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Vice President	Central Council	Convention Registrar
Past President	Fresno Council	Convention Coordinator
Council Pres. Committee	Kern Council	Member-at-Large, Unspecified
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President

Bob Chapman

I. NCTE – Four important items regarding NCTE

1. NCTE Advocacy Day: I traveled to Washington, DC to take part in Advocacy Day on Capitol Hill. I was already in DC visiting my wife, Laura, but stayed on so that I could take part in the day. Prior to the actual day I was invited to Barbara Boxer's Town Hall meeting and plugged both of NCTE's issues with her personally. Then on Thursday, before the NCTE training, I met with Mike Thompson, First District Congressman, and discussed education, literacy, the NCTE legislative platform and budgeting for Peace Corps. Following that meeting I was well trained (could have used that training with Thompson) to meet with staff from Dianne Feinstein's, Barbara Boxer's and Barbara Lee's offices (the visit to Barbara Lee's office was a drop-in). Because I had appointments all lined up and many others did not, I teamed up with Dale Allender of NCTE West and Samzie Hudson of Alameda/Oakland. We made a very good team (a natural combination) and had very successful meetings. I felt all four legislators were receptive and all staffers supported our efforts.
2. NCTE National Day of Writing: On October 20, 2009 NCTE, among other organizations, is supporting the National Day of Writing. The gallery (<http://galleryofwriting.org/>) was launched on Advocacy Day and at our debriefing, Kent Williamson presented it to us. It is a huge undertaking and already has sponsors and organizers such as Google, Hilton Hotels, Sesame Street's Electric Company, and the American Bar Association. Individuals can post one piece of writing via computer, cell phone, PDA, or mail, and submissions may include (but are not limited to) electric presentations, blog posts, documentary clips, poetry readings, short stories and memos. I hope that CATE will not only support and take part in this event, but through our local councils will sponsor events all over California.
3. NCTE's Comprehensive Literacy Bill: While the actual bill has not been completed and the writers and initial legislative sponsors have not been revealed, NCTE and five other organizations are launching a campaign to author and pass a comprehensive bill to establish literacy education reform from birth to adulthood. Previously, bills were targeted at specific levels for literacy education, primarily pre-school to sixth grade. The NCTE bill would expand that target from birth, via parent education programs, to adulthood, through adult schools and community colleges. Literacy is all too often confused with basic reading programs and proponents often ignore the need for continued learning throughout life. The bill would reorganize literacy programs under one plan and focus on the following issues/items:
 - a. Improve accountability and assessment by taking collective responsibility for providing optimal conditions for learning in our educational system.
 - b. Advance writing and reading as equal, interdependent components of literacy development.
 - c. Invest in making every student proficient in 21st century literacies.
 - d. Increase the supply of outstanding teachers through systematic professional development.
 - e. Strengthen support for the youngest literacy learners (ages 0-5).
 - f. Improve support for English Language Learners.
 - g. Establish a comprehensive literacy policy on the basis of evidence developed through scientifically valid research as defined in the Head Start Act and Higher Education Act.
4. NCTE Affiliate 2009 Annual Report: The Annual Report Survey is due June 15. The following reports are due July 15 – Roster of Officers, Roster Statement Form, Affiliate Abstract, Policy Involvement of People of Color, Policies for Tax-Exempt Organizations, Budget/Financial Statement, Meeting Minutes. The Director's Form is due September 15. I will be meeting with people to help put this together.
5. NCTE 2009 in Philadelphia and the NCTE Advocacy Day 2010: I am looking forward to attending the NCTE convention in Philadelphia, and at the request of Anna Roseboro, will be a presenter there. And seeing as how the NCTE Advocacy Day in 2010 is the Thursday of my spring break, and I will already be on the east coast for the Boston Marathon, again I will take part in that event, and this time without any cost to CATE (CATE paid my substitute cost this year).

II. CYRM

I have been invited to attend a CYRM meeting in Lawndale on June 20th. While I would like to attend this meeting, this is a hardship for me because my school's graduation is the day before and the meeting is only a partial day of meeting on that Saturday—it's a long way to go for a few hours of meeting. Can Nancy Himel (2010 CATE Convention Chair) attend for me, or perhaps another officer from the BOD?

III. Curriculum Study Commission

As a commission member, I am alerting the CATE BOD that if the CSC does not have 165 registered attendees by June 15, they will be cancelling the Asilomar Conference. I hope our BOD and local council members will do all they can to attend, get registrants and save the conference. I will bring some Asilomar flyers with me to the May meeting.

IV. CATEweb

Liz McAninch and the Publications Committee have received two applicants for the webmaster position and will choose the appropriate candidate at this May meeting. Both seem worthy candidates.

V. CATE Convention Coordinator and Re-Organization

As we have been seeking someone to take on the Convention Coordinator position, other issues have come up. With declining attendance at conventions and membership in CATE, various ideas have surfaced regarding ways to save money while serving our members the best we can. There has been some discussion regarding members of the CATE Board of Directors (Members-at-Large) permanently taking on particular roles of the convention coordinator. We have also discussed the potential of having an executive director for CATE, who would coordinate conventions and meetings, provide legislative analysis, and oversee the overall business operation of CATE. CATE cannot afford a full-time position but could secure someone at part-time, share with another or other organizations, or seek the services of an associations management company. I hope at the May meeting we will take some time and discuss this further.

VI. My column for California English is nearly finished and is more optimistic and personal this time.

VII. I wish a fond farewell to Lorraine Tracey, Susan Dillon, and Carmen Carrillo. I am sorry to see them go off the BOD and thank all three of them for their service to CATE and to our profession.

VIII. Last but not least, I ask that those on the CATE BOD pass on their items for future agendas as early as possible so that I can complete and send them to board members sooner. I apologize for the lateness of my agendas and reports.

