



**CALIFORNIA
TEACHERS
ASSOCIATION**



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

to be presented to
STATE COUNCIL OF EDUCATION
JANUARY 15-16, 2022
Burlingame, CA (Virtual)





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 for all students; to ensure that the human dignity and civil rights of all children, youth and adults 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

JANUARY 14-16 , 2022

FOR COUNCIL ACTION

1. CTA BYLAW AMENDMENT

CTA Bylaw Amendment – Article III – Membership – Section 2 – General Requisites – for final consideration by written ballot at the January 2022 State Council meeting.

RECOMMENDATION:

*Commit to electronic ballot.
[October 2021]*

Presented by DeWayne Sheaffer

2. 2020-2021 CTA ANNUAL REPORT

[Click here to enter text.](#)

RECOMMENDATION:

To receive. [January 2022]

Presented by Leslie S. Littman

3. CONGRESSIONAL TIERING RECOMMENDATIONS JUNE 2022 PRIMARY ELECTION (ATTACHMENT “A”]

RECOMMENDATION:

Approve. [January 2022].

Presented by Mike Patterson

4. ASSEMBLY AND SENATE TIERING RECOMMENDATIONS JUNE 2022 PRIMARY ELECTION (ATTACHMENT “B”]

RECOMMENDATION:

Approve. [January 2022].

Presented by Mike Patterson

**5. CANDIDATE RECOMMENDATIONS JUNE 2022 PRIMARY ELECTION
(ATTACHMENT “C”]**

RECOMMENDATION:
Approve. [January 2022]

Presented by Mike Patterson

SUNDAY, JANUARY 16, 2022 ACTION ITEM:

**1. PROPOSED PRELIMINARY REPORT ON STATE COUNCIL
REPRESENTATION 2022-2023 STATE COUNCIL REDISTRICTING**

RECOMMENDATION:
Approve. [November 2021]

Presented by Margie Granado

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

1. Priority Legislation Report

Approved the 2022 Organizational and Legislative Priorities. (**Attachment “D”**)

2. STL Committee – January 2022 Training

State Council referred to the CTA Board of Directors the State Legislation Committee request to conduct training of new legislative subcommittee chairs and consultants at the 2022 January State Council

The Board approved the recommendation. [November 2021]

3. STL Committee – Sponsored Leg Proposal

State Council referred to the CTA Board of Directors the State Legislation Committee Sponsored Leg proposal: The Retirement Committee presented a sponsored legislation proposal to increase the CalSTRS Supplemental Benefits Maintenance Account (SBMA) payments for retirees who retired before 1999.

The Board referred the recommendation to the Executive Director for feedback from the Legal Department, C40B and Governmental Relations. [November 2021]

4. STL Committee – Sponsored Leg Proposal

State Council referred to the CTA Board of Directors the State Legislation Committee Sponsored Leg proposal: The Retirement Committee presented a proposal that would prevent retired members from being held liable for overpayments when the error was caused by the local education agency or CalSTRS.

The Board referred the recommendation to the Executive Director for feedback from the Legal Department, C40B and Governmental Relations. [November 2021]

5. NBI 1/20-4 – Review of State Council Committees

That CTA create an ad hoc committee to review the effectiveness, purpose, and relevance of current committees at the CTA State Council of Education for the purpose of recommending the dissolution, consolidation, or creation of committees to the CTA Board of Directors.

The Board approved the findings of the committee:

1. No changes to the names or structure of State Council committees be made at this time. There is consensus that the intent of NBI 1/20-4 has been met.
2. That this committee have the opportunity to reconvene in the near future to ensure that a process is in place to review State Council committees on a more regular basis.

(November 2021)

6. NBI 10/21-3 – Forum on Fossil Fuel Stocks

That CTA shall host a forum on the inclusion of fossil fuel stocks in our retirement portfolio. The forum shall be composed of representatives supporting the strategy of “engagement” and representatives supporting the strategy of “divestment.”

*The Board approved NBI 10/21-3 and referred to the Executive Director for implementation of an in-person forum at January 2022 State Council.
(November 2021)*

7. NBI 10/21-5 – Action Against AT&T

That CTA prohibit AT&T from participating in all CTA programs and events until AT&T and its subsidiaries cease all direct and indirect funding for One America News Network (OANN) as well as politicians who support voter suppression and anti-reproductive rights policies and legislation.

*The Board referred NBI 10/21-5, to the Executive Director for investigation.
(November 2021)*

8. NBI 10/21-6– Letter to NEA

That CTA write a letter to NEA demanding that NEA sever all relationships with AT&T until AT&T and its subsidiaries cease all direct and indirect funding for One America News Network (OANN), as well as to politicians who support voter suppression and anti-reproductive rights policies and legislation.

*The Board referred NBI 10/21-6 to the Executive Director for investigation.
(November 2021)*

9. NBI 10/21-7– Class Action Lawsuit

Class Action Lawsuit around IDEA funding.

*The Board referred NBI 10/21-7 to the Executive Director for investigation.
(November 2021)*

10. NBI 10/21-13– Letter Supporting AB 1400

That CTA write a letter to support AB 1400, the single-payer healthcare bill dubbed CalCare, CTA shall: ally and organize with the California Nurses Association in their AB 1400 efforts, assemble and publish information on the benefits of single-payer healthcare programs for public education and unions, and dedicate lobbying resources to the bill’s passage.

*The Board referred NBI 10/21-13 to the Executive Director for investigation.
(November 2021)*

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

CTA/ABC COMMITTEE – INFORMATIONAL ITEMS – NOT FOR COUNCIL ACTION
(Actions occurring after October 2021 State Council Meeting)

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

1. Allocate funds for the following State/County Political Parties:

DD	County	Party/Committee	Amount	Type
A	Lake	Lake County Democratic Central Committee	\$500	Fundraiser 12/5/2021
D	Nevada	Nevada County Democratic Central Committee	\$500	Fundraiser (ongoing)
D	Placer	Placer County Democratic Central Committee	\$500	Fundraiser 12/2/2021
K	San Bernardino	San Bernardino Republican Central Committee	\$1,500	Fundraiser 10/23/2021
N	Orange	Democratic Party of Orange County	\$1,985	Fundraiser 10/23/2021

2. Allocate funds for the following Local Election Campaigns:

DD	Chapter	Candidate/Committee/Measure	Amount	Election
O	Moreno Valley EA	Brandy Clark	\$2,300	11/2/2021

ATTACHMENT “A”

**CONGRESSIONAL TIERING RECOMMENDATIONS FOR THE JUNE 7, 2022
PRIMARY ELECTION**

CD District	First	Last	Party	Tier	CTA Board Recommendation
1	Doug	LaMalfa	R	3	Recommend
2	Jared	Huffman	D	1	Recommend
3	Open	Seat		4	Recommend
4	Mike	Thompson	D	1	Recommend
5	Tom	McClintock	R	3	Recommend
6	Ami	Bera	D	1	Recommend
7	Doris	Matsui	D	1	Recommend
8	John	Garamendi	D	1	Recommend
9	Jerry	McNerney	D	1	Recommend
10	Mark	DeSaulnier	D	1	Recommend
11	Nancy	Pelosi	D	1	Recommend
12	Barbara	Lee	D	1	Recommend
13	Josh	Harder	D	1	Recommend
14	Eric	Swalwell	D	1	Recommend
15	Jackie	Speier	D	4	Recommend
16	Anna	Eshoo	D	1	Recommend
17	Ro	Khanna	D	1	Recommend
18	Zoe	Lofgren	D	1	Recommend
19	Jimmy	Panetta	D	1	Recommend
20	Kevin	McCarthy	R	3	Recommend
21	Jim	Costa	D	2	Recommend
22	Devin	Nunes	R	4	Recommend
23	Jay	Obernolte	R	3	Recommend
24	Salud	Carbajal	D	1	Recommend
25	Raul	Ruiz	D	1	Recommend
26	Julia	Brownley	D	1	Recommend
27	Mike	Garcia	R	3	Recommend
28	Judy	Chu	D	1	Recommend
29	Tony	Cárdenas	D	1	Recommend
30	Adam	Schiff	D	1	Recommend
31	Grace	Napolitano	D	1	Recommend
32	Brad	Sherman	D	1	Recommend
33	Pete	Aguilar	D	1	Recommend
34	Jimmy	Gomez	D	1	Recommend
35	Norma	Torres	D	1	Recommend

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

CD District	First	Last	Party	Tier	CTA Board Recommendation
36	Ted	Lieu	D	1	Recommend
37	Karen	Bass	D	4	Recommend
38	Linda	Sanchez	D	1	Recommend
39	Mark	Takano	D	1	Recommend
40	Young	Kim	R	3	Recommend
41	Ken	Calvert	R	3	Recommend
42	Open	Seat		4	Recommend
43	Maxine	Waters	D	1	Recommend
44	Nanette	Diaz Barragan	D	1	Recommend
45	Michelle	Steel	R	3	Recommend
46	Lou	Correa	D	1	Recommend
47	Katie	Porter	D	1	Recommend
48	Darrell	Issa	R	3	Recommend
49	Mike	Levin	D	1	Recommend
50	Scott	Peters	D	1	Recommend
51	Sara	Jacobs	D	1	Recommend
52	Juan	Vargas	D	1	Recommend

ATTACHMENT “B”

**ASSEMBLY AND SENATE TIERING RECOMMENDATIONS FOR THE JUNE 7, 2022
PRIMARY ELECTION**

District	First	Last	Party	Tier	CTA Board Recommendation
<i>Assembly</i>					
AD 11	Jim	Frazier	D	4	Recommend
AD 20	Bill	Quirk	D	4	Recommend
AD 21	Kevin	Mullin	D	4	Recommend
AD 22	New	District		4	Recommend
AD 35	Rudy	Salas	D	4	Recommend
AD 37	New	District		4	Recommend
AD 44	Laura Friedman & Adin Nazarian		D	3	Recommend
AD 47	Chad	Mayes	I	4	Recommend
AD 49	Ed	Chau	D	4	Recommend
AD 60	Jose	Medina	D	4	Recommend
AD 64	Cristina	Garcia	D	4	Recommend
AD 69	Patrick	O'Donnell	D	4	Recommend
AD 71	New	District		4	Recommend
AD 80	Lorena	Gonzalez	D	4	Recommend
<i>Senate</i>					
SD 14	Melissa Hurtado & Anna Caballero		D	3	Recommend
SD 20	Connie	Leyva	D	4	Recommend
SD 28	Sydney	Kamlager	D	4	Recommend

TIER 1 AND TIER 2 CANDIDATE RECOMMENDATIONS 2022 JUNE PRIMARY ELECTION			
District	Candidate	Recommendation	CTA Board Recommendation
<i>Assembly</i>			
AD 2	Jim Wood (D)	Recommend	Recommend
AD 4	Cecilia Aguiar-Curry (D)	Recommend	Recommend
AD 14	Buffy Wicks (D)	Recommend	Recommend
AD 16	Rebecca Bauer-Kahan (D)	Recommend	Recommend
AD 18	Mia Bonta (D)	Recommend	Recommend
AD 19	Phil Ting (D)	Recommend	Recommend
AD 23	Marc Berman (D)	Recommend	Recommend
AD 24	Alex Lee (D)	Recommend	Recommend
AD 25	Ash Kalra (D)	Recommend	Recommend
AD 28	Mark Stone (D)	Recommend	Recommend
AD 29	Robert Rivas (D)	Recommend	Recommend
AD 36	Eduardo Garcia (D)	Recommend	Recommend
AD 38	Steve Bennett (D)	Recommend	Recommend
AD 41	Chris Holden (D)	Recommend	Recommend
AD 42	Jacqui Irwin (D)	Recommend	Recommend
AD 43	Luz Rivas (D)	Recommend	Recommend
AD 45	James Ramos (D)	Recommend	Recommend
AD 46*	Jesse Gabriel (D)	Recommend	Recommend
AD 50	Eloise Gomez Reyes (D)	Recommend	Recommend
AD 53	Freddie Rodriguez (D)	Recommend	Recommend
AD 54	Miguel Santiago (D)	Recommend	Recommend
AD 55	Isaac Bryan (D)	Recommend	Recommend
AD 56	Lisa Calderon (D)	Recommend	Recommend
AD 57	Reggie Jones-Sawyer (D)	Recommend	Recommend
AD 58	Sabrina Cervantes (D)	Recommend	Recommend
AD 62	Anthony Rendon (D)	Recommend	Recommend
AD 65	Mike Gipson (D)	Recommend	Recommend
AD 66	Al Muratsuchi (D)	Recommend	Recommend
AD 73	Cottie Petrie-Norris (D)	Recommend	Recommend
AD 76	Brian Maienschein (D)	Recommend	Recommend
AD 77	Tasha Boerner Horvath (D)	Recommend	Recommend
AD 78	Chris Ward (D)	Recommend	Recommend
AD 79	Akilah Weber (D)	Recommend	Recommend
<i>Senate</i>			
SD 2	Mike McGuire (D)	Recommend	Recommend
SD 26	Maria Elena Durazo (D)	Recommend	Recommend
SD 34	Thomas Umberg (D)	Recommend	Recommend
<i>Congress</i>			
CD 8	John Garamendi (D)	Recommend	Recommend
CD 11	Nancy Pelosi (D)	Recommend	Recommend
CD 12	Barbara Lee (D)	Recommend	Recommend
CD 13	Josh Harder (D)	Recommend	Recommend
CD 19	Jimmy Panetta (D)	Recommend	Recommend

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

CD 24	Salud Carbajal (D)	Recommend	Recommend
CD 25	Raul Ruiz (D)	Recommend	Recommend
CD 34	Jimmy Gomez (D)	Recommend	Recommend
CD 35	Norma Torres (D)	Recommend	Recommend
CD 44	Nanette Barragan Diaz (D)	Recommend	Recommend
CD 47	Katie Porter (D)	Recommend	Recommend
CD 49	Mike Levin (D)	Recommend	Recommend

(*) denotes Tier 2 candidate

TIER 4 CANDIDATE RECOMMENDATIONS 2022 JUNE PRIMARY ELECTION			
District	Candidate	Recommendation	CTA Board Recommendation
<i>Assembly</i>			
AD 12	Damon Connolly (D)	Recommend	Recommend
AD 20	Liz Ortega (D)	Recommend	Recommend
AD 21	Giselle Hale (D)	Recommend	Recommend
<i>Senate</i>			
SD 10	Aisha Wahab (D)	Recommend	Recommend
SD 38	Catherine Blakespear (D)	Recommend	Recommend

TIER 4 CANDIDATE RECOMMENDATIONS FOR THE AD 11 & AD 17 SPECIAL ELECTIONS			
District	Candidate	Recommendation	CTA Board Recommendation
<i>Assembly</i>			
AD 11	Lori Wilson (D)	Recommend	Recommend
AD 17	David Campos (D)	Recommend	Recommend



**CALIFORNIA
TEACHERS
ASSOCIATION**

2021-22 Organizational and Legislative Priorities

Matrix Key

Underlined = new proposal

Highlight Only = position change

Two-year bills must be acted on by January 31, 2022.

