



**CALIFORNIA
TEACHERS
ASSOCIATION**



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

to be presented to
STATE COUNCIL OF EDUCATION
June 1 - 2, 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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CTA BOARD OF DIRECTORS REPORT

STATE COUNCIL OF EDUCATION

JUNE 1-2, 2019

FOR COUNCIL ACTION

A. 2019-2020 CTA BUDGET
(Mailed)

RECOMMENDATION:
Adopt. [April 2019]

Presented by David B. Goldberg

**B. 2019 PROPOSED AMENDMENTS TO THE NEA CONSTITUTION, BYLAWS
AND STANDING RULES**
(Materials Table, State Council Electronic Packet & CTA Go! App)

RECOMMENDATION:
*Approve the CTA Board of Directors recommendations for forwarding to the
California Caucus. [May 2019]*

Presented by Mel House

FOR COUNCIL INFORMATION

1. CTA Strategic Plan – Five Year Review (*Attachment “A”*)

2. Priority Legislation Report
Approved the 2019 Organizational and Legislative Priorities. (***Attachment “B”***)

3. SSP Committee Referral – NBI 1/19-1
State Council referred to the CTA Board of Directors the Student Support Services Committee referral of NBI 1/19-1: Sponsor legislation to remove a moratorium on state sanctions for Speech Language Pathologist (SLP) services.

The Board referred NBI 1/19-1 to the CTA Executive Director. [April 2019]

**CTA BOARD OF DIRECTORS REPORT
FOR COUNCIL INFORMATION CONTINUED**

4. CRE Committee Referral – Best Practices for Positive Student Discipline

State Council referred to the CTA Board of Directors the Civil Rights in Education Committee recommendation to bring together representatives from the committees that were part of the AB 420 Workgroup to look at best practices for positive student discipline to be shared with CTA members.

The Board approved holding a joint meeting at June State Council on Saturday afternoon. [April 2019]

5. NBI 1/19-6 – Oppose and Defeat “Remain in Mexico” Policy

State Council referred to the CTA Board of Directors NBI 1/19-6: 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.

The Board approved NBI 1/19-6. [April 2019]

6. NBI 3/19-4 – Cancellation of Open Resolutions Hearing

State Council referred to the CTA Board of Directors NBI 3/19-4: That CTA send a letter to NEA President Lily Eskelsen Garcia expressing disappointment in the silencing of our members through canceling the Open Resolutions Hearing, and demanding that the Open Resolutions Hearing be reinstated at the 2019 RA.

The Board approved NBI 3/19-4 as amended: write letter but take out demand for reinstatement. [April 2019]

7. NBI 3/19-5 – Symposium on the Privatization Movement

State Council referred to the CTA Board of Directors NBI 3/19-5: That CTA hold a symposium on the parallels and intersections of the Privatization Movement in both K-12 and Higher Education.

The Board referred NBI 3/19-5 to the CTA Executive Director for investigation. [April 2019]

8. NBI 3/19-7 – Portfolio Model Takeovers

State Council referred to the CTA Board of Directors NBI 3/19-7: That CTA oppose the Portfolio Model takeover of our public school districts. I further move that CTA include an in-depth article about the Portfolio Model takeovers in the CTA magazine.

The Board referred NBI 3/19-7 to the CTA Executive Director. [April 2019]

**CTA BOARD OF DIRECTORS REPORT
FOR COUNCIL INFORMATION CONTINUED**

9. NBI 3/19-8 – College Admissions Policy Language

State Council referred to the CTA Board of Directors NBI 3/19-8: That CTA develop policy language around college admissions, including, but not limited to, legacy points and financial donations.

*The Board referred NBI 3/19-8 to the Higher Education Advisory Committee.
[April 2019]*

10. NBI 3/19-12 – Monitor New Charter School Activity

State Council referred to the CTA Board of Directors NBI 3/19-12: CTA will designate a person to 1) check county school board agendas to identify agenda items that could result in the approval of charter schools 2) notify the leadership of the local(s) that will be affected if this new school is chartered.

The Board did not approve NBI 3/19-12. This work is currently being done by CTA staff. [April 2019]

11. NBI 3/19-13 – Student Loan Debt Consolidation Website

State Council referred to the CTA Board of Directors NBI 3/19-13: That CTA create, in collaboration with partners as needed, a website that compares student loan debt consolidation programs (similar to the 403b Compare website).

*The Board referred NBI 3/19-13 to the CTA Executive Director for investigation.
[April 2019]*

12. NBI 3/19-14 – RedForEd Lobby and Rally Day

State Council referred to the CTA Board of Directors NBI 3/19-14: That CTA mobilize chapters and provide appropriate resources, up to \$350,000, for a mass RedForEd lobby and rally day on May 22, 2019, in Sacramento demanding increased public education funding and a cap/moratorium on charter school authorizations. CTA shall invite supportive unions and parent, student, and community organizations to participate.

The Board did not approve NBI 3/19-14 as such large amounts are better dealt with through the CTA Budget process. [April 2019]

**CTA BOARD OF DIRECTORS REPORT
FOR COUNCIL INFORMATION CONTINUED**

13. NBI 3/19-15 – School Board Member Training

State Council referred to the CTA Board of Directors NBI 3/19-15: That CTA provide training for school board members endorsed by local education associations. This training will be offered during Summer Institute or other CTA sponsored events.

The Board did not approve NBI 3/19-15. CTA hosts school board events to develop and maintain relationships with school board members. CTA does not have the capacity to train all school board members. [April 2019]

14. NBI 3/19-16 – Addition to CTA Mission Statement

State Council referred to the CTA Board of Directors NBI 3/19-16: CTA's Mission Statement mentions children and youth. We would like to add the phrase "and adult students".

The Board postponed acting on NBI 3/19-16 until the November 2019 CTA Board Meeting. [April 2019]

15. NBI 3/19-18 – Closed Captions/American Sign Language Interpreting

State Council referred to the CTA Board of Directors NBI 3/19-18: That CTA add Closed Captions to any and all video publications and have/use a high skill level American Sign Language interpreter for all press conferences and CTA conferences.

The Board referred NBI 3/19-18 to the CTA Executive Director for investigation. [April 2019]

**CTA BOARD OF DIRECTORS REPORT
FOR COUNCIL INFORMATION CONTINUED**

CTA/ABC COMMITTEE – INFORMATIONAL ITEMS – NOT FOR COUNCIL ACTION

(Actions occurring after March 2019 State Council Meeting)

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

1. Allocate funds for the following Assembly and Senate Campaigns:

District	Candidate	Amount	Election
SD 33	Lena Gonzalez/D	\$ 4,000	6/4/19

2. Allocate funds for the following Local Election Campaign:

DD	Chapter	Candidate/Committee/Measure	Amount	Election
C	Dublin TA	Yes on Measure E	\$ 1,500	5/7/19
J	UTLA/NEA	Yes on EE	\$25,000	6/4/19
J	UTLA/NEA	Jackie Goldberg	\$41,500	5/14/19
O	Moreno Valley EA	Darrell Peeden	\$ 2,200	5/7/19

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

DD	County	Party/Committee	Amount	Type
B	Santa Clara	Santa Clara County Dem CC	\$1,500	Fundraiser 5/17/19
D	Glenn	Glenn County Republican CC	\$ 360	Fundraiser 3/30/19
D	Placer	Placer County Democratic CC	\$1,000	Fundraiser 5/17/19
D	Nevada	Nevada County Republican CC	\$ 500	Fundraiser 5/18/19
D	Tehama	Tehama County Democratic CC	\$ 400	Fundraiser 5/4/19
D	Tehama	Tehama County Republican CC	\$ 360	Fundraiser 4/13/19
F	Fresno	Fresno County Democratic CC	\$1,000	Fundraiser 5/3/19
F	Fresno	Fresno County Republican Party	\$1,000	Fundraiser 4/11/19
F	Madera	Madera County Republican CC	\$ 600	Fundraiser 4/4/19
F	Mariposa	Mariposa County Rep CC	\$ 280	Fundraiser 5/11/19
G	San Luis Obispo	San Luis Obispo Democratic Party	\$1,000	Fundraiser 4/6/19
J	Los Angeles	Los Angeles County Democratic Party	\$ 2,750	Fundraiser 5/9/19
K	San Bernardino	San Bernardino County Republican CC	\$1,500	Fundraiser 6/6/19
P	Imperial	Republican CC of Imperial County	\$ 500	Fundraiser 5/9/19
P	San Diego	San Diego County Democratic Party	\$ 2,500	Fundraiser 5/11/19



CTA STRATEGIC PLAN FIVE-YEAR REVIEW

Report to CTA Board of Directors





CTA Strategic Plan *Our Union, Our Future* Five Year Review

SPG Review Workgroup Participants

Ann Adler	Jonathan Goldman	Shannon O'Hara
Jesse Aguilar	Ramón Gómez	Steve Perry
José Alcálá	Raul Gonzalez	Jennefer Porch
Dawn Basurto	Trish Gorham	Jane Robb
Greg Bonaccorsi	Margie Granado	Ryan Ruelas
E. Toby Boyd	Christal Hall	Jim Schlotz
Colleen Briner-Schmidt	Denise Jennex	Brian Stafford
Lindsay Burningham	Erika Jones	Don Stauffer
José Cintrón	Tom Kaiser	Marc Sternberger
Angela Der Ramos	Dan Kivett	Angela Su
La Nita Dominique-Tate	Dan Koen	Julius Thomas
Jerry Eaton	Leslie Littman	Dani Tucker
Gerry Fong	Nicole Love	Becky Zoglman
Bill Freeman	Miyuki Mazanedo	
David Goldberg	Joe Nuñez	

Opening

CTA's Long-Term Strategic Plan Coordinating Workgroup met on April 4, 2019 to review the progress CTA has made in implementing its strategic plan over the last five years. Along with wrapping up and summarizing the work over this period, the group also identified recommendations to the CTA Board going forward. With this meeting, the charge to the implementation committee was completed. It is now the responsibility of the CTA board to determine how CTA will move forward based on this analysis.

The meeting was facilitated by Lynn Feekin and Paul Krissel. Five years ago, Lynn and Paul were the two lead facilitators of the long-term strategic planning process on behalf of the Labor Education and Research Center at the University of Oregon.

Framework of the Strategic Plan Implementation

CTA's strategic plan was passed at the January 2014 State Council meeting. The Long-Term Strategic Plan Coordinating Workgroup was established to oversee the implementation of the goals outlined in the plan. From the outset, this group recognized the importance of CTA's day-to-day operations aligning with the goals of the strategic plan. They issued two key recommendations to the Board: 1) that progress reports on the plan would be submitted from the field and all departments at each Board meeting; and 2) that regular content regarding progress on the plan would be including in the Educator. These two measures, and the ongoing activities of the Coordinating Workgroup, helped to keep the organization's focus on achieving the plan's goals.

The LTSP Coordinating Workgroup issued four interim reports to the Board: November 2014, March 2015, March 2016, and May 2017. Each report identified key activities that demonstrated progress on the specific goals of the plan as well as recommendations to the Board that they believed were needed in order to continue advancing the goals.

Despite some major external challenges to CTA during this time, it is clear from these reports that the plan guided the focus and direction of CTA's work. While each of the strategic focus areas took steps to move the plan forward, the progress was uneven. This was due to several factors, including a need to recast the image of the teaching profession due to the attacks on public education and a need to build stronger connections with all CTA members because of the likelihood of judicial rulings which would eliminate fair share/agency fees. CTA responded powerfully against each of these threats and at the end of the five-year period emerged as a stronger, more connected, more diverse and vibrant union.

From the interim reports, it looks like the greatest progress on the strategic plan were made in the following areas: Quality Public Education and Our Profession, which encompassed two strategic focus areas, Advocacy on Education and Transforming Our Profession; Building an Organizing Culture; and Social Justice, Equity and Diversity.

The Structure and Governance focus area was acknowledged over the five-year period as the most challenging. Each sub-group in the LTSP Coordinating Workgroup made recommendations to the Board for structural or decision-making changes that could advance their work on the plan. A positive step in this area was redirecting two State Councils per year to focus on Action and Engagement.

Key highlights from activities in the core areas were:

Transforming Our Profession

- Training and development on assessment literacy.
- Expanding and improving peer assessment and review programs (PAR).
- Supporting classroom teachers through programs like New Educators weekend and the Teacher Innovation Expo.
- Establishment of Instructional Leadership Corp.
- LCAP implementation and establishment of Professional Learning Networks.

Advocacy on Education

- Rollout of *The Public Education All California Students Deserve*, an agenda that shaped a new identity of teachers and quality public education.
- Use of that agenda both internally for member engagement and externally with community partners and in legislative initiatives.
- Exposing the efforts of school privatizers and Right to Work.
- Kids Not Profits Campaign to expose agenda of billionaires in supporting corporate charter schools and those who funds anti-education candidates and initiatives.
- Successful campaigns to elect pro-public education Governor, Superintendent of Instruction and other state and local candidates.

Building an Organizing Culture and Organizing Unorganized

- Development of a Member Engagement Toolkit.
- Numerous local activities to engage members, carry out cross-local activities, and reach out to community allies, with tracking of actual activities.
- Use of the Public Narrative and other organizing strategies as an integral part of campaigns and programs.
- Extensive charter school organizing.

Social Justice, Equity and Diversity

- Development of a Social Justice Toolkit.
- Active support and successful passage of Prop 58, the LEARN Initiative, supporting multilingual programs in the schools.
- Racial and Social Justice Trainings with Board and Caucus representatives

Very few organizations have approached implementation of their strategic plan as seriously as CTA. The formation of an implementation group to conduct regular reviews and hold the organization accountable demonstrates how the plan has driven the agenda of CTA over the last five years. Successes were noted, shortcomings were acknowledged, and adjustments were made as circumstances changed. The plan was a living document. Additional progress was made since the last report, and the purpose of this five-year review was two-fold: first, to appreciate and contemplate the breadth of the progress that was made; second, to pivot to the future and identify areas to recommend to the CTA Board for their consideration going forward.

Looking Back, Looking Forward

It's clear that the internal and external environment for CTA in 2019 is very different from what the organization faced during the earlier part of the decade. It's important to distinguish those differences in order to acknowledge the achievements that were made through work on the strategic plan and to recognize that the challenges CTA will face in the future will call for different strategies and actions.

To outline these differences, David Goldberg, CTA Secretary-Treasurer, provided an overview of the changes in the external and internal environment affecting CTA over the last five years. Becky Zoglman, Associate Executive Director, walked through a number of slides that showed the changes in public attitudes toward teachers and unions. After these presentations, participants engaged in discussion and offered additional observations about how the political, economic and social context has changed. Following are some highlights of these changes:

Positives/Successes:

- The public perception of teachers, teachers' unions, and unions in general, has improved
- We have changed the narrative from "teachers care about salaries" to "teachers care about kids"
- Even with the Supreme Court decision on Janus, CTA had a net increase of members
- There is more active work across CTA locals, learning from each other
- There is a new boldness among younger members
- We have done more charter school organizing
- We won two successful funding initiatives
- We pushed for successful implementation of Common Core standards
- Collective action itself is more popular
- We experienced more grassroots and bottom-up activity among our members
- There is less "3rd partying" of the union – members take ownership of their union
- "Red for Ed" has been a strong movement with public support

Challenges/Threats:

- The Janus decision caused an \$8 million revenue loss to CTA as fee payers dropped
- There are still ongoing attacks on teachers
- Even with the new funding initiatives, there is still insufficient revenue to provide high quality education for all
- Higher Ed is being threatened by attacks on freedom of speech
- CTA must consider the role of the union educators around a number of issues:
 - The threats to "Dreamers" and other vulnerable groups
 - Increased and more explicit racism
 - Increased income inequality
 - Increased number of natural disasters
 - Increased number of students experiencing trauma
- Many of our members still don't see the threats that are facing us

Summarizing Progress on Strategic Focus Areas

Participants broke into groups based on the implementation workgroups they had been working in during the last five years. Each group reviewed accomplishments and reported out to the whole group. Following are the reports back from each group.

QUALITY PUBLIC EDUCATION AND OUR PROFESSION

Advocacy on Education

There was a great deal of pride in how well CTA has done in this area. CTA has driven the agenda publicly and has involved members in new ways around their profession. CTA has achieved major legislative and proposition victories using this agenda. Getting the Service Centers more engaged in advocacy, moving advocacy further to a grassroots level, and building coalitions were noted as areas that still need work.

Accomplishments:

Goal 1: Develop a student-centered, proactive agenda for public education that advances CTA's mission.

- We developed an agenda with input from members and tested with members and public.
- Some training, not to 70% presidents
- Trainings to Summer Institute and within Communications – Estimate 50% + at Presidents Conference
- Well used by many local chapters in organizing for bargaining with some developing their own advocacy agenda.
- Campaign model pilot with some expansion to the field. Helped to set up membership engagement.

Goals 2/3: Use Advocacy Agenda to build power with students, parents, the community and elected officials as well as to build capacity within.

- Used in public, political and bargaining organizing messages across CTA
- Kids Not Profits, exposing who funds anti-education candidates, who is behind Janus – and how it is all connected.
- High numbers of educators elected to political office in CA and nationally
- Big election victories – Governor, State Superintendent, Prop 30/55, LCFF and other legislation, passed ESSA, State Legislation and local School Board races
- Changed Grassroots Lobby Program and is changing again.

Fell Short/Abandoned

- Identifying members connected to community groups (-)
- Creating local access to member database (+/-) *(plus and minus means we did it, but need to do more)*
- Grassroots lobby program (+/-)
- Using Service Centers to build alliances with community groups (-)
- How much advocacy agenda was used at the Service Center level (?) *(We don't know*

Transforming our Profession

Participants felt that CTA had moved a long way toward this goal, one that is of major importance to members. Although much progress has been made, the need for better structural support within CTA was identified, especially in connecting members and Local Presidents directly to the governance structures.

Accomplishments

- ILC – Agency over professional development
- Resurgence of PAR
- Expansion of IFT
- Strength based approaches
- LCFF Trainings/Tools (not extensively utilized)

Fell Short

- Resources go to more “well-resourced” affluent schools/districts that have time, energy, priorities and capability to access and use them leaving struggling districts/schools and members further behind.

Abandoned Goals

- Common language for educators became less important as we changed narrative with action

Structure and Governance Impact

- CACS progress was not supported by CTA Structure/Governance (grassroots)
- Service Centers determine their own fate, disconnected from broader organizational goals, reluctant to change
- Networks vs. silos
- All structures including State Council need to include Presidents
- Balance across Regions leads to provincial thinking

BUILDING A STRONG UNION

Building an Organizing Culture

Participants in this workgroup felt that CTA had made great strides in creating tools for member engagement and establishing CACS. There has been strong local activity in member outreach, establishing CATs, and CBC, but the level of buy-in has been uneven across the regions and the locals. The initiative to transform Service Centers to have more of an organizing agenda was rejected and needs to be revisited.

Accomplishments

- CACS - California Alliance for Community Schools
- Platform, coordination in bargaining, support, etc.
- Pockets of success in CBC
- One-on-one conversations
- CATs (site action teams)
- Member engagement and chairs
 - Grants
 - Sharing ideas
 - Know members vs nonmembers
- Reduction of "3rd party union"
- Connected member engagement and organizing
- BCG
- Lots of organizing training

Fell Short

- Transforming Service Centers
- Creating regional and statewide bargaining platforms
- BCG not institutionalized
 - Institutionalizing one-on-one meetings and site visits, not just as events
- Expanding use of site action teams

Abandoned Goals

- Service Center Council reform (But still want to act)
- State Council is back to how it used to be; not focused on an organizing culture

Leadership Development

A great deal of work was done to align and improve databases to track success in this area. Additional leadership training opportunities have been provided. However, many more opportunities for leadership pathways need to be created and greater attention given to removing barriers to leadership pathways.

Accomplishments

- Leadership database
- CTA 360, CTA 360 Pro, Falcon
- Active maintenance of data
- Reports and information to leaders and staff
- Local organizing to develop leaders
- Leader and member-led organizing

Goals to Continue

- Local leadership trainings need to be reviewed and revamped to reflect organizational priorities
- Eliminate barriers to information and access
- Encourage new member participation in all trainings – leadership and professional development

Goals Abandoned

- Owner's manual
- Formal, structural mentoring

Community Engagement and Coalition Building

Participants acknowledged that there were a number of initiatives started in this strategic focus area. But it was felt that there needs to be a significant increase in community engagement activities as well as a major push to create greater buy-in at the local and Service Center levels. They cited several structural impediments.

Accomplishments

- Goal 1 – Increase awareness – Completed, but needs to be ongoing
- Increased (1) community engagement (LCAP, etc.)
 - Banning, OEA, UTLA, Yuba City, Calaveras
- Goal 2 – Create team model – Completed, but still needs widespread distribution/implementation
- Trainings
 - Summer Institute
 - Grants
 - Toolkits
- Members see/agree with need

Goals Not Met/Shortcomings

- Goals 3-5 – Phase in Community Engagement teams across CTA - MODIFY
- Continue with goal at Service Centers, discussion necessary to determine how this gets done (add Community Engagement to Equity Team) change charge of the Equity Team in some way. This requires consideration of structural changes.
- Success sporadic with local chapters by their own efforts (silos) and attached to crisis
- Structural impediments
 - Local resistance (SCC no voice, “us vs. them,” resist CTA)
 - Outside community groups usually groups with people of color, CTA leadership is not reflective of this
 - Dissolved community outreach department
 - Autonomy vs structural guidance (lack of internal motivation)
 - Is Service Center Council the proper vehicle/place to address this? Reconfiguration did not happen
 - CTA Structure impeded growth of this goal
 - Circumstances may have prohibited this goal being as effective as hoped for (*Janus*, etc.)

Goals Abandoned

- Goal 4 – not intentionally abandoned but not much fruit/progress
- Goal 6 – didn’t happen

Social Justice, Equity and Diversity

This workgroup felt that there had been significant accomplishments within CTA on this focus area, but that there is still much work to be done. Specific training for the several levels of leadership in the organization, as well as the inclusion of social justice in many CTA training programs, has been very positive. The group felt that there were many other opportunities to make progress in this area with additional funding and prioritization.

Accomplishments

- Racial and Social Justice Trainings for Board, Caucus Leaders and CTA Cabinet
 - Next step: staff
- Incorporating social justice in CTA Trainings as electives (Presidents conference, Summer Institute)
- Focus on Unconscious Bias – Locals, School Districts, state-wide
- Passes CTA/NEA Policies on white privilege and white supremacy (NBIs)
- CTA Social justice toolkit and posters
- CTA Staff Diversity Climate survey
- EMAC → REAC
- Teacher pipeline – Continue
- ILC – introduction of social justice – Continue

Obstacles

- ILC Funding?
- Teacher Pipeline – funding, priority
- Racial and social justice training – continue to staff
- Ethnic Studies Bill (Medina) - Will be accomplished
- Structure – flexibility needed
- Communication (honest)
- Intern Program (Funding, climate) – assess and modify?

Organizing Unrepresented Education Workers

Participants felt that there was some progress made in organizing, but that the work fell short because of the lack of a statewide plan that identified unrepresented education workers. More resources are also needed in this area.

Accomplishments

- Goal 1 – Progress, but no document
 - Do we develop a document?
 - We have been educating members without document
 - Outside challenges
- Goal 2 – Ongoing progress
 - Support/organizing charters
 - Education
 - Unit modifications
 - Other unrepresented education workers (higher ed, ESP, substitutes)

Fell Short

- Organizing Higher Ed
- Goal 3 and 4
 - Identify unrepresented workers
 - Build a statewide plan

Need

- More resources
- Greater coordination/direction on statewide basis

Structure and Governance

All participants present acknowledged that Structure and Governance is the one area of the strategic plan where there has been little progress. It was agreed that each of the focus area workgroups today would identify structure and governance implications of both the work over the last five years and the resulting recommendations to the board for future consideration. Structure and governance need to support and be in alignment with the strategies of CTA. This remains a stumbling block for CTA's continued success.

Recommendations to the Board for the Future

Participants broke into their groups again to identify recommendations for the CTA Board that they should consider going forward in the existing strategic focus areas.

QUALITY PUBLIC EDUCATION AND OUR PROFESSION

Advocacy on Education

- Advocacy Agenda review and relaunched periodically to ensure continued implementation.
- Reporting on Service Center Council and Regional use.
- Grassroots lobby program must become effective (in progress with GR Coordinator – single point of contact).
- Keep improving membership management system – moving to an organizational engagement database.
- Identify and engage members who belong to community groups – include training on utilizing this information. (Did not accomplish – needs emphasis in the future).
- Social media advocacy role.
- Emphasis on optimal school funding.

Transforming our Profession

- Make educator-led professional issues advocacy and professional learning as core functions of CTA with sustained funding, on-going support structures such as ILC/IFT, policy and contract development. Recognize educator agency as a foundation of CTA programs.
- Redesign Service Center Councils as nexus of information sharing around innovation and pedagogy and teacher voice.
- Make State Council a Council of Presidents.

BUILDING A STRONG UNION

Building an Organizing Culture

- All goals are ongoing, and we need to continue the work on institutionalizing the pockets of success – scale up. (page 8)
- Infrastructure to support leaders and staff in implementation of what they learned at trainings.
- Revisit changes to Service Center and building the organizing culture. They aren't useful if they don't change. (page 21)
- Model possibly after CACS?? (CA Alliance for Community Schools, which is basically a caucus/coalition of mostly urban chapters.)
- Revisit State Council goal – aren't using it to its capacity to support an organizing culture. There are more opportunities to share the good things that are happening as models. (page 21)

Leadership development

- Continue to develop strategies to eliminate the blocking of opportunities
- Develop leadership academies at all levels
- Enable pathways to leadership
- Create roles for members to be involved outside of Union roles.