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Vice President

Charleen Silva Delfino

As vice president I arranged for rooms and food for the May Meeting and also set the schedule and place of meetings for 2009-2010.

I joined Angus Dunstan and Kathleen Cecil for the California Advocacy Day in Sacramento which coincided with the NCTE Advocacy Day in Washington. At this time we met with the representatives of three legislators. Mike Welch who was the Education Advisor to Assemblyman Mike Welch was the only person who specializes in Educational issues and was the most knowledgeable. We decided that we should start earlier and make appointments to visit those representatives who represent our own areas. Also, if we make appointments earlier we will have a better opportunity to meet those advisors with that are more experienced. Angus will take the lead in setting up this visit and he will try to get more CATE Board members to attend.

Since I already make room reservations and rooming lists for the four board meetings, I will continue to assist the Convention Coordinator and do this job for Convention 2010.

It is the job of the VP to post the Board Reports for Sept. Dec. Feb. and May. Representatives who do not send me their reports prior to the meeting need to send me a copy of the report that they bring to the meeting so that it can be posted.

I serve as CATE's representative to Joint Committee Instructional Materials (JCIM). The meeting scheduled for May was postponed because the May Revise will now become the June Revise and we are meeting on June 17 so that we can know the impact of the Budget Revise on textbook and other instructional materials. I will forward any information that I get on this topic.

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Past President

Michelle Berry

Special commendations:

To Convention Chairs Delfino and McAninch, along with their hard-working local committee, to Resolutions Committee, and to President Chapman for his leadership.

Elections 2009:

Very few ballots received, perhaps due to uncontested positions. Results to be ratified by Board members at May meeting. Discussion may be in order.

Elections 2010:

It's not too soon to think about upcoming offices to be elected next spring (to take office July 1, 2010) with nominations due at December meeting:

President (Chapman)
Vice President (Delfino)
MAL Elementary (Allen)
MAL Secondary (vacant)
MAL Unspecified (Danielson)

Awards:

Classroom Excellence Awards are to be rotated to these. Remember that you must nominate your specified grade level before you may nominate another, and that nominations are to be kept secret until President notifies the recipient (see Policy 10.4).

Capitol	Secondary
Central	Elementary
Fresno	Middle
Kern	Elementary

Redwood	Secondary
San Diego	Middle
Southland	College
TUCATE	College
Upper	College

Awards of Merit will again be nominated by each council interested in doing so (see Policy 10.2).

Distinguished Service Award – nominations will be requested of all past presidents this summer. Those names come to September Board meeting to be determined if they qualify by current policy and criteria. Those finalists are notified in September, invited to submit biographical info, and an Awards Committee will select the finalist/nominee for ratification at the December Board meeting (See Policy 10.3)

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Secretary

Lorraine Tracey

I edited, copied and sent out the minutes from the February board meeting. I contacted the Wilson's to post the minutes as well as make the corrections to the board directory from the board meeting.

I also edited the business meeting minutes and they were also posted on the website.

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Membership

Joan Williams

May 2009 Membership Report

#	Council	5/07	9/07	12/07	2/08	5/08	9/08	12/08	2/09	5/09	+/-
1	Redwood	33	37	37	25	25	21	18	26	29	+3
2	Upper	33	27	25	11	36	35	33	11	22	+11
3	Capitol	142	135	123	79	91	95	95	80	98	+18
4	Central	419	444	448	398	435	386	402	354	411	+57
5	Fresno	155	152	146	31	57	53	51	28	35	+7
6	TUCATE	28	29	30	17	17	18	17	12	13	+1
7	Kern	32	38	37	22	45	47	47	29	30	+1
8	Southland	605	621	627	409	733	682	655	306	335	+29
9	San Diego	159	188	184	172	204	151	167	101	103	+2
50	Out-of-state	28	27	37	26	40	37	37	21	23	+2
55	Libraries	24	24	25	24	24	23	21	21	21	-
99	Comps	2	2	2	1	2	2	2	1	3	+2
	Total	1660	1724	1721	1215	1709	1550	1545	990	1123	+133

- Membership peaked in March with 1141 and then dropped to 1123 at the end of April. We are down from 1709 last May—586 members.
- Electronic membership rosters were sent to board members. Let me know if you did not receive them.
- Gift memberships were very well received at the booth. Only 1 person has actually claimed the membership. Membership committee will discuss the continuation of this idea.
- Membership issues exist regarding people signing up for convention as members when they are not and then complaining that there are no mailings to them—obvious when they are not members. This is an issue to be discussed in committee—as we need a system to keep this from happening as much as it does (5 so far from last convention—two who had not been members for 2 years).
- Summer/Fall membership drive

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Resolutions Committee

Kathleen Cecil

Sent copies of the final 2009 CATE resolutions to *California English* and CATEweb. Contacted resolutions committee members and did outreach in my district for CATE Day at the Capitol. Went to Sacramento for CATE Day on April 22nd and attended the 4Cs conference. Began research on some state-wide issues that might lend themselves to resolutions for either CATE or NCTE.

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4 C's

4 Cs Thirteenth Annual Education Summit Bill Younglove

On February 27, 2009, some two dozen members of the California Curriculum Correlating Council (4 Cs) gathered at the State Capitol to receive briefings and updates by education governance representatives. Kathleen Cecil, Resolutions Chair, and I represented CATE.

Speakers included James Aschwanden, member of the State Board of Education; Susanna Cooper, Principal Consultant to Senator Darrell Steinberg; and Erin Gabel, Legislative Director to Assemblyman Tom Torlakson.