CTA Sponsored Legislation:	Committee:	Status:
AB 1269 (C. Garcia – D): Community colleges: part-time faculty.	CCA	Held in committee.

CTA Co-Sponsored Legislation:	Committee:	Status:
AB 101 (Medina – D): Pupil instruction: high school graduation requirements: ethnic studies.	C&I	Signed by the Governor – Oct. 8, 2021.
AB 388 (Medina – D): Certificated school employees: probationary employees.	PR&R	Held in committee.
AB 438 (Reyes – D): School employees: classified employees: layoff notice and hearing.	NEG	Signed by the Governor – Oct. 8, 2021.
AB 545 (Quirk – D): University of California: major tax expenditures: research.	FPE	Held in committee.
*AB 563 (Berman – D): School-based health programs.	SPS	Two-year bill.
SB 294 (Leyva – D): Public retirement: leave of absence: service credit.	RET	Signed by the Governor – Oct. 5, 2021.

CTA Supported Legislation:	Committee:	Status:
AB 84 (Ting – D): Employment: rehiring and retention: displaced workers.	NEG	Re-referred to the Senate Budget & Fiscal Review Committee.
*AB 312 (Seyarto – R): Teacher credentialing: basic skills proficiency test: exemption.	CPD	Two-year bill.

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

CTA Supported Legislation:	Committee:	Status:
*AB 437 (Kalra – D): Teacher credentialing: subject matter competence.	CPD	Two-year bill.
AB 654 (Reyes – D): COVID-19: exposure: notification	CRE	Signed by the Governor – October 6, 2021.
AB 1316 (O'Donnell – D): Financial and performance audits: independent study.	NEG	Two-year bill.
AB 1400 (Kalra – D): Guaranteed Health Care for All	CRE	Two-year bill.
AJR 9 (Cooper – D): Social Security	RET	Adopted by Assembly and filed with Secretary of State – July 15, 2021.
HR 12 (Jones-Sawyer – D): Relative to Black Lives Matter School Week of Action.	CRE	Adopted.
SB 95 (Skinner – D): Employment: COVID-19: supplemental paid sick leave until September 30, 2021.	NEG	Signed by the Governor – March 19, 2021.
SB 744 (Glazer – D): Communicable diseases: respiratory virus information.	CRE	Held in committee.

CTA Opposed Legislation:	Committee:	Status:
SB 237 (Portantino – D): Special education: dyslexia risk screening.	AST	Two-year bill.

*Provisions from these bills have been incorporated and enacted as part of the Education Budget Trailer Bill, AB 130, which has already been signed by Governor Newsom.

ELECTIONS AND CREDENTIALS COMMITTEE

Jeanne Marks, Chairperson
Angela Pascual, Vice Chairperson
Jerry Eaton, Board Liaison
Sandra Jones, Co-Consultant
Peg Tracy, Co-Consultant
Jim Rogers, Co Consultant

RECOMMENDATIONS TO THE BOARD:

None

INFORMATIONAL ITEMS:

1. Special Election by secret ballot on Sunday, January 16, 2022
CTA Board Member, District P
Term of office: Date of Election – June 25, 2022
2. Special Election on Saturday, January 15, 2022, if ballot is waived
NEA Director from California, District 4
Term of office: Date of Election – August 31, 2022
3. Special Election by paper ballot (to be mailed January 18, 2022)
NEA Alternate Director, Seat 1
Term of office: Date of Election – August 31, 2023
4. Election on Saturday, January 15, 2022, if ballot is waived
NEA Director from California, District 4
NEA Director from California, District 5
NEA Director from California, District 6
NEA Director from California, District 13
Term of office: September 1, 2022 – August 31, 2025

5. Future elections for the 2021-2022 year:
- a. CTA Board Member
 - District C
 - District F
 - District K
 - District L
 - District P
 - District Q
 - At-Large
 - Term of office: June 26, 2022 – June 25, 2025
 - b. NEA Coordinating Director
 - Term of office coincides with NEA term of office
 - c. NEA Alternate Director, Seat 3
 - Term of office: September 1, 2022 – August 31, 2025
 - d. CTA/ABC Committee Member
 - District C
 - District F
 - District K
 - District L
 - District P
 - District Q
 - At-Large
 - Term of office: June 26, 2022 – June 25, 2025

CTA BUDGET COMMITTEE

January 15, 2022

Start times: 9:00 AM & 1:00 PM

Webex

AGENDA

- I. Call to order
- II. Report of the Chair, Leslie S. Littman
- III. Report of the Vice Chair, Hilary Hall
- IV. Report of the Subcommittees
 - a. Budget Tracking – Jayson Chang, Chair
 - i. Budget Variance Reports
 - b. Interim Issues – Jim Mogan, Chair
 - i. Member Engagement Grants
 - c. Procedures/Format – VanCedric Williams, Chair
 - i. Review 2022-23 Budget Cover
 - ii. Review of 2022-23 Budget Committee Calendar
 - iii. Review of January 2022 Budget Hearing
- V. Committee as a Whole
 - a. Preliminary Budget Discussion with the Executive Director
 - b. Subcommittee Reports

A Budget Forum will be held at 2:00 PM via Webex

**CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION
JANUARY 14-15, 2022**

Via Webex

**REPRESENTATION COMMITTEE
Sonia Martin-Solis, Chair
Alan Underwood, Vice Chair
Margie Granado, Board Liaison
Sandra Jones, Staff Consultant**

AGENDA

1. Call to Order
2. Approval of Minutes
3. State Council Redistricting Hearings
4. Committee Changes
5. Chapter Placement
6. Committee Chairs Meeting Report
7. Board Referrals
8. Consultant's Report
9. Proposed State Council Redistricting Discussion and Recommendations to Board of Directors for State Council consideration and action
10. Directorial District Report
11. Other Business
12. Adjournment

Language Acquisition

Yolanda Tamayo, Chairperson
Corey Moore, Recorder
Eva Ruiz, Board Liaison
Tomas Martinez, Consultant
Norma Ortiz, Consultant
Annie Chou, 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

None

REFERRALS TO THE BOARD OF DIRECTORS

The LNG Committee requests that CTA create a database for all existing contract language related to multilingual learner teaching and settings in contracts from throughout the state.

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. The Committee welcomed Annie Chou, our new CTA Legislative Advocate. She provided an update on legislative issues.
2. The Committee discussed the Multilingual Learning Toolkit. Strategies and resources including a user guide can be found at www.multilinguallearningtoolkit.org
3. Eva Ruiz, CTA Board Liaison to LNG presented her board report, including information around community schools, the Governors January budget proposal, CTA internal budgeting process, voucher campaigns, information on CTA's upcoming conferences, CTA office staffing, and urged committee members to help stop the spread of COVID-19

by contacting their assemblymember to demand supplemental paid sick leave for educators. Your assemblymember can be reached at 1-877-959-1867.

4. The Committee thanked CTA Staff Consultant Norma Ortiz for all her work and friendship on the committee, as she is exiting her State Council assignment.

Political Involvement

Ingrid Gunnell, Chairperson
Ava Chiao, Vice Chairperson
Wade Kyle, Recorder
Mike Patterson, Board Liaison
Michael Borges, Consultant
Teri Holoman, Consultant
Annie Chou, 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

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

A. NBI #: 1/22-5

Action Requested: The Board of Directors should develop recommendation procedures for county supervisors and countywide public offices, akin to those in existence for county superintendents and county boards of education (CTA Organizational Handbook, pg. 442). The procedures should be completed and disseminated in time to implement before the June 2022 primary election.

INFORMATIONAL ITEMS

1. Chair, Ingrid Gunnell welcomed the committee with an ice breaker and presented a PIC chair report.

2. Board Liaison, Mike Patterson urged members to contact their Assemblymembers and Senators to demand reinstatement of COVID-19 supplemental paid sick leave for educators and California workers.
3. CTA/ABC Chair, Wendy Eccles presented a CTA/ABC report to the Committee.
4. Associate Executive Director of GR, Teri Holoman discussed highlights of Governor Newsom's proposed 2022-23 state budget.
5. Political Manager, Michael Borges discussed the 2022 ballot measure landscape and California's redistricting results.
6. Nominations are open for the 2021 Chapter and Member-in-Politics Awards. The deadline to apply is February 4, 2022. For consideration, please visit:
<https://www.cta.org/for-educators/scholarships-awards>

Teacher Evaluation & Academic Freedom

Alexandra Condon, Chairperson
Lisa Hickman, Vice Chairperson
Alicia Salgado Melero, Recorder
Shelly Gupton, Board Liaison
Dan Bartlett, Consultant
Brian Stafford, Consultant
Katie Hardeman, Legislative Advocate

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

None

MAJOR POLICY - First Reading

A. Academic Freedom

Academic Freedom (Page 205)

CTA believes academic freedom is fundamental and essential to the teaching profession:

1. Educators must be free to think and to express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within their professional groups, including appropriate methods of student evaluation. Such freedom should be used judiciously and prudently so that it promotes learning, pupils' exercise of free thought and critical thinking.
2. Academic freedom is essential to high-quality education and carries with it professional responsibilities. Educators have the freedom within the law, while observing the basic ethical responsibilities of the teaching profession, to exercise their rights as citizens and responsibilities as teachers. Those responsibilities include:
 - a. Understanding of our democratic tradition and its methods.
 - b. Concern for the welfare, growth, maturity and development of all students.
 - c. Application of sound professional judgment in selecting and employing materials and methods of instruction.
 - d. Defense of the profession and its members from any abridgment of academic freedom.
3. Classroom teachers and other educators must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum. They shall be involved in all aspects of adoption and implementation of curricula and materials. The adoption and implementation processes must recognize that individual teachers have different teaching styles and bring unique attributes to their classrooms. Curricula that limit the ability of educators to incorporate teachers' own styles, attributes, and materials infringe upon academic freedom. The professional judgment of classroom teachers

and other educators to determine appropriate and aligned curricula is key to student achievement and growth. Local associations and governing boards must adopt/negotiate procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Any individual or group which seeks to inhibit academic freedom must not have influence over the hiring, firing, promotion or due process rights of bargaining unit members.

4. Recognizing that our knowledge regarding many academic subjects will continue to evolve, educators must have the academic freedom to teach topics that reflect the emerging body of academic and/or scientific knowledge and understanding in their respective curricula and select instructional materials as well as methods to meet those educational goals.
5. Part-time and temporary bargaining unit members are particularly vulnerable concerning issues of academic freedom. The same policies and protections applied to full-time bargaining unit members must apply to part-time and temporary bargaining unit members.
6. Bargaining unit members must be free to evaluate, criticize, and/or advocate personal points of view concerning policies and/or programs of the schools. Bargaining unit members must be free to assist their colleagues when their academic or professional freedoms are violated.
7. Bargaining unit members must be employed, promoted, or retained without discrimination or harassment regarding their personal opinions or their scholarly, literary or artistic endeavors.

This proposed language helps to create more parameters for academic freedom to cover issues that may revolve around items that are considered controversial topics in current events. The Committee wants to strengthen policy language so that academic freedom is protected as topics evolve and more academic/scientific knowledge is updated.

Added a new number four to our academic freedom language. That changes current number 4, 5, 6, to a 5-7.

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 gave feedback on the Trauma Informed Teaching and Learning Campaign Draft.
2. Katie Hardeman presented information about the Governor's January 2022-23 Proposed State Budget. She updated us on the status of three legislative bills relevant to TEAF.
3. Shelly Gupton, CTA Board Liaison, urged members of TEAF to contact their legislators about reinstating Supplemental COVID Leave. She also reminded members that the IFT Grant Applications are open until March 31.
4. Michael Juba, SBOE Liaison, reported on the Community Schools Grant, the SBAC tests being shortened, and the waiver for some of the State Fitness Test components.
5. Brian Stafford discussed the CTA Grassroots Lobbying Program.
6. Dan Bartlett reminded participants about the need for panelists for CPC Hearings. Remember that recent retirees (within 7 years) may be panelists.
7. The Evaluation/Dismissal Subcommittee is continuing to look at evaluation policy language to take into consideration the new environment in which many are working.
8. Anyone interested in giving input or having questions regarding the Academic Freedom First Read changes should contact Lisa Hickman - Co-Chair of Academic Freedom Subcommittee (presidentTustinEA@gmail.com) or contact TEAF Chair Alexandra Condon (acronge@yahoo.com).
9. We look forward to when it is safe enough for us to work together in person.

Early Childhood Education

Paula Merrigan, Chairperson
Wendy Colson, Vice Chairperson
Alex Phethean, Recorder
Denise Bradford, Board Liaison
Michael Stone, Consultant
Kei Swensen, Consultant
Toni Trigueiro, Legislative Advocate

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

A. None.

MAJOR POLICY - First Reading

A. None.

MAJOR POLICY - Second Reading

A. 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 CTA Board Liaison and Committee members. She explained how the meeting would work and gave the following reports:
 - a. November Early Childhood Policy Council meeting: panel of experts discussion on infants & toddlers and how important early development is to outcomes later in life, the importance of families engaging in math activities at home (counting, math vocab, etc.). Our next meeting is in 2 weeks. I have been asked by the Chair to report out as a "voice in the field".