Community engagement and coalition building

- Goal 1 – Increase awareness – Completed, but needs to be ongoing
- Goal 2 – Create team model – Completed, but still needs widespread distribution/implementation
- Goals 3-5 – Phase in Community Engagement teams across CTA – MODIFY
- Continue with goal at Service Centers, discussion necessary to determine how this gets done (add Community Engagement to Equity Team) change charge of the Equity Team in some way and, or, etc. (Requires structural consideration).

Social justice, equity and diversity

- Teacher Pipeline
- Introduction of Social Justice Com (?)
- Racial and Social Justice Training for staff
- Ethnic studies bill – will be accomplished
- Structure – more flexibility
- Intern Program – assessed and modified?

Organizing unrepresented education workers

- Goal 1 – Drop/Do not need a document
- Goal 2 – Continue with a coordinated effort
- Goal 3 – Identify unrepresented workers - Continue with more resources
- Goal 4 – Create/build a statewide plan with greater coordination & direction

Identifying New Issues for the New Terrain

Lynn and Paul asked participants to consider the discussion earlier in the day on the changed environment facing CTA in 2019. They then facilitated a brainstorm exercise asking what new issues would be important for CTA to address in the future?

Responses:

- Develop position/strategy on dual enrollment
- Foster pipeline for community colleges and CSUs and how fostering multi-cultural and multi-lingual teaching links to this pipeline
- LCFF Dashboard – organize around that
- Member retention strategies
- Living wage/income inequality – where members live
- Address institutional racism/inequality
- Work in coordination with labor to develop health care system
- Longer-term school funding (5-10 years)
- Deal with issues on students with trauma (no suspensions/dismissals)
- How to integrate all players at local level in terms of the whole child
- Pension issues
- Dual language immersion schools
- Role of technology and impact of social media
- Enemies are planning their long game – we need a long game (Justices, Negative stories regarding educators, schools...)

Priorities to be Recommended to the Board

Lynn and Paul then asked participants to use dots to identify their top priority recommendations for the CTA Board to consider for the future. The top vote getters were:

Top Existing Issues

- Revise Service Centers..... 28
- Building/deepening Organizing Culture..... 18
- Make professional learning and issues the core functions of CTA 13
- Social Justice – Teacher Pipeline..... 13
- Coalition Building..... 10
- Enable pathways to leadership..... 7
- Proactive role in 21st century education 4

Top New Issues

- Member Retention Strategies..... 13
- Address Institutional Racism/Inequity..... 8
- Proactive role in 21st Century Education..... 4
- Schools and Community First..... 4

Observations from Consultants

Lynn Feekin and Paul Krissel offered some observations based on their work with CTA in formulating the plan and in coming back five years later to facilitate this review.

Lynn noted that when she reviewed the interim reports, she was impressed by how much has been accomplished in moving the plan forward. The conversation today affirmed that CTA has been serious about implementing the plan and making adjustments along the way as circumstances changed. It has been a living document guiding the organization forward. The very existence of a broad implementation work group demonstrates the seriousness with which CTA approached adoption of the plan. The plan has guided the agenda of the organization.

Paul noted that it is not unusual for an organization to have difficulty addressing the structure and governance issues. At the time of the adoption of the plan, all the current structures and roles are in place. Perhaps it was optimistic to think that within the first year, areas of adjustment to the structure and governance that would need to change to best support the plan would become obvious. But now, 5 years later, we can see where the structures of CTA supported the plan, and where there were difficulties. Even so, current structures have constituencies and it is hard for people holding positions within those structures to be impartial about examination of whether changes need to be made. Paul suggested imagining that CTA did not exist, and that all the locals across the state wanted to create a statewide organization based on the strategic areas of focus and this 5-year review. What would you build to support those objectives?

Closing

In closing, President-elect Toby Boyd thanked the group participants for all the work they have done over the years assisting in and reviewing the implementation of the five-year strategic plan. He assured the group that the Board would seriously consider these recommendations as they contemplate how CTA needs to move forward strategically.

This report will be provided to the CTA Board for their consideration going forward.

Report compiled by Lynn Feekin and Paul Krissel



CALIFORNIA TEACHERS ASSOCIATION

2019 Organizational and Legislative Priorities

Matrix Key

Red Text = new proposal

Highlight Only = position change

CTA Co-Sponsored Legislation	Committee	Status
AB 258 (Jones-Sawyer - D) – Pupil health: School-Based Pupil Support Services Act Program	SPS	Asm. Appropriations Committee – Suspense File
AB 843 (Rodriguez - D) – Student financial aid: Assumption Program of Loans for Education	CPD	Asm. Appropriations Committee – Suspense File
AB 1322 (Berman - D) – School-based health programs	SPS	Passed Asm. Floor (Y: 60 N: 0 A: 20)
AB 1505 (O'Donnell - D) – Charter schools: petitions	NEG	Asm. Appropriations Committee – Suspense File
AB 1508 (Bonta - D) – Charter schools: petitions Pupil nutrition: Breakfast After the Bell Program (No Position Recommendation)	NEG	Asm. Appropriations Committee – Suspense File
SB 468 (Jackson - D) – Taxation: tax expenditures: repeal date	FPE	Passed Senate Governance and Finance Committee (Y: 6 N: 0 A: 1)
SB 756 (Durazo - D) – Charter schools: moratorium	NEG	Scheduled to be heard in Senate Appropriations Committee on May 13 th

CTA Supported Legislation	Committee	Status
AB 39 (Muratsuchi - D) – Education finance: local control funding formula: aspirational funding level: reports	FPE	Re-referred to Asm. Appropriations Committee
AB 147 (Burke - D) – Use taxes: collection: retailer engaged in business in this state (Previous Position: Oppose)	FPE	Signed by the Governor. Chaptered by the Secretary of State – Chapter 5, Statutes of 2019
AB 263 (Burke - D) – Taxation: tax expenditures: information	FPE	Asm. Appropriations Committee – Suspense File
AB 314 (Bonta - D) – Public employment: labor relations: release time	NEG	Asm. Appropriations Committee – Suspense File

CTA Supported Legislation	Committee	Status
AB 331 (Medina - D) – Pupil instruction: high school graduation requirements: ethnic studies	<i>C&I</i>	<i>Asm. Appropriations Committee – Suspense File</i>
AB 418 (Kalra - D) – Evidentiary privileges: union agent-represented worker privilege	<i>NEG</i>	<i>Passed Asm. Floor (Y: 53 N: 23 A: 4)</i>
AB 493 (Gloria - D) – Teachers: in-service training: lesbian, gay, bisexual, transgender, queer, and questioning pupil resources	<i>CRE</i>	<i>Asm. Appropriations Committee – Suspense File</i>
AB 500 (Gonzalez - D) – School and community college employees: paid maternity leave	<i>NEG</i>	<i>Asm. Appropriations Committee – Suspense File</i>
AB 1353 (Wicks - D) – Classified employees: probationary period	<i>PR&R</i>	<i>Asm. Floor – Third Reading</i>
AB 1506 (McCarty - D) – Charter schools: statewide total: authorization restrictions	<i>NEG</i>	<i>Asm. Appropriations Committee – Suspense File</i>
AB 1507 (Smith - D) – Charter schools: location: resource center	<i>NEG</i>	<i>Asm. Floor – Third Reading</i>
SB 37 (Skinner - D) – Corporation taxes: tax rates	<i>FPE</i>	<i>Senate Rules Committee</i>
SB 126 (Leyva - D) – Charter schools	<i>NEG</i>	<i>Signed by the Governor. Chaptered by Secretary of State – Chapter 3, Statutes of 2019</i>
SB 246 (Wieckowski - D) – Oil and gas severance tax	<i>FPE</i>	<i>Senate Rules Committee</i>
SCA 5 (Hill - D) – Taxation: school districts: parcel tax	<i>FPE</i>	<i>Passed Senate Governance and Finance Committee (Y: 4 N: 1 A: 0)</i>

CTA Opposed Legislation	Committee	Status
AB 11 (Chiu - D) – Community Redevelopment Law of 2019	<i>FPE</i>	<i>Re-referred to Asm. Appropriations Committee</i>
SB 5 (Beall - D) – Affordable Housing and Community Development Investment Program	<i>FPE</i>	<i>Senate Appropriations Committee – Suspense File</i>
SB 328 (Portantino - D) – Pupil attendance: school start time	<i>NEG</i>	<i>Scheduled to be heard in Senate Appropriations Committee on May 13th</i>
AB 1078 (Weber - D) – Certificated school employees: permanent status	<i>PR&R</i>	<i>Failed Policy Committee Deadline – 2 Year Bill</i>

as of 5/10/2019

ELECTIONS AND CREDENTIALS COMMITTEE

Jeanne Marks, Chairperson
Manny Lopez, Vice Chairperson
Barbara Dawson, Board Liaison
Peg Tracey, Co-Consultant
Sandra Jones, Co-Consultant

RECOMMENDATIONS TO THE BOARD:

None

INFORMATIONAL ITEMS:

1. Election by secret ballot on Saturday, June 1, 2019:
CTA Board of Directors, District C
Charles Shannon
Angela K. Normand - **Elected**
CTA Board of Directors, District O
Denise Téllez
Greg Abt - **Elected**
CTA Board of Directors, District Q
Joan Sholars
Susan Marie Green – **Elected**
Term of offices: June 26, 2019 – June 25, 2022

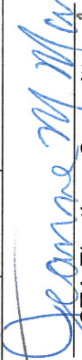
NEA Alternate Director, Seat 3
Jacquella Payne
Luciano Ortiz - **Elected**
Term: September 1, 2019 – August 31, 2022
2. Upcoming special election to complete an unexpired term:
CTA Board of Directors, District E
Term of office: June 26, 2019 – June 25, 2020
3. Future special election to complete an unexpired term:
CTA Board of Directors, District, District I
Term of office: June 26, 2019 – June 25, 2021

CTA State Council of Education June 1, 2019 TELLER'S REPORT

Time Posted:

	CTA Board of Directors District C Term of Office: June 26, 2019 - June 25, 2022	CTA Board of Directors District O Term of Office: June 26, 2019 - June 25, 2022	CTA Board of Directors District Q Term of Office: June 26, 2019 - June 25, 2022	NEA Alternate Director Seat 3 Term of Office: Sept 1, 2019 - August 31, 2022
Total Ballots Cast	596	596	596	596
Blank Ballots	7	5	17	21
Illegal Ballots	0	0	1	24
Legal Ballots Cast	589	591	578	551
Votes needed to win	Majority 295	Majority 296	Majority 290	Majority 276
	Charles Shannon 150	Denise Téllez 143	Joan Sholars 204	Jacquella Payne 204
	Angela K. Normand ELECTED 439	Greg Abt ELECTED 448	Susan Marie Green ELECTED 374	Luciano Ortiz ELECTED 346
Write-ins (if any)				Stephanie Tellez 1
Reason for Illegal Ballots			Over vote	CTA/NEA ineligible to vote





CTA Elections Committee
 Chair:  Member: 
 Member:  Member: 
 Member:  Member: 

Member:  Member: 
 Member:  Member: 
 Member:  Member: 

CTA BUDGET COMMITTEE

June 1, 2019
Westin Bonaventure Hotel – Los Angeles
San Pedro Room

AGENDA

- I. Call to Order
- II. Subcommittee Meetings
- III. Report of the Chair, David B. Goldberg
- IV. Report of the Vice Chair, Elvia Estrella
- V. Report of the Subcommittees
 - A. Budget Tracking – TBD, Chair
 - 1. Budget Variance Reports
 - B. Interim Issues – Steve Dillon, Chair
 - 1. Review of Election Expense Reimbursements to Service Center Councils
 - C. Procedures / Format – Christine Williams, Chair
 - 1. Budget Committee Calendar 2019-20
 - 2. Summer Training Meeting – August 24
 - 3. Budget Priorities
- VI. Committee as a Whole
 - a. Adoption of the 2019-2020 Budget
 - b. Feedback from the Presentations at the May SCC General Meetings
 - c. Strategic Budget
 - d. Membership Engagement Pilot Program
 - e. Agency Fee Litigation Update

BREAKFAST WILL BE AVAILABLE AT 7:00 A.M. WE WILL BEGIN PROMPTLY AT 8:00 A.M.
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**CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION
MAY 31-JUNE 1, 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**

1. Call to Order
2. Approval of Minutes: March 29-30, 2019
3. Committee Changes
4. Chapter Placement Recommendations
5. Committee Chairs Meeting Report
6. Board Actions/Referrals
7. Concerns for the Board
8. Consultant's Report
9. Other Business
10. State Council Committee Choice Forms
11. 2019-2020 State Council Committee Assignments Meeting
12. Adjournment

RETIREMENT COMMITTEE

Denise Bradford, Chairperson
Tomas Flores, Vice Chairperson
Joe Bartell, Board Liaison
Mitch Olson, 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. Denise Bradford, Retirement Committee Chair, reviewed the information that committee members received:

Denise explained some of the features of CalSavers, a retirement program offered to private sector employers and employees. She stressed to the committee the importance of making sure all workers can retire with dignity. For more information on CalSavers please go to <https://www.treasurer.ca.gov/scib/>.

Denise also reviewed a CalSTRS QR brochure the committee is making available to State Council members which includes the following CalSTRS reports: Sustainability Report, Green Initiative Task Force Annual Report, and Comprehensive Annual Financial Report. All three reports are also available on the CalSTRS website.

Denise reviewed with the committee the following documents:

1) *CalSTRS Funding Plan, Governor's 2019-20 Proposed Budget—CalSTRS Supplemental Pension Payments*

Assembly Bill 1469-Bonta was passed in 2014 and puts CalSTRS on the path towards full funding through incremental, shared contribution increases among the program's three contributors: CalSTRS members, employers, and the State of California. For more information please go to

https://www.calstrs.com/sites/main/files/file-attachments/ab_1469_factsheet.pdf.

2) *CalSTRS Funding Levels and Projected Contribution Rates*

The Governor's 2019-20 budget proposes a \$3.5 billion one-time non-Proposition 98 General Fund payment to CalSTRS to be allocated as follows: \$500 million to reduce 2019-20 district contribution rate by 1.43%; \$350 million to reduce the 2020-21 district contribution rate by 1%; and \$2.3 billion toward the employers' unfunded actuarial obligation which should reduce out-year contributions by a half percentage point.

3) *NIRS Retirement Insecurity 2019*

The report describes the sad state of retirement security in the United States. The committee stresses that it is very important to let members know the great benefit they have with STRS and PERS compared to other workers. To read the full report please go to <https://www.nirsonline.org/reports/retirement-insecurity-2019-americans-views-of-the-retirement-crisis/>.

4) *CalSTRS Demographic Study Survey*

CalSTRS members should have received an e-mail to complete this demographic study. The committee recommends that all CTA members complete the survey that CalSTRS can obtain this important data that will help CalSTRS improve its services to CalSTRS members.

5) *Divestiture Politics roils pensions, investments.*

The article speaks to the financial risks to retirement systems if they engage in major divestments in various industries. To read the article please go to <https://capitolweekly.net/divestiture-politics-roils-pensions-investments/>.

6) *Pension Solution Project - CalSTRS*

The project is designed to lessen the numbers of school district reporting errors. Errors in pension reporting can cause significant harm to retired members by having their pension payments lowered and additional having to reimburse CalSTRS for excess payments. Law allows CalSTRS collect up to 5% of a retired member's pension benefit until the overpayment is fully repaid.

2. Joe Bartell, CTA Board Liaison, reported on legislative bills making their way through the legislature for pension relief to districts.
3. Jackie Lee and Cathy Jeppson, Liaisons to CalPERS, reported CalPERS revealed the **preliminary** health plans rates for active and retired members for 2020. Negotiations with the insurers are continuing, and final premiums will be announced in June.

The preliminary rate increases for each plan are estimated to be as follow: the Kaiser HMO basic plan is expected to rise about 6%; the PERSCheck basic plan is expected to increase about 5%; the premiums for PERSCare basic plan (the greatest PERS benefits Plan) will rise about 9%. The increase for the PERSCare basic plan initially was projected at 24%. However, the CalPERS Board agreed to use \$44 million of reserves to limit the increase.

Lisa Middleton was appointment by Gov. Gavin Newsom in May 2019 as the local government elected representative to the Board. She replaces Bill Slaton. Lisa is a graduate of UCLA and USC, receiving her master's in public administration from USC. She has also completed the UCLA LGBT Leadership Institute. Lisa is the first transgender person elected to a non-judicial office in the State of California.

4. Marc Sternberger, President to CTA/NEA Retired, reported that dues for CTA retired are going up from \$450 to \$550. He encouraged committee members to get current members to sign up for CTA retired before the cost goes up. Members can sign up on-line now on the CTA retired website. For more information and to sign up please visit <https://www.cta.org/About-CTA/Who-We-Are/CTA-NEA-Retired.aspx>.
5. Jennifer Baker, Legislative Advocate, reported the committee has no legislation. She explained the on-going negotiations happening between the Assembly, Senate, and Governor's office regarding pension relief for both STRS and PERS.
6. Jack Ehnes, CalSTRS CEO, gave a report on CalSTRS fund stability and the challenges in investment strategies going forward. He challenged the committee to think in a more nuanced way about how CalSTRS and its stakeholders balance the imperative of fund solvency versus the valid social and societal costs of various industries, particularly industries that contribute to climate change. He suggested that the traditional paradigm of divestment versus engagement may need to change.
7. Committee Chair and Co-Chair Elections: The committee selected Leonard Goldberg as Chair and Kevin Welch as Vice Chair of the committee.

8. Other Matters: CalSTRS provides training to school district on reporting member information. Only about 30% of school districts take advantage of this opportunity. We encourage state council reps to get the word out to local chapters to encourage their district to participate in these trainings to ensure that misreporting is kept to a minimum.
9. Websites to access retirement information include: www.mycalstrs.com www.cta.org
www.leginfo.ca.gov www.calpers.ca.gov www.nea.org www.ctainvest.org
www.nirsonline.org www.ssfairness.com letstalkpensions.com

CalSTRS Demographic Study Survey

The research team at CalSTRS is undertaking a Demographic Study of CalSTRS members. The study will begin with a survey to collect information on various demographic categories. The survey will also ask members to rate some sample messages from CalSTRS. The survey is scheduled to begin in May 2019, and the findings will be reported at a future Teachers' Retirement Board meeting. We also plan to highlight key findings in future communications to members.

Why Are We Asking?

Our mission is to secure the financial future and sustain the trust of California's educators. Research indicates that demographic categories influence financial and retirement security. For example, 70 percent of our members are female. Females are more likely to take time off work as caregivers to children or adult parents. This time off can have long-term implications for earning potential and retirement savings. This can also have downstream impacts to our members' retirement benefits—less service credit due to time off can ultimately reduce the benefit at retirement.

Gender is not the only demographic factor that impacts financial security. The more we can learn about our members, the better we can continue to serve their needs.

We'd like to learn more about our members so we can connect indicators of retirement security to demographic factors. We already see demographic characteristics of our newest members shifting from previous generations and we want to understand how this might affect retirement planning. For example, we know based on California Department of Education data that Latinx representation among K-12 teachers has roughly doubled in the last 20 years, to more than a fifth of the population.

Demographic shifts are happening in the general public, and others have researched in general terms what these shifts could mean for retirement security. However, we know our members are unique (for example, all are college educated). The information collected in the survey will help us better understand our members to better meet their needs in preparing for retirement.

What Will We Do With the Data?

We will use the research findings to support the Teachers' Retirement Board and CalSTRS leadership to inform business decisions. We can also provide staff with information to make our communications and our daily interactions with members more meaningful and productive.

For example, if we learn that CalSTRS has a significant population of first-generation college graduates who use their earnings to support family members, we might incorporate this concept into our communications. Then, when interacting with members who have this concern, we can recommend additional strategies for saving.

70% of our members
are female



Females are more likely to take time off work as caregivers to children or adult parents. This time off can have long term implications for earning potential and retirement savings.



What Are We Asking?

The survey questions cover a variety of demographic categories dealing with personal characteristics, current financial situations, family dynamics, career trajectory and educational background. We also ask educators to assess their knowledge about, and preparedness for, retirement.

The demographics we will be exploring are:



Characteristics

- Age
- Gender
- Race/Ethnicity
- Birthplace
- First Language



Family

- Marital Status
- Spousal Identity
- Children
- Timing of Life Events



Finances

- Individual Income
- Household Income
- Other Retirement Savings
- Debt
- Housing Situation



Career

- Current Position
- Other Careers
- Breaks in Service



Education

- Degrees
- Family Education Level



Retirement

- Retirement Preparation
- CalSTRS Knowledge

Our Standard With the Data We Collect

All information will be reported in the aggregate, meaning no individual records will be analyzed and no personally identifiable information will be shared.



Governor's 2019–20 Proposed Budget— CalSTRS Supplemental Pension Payments

The Governor's budget proposes additional contributions to CalSTRS on behalf of employers and the state over several fiscal years, which is expected to lower short- and long-term contribution rates through the remainder of the funding plan.

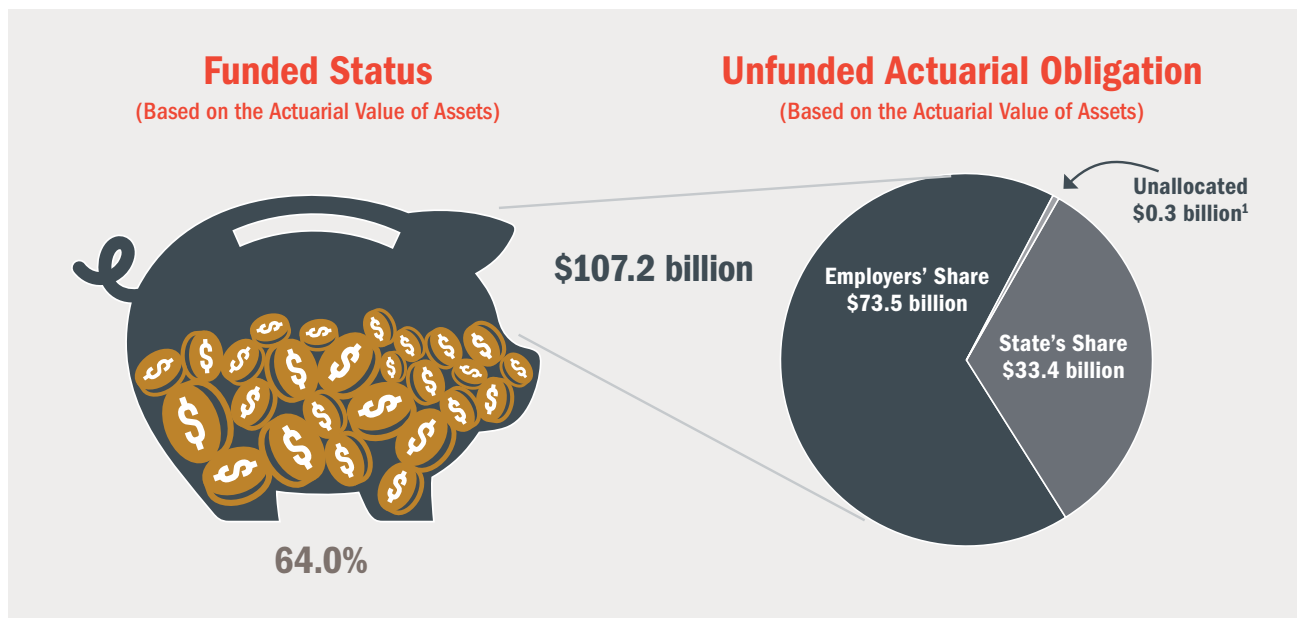
CalSTRS Funding Plan

The CalSTRS Funding Plan (AB 1469–Bonta, 2014) put the CalSTRS Defined Benefit Program on the path to full funding in 32 years through incremental shared contribution increases among the program's three contributors: CalSTRS members, employers (school districts, county offices of education and community college districts) and the State of California.

Governor Newsom's 2019–20 Budget proposes to provide supplemental payments to CalSTRS to address the unfunded actuarial obligation of the system and reduce contribution rates for employers and the state.

CalSTRS' Funded Status and Unfunded Actuarial Obligation

The funded status is the ratio of CalSTRS' assets to the value of educators' promised benefits. An unfunded actuarial obligation (UAO) exists when the system's obligations exceed its assets. As of June 30, 2018, the funded status of the CalSTRS Defined Benefit Program was 64.0 percent, based on the actuarial value of assets, and the UAO was \$107.2 billion. The CalSTRS Funding Plan distributed the responsibility to pay down the UAO between the state and employers, as shown in the graphic below.



¹ There is also a portion of the UAO for service earned following the enactment of the CalSTRS Funding Plan that is not allocated to either employers or the state, called the unallocated UAO, and this amount fluctuates in size based on investment experience. The unallocated UAO is not addressed in the Governor's proposal.