State Board Member James Aschwanden (reappointed for 08-10) was refreshingly candid both about how the State Board operates—or doesn't—and about his concerns and frustrations about the state of public education at all levels. A glance at his two-sided Education Statistics—The Real World (Copies will be available at the May 16-17 CATE Board meeting.) fact sheet reveals his concerns about California's a) 1/3rd student "disappearance rate," b) the number of students who do not complete college, in the CCs, CSUs, and UCs, not to mention the need for remediation within, particularly, the first two segments, c) how our CCs are serving as technical (vocational) schools for our BA/BS degree holders, and d) how underemployment/over-credentialing among college graduates is common, with educational attainment explaining only 10% of the variance in income among individuals. Further, Mr. Aschwanden called the Governor's initiative on Algebra I for all eighth graders "an effort to reintroduce failure." He said he believes present state standards meet the needs of K-6 better than secondary. He called the Achievement Gap a "score gap on a standardized test"; that we have

"narrowed the goalpost rather than raised the bar." We have, also, he stated, "placed kids at points in the factory to rubber stamp a system model," indicating we should be looking at other models that exist—out of state and out of country. He noted that "standards asked us to change the product given but not the surroundings [i.e., structure] creating the product." He decried the fact that the State Board so often lacks the statutory authority to implement real change (an FYI: Just recently, legislative action was required for the State Board to implement the start of revising standards in curricular areas.). Finally, Mr. Aschwanden added, "I remember when it was fun to teach and be a kid and learn."

Susanna Cooper, working with Senator Steinberg before his election and with him for the past three years in the Capitol, provided insight into several pieces of pending legislation. She noted that Senator Steinberg has made high school reform his signature issue, and like Mr. Aschwanden, he is very concerned about the student dropout issue. Senator Romero's SB 692 will allow for gathering longitudinal data on the annual dropout rate; yet more data are needed on student post-college leaving. Senator Steinberg has noted that the CALPads data cannot be used for student evaluation, but can be used to evaluate programs. SB 219 should link API scores to high school completion. Steinberg, of similar mind to Aschwanden, supported SB 75, which would establish Career Technical Education (CTE) curriculum. Susanna Cooper noted that math and English testing account for 80% of STAR; the core curriculum balance being the rest. Steinberg's office called the present K-12 budget "heart-breaking"; see the May ballot issues as a "mixed good."

Erin Gabel, Legislative Director to Assemblyman Tom Torlakson, opened by saying that her boss "understands the categorical system [of education aid] doesn't work." He also acknowledges that the current budget does not represent the views of Californians or the taxpayers; yet he is very concerned that the Obama stimulus (i.e., American Recovery and Reinvestment Act) monies cannot be used to backfill our state shortfalls. He has asked, "How do we move local recognition of what is happening in classrooms to Sacramento?" He also has said that we "need to create a measurement [of student achievement] that is coherent with our vision," connecting the California Master Plan for Higher Education and the CTE piece. Unfortunately, CTE is not part of API, nor is it a state mandate. As legislative representative for CCSS, Fred Jones, has noted, "Hard skills and soft skills are needed in today's job market." Under the Quality Education Improvement Act's pilot program, however, we can measure afterschool program outcomes. Torlakson hopes to foster many changes should he be elected in his run for State Superintendent of Public Instruction.

On February 28th, the 4 Cs met, as per custom, at the Hawthorn Suites, to debrief. President Brad Huff, once again, sought further input from members regarding finalization of the two-page 4 C's [Policy] White Paper.

Huff noted that Tom Adams heads up the Joint Committee on Instructional Materials, which seeks teacher input at review times. Also, STAR faces reauthorization, and AB 476 will re-evaluate the assessment umbrella system, perhaps to link more closely with standards and serve more of a diagnostic purpose. As Aschwanden noted, the State Board of Education cannot move to revise/update the standards themselves until AB 97 is passed, enabling teacher committee negotiations with the Curriculum Commission. The core curriculum standards are said to be academic and/or theoretical (i.e., "applied"). It was noted that California is one of the few states that has Digital Literacy Standards in place. SB 1209 would have to pass to reinstate the professional development requirement, which is not likely. Finally, CFT reported that it will seek support for a split tax roll for Proposition 13, to create some fairness, not to mention \$, for business property that rarely turns over for reassessment, to be assessed differently. Similarly, the (CSU's) California Faculty Association is seeking a tax on oil at the wellhead, something many other states currently have. As is often the case these days, 4 Cs members learned that the educational ball is in the air, subject to the winds of change, as well as in the hands of [too?] many players.

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Redwood Council

Anne Sahlberg, Representative

Redwood has not met since before the convention. The local writing contest entries have been judged and awards ceremony is scheduled for June 2 at the Humboldt County Office of Education. This is put on by Pam Cavanaugh and Megan Day. It is the last year Pam will be sponsoring this event; hopefully, someone will step into her shoes to carry this long running contest. She has been a phenomenal advocate locally for CATE and works hard to make it a success.

Redwood Writing Project's Spring Writing Conference was on March 28 at Humboldt State University and I co-presented with Stefanie Watson and Nicolette Amann about professional associations on the North Coast where we spoke to the importance of being part of organizations like Writing Project, Cal-PASS and CATE.

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San Diego Council

Ron Lauderbach, Representative

There's been a lot of activity in our region since the wonderful February convention. We've had two board meetings and Don Mayfield produced the biggest CATE Writing Contest awards ceremony experienced in the past few years. Although attendance was down compared to prior years, Kristen Gall organized an interesting and valuable Promising Practices conference. The event enjoyed the usual, communications and logistic support from Anne and Punky Fristrom, Robin Luby, Carole LeCren and Akiko Morimoto. The following weekend, ten of us enjoyed a relaxing weekend at the UCLA conference grounds, in Lake Arrowhead. Carole LeCren planned it. Divona Roy is busy planning the GSDCTE annual awards banquet and we will hold our final board/planning meeting in June.

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Member-At-Large Unspecified

Carrie Danielson

Since our last meeting at the 2009 Convention, I supported my local council, GSDTE by assisting with Spring Promising Practices and attending our Lake Arrowhead Retreat. We are getting ready for our May Awards Banquet. I hope to follow through with my commitments to membership and to the policy committees and will assist with 2010 Convention wherever I can.