- b. CDE's Local Implementation & Promising Practices Constellation meetings continued to be held weekly through Dec. and have just switched to bi-weekly meetings. We continue to work on the implementation practices for LEAs to follow in implementing UPK/UTK under [AB130](#). A document was sent to LEAs by the CDE to help them create a Universal Pre-K/Universal TK plan. They can work with their County Offices of Ed., or complete the plan on their own (the form is optional).
 - i. Just a reminder, the age eligibility date ranges are as follows: 22//23: turning 5 from Sept. 2 - Feb. 2; 23/24 : turning 5 from Sept. 2 - Apr. 2; 24/25: turning 5 from Sept. 2 - Jun. 2: and 25/26 & beyond: 4th birthday by Sept. 1
 - ii. The length of the TK day is under local control. Minimum instructional minutes are 180 (which is within existing CTA policy). LEAs can continue to offer Early TK (ETK), but students are not eligible for ADA until they turn 5 if they are admitted out of the age eligibility range.
 - c. CTA Chair Meeting: the voucher programs are still of concern to CTA, but supporters are currently having trouble qualifying for the ballot.
 - d. Discussed creating CTA policy addressing the age for kindergarten & TK eligibility during our March meeting? Kindergarten age eligibility is 5 by Sept. 2nd., which means we will continue to have 4 year-olds in kindergarten instead of TK as TK expands (and older 3 year-olds in TK in 4 years 25/26).
2. Toni Trigueiro, Legislative Advocate: Brought to the attention of the committee the following:
- a. From *EdSource*, a Quick Guide to Transition Kindergarten, at: <https://edsource.org/2021/universal-transitional-kindergarten-quick-guide/662318>
 - b. From *EdSource*, the article "What's next for California education? New Laws and Vetoes," at: <https://edsource.org/2021/whats-next-for-california-education-new-laws-and-vetoes/662277>
 - c. From *Education Week*: "Teaching Social-Emotional Skills is Hard, Time-Consuming, and Necessary, Report Says," at: https://www.edweek.org/leadership/teaching-social-emotional-skills-is-hard-time-consuming-and-necessary-report-says/2021/11?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=64207827&U=57236&UUID=53f39fae95a0aa8c4ec40c3af5d19c47
 - d. From the *Sacramento Bee*, an article about increased funding for dyslexia titled, "Gavin Newsom's California budget will propose more help for kids who 'like him' have dyslexia," at: https://calta.sharepoint.com/:b:/s/gr/EVDIABVVP4dMmh0ODEgoiUUBAEu8_OMozy9pEVT3fZVnHA?e=qPmGd7
 - e. From the *Sacramento Bee*, "'Clean slate' laws would erase criminal records. Do they make America more equitable?" at: https://calta.sharepoint.com/:b:/s/gr/EVeegctDrotJtzFoSwG9hPoBW1ZaSCtCU3jnNVWz-f_oNQ?e=Ld33g6
 - f. From *Politico*, Dr. Lee is no longer with CDE at: <https://www.politico.com/states/california/story/2021/12/14/california->

- [education-official-resigns-amid-criticism-over-east-coast-residency-hiring-process-1400058](#)
- g. From *EdSurge*, "Expanding into Early Childhood is good for Edtech Companies. Is it good for Kids?" at: <https://www.edsurge.com/news/2021-12-15-expanding-into-early-childhood-is-good-for-edtech-companies-is-it-good-for-kids>
 - h. From *NBC News*, "How extremism in the U.S. shifted after the Jan. 6 Capitol riot," at: <https://www.nbcnews.com/tech/internet/extremism-us-jan-6-capitol-rcna10731>
 - i. From the CDE, a bimonthly newsletter with highlighted areas, including: (1) new Expanded Learning Opportunities Program frequently asked questions, (2) the UPK Planning and Implementation Grant Program "Planning Template," (3) Early Education Teacher Development Grant Program Letter of Intent, and (4) the UPK Planning and Implementation "Countywide Planning and Capacity Grant," at: <https://www.cde.ca.gov/ci/gs/p3/>
 - j. Updated information on chronic absenteeism, suspension rates, English Learner Progress, Graduation rates, academic performance and college and career ready at the [California School Dashboard and System of Support - Accountability \(CA Dept of Education\)](https://www.cde.ca.gov/ta/aC/cm/)<https://www.cde.ca.gov/ta/aC/cm/>
 - k. The final report, with recommendations, of the SB 75 workgroup to improve the transition of three-year-old children with disabilities from regional centers to local educational agencies, to help ensure continuity of services for young children and families is at <https://www.cde.ca.gov/sp/se/ac/sb75legreportfinal.asp>
 - l. The CDE is providing a regularly scheduled newsletter informing educators about the **P-3 and expanded learning partners** at deputysuperintendent-OFAB@cde.ca.gov
 - m. A Multilingual Learning Toolkit is available on Early Edge's "online hub for research-based key principles, instructional strategies, and associated, free, practical, and easy-to-use resources geared towards educators who teach PreK-3rd Multilingual Learners. Their resource library includes user guides, starter guides, materials targeted to educators, administrators and professional development providers, and teacher education faculty." <https://www.multilinguallearningtoolkit.org/>
3. CTA Board Liaison, Denise Bradford:
 - a. **CTA Support for Local Decisions re: Omicron.** With Omicron-related virus transmission and related staffing shortages, CTA is doing the following:
 - i. Supporting local decisions when considering whether to suspend in-person school activities during this Omicron wave
 1. This includes the availability to school districts of J-13A waivers for attendance and instructional time credit, as outlined on pages 2-4 of the following previously-issued CTA bargaining advisory. Consult with your primary contact staff. Advisory: <https://www.cta.org/wp-content/uploads/2022/01/2021-07-22-C4OB-IPD-ADVISORY-BARGAINING-CHANGES-TO-INDEPENDENT-STUDY-FOR-2021-22-AND-BEYOND.pdf>

- ii. Immediately suspending all previously scheduled CTA in-person statewide conferences through at least February 15. Some of these conferences may be converted to a virtual format or postponed.
 - iii. Calling on the state government to:
 - 1. Prioritize distribution of high quality masks to school districts
 - 2. Increase Covid-19 testing capacity in school districts
 - 3. Restore the Supplemental Paid Sick Leave program for workers.
 - b. **Executive Order on Substitute Teachers.** Due to the Omicron wave, Governor Gavin Newsom issued an order granting temporary flexibilities for substitute teachers and substitute credentialing. Link to executive order: <https://www.gov.ca.gov/wp-content/uploads/2022/01/1.11.21-N-3-22-School-Staffing-EO-signed.pdf>
 - c. **Factsheet on Masking, Isolation, and Quarantine.** CTA's Center for Organizing and Bargaining (C4OB) Department has issued this factsheet on masking, isolation, and quarantine, updated January 10, 2022: <https://www.cta.org/wp-content/uploads/2022/01/Factsheet-re-Masking-Isolation-Quarantining-C4OB-UPDATED-2022-01-10.pdf>
 - d. **State Budget Proposal.** Governor Newsom issued his proposal for the 2022-2023 state budget. Overall, it's good for public education.
 - e. CTA's official statement: <https://www.cta.org/press-release/educators-appreciate-gov-newsoms-ongoing-commitment-and-support-in-2022-23-budget-proposal>
 - f. CTA's comprehensive summary: <https://www.cta.org/wp-content/uploads/2022/01/2022-23-January-10-Highlights-Memo-K-14.pdf>
 - g. CTA's analysis and bargaining implications: <http://image.cta-mailings.org/lib/fe8a1574766d017b7c/m/4/8bbc2482-55e7-4603-ac39-aeeb554cacea.pdf>
 - h. **CTA Issues Conference Now Virtual.** Due to the Omicron wave, CTA has converted next week's 2022 Issues Conference to a virtual format. Same dates: January 21-23. Here are some details about this change in format, including answers to questions about fees and reimbursements for those who had previously registered: <https://custom.cvent.com/C09377798D7343649295E7AB201FFE78/files/event/3dc8840a1aeb44da932326978638c574/e5010de27387484690bd10f2b2807dfe.pdf>
4. Ambassadors/Liaisons to the Committee reported as follows:
- a. California Association for the Education of Young Children (CAEYC) Yvonne Molles: No report.
 - b. California Kindergarten Association (CKA)-Angela Schut: No Report.
 - c. First Five California-Monique Segura: Molly Munger is no longer a First Five of CA Commissioner. First Five of CA is looking for a new Executive Director due to a retirement. Their new North Star Statement for the First Five of CA Strategic Plan is: "Trauma-informed, healing-centered, and culturally responsive systems promote the safe, stable, nurturing relationships and environments necessary to eliminate inequities and ensure healthy development for all children."
 - d. California State PTA-Chelsea Jones: No report.
5. Staff Reports: No report.

School Safety/School Management

Eric Roudabush, Chairperson
Monique Segura, Vice Chairperson
Robert Ellis, Board Liaison
Chris Brunette, Consultant
Lindsey Tatnall, Consultant
Toni Trigueiro, Legislative Advocate

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

None

MAJOR POLICY - First Reading

None

MAJOR POLICY - Second Reading

A. School Closures -p. 296 (after School Bus Safety)

CTA believes schools may need to be temporarily closed under certain circumstances for the health and welfare of students and employees. These may include, but are not limited to such things as wildfires, natural disasters, public safety power shutoffs, public health crises, civil unrest, or other serious situations in the community, which may put students and employees at risk.

CTA believes that the decision to close school buildings should be made after considering many factors. Whenever possible, all stakeholders need to be involved in the decision to physically shut down schools and shift the mode of instruction.

CTA believes that if a school site is not safe, then students and employees should be evacuated. CTA acknowledges that it is not always possible for teachers to deliver instruction during a school closure. Under certain circumstances, schools may need to shut down temporarily and instruction suspended or modified.

In light of recent school closures there is a need to address emergency responses for the safety of students and employees in unforeseen circumstances.

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

NBI 1/22-6

INFORMATIONAL ITEMS

1. Chairperson Eric Roudabush introduced the discussion for the joint Trauma Informed Teaching and Learning Workgroup and facilitated the committee members providing input into the draft campaign plan.
2. Board Liaison Robert Ellis welcomed the committee and reported on the decision to move State Council and conferences virtually through February 15, 2022. Additionally, Robert explained that EMEID participants for the 2021-2022 school year will be welcomed to the March 2022 State Council meeting due to the January meeting being switched to a virtual meeting. An election was held for Recorder. After the meeting concluded, the member elected discovered she was ineligible to run. The committee will seek nominations and conduct an election at our next meeting.
3. The committee heard a presentation from C4OB staff Laura Kurre regarding the current status of the COVID-19 pandemic and the health and safety impacts California schools and members are experiencing. The report indicates the importance of high quality masks (N95, KN95, and KF94), ventilation, and testing in order to keep all educators and students safe in schools. Children also need access to appropriately sized high quality masks, and efforts continue to make sure this is happening. CTA continues to engage with the State to increase access to high quality masks and testing. Laura provided updates on isolation guidance and quarantine guidelines. Cal-OSHA Emergency Temporary Standards are now extended through April 2022. Exclusion Pay under the Cal-OSHA Emergency Temporary Standards remain largely unchanged.
 - a. The report included several links to current public health guidelines:
 - i. CalOSHA Updates FAQ:
<https://www.dir.ca.gov/dosh/coronavirus/Revisions-FAQ.pdf>
 - ii. Cal-OSHA Factsheet
https://www.dir.ca.gov/dosh/dosh_publications/COVIDOnePageFS-12-16-2021.pdf
 - iii. CDPH: Guidance for Local Health Jurisdictions on Isolation and Quarantine of the General Public (updated 1/8/22)
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Guidance-on-Isolation-and-Quarantine-for-COVID-19-Contact-Tracing.aspx>
 - iv. CDPH: Guidance for the Use of Face Masks (mask requirement for indoor public settings extended until 2/15/22)
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>
 - v. CDPH: COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year (updated

1/12/22) <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

- vi. CDPH: Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 Setting (new 1/12/22)
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Group-Tracing-Approach-to-Students-Exposed-to-COVID-19.aspx>
- 4. Legislative Advocate Toni Trigueiro provided an update on numerous bills and recent state laws regarding school safety. Toni explained that efforts are underway regarding AB 610 and SB 387. AB 610 is a bill that would limit notification requirements to law enforcement connected to safety issues such as drugs and weapons. Additionally, SB 387 would require at least 75% of classified and certificated employees in a district to be trained in recognizing symptoms of youth behavioral health psychological disorders. SSM continues to monitor both bills.

Professional Rights & Responsibilities

Karen Lord-Eyewe, Chairperson
Renata Sanchez, Vice Chairperson
Elva Lopez-Zepeda, Recorder
Greg Bonaccorsi, Board Liaison
Marianne Reynolds, Consultant
Andrew Staiano, Consultant
Patricia Rucker, Legislative Advocate

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

None

MAJOR POLICY - First Reading

A. Discipline: Parent Responsibility - p. 372

CTA believes ~~when disruptive students are suspended for their behavior~~ whenever student suspension cannot be avoided, the cooperation of parents and guardians is essential for the improvement of school behavior, repairing of school climate and culture, and reintegration into the school community. Schools should make every effort to accommodate families and caregivers' ability to participate in restorative conferences supporting reintegration and/or assisting in repairing ~~have the authority to compel a parent or guardian to attend disciplinary and/or suspension conferences. Disruptive students should not be returned to the school unless and until a parent conference has been held. Parent or guardian liability should be extended to include willful misconduct which results in damage to the educational climate of the school.~~ Such ~~liability~~ responsibility should require family and community partnerships ~~cooperation~~ with the school in the ~~discipline~~ development and education of minor children. (PRR: May 1981)

Avoiding zero-tolerance practices leading to suspension and expulsion is current CTA Positive Behavior Practices policy. This revised policy addresses inequities in parent or guardian's ability to attend related conferences, and emphasizes the parent or guardian's relationship with the school as positive by more closely aligning with Community Relations Shared Support/Parental Involvement policy.

MAJOR POLICY - Second Reading

None

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

Refer to the CTA legal department a revised evaluation tool of k-12 administrators to be used by local CTA chapters as part of their local organizing plans.

INFORMATIONAL ITEMS

1. Collaborated with the Special Education Committee (SEC) on new policy regarding protected preparation time for Special Education educators.

Civil Rights in Education

Sarah Robinson, Chairperson
Erik Bienke, Vice Chairperson
Camille Butts, Recorder
Telly Tse, Board Liaison
Michael Flores-Castaneda, Consultant
Kenya Spearman, Consultant
Seth Bramble, Legislative Advocate

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

None

MAJOR POLICY - First Reading

None

MAJOR POLICY - Second Reading

A. P. 367 Paragraph 4: Community Schools

Community Support Services - Community schools recognize that students often come to school with challenges that impact their ability to learn, explore, and develop in the classroom. Because learning does not happen in isolation, community schools provide meals, health care, mental health counseling, and other services before, during, and after school. **Therefore, it is critical that the school remains staffed with an appropriate amount of counselors, school nurses, psychologists, social workers, teacher librarians, and any other relevant support staff.** These wrap-around services are integrated into the fabric of the school. Connections to the community are critically important so support services and referrals are available for families and other community members.

It is imperative to take a proactive approach in supporting a community schools' model, which brings in all stakeholders of the community to make decisions about what is needed and the best approaches for addressing the needs of students, families, and schools within the community. As we have seen during the pandemic, students and families rely on schools for more than just classroom instruction. Schools must be places where students and their families can receive services to support their own physical and mental health in addition to receiving a quality public education.

B. Page 391 Paragraph 3: School-to-Prison-Pipeline and Incarceration Prevention

CTA supports a police-free campus. CTA opposes policies, ~~and~~ practices, **and funding** that support institutionalized racism, white privilege, white supremacy, poverty, disproportionality in

school suspensions and expulsions, physical violence against our students, and other factors leading to the criminalization and demoralization of students. In addition, CTA opposes police brutality against our students, excessive investment in the prison-industrial complex, institutional inequity in the distribution of resources, school environments that are becoming increasingly similar to prisons with tracking devices in student IDs, surveillance cameras, metal detectors, armed and militarized guards on campus, etc.

CTA believes that schools should be places where all students feel safe and supported and not targeted by the police. CTA denounces police brutality. CTA supports the investment in, **training of, and additional staff for community schools, restorative practices**, wrap-around services, such as counselors, support staff, social workers, and mental health supports. CTA further believes that all stakeholders should be actively involved in making data-driven decisions on what community supports are needed and how monies will be allocated to fund them.

We believe that funds should be used to educate and support our students in ways such as (but not limited to) hiring additional staff and training all staff in de-escalation, restorative justice, and counseling services and not in ways that perpetuate systems that harm our students. All students, especially students in crisis or impacted by trauma, will greatly benefit from these supports. More exposure and education on the impact of criminalization of students and the ability of community schools to meet the needs of students facing trauma in schools is required.