Governor's 2019–20 Budget Proposal—Supplemental Pension Payments²

Employers	State
The Governor's budget proposes a \$3.15 billion one-time non-Proposition 98 General Fund payment to CalSTRS to be allocated as follows: • Approximately \$500 million to reduce the 2019–20 contribution rate by approximately 1.43 percentage points. • Approximately \$350 million to reduce the 2020–21 contribution rate by approximately 1 percentage point. • \$2.3 billion toward the employers' share of the UAO, which is expected to reduce the out-year contribution rate by approximately half a percentage point.	The Governor's budget proposes \$2.9 billion from Proposition 2 debt payment funding to CalSTRS over four fiscal years, including: • \$1.1 billion in 2019–20 toward the state's share of the UAO. • \$1.8 billion in 2020–21 through 2022–23 toward the state's share of the UAO.

Employer Contribution Rate Under the Governor's Proposal

The Governor's budget proposes to have the state pay a portion of employers' contributions to the Defined Benefit Program. CalSTRS will receive the same amount in contributions as scheduled under the funding plan and the proposed budget; the only difference is the source of contributions.

Starting in fiscal year 2020–21, the Teachers' Retirement Board has limited rate-setting authority and may increase or decrease the employer rate by no more than 1 percent annually, up to 20.25 percent of creditable compensation.

In addition to lowering the contribution rate in the short term, the Governor's budget proposal is expected to decrease long-term employer contribution rates by 0.5 percent through 2046. The Department of Finance estimates the supplemental payment of \$3.15 billion will create \$7.1 billion in savings for employers over the rest of the funding plan.

State Contribution Rate Under the Governor's Proposal

Under the CalSTRS Funding Plan, the Teachers' Retirement Board has limited authority to adjust the state contribution rate by no more than 0.5 percent per year. While the state will not see an immediate reduction in its contribution rate as a result of the proposal, the Department of Finance estimates the supplemental payment of \$2.9 billion will create \$7.4 billion in savings for the state through 2046.

Member Contribution Rate Under the Governor's Proposal

The Governor's budget proposal does not affect member contribution rates. The contribution rate for CalSTRS 2% at 62 members is based, in part, on the normal cost of benefits, which may increase or decrease in future years depending on any changes to the board's economic and demographic assumptions. The contribution rate for CalSTRS 2% at 60 members is fixed in law.

² Governor Newsom's 2019–20 Budget also proposes a \$3 billion supplemental pension payment towards the state's share of the California Public Employees' Retirement System (CalPERS) unfunded actuarial obligation. The Department of Finance estimates the supplemental payment will create \$7.2 billion in savings over the next three decades.

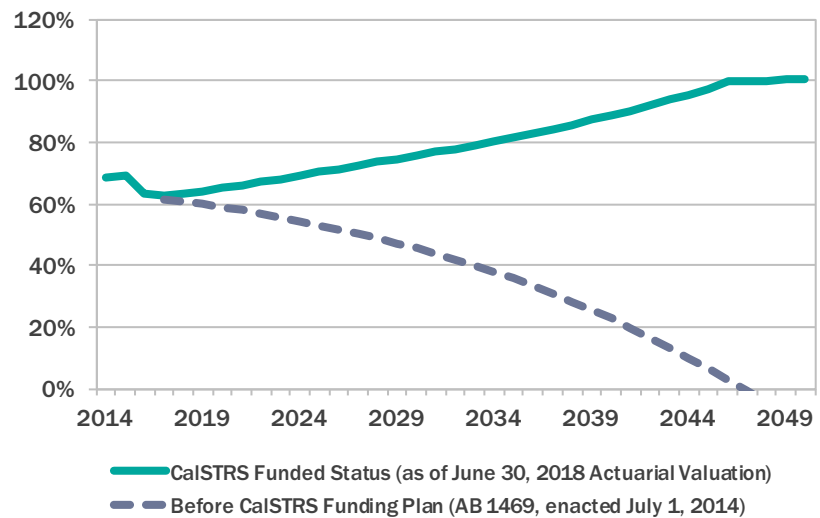


CalSTRS Funding Plan

The CalSTRS Funding Plan enacted by Chapter 47, Statutes of 2014 (Assembly Bill 1469–Bonta), puts the CalSTRS Defined Benefit Program on the path to full funding in 32 years through incremental shared contribution increases among the program's three contributors: CalSTRS members, employers and the State of California.

The contribution rates established in the funding plan would fully fund the Defined Benefit Program based on the actuarial assumptions in place at the time it was designed in 2014. Those assumptions are periodically adjusted by the Teachers' Retirement Board based on experience. The funding plan gives the board limited authority to adjust employer and state contribution rates accordingly.

Historical and Projected Funded Status



CalSTRS Member Contribution Rate Increases

Prior to this historic legislation, the contribution rate for members was 8 percent and had not been increased since 1972. Member contribution rate increases were phased in as shown in the table below.

Effective Date	CalSTRS Funding Plan Increases	
	2% at 60 Members	2% at 62 Members ¹
July 1, 2014	8.15%	8.15%
July 1, 2015	9.20%	8.56%
July 1, 2016	10.25%	9.205%
July 1, 2017	10.25%	9.205%
July 1, 2018	10.25%	10.205%
July 1, 2019	10.25%	10.205%

¹ The contribution rate for CalSTRS 2% at 62 members is based, in part, on the normal cost of benefits and may increase or decrease in future years.

CalSTRS Employer Contribution Rate Increases

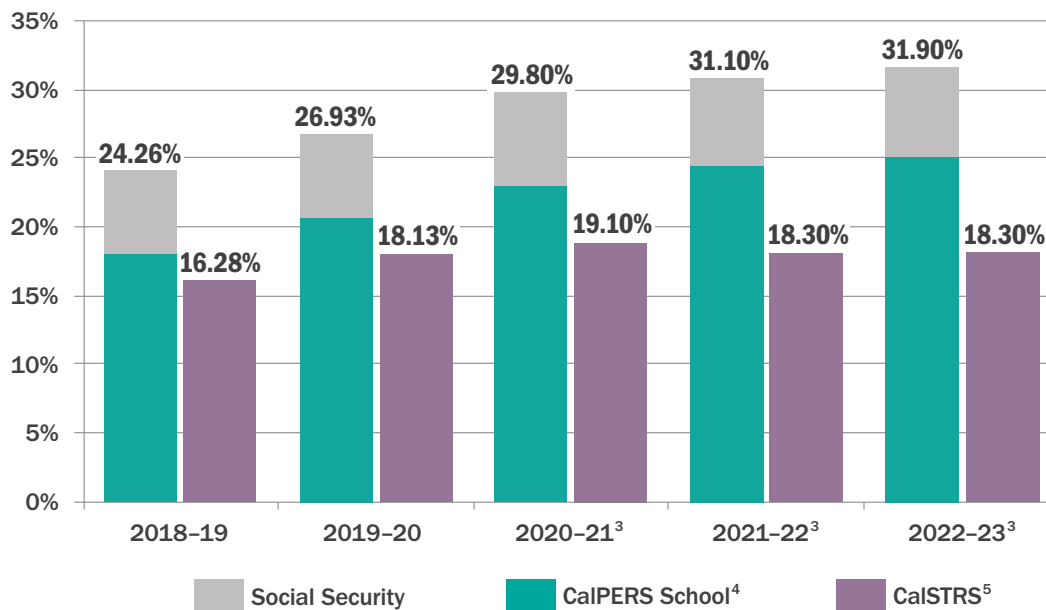
Increases in the employer contribution rate are being phased in over seven years. Starting in 2021–22, the funding plan provides the Teachers' Retirement Board limited authority to adjust the employer contribution rate, if necessary, to fully fund the remaining unfunded liability by 2046. Those adjustments are limited to 1 percent annually, not to exceed 20.25 percent of creditable compensation.

Effective Date	CalSTRS Funding Plan Increases	
	Rate	Year Over Year Change
July 1, 2013	8.25%	No increase since 1986
July 1, 2014	8.88%	0.63%
July 1, 2015	10.73%	1.85%
July 1, 2016	12.58%	1.85%
July 1, 2017	14.43%	1.85%
July 1, 2018	16.28%	1.85%
July 1, 2019	18.13%	1.85%
July 1, 2020	19.10%	0.97%
July 1, 2021 ²	18.3%	–0.80%
July 1, 2022 ²	18.3%	No change

² Employer contribution rates are set in statute through fiscal year 2020–21. These rates do not reflect the supplemental pension payments proposed by the Governor's 2019–20 budget. Rates beyond fiscal year 2020–21 are projections and may change based on actual experience.

Employer Contribution Rates Comparison

CalPERS and Social Security vs CalSTRS Contributions



Neither CalSTRS members nor their employers contribute to Social Security.

As compared to CalPERS school employees, employers will contribute **more than 8 percent less** for retirement benefits per CalSTRS employee in 2019–20.

³ The CalPERS employer rate for fiscal years 2020–21, 2021–22 and 2022–23 are projections.

⁴ Source: Public Employees' Retirement Board, Finance and Administration Committee, April 16, 2019. Agenda Item 6d - Schools Valuation and Employer/Employee Contribution Rates.

⁵ Contribution rates do not reflect supplemental pension payments proposed by the Governor's 2019–20 budget.

State Contribution Increases

The CalSTRS Funding Plan maintained the state's base contribution rate of 2.017 percent and the purchasing power benefit contribution of 2.5 percent. It replaces the portion of the state contribution rate that was formerly dedicated to paying for the 1990 benefit structure with an amount that fully funds the Defined Benefit Program over 32 years. The funding plan provides the Teachers' Retirement Board limited authority to adjust the state contribution rate; however, the rate cannot be increased by more than 0.5 percent each year. As of July 1, 2019, the state's contribution rate is 10.328 percent. It is expected that the board will exercise its authority to increase the state rate by the maximum of 0.5 percent for the three years following the 2019–20 fiscal year.

Other Provisions of the CalSTRS Funding Plan

- CalSTRS submits a funding status report to the Legislature every five years, starting July 1, 2019, to ensure the plan continues to sustain an appropriately funded benefit program.
- The 2 percent Annual Benefit Adjustment (also known as the improvement factor) cannot be reduced for members who retire on or after January 1, 2014. For members who retired prior to January 1, 2014, the legislation did not change the benefit.
- Increased contributions under the funding plan are only payable for compensation that is creditable to the Defined Benefit Program.
- Excess contributions received by CalSTRS for service creditable under the Defined Benefit Supplement program that are also attributable to increases under the funding plan are returned to employers. Employers are responsible for returning excess member contributions to their employees, and the returned pre-tax contributions are considered taxable income in the year they are received by the employee. This occurs regardless of when the contribution was initially paid.



Adult, Alternative, and Career Technical Education

Kristin Montoya, Chairperson
Colin Davis, 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

Pages 270-271

Adult Education

CTA believes:

1. That Adult Education in K-12 and Community Colleges should be a seamless pathway that articulates between both systems. The structure of the Adult Education system should include collaboration between groups to foster efficiency. Funding for Adult Education must include a dedicated adequate funding source. New funding must be used to restore, maintain and create programs for adults.
2. The purpose of Adult Education is to provide opportunities for adults with low skills to gain education and training to become career or college ready **and also to provide programs for immigrants in citizenship, ESL, and workforce preparation.**
3. Creating efficiency in both the K-12 and Community College systems when developing courses must not create a hierarchy that subsumes one under the other.
4. The employees must remain with their current employer. K-12 Adult Education should be increased to meet minimum requirements for continuation and upgrading of current programs and should reflect the need for funding parity between K-12 and Community Colleges.
5. Community Colleges should receive a basic level of support for Adult Education. Additionally, Community Colleges should receive a cost of living adjustment (COLA) in keeping with the COLA received for other programs offered by the Community Colleges.

6. Both segments shall be placed on a funding formula for the purpose of reaching a common funding level for like programs.
 7. The COLA for Adult Education funding will be equal to that of the individual community college or K-12 district.
 8. An annual growth factor will be included for the K-14 Adult Education programs to meet the needs of the community.
 9. Up to 2% of the previous year's budget will be allowed on an application basis to initiate new programs. The ADA **CAEP (California Adult Education Program)** cap should be adjusted by the above 2% for each new program.
 10. Any high school, unified or community college district may assume responsibility of providing adult education only by a mutual delineation of functions agreement. If the parties are unable to agree to a mutual delineation of functions agreement, the parties will agree to abide by a final and binding decision which shall be made by a representative of the State Conciliation Services. These decisions when applicable shall be part of the collective bargaining process as defined in SB 160. In the absence of an exclusive agent, in a district when the above issue surfaces, the appropriate teacher/faculty body shall be given the opportunity to meet and negotiate the impact of the decision.
 11. Districts whose ADA **CAEP** cap is being audited and adjusted should be allowed to apply for additional ADA **funding** above the cap in order to meet the changing needs of a community.
- (CTE: June 1982, June 1984, March 1996, ACT: November 2013)

Page 272-273

Career/Technical Education

(ACT would like to modify all instances of "Career/Technical" to remove the slash and become "Career Technical")

CTA further believes:

1. A comprehensive career **technical** education program at the elementary level assists the classroom teacher in utilizing job-related activities which emphasize planning and construction to reinforce learning experiences related to English, science, mathematics, and social science and gives the student an awareness of and an orientation to the world of work.
2. ~~The industrial arts and~~ Career **technical** education programs in the elementary, middle school, junior high, and high school, **and adult education** segments provide the student the opportunity for exploration, development and understanding of the technical, consumer, occupational, organizational, managerial, social and cultural aspects of agriculture, industry and technology. The program also provides a link between abstract

educational concepts and the practical use of basic occupational and technical skills.

3. The career/technical education components should represent a continuum starting in pre-K and extending through the post-secondary level to provide preparation, work experience and placement services and activities that will lead to meaningful and informed occupational choices and to the development of sufficient skills and knowledge for the student to enter and advance in a gainful, satisfying career.

(VED: June 1980; ACT: January 2008, June 2014)

4. CTA believes that **K-12 adult education programs** and community colleges have a substantial role in providing a comprehensive program of college and career readiness that is available to all students. College and career readiness programs prepare students for postsecondary education and lead to meaningful and informed occupational choices.

Page 275

Collaborative Programs (K-12/Higher Education)

CTA believes secondary **and adult** school students have the right to adequate preparation for success in higher education through state-supported collaborative programs between the public schools and institutions of higher education. (CRE: December 1989)

Page 358

Career/Technical Education

CTA believes a meaningful educational program must include both academic and career/technical education programs that complement and strengthen each other. All students in the public school system should have access to career/technical education programs which include proper counseling and guidance services.

CTA believes that Career and Technical Education instructors who have been teaching a CTE course closely related to their Designated Subject Credential and are receiving Federal Perkins funds possess the competency to teach those CTE courses without the need for further industry experience or coursework in order to receive continued Federal Perkins funds.

The scope of career/technical education programs must include a systematic sequence of learning experiences which provide individuals with the necessary skills, knowledge and attitudes to attain entry level employment, occupational advancement, upgrading or career change. This scope includes job preparation, job exploration, and the continuation of general educational growth. The target population for career/technical

education will be pre-high school graduates, high risk students, community college students, and continuing education students of all ages, including adults.

Career/technical education in its broadest sense includes career exploration, job training, work experience, certificate programs, and all basic skill proficiencies related to employment and the acquisition of employable skills, attitudes, and values. Job training/employment training is a component of career/technical education. Job training/employment training is defined as learning experiences designed to impart skills, knowledge and attitudes to properly prepare individuals for immediate employment.

CTA believes that strong CTE programs include partnerships with local, regional and State industries. CTA also supports the expansion of pre-apprenticeship and apprenticeship programs that partner with local, regional and state labor councils that will lead to journey-level or equivalent career opportunities for our students.

The primary responsibility for career/technical education programs should reside within the identified public education community. All ROC/ROP, adult school, and other career/technical education programs should be administered by appropriate pre-K-12 and community college districts.

MAJOR POLICY – Second Reading

none

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

1. ACT recommends that CTA arrange for CTE “tours” of programs in both Northern and Southern California for CTA Officers and Board Members to witness firsthand CTE programs and hear from students and teachers about the positive impact on students and communities.

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. CTA Board Member Mike Patterson held elections for all ACT officer positions. Kristin Montoya was elected chairperson, Colin Davis was elected vice-chairperson and Dominic Rizzi was elected Secretary.
2. The ACT Legislation sub-committee reviewed several bills and recommends the following positions

- AB 278 (McCarty) – Watch
- AB 1019 (Frazier) – Watch
- AB 1558 (Ramos) – Watch
- AB 1668 (Carrillo) – Watch
- SB 716 (Mitchell) – Support, Tier 1

3. Liaison reports:

- CA CTE (Edward Youngblood): The national conference will be held in Anaheim in November 2019. Visit Careertechvision.com and acte.org for further information.
- CITEA – CA Industrial Technology Educators Association (Ruth Luevand): CITEA members are very concerned about the CTE teacher pipeline. They are proposing to send a CITEA delegation to visit SPI Thurmond to address the following issues:
 - i. Teacher shortage and candidate preparation, current credentialing options, and short-term and long-term solutions for filling vacancies.
 - ii. They are requesting from CTA assistance in gather information around all current options in obtaining a “Shop” credential, CTE seniority, salary schedule placement and advancement.
- CCAE – CA Council on Adult Education (Erica Dibella-Hitta): CCAE held a state conference in San Diego. They are advocating for more funding for Adult Education, specifically an additional \$110 million to fully restore pre-2007 funding levels.

4. CTE Subcommittee Report:

- The subcommittee has draft policy for review around apprenticeship and pre-apprenticeship programs.
- The subcommittee will be looking into inviting Jerry Winthrop from the CDE to discuss California Partnership Academies and pre-apprenticeship programs.

5. Alternative Education/Adult Education Subcommittee Report:

- The subcommittee discussed the problem of the Alt Ed programs behind held to the same accountability metrics as General Ed programs, which are significantly impacting their programs, causing an excess of takeover or program closings.

6. ACT reviewed the recent C4OB bargaining advisory regarding “Bargaining Salary Schedule Movement for Designated Subjects (CTE) Credential Holders” (see attached).



BARGAINING ADVISORY

Bargaining Salary Schedule Movement for Designated Subjects (CTE) Credential Holders

Background

The large influx of federal, state, and local funding toward developing and sustaining Career Technical Education (CTE) pathways is creating an urgent need to develop methods for appropriate placement and movement of CTE credential holders on salary schedules. The unique process of CTE credentialing that must account for members who may not have a bachelor's degree, may not accrue units in a traditional sense, and have years of relevant industry experience prior to teaching creates inequities in salary schedule placement and advancement. Additionally, there is need to increase the number of CTE credentialed teachers in the pathways, as well as to entice experienced professionals from recognized industry sectors into the profession. Unfortunately, under current practices, CTE credential holders are frequently placed on Step 1, Column 1 without ever making movement to Column 2 and beyond.

California Ed Code Section 45028 requires that those employed by school districts in positions requiring certification qualifications (except administration) are "classified on the salary schedule on the basis of uniform allowance for years of training and years of experience, except if a public school employer and the exclusive representative negotiate and mutually agree to a salary schedule based on criteria other than a uniform allowance for years of training and years of experience...". Essentially, it is the exclusive representative and district that negotiate placement and movement on the salary schedule.

Traditionally, a salary schedule is constructed based on the attainment of a bachelor's degree, plus units earned past that degree and years of teaching experience for placement and movement.

For reference, below is a comparison of the credential requirements of General Education preliminary and clear credentials (both Multiple and Single Subject) compared to the requirements to earn CTE Designated Subjects preliminary and clear credentials.

California Teacher Credentialing Requirements

Multiple or Single Subject Credential		CTE Designated Subjects Credential	
Preliminary	Clear	Preliminary	Clear
BA degree or higher		HS diploma or equivalent	Possess valid Preliminary CTE DS credential
Basic Skills Requirement (CBEST, CSET, qualifying score on ACT or SAT, or AP Exam in Math and English)			
U.S. Constitution course or exam			U.S. Constitution course or exam
Complete teacher preparation program	Complete BTSA program or National Board Certification	Verification from program sponsor on credentialing requirements	Complete CTE teacher preparation program, including SDAIE



BARGAINING ADVISORY

Multiple or Single Subject Credential		CTE Designated Subjects Credential	
Preliminary	Clear	Preliminary	Clear
Obtain recommendation for credential by program sponsor		Recommendation by CTE program sponsor	Health Ed/CPR and Computer-based technology courses
Must clear within 5 years		Must clear within 3 years	

Bargaining Advice

When examining how to create placement for CTE Designated Subjects credential holders, local bargaining teams should take three variables into consideration:

- How will years of relevant industry experience be addressed for salary schedule placement?
 - What kind of proof is required?
 - How many hours of experience per year count as a full year?
- How can “units” be earned?
 - Are there equivalent relevant courses, certifications, or training that can be counted?
- How do we address the issue of members whose area(s) of expertise do not require a bachelor’s degree?

There are a variety of ways these issues can be addressed. Below is just one example of how CTE experience/units may be translated onto a salary schedule.

Column Movement on Certificated Salary Schedule for CTE Designated Subjects Credential Holders

Multiple or Single Subject Credential	BA	BA+15	BA+30	BA+45 or MA	BA+60 or MA+15	BA+75 or MA+30
CTE Designated Subjects Credential	Preliminary CTE DS credential	BA+ Preliminary CTE DS or Clear CTE credential	BA+ Clear CTE DS credential or Clear DS credential + 128 units	BA+ Clear CTE DS + 15 units or Clear CTE DS + 143 units	BA + Clear CTE DS + 30 units or Clear CTE DS + 158 units	BA+ Clear CTE DS + 45 units or Clear CTE DS + 173 units

*For CTE DS credential holders, 1 unit = 15 hours of applicable training or 1 college (semester) unit

**For initial step placement, years of relevant work experience (equivalent to 75% of the days of the school year) or teaching may be counted.

***For schedule advancement, any combination of teaching and/or work experience equaling 75% of the days of the school year may be counted.

These issues are ultimately up to the chapter’s bargaining team to address during negotiations, with questions directed to your CTA primary contact staff person.

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)

NONE

MAJOR POLICY – First Reading

Add new paragraph below the first paragraph of Proposition 98 Guarantee (p. 287) to read:

CTA believes the integrity of Proposition 98 must be maintained. Any Pre K-14 education adjacent programs or new student populations not already funded within Proposition 98, must be funded outside of Proposition 98 or Proposition 98 must be augmented and rebenchd to accommodate the increased costs.

MAJOR POLICY – Second Reading

NONE

OTHER ITEMS FOR IMMEDIATE ACTION

NONE

REFERRALS TO THE BOARD OF DIRECTORS

NONE

MATTERS PENDING

A. NBI# 3/19-10

CTA will write policy opposing tax revenue being spent on banking fees that profit privately run banking institutions when that revenue could be recouped by using a public bank.

Rationale: A significant portion of tax revenue allocated to school districts is spent on transaction fees that profit corporate banks instead of students and education services.

INFORMATIONAL ITEMS

1. FPE Chairperson Jodi Dayberry welcomed new committee members, alternates and visitors reminded members to get copies of the Schools & Communities First palm cards.
2. Board Liaison Leslie Littman shared information about the Political Academy in October and thanked committee members for their participation in the May 22nd #RedForEd activities.

3. Board Liaison Leslie Littman conducted elections for FPE Chair and Vice Chair. Grant Schuster was elected Chair and Steven Comstock was elected Vice Chair.
4. Jodi Dayberry was recognized and honored for her service on CTA State Council and as FPE Chair.
5. Angela Su and Jennifer Baker provided information on the status of the state budget.
6. Dan Koen reported on the initial recommendations from first meeting of the 2020 Campaign workgroup and led a discussion of the potential role of FPE in future public school funding efforts.
7. FPE committee voted to recommend an oppose position on AB 411, AB 1590, SB 532, and watch positions on 10 bills.

ASSESSMENT AND TESTING COMMITTEE

Elgin Scott, Chairperson
David Lollar, Vice Chairperson
Marina Santos, Recorder
José Alcalá, Board Liaison
Vernon Gettone, Consultant
Norma Sanchez, Consultant
Patricia Rucker, 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. He conducted Nominations and Elections for AST. The committee voted for the following officers:
Chair: David Lollar, Vice Chair: Marina Santos and Recorder: Jason Chrest.
2. Legislative Advocate, Patricia Rucker, provided information on AST bills and the committee took the following position on AST bills:
AB 1466 – Watch
3. Co-consultants, Norma Sanchez and Vernon Gettone, provided information on opportunities for teachers to participate in state assessment development and implementation:
 - CAASPP: <http://www.caaspp.org/getinvolved/getinvolved.html>

- ELPAC: <http://elpac.org/getinvolved/>
4. Co-consultants, Norma Sanchez and Vernon Gettone, provided an update on new state interim assessments and the committee reviewed chartered bill AB 1035.

Focused Interim Assessment Blocks (IABs)

Interims that provide more specific, actionable data on student performance



In the 2019–20 school year, Smarter Balanced will begin releasing new Interim Assessment Blocks (IABs) focused on fewer assessment targets than most current IABs. These focused IABs are designed to measure smaller bundles of content to give teachers a better understanding of students' knowledge and academic performance and provide teachers with precise next steps for instruction.

The 107 existing IABs will continue to be available to educators. These 107 include some IABs that meet the definition of a focused IAB: 19 in ELA that assess 1 target, and 20 in mathematics that assess 1–3 targets. Both existing IABs and new focused IABs consist of 10–15 items.

INTERIM ASSESSMENTS AT A GLANCE

Interim Comprehensive Assessments

Assess the same targets as the summative.