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Southland Council

Carmen Carrillo, Representative

The Southland Council of Teachers of English held its annual board meeting on Sunday, March 15, 2009, at West High School in Torrance. Though one of our board members, Joanne Fahey, is now retired from that school, she was able to secure the location. Next year may be a different story.

At our annual board meeting, nominations for the 2009-2011 Board were discussed and a new slate was confirmed by consensus. The Board welcomes two new members in the position of member at large and resolutions chair. Nancy Himel is the SCTE president, and Courtney Lockwood is the vice-president.

Later that month, SCTE presented its spring fling "Coffee, Tea, and Mystery". It was hosted by Joyce Bennett, a former SCTE president.

In preparation for our 2009-2011 planning meeting, I will be hosting our end of the year retreat at my home school on Saturday, June 6. Our hope is that we can plan with vision so that we can address the many concerns facing professional organizations such as SCTE. The transition will take place then.

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Tulare Council – TUCATE

Carol Surabian, Representative

TUCATE had a very successful reception and membership drive on April 30. We nearly doubled our membership! (We still aren't the largest council in the organization). We honored our Classroom Excellence Award winner Tanya Perez and held a drawing for a night at Tachi Palace. That seemed to spark some interest among the younger teachers, gaining us the new members.

We are planning activities for the fall to try to capture these new minds and develop some future leadership both locally and state-wide.

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Policy Chair

Angus Dunstan

As has already been reported, on April 22nd I represented CATE (along with Charleen and Kathleen) at the Capitol in Sacramento, our visit coinciding with NCTE's National Advocacy Day. Martha had arranged for us to visit a number of legislator's offices, and we learned some useful information to share with the Board. I also posted a number of Education Week summaries on CATenet.

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Treasurer

Anne Fristrom

Advocacy Info

CATE represents 1500 secondary school English teachers. Our goals are to

- Identify, study and act on important problems in the teaching of English and the Language Arts
- Promote the initial and continuing preparation and education of teachers of English and the Language Arts
- Inform and work with members of the public who have an interest in the teaching of English and the Language Arts

CATE Board members have expressed their eagerness to offer input on issues related to the teaching of English and the Language Arts.

President: Robert Chapman, Eureka High School, rochapman@gmail.com
Vice-President: Charleen Delfino, San Jose (retired) csdelfino@yahoo.com
Policy Chair: Angus Dunstan, Sacramento State University, angusd@csus.edu
Resolutions Chair: Kathleen Cecil, Mission High School, kathleencecil@hotmail.com

Recently CATE has passed resolutions

- urging the California Department of Education to support multiple measures (e.g., portfolios, essays, interdisciplinary projects, etc.) to count toward student progress and achievement, along with STAR test scores, when evaluating student proficiency for AYP and API (2007)
- urging the legislature to continue funding the California Writing Project and the California Reading and Literature Project (2007)
- urging the State Board of Education and the legislature to seek input from stakeholders (such as CATE and the CWP) during the process of drafting legislation (2006)
- urging the California Commission on Teacher Credentialing to continue to include ongoing professional development as a requirement for part of the credential renewal process (2006)

CATE also endorses the National Council of Teachers of English position statement (www.ncte.org) that the single most important influence on student achievement is high quality teaching, and that high quality literacy teachers develop over time. Therefore, CATE calls on the Legislature to invest in state and local literacy plans that:

- Provide time in the school day for teachers, literacy coaches, and administrators to participate in sustained professional development
- Support professional development opportunities that allow for collaborations among teachers within and across schools to exchange practices that improve achievement
- Address the unique needs of early career teachers including participation in teacher learning communities with peers and more experienced educators

In accordance with these positions taken by CATE Members, CATE expresses support for the following bills now being considered by the legislature:

SB 199 (Ducheny) Subject Matter Projects

The California Writing Project is the single most effective staff development agency for English and Language Arts teachers and enjoys widespread support from CATE members.

AB 476 (Torlakson) STAR Program

CATE has repeatedly sought to limit the more burdensome and educationally questionable aspects of the STAR program.

SB 800 (Hancock) STAR Program

CATE has repeatedly sought to limit the more burdensome and educationally questionable aspects of the STAR program.

AB 1435 (M.Perez) Public School Accountability

CATE has long argued for the use of multiple measures in any kind of high stakes testing and accountability

scenarios.

AB 60 (Coto) Education finance: Funding Formula

CATE supports the intent of this bill to equalize per-pupil funding and thus help to close the achievement gap.

CALIFORNIA ASSOCIATION OF TEACHERS OF ENGLISH

Code of Ethics

Adopted May , 2009

POLICY: Board members of the California Association of Teachers of English (CATE) are committed to observing and promoting the highest standards of ethical conduct in the performance of their leadership and governance responsibilities. Board members pledge to accept this code as a minimum guideline for ethical conduct and embrace these principles and practices.

PROCEDURES:

1. Principles of Accountability: 1) Faithfully abide by the constitution, by-laws, and policies of CATE; 2) Exercise reasonable care, good faith, and due diligence in organizational affairs; 3) Fully disclose, at the earliest opportunity, information that may result in a perceived or actual conflict of interest, in accordance with CATE's conflict of interest policy; 4) Fully disclose, at the earliest opportunity, all information and insights that would have significance in CATE Board decision-making; 5) Remain accountable for prudent fiscal management to members, colleagues in our broader professional community, and to government and funding bodies.

2. Principles of Professional Excellence: 1) Maintain a professional level of courtesy, respect, and objectivity in all CATE Board activities. This includes acknowledging differences of opinion, providing for open and honest discussion, and making decisions only after hearing all points of view and considering all relevant data; 2) Maintain knowledge of CATE positions and guidelines and endeavor to advance or explain them to a range of audiences. Avoid allowing leadership roles in CATE to be associated with political statements or public policy views that don't align with those officially adopted by CATE; 3) Support and encourage membership and participation in all CATE and NCTE programs, publications, and resources.