OTHER ITEMS FOR IMMEDIATE ACTION

CRE moves to approve **NBI #10/21-10** for immediate action:

NBI #: 10/21-10

CTA will develop a video or share a video on the impact of mocking Native American culture and its harm on native educators, students and their community.

Rationale: CTA has a deep commitment to Social Justice. After the incident of mockery of Native American culture at a Riverside High School, it is more important than ever that CTA's advocacy for positive images of Native American educators and students be visible.

CRE moves to approve **NBI #10/21-11** for immediate action:

NBI #: 10/21-11

CTA will develop training to address the negative impact on Native American/Alaska Native representation to be shown at all Service centers, and available for all local representative councils.

Rationale: All CTA members should have access to culturally appropriate ways to represent Native American/Alaska Native cultures within our education system. How members present Native American curriculum in our schools matters.

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

NBI #: 10/21-4

Within a year from NBI passage, The CTA shall develop and distribute a presentation on Climate Justice, detailing how the climate crisis financially and functionally affects our public education system with emphasis on the disproportionate impact to Black Indigenous People of Color (BIPOC) communities and proposals to address the issues.

Rationale: The ongoing and quickly intensifying impact of the climate crisis on our public education system and, more importantly, on our BIPOC students and communities, is largely absent from education discourse. The CTA needs to use its resources to raise awareness of the depth and urgency of the climate crisis, educating members on how it directly harms students and public education while developing and advocating for solutions. Students' mental, physical, and cognitive health, privatization and union-busting threats, environmental racism, and insufficient infrastructure are some of the Climate Justice issues directly related to public education that CTA needs to bring to light.

INFORMATIONAL ITEMS

1. Sarah Robinson, CRE Chair
 - a. Trauma Informed Teaching and Learning Workgroup - A draft campaign was reviewed. The evolution of the joint committee working on disruptions to teaching and learning in California classrooms to addressing trauma informed teaching and learning resulted in a draft campaign covering 1, 3, and 5 year goals was shared. (Subcommittees reviewed and provided input.)
2. Telly Tse, CTA Board Liaison
 - a. CTA Support for Local Decisions regarding Covid-19
 - i. [CTA Bargaining Advisory \(07/22/2021\)](#): Bargaining Changes to Independent Study for 2021-22 and Beyond - Locals are encouraged to review the advisory and consult with their CTA Primary Contact Staff.
 - ii. State governmental priorities:
 1. Distribution of high quality masks to school districts
 2. Increase Covid-19 testing capacity in school districts
 3. Restore the Supplemental Paid Sick Leave program for workers
 4. Reinstate Covid-19 sick leave for school employees
 - b. CTA statewide conferences: In-person conferences are suspended until February 15 due to outbreak of Covid-19 Omicron variant. Note, there are [grants](#) to attend in-person conferences.
 - i. January 21-23, 2022: Issues Conference is now virtual. Click [here](#) for information regarding fees and reimbursement.
 - ii. January 28-30, 2022: [Good Teaching NORTH](#) is virtual

- iii. February 4-6, 2022: [Region III Leadership Conference](#) has been postponed
 - iv. February 25-27, 2022: [New Educator Weekend NORTH](#) location and venue is to be determined
 - v. March 18-20, 2022: [Good Teaching SOUTH](#) location and venue is to be determined
 - c. [Factsheet on Masking, Isolation, and Quarantine](#): CTA's Center for Organizing and Bargaining (C4OB) Department has issued this factsheet on masking, isolation, and quarantine. (Updated 01/10/2022)
 - d. [Executive Order on Substitute Teachers](#): Governor Gavin Newsom issued an order granting temporary flexibilities for substitute teachers and substitute credentialing through March 31, 2022.
 - e. State Budget: Governor Newsom issued his proposal for the 2022-2023 state budget. Overall, it is good for public education;
 - i. [CTA's Official Statement](#)
 - ii. [CTA's comprehensive summary](#)
 - iii. [CTA's analysis and bargaining implications](#)
 - f. Community Schools Briefing: A virtual briefing for chapter presidents on [Community Schools](#) will take place January 19th, 4:00 - 6:00 p.m. [RSVP here](#).
 - g. [Ethnic Minority Early Identification & Development \(EMEID\)](#): The 2022-23 EMEID application window is February 15 - April 8, 2022.
 - h. [CTA Scholarships](#)
 - i. [CTA Martin Luther King, Jr. Memorial Scholarship Program](#) deadline is February 11, 2022.
 - ii. [Cesar E. Chavez and Dolores Huerta Education Award Program](#) deadline is March 4, 2022.
 - iii. [LGBTQ+ Safety in Schools Grant & Scholarship Program in Honor of Guy DeRosa](#) deadline is March 31, 2022.
 - i. 2022 NEA RA July 2-6, 2022 takes place in person in Chicago, IL
 - i. [NEA RA Election Timeline](#): January 28, 2022 at 5:00 p.m. is the deadline to receive [State Delegate Declaration of Candidacy Forms](#).
 - ii. Support your Service Center Equity Teams and Racial Equity Affairs Committees encouraging BIPOC members to run for state and local RA delegate positions.
 - j. [CTA Statewide Organizing Plan](#): A comprehensive plan based on local leaders' input keeps CTA relevant and strong as we move forward.
 - k. Democratic Party State Convention: Members attending the in-person convention taking place March 3-6, 2022 may be reimbursed for their attendance subject to CTA Board of Directors' approval. Contact your director by February 4, 2022
3. Nichole DeVore, NEA Director Liaison
- a. NEA Leadership Summit takes place March 11-12, 2022 in Las Vegas, NV
 - b. NEA RA takes place July 3-6, 2022 in Chicago, IL
 - i. State delegate [candidacy forms](#) are due January 28th.
 - c. [Human and Civil Rights Award Program](#): The deadline to nominate is extended to January 17, 2022.
 - d. NEA Foundation:
 - i. [Student Success Grants](#) (Due February 1, 2022)
 - ii. [Learning & Leadership Grants - Educator Leadership Grant](#) (Due February 1, 2022)
 - iii. [Envision Equity Grants](#) (Due February 1, 2022)

- iv. [Global Learning Fellowship](#) is a year-long cohort-based professional development opportunity for educators. The deadline to apply is March 1, 2022.
- e. 2021 and NEA's members and their achievements are captured in this [video](#).
- f. Major wins:
 - i. Public Service Loan Forgiveness (PSLF) program has been overhauled to the benefit of those serving at least 10 years with a qualified employer.
 - ii. American Rescue Plan Education Funding, CA - ARP is the single largest investment ever in education funding.
 - 1. It helps schools operate safely and adds student supports.
 - 2. It provides funding to increase safety on college campuses.
 - 3. It provides historic anti-poverty relief for children and working families.
 - 4. It supports equitable pandemic recovery.
 - 5. It helps to close the digital divide.
- g. [Time to Thrive Conference](#) to promote safety, inclusion, and well-being for LGBTQ youth takes place February 9-10, 2022 is free for NEA members.
- h. Donate to the [NEA Fund for Children and Public Education](#) today to help build our political power.
- i. Participate in a [NEA Legislative Listening Session](#) January 18, February 1, February 17, or March 3rd.
- 4. Raul Gonzales, Association of Mexican American Educators (AMAE) Liaison
 - a. AMAE supports CTA's advocacy for resources on testing and medical information to students, parents, and the communities served by educators.
 - b. AMAE supports spreading best and new teaching practices in a Covid world.
 - c. AMAE thanks CTA and the Human Rights Department for the revamped cadre trainings
- 5. Michael Flores-Castaneda, CRE Staff Consultant
 - a. Chapter presidents can [register](#) for the Community School Debrief taking place virtually January 19 at 4:00 p.m.
 - b. [Black Lives Matter at School](#): January 31st - February 4th 2022 is a Week of Action. Check in to see what actions you can take.
 - c. Join us for Black Lives Matter at School Action Week edition of Tuesday Takeover for Racial & Social Justice, January 25 at 4:00pm. <https://bit.ly/TT4RSJ20220125>

Communications

Randa Wahbe, Chairperson
Rori Abernathy, Vice Chairperson
Tyra Weis, Recorder
Taunya Jaco, Board Liaison
Claudia Briggs, Consultant
Jonathan Goldman, Consultant

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

None

MAJOR POLICY - First Reading

None

MAJOR POLICY - Second Reading

None

OTHER ITEMS FOR IMMEDIATE ACTION

1. COMM moves to approve **NBI #1/22-2:**

NBI #1/22-2

CTA should recognize April as Arab American Heritage Month

Rationale: CTA is an inclusive organization that is proud to recognize and celebrate many communities.

REFERRALS TO THE BOARD OF DIRECTORS

1. The Communications Committee recommends that CTA discontinue printing the pocket calendar, continue development of digital resources, and research alternative communications in lieu of a printed pocket calendar.

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. Chairperson Randa Wahbe started with the approval of the agenda and minutes from October 2021 then welcomed the newest CTA Communications staff Lisa Gardiner, Statewide Media Coordinator; Elizabeth Barcelos, Social Media Coordinator; and Kathleen Haley, Website Coordinator.
2. Board Liaison Taunya Jaco thanked staff and members for their dedication and willingness to pivot at the last minute to a virtual State Council and shared a few resources and reminders in her [report](#). First, remember to look for a paper ballot to vote in the NEA Board of Director race, and on Sunday there will be an electronic vote in a special CTA election for CTA Board of Directors, District P. Second, there is a [comprehensive statewide organizing](#) plan that was constructed based on input from local leaders across the state on how to best keep CTA relevant and strong as we move forward. Be on the lookout for organizing grants. Third, February is [Black History month](#), and there are countless ways that you may choose to celebrate, not just in February, but all year long. Fourth and most importantly, Taunya encouraged committee members to [take action](#) by calling lawmakers to restore supplemental COVID-19 paid sick leave in order to allow teachers and school employees to isolate, recover and return safely to their students and classrooms.
3. Manager Jonathan Goldman brought awareness to the [California Reads Program](#). With Read Across America a little over a month away consider reading one of CTA teacher recommended books from this year's California Reads list. Links to resources and our independent bookstore partner can be found [here](#).
4. The committee discussed the rise of targeted educator attacks in the media and the subsequent bullying that takes place on social media. As you connect and share more online, knowing how to manage your privacy and protect your information is more important than ever. A [resource](#) was created for tips and tools on how to help control who can see what you share and how to take charge of your privacy while on social media.
5. Assistant Manager Claudia Briggs discussed recent media coverage about all the challenges educators are facing amid the current Omicron outbreak. Committee members were encouraged to share their own experiences with staff for coverage in the California Educator and promotion to the news media. Ideas should be sent to: kfong@cta.org or lgardiner@cta.org.
6. Communications issued a media statement and partnered with the Human Rights Department to send an all-member email about CTA's policy-driven position on teaching the truth. The release was sent Jan. 6, 2022, and is available [here](#). The email is printed on the next page.
7. Committee members were encouraged to make nominations in the John Swett Award, the 63rd annual awards competition to recognize reporters and media outlets that are telling the important stories about public education. Applications are available at <https://cta.org/johnswettawards>. The deadline is April 8, 2022.

Credentials & Professional Development

Chandra McPeters, Chairperson
Angela Der Ramos, Vice Chairperson
Christopher Bushee, Board Liaison
Adam Ebrahim, Consultant
Rosemary Louissaint, Consultant
Patricia Rucker, Legislative Advocate

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

None

MAJOR POLICY - First Reading

A. Credentials: Qualified Instructors (page 261)

"Any fully credentialed educator performing professional responsibilities, regardless of title, should be considered to have demonstrated competence and to be qualified to perform those same or equivalent duties under any other title, and that this educator should be granted any newly required credential, certification, or authorization covering these responsibilities. Additional teaching authorizations shall not require clinical practice."

Rationale: This addition to policy is needed to ensure that fully credentialed teachers are not required to incur the added expense and burden of supervised clinical practice requirements connected with adding authorizations to their credential.

MAJOR POLICY - Second Reading

None

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. Committee Chair, Chandra McPeters welcomed new and returning CPD members and facilitated interactive community-building activities.
2. Committee Chair, Chandra McPeters provided a report on the [Advancement Project Birth to 12 Watercooler Conference](#) focused on ensuring educational equity is centered in California's historic budget investments.
3. CTA Board Liaison to CPD, Christopher Bushée, [provided a report](#) covering recent CTA actions related to COVID-19. The report further shared information related to the state budget proposal and an executive order granting flexibility to help school districts recruit and process substitute teachers.
4. CPD Consultant, Adam Ebrahim, provided an update on the California National Board Incentive Program, highlighting the need for current and prospective National Board teachers who serve in qualifying schools to complete the applications on the [California Department of Education website](#) as soon as possible.
5. CPD Consultant, Rosemary Louissaint, issued a formal welcome to CPD's new Legislative Consultant, Patricia Rucker.
6. CPD Consultant, Patricia Rucker, provided a detailed overview of legislative timelines and [briefed CPD members on several bills](#) of most concern for committee members including AB 107 (Salas D), AB 898 (Lee D), and SB 488 (Rubio D).
7. The Policy Subcommittee Chair, Danette Brown, presented a proposed policy addition developed by the subcommittee earlier in the day. The policy addition was approved by CPD to go forward for first reading in fulfillment of a referral from the CTA Board of Directors, "...that CTA, through the appropriate committee chairs, liaisons and staff, work to improve policy around burdens of adding further credentials for our members..."
8. Committee Chair, Chandra McPeters led a group activity to review and provide feedback on the Draft Trauma-Informed Teaching and Learning Campaign.
9. The Committee received reports from liaisons to the California Practitioners Advisory Group and the Commission on Teacher Credentialing.

Curriculum & Instruction

Mindy Montanio, Chairperson
Karin Barone, Vice Chairperson
Mel House, Board Liaison
Marlene Fong, Consultant
Bruce Saathoff, Consultant
Annie Chou, Legislative Advocate

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

None

MAJOR POLICY - First Reading

A. Field Trips

Add the following policy to page 274.

Field Trips

CTA believes field trips enrich and enhance the curriculum, strengthen observation skills, and expand students' knowledge in a particular subject area. Field trips also expand students' awareness of how they connect with their community and with other diverse communities in the world. When possible, field trips should align with CTA's racial equity and social justice goals.

This policy is submitted for first reading in response to NBI 1/21-2: I move that CTA write policy on field trips/curricular excursions that is in line with our racial and social justice goals and statements on Black Lives Matter, Undocumented Immigrants, and other marginalized communities.

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 reviewed and commented on proposed policy from the Special Education committee at their request.
2. The subcommittee reviewed their goals and looked at how C&I policy can support those goals and where new policy might be needed.
3. The committee welcomed their new legislative advocate Annie Chou.
4. The committee heard reports from their liaisons.

