is provided in Honor of Ruthie Fagerstrom and is awarded to the second highest-scoring applicant.
- One scholarship is provided in Honor of Susan B. Anthony and is awarded to the third highest-scoring applicant.

CTA Scholarship for Members
This program offers up to five scholarships, of up to $3,000 each, to active members of CTA completing college coursework.

- One scholarship is designated as the American Indian/Alaska Native Memorial Scholarship in Honor of Alice Piper and is awarded to the highest-scoring member applicant.
- One scholarship is designated for an ESP member who wants to transition into the teaching profession, provided an ESP member applies.

Student CTA (SCTA) Scholarship in Honor of L. Gordon Bittle
This program offers up to three scholarships, of up to $5,000 each, to active members of Student CTA (SCTA) who have demonstrated high academic achievement.

- One scholarship is designated as the Pacific Asian American Scholarship in Honor of Philip Vera Cruz and is awarded to the highest scoring SCTA applicant.

GLBTQ+ Safety in Schools Grant & Scholarship Program
The program provides grants to support projects and presentations that promote understanding and respect for LGBTQ+ persons, in addition to scholarships for self-identified LGBTQ members enrolled in a teacher/counseling credential or graduate program who are pursuing a career in public education and who understand the importance of LGBTQ educators as role models.

Human Rights Awards
A variety of Human Rights Awards are given annually to CTA members, chapters and service center councils to promote the development of programs for the advancement and protection of human and civil rights within the Association.

CTA César E. Chávez Memorial Education Awards Program
This awards program provides recognition for educators and their students who demonstrate an understanding of the vision and guiding principles by which César Chávez lived his life. The recipients, both students and sponsoring CTA members, will receive up to $550 (exact amount will be determined by the Awards committee). Their work will be recognized by posting visual art and written essays online and in various CTA publications.
Ethnic Minority Early Identification & Development Program
In many local chapters of CTA there exists a significant lack of diversity within the leadership roles. Although it is recognized that CTA staff, chapter and state leaders have often encouraged and nurtured minority members into leadership roles, the CTA Board of Directors has determined that a more systematic approach needed to be instituted. This program was established in order to sustain and increase ethnic minority leadership in CTA and its affiliates. by opening doors to existing CTA/NEA programs and events.

CTA has had a long-standing commitment to increasing ethnic minority leadership and staff. This program is both evidence of that commitment and reinforcement to continue it in the future.

Chapter-in-Politics Award in Honor of Joyce Fadem
Inaugurated in 1985, this tribute to Joyce Fadem was first presented in 1986. The award was first designed to honor CTA chapters for outstanding contributions to their colleagues throughout the state through effective use of the political process.

Chapter involvement in politics is crucial to our success. Recognizing and rewarding that involvement will only help to ensure continued and increased involvement in the future. This process gives you an opportunity to have your chapter's political activism recognized.

Member-in-Politics Award in Honor of Ted Bass
Inaugurated in 1972 as a tribute to Ted Bass, this award is designed to honor CTA members for their outstanding contributions to their colleagues throughout the state through effective use of the political process.

Member involvement in politics is crucial to our success. Recognizing and rewarding that involvement will only help to ensure continued and increased involvement in the future. This process gives you an opportunity to have your member's political activism recognized.

John Swett Awards for Media Excellence
John Swett founded CTA in 1863 and elevated the teaching profession as he served as California's fourth superintendent of public instruction. For the first time, public schools became free for all to attend during his four-year term. He raised the bar, and this contest bears his name because all entries must show the kind of commitment to professionalism he gave during his life of advocacy for all educators and students.

This competition honors CTA's 15 decades of advocacy for our schools, students and teachers. We are honored to invite media to take part in a contest dedicated to the legacy of John Swett and his vision for a vibrant public school system. Newspaper, radio and television editors, reporters, producers, directors and bloggers are all encouraged to enter.