3. Principles of Fiduciary Responsibility and Confidentiality: 1) Make decisions for the good of all rather than for his or her personal benefit, or that of the constituency he or she associates with; 2) Respect the confidentiality of sensitive information known through service to the CATE Board.

4. Equal Opportunity and Diversity: Ensure the right of all members to appropriate and effective services and leadership opportunities without discrimination on the basis of gender, sexual orientation, national origin, race, religion, age, political affiliation, or disability, in accordance with all applicable legal and regulatory requirements.

CALIFORNIA ASSOCIATION OF TEACHERS OF ENGLISH

Document Retention and Destruction Policy

Adopted May , 2009

POLICY: This Document Retention and Destruction Policy of the California Association of Teachers of English (CATE) identifies the record retention responsibilities of members of the Board of Directors, volunteers, and outsiders for maintaining and documenting the storage and destruction of CATE documents and records.

PROCEDURES:

1. Rules. Members of the Board of Directors, volunteers and outsiders (i.e., independent contractors via agreements with them) are required to honor these rules: (a) paper indicated under the terms for retention below will be transferred to the CATE storage unit and electronic documents maintained by the appropriate CATE officer (b) all other paper documents will be destroyed after three years; (c) all other electronic documents will be deleted from all individual computers, data bases, networks, and back-up storage after one year; and (d) no paper or electronic documents will be destroyed or deleted if pertinent to any ongoing or anticipated government investigation or proceeding or private litigation.

2. Terms for retention.

a. Retain permanently: Governance records – Constitution and amendments, Bylaws, other organizational documents, governing board and board committee minutes. Tax records – Filed state and federal tax returns/reports, tax exemption determination letter and related correspondence, files related to tax audits. Intellectual property records – Copyright and trademark registrations and samples of protected works. Financial records – audited financial statements, attorney contingent liability letters.

b. Retain for seven years: Federal tax return supporting documents, such as receipts, deposit forms, etc.

c. Retain for three years: Lease, insurance, and contract/license records - Software license agreements, vendor, hotel, and service agreements, independent contractor agreements, employment agreements, consultant agreements, and all other agreements (retain during the term of the agreement and for three years after the termination, expiration, or non-renewal of each agreement).

d. Retain for one year: All other electronic records, documents and files - Correspondence files, past budgets, bank statements, publications, employee manuals/policies and procedures, survey information.

3. Exceptions: Exceptions to these rules and terms for retention may be granted only by the CATE Board.

CALIFORNIA ASSOCIATION OF TEACHERS OF ENGLISH

Whistleblower Policy

Adopted May , 2009

POLICY: This Whistleblower Policy of the California Association of Teachers of English (CATE): (1) encourages staff or volunteers to come forward with credible information on illegal practices or serious violations of adopted policies of CATE; (2) specifies that CATE will protect the person(s) from retaliation; and (3) identifies where such information can be reported.

PROCEDURES:

1. Encouragement of reporting. CATE encourages complaints, reports or inquiries about illegal practices or serious violations of CATE's policies, including illegal or improper conduct by CATE itself, by its leadership, or by others on its behalf. Appropriate subjects to raise under this policy

would include financial improprieties, accounting or audit matters, ethical violations, or other similar illegal or improper practices or policies.

2. Protection from retaliation. CATE prohibits retaliation by or on behalf of CATE against staff or volunteers for making good faith complaints, reports or inquiries under this policy or for participating in a review or investigation under this policy. This protection extends to those whose allegations are made in good faith but prove to be mistaken. CATE reserves the right to discipline persons who make bad faith, knowingly false, or vexatious complaints, reports or inquiries or who otherwise abuse this policy.

3. Where to report. Complaints, reports or inquiries may be made under this policy on a confidential or anonymous basis. They should describe in detail the specific facts demonstrating the bases for the complaints, reports or inquiries. They should be directed to the President of CATE or the CATE Treasurer; if any of those persons are implicated in the complaint, report or inquiry, the documents should be directed to CATE's Vice President. CATE will conduct a prompt, discreet, and objective review or investigation. Staff or volunteers must recognize that CATE may be unable to fully evaluate a vague or general complaint, report or inquiry that is made anonymously.

CALIFORNIA ASSOCIATION OF TEACHERS OF ENGLISH
Conflict of Interest Policy
[Adopted on May , 2009]

POLICY: This Conflict of Interest Policy for the California Association of Teachers of English (CATE) 1) Defines conflicts of interest; 2) identifies classes of individuals within CATE covered by this policy; 3) facilitates disclosure of information that may help identify conflicts of interest; and 4) specifies procedures to be followed in managing conflicts of interest

PROCEDURES:

1. Definition of conflicts of interest: A conflict of interest arises when a person in a position of authority in CATE may benefit financially from a decision he or she could make in that capacity, including indirect benefits such as to family members or businesses with which the person is closely associated. This policy is focused upon material financial interest of, or benefit to, such persons.

2. Individuals Covered: Persons covered by this policy are CATE's officers, directors, and other appointed individuals.

3. Facilitation of disclosure: Persons covered by this policy will annually disclose to or update the President of CATE (or designee) their interests that could give rise to conflicts of interest, such as a list of family members, substantial business or investment holdings, and other transactions or affiliations with businesses and other organizations or those of family members.

4. Procedures to manage conflicts: For each interest disclosed to the President of CATE (or designee) the President (or designee) will determine whether to: a) take no action; b) assure full disclosure to the CATE board; c) ask the person to recuse from participation in related discussions or decisions; d) ask the person to resign from his or her position on the board. The President (or designee) will monitor proposed or ongoing transactions for conflicts of interest.

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Convention Coordinator

Punky Fristrom

In spite of reduced attendance at the 2009 convention, which was caused by the economy, the convention was a success and did well financially considering the conditions, as the treasurer's report shows.