Examples:

- Grade 3 ELA
- Grade 3 Math



Current Interim Assessment Blocks

Assess 1–8 targets in math and ELA/literacy.

Examples:

- Grade 3 ELA, Reading Literary Texts
- Grade 3 Math, Operations and Algebraic Thinking



Focused Interim Assessment Blocks

Assess 1–3 targets in math and ELA/literacy.

Examples:

- Grade 3 ELA, Reading Literary Texts: Text Analysis
- Grade 3 Math: Multiply and Divide Within 100



New Connections Playlists

Each focused IAB will have a corresponding playlist to **connect teachers with resources** in the [Digital Library](#) so that they may identify instructional next steps to support students' learning.

How Many Will Be Available?

In addition to the existing 19 ELA and 20 mathematics IABs that meet our new definition of a focused IAB, Smarter Balanced plans to develop:

- **84 focused IABs in ELA/literacy** (12 per grade) and
- **52 focused IABs in mathematics** (4–10 per grade).

Release Timeline

Smarter Balanced will release focused IABs starting in the 2019–20 school year. This is a multi-year project, and we plan to finish releasing all focused IABs by the 2021–22 school year.*

**Note: Releasing focused IABs is dependent on available items for a given grade and content area. We will work to accelerate item development for specific focused IABs where needed.*

“The data that we receive from the Interim Assessment Blocks is **immediate**. I’m able to see it right away. I can then reevaluate my lesson plans for the next day.”

–Elementary Teacher, Oregon



2019

California Assessment Conference

Bringing It All Together: Building Connections
Between Assessments and the Classroom

A unique opportunity for classroom educators to explore the connection between assessments and classroom instruction, and learn how other California educators use assessments to improve teaching and learning.



October 16–18, 2019 at the Oakland Convention Center



Register online at <https://www.registrationlinkhere.com>.



Questions? Contact us at caaspp@scoe.net.

California Department of Education • November 2018



STUDENT SUPPORT SERVICES COMMITTEE

Allan Roberts, Chairperson
Dorothy Chen-Maynard, Vice-Chairperson
Nicole Piscionere, Recorder
Sergio Martinez, Board Liaison
Arleigh Kidd, Consultant
Susan Midori-Jones, Consultant

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

None

MAJOR POLICY - First Reading

None

OTHER ITEMS FOR IMMEDIATE ACTION

NBI 1/19-1

The SPS Committee **disapproves** NBI 1/19-1 because federal policy requires LEAs to make up missed IEP services on an individually determined basis based on a student's IEP.

In January 2016, the Federal Office of Special Education Programs (OSEP), US Department of Education, reaffirmed its 2007 guidance letter (see attached memo) regarding missed IEP services in school settings. OSEP reiterated that the determination of whether an interruption of services constitutes a denial of free appropriate public education (FAPE) is an individual determination that must be made on a case-by-case basis. Whether the disruption in service is caused by a class activity (e.g. school assembly) or absence by the student or therapist, the IEP determines whether the services must be made up.

The SPS Committee encourages locals to negotiate contractual language addressing issues affecting members who provide Designated Instruction and Services (DIS) under IEPs. It is suggested that CTA disseminate sample contract language needed to protect SLP unit members.

Negotiation issues include:

- Limits on non-voluntary work assigned beyond the regular workday and work year,
- Compensation for therapy provided beyond the regular workday and work year, per hour,
- Per diem or per hour compensation for make-up sessions which SLPs voluntarily consent to provide.

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. Toni Trigueiro, CTA Legislative Advocate, reported progress on the State Budget in Sacramento. Toni also talked to the SPS legislative subcommittee regarding recent changes in AB 8 Chu. The SPS committee believes that the most appropriate staff that should be used to deliver school-based mental health services are those individuals that possess a PPS or School Nursing Credential. SPS was originally concerned that licensed mental health professionals be only utilized to provide tier-three services as supplemental services. Toni explained that we are working with the bill's author to ensure services provided by non-credentialed, but licensed mental health professionals not supplant services provided by credentialed support personnel. The SPS Committee voted to change their former position of "OPPOSE" to a "WATCH" position. The new position on AB 8 will be submitted as an "Interim" position to CTA.
2. Sergio Martinez, CTA Board Liaison to SPS, and Allan Roberts, SPS Chair discussed a possible referral or NBI developed jointly by five State Council committees. The referral would be introduced by the CRE Committee and is supported by the Committee Chairs of five committees (ECE, SSM, SPS, SAE, and CRE) with policy in the area of alternative discipline and multi-tiered support for students. The referral would call for formation of a CTA workgroup that will develop a comprehensive campaign to address the following issues:

- 1. Educator and student supports*
- 2. The artificial suppression of data on suspension and expulsion of students*
- 3. Teacher recruitment/retention*
- 4. The lack of students' and educators' safety*
- 5. Impact on learning*
- 6. Disproportionate impact on students of color and students with special needs*

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

AB 743	Garcia	WATCH	Administration of asthma medication
AB 898	Wicks	WATCH	Behavioral health screening/diagnosis
AB 1098	O'Donnell	SUPPORT	Substance use disorders: youth programs
AB 1634	Gloria	No Position	Mental health community-based services
SB 428	Pan	WATCH	Youth mental health first aid

4. The SPS Policy subcommittee is working on revision of the SPS brochure regarding SPS services in schools. The subcommittee is working to update and revise position titles. The subcommittee is also working on possible policy language around SPS caseload maximums.
5. It was recommended by committee members that we host a speaker and informational session on MediCal billing.
6. Nicole Piscionere, Liaison to the CA School Library Association reported that there is an annual conference February 6-8, 2020 in the City of Industry. The Conference will be held at

the Pacific Palms Resort and will feature specific sessions for classified library paraprofessionals. Nicole pointed out that CSLA is open to paraprofessional membership with annual dues of \$45 per year.

7. Patty Taylor, substitute Liaison to the California Association of School Counselors, reported that CASC has opened an office and is providing professional development. The CASC Annual Conference will be held again in October 2019 in Riverside.
8. Jacquella Payne, Liaison from the California School Nurse Organization, encouraged SPS members to talk to their Districts regarding reimbursement of CSNO membership dues. Her district does this, and it allows her to belong to her professional organization and attend NASN Annual Conference.
9. Patty Taylor reported that the Pupil Services Coalition is working on mental health services legislation. They are trying to get a meeting with Tony Thurmond. Patty discussed the positive feedback they received after their presentation at the ACSA Conference last February.
10. CTA Board Member Sergio Martinez thanked members who lobbied in Sacramento or attended the rally regarding the CTA co-sponsored Charter bills.
11. CTA Board Member Sergio Martinez conducted elections for 2019-2020 SPS leadership positions:

Chair:	Allan Roberts was nominated and elected
Vice Chair:	Erika Zamora was nominated and elected
Recorder:	Nicole Piscionere was nominated and elected

12. CTA Staff Consultant reported on the New Haven Teachers Association strike. Teachers in New Haven, which is in Union City, have been out for nine days so far. Please contribute to the NHTA strike fund. You can do so via the online link on the CTA website, at www.cta.org. Your contribution will be acknowledged online.

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

REFERRALS TO THE BOARD OF DIRECTORS

NONE

MATTERS PENDING

NONE

INFORMATIONAL ITEMS

1. The committee took positions on 3 bills. Bills were tiered as follows:

Tier 1: AB 5, AB 196

Tier 2: AB 628
2. The committee elected the following committee officers: Kyna Collins. Chairperson, John Havard, Vice-Chairperson, Andrea Clarke, Recorder. Congratulation to all! The committee thanks Michael Sterling for his great work this year as Chairperson.
3. Terri Jackson was recognized for her many years of dedicated service to the committee. We wish her well in her future endeavors. She will be missed.
4. Congratulations to Liverpool FC for winning their Sixth Champions League title!

SPECIAL EDUCATION COMMITTEE

Roberta Kreitz, Chairperson
Gregory Abt, Vice Chairperson
Beth Smith, Recorder
Eva Ruiz, Board Liaison
Angela Marese Boyle, Consultant
Karen Taylor, Consultant
Susana Salas, Substitute for Karen Taylor
Isabelle Garcia, Legislative Advocate

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

New Section

Student Safety in Nonpublic Schools

CTA believes students with Individualized Education Programs (IEPs) who have been placed in a nonpublic and/or nonsectarian school (NPS/NSS) by their Local Education Agency (LEA) must be provided with appropriate services as established in the IEP. These services must be provided by certificated/licensed educational professionals. It is the shared responsibility of the California Department of Education (CDE), Special Education Local Plan Areas (SELPAs) and LEAs to annually monitor the health and safety of each student placed in an NPS/NSS.

CTA believes all staff working directly with students with IEPs shall be trained on restraint and seclusion policies and procedures. The training shall take place at least once per year.

CTA believes all training should emphasize the use of appropriate de-escalation techniques and Positive Behavior Supports to avoid the need for use of restraint and seclusion. All school staff shall be trained regularly regarding the use of effective alternatives to physical restraint and seclusion. Also, it is recommended that staff be trained in trauma informed practices such as Nonviolent Crisis Intervention. Nonviolent Crisis Intervention training methods are safe, respectful, and noninvasive for managing disruptive and assaultive behavior.

Rationale: Legislation is pending sponsored by the Superintendent of Public Instruction, to provide safeguards to students with IEPs in nonpublic schools. This policy change will allow CTA to support this legislation.

MAJOR POLICY – First Reading

NONE

MAJOR POLICY - Second Reading

NONE

OTHER ITEMS FOR IMMEDIATE ACTION

NONE

MATTERS PENDING

NONE

INFORMATIONAL ITEMS

1. Chair, Robbie Kreitz: created policy goals for the 2019-2020 school year, including but not limited to policy focusing on coteaching and inclusion and caseload versus workload.
2. Reviewed the Commission on Teacher Credentialing Item 2A Information/Action, Proposal to Update the Transition Timeline of Education Specialist Programs to New Standards and Development of an Education Specialist Teaching Performance Assessment and gave comments and suggestions to CPD regarding this issue.
3. Consultant Angela Marese Boyle: Special Education Rights and Responsibilities Training will be conducted by Angela Marese Boyle at the October 2019, SEC meeting.
4. Legislative Advocate, Isabel Garcia gave a legislative update on Special Education legislative bills.
5. The Committee received reports from the following liaisons:

Advisory Commission of Special Education (ACSE), Rebekah Acord and Kelly Connell Sandler:

Accountability Dashboard Update revealed local indicators being used for first time. Eligibility is determined on local indicators only, state indicators only, or a combination of both. If district does not submit local indicators, the state indicators apply. Vigorous debate and discussion are ongoing about concerns re the changes to indicators; DST of residence to be accountable for all Indicators when SWD receives services from another district in COE. (Unresolved.) ELPAC Tests, Initial and Summative, currently are available on paper will transition to online. Education Specialist Credential Update was shared, and CTA ongoing input was instrumental.

California Association of School Psychologists, Josie Malik:

Heidi Holmberg, CASP Executive Director will be retiring as of June 2019. CASP wishes her well and she will be sorely missed. The CASP Convention 2019, will be held in Long Beach October 24-26, 2019. CASP's 70th annual convention will be held October 24-26, 2019, in Long Beach.

6. Special Guest Kristin Wright, Director Special Education Division, CA State Department of Education was a guest presenter. She gave an overview of Special Education in the State of California. She solicited questions and concerns from the

group to take back to Sacramento. "Everything is on the table in Special Education."
KWright@cde.ca.gov

7. Eva Ruiz, CTA Board Liaison held nominations from the floor and the following were elected:
Committee Chair: Roberta "Robbie" Kreitz
ViceChair: Stacy Williams
Secretary: Jose Segura
8. The committee would like to thank the following members who have either termed out or are retiring:
Katherine Catanzarite Thomas Harriman
Jeremiah Price Elizabeth "Beth" Smith
Diane Thompson
9. A special thank you to Isabelle Garcia for keeping the committee updated on Special Education legislation.

LANGUAGE ACQUISITION COMMITTEE

Veronica Miranda-Pinkney, Chairperson
Linda Torres, Vice Chairperson
Corey Moore, Recorder
Jesse Aguilar, CTA Board Liaison
Tomás Martínez, Consultant
Norma Ortiz, Consultant
Isabelle Garcia, Legislative Advocate

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

MATTERS PENDING

NONE

INFORMATION ITEMS

1. The Committee took a support position on SB 594 (Rubio) EL Roadmap Initiative
2. A presentation was made on Alas Y Voz, a program for parents wanting to enroll their children in dual language programs.
3. Recognition was held for those terming off of state council and those not returning to the Language Acquisition Committee.
4. The CA Ed.G.E. Initiative Implementation Handbook was shared with the committee which is available on the CDE website as a resource for those wanting to begin a multi-lingual program.

5. The Committee discussed the ELPAC test and made a list of concerns to share with Assessment and Testing Committee.
6. The Committee came up with possible NBI's to take to the NEA RA related to English Language Learners.
7. The Committee continued to work on Prop 58 member and parent informational presentations.
8. The LNG Committee held elections for committee positions.

Chaz Garcia was elected Chair

Cheryl Ortega was elected Vice Chairperson

Corey Moore was elected Recorder

9. The Chair of the Language Acquisition Committee Veronica Miranda-Pinkney thanked the members for the many years of dedicated service to language issues, the students we serve and the working conditions that affect us as educators. The Committee members thanked her in return for her leadership and guidance in moving the issues of the committee through CTA, State, and the National level.

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

None

OTHER ITEMS FOR IMMEDIATE ACTION

- A. Authorize up to \$1.2 million from the Initiative Fund to support CTA positions on the November 2020 ballot.

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. Chair Dorothy Kim-Perez updated the committee on the Campaign Workgroup 2020 and Political Academy.
2. Board Liaison Roberto Rodriguez thanked committee members who have been lobbying on behalf of CTA and conducted PIC officer elections.
3. CTA/ABC Chair Wendy Eccles presented an ABC report to the Committee.
4. Associate Executive Director of GR Teri Holoman gave a Governmental Relations and political update and thanked Scott Day for his years of work with the Committee.
5. The Committee elected PIC officers. Dorothy Kim-Perez was elected Chair, Shay Lohman was elected Vice Chair and Jerome Rice was elected Recording Secretary.

TEACHER EVALUATION AND ACADEMIC FREEDOM COMMITTEE

Donald Stauffer, Chairperson
Alexandra Condon, Vice Chairperson
Alicia Salgado Melero, Recorder
Bill Freeman, Board Liaison
Patricia Rucker, Legislative Advocate
Chuck King, Consultant
Jamy Merritt, Consultant

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 celebrated and offered kudos to departing members. In addition, all necessary organizational business of the Committee was conducted.
2. The subcommittees continued working on the following policies:
 - a. Dismissal Subcommittee: The committee will continue to work on language expanding Due Process rights for probationary and temporary certificated employees. Legislative advocate, Patricia Rucker, provided input and information regarding PR&R working on probationary Due Process. The subcommittee recommends the committee look at the Stull Act (Ed Code 44660) and determine what policy recommendation could be made to CTA addressing Due Process rights. Patricia will send the committee legislation from other states regarding dismissal language to assist in this process and a conference call will be held with her prior to next State Council to follow-up.

- b. Evaluation Subcommittee: The TEAF Evaluation Subcommittee is in conversation to develop guiding principles for local associations regarding members who have non-classroom based assignments.

Talking points were developed and presented to members of PR&R, Negotiations, and CPD for consideration.

- The TOSA job description should be specific and clear, and the evaluation instrument should be reflective of the job description.
- The subcommittee sees a need for a joint committee to develop guidelines for local associations to address the working conditions and practices of TOSAs (i.e. job descriptions, funding, evaluations, parameters, calendar/hours, and professional development).
- Examples of issues that might reside in committees other than TEAF are job description, parameters of job, professional development, and funding. We will continue conversations with PR&R, Negotiations, and CPD to explore guidelines for local associations.

TEAF, PR&R, Negotiations, and CPD policies have been researched in preparation for the possibility of a work group/task force.

Please send any TOSA language to Gayle Young at NVEA.CTA@gmail.com

- c. Academic Freedom and Special Projects: The committee reviewed the update on CTA's policy draft in preparation for consultation with Legislative Advocate Patricia Rucker. Work in progress continued with review of introduction, history, and rationale. Revisions were read and discussed, and legislative advocate was consulted for clarity and content. The committee will continue to work over the summer for review at the October 2019, Council. Twenty case studies to support this project have been collected and acceptance of Academic Freedom stories will continue through the end of October 2019. Samples for further review K-6, 7-8, 9-12, and collegiate are being sought.
3. Bill Freeman, CTA Board Liaison, offered thanks to and presented mementos of appreciation to departing committee members. A toast was made to the best committee at State Council.
4. Bill Freeman, CTA Board Liaison conducted elections for Chair, Vice-Chair and Recorder.



T.E.A.F.

BRING IT ON!

**WE NEED YOUR TOSA
(Teacher ON Special
Assignment) INFORMATION:
JOB DESCRIPTIONS
CONTRACT LANGUAGE
EVALUATION FORMS**

**We need to develop guidelines
for local associations to address
the working conditions and
practices of TOSAs.**

**PLEASE SEND TO
NVEA.CTA@GMAIL.COM.**



T.E.A.F.

ACADEMIC FREEDOM COMMITTEE

WE WANT YOUR STORIES!!!

We are collecting member experiences and questions about Academic Freedom in your classrooms and at your schools. We are looking for a variety of grade levels, schools, districts, and more. Your concerns are our concerns! We will use your stories to further develop our CTA policy and to create resources for members and presidents to use. Use the link below to submit your story.

<https://bit.ly/2WkGErE>

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)

Kindergarten p 380 (QUALITY EDUCATION)

~~CTA believes kindergarten shall be mandatory. While age alone is not the sole determinant of a child's readiness, age five by the beginning of the school term in which the child enters shall be the minimum age for entrance into kindergarten. The adjustment to age five of the entrance age kindergarten programs should be implemented in one month segments annually until the desired age is achieved. As the kindergarten entrance age is adjusted, the relief ADA (the ADA that would no longer be attributable to kindergarten ADA) should do one of the following:~~

- ~~1. Follow the child to public pre-K programs taught by appropriately credentialed teachers;~~
- ~~or~~
- ~~2. Be used to reduce class size in grades K-3 to 20:1 students per 1 adult per class. The use of averages should be banned.~~

~~CTA recognizes that the minimum 200-minute kindergarten session is the law as per Education Code. If an extended-day kindergarten were to be negotiated, CTA believes that both an extended day and the 200-minute day kindergarten should provide time to meet the developmentally based instructional needs of the whole child. It should include all curricular areas inclusive of Fine Arts and Physical Education as outlined in the state adopted frameworks. An extended-day kindergarten should be no more than the maximum minutes allowed by the education code for kindergarten. Extended-day kindergarten programs should be fully funded to provide adequate developmentally appropriate facilities and support personnel. The impact of an extended-day program should be locally negotiated as it affects terms and conditions of employment. Any extended-day kindergarten programs should be implemented district wide so that all students in that district have equal access to the expanded program. Any legislation implementing this policy shall be at least revenue neutral and not have the potential of causing the loss of bargaining unit member jobs. (ECE: January 1984, March 1985, June 1990, January 1992, January 1993, March 2001, June 2002, March 2003, June 2004, June 2006, June 2018)~~

Transitional Kindergarten p 405 (QUALITY EDUCATION)

~~CTA believes that Transitional Kindergarten shall be available to all eligible students. While age alone is not the sole determinant of a child's readiness, a child should be a minimum of age five between September 2 and December 2. Class size for Transitional Kindergarten shall not exceed a 20:1 student teacher ratio and be staffed at a ratio not to exceed 10:1 supported by one credentialed teacher and one qualified instructional aide. Transitional Kindergarten teachers~~

~~shall have at least 24 units of early childhood education classes or experience teaching children younger than the age of 8. Transitional Kindergarten curriculum should be developmentally appropriate. Transitional Kindergarten should specifically provide hands-on, experiential, child-centered, explorative, play-based learning activities, and experiences. (ECE: February 2017)~~

Kindergarten p. 380 (Quality Education)

CTA recommends that full-day kindergarten be compulsory by age five (5). The minimum age for entrance into full-day kindergarten shall be age five (5) by September 1st.

CTA recommends a minimum 280-minute session for full-day kindergarten. CTA believes a 280-minute day kindergarten will provide time to meet the developmentally based instruction needs and developing brain and play based instruction of the whole child. It should include all curricular areas inclusive of fine arts and physical education as outlined in the state adopted frameworks. A full-day kindergarten should be no more than the maximum minutes allowed by the education code for kindergarten.

CTA believes if a kindergarten readiness measure is available or developed, it shall be locally controlled only.

Class size for kindergarten shall not exceed 20:1 student teacher ratio with a dedicated instructional aide.

Full-day kindergarten should be fully funded to provide adequate developmentally appropriate facilities and support personnel. The impact of a full-day program should be locally negotiated as it affects terms and conditions of employment. Any full-day kindergarten programs should be rolled out district wide so that all students in that district have equal access to the expanded program.

Any legislation implanting this policy shall be at least revenue neutral and not have the potential of causing the loss of bargaining unit member jobs.

(ECE: January 1984, March 1985, June 1990, January 1992, January 1993, March 2001, June 2002, March 2003, June 2004, June 2006, June 2018, June 2019)

Rationale: Early childhood education is at the forefront of the new Governor's priorities. The ECE committee needs policy to address kindergarten issues and upcoming changes in education legislation.

Transitional Kindergarten

Transitional Kindergarten (TK) p. 405 (Quality Education)

CTA recommends that transitional kindergarten (TK) shall be available to all children who are age eligible for kindergarten the following year. The minimum age for entrance into TK shall be age five (5) between September 2 and December 2.

CTA recommends a minimum 280-minute session for TK. CTA believes a 280-minute day TK will provide time to meet the developmentally based instruction needs and developing brain and play based instruction of the whole child. TK curriculum should be developmentally appropriate. TK should specifically provide hands-on, experiential, child-centered, explorative, play-based learning activities, and experiences. TK should be no more than the maximum minutes allowed by the education code for kindergarten.

Class size for TK shall not exceed 20:1 student teacher ratio with a dedicated instructional aide.

Transitional kindergarten should be fully funded to provide adequate developmentally appropriate facilities and support personnel. The impact of a TK program should be locally negotiated as it affects terms and conditions of employment. Any TK program should be rolled out district wide so that all students in that district have equal access to the expanded program.

Any legislation implanting this policy shall be at least revenue neutral and not have the potential of causing the loss of bargaining unit member jobs.

(ECE: February 2017, June 2019)

Rationale: Early childhood education is at the forefront of the new Governor's priorities. The ECE committee needs policy to address transitional issues and upcoming changes in education legislation.

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 a multi-committee recommended Board referral item regarding the ongoing crisis

of disrupted learning environments. She shared that she lobbied on members' behalf for the three charter school bills. She attended the CDE ECE transition team meeting and noted the need for smaller classes, more aides, and age-eligibility for children entering TK. She also addressed challenges with AB 123 where the state would like lead pre-school teachers to have a BA and a teaching credential.

2. Toni Trigueiro, Legislative Advocate, discussed the state budget as related to early childhood education. She also addressed the Board referral regarding the issue of teacher retention and recruitment. She reviewed AB 123 the massive McCarty Early Childhood education bill. There has not been an identified fund source for the \$1.3 billion McCarty bill. This may end up being in the state budget bill. She also shared that SB 217 now seeks to move 3- and 4-year old special education students into Transitional Kindergarten.
3. The Legislative subcommittee reviewed ECE bills. The subcommittee recommended an interim Oppose on SB 217 to the committee-of-the-whole after concurring with the Special Education Committee (SEC). The subcommittee also reviewed AB 123 which is supported by Early Edge. The subcommittee decided to continue the Watch position until there is identification for funding sources to pay for the \$1.3 billion cost bill and until there is CTA policy to address this issue.
4. The ECE Committee took the following interim position:
SB 217 from a watch to an oppose
5. The Policy subcommittee recommended new kindergarten and transitional kindergarten policy language to the committee-of-the-whole in order to address new early childhood education legislative bills.
6. The Education subcommittee discussed class size in committee member districts.
7. CTA Board Liaison, Margie Granado, conducted an election for committee officers. She reminded the committee that charter bills are the big CTA push now. She also highlighted summer CTA conferences.
8. The ECE Committee reelected:
Paula Merrigan as Chairperson
Reagan Duncan as Vice-Chairperson
Diana Anthony as Recorder
9. Liaisons to the Committee reported as follows:

California Association for the Education of Young Children (CAEYC)-Yvonne Molles: No report.

California Kindergarten Association-Maria Crisologo-Lum: No report.

First Five California-Monique Segura: Monique reported on the April conference. She also shared that the Census 2020 info states that 0-5-year olds are the most under counted age group in our state. She shared that a Dual Language Study is an emerging issue.

California State PTA-Lynette Henley: No report.

10. The Committee honored and toasted Laurie Thompson, Blanca Mejia, Patricia Goytia, Peter Somberg, and Kendra Montigny who are leaving the committee.
11. Michael Stone reported on the CTA new membership form and the 5 cases in the courts against CTA/NEA. He shared that the courts favored CTA in all 5 cases.

