**State Council Report January 2014**

**Overview/Things for you to do**

**Please:**

1. Vegara trial - attacking due process and seniority rights started Monday in Los Angeles. Updates for the trial can be followed at <http://www.cta.org/Issues-and-Action/Ongoing-Issues/Vergara-Trial1.aspx>.
2. Members should check the Smarter Balanced Assessment web site <http://www.smarterbalanced.org/>
3. Members are encouraged to apply to serve on the Curriculum Framework and Evaluation Criteria Committee at <http://www.cde.ca.gov/ci/sc/cf/>
4. Organizing Academy - is scheduled for April 4th through the 6th.
5. Read across America - will be starting soon. For more information on how CTA will be involved, please visit <http://www.cta.org/en/Parents-and-Community/Read-Across-America/California-Reads.aspx>
6. Website updates - cta.org now uses google search analytics (which is a good thing) and the mobile site is up and running - please check it out on your cell phone.
7. The CARS+ Convention will be held in Irvine this year. The dates are

February 28 through March 2, [www.carsplus.org](http://www.carsplus.org)

1. Members are encouraged to attend the 53rd Annual Conference of the California Council of Social Studies at the Sheraton Gateway on March 7 – 9, 2014. Registration information is available at <http://www.ccss.org/> and by clicking on annual conference.
2. California School Psychologists Association (CASP), Josie Meza Malik;

[www.casponline.org](http://www.casponline.org) shared that the CASP’s Spring Institute 2014 is scheduled for March 13 & 14, 2014 at the Hyatt Regency, Santa Clara. Deadline for early registration is February 24, 2014. Ahead of the Curve: Autism, Mental Health and PBIS are the theme of this year’s spring event. Autism specialist Dr. Ivor Weiner has been added to the list of presenters. His six hour workshop will focus on “Addressing the Social Communication Challenges of Students with Autism”.

1. The NEA/RA delegate candidacy form is available online at [www.cta.org](http://www.cta.org) and in the December edition of the California Educator. Candidacy forms are due January 31st by 5:00 p.m
2. The draft ELA/ELD Curriculum Frameworks by grade level can be found at

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrkchptrs2014.asp> . After reviewing the framework members should go to the Department of Education survey to provide comments. The survey can be accessed at <http://surveys.cde.ca.gov/surveylogin.asp?k=138677921630>

1. CTA/NEA Retired continues to advocate for changes in the Social Security Offsets (GPO and WEP.) Use the [www.nea.org/socialsecurity](http://www.nea.org/socialsecurity) for legislative updates.
2. Websites to access retirement information include: [www.CALSTRS.com](http://www.CALSTRS.com)

[www.mycalstrs.com](http://www.mycalstrs.com) [www.cta.org](http://www.cta.org) [www.leginfo.ca.gov](http://www.leginfo.ca.gov) [www.CALPERS.ca.gov](http://www.CALPERS.ca.gov)

[www.nea.org](http://www.nea.org) [www.ctainvest.org](http://www.ctainvest.org) [www.nirsonline.org](http://www.nirsonline.org) [www.ssfairness.com](http://www.ssfairness.com)

**New Strategic Plan Offers Blueprint for CTA's Future -- IT PASSED!!!**

More than a year in the making, involving a committee of more than 75 educators, leaders and staff and input from thousands of members, the CTA Strategic Plan to guide us into the future and engage members in the work of the union was passed on Sunday morning at Council.

This long-term plan will make CTA stronger in the ongoing fight against corporate reformers "attempting to undermine educators and public education by blaming and demonizing us, individually and collectively," said Council delegate Shannan Brown, president of the San Juan Teachers Association in Sacramento County. "With this Strategic Plan as our guide, the California Teachers Association will once again lead the way."

The plan, titled "Our Union, Our Future," is available to all members on the CTA website at [www.cta.org/ourfuture](http://www.cta.org/ourfuture)

**Vergara v. California and the Friedrichs case**

The Vergara lawsuit basically attacks the permanent status of teachers and their right to due process. Behind this lawsuit is Silicon Valley billionaire entrepreneur Dave Welch and the organization which he founded “Students Matter” (Yet another “wolf in sheep’s clothing” anti-teacher, anti-student type organization like Michelle Rhee’s Students First)

CTA has joined the California Federation of Teachers to fight this lawsuit on behalf of the teachers.

Those same corporate interests which were behind the unsuccessful Prop 32 in 2012 are trying to do in the courts what they couldn’t do in the legislature or in the ballot box: silence our voices. The Friedrichs case is trying to prevent CTA from collecting agency fees even though the U.S. Supreme Court has repeatedly ruled it is only fair that non-members contribute toward these expenses because they benefit from them. The lawyers for the corporate interests hope to appeal the case and overturn the Supreme Court ruling.