Retirement

Kevin Welch, Chairperson
MaryKay Scheid, Vice Chairperson
Joe Bartell, Board Liaison
Rose Luna, Consultant
Mitch Olson, Consultant
Seth Bramble, Legislative Advocate

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

None

MAJOR POLICY - First Reading

None

MAJOR POLICY - Second Reading

A. Retirement System Benefits

Page 242, fourth paragraph: "Benefit improvements shall be applied on an equitable basis to all members and beneficiaries of CalSTRS/CalPERS. Ad hoc benefit increases, which favor one group of members to the disadvantage of another group of members, should be resisted. ***This does not preclude adoption of greater increases in order to bring parity to groups that retired under a lower benefit amount in their respective retirement systems.***"

The committee seeks to update this policy due to retirement law changes over the years that have created varying levels of benefits. This updated policy will allow CTA to advocate for parity by considering that not all retirees retired under the same level of benefits

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. Kevin Welch, Retirement Committee Chair, shared with the committee the policy governing CTA's position on retirement issues. He reminded the committee that this council will include major policy for second reading that will be debated, and potentially adopted at this meeting. The committee will also take up two important pieces of sponsored legislation regarding CalSTRS overpayment due to employer or CalSTRS and the CalSTRS's Option 1 proposal regarding the Supplemental Benefits Maintenance Account (SBMA).
2. Rose Luna, Committee Consultant, shared with the committee an example of how a CalSTRS audit can result in an adjusted benefit that requires a retiree's benefit to be reduced and for the member to reimburse CalSTRS for overpayments. The committee is pursuing sponsored legislation to address this growing problem.
3. Seth Bramble, Retirement Committee Legislative advocate, shared with the committee bills that have been introduced into the State Legislature impacting retirement. He then provided the committee with important information regarding the committee's two pieces of sponsored legislation regarding CalSTRS overpayments and the SBMA. The committee approved sponsored legislation regarding Concept Beliefs regarding overpayments from CalSTRS. The committee approved for second reading a policy change regarding current policy to allow for enhancements to CalSTRS benefits for those who retired under lower benefit amounts. The committee approved moving forward sponsored legislation regarding CalSTRS, SBMA, Option 1. For update information on legislation please visit <http://leginfo.legislature.ca.gov/>.
4. Joe Bartell, CTA Board Liaison, shared the State Budget has been released by the Governor, and the initial funding amounts for public education are of historic levels once again. This is the beginning of a process, so things can change between now and the final adoption in June, but this is a great place to start. A recent executive order by the Governor gives much needed flexibility to local districts in filling the gaps in staffing created by the most recent surge of COVID. The new order allows long-term and daily subs to be in classrooms for 120 days; allows student teachers to sub without direct supervision as long as they hold a substitute credential; and allows districts the flexibility to grant substitute credentials and bypass the CCTC waiting period. Additional orders have also made it possible for retired educators to come back to sub without the CalSTRS prohibition/waiting period. The CTA Board, at their last meeting, made the decision to move all conferences until February 15th virtual due to the current COVID surge. Conferences after that date will remain in-person unless subsequent action is taken based upon the ever-changing dynamics with the pandemic. Lastly, CTA signed on to a joint labor letter requesting the Governor re-establish paid time off for educators forced to quarantine or isolate due to close contacts and infection from COVID. We are asking all members to contact their elected Legislators to request this be done expeditiously.
5. Ed Foglia, NEA Board Liaison, shared information with the committee on the following topics: Build Back Better Act, Voting Rights, Workers' Rights, and Social Security & GPO/WEP, inclusion. He also shared that NEA is attempting to restart COVID in-person meetings with both NEA RA and Conferences.
6. Mitch Olson and Rose Luna, CTA Staff Consultants, reviewed the Governor's Executive Order as it pertains to CalSTRS with the committee. The order did two things to allow CalSTRS retirees to return to service: (1) it removed the earnings limit to allow retirees to return without being impacted in their retirement benefit from the period of July 1, 2021

to March 31, 2022 (CalSTRS earnings from April 1, 2022 to June 31, 2022 are still subject to an earning limit of \$48,428 for 2021-22); and (2) it allows for CalSTRS retirees to return to service before the 180 day wait out period. For further information, please contact your local leadership/CTA staff person. CalSTRS Employer Directive -

<https://www.calstrs.com/sites/main/files/file-attachments/directive2022-01.pdf?1642184561>

The staff also reported that they have been offering virtual retirement trainings throughout the year through service centers where they share directly with members a broad overview of the CalSTRS retirement system.

7. MaryKay Scheid, CalSTRS Liason, shared that at the CalSTRS Board meeting, CalSTRS staff reported in their Investment Report that CalSTRS has \$320 billion in the fund as of 10/31/21 with stable asset allocation. 76% of assets are in the US based on real estate, etc., but those only account for 43% of revenue. China is 4th largest country in portfolio (only 2%), but generates 10% of revenues. Europe is less important these days. Inflation is an uncertainty. Employment also is an uncertainty. Investment costs increased this year for the first time in 6 years, but we had double digit returns. CalSTRS is now scheduled to hit full funding 2041 (5 years ahead of schedule) and in a much better position today than last year. As far as investments, there continues to be requests to divest from Embridge and from fossil fuels. CalSTRS stated that they are not heavily weighted in fossil fuels. CalSTRS stated that any divestment that takes away from Global Equity will likely reduce the ability to achieve full funding and require modifications to the current funding plan. As CalSTRS increases investment complexity, they have to make sure there are resources and expertise.
8. John Anderson, CalPERS Liaison, reported that CalPERS continues to engage with groups interested in public pension divesting from fossil fuels. CalPERS support the divesting prudently as they continue to engage as a large investor with the companies that they currently have holdings in to encourage diversification and corporate responsibility. CalPERS has created an internal group to consider diversity and equity in its internal workings as well as with investments. They will develop an action plan. CalPERS is hiring a new Chief Investment Officer within the next couple of months. The former CIO had to resign because of conflicts of interest. 38 percent of CalPERS members have jobs related to education.
9. Orval Garrison, CTA/NEA Retired Liaison, shared the Governor's Executive Order temporarily suspending the 180-day return-to-work prohibition is an ongoing concern for retirees given that members continue to retire at different times during a year. CTA/NEA-Retired continues to support CTA action leading to successful legislation implementing CalSTRS's SBMA, Option 1. CTA/NEA-Retired is on the frontline dealing with retirees facing overpayment payback to CalSTRS and supports CTA's efforts to initiate sponsored legislation to address this growing problem. CTA and CTA/NEA-Retired should press for legislation that holds districts responsible for repayment if it is a school district that was responsible for reporting errors.

Adult, Alternative, & Career Technical Education

Kristin Montoya, Chairperson
Melody McGill, Vice Chairperson
Irene Amezcua, Recorder
Laura Araujo-Salinas, Recorder
Mike Patterson, Board Liaison
Christal Hall, Consultant
Wendy Lockhart, 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

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. The committee members congratulated board member Mike Patterson on his shift to PIC, but his long-time presence with ACT will be greatly missed. He will remain involved as the Liaison chair for the Career Networking Liaison group.
2. Liaison Reports:
 - a. Jenni Pareas (CA Ag Teachers Assoc) - Conference scheduled in March, in-person, but asking for virtual option. Next meeting is in June.

- b. Lance Gunnersen - CA Workforce Joint pathways Advisory: November 19th the WFJPAC met via videoconference to continue work on the new state plan for CTE in California:
 - i. The CWPJAC A few recommendations for the State Board of Education on the CTE Plan from the past meetings:
 - 1. Incentives that create systems to support organizing learning across grades 11 through 14.
 - 2. Alignment with credentials and the labor market, using industry recognized certification as a guide.
 - 3. Governance to oversee and insure funding for an integrated 11 through 14 system with the State's economic development priorities.
 - 4. Staff to rethink staffing structures to organize learning experiences
 - 5. Teacher Workforce (those who provide certifications in various careers) be added as an additional driver of the economy and recovery
 - ii. CTE needs to be introduced in the lower grades including elementary levels.
 - iii. Research shows that ONE of the top priorities for Parents and students is finding a career passion in school.
 - iv. We need to broaden Career Exploration in our schools.
- c. Sub-Committee Reports:
 - i. Legislation Committee: No active legislation reviewed.
 - 1. It's possible that AB388, which would give permanent status to some currently excluded groups, could still be viable.
 - ii. Adult/Alternative Education:
 - 1. Discussed policy language around quality education programs and basic skills to clarify.
 - 2. Implications of AB 104: Expands the minimum HS graduation requirements, which can affect the ability of Alt Ed students to graduate.
 - iii. CTE Subcommittee:
 - 1. Discussed possible CTE graduation requirement and new Perkins draft plan.
- d. Conferences:
 - i. CITEA (CA Industrial Technology Educators Assoc) will be holding their annual conference at El Dorado HS April 9-10.
- e. ACT welcomed Legislative Advocate Toni Trigueiro to the committee, taking the place of Patricia Rucker, who will also be greatly missed.

Financing Public Education

Grant Schuster, Chairperson
Steven Comstock, Vice Chairperson
Erika Jones, Board Liaison
Dave Brown, Consultant
Daniel Koen, Consultant
Angela Su, Consultant
Katie Hardeman, Legislative Advocate

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

A. Adoption of the 2022-2023 State Budget Principles

PreK-12 & Adult Education 2022-23 Budget Principles

CTA believes the state and federal government should provide sufficient funding for public education to ensure all schools can provide a high-quality education and serve the needs of all students. CTA further believes funding for public education is an absolute obligation.

PreK through 12 funding:

- CTA believes the state must provide funding that moves California to the top ten states in per-pupil funding.
- CTA believes Proposition 98 should be a floor and not a ceiling for education funding.
- CTA believes we must protect the integrity of Proposition 98. CTA opposes any encroachment from non-Proposition 98 programs into the Proposition 98 side of the budget. CTA opposes any action which would reduce the Proposition 98 funding level.
- CTA believes that Proposition 98 should be protected from reductions through the creation of new or existing tax credits and giveaways that do not provide clear economic benefits to California, including public education. CTA further believes that existing tax credits should be carefully reexamined and repealed where there has not been a benefit to the California economy and public education.
- CTA believes we must support and monitor the Proposition 98 guarantee certification process to ensure it has been properly implemented and to provide certainty in school funding going forward.
- CTA believes that the Local Control Funding Formula should be continuously appropriated to ensure the flow of education dollars to California's public schools without disruption.
- CTA believes that the Local Control Funding Formula base grant should be increased beyond COLA and should utilize benchmarks to increase the LCFF base grant over time.
- CTA continues to support supplemental and concentration grants to meet the unique needs of California students.

- CTA opposes any policy changes to the LCFF that would require the State Board of Education to modify regulations related to allowable LCFF expenditures. Additionally, CTA believes any policy changes should be vetted through the Legislative policy committees.
- CTA supports additional funding to the California State Teachers' Retirement System through additional non-Proposition 98 General Fund to reduce district's contributions. CTA supports maintaining the integrity and implementation of AB 1469(Chapter 47, Statutes of 2014), which provided a long-term funding plan for CalSTRS.
- CTA supports increasing funding for special education. CTA believes providing adequate funding to special education to fully fund the cost of special education is needed to support increased student needs and costs. Existing state and federal mandates for special education should be funded fully before adding new program requirements or incentives.
- CTA supports maintaining the LCFF and providing, at a minimum, the statutory COLA for the LCFF.
- CTA supports, at a minimum, providing the statutory COLA on the remaining K-12 education categorical programs.
- CTA supports investing in educator retention and recruitment in order to address the state's educator shortage, especially in chronic shortage areas.
- CTA supports investing in professional development to address the needs of educators and staff.
- CTA believes schools should be protected from reductions in funding during emergencies, including wildfires, pandemics, and other natural disasters, in order to maintain services and support for students and staff. CTA believes any changes to attendance-based funding should be carefully considered and include a hold harmless for all local educational agencies.
- CTA believes Career and Technical Education funding should continue to be a priority and should be administered by the Department of Education.
- CTA supports community schools. However, funding for community schools for activities not customarily part of instruction should be paid for by non-Proposition 98 funding.
- CTA supports additional funding to support the needs of students, educators, and staff during the COVID-19 crisis, including technology, mental health, school nurses and counseling.
- One-time funding should be allocated equitably and made as flexible as possible to provide local educational agencies with discretion in addressing their unique needs.
- CTA supports expanding access to Transitional Kindergarten (TK), if implemented equitably and the appropriate resources are provided. CTA believes TK cannot be expanded within existing resources. CTA supports the "rebenching" of the Proposition 98 minimum guarantee to accommodate the expansion of TK.
- CTA believes school facilities should be funded with non-Proposition 98 funding.
- CTA supports extending COVID-19 Supplemental Paid Sick Leave benefits for all employees, including school staff.
- CTA supports additional funding to adequately fund school transportation.

- CTA supports maintaining the funding commitment to provide universal access to subsidized meals in schools.

Adult Education Funding:

- CTA supports the principle that all adult students should have access to fully funded adult education curriculum and programs.
- CTA supports at a minimum providing the statutory COLA for the Adult Education Program

Community College Association 2022-23 Budget Principles

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

Community College Funding:

- CTA believes that the state should provide adequate funding for community colleges to ensure access to a tuition-free community college education for all students.
- CTA believes that Proposition 98 should be a floor and not a ceiling for education funding.
- CTA believes that we must protect the integrity of Proposition 98 and that we must support and monitor the Proposition 98 guarantee certification process to ensure it is properly implemented.
- CTA opposes any encroachment from non-Proposition 98 programs into the Proposition 98 side of the budget. CTA opposes any action which would reduce the Proposition 98 funding level.
- CTA believes that Proposition 98 should be protected from the reductions that occur when tax credits and giveaways are created that do not provide clear economic benefits to California. Existing tax credits that harm Proposition 98 and thus reduce PreK-14 funding should be carefully reexamined and repealed where there has not been a benefit to the California economy and public education.
- CTA believes that PreK-12 school districts and local community colleges are best suited to provide vocational instruction to the workforce in their communities. Statewide community college districts such as Calbright should be carefully monitored and only supported if they clearly provide a cost-effective benefit to the unique needs of under-employed Californians.
- CTA supports additional funding to the California State Teachers' Retirement System through non-Proposition 98 General Fund allocations in order to reduce community colleges' contributions. CTA supports maintaining the integrity and implementation of AB 1469 (Chapter 47, Statutes of 2014), which provided a long-term funding plan for CalSTRS.

- CTA supports increased funding for part-time faculty support. Specifically, CTA supports additional funding to provide pay and benefit parity for part-time faculty, including office hours, professional development, health insurance, and other supports.
- CTA supports increasing the base allocation for community colleges.
- CTA opposes funding based on completion metrics of any sort.
- CTA supports providing additional resources to low-income students, including CalGrants and emergency student financial assistance.
- CTA supports investing in efforts to bolster enrollment and retention rates for community college students.
- CTA supports at a minimum providing the statutory COLA on apportionments and all categorical programs.
- CTA supports increased funding for enrollment growth.
- CTA supports increasing the number of and diversity of full-time faculty to meet and exceed the 75/25 percent full-time faculty provisions of AB 1725.
- CTA supports investing in professional development for faculty.
- CTA supports additional funding to support the success of students and faculty, including tutoring, technology, technology support, counseling, mental health, and other supports.
- CTA supports the allocation of additional Proposition 51 bond funds to support eligible construction projects at community colleges.
- CTA supports extending COVID-19 Supplemental Paid Sick Leave benefits for all employees, including community college faculty (full-time and part-time) and staff.