The good work of convention chairs Charleen Delfino and Liz McAninch and their local committee was reinforced by strong support from the board in planning and putting on the event. The goal of having a smooth running convention with all the problems occurring behind the scenes, unseen by the attendees, was reached.

Nancy has been working on 2010 and will ask for board approval as needed at this meeting. I have been successful in negotiating an addendum to our contract for 2010, which takes into account the changed economic conditions. The LAX Marriott has been excellent to work with.

I have also renegotiated the contract for Sacramento for the 2011 convention, although they were more difficult to work with. The result is a greatly improved contract.

I am also engaged in talks about the 2012 convention and hope to have more information about it at the board meeting.

I have received seven proposals for the 2014 convention and will present a summary of each at the board meeting so the board can decide on the 2014 site. Generally speaking, it is a buyer's market and several of the proposals are excellent. I greatly appreciate that Nancy Himel joined Anne and me in making site inspections of three of the hotels which have submitted proposals for 2014.

Because of the present good conditions, I am going to ask the convention committee to consider moving up the date for receiving proposals for 2015 to this summer with a board decision scheduled for next December. It could be to CATE's advantage to do so.

CATE's financial situation is such that it is not a good time to pursue appointed a convention consultant. With continued strong support from board members on various aspects of the convention, I think we can continue as we are.

CATE has received a letter from J. Willard Marriott, Chairman of the Board and Chief Executive Officer of Marriott International, which says in part, "Our associates join me in appreciating committed customers like you. So thank you for doing business with us and keep doing what you do best!"

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California English

Carol Jago, Editor

I have once again submitted *California English* to the NCTE journal award committee. This issue I selected was "Teaching Literature in Peace and War." News of their decision should arrive sometime during the summer.

I have approached both our publisher and printer regarding the possible move to four rather than five issues of our journal per year. Both have come back to me with proposals to cut their budgets by 10% and at the same time to provide CATE with a full color magazine (all 36 pages) thus allowing for an increase in advertising revenue. I will discuss this proposal with the Publications Committee at our board meeting.

The 2008 CATE professional writing contest winners will appear in the June issue of the magazine. The issue will also include the 2009 CATE resolutions and where space permits, the 2 minutes about CATE conference presentation. The June issue has not yet gone to press. My thinking was that ideas may come up at this meeting that board members want included in the journal. I do not think it is too early to provide members with details about CATE2010. If any local councils have information about their conferences (Asilomar, etc.), please send the ad for the event to me, and I will include it in our journal.

Jeff Wilson continues to do an excellent job garnering ads from publishers. He is punctilious about providing me with copy for the ads in a timely manner.

As president of NCTE I will once more be required to attend the program planning meeting for the 2010 NCTE convention in Orlando that weekend. I have, however, promised Michelle Berry that I look forward to being a speaker at CATE2011.

Please help me spread the word of our call for manuscripts in any print or electronic communications you have with your local council members. I continue to seek out artists interested in having their work featured in *California English*.

**California English Call for Manuscripts
September 2009: Writing On-Line and Off (deadline July 15)**

Students are writing like never before on social networking sites, blogs, and through text messaging. But is this really writing? Students themselves don't seem to think so. How can we capitalize on the writing students do online to help them write for school and for life? How have you integrated the writing students are doing everyday with the writing you need them to do for class? What have you learned? What questions do you have? What concerns? What insights?

Please send all submissions to California English editor, Carol Jago. Articles should be limited to 2,500 words. Please submit manuscripts via email to jago@gseis.ucla.edu.

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Legislative Report

Martha Zaragoza Diaz, Legislative Advocate

I. Capitol Day

"Capitol Day" for CATE was held on April 22, 2009 in Sacramento. Several of the Board members were able to meet with legislative staff during the morning and were also able to attend the Senate Education Committee hearing. Attached are the CATE handouts left with the legislative staffers.

II. CATE Bill File

May 1, 2009 was the last day for legislative policy committees to hear and report fiscal bills for referral to the legislative fiscal committees. May 29, 2009 is the last day for fiscal committees to hear and report bills to the floor of their respective House.

CATE has a "support" position on the following proposed bills:

SB 199 (Ducheny) Subject Matter Projects

As amended April 22, 2009, UC Regents (with the approval of the Concurrence Committee) are to establish and maintain the specified subject matter projects and to provide support to teachers (including career technical education teachers). The bill authorizes 3 additional subject matter projects; 1) California Physical-Health Education Project, 2) the California Arts Project and the 3) California Foreign Language Project. Additionally the bill deletes the requirement that certain representatives be classroom teachers. Instead the representatives would be educators with expertise in the subject matter of the project.

Status: Senate Appropriations Committee-Suspense File

SB 800 (Hancock) STAR Program

This bill would, commencing July 1, 2010, eliminate the requirement that the STAR tests be administered to pupils in grade 2.

Status: Failed Passage in Senate Education Committee

AB 60 (Coto) Education Finance: Funding Formula

The bill requires the Director of Finance and the Legislative Analyst to convene a working group to make findings and recommendations to the Legislature and the Governor regarding the implementation of a restructured California school finance system, as specified. This measure further requires the working group to present its findings and recommendations on or before December 1, 2010.

Status: Assembly Appropriations Committee-Suspense File

AB 476 (Torlakson) STAR Program

This bill would eliminate the requirement the STAR tests be administered to pupils in grade 2, and requires the SSPI, on or before April 1, 2010, to contract with an independent contractor to evaluate the STAR Program.

Status: Assembly Appropriations Committee-Suspense File

AB 1435 (M. Perez) Public School Accountability

This bill would require the PSAA advisory committee, by July 1, 2010, to make recommendations to the SSPI regarding the inclusion of the CELDT and the feasibility of including the English learner proficiency as part of the API. The bill would require the SSPI, with the approval of the SBE, to include the CELDT results and the English language proficiency levels and growth of those levels in the API.