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

New Section p. 292

Employee Access to Facilities

CTA believes LEAs policies should provide personnel direct access to facilities pertinent to their job duties. All district employees, including substitutes, should have access (keys, codes, proxy card, etc.) to the facilities (such as classrooms, restrooms, and gates) pertinent to their individual assignments. The ability to lock and unlock the door related to their assignment, will not only assist in emergency situations, but also maintain efficient operations of the school.

Disaster-Emergency Preparedness Plan p. 291

CTA believes all school districts in the State should adopt and periodically review disaster and emergency procedure plans to reflect the following concerns: emergency communication system including methods for informing parents about the movement of students and their location, evacuation procedures from school sites or portions thereof, disaster and emergency equipment on site, student relocation sites and transportation procedures, and individualized plans for sites with unique problems. **All school safety plans should include the procedure to lock doors from the inside by any employee who may be responsible for the safety of students.**

Schools, organizations and institutions which share facilities should maintain a coordinated site safety plan that contains shared notification procedures for emergency situations. In addition, training must be provided for all school staff in emergency protocols and procedures to be followed in the event of violence on campus.

MAJOR POLICY – Second Reading

Shared Support/Parental Involvement p. 256

CTA believes the education of children is the shared responsibility of the parents, families and other caregivers, the students, the school and the community and the state. For the school to provide a complete system of educational delivery, the support of the family and the community is essential.

3. Students and their parents or guardians must sign written agreements with school representatives identifying their responsibilities. Those agreements must include but should not be limited to discipline standards, **age-appropriate use of technology (both school and personal devices)**, performance goals and parental involvement. If a student, or ~~his~~ parent(s) or guardian(s) fail to comply with the agreement, ~~he/she~~ **they** may lose the right to attend that school and may be required to choose another school. School districts must always have the authority to assign severely disruptive students to alternative programs.

OTHER ITEMS FOR IMMEDIATE ACTION

NBI 3/19-9

Requests CTA “Change state policy to send children with live lice home rather than back to the classroom.”

The committee recommends an oppose position.

Rationale:

This NBI is attempting to change state policy to send children with live lice home rather than back to the classroom. Currently, there is no CTA policy addressing head lice. California does not have any specific laws or policies addressing head lice in schools; however, the California Department of Public Health does provide guidelines to districts based on recommendations from The American Academy of Pediatrics, the National Association of School Nurses, and the Center for Disease Control and Prevention which each have found that excluding students from the classroom is not an effective approach to addressing head lice infestations. Currently, school districts have the authority to develop head lice policy which provides the ability to exclude students from classrooms pursuant to California Education Code section 48213.

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. The Committee reviewed eight (8) pieces of legislation and took positions on three (3), which are listed in the State Legislation report.

2. Chairperson Keith Brown shared that presidential candidate Julian Castro visited Bret Harte Middle School, in Oakland, as part of NEA's Strong Public Schools 2020 campaign, to inform his policy views on the school to prison pipeline by listening to educators' experiences with restorative practices. Keith shared the OEA has been working with Oakland City Council to fund Oakland schools' restorative programs as the district has recently made cuts to those initiatives. Although the OEA was successful in saving the programs for next year, the issue to secure appropriate supports for students and teachers continues to be a struggle. SSM is working with CRE and several other committees on an NBI to call attention to the issue.
3. Chairperson Keith Brown urged members to support New Haven teachers on strike by contributing to the GoFundMe for needy teachers at: <https://preview.tinyurl.com/NewHavenStrike>. He also suggested members contact the law firm handling negotiations for the New Haven District and demand they settle the contract with New Haven teachers : Fagen Friedman Fulfrost LLP at 510-8200 or email: mbarth@f3law.com, Office Administrator in Oakland, jsingsank@f3law.com, Executive Director
4. Chairperson Keith thanked the committee for their work and expressed his gratitude at the opportunity to serve as the Chair.
5. Board Liaison Robert Ellis thanked members for participating in the Red for Ed Day of Action. He shared information regarding the New Haven strike which is in its ninth day. He encouraged members to express their solidarity with New Haven teachers by supporting them on social media with the hashtag #WeAreNHTA. He also reminded members to visit the Stonewall Exhibit, the Pacific Asian American Caucus Observance, and the celebration for Eric Heins.
6. Staff Consultant Helen Farias shared several articles on school safety and climate. The first focused on classrooms in crisis and continued to explore Oregon Education Association's response to disrupted learning due to violent behavior incidents. Another article addresses concerns over the trauma caused to both students and teachers by repeated lock down drills. The last article addresses the lack of active shooter/lock down training for substitute teachers. Staff Consultant Alva Rivera provided an executive summary of a report produced by Everytown for Gun Violence in conjunction with the NEA and AFT which discusses best practices for schools in addressing the gun violence crisis. The full report can be found here: <https://tinyurl.com/everytownnea>. Another article discusses the recent school shooting in Denver, Colorado.
7. Legislative Advocate Toni Trigueiro reviewed the status of the state budget: two areas of contention are special education funding and early childhood education. CTA has lobbied for using Proposition 64 revenues to increase funding for support personnel; however, there is discussion of using Proposition 64 monies to increase funding for early childhood education. She reviewed the status of SB 419 (Skinner) regarding suspension for willful defiance as student behavior and discipline continues to be a major issue in schools. AB

1722 (Kiley) which would require districts to create threat assessment teams will not be voted on this year.

8. Michael Musser, liaison to CalOSHA and School Action for Safety and Health (SASH), addressed the Cal OSHA Standards Board in support of an emergency regulation to protect outdoor workers from the effects of wildfire smoke. He also addressed the Cal OSHA Advisory Board on the need for guidelines for employers regarding the effects of wildfire smoke on employees. Michael reported he was the only labor representative at the May meeting on School Action for Safety and Health (SASH), and calls on CTA to have a voice in the development of SASH resources. Currently SASH is providing trainings and resources to schools on safety issues including active shooters.
9. Curtis Washington, liaison to Fair Employment and Housing, reported the FEHA has not met since January; however, the liaisons are working with FEHA to determine the level of training necessary for volunteers, in addition to school personnel, on issues of discrimination.
10. The committee held nominations for officers for the upcoming year. Eric Roudabush was elected Chair. Jennifer Bradford was elected Vice Chair. Chris Finley was elected Recording Secretary.

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. New Section, page 294

Social Media

Social media is a dynamic and ever-changing tool which allows education employees to interact with stakeholders and the student community in an age appropriate manner. Local associations should support efforts to use social media to improve the quality of communications, to enhance the working conditions of the education employees and their rights. Social media means any online platform for collaboration, interaction, and active participation, including but not limited to social networking sites such as Facebook, Twitter, You Tube, LinkedIn, Snapchat, Instagram, blogs, etc.

CTA believes that education employees need to be aware of their limits and liabilities of privacy, including perceptions their posts or pictures may create. Furthermore, education employees also need to be aware of the nuances of law, employer rights and web-based privacy settings. When using social media, education employees shall abide by ethical standards of on-line behavior. Education employees must have respect for the access, security procedures and systems of their district.

CTA believes education employees shall recognize and reflect high standards of professionalism accorded to public service employees' mandates. Education employees must also use caution when making any post that may reflect negatively on their professional image; there is no expectation of privacy.

CTA believes that it is important to systematically educate and protect education employees against the professional and personal dangers regarding social media. CTA further believes it is important that education employees clearly understand the risk factors and possible ramifications of using social media personally and professionally.

MAJOR POLICY Second Reading

A. None

OTHER ITEMS FOR IMMEDIATE ACTION

- A. None

REFERRALS TO THE BOARD OF DIRECTORS

- A. None

MATTERS PENDING

- A. The Committee will be a part of a joint committee with TEAF, Negotiations, and CPD to develop guidelines for districts to address the working conditions and practices of Teachers on Special Assignment (TOSA)/Instructional Coaches, such as job descriptions, funding, evaluation, parameters, calendar/hours, and professional development.

INFORMATIONAL ITEMS

- A. CTA Legislative Advocate Seth Bramble gave an overview of the charter school legislative package. Additionally, he provided a legislative update on the status of all bills assigned to the Professional Rights and Responsibilities Committee, including Assembly Member Weber's proposal to extend the probationary period for certificated school employees to three years. AB 1078 did not make it out of the Assembly by the deadline to clear the House of Origin and could be heard again in January 2020.
- B. The Committee recognized four members who are leaving State Council for their years of service. Thank you to Larry Casias, Larry Hopper, Kristi Johnson, and Sandra Ornelas!
- C. The Committee elected officers for the 2019-2020 year.

Elizabeth Esquivel Lucero	Chairperson
Gina Whipple	Vice-Chairperson
Karen Lord-Eyewe	Recorder

CIVIL RIGHTS IN EDUCATION (CRE) COMMITTEE

Charles Shannon, Chair
Ingrid Villeda, Vice Chair
Robin Branch-Scott, Recorder
Erika Jones, Board Liaison
Lisa Adams, Staff Consultant
Kenya Spearman, Staff Consultant
Seth Bramble, Legislative Advocate

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

None

MAJOR POLICY – First Reading

None

MAJOR POLICY – Second Reading

Page 292 Health, Welfare and Safety

Foster Youth Protections

When the need arises for a student to be moved from one foster home to another, CTA supports the right of that student to remain enrolled in their original school district should they desire.

All students in foster care should have access to appropriate health, legal, and/or immigration services.

Rationale: Students in foster care may face uncertainty and instability in their home lives. By allowing them to remain in their school district and providing these services, we are providing some element of stability for them.

OTHER ITEMS FOR IMMEDIATE ACTION

CRE moves to approve **NBI #6/19-12** for immediate action.

NBI #6/19-12

CTA will write policy stating it's support for trans students to have the same rights and decision-making abilities that cis students currently enjoy in regards to making medical decisions about their bodies, sexual health, and mental health.

Rationale: Current interpretation of California state law does not allow trans students to begin gender identity confirming hormone therapy without the consent of both legal guardians, however it does allow for cis minors to receive hormones (e.g. birth control) without the barrier of parental permission. This inequity of decision-making forces some children to go through the wrong puberty and can negatively impact the child's mental health.

Status: CRE Policy Subcommittee is working with the authors of the NBI to review and update current policy.

REFERRALS TO THE BOARD OF DIRECTORS

Five committee chairs (ECE, SSM, SPS, SEC, and CRE) recommend CTA address the on-going crisis of disrupted learning environments in California classrooms by establishing a workgroup to develop a comprehensive campaign to address at minimum the following:

1. Educator and student supports
2. The artificial suppression of data on suspension and expulsion of students
3. Teacher recruitment/retention
4. The lack of students'/educators' safety
5. Impact on learning
6. Disproportionate impact on students of color and students with special needs

MATTERS PENDING

None

INFORMATIONAL ITEMS:

1. Erika Jones, CTA Board:
 - a. CTA will take a solidarity picture in support of New Haven educators who are on strike prior to lunch
 - b. Democratic convention is occurring this weekend
 - c. Over 2,500 members attended the May 22nd Day of Action
 - i. AB 1505 passed the Assembly - it is now on the senate side
 - d. Conducted elections for CRE Chair, Vice-Chair, Recorder
2. Lindsay Burningham/Julius Thomas, NEA Board:
 - a. NEA's Strong Public Schools 2020 campaign allows members to compare candidates for the presidential election and to submit a video or text

question to be asked at the NEA RA convention. Visit
<https://educationvotes.nea.org/presidential-2020/>

3. C. Scott Miller, Equality California (EQCA) Liaison
 - a. Equity California passed more than 130 bills to support LGBTQ Californians to date
 - b. Presented the California Institute 2019 Safe and Supportive Schools Report Card (See attached executive summary)
4. Seth Bramble, CTA Legislative Advocate
 - a. Legislative update on CRE bills and the charter school package.
 - b. The Committee celebrated CTA support for AB 331 (Medina), the Ethnic Studies bill that has cleared the House of Origin and heads to the Senate.
 - c. History of SB 419 (Skinner) was discussed, including the disproportionate impact of school discipline on students of color and students with disabilities. Black students comprise 16% of all public school students in California, but 40% of students who are suspended are black
We are neutral.
 - d. Interim positions were taken on three bills that address the fact that many first-year teachers cannot afford to rent a one-bedroom apartment within the school community in which they work.
 - i. AB 36 (Bloom, D)
 - ii. AB 1481 (Bonta, D)
 - iii. AB 1482 (Chiu, D)
5. Election Results:
 - a. Chair: Cecily Myart-Cruz
 - b. Vice Chair: Ingrid Villeda
 - c. Recorder: Taunya Jaco
6. CRE Committee took the following positions:

Tier 1	Support
	AB 337 (Quirk-Silva, D) <i>(pending adoption of policy submitted for 2nd reading)</i>
	AB 1324 (Levine, D)

Watch	No Position



EQUALITY
CALIFORNIA



A REPORT FROM EQUALITY CALIFORNIA INSTITUTE

2019 Safe & Supportive Schools Report Card



eqca.org

EXECUTIVE SUMMARY

BACKGROUND

California is home to hundreds of thousands of LGBTQ youth who currently attend school in one of the state's 343 unified school districts. Because youth spend a large portion of their waking hours at school, it is critical that our schools provide a safe and supportive environment for all students, especially for LGBTQ youth, who face disproportionately high rates of bullying, harassment, discrimination and lack of acceptance — and, as a result, are more likely than their non-LGBTQ peers to miss school, see their academic performance suffer, drop out and even consider self-harm or suicide. For more insight into the experiences of California's LGBTQ students, take a look at the Human Rights Campaign Foundation's *California LGBTQ Youth Report* and GLSEN's *School Climate in California* report.³ A safe and supportive school environment allows LGBTQ students to succeed academically and has a significant impact on their future prospects and well-being later in life.

In order to provide every California student with the safe and supportive learning environment they deserve, Equality California has sponsored a number of state laws in California aimed at protecting LGBTQ students.⁴ These laws and their proper implementation can help prevent bullying and harassment, keep LGBTQ students in school and reduce the rates of self-harm and suicide among LGBTQ youth. However, the work to improve school climate does not end at the Capitol, and legal requirements are merely a foundation upon which to build comprehensive policies that protect and nurture LGBTQ students. Many school districts lack the resources to implement these laws, face hostile local social climates that impede implementation or lack awareness regarding the laws' requirements and the best way to meet them.

"The 2018 Safe & Supportive Schools Report Card gives a self-reported snapshot of LGBTQ acceptance and inclusion in California Schools. Our LGBTQ students do not only require a safe and inclusive learning environment, they deserve it!"

C. Scott Miller

Curriculum & Instruction and School Administration
Educator & Chair - California Teachers Association LGBTQ+ Caucus



SAFE & SUPPORTIVE SCHOOLS PROGRAM

This inaugural **Safe and Supportive Schools Report Card** is an objective and verifiable assessment of **130** unified school districts' self-reported policies and programs related to LGBTQ youth and staff.⁵ This report is intended to be a starting point for conversation between school district officials and community stakeholders, including parents, students, and teachers. We hope that stakeholders will use this report as an advocacy tool for building relationships with school districts and that school district officials will use this report as a resource for identifying ways to support their LGBTQ youth and improve their programs. State and local lawmakers can build on this report by funding programs and adopting new laws to improve school success and to combat discrimination.

Equality California Institute launched the **Safe and Supportive Schools Program** in 2016 under the guidance of an advisory committee comprised of experts, teachers, school board members, school district administrators, teachers union representatives and LGBTQ and civil rights advocates and organizations.⁶ The program is a collaborative effort led by Equality California Institute to measure, assess, and make public the efforts of school districts in California to implement programs and policies that foster supportive and affirming learning environments for LGBTQ students.

³ *California LGBTQ Youth Report*. Human Rights Campaign Foundation, 2019, <https://assets2.hrc.org/files/assets/resources/YouthReport-California-Final.pdf>; GLSEN's *School Climate in California [State Snapshot]* (glsen.org/sites/default/files/California%20State%20Snapshot%20-%202017%20NCS%20.pdf).

⁴ Notably **AB 9** (Seth's Law), **AB 2153** (LGBTQ Cultural Competency for Teachers and School Staff), **AB 2291** (Online Anti-Bullying Training for Teachers and School Staff), **AB 1266** (School Success and Opportunity Act), **SB 48** (FAIR Education Act), **AB 329** (California Healthy Youth Act) and **AB 2246** (Suicide Prevention Policies in Schools). More detailed descriptions of each of these laws is provided in the body of this report.

⁵ See District Summaries on page 47 for a breakdown of responses by district. Additional in-depth responses will be available at safesupportiveschools.org.

⁶ See Appendix I on page 69 for a list of Advisory Committee members.

With the generous pro bono support of Latham & Watkins LLP, Equality California Institute and the Advisory Committee drafted the **Safe and Supportive Schools Survey**, which was sent to **343** unified school districts across California in November 2017. The survey focused on five main topics related to the health and well-being of LGBTQ students and school staff: school climate, cultural competency training, transgender and gender-nonconforming students, curriculum, and suicide prevention.⁷ After a robust, year-long follow-up period, Equality California Institute and Latham & Watkins LLP tabulated the results, compiling the data into the **Safe and Supportive Schools Report Card**.

KEY LIMITATIONS

- Due to the sheer number of school districts in California, distribution of the inaugural Safe and Supportive Schools Survey was limited specifically to the **343** unified school districts in California. We hope to include other types of school districts in future rounds of the survey.
- The data gathered for this Report Card relies exclusively on data **self-reported** by unified school districts through a **voluntary** survey.⁸
- While the Safe and Supportive Schools Survey assesses the reported presence or absence of district-wide policies, the survey does not fully capture the extent to which the laws and policies are **actively implemented and enforced**.

KEY FINDINGS⁹

School Climate:

- All 130 responding districts had an existing policy prohibiting discrimination, harassment, intimidation, and bullying against students (an “Anti-Bullying Policy”).
- 82 districts reported that they regularly collect data regarding student sexual orientation, gender expression, and gender identity.

Cultural Competency Training:

- 46 districts reported that they *do not offer* training to employees that *even generally covers* diversity, anti-bias, cultural competency, and/or equity and inclusion.
- Of those districts that do offer general training covering diversity, anti-bias, cultural competency, and/or equity and inclusion, this training is *required* for certificated¹⁰ staff at the early childhood education level in 38 districts, at the elementary level in 45 districts, at the middle school level for 49 districts, and at the high school level for 48 districts. These numbers are different (some higher and some lower) for classified¹¹ staff and administrative¹² staff.

⁷ See Survey Criteria on page 24 for information regarding these topics.

⁸ There are a number of excellent resources to learn more about students’ self-reported experiences in California schools, including HRC Foundation’s *California LGBTQ Youth Report* (assets2.hrc.org/files/assets/resources/YouthReport-California-Final.pdf) and GLSEN’s *School Climate in California [State Snapshot]* (glsen.org/sites/default/files/California%20State%20Snapshot%20-%202017%20NSCS_0.pdf).

⁹ See Findings on page 36 for more information.

¹⁰ The Education Data Partnership defines certificated staff as “school employees who are required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.” <http://www.ed-data.k12.ca.us/Pages/Glossary.aspx>.

¹¹ The California Department of Education defines a classified staff member as “an employee of a school district who is in a position not requiring certification.” <https://www.cde.ca.gov/ds/sd/cb/glossary.asp#c>.

¹² The California Department of Education defines administrative staff members as “certificated employees who are not teachers or student services personnel.” <https://www.cde.ca.gov/ds/sd/cb/glossary.asp#c>.

130 of 343

unified school districts were assessed in the inaugural **Safe and Supportive School Report Card**.

Within the analysis, schools fell into **one of four** categories listed below:

22 Spotlight Districts

80 Foundational Districts

28 Priority Districts

213 Non-Responding Districts



This inaugural Safe and Supportive Report Card is just the beginning.

Transgender and Gender-Nonconforming Students:

- 64 responding districts reported having established a process for changing a transgender or gender-nonconforming student's name and gender for purposes of official school records or databases [e.g., student transcripts].
- 54 responding districts reported having adopted a policy that requires teachers and other personnel to refer to transgender and gender-nonconforming students according to the student's asserted name and gender identity [e.g., asserted pronouns].
- 112 responding districts reported that all schools in their district allow students to use all restrooms and/or locker rooms that correspond to students' gender identity, and 84 districts reporting having at least one gender-neutral restroom located in an easily accessible area [e.g., not located in the nurse's office or teachers' lounge].

Curriculum:

- 65 responding districts reported that the contributions of LGBTQ individuals are taught in government, history, and/or social studies classes.
- 7 responding districts reported that their sexual health education program still operates under an optional/opt-in system [6 districts reported the same for their HIV prevention education].
- 88 responding districts reported that their sexual health curriculum incorporates discussion of relationships other than cisgender heterosexual relationships.

Suicide Prevention:

- 118 responding districts reported that they have adopted a policy on pupil suicide prevention in grades 7 to 12, and 94 districts indicated that this policy specifically addresses the needs of LGBTQ youth in some way.

DISTRICT HIGHLIGHTS

SAN FRANCISCO UNIFIED SCHOOL DISTRICT



Located in San Francisco County | 60,263 students enrolled¹³

- 100% of their certificated, classified and administrative staff from Early Childhood/Pre-K/ to High school have had 1 or more hours of mandatory cultural competency training
- Only 1 of 11 districts that reported having a policy on every survey question related to transgender and gender-nonconforming students, including processes around name/ gender change and access to school facilities
- Over 50% of their middle schools have a GSA or similar LGBTQ student club
- Require all schools in their district to recognize days of special significance concerning the LGBTQ community (e.g., Pride Month, Day of Silence, National Coming Out Day, Harvey Milk Day)

VISALIA UNIFIED SCHOOL DISTRICT



Located in Tulare County | 29,107 students enrolled¹⁴

- More than 80% of their certificated, classified¹⁵ and administrative¹⁶ from Early Childhood/ Pre-K/ to High school have had 1 or more hours of mandatory cultural competency training
- Suicide prevention policy addresses the needs of LGBTQ+ youth, youth bereaved by suicide, youth with disabilities, youth with mental illness, youth with substance use disorders and youth experiencing homelessness or who are in out-of-home settings
- Has established a process for changing a transgender and gender-nonconforming students' names on official and unofficial school documents

LAGUNA BEACH UNIFIED SCHOOL DISTRICT



Located in Orange County | 2,861 students enrolled¹⁷

- 100% of their certificated, classified and administrative staff from Early Childhood/Pre-K/ to High school have had 1 or more hours of mandatory cultural competency training
- Reported having a policy allowing students to bring a date of any gender to a school-sponsored event or dance
- Has a sexual health curriculum that intentionally incorporates discussion of relationships other than cisgender, heterosexual relationships
- Reported listing LGBTQ-specific training among their Local Control and Accountability Plan [LCAP]

According to the California Department of Education:

Classified - an employee of a school district who is in a position not requiring certification.

Administrative - certificated employees who are not teachers or student services personnel.

<https://www.cde.ca.gov/ds/sd/cb/glossary.asp#c>.

¹³ 2017-18 Enrollment by Ethnicity and Grade: San Francisco Unified Report. California Department of Education, 2018, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=3868478&agglevel=district&year=2017-18>.

¹⁴ 2017-18 Enrollment by Ethnicity and Grade: Visalia Unified Report. California Department of Education, 2018, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=3773569&agglevel=district&year=2017-18>.

¹⁵ The California Department of Education defines a classified staff member as "an employee of a school district who is in a position not requiring certification." <https://www.cde.ca.gov/ds/sd/cb/glossary.asp#c>.

¹⁶ The California Department of Education defines administrative staff members as "certificated employees who are not teachers or student services personnel." <https://www.cde.ca.gov/ds/sd/cb/glossary.asp#c>.

¹⁷ 2017-18 Enrollment by Ethnicity and Grade: Laguna Beach Unified Report. California Department of Education, 2018, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=5071043&agglevel=district&year=2017-18>.



“As a parent myself, I know how important it is for every kid to go to school each day knowing they are in a safe, and supportive environment. It’s critical that all California school districts comply with current law, and ensure that their schools provide such an environment, so ALL students feel safe and are able to study, learn and thrive.”

Eleni Kounalakis
Lieutenant Governor



WHAT'S NEXT

This report highlights some of the ways California unified school districts are succeeding in creating safe and supportive school environments for LGBTQ students. It also sheds a light on the areas in which districts need the most improvement and require the most resources to create campus climates that are truly inclusive of all students.

While there is room for unified school districts to improve across many fronts, **three** key areas for improvement emerged:

- LGBTQ-inclusive cultural competency trainings should be a requirement in order to empower teachers and staff with the tools and language they need to support LGBTQ students. Of the responding districts, 46 — over 35% — reported that they do not provide training to their school staff that even *generally* covers diversity, anti-bias, cultural competency, and/or equity and inclusion.
- Transgender and gender-nonconforming youth often face significant and disproportionate barriers to their health and well-being. Some districts do not require their schools to allow these students to use the restroom or allow them to participate in sex-segregated classes or programs such as competitive sports that correspond to their gender identity, placing these students at increased risk for bullying and harassment. Every district should have explicit policies and procedures to protect these students' rights to be addressed according to their asserted pronouns and for their gender-identity information to remain private, but 77 districts (59%) reported that they do not have an express policy regarding pronoun usage and 75 districts (58%) reported that they do not have an express policy regarding gender-identity privacy.
- Many districts expressed difficulty, citing staff capacity and limited financial resources, in updating policies or curriculum to be in compliance with California's changing educational codes. All school districts should be using educational materials that are compliant with the FAIR Education Act. However, 91 districts (70%) reported that they had not yet adopted LGBTQ-inclusive textbooks or other instructional materials for history and social studies classes.