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

**(You may access this report in its entirety by: 1) logging onto the CTA web site; 2) Click on the “About CTA” tab; 3) scroll down to choose “Leadership”; 4) In the “Leadership” window, choose the “State Council” option; 5) look for and choose the “Report Book” option)**

**Committee Reports:**.

**LANGUAGE ACQUISITION COMMITTEE**  **LCAP -** Parents and teachers really need to get proactive and tell district what students need in order to be more successful

**Policy sub-committee** - is working on moving all relevant policy in CTA handbook to a separatesection specifically for language acquisition**. (**I talked with the policy chair about progress made on changing CTA policy to say that dual immersion is good for students in and of itself, rather than the current policy which states that dual immersion is a way for English Learners to learn English)

**New Guidelines for reclassification of English Learners**

**-** possibly invite someone from CABE to discuss them next time

**-** need to remember spec ed when thinking about reclassification-special ed tends to get stuck at level 3

**New ELD standards**

Proficiency level descriptors have changed. Now there will be only 3 levels. (emerging, expanding, bridging)

**-** Need to bring back concerns about the smarter balance tests with regards to EL's

**Will validity of these tests be challenged if there is a big gap between affluent and poverty students?**

**-** text complexity

**-** student responses

**-** students will be very frustrated. Will this test make them feel worse and more hopeless?

**Project 2 inspire from CABE**

**-** Parent education , cheap, very successful, parents get trained, and they train other parents. There was a middle school that went from a few parents on a committee to 70 parents

- $600 to train a group of parents, IFT grants are available from CTA

**They want more input for the agendas for the committee**

- Email Nancy, Tomás, or other leaders for and concerns or things we need to address in committee

**SCHOOL SAFETY/SCHOOL MANAGEMENT COMMITTEE**

**MAJOR POLICY – First Reading**

**To be located on page 285 under Universal Health Care**

**Vendor Access**

CTA believes, in order to support the safety of school personnel and students, vendors present at K-12 schools during contractual hours should be district-vetted or CTA approved.

**Rationale:** Allowing school site access to individuals and businesses that have not been through any screening process creates potential safety concerns for both students and school employees.

**CREDENTIALS AND PROFESSIONAL DEVELOPMENT COMMITTEE**

**MAJOR POLICY – First Reading**

**Page 255: Independent Credentialing Boards**

**A. CTA** believes an independent credentialing board should be an autonomous organization, and not advisory to any other body. This independent credentialing board shall be composed of no more than the current number of members (19) with a majority of classroom teachers with representation from: elementary teachers, secondary teachers; higher education faculty with teaching duties from teacher preparation programs; special education; one holder of any permit or credential issued by an independent credentialing board or its predecessor other than the teaching credential or services credential with a specialization in administrative services; and, at least one student member.

**FINANCING PUBLIC EDUCATION COMMITTEE**

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

**A. Adoption of the 2014-2015 State Budget Principles**

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

**MAJOR POLICY – Second Reading**

**A. Foundations (page 348-349)**

CTA believes foundations and auxiliary organizations have been and can be a significant and positive force for improving the educational climate in California K-G. Foundations should be used to support educational programs, and not as a vehicle for evasion of accountability and/or collective bargaining.

**To ensure this positive effect, CTA believes:**

**1.** Faculty must be well-represented in a voting capacity on all foundation boards and be appointed by the local bargaining agent where appropriate;

**2.** Foundation meetings must be public and provide ample opportunity for public input;

**3.** Any transactions involving foundation funds or in-kind contributions must be adequately recorded and reported;

**4.** Since the foundation is designed to supplement state funding, any support provided to the foundation by the institution either through direct or in-kind contribution, must be repaid; and,

**5**. Instruction funded by the foundation shall be remunerated in accordance with the principle of equal pay for equal work when compared to the regular program. (FPE: January 1985, June

1992)

**Rationale: Eliminate in favor of amendment to Foundations (page 273).**

**B. Foundations**

**CTA believes:**

**1**. Foundations and auxiliary organizations have been and can be a significant and positive force for improving the educational climate in California K-12 school districts early childhood education through graduate level programs.

**2.** Foundations should be used to support district education programs, and not as a vehicle for evasion of accountability and/or collective bargaining.

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**To ensure that we maintain this positive effect, we believe:**

**1.** Faculty must be well represented, in voting capacity, on all foundation boards and be appointed by the local bargaining agents;

**2.** Foundation meetings must be public and provide ample opportunity for public input;

**3.** Any transactions involving foundation funds or in-kind contribution must be adequately recorded and reported;

**4.** Since the foundation is designed to supplement district monies, any support provided to the foundation by the district, either through direct or in-kind contribution, must be repaid; and

**5.** Instruction funded by the foundation shall be remunerated in accordance with the principle of equal pay for equal work when compared to the regular K-12 early childhood through graduate level programs. (FPE: June 1992)

Rationale: Amendment reflects more inclusive language and eliminates duplicative policy

**Hispanic Caucus**

**Cesar Chavez materials are available on CTA website**

**•** Common core workshops- 3 more to be held this year

**•** political issues offering at summer institute

**If you have any questions please do not hesitate to contact your State Council Reps,**

**Jerry Eaton Corey Penrose**

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