Status: Assembly Appropriations Committee

Other Bills

AB 70 (Duvall) English Learners

This bill would require the CDE as part of its duties in administering the CELDT, to gather from each school district that has one or more English learners, the criteria that the district uses for the reclassification of a pupil from English learner to proficient in English and to summarize and

report the criteria it receives from school districts on CDE's Web site in a manner that makes the criteria easily accessible to members of the public.

Status: Senate Education Committee

AB 97 (Torlakson) School Curriculum: Content Standards

This bill would establish a process for review and revision of the state academic content standards to coincide with the existing process for the revision of the curriculum frameworks and the adoption of instructional materials. Panels established pursuant to this measure will review content standards and recommend revisions to the SBE as they deem necessary. The SBE would adopt the revision of the content standards at least two years prior to the relevant curriculum framework approval. This bill also requires that if the recommended revisions are rejected, the SBE provide a written explanation within 120 days, of why a panel's recommendations are not adopted.

Status: Assembly Appropriations Committee-Suspense File

AB 173 (Price) Low-Performing Schools

This bill requires the State Department of Education (SDE) to contract for the development of a new indicator that measures pupil-level growth in academic achievement over time. This bill : 1) Requires the new indicator to: (a) serve state accountability functions and to measure adequate yearly progress (AYP) for the purposes of the NCLB; (b) allow the state to make the assurances required by the federal American Recovery and Reinvestment Act (ARRA), as specified; (c) distinguish among low-performing schools and local education agencies (LEAs) to identify those schools that increase academic achievement; and (d) streamline the eligibility criteria for state resources and support for schools and LEAs in need of improvement.

Status: Assembly Appropriations Committee

AB 429 (Brownley) Public Schools Accountability Act of 1999: Advisory Committee

This bill would require the PSAA Advisory Committee by July 1, 2011, to make recommendations to the SSPI for the establishment of a methodology for generating a measurement of academic performance using unique pupil identifiers and for developing a longitudinally valid assessment system in which annual academic growth can provide a more accurate and valid measure of a school's academic achievement growth and a pupil's academic achievement growth over time.

Status: Assembly Appropriations Committee

AB 451 (De Leon) Education Finance: The Opportunity to Learn Block Grant

This bill establishes an intervention structure that ensures PI schools in year 4 and 5 are receiving technical assistance support to improve academic achievement, with focus on significant pupil subgroups. This bill provides LEAs with \$150,000 in federal funding per PI year 4 and 5 schools to reassess their schoolsite plan and implement recommendations to improve pupil achievement. It also establishes a School District Liaison Team to work with the schoolsite to ensure that schools and LEAs are working to make academic improvements.

Status: Assembly Appropriations Committee

AB 1130 (Solorio) Academic Performance

This bill would state findings and declarations regarding standards-based education reform, assessments, and accountability and the use of cohort growth measures in accountability systems and intervention determinations.

Status: Assembly Floor-Third Reading

SB 742 (Romero) School Accountability: Lowest Performing Public Schools

This bill would establish an advisory committee to the SSPI for the purpose of making recommendations to the SBE on how to identify the 10 historically lowest performing public schools in the state, as specified. The bill would require the advisory committee to make these recommendations to the SSPI on or before July 1, 2010. These low performing schools would be required to take one of these actions: 1) restructure the school, 2) be managed by a non profit organization or 3) become a state public charter school. The SBE would be required to jointly approve the criteria to be used in identifying the 10 lowest performing schools as specified.

Status: Senate Appropriations Committee

III. Update on the American Recovery and Investment Act of 2009

State Superintendent of Public Instruction Jack O'Connell announced on May 9, 2009, the release of the preliminary allocations of the \$2.56 billion in State Fiscal Stabilization Funds (SFSF), available for public education through the American Recovery and Reinvestment Act (ARRA). An estimated additional \$1.1 billion will be available in the fall.

The allocation is based on an amount equal to cuts made to each local educational agency's revenue limit funding in the February 2009 California State Budget. In around a month, additional SFSF funding allocations will be calculated to restore cuts made to categorical program funding from that same budget. O'Connell directed California Department of Education staff to create a special on-line searchable database that the public can use to easily look up the SFSF grant amount for any district, county office of education or direct funded charter school. This information can be accessed at the California Department of Education American Recovery and Reinvestment Act Web page [<http://www.cde.ca.gov/fg/aa/ar/>].

CDE released calculations of the amount of Title I funds that local educational agencies (LEAs) in California will receive, as well as the amount of Individuals with Disabilities Education Act (IDEA) Part B funds that Special Education Local Plan Areas (SELPA) will receive under ARRA. To view the list of grant recipients, please see the [CDE American Recovery and Reinvestment Act Web page](#).

Additionally, the Joint Legislative Budget Committee released a letter to the Director of the California Department of Finance that waives the remainder of the review period and authorizes the CDE to disburse the funds to districts, county offices of education, and charter schools.

The U.S. Department of Education awarded California last month \$564 million in ARRA funds for Title I to serve socio-economically disadvantaged students and \$634 million in IDEA Part B to serve students with disabilities. That amount constitutes half of the ARRA Title I and IDEA Part B funds expected to go to California. The remaining half is expected to be awarded in the fall. These recovery funds constitute a one-time increase for Title I, Part A and IDEA, Part B programs and are in addition to regular federal 2009 allocations that districts will receive. The federal government intends this funding to be used for short-term investments that have the potential for long-term benefits, rather than for expenditures that cannot be sustained once the recovery funds are expended.