This inaugural Safe and Supportive Report Card is just the beginning. We envision this report as a tool that students, parents, advocates, district staff and state and local policymakers can use to improve school climate for LGBTQ students. Additional legislation and funding will be needed, new assessments of school climate will need to be conducted, and ongoing community outreach and engagement will be critical. Equality California Institute and Equality California look forward to continued, collaborative efforts to ensure a safe and supportive learning environment for all.

BACKGROUND

LGBTQ STUDENTS NEED INCLUSIVE LEARNING ENVIRONMENTS

The past few years have seen significant advancements for lesbian, gay, bisexual, transgender and queer (LGBTQ) civil rights, including the legalization of marriage equality nationwide, the repeal of both Don't Ask Don't Tell and the Defense of Marriage Act, and the adoption of robust non-discrimination protections for the LGBTQ community in California.

However, LGBTQ people still experience great disparities in health and well-being compared to the broader public. LGBTQ people suffer higher rates of homelessness, violence, depression, suicide, arrest, incarceration, substance abuse, and poverty, and have lower rates of health insurance coverage.¹⁸ LGBTQ youth are not exempt from these disparities.

Because youth spend a large portion of their waking hours at school, schools are on the front line of providing a safety net against the effects of discrimination and lack of acceptance. Over 10% of public middle and high school students in California identify as LGBTQ.¹⁹ However, only 32% of LGBTQ students feel comfortable being their authentic selves on campus.²⁰ Teachers and school administrators are uniquely positioned to support the well-being of their students.

LGBTQ students face many barriers to success in school. Approximately 17% of LGBTQ students in California regularly hear homophobic remarks from school staff.²¹ More than three out of four K-12 students in California who are, or are perceived as, transgender have been verbally or physically harassed, sexually assaulted, or prohibited from dressing according to their gender identity.²² For LGBTQ students of color, racial bias creates additional barriers to success.²³ LGBTQ youth who are targets of bullying, harassment or discrimination because of their immigration status, zip code, religion or ability, also face disparities.

Studies routinely show that school climate is related to student success and overall well-being. Over one-third of LGBTQ students nationally have skipped school due to safety concerns.²⁴ Research suggests that LGBTQ youth are more likely than their non-LGBTQ peers to drop out of school, often due to bullying, harassment, discrimination and lack of acceptance.²⁵ Nearly one in three LGB students have attempted suicide, a rate that is vastly higher than for non-LGB youth,²⁶ and 40% of transgender people attempt suicide at some point during their lives.²⁷ Fortunately, studies show that LGB students living in cities and states with protective school climates report fewer suicidal thoughts.²⁸

Schools are on the front line of providing a safety net against the effects of discrimination and lack of acceptance.

¹⁸ *Fair Share for Equality: Report of the Third Convening and Companion Reports of Program Participants*. Equality California Institute, 2018, www.eqca.org/wp-content/uploads/Fair-Share-for-Equality-Report-2017.pdf.

¹⁹ Soon Kyu Choi, Laura Baams, and Bianca D.M. Wilson. *LGBTQ Youth in California's Public Schools: Differences Across the State*. The Williams Institute, 2017.

²⁰ *California LGBTQ Youth Report*. Human Rights Campaign Foundation, 2019, <https://assets2.hrc.org/files/assets/resources/YouthReport-California-Final.pdf>.

²¹ *School Climate in California (State Snapshot)*. GLSEN, 2017, https://www.glsen.org/sites/default/files/California%20State%20Snapshot%20-%202017%20NSCS_0.pdf.

²² *2015 U.S. Transgender Survey: California State Report*. National Center for Transgender Equality, 2017.

²³ *California LGBTQ Youth Report*. Human Rights Campaign Foundation, 2019, <https://assets2.hrc.org/files/assets/resources/YouthReport-California-Final.pdf>.

²⁴ Joseph G. Kosciw et al. *The 2017 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools*. GLSEN, 2018, www.glsen.org/sites/default/files/GLSEN%202017%20National%20School%20Climate%20Survey%20%28NSCS%29%20-%20Full%20Report.pdf. Unfortunately this number is on the rise.

²⁵ *Educational Exclusion: Drop Out, Push Out, and School-to-Prison Pipeline Among LGBTQ Youth*. GLSEN, 2016.

²⁶ Laura Kann, Emily O'Malley Olsen, Tim McManus et al. *Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9-12 — United States and Selected Sites*. Morbidity and Mortality Weekly Report, 2015.

²⁷ Sandy James et al. *The Report of the 2015 U.S. Transgender Survey*. National Center for Transgender Equality, 2016.

²⁸ Mark L. Hatzenbuehler, Michelle Birkett, Aimee Van Wagenen, and Ilan H. Meyer. *Protective School Climates and Reduced Risk for Suicide Ideation in Sexual Minority Youths*. American Journal of Public Health, 2014.

A safe and supportive school environment allows LGBTQ students to succeed academically and has a significant impact on their future prospects and well-being later in life. School achievement gaps reinforce the economic and health disparities faced by LGBTQ people. When LGBTQ youth, and transgender youth in particular, drop out of school, they are less likely to obtain sufficient employment, less likely to be able to afford health care, and more likely to experience homelessness.²⁹ Ensuring that schools are comprehensively serving LGBTQ students is all the more important in light of the fact that many LGBTQ youth also face a lack of acceptance at home and may be pushed out of their homes or may choose to leave for safety reasons, contributing to the disproportionately high rates of homelessness and lack of economic success among LGBTQ young people. Safe and affirming school climates are key to ensuring that LGBTQ students remain in school and are equipped to succeed in life.

According to the Williams Institute, 40% of homeless youth identify as LGBT. [Laura Durso and Gary Gates. *Serving Our Youth: Findings from a National Survey of Services Providers Working with Lesbian, Gay, Bisexual and Transgender Youth Who are Homeless or At Risk of Becoming Homeless*. The Palette Fund, True Colors Fund, The Williams Institute, 2012.]

Equality California [partner organization to Equality California Institute] has sponsored a number of state laws in California aimed at protecting and empowering LGBTQ students, but many school districts lack the resources to implement these laws, face hostile local social climates that impede implementation or lack awareness regarding the laws' requirements and the best ways to meet them.³⁰

AB 9 - Seth's Law (2011)

Authored by Assemblymember Tom Ammiano and co-sponsored by Equality California, ACLU, Gay-Straight Alliance Network and National Center for Lesbian Rights

Strengthened existing anti-bullying laws focusing particularly on students who are bullied based on their actual or perceived sexual orientation, gender identity and/or gender expression; requires schools to adopt and publicize certain anti-bullying policies; and requires school personnel to intervene when they witness bullying

SB 48 - FAIR Education Act (2011)

Authored by Senator Mark Leno and co-sponsored by Equality California and GSA Network

Requires roles and contributions of LGBTQ Americans (along with other marginalized groups) to be incorporated into social science instruction for elementary and secondary school.

AB 1266 - School Success and Opportunity Act (2013)

Authored by Assemblymember Tom Ammiano and co-sponsored by Equality California, GLSEN, Transgender Law Center, GSA Network, National Center for Lesbian Rights, ACLU of California and Gender Spectrum

Built on and clarified California student non-discrimination laws; specified all K-12 students must be permitted to access school programs, activities and facilities in accordance with their gender identity.

AB 329 - California Healthy Youth Act (2015)

Authored by Assemblymember Shirley Weber and co-sponsored by Equality California, ACLU, CA Latinas for Reproductive Justice, Forward Together and Planned Parenthood

Strengthened and mandated comprehensive California sexual health curriculum for grades 7-12; requires sexual health education to be inclusive of sexual orientation and gender identity; requires HIV education to be updated to reflect the latest evidence-based understanding of HIV/AIDS.

AB 2246 - Suicide Prevention Policies in Schools (2016)

Authored by Assemblymember Patrick O'Donnell and co-sponsored by Equality California and the Trevor Project
Requires adoption of suicide prevention policies for grades 7-12 that address the needs of LGBTQ youth and other high-risk groups.

²⁹ Lourdes Ashley Hunter, Ashe McGovern, and Carla Sutherland, Eds. *Intersecting Injustice: Addressing LGBTQ Poverty and Economic Justice for All: A National Call to Action*. Social Justice Sexuality Project, Graduate Center, City University of New York, 2018.

³⁰ See District Summaries on page 45 for a detailed breakdown by district. Even more in-depth responses are available at safeandsupportive-schools.org.

AB 2291 - Online Anti-Bullying Training for Teachers and School Staff (2018)

Authored by Assemblymember David Chiu and co-sponsored by Equality California, Advancement Project California, Asian Americans Advancing Justice – California and Council on American-Islamic Relations, California

Requires schools to provide teachers and school staff with annual online training on the dynamics of bullying and cyberbullying; requires the California Department of Education to post this online training module on its website and ensures that policies and procedures relating to bullying and its prevention are included in school safety plans.

AB 2639 - Suicide Prevention Training for Teachers and School Staff (2018)

Authored by Assemblymembers Marc Berman and Patrick O'Donnell and co-sponsored by Equality California and the Trevor Project

Ensures that schools' student suicide prevention policies are reviewed regularly and updated a minimum of every five years.

AB 493 - Safe and Supportive Schools Act (2019)

Authored by Assemblymember Todd Gloria and co-sponsored by Equality California and Superintendent of Public Instruction Tony Thurmond

Would require schools to provide teachers and school staff (grades 7 through 12) with annual professional development training and information on resources available to LGBTQ students.

These laws can help prevent bullying and harassment, keep LGBTQ students in school and reduce the rates of self-harm and suicide among LGBTQ youth. However, the work to improve school climate does not end at the Capitol, and legal requirements are merely a foundation upon which to build comprehensive policies that protect and empower LGBTQ students. It is critical to properly implement these laws and policies to build safe and supportive learning environments. There are also many ways in which school districts can go above and beyond legal requirements in fostering safe and supportive school climates for their LGBTQ students and staff.

A sense of pride in one's identity and a sense of belonging among one's peers in school are crucial elements of being able to learn and excel. Safe and supportive school climates are not a matter of politics or requirements but are the means to help today's youth survive and thrive.

"The 2018 Safe and Supportive Schools Report Card is a critical resource in improving the learning environments for LGBTQ students across California. My hope is that every parent or guardian uses this to effect change and make our schools safe for every child in the Golden State."

Assemblymember Todd Gloria

Vice Chair, California Legislative LGBTQ Caucus



EQUALITY CALIFORNIA INSTITUTE'S SAFE AND SUPPORTIVE SCHOOLS PROGRAM

Equality California Institute developed the Safe and Supportive Schools Program to help address the disparities in health and well-being faced by LGBTQ students. This important program aligns with the organization's mission to ensure that the institutions to which people turn in times of need or crisis have the tools and training they need to serve the LGBTQ community. The program is a collaborative effort led by Equality California Institute to measure, assess and make public the efforts of school districts in California to implement programs and policies that foster supportive and affirming learning environments for LGBTQ students.

Equality California Institute launched the Safe and Supportive Schools Program in 2016. With the support of Latham & Watkins LLP, which conducted initial research into laws relating to LGBTQ students in California, Equality California Institute began drafting the survey that informs this report. Equality California Institute also convened an advisory committee to guide the substance and structure of the survey. The advisory committee consists of education experts, teachers, school board members, school district administrators, teachers union representatives and LGBTQ and civil rights advocates and organizations.³¹

By 2017, Equality California Institute and the advisory committee finalized the Safe and Supportive Schools Survey. Then-Superintendent of Public Instruction Tom Torlakson wrote a letter of support that accompanied the survey upon its distribution to school districts. The survey asked school district officials to provide objective and verifiable information regarding their districts' programs and policies relating to five main topics: school climate, cultural competency training, transgender and gender-nonconforming students, curriculum, and suicide prevention.³² The survey covered many, though not all, topics that are important indicators of how inclusive a school district is for LGBTQ students and staff.

In November of 2017, Equality California Institute mailed the survey to each unified school district in California, addressed to the district's Superintendent and School Board President. The survey was accompanied by a glossary explaining key terms in the survey, a cover letter containing context and instructions for the survey, and a letter of support from State Superintendent of Public Instruction Tom Torlakson urging each school district to respond to the survey. School districts were invited to respond via email, by fax, by traditional mail or through an online response portal.

Due to the sheer number of school districts in California, distribution of the inaugural Safe and Supportive Schools Survey was limited to the 343 unified school districts in California. Equality California Institute hopes to include other types of school districts in future rounds of the survey.

Over the course of 2018, Equality California Institute conducted extensive outreach to unified school districts to provide survey support and to encourage responses. Outreach included hundreds of emails, phone calls, and in-person meetings. During the response window, Equality California Institute and Latham & Watkins LLP re-sent the survey, by mail and email, to non-responding districts and to districts requesting additional copies. Several extensions were offered to school districts that requested more time to respond.

Of the 343 California unified school districts invited to participate, 130 responded. Equality California Institute and Latham & Watkins LLP then began the process of scoring each response. Districts' responses were tabulated, and each district was placed into one of three tiers,³³ reflecting how much progress each district reported having made in relation to the survey criteria. A more comprehensive report of each school district's responses to individual survey questions is available at safesupportiveschools.org.

Like the survey on which it is based, this report looks at objective and verifiable information from school district records. This report is just the beginning. Equality California Institute encourages parents, students, teachers, staff and advocates to use this material as a starting point for conversations with your school district. For California unified school districts to improve the climate for LGBTQ students, advocates will need to continue to strengthen relationships with school districts and continue to advocate to state and local lawmakers for increased funding and resources. Creating safe and supportive school climates takes a communal effort, and this report is just one part of a much larger landscape.

³¹ See Appendix I on page 69 for a list of Safe and Supportive Schools Advisory Committee members.

³² See Survey Criteria on page 24 for information regarding these topics.

³³ See Tier Descriptions on page 46 for more information.



“This vital report puts cold hard data behind what we’ve found anecdotally in our work for so many years: most of the state’s teachers and school districts lack the training and support they want and need to implement the state’s newly LGBTQ-inclusive curriculum. It is imperative to meet this need for our students, our families, and our future.”

Renata Moreira
Executive Director, Our Family Coalition



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

MATTERS PENDING

NBI#: 3/19-17 to Develop policy supporting Net Neutrality.

INFORMATIONAL ITEMS

1. CTA Budget Committee members John Haschak and Ann Katzburg addressed the Communications Committee and discussed a recommendation from the Budget Committee to eliminate the pocket calendar and/or consider delivering the content in an alternate format that would lead to a cost savings. Communications Committee members engaged in a discussion about the options and agreed to appoint a subcommittee to have further discussions and review the results of survey of chapter presidents.
2. Committee Chair Mona Davidson thanked everyone who could attended the 60th John Swett Awards reception. She thanked everyone for all the support over the years since this is her last council.
3. Gayle Bilek discussed the CTA-supported charter school bills and their ongoing progress through the legislature. She urged committee members to be aware during the summer by checking and staying engaged, active and involved. Members are encouraged to contact their legislators by phone call, email and tweet. Lawmakers log every single contact so member outreach is very important.
4. Associate Executive Director Becky Zoglman discussed a statewide coalition effort around building a shared narrative on public education. CTA is working Californians for Justice, Public Advocates and various community groups across the state. The coalition wanted feedback and

input from educators on the themes of the project. Committee members reviewed the draft themes narratives and their input will be provided to the coalition.

The committee also viewed the 2019 CTA Media Campaign [commercial](#).

5. Communications Manager Jonathan Goldman led a discussion about the cta.org website redesign. The process has begun which has included interviewing web developers. One of the main goals of the redesign is to provide a seamless digital experience for CTA members through which they can access all they need making CTA a reliable digital resource.

The California Educator website allows for the timely publishing of articles. *The Return to Paradise* article allowed readers to see where members, students and their families are and how far they have come six months after the devastating fire that destroyed the community. The redesign will improve this experience and allow for a broader range of topics to be covered and reported-on more frequently in between the publication of issues.

6. Communications Assistant Manager Claudia Briggs discussed the 2019-20 Budget Conference Committee priorities. The joint legislative budget committee will be discussing and deliberating the governor's budget proposal as well as both the Senate's proposal and the Assembly's proposal. The legislature must vote on the budget no later than June 15th and must be in print 72 hours prior to the vote to meet state law.

Additionally, committee members discussed CTA-supported charter bills and their status in the legislative process. Members will be contacting the 44 lawmakers who voted in support of AB 1505 to thank them for their support.

7. Elections were held: James Benanti was elected Chair, Randa Wahbe was elected Vice Chair, and Tyra Weis was elected Recording Secretary.

Old Business

New Business

None

CREDENTIALS 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. Credentials: ~~Teacher~~ Educator Databases (p. 264)

CTA believes information collected as part of a statewide ~~teacher educator~~ database ~~shall be kept separate and not linked to any other database.~~ Information shall only be collected and disseminated in a way that prevents the disclosure of the identity and other personal information of individual educators. Information collected and maintained by the state in such a database shall not be used by any agency for the purpose of evaluating educators. (CPD: June 2007)

Rationale: Legislation is pending that will allow teacher assignment monitoring to occur in a timely manner, require that charter school assignments be included within the monitoring system, and include updated security for protection of information. The policy change will allow CTA to support the legislation.

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. CPD elected committee officers for 2019-20. Congratulations to Ryan Ruelas, re-elected as CPD Chair, Chandra McPeters, re-elected to CPD Vice-Chair, and Courtney Ziani, newly elected Recording Secretary. The Committee offers deep appreciation to Kelli Seydewitz, outgoing Recording Secretary.
2. Members of TEAF visited CPD to discuss potential joint committee work around the issues, principles, and policies regarding Teachers on Special Assignment.
3. CPD discussed amendments to regulations that will now allow an educator who already holds a clear teaching credential in one area, general education or special education, to be granted a clear teaching credential in a new credential type, in special education or general education, upon completion of the appropriate preliminary teacher preparation program without being required to complete an additional induction experience and incur additional expenses. For full details, go to <https://www.ctc.ca.gov/docs/default-source/commission/coded/2019/coded-19-04.pdf?sfvrsn=2>.
4. Legislative Advocate Isabelle Garcia updated the Committee on the status of bills assigned to CPD.
5. CPD received a request to review the policy on Teacher Representation on Advisory Groups/Agencies/Commissions/Taskforces from AST Committee will be consulting with AST on potential changes.
6. CPD thanks the following members who will be leaving our Committee: Johnathan Arnold Chakerian (18 years on CPD), Frank Garza (3 years on CPD), Marcie Lehrke (5 years on CPD), Julie MacArthur (1 year), Elizabeth Marroquin (7 years on CPD), Kelli Seydewitz (11 years on CPD), and Jennie Unger (4 years on CPD). We wish them all well.

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

New Policy, Page 275, **Collaborative Programs (K-12/Higher Education)**

Computer Science Coordinator

"CTA believes that the California Computer Science Coordinator must have teaching experience at the level covered in the strategic plan. We further believe that the coordinator should meet at intervals no greater than six months with an advisory committee composed of currently practicing certificated teachers of computer science at all grade levels K-14. The committee should be tasked with a review of the plan every year as the subject matter will likely need revision at a greater rate than most other topics."

New Policy, Page 375, **Graduation Requirements** new 6th paragraph

CTA believes that when students are transient due to juvenile court, migrant, foster care or homelessness they should be able to earn credit for partially completed course work that was satisfactorily completed towards graduation requirements.

Page 270, 21st Century Essential Skills

CTA believes students should practice higher order critical thinking skills and positive learning dispositions focusing on, but not limited to:

1. An emphasis on core and elective subjects.
2. The use of 21st Century tools to develop learning skills to teach and learn 21st Century content and context.
3. The use of 21st Century assessments that measure core subjects and 21st Century skills
4. Learning innovation skills, digital literacy skills, as well as ~~practice~~ practicing career and life skills

Page 276-277, **Curriculum Decisions**

CTA believes teachers should have the central role in the development, definition, and implementation of curriculum and should comprise a majority of all committees making or recommending decisions in the area. CTA further believes the manner and pace in which a course of study or district/state adopted program is implemented in a classroom shall be determined by the individual teacher and should reflect adopted California standards in all curricular areas. Curricular decisions should be based on current, valid research including, but not limited to, ~~multiple intelligences~~ culturally relevant and culturally sustaining pedagogy, adequate learning time, recognizing student differences, and providing an enriched environment—and recognizing that a single method or set of materials may not be appropriate for all learners.

Consequences of Narrowing Options: CTA believes the practice of programming students with low English and math scores into more than one English or math class in the same term or semester can lead to a narrowing of the educational opportunities for these students. This practice limits these students from taking career/technical, business, fine arts, ~~foreign language~~ world language, and other elective classes, thereby denying all students the opportunity for a comprehensive education.

Page 279, **Gender Equity**

CTA believes all school districts shall provide equal opportunities for ~~females and males~~ students of all genders in all curricula, co-curricular and extra-curricular activities. Sexism, gender discrimination and sexist language must be eliminated from the curriculum.

Page 376, **Homework Policy**

CTA believes the goal of homework is to practice concepts and skills presented through previous instruction to allow experimentation or preparation in areas which will be further developed in classroom instruction. Homework is may be beneficial to students and it should both enhance the educational program ~~and be an inherent part of the school program~~. Homework should be assigned at the discretion of the teacher to meet the needs and requirements of the course of study and/or enrich the lives of students.

MAJOR POLICY: First Reading

(None)

OTHER ITEMS FOR IMMEDIATE ACTION

(None)

REFERRALS TO THE BOARD OF DIRECTORS

(None)

MATTERS PENDING

(None)

INFORMATIONAL ITEMS

1. Anyone interested in serving on the Review Panel for the Adoption of Instructional Materials for Health Education can apply at this link by July 24th:
<https://surveys2.cde.ca.gov/s.asp?k=155301961097>
2. Pia VanMeter shared her experience of lobbying against CTA opposed AB 1586. Due to the efforts of the committee and CTA lobbyist the bill did not make it out of the Assembly Education committee.
3. Applications to serve on review panel for CAASSP Assessments, CAST and ELPAC testing are available at **www.caaspp.org** under the “Get Involved” tab.
4. Mel House, CTA Board Liaison, asked members to make sure they read the proposed amendments to NEA governance documents that are up for vote at this Council.
5. Pia VanMeter was reelected Chairperson of the committee and Karin Barone was reelected Vice Chairperson.
6. The committee recognized our termed out committee members Dani Tucker and Toby Spencer.

LIAISON COMMITTEE

Theresa Montañó 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
Dawn Basurto, Staff Support

E. Toby Boyd, Chairperson of the Agency Review Committee presented the report of the Committee.

LIAISON COMMITTEE OF THE WHOLE

E. Toby Boyd, CTA President Elect, presided over his last meeting as Chair of the Agency Review Committee. Mr. Boyd thanked the members of the Liaison Committee as well as CTA Staff for all of their hard work and dedication to the program. Liaison's heard reports from Jennifer Baker, CTA Legislative Advocate on the State Budget, and Seth Bramble, CTA Legislative Advocate discussed the Charter School Package. CTA Liaison C. Scott Miller did a brief presentation on a report from Equality California. Four of our Liaisons were recognized on their Retirements, Michael Musser, Elizabeth Marroquin, Gary Roberts and Lynette Nyaggah.

SUMMARY OF REPORTS

C. Scott Miller, Liaison to Equality California reported that a report card has been released. He will be providing a copy to the Agency Review Committee. The report is titled 2019 Safe and Supportive Schools Report. The report ranks schools based on the safe schools' policies for LGBTQ+ students.

Raul Gonzalez representing California Association of Mexican American Educators reported that the organization was concerned about the implementation of Prop. 58. He reported that some districts were turning Spanish speaking educators against non-Spanish speaking educators because of the way the programs were being implemented. He further stated that there is confusion on how we advocate for the rollout.

Dixie Johansen representing Asian Americans Advancing Justice stated that they will be having their annual meeting at the Western Bonaventure on the 21st and 22nd of June. Governor Newsom will be receiving an award and Nancy Pelosi will be present as well. She also stated that AB 1282 prevents private security from detaining immigrants.

CITEA has been very busy. They are anxious to find a solution to the teacher pipeline shortage. They are proposing to send a delegation to visit Superintendent of Public Instruction, Tony Thurmond to address the following issues:

- Teacher shortage and preparing candidates
- Current credentialing options and shortcomings
- Short term and long-term solutions for filling vacancies

CITEA is requesting assistance from CTA:

- All current options to obtain “Shop” credential
- CTA suggestions around seniority, pay scale, CTE salary advancement
- Solutions to fast track these issues?
- Any problems we think they may encounter?

Michael Musser, Liaison from CAL OSHA is recommending the Protection of Workers from Wildfire Smoke. Employers (School Districts) need guidance from Cal OSHA on how best to protect Education workers from the harmful effects of wildfire smoke. The regulation should protect outdoor maintenance and grounds workers. Others that may be affected are bus drivers, school site management, facilities management, district main office administrators, custodians, teachers and other school site workers. Students, teachers and other workers in unventilated buildings should also be protected.

The Consumer Federation of California Policy Board took positions of support on our Charter School Package, AB 1505, AB 1506 and AB 1507. This was a very successful example of our Liaison Program relationships help our cause.

The Instructional Quality Commission reviewed the draft of the Ethnic Studies model curriculum. Comments were made on the revised revisions by Theresa Montaño. It is now out for review for public comments.