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

MAJOR POLICY - First Reading

None

MAJOR POLICY - Second Reading

None

OTHER ITEMS FOR IMMEDIATE ACTION

A. NBI 10/21-1, Moot.

"I move CTA sponsors legislation reinstating ADA funding for excused absences."

Rationale: Funding was rebenchmarked to adjust for the loss in ADA due to not counting excused absences when excused absences were removed from the calculation for funding. In addition, CTA's current efforts in advocating for funding increases and changes to the ADA component to the funding formula are for much greater funding adjustments than would be generated by funding excused absences.

B. NBI 10/21-8, Moot.

"I move CTA sponsors legislation to eliminate Average Daily Attendance as a mechanism for education funding."

Rationale: There is current legislation and ongoing budget discussions around altering the ADA component of school funding formulas and therefore it is unnecessary to sponsor legislation. This concept is being incorporated into the budget principles for 2022-23.

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

1. Policy Subcommittee to further consider policy on state categorical programs in the LCFF world.

INFORMATIONAL ITEMS

1. FPE Chairperson Grant Schuster welcomed new committee members, alternates, and visitors.
2. Board Liaison Erika Jones presented updates on state council and voting shared CTA response and priorities to the Governor regarding the latest Covid surge and gave updates about the CTA organizing plan and upcoming CTA events.
3. Legislative Advocate Katie Hardeman provided an update on interim bill positions and highlights on the Governor's 2022-23 state budget proposal.
4. FPE is considering reconfiguration and the possible addition of sub-committees.

Assessment & Testing

Maria Santos, Chairperson
Robert Bassett, Vice Chairperson
Jennifer Kane, Recorder
Greg Abt, Board Liaison
Brian Guerrero, Consultant
Kelly Iwamoto, Consultant
Efrain Mercado, 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

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. Marina Santos, AST chair, opened the meeting by welcoming returning and new members to the committee then led the group in a grounding activity to get things started. Marina also revisited the recent and past successes on state testing flexibility and the removal of SAT/ACT from UC and CSU admissions, eliminated Grade 2 CAASPP testing, and abolished the High School Exit exam, all championed by AST.
2. Robert Bassett, AST Vice-Chair, announced that AST has a new Legislative Advocate, Efrain Mercado. Patricia Rucker will be leaving AST to join Credentials and Professional Development (CPD). During Patricia Rucker's time with AST, there were many

accomplishments, such as eliminating Grade 2 testing and the high school exit exam, streamlining state testing, and restructuring the state accountability system. The committee thanks her for support and advocacy as the AST legislative advocate.

3. CTA Board of Director and Liaison, Greg Abt, provided some highlights from the State budget and other COVID-related topics.
4. AST legislative advocate, Efrain Mercado, provided an overview of the legislative process and how it relates to AST.
5. The committee received assessment [updates](#) from CTA staff consultant, Brian Guerrero, on:
 - a. Spring 2021 state test scores have been released.
 - i. Less than 25% of students statewide took the Summative CAASPP tests in spring 2021.
 - ii. The results from those students who took the tests were largely as expected – “ overall, scores dropped by 3-5 percentage points, with effects being more pronounced in Black and Latino students, low-income students, and students with disabilities. However, these same students also bore the brunt of COVID-related hardships – “ racial and ethnic discrimination, sickness and deaths in the family, economic hardships, food and housing insecurity, lack of access to internet and technology, etc. – “ so it is difficult to attribute their drop in scores on distance learning specifically (even though that is exactly what opponents of public education will do).
 - iii. Historic differences in test scores between racial and ethnic groups and high and low-income students (the "achievement gap") predate the pandemic and are much larger than any changes during the pandemic, pointing to long-standing inequities as the root cause of lower-than-desired performance on state tests rather than distance vs. in-person teaching and learning.
 - b. Use of Interim CAASPP tests
 - i. Interim tests are meant to be formative assessments. They are tools for teachers and can be used in standardized or non-standardized ways (such as in groups or whole class), depending on the needs of students and the professional judgement of teachers. Interim Comprehensive Assessments (ICAs), the longest of the Interim assessments, are still based on the full test blueprint while the actual summative CAASPP test administered in spring 2022 will use the shortened blueprint; giving the ICA would take twice as long as the actual test and should be avoided. Interim assessments should not to be used for high stakes purposes ([CA EdCode 60642.7\(b\)](#)).
 - c. Early Childhood Assessments
 - i. Reviewed a recent research article from the Learning Policy Institute on characteristics of high-quality Kindergarten Entry Assessments.
 - d. UC SAT/ACT Policy Article
 - i. UC decided to stop considering SAT and ACT scores in admissions last year. UC has just decided not to create its own admissions exam. "UC

will continue to practice test-free admissions now and into the future."
(Provost Michael Brown)

- e. Physical Fitness Test
 - i. The State Board of Education approved modifying the Physical Fitness Test by removing BMI from the FITNESSGRAM because of concerns about its fairness to students with disabilities and those students who identify as gender-nonbinary, as well as negative impacts on students' body image.
- 6. Marina closed by sharing with the committee a proposed update to language in the CTA MTSS policy regarding assessment and how it is consistent with AST policy. There was discussion of some terms (such as "authentic" assessment) but no objections to the proposed language changes.

Student Support Services

Erika Zamora, Chairperson
William Page, Vice Chairperson
Irene Amezcua, Recorder
Sergio Martinez, Board Liaison
Lori Adams, Consultant
Arleigh Kidd, 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

None

REFERRALS TO THE BOARD OF DIRECTORS

1. SPS is requesting assistance and guidance on how to respond to legislation requiring 75% of all classified and certificated school employees be trained in evidence-based youth behavioral health by January 1, 2025 including "recognizing the signs and symptoms of youth behavioral health disorders including common psychiatric conditions such as schizophrenia, bipolar disorder, major clinical depression, and anxiety disorders.

MATTERS PENDING

None

INFORMATIONAL ITEMS

- 1) SPS Legislative Advocate Toni Trigueiro started off the meeting with her [Legislation Report](#) which contains many articles of interest regarding Student Support Personnel
 - a) The SPS committee supports the request by Assemblymember Patrick O'Donnell, chair of the Assembly Education Committee for CTA to co-sponsor a "DHCS Audit bill"

directed at the program inequities around the participation of LEAs in the federal LEA BOP program. Currently, some portion of 75% of submitted claims by LEAs are being disallowed; CA ranks 48th in the amount of eligible federal dollars not being drawn down; and the recently approved State Plan Amendment extends specific reimbursable health services to all eligible Med Cal students (previously only special education services were reimbursable).

- 2) CTA Board Member, Sergio Martinez, discussed the CTA Trauma Informed Teaching and Learning Workgroup. The group is discussing a possible presentation to State Council in Spring of 2022.

Sergio and Vice Chair Wil Page brought attention to the Virtual Town Hall Meeting regarding Community Schools scheduled for this coming Friday, January 19th at 4:00pm. It is important that local leaders request information on their district's eligibility for funding for Community Schools and how the money is being spent. Districts should be convening all stakeholders to have a voice in what services are needed for their community and not use the money as their own discretionary fund, especially, as the governor has proposed an additional \$3 billion in his budget for Community Schools.

There is also a campaign to contact your state senator to demand additional paid sick leave, since the previous leave expired on Sept. 30th, 2021 and we are experiencing another surge in COVID-19 and need more time for quarantine or sick leave. Call your senator at 1-888-724-8903.

- 3) The committee took time to review and approve the positions on all assigned bills provided here [SPS Bills](#).
- 4) Liaison Reports
 - a) CA School Nurse Organization - Jacquella Payne, RN, BSN, PHN, Credentialed School Nurse
 - i) Billions funneled (\$13.7 Billion) into California for COVID-19 support and learning loss: School Nurses Advocate for More Staff Now is the time for school nurses and supporters to advocate for more school nursing services in their district. CSNO has set up an Advocacy page, where tools and resources can be used to advocate for funding more nurses <https://www.csno.org/advocacy-resources>. In a recent ACLU publication, California falls below the recommended ratios for school nursing. According to the ACLU, (p 14) "According to the federal data, the national average is 936 students to one nurse. More than 70 percent of the nation's students attended schools that did not meet the recommended ratio. Over 33 percent of schools did not report a nurse on staff--this impacted 14.5 million students. ACLU Document Read More
 - ii) CTA will have a booth at the upcoming CSNO, in person Conference in Monterey, February 17-20, 2022. Be sure to encourage your nurses who plan to attend to visit the booth.
 - iii) Safe Schools for All-Virtual Training Academy
The Virtual Training Academy provides an opportunity to learn more about specific topics regarding safe learning environments in schools and COVID-19. Trainings and webinars are taking place on a weekly basis covering a wide variety of topics and will

be recorded for future reference.

Topics include: Case Investigation and Contact Tracing, Outbreak Management, Principles of Safe Schools, School Specialist, Vaccine Communications, Cultural Humility, Resources for Community Partners, COVID-19 Vaccine, Communications Community Corner, Communities of Practice Build Your Own CoP Coffee Chat, Science Corner, Speakers Bureau, Wellness Corner, Grief and Transition, Stress Busters, Balanced Nutrition, Mindfulness Practices, Supportive Relationships Read More

b) CA School Library Association - Nicole Piscionere

We would love to see you again at our next CSLA Annual conference, happening virtually this February, 2022. Our theme this year is "Knowledge Up!" where we are focusing on breaking down the barriers and building bridges towards inclusivity. Registration for our conference is now open!

<http://csla.net/events/csla-2022-conference/>

<https://knowledgequest.aasl.org/book-challenges-part-2-a-resource-handbook/>

c) Pupil Services Coalition/SEL - Josh Godinez

- i) There is much conversation continued around the behavioral counselors. There is concern that these people are not required to be Pupil Personnel Services credentialed people coming on to the campus and questions around the qualifications, expertise, specializations, experience, roles, and responsibilities for these behavior counselors. The language blends in public relations pushes whereas they start by saying "clinicians" and then say "counselors." When stakeholders hear "counselors," they think "school counselors" and there is great concern about these people coming on to campus and not having a clear plan for effective delivery and long-term sustainability. This causes concern for the reputability of the school counseling profession. Also, there have been conversations about who can bill and who can't under Medi-cal. School counselors have been explicitly omitted under federal statute, but school counselors share that their job has changed over the last decade and what others can bill for-they now explicitly do. Conversations continue around knowing the incentive districts see in revenues from billing. The Office of Health at the California Department of Education is looking to fill positions soon with an administrator and 3 consultants (inclusive of a school nurse). The School Social Workers will have their conference in March. The chair of the PPSC is changing from Sheri Coburn from CSNA to Melanee Cottrill from CASP. [Fostering the Whole Child: A Guide to School-Based Mental Health Professionals](#)
- ii) There is celebration with the office of health coming into the Department of Education. School social workers also have a conference coming up in March.

d) CA Association of School Counselors - Kirsten Barnes

- i) CASC Board Meeting was last weekend (Virtual) CASC has been working with CTA on several bills in 2021 and will continue in 2022. Thank you to Toni Triguero and all of her work.

- ii) A major concern is Counselor Coaches. The Dept. of Health Care Services, (DHCS), the California Department of Education, (CDE), and the Governor are appearing to advocate for an AA degree program to augment the counseling workforce.
 - (1) Contractors selected (McKinsey & Cohave) have little familiarity with California's education system and school-based health and mental health.
 - (2) While we know it will take a few years to get this off the ground it is a huge insult to think a 2 year degree will qualify someone to address the mental health needs of our students as opposed to School Counselor, School Social Workers and School Psychologists. CASC is asking as we are sure CTA will as well <https://casponline.org/pdfs/publications/SBMHP>
 - (a) Recognition of schools as an equal partner in the planning and program development of the Children and Youth Behavioral Health Initiative
 - (b) Ensuring DHCS has a solid grounding in the rules and operations of schools and school-based health and mental health programs.
 - (c) Develop multiple strategies to increase the number of school-affiliated mental health professionals and PPS credential holders.
 - (d) Investment in capacity building of Pupil Personnel Services (PPS) credentialing programs in California's public university systems is critical to transforming provision and access to mental and behavioral health services for California's children and youth.
 - (e) Workforce development elements of the Initiative must utilize existing structures for education preparation programs (induction), support apprenticeships, internships, residencies and pathways, and incorporate state education code requirements for individuals employed by schools
- iii) Joint letter to Dr. Mark Ghaly re: the role of schools and the education sector is central to the success of the Children and Youth Behavioral Initiative.



November 19, 2021

Dr. Mark Ghaly, Secretary
California Health and Human Services Agency
1600 9th Street, Ste 460
Sacramento, CA 95814

RE: The role of schools and the education sector is central to the success of the Children and Youth Behavioral Health Initiative

Dear Secretary Ghaly:

Thank you and the Newsom administration for your leadership in addressing behavioral and mental health challenges for California's children and youth. We write, as representatives of local educational agencies and those working in classrooms and schools that provide mental and physical health services and social-emotional support to the state's six million TK-12 students, to share recommendations and concerns as the administration proceeds with implementation of the Children and Youth Behavioral Health Initiative (Initiative).

The transformative potential of the Initiative to ensure California's children have access and receive mental and behavioral health services will only be reached if the role of the TK-12 education system is recognized and incorporated into each and every element, from the ground up. While we appreciate this major undertaking is still in its infancy, we want to ensure that this crucial collaboration is institutionalized early on. Our coalition of organizations, representing educators, professional associations of pupil personnel services (PPS) and school nurse services credential holders, governing boards, county superintendents and school district leaders, has been meeting throughout the year to review, analyze and share feedback on the Initiative. We have met with Deputy Secretary Welch and with leadership and staff of DHCS and OSHPD/HCAI. Some of us also participate in the DHCS Workgroup on the Managed Care Plan Incentive Grants. We appreciate the ongoing dialogue. Now, as CHHS and Department leaders face critical decisions on the Initiative we want to share our

- iv) Anyone can still "attend" or sign up for the CASC Virtual Conference. Registration is open until October 27, 2022 https://www.schoolcounselor-ca.org/ev_calendar_day.asp?date=10%2F28%2F21&eventid=78
- v) National School Counselor of the Year Awards in Washington DC, February 4th

- vi) Alma Lopez, lead school counselor at California's Livingston Middle School is the National School Counselor of the Year. California has not had one in a long time.
- vii) National School Counseling Week is February 7th -11th.
- viii) Next Board Meeting March 12th (Virtual)
- e) SARB Rebecca Harper

SARB is meeting next week on January 20, 2022.