Some possible uses of these limited-term Title I recovery funds include:

- Establishing a system for identifying and training highly effective teachers to serve as instructional leaders in Title I school wide programs and modifying the school schedule to allow for collaboration among the instructional staff.
- Providing new opportunities for Title I school-wide programs for secondary school students to use high-quality, online coursework as supplemental learning materials for meeting mathematics and science requirements.
- Developing and expanding longitudinal data systems to drive continuous improvement efforts focused on increased achievement in Title I schools.
- Districts are also encouraged to consider using these funds to support and improve preschool and early childhood development programs which are an existing allowable use for Title I.

Some suggested uses for IDEA Part B funds include:

- Obtain state-of-the art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities, including online professional development, online student courses and learning opportunities, and electronic records management for student progress monitoring and data-based decisions for instruction/intervention.
- Provide intensive district-wide professional development for special education and regular education teachers focusing on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing and science, and positive behavioral supports to improve outcomes for students with disabilities.
- Develop or expand the capacity to collect and use data to improve teaching and learning.
- Expand the availability and range of inclusive placement options for preschoolers with disabilities by developing the capacity of public and private preschool programs to serve these children.
- Hire transition coordinators to work with employers in the community to develop job placements for youths with disabilities.

The U.S. Department of Education has provided a summary on suggested framing questions for LEAs to use in making decisions on how to use their ARRA funds. The guidance, [Using ARRA Funds to Drive School Reform and Improvement](#) (Outside Source), is available at CDE [American Recovery and Reinvestment Act Web](#) page under "Latest Developments".

IV. State Board of Education (SBE)

Members of the State Board of Education

The resignation of Mr. Alan Bersin from the Board was announced. Mr. Bersin was selected by President Obama to serve as the Department of Homeland Security Assistant Secretary for International Affairs and Special Representative for Border Affairs.

Governor Schwarzenegger recently appointed two persons to the Board.

Jorge Lopez, of Moraga, has served as the executive director for Oakland Charter Academy. Prior to that, Lopez was the program director for Sacramento Youth Project/MAAP2004 and held the same position with Migrant Education Region XXVI (Area III) in 2003. He worked at Dolores Huerta Learning Academy where he served as the principal from 2000 to 2001 and teacher from 1999 to 2000. Lopez was a teacher for the Migrant Education Program/Gridley Unified School District in 1999 and worked for the Butte County Office of Education in 1998. He worked as a tutor for the Avid Tutoring Program in Sacramento area high schools in 1995. He is a member of the Oakland Charter School Consortium and serves as an advisory board member for Latino Families for School Reform. Lopez is also a member of the Friends of American Indian Education Board of Directors.

His appointment requires confirmation by the State Senate. If appointed, his term would expire March 2013.

Rae Belisle is the President and CEO of EdVoice, a statewide advocacy network dedicated to the improvement of student achievement in California public schools.

Prior to EdVoice, Belisle was the General Counsel for the Sacramento County Office of Education. She has served as Executive Director of the California State Board of Education; Associate General Counsel and Government Relations Team Leader for the Los Angeles Unified School District; Chief Counsel to California's State Board of Education, and Senior Consultant to the California State Assembly Committee on Higher Education. Prior to joining state service with the Legislative Counsel Bureau, Belisle practiced law for several years with a local law firm specializing in business litigation.

She chaired the Advisory Commission on Charter Schools from January 2005 to December 2008. She also is a member of the California State University Early Assessment Program Advisory Committee and the New Leaders for New Schools Bay Area Advisory Board.

Belisle earned a Juris Doctor from McGeorge School of Law, graduating with distinction, and a Bachelor of Arts degree in Economics from the University of California, Davis.

Her appointment requires confirmation by the State Senate. If confirmed her term would expire January 15, 2013.

In addition to these new appointments, a student member was also selected to serve on the Board. **Sophia Angelis** is a senior at Rim of the World High School in Lake Arrowhead, CA. She has been actively involved in service to her community and country as the former president of Interact, and the current president of the National Honor Society, where she and the other members focus on raising funds and awareness to help alleviate international poverty and disease. Her term expires July 31, 2009.

B. Annual Report on Dropouts

State Superintendent of Public Instruction Jack O'Connell released the annual report on dropout and graduation rates for the 2007-08 school year.

In 2007-08, 68.3 percent of public school students in California graduated, up from 67.7 percent last year. The adjusted four-year derived dropout rate for the same school year is 20.1 percent, down from 21.1 percent last year. The data continues to reveal alarmingly high dropout rates among African American and Hispanic students. These data provide even more evidence of the challenge and the moral imperative of closing the achievement gap as well as increasing graduation rates among all students.

This is the second year of calculating student graduation and dropout rates by collecting student-level enrollment and exit data. When two more years of student exit data are collected, CDE will

have the four years of data necessary to produce more accurate student graduation and dropout rates at the school level. This year's graduation and four-year derived dropout rates may be compared to last year's rates because the method of collecting data is the same as the prior year. That was not possible last year because the data collection method was different the previous years.

The use of Statewide Student Identifiers (SSID) increases accountability for districts to find students who stop coming to school. It also helps districts identify students who were considered a dropout at a school they left but in fact were enrolled in a different district. The data also allow CDE to identify students reported by a school district as transferring to another California school district but cannot be found subsequently enrolled. These students are now properly counted as dropouts rather than transfers. In total, there are 28 different withdrawal codes used to categorize a student's status, including whether they graduated, dropped out, completed their education in other ways, moved to a different state, transferred to another school, or are continuing as a fifth-year senior.

SSIDs eventually will be tracked through the California Longitudinal Pupil Achievement Data System, or CALPADS, which will maintain longitudinal, individual student-level data including student demographics, program participation, grade level, enrollment, course enrollment and completion, discipline, state assessment, teacher assignment, and other data required to meet state and federal reporting requirements. CALPADS is scheduled to be implemented at all districts in the 2009-10 school year.

To view or download state, county, district, and school-level dropout data, please visit CDE's [DataQuest Web page](#). For more information on the California Dropout Research Project, please visit the [California Dropout Research Project Web site](#) (Outside Source).

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