Liaisons had a discussion regarding CTA PAC Treasurer Training due to the concerns of the FPPC fines on local PAC's. The “Net File” program is causing significant anxiety and concerns.

The State Board of Education Liaisons reported New Health Framework has been approved, the last update was 30 years ago.

California Science Teachers Association, NGSS materials and information for new curriculum Standards (“White Pages”) on their website. <https://cascience.org/>

The California Music Education Association held the Stand Up for Music Rally on May 9th at the State Capitol.

INFORMATIONAL ITEMS ~ (Conferences)

American Library Association will be holding the Annual Conference June 20-25, 2019 in Washington DC.

If you want credentialed Teacher Librarians in your district, there is tool kit with information on how on the CSLA website. <http://csla.net/>

CTA BOARD OF DIRECTORS REPORT

STATE COUNCIL OF EDUCATION

JUNE 1-2, 2019

NEW BUSINESS ITEMS

NBI 6/19-1

CTA will allow electronic signatures on membership forms.

Rationale: CTA allows local presidents to add members via the CTA 360 app but still requires forms with an actual signature. CTA does not allow for electronic forms or electronic signatures for membership.

LTSP Area: Organizing Culture

LTSP Explanation: Allowing locals to use a fillable PDF which contains an electronic signature would streamline the process for signing up new members. Electronic forms can be sent immediately to CTA by local leadership for processing. Requiring potential members to fill out a form and providing 4 copies is an unnecessary process that can deter people from becoming members.

[Kim Lawrence (CPD)/Teri Baldwin (REP)]

**THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF
DIRECTORS**

NBI 6/19-2

CTA will revise its policy on collecting maintenance dues for members on unpaid leaves of absence.

Rationale: Currently members on unpaid leave are required by CTA policy to pay a year's worth of maintenance dues in order to maintain their membership regardless of the length of unpaid leave. There is no provision for prorated maintenance dues based on length of leave.

LTSP Area: Organizing Culture

LTSP Explanation: Members who are taking a short term unpaid leave of absence tend to drop their membership because of the requirement to pay a full year's maintenance dues even though the leave will be less than a year. In the Post-Janus era, CTA needs to ensure that we maintain membership at current levels and not provide members with an automatic out for dropping membership.

[Kim Lawrence (CPD)/Teri Baldwin (REP)]

**THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF
DIRECTORS**

NBI 6/19-3

To encourage new professionals in education to join CTA by making it more affordable either through reduced membership dues the first year or so or even making the first year free.

Rationale: First year educators make the least money and are often forced to make painful decisions. Many opt not to join the union to save money, and may even intend to join later, but the best time to get someone into the union is to get them early. We should offer help to those who need it the most, new members of our profession.

LTSP Area: Organizing Culture

LTSP Explanation: The strategic plan calls on us to encourage greater member involvement, yet many beginning educators are forced to make difficult decisions when they cannot afford to live off their beginning salary. This is a great way to prove to teachers that the union is everyone chipping in to make everyone better off. We need to prove to young teachers that the union is worth it and there is no better way to ensure that they join and keep them members for their entire career. For this to be successful, it can't be just about reduced or free membership, but this must be part of a focused effort to bring young teachers into the union to help them understand the benefits of membership and build lifelong union members.

[Brian Davenport (STL)/Nicole Piscionere (SSS)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 6/19-4

CTA will create a yearly Special Education Conference.

Rationale: CTA members want additional training on how to support students with disabilities.

LTSP Area: Transforming Our Profession

LTSP Explanation: Establish and facilitate networks to develop professional capital within CTA to help educators drive their profession and do their work with students.

[Shane Parmely (PIC)/Roberta Kreitz (SEC)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 6/19-5

CTA will add a Special Education strand to Summer Institute.

Rationale: CTA members want additional training on how to support students with disabilities.

LTSP Area: Transforming Our Profession

LTSP Explanation: Establish and facilitate networks to develop professional capital within CTA to help educators drive their profession and do their work with students.

[Shane Parmely (PIC)/Roberta Kreitz (SEC)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 6/19-6

CTA will create a Charter School Legislation Report Card for legislators.

Rationale: CTA currently produces a report card for legislators that includes all legislation. Unfortunately, this allows some legislators with a pro-privatization agenda to hide their bad track record. Candidates can tout a positive rating from CTA while campaigning on a privatization platform. A separate report card highlighting each legislator's history on charter school legislation will strengthen locals' ability to engage candidates on charter school issues during the election cycle.

LTSP Area: Advocacy

LTSP Explanation: Use advocacy to build power with parents, the community and elected officials.

[Shane Parmely (PIC)/Taline Arsenian (NEG)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 6/19-7

CTA will embed in membership forms language that allows members to be contacted on their cell phone (automated calls, text messages, etc.) and home email regarding political campaigns and involvement opportunities.

Rationale: This will increase member engagement in elections and political actions.

LTSP Area: Organizing Culture

LTSP Explanation: CTA will create regional structures and systems for training, collaboration and coalition building that support the organizing culture.

[Shane Parmely (PIC)/Amanda Fanning (CI)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 6/19-8

CTA will require all candidates to submit drafts of campaign materials, prior to printing or use, to the elections committee for evaluation against CTA's election guidelines. Any materials used without the elections committee review will be pulled immediately.

Rationale: The cost of printing materials can be quite expensive. It is wasteful and an unnecessary expense on the candidate when materials are deemed against CTA election policies after the printing and are in use. The elections committee will only evaluate the materials in regards to their compliance to our policies. Once approved, the candidate can print the materials.

LTSP Area: Structure and Governance

LTSP Explanation: This NBI will help ensure the smooth running of CTA's election process. There are certain structures in our elections process that must be upheld and enforced. The elections committee reviewing materials before being put in use will ensure that all materials are viewed impartially and proactively and not on a reactive basis.

[Kim Lawrence (CPD)/Heather Mumy (SSM)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 6/19-9

CTA will write a letter to Governor Newsom, the UC Board of Regents and UC President Janet Napolitano condemning the outsourcing of union jobs and calling on the UC system to stop privatizing these public jobs.

Rationale: CTA policy does not support the outsourcing or privatization of public education jobs.

LTSP Area: Community Engagement

LTSP Explanation: Building effective and authentic partnerships with parents, other unions and community organizations.

[Shane Parmely (PIC)/Susan Green (CPD)]

**THE EXECUTIVE OFFICERS RECOMMEND TO TAKE
IMMEDIATE ACTION AND APPROVE**

NBI 6/19-10

All campaign parties will be held on site at State Council and in one common location. All candidates will chip in an equal amount of money in order to cover the catering costs, and if agreed upon by all candidates, a cash bar will be provided.

Rationale: The purpose of parties is for members of Council to get to know candidates. One party with all candidates present allows members of Council the opportunity to talk with each of the candidates. Offsite parties put candidates, who are unable to have an offsite party, at a disadvantage and pull members away from the opportunity to meet all candidates. We will be helping our union brothers and sisters. They will be able to earn wages working this event. Parties in rooms inconvenience the other guests at the hotel, and we must be considerate of their needs.

LTSP Area: Leadership

LTSP Explanation: CTA must ensure that all members are encouraged to run for office. Having a diverse leadership group within our organization is paramount. The cost of hosting an individual party is a deterrent to many who wish to run for an office. When we encourage and condone the large party process we are limiting our pool of candidates.

[Kim Lawrence (CPD)/Heather Mumy (SSM)]

**THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF
DIRECTORS**

NBI 6/19-11

Moved that CTA implement a comprehensive plan for the increased organizing of adjunct professors and teacher substitutes into CTA/NEA to provide economic and professional justice for these itinerant educators.

Rationale: With the current substitute teacher shortage, many classroom staff are often unable to utilize their contractual leaves. This has led to students being added daily to the already high class sizes of CTA members. Higher pay and benefits will remedy this shortage and attract more retired teachers and aspiring educators to substitute and decrease the number of scabs during a strike. The abuse of part-time higher education faculty who must travel to many Community College and Cal State campuses with lower pay and without health care and sick leave cries out for justice as well.

LTSP Area: Organizing Culture

LTSP Explanation: It's important to organize all educators

[Janet Lau (ACT)/Rodney Brown (ACT)]

THE ABOVE ITEM WAS REFERRED TO THE CTA BOARD OF DIRECTORS

NBI 6/19-12

CTA will write policy stating its support for trans students to have the same rights and decision-making abilities that cis students currently enjoy in regards to making medical decisions about their bodies, sexual health, and mental health.

Rationale: Current interpretation of California state law does not allow trans students to begin gender identity confirming hormone therapy without the consent of both legal guardians; however, it does allow for cis minors to receive hormones (e.g. birth control) without the barrier of parental permission. This inequity of decision-making forces some children to go through the wrong puberty and can negatively impact the child's mental health.

LTSP Area: Diversity - Social Justice

LTSP Explanation: Actualize this definition of Social Justice: Social Justice encompasses educational, economic and political arenas. Social Justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal.

[Shane Parmely (PIC)/Robyn Nixon (CRE)]

THE ABOVE ITEM WAS REFERRED TO THE CIVIL RIGHTS IN EDUCATION COMMITTEE

NBI 6/19-13

CTA will publish in an appropriate and accessible way which regional candidates won their breakfast caucus including the vote tally.

Rationale: Winning the breakfast caucus informs State Council delegates who is the district members' preferred choice of leader. While State Council vote for directors and other positions, it is important that the voice of the local members who will most closely work with their elected officials is heard, yet it is sometimes challenging to find out who carries this endorsement, much less find out if the results were overwhelming or a close finish.

LTSP Area: Organizing Culture

LTSP Explanation: We need to ensure that all members feel that their voice is heard. At this point in time the entire State Council votes on regional leaders, and that is not likely to change. Yet it is important that the will of each teacher is heard so that State Council can make truly informed decisions regarding regional leaders. We need to ensure that every State Council member knows who is the endorsed candidate by the people who will be served by these leaders. State Council will still have its independent vote, and will be free to vote their conscious, but let us ensure that everyone is able to easily and quickly find out who the endorsed candidate is when preparing to vote.

[Brian Davenport (STL)/Nicole Piscionere (SSS)]

**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 MARCH 15, 2019** (interim positions have been approved and are informational only.)

Co-Sponsor AB 843

Rodriguez (D-52)

3/19/19

Student financial aid: Assumption Program of Loans for Education

Expresses legislative intent to restore the funding for the Assumption Program of Loans (APLE) for Education; requires the Student Aid Commission to award 7,200 new warrants for the assumption of loans in the 2019-20 fiscal year; appropriates \$5 million from the General Fund to the commission to fund the 2019-20 fiscal year; repeals the loan assumption benefits relying on Academic Performance Rankings, and instead provides additional loan assumption benefits of an unspecified amount to a person who holds a credential appropriate for teaching, and who teaches, mathematics, science, special education, or career technical education in a school district in need of differentiated assistance; and declares the APLE an urgency measure.

This position has been approved by Chandra McPeters, Vice-Chair of the Credentials and Professional Development Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Oppose

AB 182

Rivas (D-39)

3/22/19

Teacher credentialing: computer science

Adds computer science to the list of authorized subjects establishing a new 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.

This position has been approved by Chandra McPeters, Vice-Chair of the Credentials and Professional Development Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Oppose

AB 1217

Mullin (D-22)

3/22/19

Political Reform Act of 1974: campaign disclosures

Expands the definition of "advertisement" in the Political Reform Act of 1974 to include any general or public communication in an "electioneering communication" or an "issue advocacy advertisement," and requires "major advertisers," defined as a person who has made expenditures for advertisements totaling \$10,000 or more in a calendar year, to comply with specified disclosures regarding the source of the advertisement.

This position has been approved by Dorothy Kim-Perez, Chair of the Political Involvement Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Oppose

SB 341

Morrell (R-23)

3/22/19

Public employment and retirement

Would enact a comprehensive series of retirement reforms, including: Requiring the California Public Employees' Retirement System to report liabilities based upon United States Treasury notes; requiring that the Teachers' Retirement Board (TRB) provide a calculation of liabilities based upon discount rate two percentage points below the rate of return set by the TRB as well as a report on the calculation of liabilities based upon United States Treasury notes; requiring the University of California Regents provide an annual written report to the Legislature on their return on investments for the past 20 years; eliminating automatic participation in the California Secure Choice Retirement Savings Trust for eligible employees; requiring the State of California to pay wages to employees twice per month as opposed to once a month; and appropriates one billion General Fund dollars to the Teachers' Retirement Fund to reduce the unfunded liability to the Defined Benefit program as well as an additional one billion if sufficient funds are available after the May Revision of the 2019-20 budget.

This position has been approved by Denise Bradford, Chair of the Retirement Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Oppose

SB 15

Portantino (D-25)

4/5/19

Property tax revenue allocations: successor agencies

Beginning in the 2020–21 fiscal year and each fiscal year thereafter, this bill would require shifts in property tax revenues away from Educational Revenue Augmentation Funds used to support K-14 schools, and allocates them instead for other purposes, including the increase of affordable housing.

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 37

Skinner (D-9)

4/8/19

Corporation taxes: tax rates

Creates a more equitable tax system for corporations and their Chief Executive Officers in relation to its employees by increasing the corporation tax from 8.84% to 10.84% for corporations with a net income of over \$10 million in California while gradually increasing the tax based on the corporation pay ratio between the CEO and its employees.

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 182

Rivas (D-39)

4/9/19

Teacher credentialing: computer science: workgroup

Requires the Commission on Teacher Credentialing (CTC) to establish a workgroup, comprised of stakeholder representatives and a majority of certificated educators teaching computer science in public schools to determine statewide demand for educators trained in computer science and if the development of a single subject computer science credential is warranted; requires the CTC by January 31, 2021, to provide a report of the workgroup's findings to the appropriate policy and fiscal committees of the Legislature, the Governor, and the Superintendent of Public Instruction.

This position has been approved by Ryan Ruelas, Chair of the Credentials and Professional Development Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Co-Sponsor

SB 756

Durazo (D-24)

4/12/19

Charter Schools: moratorium

Establishes a five-year moratorium on new charter schools unless legislation is enacted ensuring local accountability and local control at charter schools, and statewide and district caps on the number of charter schools, by January 1, 2020.

This position has been approved by Mike Sterling, Chair of the Negotiations Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Oppose

AB 1021

Frazier (D-11)

4/17/19

Pupils with exceptional needs: summer school

Requires school districts to provide summer school instruction for students with exceptional needs on weekdays from the last day of the regular school year to the first day of summer school and from the last day of summer school to the first day of the regular school year.

This position has been approved by Roberta Kreitz, Chair of the Special Education Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Oppose

AB 216

Weber (D-79)

4/17/19

Pupil discipline: restraint and seclusion

Limits an educational provider's use of seclusion or behavioral restraint to only control unpredictable and spontaneous behavior by a pupil posing a clear and present danger of serious physical harm to the pupil or others, and when the behavior cannot be immediately prevented by a less restrictive response; requires local educational agencies (LEAs) and nonpublic schools and agencies to implement positive behavioral intervention and supports on all schoolsites, and prohibits an educational provider from using seclusion or behavioral restraint before the provider receives emergency behavioral intervention training; requires the Department of Education to maintain a directory of recommended emergency behavioral intervention training programs and allows an LEA or nonpublic school or agency to seek approval from the department to use a training program not on the directory if it receives written approval from the department; requires LEAs to provide annually to all school personnel and parents of pupils notices regarding the use of physical restraint and seclusion and follow adopted protocols for notifying a pupil's parents, and preparing a behavioral emergency report, after the use of a physical restraint or seclusion; requires LEAs to develop and adopt procedures to review behavioral emergency reports on a quarterly and annual basis; prohibits an educational provider from authorizing or requiring a parent to consent to the use of physical restraint or seclusion as a planned intervention; spells out specific procedures an educational provider must follow if behavioral restraint or seclusion is used for more than 20 minutes; requires out-of-state nonpublic school or agency providing services for pupils to be subject to the same requirements and prohibitions imposed on an in-state nonpublic school or agency; requires the department to establish minimum standards for any rooms used by LEAs or nonpublic school or agency for seclusion of a pupil; and authorizes an individual or an organization to file a complaint of noncompliance with the department.

This position has been approved by Keith Brown, Chair of the School Safety/School Management Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee. Special Education Committee is secondary and was consulted regarding the interim position.

Support

AB 36

Bloom (D-50)

4/26/19

Residential tenancies: rent control

Allows local governments to apply rent control to units that have been in use for 20 years or more; allows local governments to apply rent control to single-family homes where the owner of the property owns ten or more single family homes.

This position has been approved by Charles Shannon, Chair of the Civil Rights in Education Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Support **AB 1481** **Bonta (D-18)** **4/26/19**
Tenancy termination: just cause

Prevents a landlord from terminating a tenancy without a demonstration of cause.

This position has been approved by Charles Shannon, Chair of the Civil Rights in Education Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Support **AB 1482** **Chiu (D-17)** **4/26/19**
Tenancy: rent caps

Establishes a maximum allowable rent increase for housing, not to exceed 5 percent plus percentage change in cost of living more than the rental rate in effect for the immediately preceding 12 months; and prohibits a landlord from terminating a tenancy for the purposes of increasing the rent in an amount greater than that authorized by this section.

This position has been approved by Charles Shannon, Chair of the Civil Rights in Education Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

No Position **AB 1508** **Bonta (D-18)** **4/26/19**
Pupil nutrition: Breakfast After the Bell Program

Establishes the Breakfast After the Bell Program (BABP) to be administered by the California Department of Education (CDE), contingent on an annual appropriation in the Budget Act.

This position has been approved by Mike Sterling, Chair of the Negotiations Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee.

Watch **SB 428** **Pan (D-6)** **5/8/19**
Pupil health: school employee training: youth mental health first aid

Requires the State Department of Education (CDE) to identify an evidence-based training program for a local educational agency (LEA) to train classified and certificated school employees having direct contact with students on youth mental health first aid; and requires the LEA to certify to the CDE by January 1, 2023 that at least 10% of its classified employees and at least 10% of its certificated employees are trained at each school site or two classified employees and two certificated employees, whichever is greater.

This position has been approved by Ryan Ruelas, Chair of the Credentials and Professional Development Committee, as well as by Kathy Sharp, Chair of the State Legislation Committee. Student Support Services Committee is secondary and was consulted regarding the interim position.

COMMITTEE RECOMMENDATIONS

Recommendation(s) from the Adult, Alternative, Career & Technical Education Committee

- | | |
|----------------|---|
| Watch | AB 278 (McCarty) D-7
Authorizes the director of the California Conservation Corps, when adopting criteria for candidate selection, to also consider an applicant for enrollment in the corps program who is on parole. |
| Watch | AB 1019 (Frazier) D-11
Expands committee membership for the Interagency Advisory Committee on Apprenticeship to include the Director of Rehabilitation and the chair of the State Council on Developmental Disabilities as ex officio members; and requires the committee to create a subcommittee to address apprenticeship for the developmentally disabled community. |
| Watch | AB 1558 (Ramos) D-40
Requires school districts and schools to notify apprenticeship programs of career and college fairs at least two weeks before the fair; requires career and college fairs to provide apprenticeship programs an adequate amount of space and the same amount of resources provided to other invited groups; and requires apprenticeship programs to annually provide school districts within their geographic region a point of contact, phone number, email address, operating location, and purpose of the apprenticeship program. |
| Watch | AB 1668 (Carrillo) D-51
Requires the director of the California Conservation Corps to establish the Education and Employment Reentry Program within the corps; authorizes the director to enroll formerly incarcerated individuals who successfully served on a California Conservation Camp program crew and were recommended for participation as a program member by the Director of Forestry and Fire Protection and the Secretary of the Department of Corrections and Rehabilitation. |
| Support | SB 716 (Mitchell) D-30
Requires a county probation department, in collaboration with the California Community Colleges, the California State University, and the University of California, to ensure juveniles with a high school diploma or California high school equivalency certificate who are detained in, or committed to, a juvenile hall, ranch, camp, or forestry camp have access to a full array of postsecondary academic and career technical education programs of their choice. |

Recommendation(s) from the Assessment & Testing Committee

- Watch** **AB 1466 (Irwin) D-44**
Requires the Governor to convene a taskforce on the establishment of a statewide student longitudinal database, with specified representatives from various segments in, and representatives of, the elementary, secondary, and postsecondary education systems in the state and from the state agencies relating to the workforce.

Recommendation(s) from the Civil Rights in Education Committee

- Support** **AB 337 (Quirk-Silva) D-65**
Requires a county to provide notice to foster care providers reasonable travel reimbursement is available to allow eligible foster youth to remain in their school of origin.
- Support** **AB 1324 (Levine) D-10**
Requires the California Department of Social Services to contract with qualified nonprofit legal services organizations to provide legal services to undocumented immigrant dependent children and non minor dependents.

Recommendation(s) from the Community College Association Committee

- Watch** **AB 130 (Low) D-28**
Creates the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity and authorizes an executive director appointed by the Governor as well as an eight-member advisory board.
- Watch** **AB 540 (Limón) D-37**
Establishes the Cal Grant B Service Incentive Grant Program under the administration of the Student Aid Commission; requires a participating student, in order to receive a grant award under the program, among other requirements, to be a recipient of a Cal Grant B award, to be enrolled as a student at a campus of the University of California, the California State University, or the California Community Colleges, or at an independent institution of higher education, and requires the performance of at least 100 hours per quarter or 150 hours per semester of community or volunteer service.
- Watch** **AB 541 (Gabriel) D-45**
Repeals the limitation on the eligibility of a student for competitive Cal Grant A and B Awards if the student is exempt from paying nonresident tuition.

Watch	AB 700 (Friedman) D-43 Exempts from public disclosure the personal telephone numbers of public postsecondary educational institution faculty members and records relating to the physical location of faculty members, including calendars, appointment logs, and home addresses and defines public postsecondary educational institution for these purposes to include the California Community Colleges, the California State University, the University of California, and any medical facility or laboratory affiliated with those public postsecondary educational institutions.
Watch	AB 1170 (Frazier) D-11 Requires the Commission on Peace Officer Standards and Training in consultation with the State Department of Developmental Services, the State Council on Developmental Disabilities, and representatives of community colleges, to incorporate in-person training provided by individuals with intellectual and developmental disabilities into that training course.
Watch	AB 1173 (O'Donnell) D-70 Establishes the Center to Close Achievement Gaps at a campus of the California State University to be chosen by the Chancellor of the California State University; defines the mission of the center is to eliminate gaps in academic achievement between subgroups of pupils of kindergarten and grades 1 to 12, inclusive, as identified on the California School Dashboard, through preservice preparation of educators throughout the California State University system and by serving as a resource for local educational agencies on strategies to close achievement gaps.
Watch	AB 1308 (Cunningham) R-35 Allows a qualified student to taste an alcoholic beverage and exempts the student and the qualified academic institution in which the student is enrolled from criminal prosecution if the qualified academic institution has established an Associate's degree or Bachelor's degree program in hotel management or culinary arts.
Watch	AB 1340 (Chiu) D-17 Prohibits an institution offering a program intended to prepare a student for gainful employment in a recognized profession from enrolling a California resident unless the program meets the standard for passing the federal debt-to-earnings rates measure, or meets the graduation rate and placement rate standards of the Maxine Waters School Reform and Student Protection Act of 1989.

Watch	AB 1341 (Berman) D-24 Defines nonprofit corporation and public institution of higher education specifically for the purposes of the California Private Postsecondary Education Act of 2009, and specifies only an institution of higher education meeting the act's definition of nonprofit corporation or public institution of higher education is exempt from the requirements imposed on an out-of-state private postsecondary educational institution.
Watch	AB 1344 (Bauer-Kahan) D-16 Requires an out-of-state private postsecondary educational institution to provide the bureau with specified information regarding whether or not the institution, a predecessor institution under substantially the same control or ownership, or a controlling officer or investor in the institution, has been subject to certain adverse state or federal actions in the previous 5 years before seeking authorization to operate in California, and with any additional documentation the bureau deems necessary for enforcement of the act.
Watch	AB 1427 (Carrillo) D-51 Requires the California Community Colleges Board of Governors to adopt regulations establishing minimum standards regarding the percentage of hours of credit and noncredit instruction taught by full-time instructors.
Watch	AB 1504 (Medina) D-61 Adds supporting student participation and engagement in statewide higher education policy and advocacy activities to the required goals of the statewide community college student organization for a student representation fee adopted after January 1, 2014.
Watch	AB 1512 (Carrillo) D-51 Requires the Office of the Chancellor, in collaboration with the Academic Senate for California Community Colleges, to develop a policy relating to awarding academic credit for a score of 4 or more on an International Baccalaureate subject examination; requires the policy to be implemented in time for the entering class in the fall 2020 academic term, and if the policy is not implemented, requires the implementation, commencing with the 2020–21 academic year, of the International Baccalaureate policy adopted by the California State University.