5) Staff Report Arleigh Kidd/Lori Adams

Governor's Budget proposal has 5.33% COLA proposal in the governor's proposed bill, a third option for calculating average daily attendance (added three year average for ADA) and independent study is being counted as average daily attendance.

Be sure to participate in the campaign for additional sick leave (it expired September 30, 2021). It is time to add more sick leave for our CTA members being quarantined.

LAUSD's new superintendent spoke about Student Support Personnel during his first press conference last night. Hopefully, he will follow through and will be a good superintendent for LAUSD.

Negotiations

Kyna Collins, Chairperson
John Havard, Vice Chairperson
Kristi Iwamoto, Recorder
Jesse Aguilar, Board Liaison
Brian Breslin, Consultant
Vernon Gates, Consultant
Seth Bramble, 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

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. The committee reviewed the Interim Legislative Process and heard about current advocacy to support Covid-19 leave.
2. The committee is continuing our comprehensive review of our charter school policy.

Special Education Committee

Ismael Armendariz, Chairperson
Stacy Williams, Vice Chairperson
Jose Segura, Recorder
Angela Normand, Board Liaison
Karen Taylor, Consultant
Lisa Vieler, Consultant
Annie Chou, Legislative Advocate

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

None

MAJOR POLICY - First Reading

A. Special Education: Individualized Education Programs

CTA believes all educators retain the right to participate in the development of IEPs for students for whom they serve and be invited to participate in such IEP meetings. CTA supports a unified and consistent approach to IEPs. CTA supports student-centered IEP meetings that utilize measurable current data, are strength-based, and validate parent and student feedback.

CTA believes that all special education staff need protected time during the contracted school day for IEP testing, training, preparation, collaboration, and other IEP casework duties, in addition to the contractual mandatory preparation time provided to all certificated educators and Education Support Professionals.

RATIONALE: To support and address the recommendations from the California Statewide Individualized Education Program (IEP) Workgroup Report, which was authorized by the Budget Act of 2020, SB 74 and provided to the chairs of the relevant policy committees and budget subcommittees of the Legislature, the Executive Director of the State Board of Education, the Superintendent of Public Instruction, and the Director of Finance.

B. Multi-Tiered Systems of Support

Pgs. 279-280 ~~Response to Instruction and Intervention~~/Multi-Tiered Systems of Support

CTA believes ~~Response to Instruction and Intervention (RTI²)~~/Multi-Tiered Systems of Support (MTSS) is a general education system-wide practice, using evidence-based methods and frequent data collection to respond to the academic and behavioral needs of students which enables them to meet high academic standards. CTA believes the effective implementation of ~~Response to Instruction and Intervention~~/Multi-Tiered Systems of Support includes the following essential elements:

1. General educators use research/evidence-based curriculum and interventions to intervene, and continuously monitor progress of students' academic growth and positive behavior. As appropriate, instruction and interventions are adjusted accordingly to allow equal opportunities for all students to learn and may lead to referral to a Student Study Team. Progress is monitored as students respond or do not respond to interventions. As appropriate, interventions intensify-up to and including referral for assessment for Special Education services.

2. Students receive high-quality instruction in their general education classroom by ~~appropriate~~ qualified and trained personnel. Instruction is given in the core curriculum with the goal of achieving the state's grade level standards.

A key component of high-quality instruction in the MTSS framework is the use of Universal Design for Learning (UDL). By utilizing principles of UDL, educators can proactively design classroom instruction and curriculum materials that provide meaningful and productive access to the core curriculum for every student, including students with IEPs, 504s, and English learners. CTA believes that all educators should be provided with ongoing professional development focused on the essential elements and implementation of UDL. Additionally, educators should be provided the tools and opportunity to develop innovative and effective teaching methodologies that are consistent with the principles of Universal Design for Learning.

3. General educators use ~~formative and summative~~ assessments that are aligned to the Common Core State Standards. Educators provide multiple and flexible means of assessment to allow all students various ways to demonstrate their understanding and knowledge.

4. Universal screening and progress monitoring are used to determine the effectiveness of student responses to provided interventions as well as to inform decisions on a continuum of services for students.

5. All school staff receive ongoing high-quality professional development focused on the essential elements and implementation of ~~in research-evidence-based~~ best instructional practices, interventions, assessments, accommodations, behavior modification and data analysis. Site teams use a collaborative approach to monitor students and analyze data in order to develop and implement interventions and methodologies.

6. The involvement and active participation of parents and/or guardians at all stages of the instructional and interventional process is essential to improving the educational outcomes of their students.

7. Full funding for professional development, resources and personnel is required to implement this system-wide, prevention-based framework for improving learning outcomes for all students and should be included in a district's Local Control Accountability Plan (LCAP). (SEC: January 2009, June 2014)

C. Graduation Requirements (page 378)

CTA believes students should receive high school diplomas only when they have met minimum competency standards for graduation. Multiple options will be provided for students to demonstrate competency. There will only be one document (referred to as a diploma) that designates that students have satisfied all requirements to graduate from high school. Students should not be denied a diploma based on the results of any single state or district mandated test or measurement.

CTA believes every student is entitled to the opportunity to graduate from high school with a high school diploma. Mandated curriculum/graduation requirements must take into consideration the diverse needs of the learner; the IEP and 504 team recommendations; the differing abilities and resources of the schools and localities; the complex and ever-changing nature of our economy and society; and the difference between idealistic goals and practical realities.

Graduation requirements must be well-balanced and broadly based, including provisions for both general education (i.e., the common learning or core curriculum required of all students) and specialized education (i.e., career technical education and/or college preparatory education). Consistent with current federal law contained within the Individuals with Disabilities Education Act (IDEA), CTA believes every student with an IEP or a 504 should have an opportunity to earn a high school diploma that allows them to pursue any postsecondary college, training, or employment options, and meaningfully and fully participate in their community.

CTA believes teachers should have the central role in the development definition, and implementation of graduation requirements. CTA believes students who attend a non-traditional high school should be awarded a high school diploma or equivalent certificate based on the minimum California high school state standards.

CTA believes that when juveniles are under the authority of the juvenile court system and are required to attend school under California's compulsory education requirements, they should be taught by credentialed teachers. CTA believes that when students are transient due to such things as juvenile court, foster care, migration or homelessness, they should be able to earn credit for partially completed course work that was satisfactorily completed towards graduation requirements. (C&I: October 1977, January 1984, June 2001, June 2002, June 2016, June 2019)

Rationale: *Consistent with current federal law contained within the Individuals with Disabilities Education Act (IDEA), every student with a disability should have an opportunity to earn a high school diploma which allows them to pursue any postsecondary college, training, or employment options, and meaningfully and fully participate in their community.*

MAJOR POLICY - Second Reading

A. Quality Education: Special Education Programs, Foundations for Excellence: 397

CTA believes students with ~~Individual Education Plans (IEPs)~~ IEPs and 504s may benefit from instruction provided in general education and career and technical education.

Rationale: Participation and inclusion in Career Technical Education has not been consistent nor accessible for students with IEPs and 504s across the state. This policy update helps support conversations at the state level to include students with IEPs and 504s in this program.

B. Quality Education: Appropriate Inclusion: 348

CTA believes appropriate inclusion exists when students with ~~disabilities~~ IEPs and 504s attends age appropriate ~~regular general~~ education classes and career technical education in their home school, for the same number of instructional minutes as their peers, with appropriate support and funding.

Appropriate inclusion is one option in the full continuum of services and full range of delivery models available to students with ~~disabilities~~ IEPs and 504s as determined by the Individualized Educational Plan (IEP). Appropriate inclusion requires additional federal and state funding. This funding should be a prerequisite to the implementation of appropriate inclusion and will continue for as long as this option exists. Coordinated planning time for all educational employees involved is a requirement for successful appropriate inclusion. The impact of appropriate inclusion must be bargained. ~~Regular~~ General educators, CTE teachers, special educators and support personnel must be involved as full partners in the planning for and implementation of appropriate inclusion. Training must be provided for all educational employees involved in the implementation of appropriate inclusion. Modification in class size, scheduling, and curriculum design may be needed to accommodate the shifting demands appropriate inclusion creates.

Rationale: Participation and inclusion in Career Technical Education has not been consistent nor accessible for students with IEPs and 504s across the state. This policy update helps support conversations at the state level to include students with IEPs and 504s in this program.

C. Quality Education: Appropriate Placement: 349

Appropriate Placement: Special Education CTA believes students with ~~disabilities (SWDs)~~ IEPs and 504s shall be educated in the most appropriate placement, based on their ~~Individualized Educational Program (IEP)~~ IEP or 504 plan.

A continuum of services including special education and related services shall be available to meet the needs of ~~SWDs~~ students with IEPs and 504s, including general education classes, special education classes, non-public schools and charters, home instruction, instruction in hospitals and state special schools.

The impact of this continuum of services must be bargained, including class size and coordinated planning time for the employees involved. Professional development and trainings for employees involved shall be provided to address the needs of ~~SWDs~~ students with IEPs and 504s in the appropriate and least restrictive environment (LRE) including career and technical education courses.

Rationale: Participation and inclusion in Career Technical Education has not been consistent nor accessible for students with IEPs and 504s across the state. This policy update helps support conversations at the state level to include students with IEPs and 504s in this program.

D. Quality Education: Special Education Programs, Foundations for Excellence: 397

CTA believes students with ~~Individual Education Plans (IEPs)~~ IEPs and 504s may benefit from instruction provided in general education and career technical education. There must be a greater emphasis on collaboration between general education teachers and special education staff in order to improve and expand services to students.

Rationale: Participation and inclusion in Career Technical Education has not been consistent nor accessible for students with IEPs and 504s across the state. This policy update helps support conversations at the state level to include students with IEPs and 504s in this program.

Rationale: Participation and inclusion in Career Technical Education has not been consistent nor accessible for students with IEPs and 504s across the state. This policy update helps support conversations at the state level to include students with IEPs and 504s in this program.

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. SEC Chair, **Ismael Armendariz**, thanked the committee for its flexibility, and particularly the Policy sub-committee for the many meetings and hours spent reviewing the multiple policies being considered by SEC for first readings.
2. Staff report: **Karen Taylor** reminded the group of the New Educator and Good Teaching conferences. **Lisa Vieler** briefly reviewed the Governor's Jan budget and mentioned the wealth of the session options at the Issues conference.
3. Board Liaison report: **Angela Normand** covered NEA and CTA elections; provided links to the CTA Org plan, NEA RA information, Governor's Jan budget, and COVID guidance/challenges/changes in CTA. This included GR's efforts re: COVID-19 leave.
4. Legislative Advocate: **Annie Chou** identified that February 18 marks the close of the period for new legislation and she expects that there will be legislation for the committee at the March State Council.

5. The Committee received the report, "Campaign Development: Disrupted Learning in CA Schools", broke into small groups, each focused on one major report category, e.g. Educator and Student Supports, and answered the 3 leading questions: What is the experience our students and educators are having? What do we need/what is most important to address? And, How do we get more people thinking and working on this? Our feedback was collected and will be shared with the original team who developed the report.
6. The Committee also received reports from these liaisons/ambassadors:

California Middle Schools Alliance, Troy Liggins: The California Schools to Watch Conference will be an in-person event on March 3-5, 2022 at the Monterey Marriott, Monterey, CA. Ten new schools to watch are nominated and accepted. This information can be found on the California League of Schools website.

Communities of Practice on Secondary Transition (COP), Stacy Williams: Bridge to the Future Institute will be March 7-9th, 2022. Continued discussions about IEP statewide template and alternative pathways to a high school diploma.

Organization for Special Educators (CARS+), Jessica Hilderbrand: CARSplus is the only association whose sole purpose is to represent the unique needs of Resource Specialists and other Special Education teachers. CARSplus is an important source of up to date information in a changing landscape of the field. This comes via the annual Convention (scheduled in person this year, Feb 25-26, 2022 <https://www.carsplus.org/2022-convention.html>), and our quarterly magazine. CARSplus also offers information to members through their website with legislative updates and occasional email updates.

Advisory Commission of Special Education (ACSE), Rebekah Acord: Governor's January preview of his budget suggests additional money for Special Education. This and the IEP template are still being discussed.

California Association of School Psychologists, Jose Malik. The Special Education Committee would like to thank our outgoing chair, Michael Flores-Castaneda for his timeless dedication to the profession.

In addition we would like to take the time to welcome and thank our Legislative Advocate - Annie Chou, as well as our staff consultants Karen Taylor and Lisa Vieler. The committee wants to thank PRR, C & I, and ACT for their collaboration on updating policy to support students with IEPs and 504s.

LIAISON/AMBASSADOR COMMITTEE

David Goldberg, CTA Vice-President
Sergio Martinez, Chair, Agency Review
Mike Patterson, Vice-Chair, Agency Review
Denise Bradford, Member
Telly S. Tse, Member
DeWayne Sheaffer, Member
Efrain Mercado Jr., Legislative Advocate/Ambassador/Liaison Program Coordinator
Dawn Basurto, Staff Support, Ambassadors
Jess Lima, Staff Support, Liaisons

Sergio Martinez called the meeting of the Liaison Committee to order.

LIAISON/AMBASSADOR COMMITTEE OF THE WHOLE

The CTA Liaisons/Ambassadors met virtually for their January meeting. CTA Liaison's assignment is to monitor, report, and respond to state policy discussions, as well as attend state agency meetings in person (when again appropriate). CTA Ambassadors are responsible for relationship-building between CTA and outside organizations in order to share CTA's organizational priorities. This meeting included a State Budget update from CTA Legislative Advocate Katie Hardeman, a Sacramento Scene update from Manager of Legislative Relations Lori Easterling, a status update on Community Schools from Human Rights Manager Monica Thammarath, and State Board of Education Executive Director Brooks Allen gave an update on the goings-on of the State Board and took questions.

SUMMARY OF REPORTS

A few recommends for the State Board of Education on the CTE Plan from the past meetings:

- Incentives that create systems to support organizing learning across grades 11 through 14.
- Alignment with credentials and the labor market, using industry recognized certification as a guide.
- Governance to oversee and insure funding for an integrated 11 through 14 system with the State's economic development priorities.
- Staff to rethink staffing structures to organize learning experiences
- Teacher Workforce (those who provide certifications in various careers) be added as an additional driver of the economy and recovery

CTE need to be introduced in the lower grades including elementary levels.

Research shows that ONE of the top priorities for Parents and students is finding a career passion in school.

We need to broaden Career Exploration in our schools.

AB 388 – Mike was informed that CTA is working to resurrect this bill.

Community Schools-Grant monies are available, apply for them, and plan to attend the Jan. 19th Forum which begins at 4:00 p.m.

CalSTRS-continuing to look at Divestment from fossil fuels, however, we are not heavily invested in them any longer.

BOTS - The enrolling of fraudulent students at the Higher Education level are a huge impact and will eventually impact all of us.

CTA members should use this resource to learn more about the research and issues that school-based mental health professionals face, [Fostering the Whole Child: A Guide to School-Based Mental Health Professionals](#).

CASP will host a virtual job fair on February 4. Members can register [here](#).

The CTC is working on a plan for Early Childhood Education that has implications for requiring a credential for ECE.

The State Board revised the timelines for approving the Revised Mathematics Framework. This would give time for the Instructional Quality Commission to address concerns raised during public comments about a social justice lens for teaching math and the addition of more rigorous courses and pathways at the secondary level. The revised draft is expected in February 2022 with State Board approval in July 2022.

INFORMATIONAL ITEMS ~ (Conferences)

CASP Spring Institute 2022 - March 17-19, 2022

Hyatt Regency Sonoma Wine Country
170 Railroad Street
Santa Rosa, CA 95401

The California Council of Social Studies is hosting an in-person conference on May 4-6, 2022, at the Hyatt Regency in Garden Grove.

The in person 2022 CARSPlus Convention is coming at the end of February- same weekend as New Educator Weekend. Convention topics include: the state of Special Education in California, social-emotional learning (SEL), Special Education law, Universal Design for Learning (UDL), developing as a professional educator, IEP accommodations, Autism (ASD) and much more. Educators can register here: <https://www.carsplus.org/2022-convention.html>

The annual CA Association for Bilingual Education (CABE) Conference is taking place March 30-April 2nd in San Francisco. This is an excellent professional development opportunity for ALL educators, not just those in a bilingual setting. <https://events.gocabe.org/>

CA School Librarians Association Virtual Conferences, February 1-11 and February 18-19, 2022.
<http://csla.net/events/csla-2022-conference/>

CA Council of Social Studies Conference, March 4-6, 2022, in Orange County. Website: www.ccss.org/conference

CA Teachers of English Conference, February 25-27, 2022, in Long Beach. Website: www.cateweb.org

CTA BOARD OF DIRECTORS REPORT

STATE COUNCIL OF EDUCATION

JANUARY 15-16, 2022

NEW BUSINESS ITEMS

NBI 1/22-1

All Regional Resource Centers shall be equipped with all of the appropriate audio, visual, digital, and virtual hardware and software, and the internet access and Wi-Fi that are necessary to provide CTA affiliates and members a competent hybrid meeting environment.

Rationale: In the wake of COVID-19, CTA facilities have not been fully available for members and affiliates to hold meetings, trainings, conferences, etc. Going forward, in light of COVID-19, CTA facilities, particularly its Regional Resource Centers, must be appropriately equipped so that affiliate members and staff can conduct meaningful interactive experiences in a hybrid meeting environment, i.e. an event where some participants are present in person and others participate remotely.

LTSP Area: Organizing Culture

LTSP Explanation: Our union cannot achieve an organizing culture if members and affiliates cannot hold highly functional hybrid meetings. We are unlikely to return to a time when all members and affiliates can or will personally participate in certain union functions. In fact, rural locals and regional groups dispersed in a large geographic area have experienced an increase in participation in a digital meeting format. As we return to in-person activities, it is vital we maintain the digital participation option for those members and affiliates who are more likely to participate remotely.

[Ever Flores (FPE)/Tiffany Kampman (PRR)]

THE ABOVE ITEM WAS REFERRED TO THE
CTA BOARD OF DIRECTORS

NBI 1/22-2

CTA should recognize April as Arab American Heritage Month

Rationale: CTA is an organization that is inclusive. CTA recognizes many communities, and Arab American month should be included to reflect our members and the communities we serve.

LTSP Area: Diversity – Social Justice

LTSP Explanation: CTA is an organization that is inclusive. CTA recognizes many communities, and Arab American month should be included to reflect our members and the communities we serve.

[Magret Nunes (REP)/Ingrid Gunnell (PIC)]

**THE ABOVE ITEM WAS REFERRED TO THE
COMMUNICATIONS COMMITTEE**

NBI 1/22-3

CTA will develop procedures to actively include local chapters in organizing charter schools within their LEA. Binding language stating that CTA organizers will consult with and include local chapter Presidents when organizing charter schools, and all effort should be made to organize charter schools as part of existing local units

Rationale: CTA has organized charter schools without informing locals or including them in the process. This weakening can weaken local affiliates, create unnecessarily divergent working conditions for members in the same LEA, and situations where mutual support of CTA members within an LEA can be difficult or impossible.

LTSP Area: Organizing Culture

LTSP Explanation: CTA organizing done in a piecemeal fashion and without local support undermines the unity of our members and can build local resentment for CTA. Charter Schools in competition with public schools should not have separate uncoordinated CTA locals who may be unintentionally working at cross purposes or negotiating in uncoordinated fashion. Organizing charters in coordination with and as part of the local unit will add to our ability to fight for fair working conditions and to meet the needs of all students.

[Charles Jones (PIC)/Elvia Gauzin (NEG)]

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

NBI 1/22-4

CTA will direct our current Board Charter Workgroup to create and submit to council a report on the direction and progress of their work at the March 2022 State Council meeting.

Rationale: Members are confused about CTA's position on charter schools, what actions are being taken to oppose corporate takeover of public education through charters, and under what conditions (using what resources) we are attempting to organize local charter schools. "Organizing Unrepresented Education Workers" is part of the strategic plan; it seems to get little discussion at council. The strategic plan calls for "...all structures and entities within CTA – the Board of Directors, State Council, Service Center Councils, management and staff – must be aligned to support the implementation of the strategic plan..." State Council cannot do that if we are Ill-Informed.

LTSP Area: Organizing Culture

LTSP Explanation: CTA's strategic plan calls for organizing charter schools and other unrepresented education workers (Strategic Focus Areas: Building a Strong Union p. 4).

[Charles Jones (PIC)/Elvia Gauzin (NEG)]

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

NBI 1/22-5

The Board of Directors should develop recommendation procedures for county supervisors and county-wide public offices, akin to those in existence for county superintendents and county boards of education (CTA Org Handbook, p 442). The procedures should be completed and disseminated in time to implement before the June 2022 primary election.

Rationale: The pandemic has demonstrated that county officials have significant impact on our work. Supervisors oversee public health and the social safety net. Assessors have outsized influence over property taxes. Sheriffs and district attorneys play important roles in ending the school-to-prison pipeline. Recently some of these officials have taken courageous stands in support of our members and students, while others have turned their backs. Locals should have an organized, sanctioned way to use their collective voice in coalition to support candidates for county offices. Note: It is NOT the intent of this NBI to extend CTA/ABC funding to these races.

LTSP Area: Structure and Governance

LTSP Explanation: The NBI seeks to create a structure that will enable CTA locals to make unified candidate recommendations in regional elections that influence areas of public policy that are important to CTA's efforts to engage the community, build coalitions, advocate on education reform, and pursue equity and social justice.

[Patrick Bernhardt (COM)/Grant Schuster (FPE)]

**THE ABOVE ITEM WAS REFERRED TO THE POLITICAL
INVOLVEMENT COMMITTEE**

NBI 1/22-6

We suggest an amendment to the policy on communicable disease to include: In situations where vaccines are created, available and FDA approved, for less than 10 years, employees shall have the option to become vaccinated or follow the current health and safety guidelines as determined by local health organizations.

Rationale: The continued safety of students and staff is at the forefront of public education. By allowing individuals the basic human right of educated decision making, guarantees that the California Public Education system will remain a safe and healthy environment for all involved. Working together with local public health agencies, parent committees, bargaining units and district employees, communities will have a chance to build a stronger and more comprehensive partnership in health education and safety.

LTSP Area: Advocacy

LTSP Explanation: Multiple LTSP Focus Areas requiring rationales for each.
[Roger McCoy (PIC)/Janelle Howes (PIC)]

**THE ABOVE ITEM WAS REFERRED TO THE SCHOOL
MANAGEMENT/SCHOOL SAFETY COMMITTEE**

State Legislation

Erich Myers, Chairperson
Charlotte Svolos, Vice Chairperson
Jordan Horowitz, Recording Secretary
DeWayne Sheaffer, Board Liaison
Lori Easterling, Consultant
Efrain Mercado, Consultant

MAJOR POLICY FOR IMMEDIATE ACTION: – Immediate Action (2/3rd Vote Required)

None

MAJOR POLICY: – First Reading

None

MAJOR POLICY: – Second Reading

None

OTHER ITEM(S) FOR IMMEDIATE ACTION:

A. Approve Sponsored Legislation proposals from the Retirement Committee.

- **Proposal A:**
Uses excess funds within CalSTRS' Supplemental Benefits Maintenance Account (SBMA), a separate purchasing power account, to provide an equitable distribution of these funds by addressing systemic tiers between retirees; creates a one-time permanent adjustment applied to the total current benefit that is being paid to CalSTRS retirees and beneficiaries of retirees who retired prior to 1999, helping CalSTRS retired members most in need of assistance while not compromising the financial integrity of the SBMA and its ability to provide inflation protection long term.
- **Proposal B:**
Exempts retirees from any reimbursement obligation resulting from overpayment of benefits due to erroneous information provided to CalSTRS by the school district or reporting agency; provides adequate notice and due process to all CalSTRS members impacted by CalSTRS audits; clarifies that any changes to CalSTRS' interpretation of creditable compensation laws must be preceded by prior notice; creates a more transparent and accountable system to ensure school districts and reporting agencies receive timely and accurate information from CalSTRS, and makes other changes to minimize CalSTRS reporting errors and to prevent harm to retirees.

REFERRALS TO THE BOARD OF DIRECTORS:

None

MATTERS PENDING:

None

INFORMATIONAL ITEM(S):**1. 2021-22 State Legislation Committee Liaisons**

Adult, Alternative, Career & Technical Education	James Sutter
Assessment & Testing	Michael Sterling
Civil Rights in Education	Claire Merced & Alicia Ruth Harris
Community College Association	Billie Joe Wright
Credentials & Professional Development	Christie Bettendorf
Curriculum & Instruction	Sheila Whitley & Juan Montemayor
Early Childhood Education	Paula Orbaugh & Glenda Bartell
Financing Public Education	Matthew Schneck & Anthony Garcia
Language Acquisition	David Feldman
Negotiations	Samantha Weiss & Ruth Ann Spike
Political Involvement	Roger Kavigan & Mark Carpenter
Professional Rights & Responsibilities	Thomas Johnson & Joel Block
Retirement	Katherine Rojas-Kirby & Mary Rose Ortega
School Safety/School Management	Sarah Morrison
Special Education	Brenda Walker & Greg Branch
Student Support Services	Keashonna Christopher & Jennifer Ludwig
Teacher Evaluation & Academic Freedom	Kevin Fox

Roving Liaisons: Erich Myers, Charlotte Svolos, Jordan Horowitz, and DeWayne Sheaffer

2. State Legislation will be conducting a Processing Legislation virtual training for Committee Chairs, Legislative Subcommittee Chairs, and Committee Consultants on March 8th at 6:00pm.
3. Glossary of legislative terms can be found at the end of the State Legislation Committee report.

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.”

Swing Space:

The new state office building where legislative and executive offices have been relocated to during the duration of the State Capitol Annex Project.

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.*

CTA SCHOLARSHIPS

1.28.2022

APPLICATION DEADLINE

Dependent Children

This program offers up to 35 scholarships of up to \$5,000 each to a dependent child of an active member of CTA, CTA/NEA-Retired or a deceased CTA member and be claimed as a dependent on the member's current year's IRS form.

Dependent Children in Honor of Del A. Weber

This program offers one scholarship of up to \$5,000 to a dependent child (attending or attended continuation high school/alternative education programs) of an active member of CTA, CTA/NEA-Retired or a deceased CTA member and be claimed as a dependent on the member's current year's IRS form.

Members

This program offers up to five scholarships of up to \$3,000 each to active members of CTA (including members working on emergency credential).

Student CTA (SCTA) Scholarship in Honor of L. Gordon Bittle

This program offers up to three scholarships of up to \$5,000 each to active members of Student CTA (SCTA) and pursuing a career in public education.

FOR MORE INFORMATION VISIT [CTA.ORG/CTA-SCHOLARSHIPS](https://cta.org/cta-scholarships)



CHAPTER-IN-POLITICS AWARD IN HONOR OF JOYCE FADEM

2.04.2022

NOMINATION DEADLINE

Chapter-in-Politics Award in Honor of Joyce Fadem

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

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

FOR MORE INFORMATION VISIT [CTA.ORG/JOYCE-FADEM](https://cta.org/joyce-fadem)

MEMBER-IN-POLITICS AWARD IN HONOR OF TED BASS

2.04.2022

NOMINATION DEADLINE

Member-in-Politics Award in Honor of Ted Bass

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

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

FOR MORE INFORMATION VISIT [CTA.ORG/TED-BASS](https://cta.org/ted-bass)

MLK SCHOLARSHIPS

2.11.2022

APPLICATION DEADLINE



Martin Luther King Jr. Memorial Scholarship

The Martin Luther King Jr. Memorial Scholarship Program encourages Black, Indigenous, People of Color (BIPOC) students to become educators, school nurses, school counselors or school therapists and to promote professional growth for BIPOC teachers and ESP members.

FOR MORE INFORMATION VISIT [CTA.ORG/MLK-SCHOLARSHIPS](https://cta.org/mlk-scholarships)

CÉSAR E. CHÁVEZ & DOLORES HUERTA

3.04.2022

APPLICATION DEADLINE



César E. Chávez and Dolores Huerta Education Award

This award program provides recognition for educators and their students who demonstrate an understanding of the vision and guiding principles embraced by César E. Chávez & Dolores Huerta.

FOR MORE INFORMATION VISIT [CTA.ORG/CHAVEZ-HUERTA-AWARD](https://cta.org/chavez-huerta-award)

EMEID

4.08.2022

APPLICATION DEADLINE



Ethnic Minority Early Identification & Development Program

The Ethnic Minority Early Identification and Development Program identifies CTA members of color who are interested in expanding their roles in CTA. EMEID's goal is to increase the number of CTA leaders of color in roles such as: President, Bargaining Chair, State Council Rep, Service Center Council Chair and Officers and any other respected leadership role/position.


For Class of 2022-2023, online application is available starting February 15, 2022.

FOR MORE INFORMATION VISIT [CTA.ORG/EMEID](https://cta.org/emeid)

JOHN SWETT AWARDS

4.08.2022

NOMINATION DEADLINE



John Swett Awards for Media Excellence

The award is named in honor of the founder of CTA, who was California's fourth superintendent of public instruction and a crusader for public education. These are critical dates for the John Swett Awards:

January 1 to December 31, 2021

All media nominations must have appeared during this 12-month period.

April 8, 2022 (Nomination Deadline)

Deadline for receipt of nominations and supportive material at CTA headquarters. Late entries will not be accepted.

FOR MORE INFORMATION VISIT [CTA.ORG/JOHN-SWETT-AWARDS](https://cta.org/john-swett-awards)

LGBTQ+

5.31.2022

APPLICATION DEADLINE



LGBTQ+ Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa

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

FOR MORE INFORMATION VISIT [CTA.ORG/LGBTQ-SCHOLARSHIPS](https://cta.org/lgbtq-scholarships)