Watch	AB 1571 (Kiley) R-6 Requires a campus of the California Community Colleges or the California State University, and would request a campus of the University of California, to make and disseminate a free speech statement affirming the importance of, and the campus's commitment to promoting, freedom of expression.
Watch	SB 3 (Allen) D-26 Creates the Office of Higher Education Coordination, Accountability, and Performance with specified functions and responsibilities for purposes of statewide postsecondary education planning, oversight, data collection, and coordination; and requires public postsecondary segments and the Labor and Workforce Development Agency to submit specified data to the office.
Watch	SB 52 (Atkins) D-39 Requires the Student Aid Commission to set an application deadline of September 2 of an academic year as the application deadline for students to apply for a Cal Grant C award for the academic year beginning with the 2020-21 fall term or semester.
Watch	SB 150 (Beall) D-15 Removes Chafee grant eligibility from a student who fails to demonstrate satisfactory academic progress, as defined by the institution where the student is enrolled, for two consecutive years, with specified exceptions; and requires institutions provide an appeal process in writing and reinstate the student's Chafee grant when certain conditions are met and provides a student who loses Chafee eligibility and subsequently is not enrolled for one or more terms will regain eligibility upon reenrollment.
Watch	SB 484 (Portantino) D-25 Requires the governing board of each community college district to direct the appropriate officials at their respective campuses to identify those students who have completed an associate degree for transfer, notify those students of their completion of the degree requirements, automatically award those students the degree, and add those students to an identification system at the end of each academic year the Office of the Chancellor of the California Community Colleges will maintain and can be accessed electronically by the California State University and the University of California.

Watch**SB 777 (Rubio) D-22**

Requires a community college district having less than 75% of its hours of credit instruction taught by full-time instructors to make, at a minimum, an annual 10% reduction in the district's deficit, defined as the gap between 75% of the total district credit hours taught and the total of those taught by full-time faculty; and also requires the chancellor to annually compute and report by March 15 of each year to each community college district, the district's status with respect to progress toward the 75% goal, the additional hours of full-time faculty credit instruction needed to make a 10% improvement in the district's deficit, and a conversion of the calculated hours to the number of full-time faculty required.

Recommendation(s) from the Financing Public Education Committee**Watch****AB 176 (Cervantes) D-60**

Requires the California Alternative Energy and Advanced Transportation Financing Authority to report to the Legislature in 2020 on the sales and use tax exclusion program and potential program overlap.

Watch**AB 217 (Garcia, Eduardo) D-56**

Creates the Safe Drinking Water For All Act and creates water, fertilizer, and dairy fees to fund safe drinking water programs, including programs in schools.

Oppose**AB 411 (Stone, Mark) D-29**

Authorizes the City of Santa Cruz to use bond proceeds for affordable housing redevelopment with a share of the property tax in Santa Cruz County being backfilled by the General Fund.

Watch**AB 452 (Mullin) D-22**

Repeals the Child Care Facilities Revolving Fund in the State Treasury and replaces it with the California Childcare Facilities Grant Fund to fund a grant program administered by the California Department of Education (CDE); requires the CDE to award grants up to one million dollars for eligible entities to renovate, repair, modernize, purchase, or construct childcare facilities, portable classrooms, or buildings; and requires the Superintendent of Public Instruction to submit a report to the Department of Finance and the Legislative Analyst's Office and continues to require a local education agency or a contracting agency using facilities purchased with funds to be charged a leasing fee over a ten year period.

Watch	AB 570 (Aguiar-Curry) D-4 Exempts persons 65 years of age or older, who receive Social Security or Social Security Disability and are first time home buyers, from paying parcel taxes under specified conditions.
Watch	AB 857 (Chiu) D-17 Defines the term “public bank” to mean a corporation, organized for the purpose of engaging in the commercial banking business or industrial banking business, wholly owned by a local agency, local agencies, a joint powers authority, or a special district.
Watch	AB 1578 (Rivas, Luz) D-39 Establishes the School Pavement to Parks Grant Program under the California Department of Education to provide grants to applicant school districts in disadvantaged communities to convert school pavement to green space.
Oppose	AB 1590 (Rubio, Blanca) D-48 Creates a tax credit, between 2020 and 2023, of three percent of the purchase price of a principal residence, or \$5,000 for first-time homebuyers.
Watch	ACA 1 (Aguiar-Curry) D-4 Allows cities, counties, and special districts to place local bonds on their ballot propositions to secure property tax increases in need of 55 percent voter approval.
Watch	SB 14 (Glazer) D-7 Enacts the Higher Education Facilities Bond Act of 2020, subject to voter approval, authorizing the sale of general obligation bonds not to exceed \$8 billion for the University of California, the Hastings College of the Law, and the California State University System.
Watch	SB 315 (Hertzberg) D-18 Requires the Governor’s Office of Business and Economic Development, in cooperation with the Office of Planning and Research, to track information pertaining to the California Opportunity Zone and the California Promise Zone investments and to make this information available on their websites; requires Opportunity Fund managers to track this information, and requires a taxpayer seeking a deferral or reduction of tax liabilities for capital gains to comply with these requirements to receive a deferral or reduction.

Oppose**SB 532 (Portantino) D-25**

Authorizes the successor agency in the city of Glendale to use remaining bond proceeds for affordable housing redevelopment with a share of the property tax in the county being backfilled by the state's general fund.

Watch**SB 686 (Allen) D-26**

Enacts the California Promise Neighborhoods Act of 2019, creating competitive grants administered by the California Department of Education (CDE) to public and charter schools, school districts or a superintendent of a school district, institutions of higher education, office of an elected official, a health organization or social service agency; grants would provide and implement a comprehensive, integrated continuum of cradle-to-college-to-career solutions through a pipeline of coordinated services in neighborhoods with high concentrations of low-income families as well as schools identified for differentiated assistance or intensive intervention; and requires the CDE to award grants up to \$5 million to 20 eligible entities across the state during 2020-21.

Recommendation(s) from the Language Acquisition Committee

Support**SB 594 (Rubio) D-22**

Establishes the English Learner (EL) Roadmap Initiative under the administration of the California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE); requires CDE and the CCEE to establish a process, administered by the department, to select, subject to the approval of the executive director of the state board, a county office of education with expertise relating to EL and the EL Roadmap to serve as the lead agency to conduct activities required by the bill; requires the agency, commencing with the 2020-21 school year, to award grants to local educational agencies to implement the EL Roadmap; requires CDE, CCEE, and the lead agency to apply criteria in determining which applicants receive grants contingent on the level of funding received and the number and quality of the applications; requires grant recipients to submit to CDE and CCEE annual written reviews of their program; requires CDE and the CCEE to submit by Jan. 1, 2024 a report to the Legislature on the program; and makes the bill contingent upon the enactment of an appropriation for its purposes in the Budget Act or another statute.

Recommendation(s) from the Negotiations Committee

- Support** **AB 5 (Gonzalez) D-80**
Codifies the decision of the California Supreme Court in *Dynamex Operations West, Inc. v. Superior Court of Los Angeles* presuming a worker is an employee unless a hiring entity satisfies a three-factor test including (a) the person is free from the control and direction of the hiring entity in connection with the performance of the work, both under the contract for the performance of the work and in fact, and (b) the person performs work outside the usual course of the hiring entity's business, and (c) the person is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed.
- Support** **AB 196 (Gonzalez) D-80**
Increases the wage replacement rate for paid family leave claims to 100% of a worker's highest quarterly earnings in the past 18 months.
- Support** **AB 628 (Bonta) D-18**
Allows victims of sexual harassment to take time off to ensure their health and safety in the same manner existing law allows victims of domestic violence, sexual assault, and stalking to take time off from work; extends job-protected leave to immediate family members of victims; and defines family member as a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling.

Recommendation(s) from the School Safety/School Management Committee

- No Position** **AB 34 (Ramos) D-40**
Requires local educational agencies (LEAs), commencing with the 2020-21 academic year, to ensure specific information on bullying and harassment prevention is readily accessible in a prominent location on the LEAs internet website in a easily accessible manner to parents or guardians and pupils and requires the LEAs to include specified California Department of Education policies.
- Support** **AB 272 (Muratsuchi) D-66**
Permits the governing body of a school district, a county office of education, or a charter school to adopt a policy to limit or prohibit the use by its pupils of smartphones while at a schoolsite or while pupils are under the supervision and control of an employee or employees of the school district, county office of education or charter school.

Watch**AB 1085 (McCarty) D-7**

Authorizes the inclusion of healthy choices and behaviors in order to prevent and reduce substance use and improve school retention and performance in the After School Education and Safety Program; encourages schools to establish a program pursuant to the After School Education and Safety Program, the 21st Century Community Learning Centers program, or the 21st Century High School After School Safety and Enrichment for Teens program designed to educate about and prevent substance use disorders or prevent harm from substance abuse; and to annually provide to the California Department of Education budget and data related information and make this information publicly available on its internet website.

Watch**SB 371 (Caballero) D-12**

Authorizes a school district to install and operate an automated schoolbus video enforcement system for the purpose of loading or unloading any schoolchildren which prohibits the passing of a stopped schoolbus until the flashing red light signal and stop signal arm cease operation; specifically prohibits the use of video or images captured for employee surveillance or discipline; makes any information, image, or other data captured or generated to be confidential, unless demanded by a subpoena available only to the school district, contractor, law enforcement, or offender for limited purposes; creates a procedure for the issuance of citations based upon captured video enforcement; and requires law enforcement agencies to issue warning letters to violators in specified situations.

Support**SB 390 (Umberg) D-34**

Requires school security officers and security guards to complete a course of training during regular work hours developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training regardless of the number of hours worked per week and to complete the training course annually.

Recommendation(s) from the Student Support Services Committee

Watch	AB 743 (Garcia, Eduardo) D-56 Requires a school district to accept a statement written in English and Spanish from a physician or surgeon relating to a pupil carrying and self-administering inhaled asthma medication, from a physician or surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico and is licensed as a health care service plan in this state.
Watch	AB 898 (Wicks) D-15 Requires by March 30, 2020, and monthly thereafter, the California Health and Human Services Agency, under the oversight of the Governor, to convene the Children’s Behavioral Health Action Team, with no fewer than 30 individuals, including the Director of Health Care Services, Director of Social Services, the Director of Managed Health Care, and representatives from community-based behavioral health agencies, to maximize the well-being of children in California who receive Early and Periodic Screening, Diagnosis, and treatment (EPSDT) services and health care through the Medi-Cal program and requires the Action Team to develop and report specified findings and recommendations, including identifying opportunities for the state to better ensure Medi-Cal eligible children receive behavioral health services, to prepare a final implementation plan, to distribute the reports and plan to disband upon the submission of the plan.
Support	AB 1098 (O'Donnell) D-70 Establishes procedures for the implementation and administration of programs funded by Proposition 64 (cannabis), including the identification of targeted outcomes, the establishment of a technical advisory committee, solicitation of input from relevant stakeholders, required information to be provided by applicants for program funding, and progress reports to the Legislature.
Watch	SB 428 (Pan) D-6 Requires the California Department of Education (CDE) to identify an evidence-based training program for a local educational agency (LEA) to train classified and certificated school employees having direct contact with students on youth mental health first aid; requires the LEA to certify to the CDE by January 1, 2023 that at least 10% of its classified employees and at least 10% of its certificated employees are trained at each school site or two classified employees and two certificated employees, whichever is greater; and appropriates an unspecified sum from the General Fund to the department, for expenditure for the 2019–20 fiscal year to the 2021–22 fiscal year for the bill.

REFERRALS TO THE BOARD OF DIRECTORS

A. None

MATTERS PENDING

1. None

INFORMATIONAL ITEMS

1. The State Legislation Committee unanimously re-elected the following individuals to their leadership positions for 2019-20:

Chair – Kathy Sharp

Vice-Chair – Erich Myers

Recording Secretary – Corey Penrose

2. The State Legislation Committee recognizes Lauri Heffernan, Donna Kandel, and Nancy Roberts for their many years of service to the State Council of Education. We wish them the best.

3. The State Legislation Committee CTA Board Liaison report was submitted electronically to continue the committee's efforts to be a paperless committee.

4. The State Legislation Committee expressly recognizes all CTA staff for their work on behalf of our membership particularly the efforts of State Legislation Committee staff.

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 it 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.*

2018-19 Martin Luther King, Jr. Memorial Scholarship Recipients

MEMBER CATEGORY			STUDENT CTA CATEGORY		
Vanessa Agyei	\$1,500	African American East Whittier EA	Gabriela Leyva	\$1,500	Hispanic Western Governors University
Diana Arredondo	\$1,500	Hispanic Southwestern College EA	Emely Lopez	\$6,000	Hispanic CSU Long Beach
Qiana Barner	\$1,500	African American Asoc De Maestros Unidos	Joel Gutierrez Macias	\$6,000	Hispanic CSU Humboldt
Cicely Bingener	\$2,500	African American Inglewood TA	Rebecca Zavala	\$2,500	Hispanic University of San Francisco
Ashlee Evonc	\$1,500	African American San Ramon Valley EA			
Raul Gonzalez	\$2,500	Hispanic Visalia Unif TA			
Kou Her	\$2,500	Asian Merced Un Hi Sch Dist TA			
Kennette Hoke	\$2,500	African American Assn of Piedmont Tchrs			
Eva Lear	\$2,500	Hispanic Turlock TA			
Monica Neri	\$2,500	Hispanic Farmersville TA			
DEPENDENT CHILDREN CATEGORY					
Zaira Carrera	\$2,500	Hispanic Dependent of Anell Nevarez-Carrera, Assn of Placentia Linda Educ			
Rachelle Carrillo	\$2,500	Hispanic Dependent of Ana Carrillo, Assoc Callexico Tchrs			
Ilianna Delgado	\$2,500	Hispanic Dependent of Steve Delgado, Visalia Unif TA			
Adan de la Loza	\$1,500	Hispanic Dependent of Diana Estrada, Montebello TA			
Jorge De La Torre	\$6,000	Hispanic Dependent of Ana Patricia De La Torre, Assoc Pomona Tchrs			
Tehya Elliott	\$1,500	American Indian/Alaska Native Dependent of Leland Elliott, San Joaquin Delta College TA			
Alyssa Gomez	\$2,500	Hispanic Dependent of Cynthia Johnson, TA of Norwalk-La Mirada			
Christian Grant	\$2,500	African American Dependent of Nicole Desimone-Grant, Bonita Unif TA			
Citlalli Guadarrama	\$1,500	Hispanic Dependent of Felisa Patino-Longoria, Kern High School TA			
Sabina Hills-Villalobos	\$2,500	Multi-Ethnic Dependent of Kelly Villalobos, Turlock TA			
Grant Johnson	\$2,500	African American Dependent of Alisa Johnson, Panama-Buena Vista TA			
Mara Lewis	\$6,000	American Indian/Alaska Native Dependent of Gina Young, Hanford Elem TA			
India Long	\$2,500	African American Dependent of Tonya Joseph Long, Santa Ana EA			
Mariela Pizarro	\$2,500	Hispanic Dependent of Lorena Silva, Butte Co TA			
Martin Porter	\$1,500	African American Dependent of Temple Porter, Corona Norco TA			
Carlos Torres	\$1,500	Hispanic Dependent of Carlos A. Torres, Oxnard EA			
Malik Watson	\$2,500	African American Dependent of April Tucker, TA of Long Beach			
Amaya Wingfield	\$6,000	African American Dependent of Carla Hart-Wingfield, UTLA/NEA			
Alondra Guadarrama	\$2,500	Hispanic Dependent of Felisa Patino-Longoria, Kern High School TA			

2018-19 CTA Scholarship Recipients

DEPENDENTS - \$5,000		High School	
Memorial Scholarship in Honor of Ralph J. Flynn (Highest Scoring Applicant)		Region 2, Emma Andrade	Dependent of Kristine Andrade, Riverdale TA
Region 3, Joseph Johnson Dependent of Nicole Johnson, San Miguel TA		Region 4, David Bonds	Dependent of Laura Bonds, Escondido Elem. EA
Memorial Scholarship in Honor of Ruthie Fagerstrom (Second Highest Scoring Applicant)		Region 3, Corby Burress	Dependent of Lisa Burress, Santa Maria Elem. EA
Region 3, Nathalie Boadi Dependent of Thomas Boadi, CTA/NEA-Retired		Region 2, Cheyanne Cabral	Dependent of Kimberly Cabral, Turlock TA
Memorial Scholarship in Honor of Susan B. Anthony (Third Highest Scoring Applicant)		Region 2, Amalia Dummett	Dependent of Daniel Dummett, Union Hill TA
Region 3, Emma Hodge Dependent of Jennifer Hodge, TA of Norwalk-La Mirada		Region 2, Alexia Gonsalves	Dependent of Karen Gonsalves, Calaveras Unif. EA
Memorial Scholarship in Honor of Del A. Weber		Region 3, Christian Grant	Dependent of Nicole Desimone-Grant, Bonita Unif. TA
Region 4, Skylar Hartley Dependent of Jennifer Hartley, Hemet TA		Region 1, Jayden Kasler	Dependent of Christina Kasler, Vacaville TA
Region 2, Cole Wood Dependent of Melanie Wood, Yuba City TA		Region 4, Matthew Lawrence	Dependent of Michelle Hendren, Palm Springs TA
College		Region 1, Una Lomax-Emrick	Dependent of Dana Lomax, Reed Dist. TA
Region 2, Ilianna Delgado Dependent of Steve Delgado, Visalia Unif. TA		Region 4, Natali Machado	Dependent of Julia Martinez, Chula Vista Educ
Region 2, Sabina Hills-Villalobos Dependent of Kelly Villalobos, Turlock TA		Region 1, Sophia McMaster	Dependent of Stephanie Pappas-McMaster, Belmont-Redwood Shores FA
Region 3, Josie Pearce Dependent of Tracy Pearce, TA of Paramount		Region 1, Claire Monge	Dependent of Ruth Mitchell, Eureka TA
		Region 1, Angela Mora	Dependent of Ramon Mora, Soledad TA
		Region 2, Margaret Peterson	Dependent of Christopher Peterson, Modesto TA
		Region 3, Elly Revard	Dependent of Richard Revard, Assoc Chaffey Tchrs
		Region 2, Macey Rhodes	Dependent of Cami Rhodes, Union Hill TA
		Region 1, Aliveah Robertson	Dependent of Jason Robertson, Saratoga TA
		Region 2, Rachel Sausedo	Dependent of Kate Sausedo, Ripon Unif. Dist. TA
		Region 2, Gabrielle Sotomayor	Dependent of Heather Guy, Modesto TA
		Region 3, Lilian Svetich	Dependent of Claudine Auyong, Lucia Mar Unif. TA
		Region 4, Nicholas Thomas	Dependent of Rebecca Diephouse, Murrieta TA
		Region 4, Maya Tipton	Dependent of Timothy Tipton, San Diego EA
		Region 4, Jaylyn Vaughan	Dependent of Lynette Vaughan, Tustin EA
		Region 3, Jeanette Villanueva	Dependent of Sandra Villanueva, Mountain View TA
		Region 3, Keishon White	Dependent of La Keisha White, Compton EA
		Region 4, Rhett Woodward	Dependent of Jennifer Woodward, Capistrano Unif. EA
		Region 2, Samuel Wright	Dependent of Suzanne Wright, Lincoln Unif. TA
MEMBERS - \$3,000			
American Indian/Alaska Native Memorial Scholarship in Honor of Alice Piper (Highest Scoring Member Applicant)			
Rosanna McCormick, Region 1 Monterey Bay TA		CTA Member (ESP)	Region 3
		CTA Member	Region 2
			Region 4
			Region 1

L. Gordon Bittle Memorial Scholarship for Student CTA

STUDENT CTA - \$5,000

Pacific Asian American Scholarship in Honor of Philip Vera Cruz
(Highest Scoring SCTA Member Applicant)
Milagros Martinez Stordeur
University of California, Los Angeles

SCTA Members

Rebecca Zavala University of San Francisco
Celia Greene University of Southern California

2018-19 César E. Chávez Memorial Education Award Recipients

VISUAL ARTS

- 1 - 2 Region 1, San Lorenzo EA**
Student: Elijah Bradshaw Traylor, Teacher: Celia Montes de Oca
- 3 - 4 Region 1, San Ramon Valley EA**
Student: Nina Indelicato, Teacher: Heidi Bownas
Student: Padraic Dwyer, Teacher: Heidi Bownas
Student: Neal Sood, Teacher: Sandra Isbell
Student: Tia Bateman, Teacher: Jill Jones
- 5 - 6 Region 1, San Ramon Valley EA**
Student: Isabella Brim, Teacher: Leslie Collins
Student: Alex Klein, Teacher: Jessica Montevago
- 5 - 6 Region 1, West Sacramento TA**
Student: Bryssa Piña, Teacher: Naqiba Gregory
- 7 - 8 Region 1, San Ramon Valley EA**
Student: Shreyasee Bose, Teacher: Mary Joanne Loecher
- 9 - 12 Region 1, San Ramon Valley EA**
Student: Brooke Abess, Teacher: Sandra Isbell
- 9 - 12 Region 1, San Benito Jt UHS**
Student: Melissa Ruiz, Teacher: Tracey Torres
- 9 - 12 Region 1, Napa Valley EA**
Students: Perla Gutierrez & Esmeralda Gutierrez,
Teacher: Maria E. Vega
- 1 - 2 Region 2, Di Giorgio Elem. School TA**
Student: David Pantoja, Teacher: Rebecca Perreault
Student: Roselyn Flores, Teacher: Theresa Sawyer
- 3 - 4 Region 2, Exeter TA**
Student: Clarisa Alvarado, Teacher: Alicia Bovetti
- 5 - 6 Region 2, Coalinga-Huron Unif. TA**
Student: Maria Isabel Vera, Teacher: Kimberly M. Rosa
- 7 - 8 Region 2, Bakersfield Elem. TA**
Student: Isabella Peña, Teacher: Roxi Romo
- 9 - 12 Region 2, Delano Joint UHSD TA**
Student: Andrea Carillo Reyes, Teacher: Stacey Ericsson
Student: Aleina Raquel, Teacher: Stacey Ericsson
- 9 - 12 Region 2, Tracy EA**
Student: Ellie Colonese, Teacher: Joy Cornish-Bowden
Student: Kaylee Harvey, Teacher: Joy Cornish-Bowden
- 3 - 4 Region 3, Montebello TA**
Student: Rubi Barrales-Ibanez, Teacher: Diane Doris Kissas
- 3 - 4 Region 3, Baldwin Park EA**
Student: Noah Joaquin Ramirez, Teacher: Cynthia Milián
- 5 - 6 Region 3, Baldwin Park EA**
Student: Alondra Mendoza, Teacher: Jenny Torres
- 5 - 6 Region 3, Santa Maria Elem. EA**
Student: Nelsi Gomez, Teacher: Nicole Brady
- 5 - 6 Region 3, Claremont FA**
Student: Yeseul Lee, Teacher: Katherine Gregory
- 7 - 8 Region 3, Montebello TA**
Student: Ariel Axume, Teacher: Juvenal J. Nuñez
Student: Samiha Hashem, Teacher: Floramie Torres
- 9 - 12 Region 3, Claremont FA**
Student: Collin Bratzler, Teacher: Tamara Kirkpatrick
Student: Suwen Han, Teacher: Tamara Kirkpatrick
- 9 - 12 Region 3, TA of Long Beach**
Student: Angelina Ley, Teacher: Kathleen A. Charvat
- 3 - 4 Region 4, Ocean View TA**
Student: Vincent Pham, Teacher: Kelly Wallace
- 7 - 8 Region 4, Alvord EA**
Student: Emily Lopez, Teacher: Froukje Schaafsma-Smith
- 7 - 8 Region 4, Temecula Valley EA**
Student: Meilani Castillo, Teacher: Stephan Stamatelatos

WRITTEN ESSAY

- 1 - 2 Region 1, Fremont Unified Dist. TA**
Student: Sidhant Khurana, Teacher: Johnna M. Laird
- 3 - 4 Region 1, Gonzales TA**
Student: Antonella Acosta-Madrid, Teacher: Karina Salas Curiel
- 9 - 12 Region 1, Fremont Unified Dist. TA**
Student: Alexander Koo, Teacher: Julie Hockenson
- 9 - 12 Region 1, San Benito Jt UHS**
Student: Isabel Muñoz, Teacher: Tracey Torres
- 5 - 6 Region 2, Ceres Unified TA**
Student: Oswald Sanchez, Teacher: Karen Klein
- 9 - 12 Region 2, Tracy EA**
Student: Joshua Hernandez, Teacher: Victoria Geibig
- 3 - 4 Region 3, Claremont FA**
Student: Maya Covarrubias-Aguilar, Teacher: Melody Hicks
- 3 - 4 Region 3, Santa Maria Elem. EA**
Student: Stacy Reyna Garcia, Teacher: Edder Belmonte
- 5 - 6 Region 3, Claremont FA**
Student: Leonarda Stranford-Hudgings, Teacher: Lisa Schuster
- 7 - 8 Region 3, Oxnard EA**
Student: Briseyda Nicasio, Teacher: Maritza Avila
- 9 - 12 Region 3, TA of South Pasadena**
Student: Camellia Cartland, Teacher: Diane Shires
- 9 - 12 Region 3, Claremont FA**
Student: Eileen Linchangco, Teacher: David Chamberlain
- 3 - 4 Region 4, San Diego EA**
Student: Mila Cepurac, Teacher: Kelly Arce
- 7 - 8 Region 4, Temecula Valley EA**
Student: Sofia Ziani, Teacher: Stephan Stamatelatos
- 9 - 12 Region 4, Sweetwater C&G Assn.**
Student: Amanda Gutierrez, Teacher: Elvia Estrella
Student: Heavynlyee Stevens, Teacher: Elvia Estrella
- Higher Ed CFA, San Diego SU**
Student: Jade Connolly-Cepurac, Teacher: David Cline