

**CATE Board Reports FEBRUARY 2021**

<p>Greg Johnson, Past President</p>	<p>Hello fellow literary buffs, I hope you are all well and healthy. My Past President's report is fairly limited with our lack of awards this year, but I have remained sufficiently busy. I worked with Carol and Michael Jago to get the QR Code for the CATE election. It will or has been published in California English. I also worked with Cindy Conlin to make necessary adjustments to our online store platform. Somehow her credentials were removed and it took some doing to get it fixed back up. I believe we are all set up now for monitoring our credit card purchases. On a separate note, I will not be at the board meeting on Saturday. I will be in Idaho as my daughter is getting married that day. Sorry to miss you all! I will have to catch up with you on the 20<sup>th</sup>. Best wishes to everyone. Greg</p>
<p>Robb Polski, Incoming President</p>	<p>February 2021 Board Report: President In December, I wrote and submitted "President's Perspective" to <i>California English</i>. I met virtually with the treasurers to discuss CWP's convention reimbursement from the past two conventions. In a separate call, I met with treasurers to discuss the reestablishment of Central council's account and operations going forward. In December and January, I met with the South Coast Writing Project for a Meeting of the Minds event to discuss upcoming events and to share best practices. And through the CWP, I participated in the California Teacher Consultant Response Network providing feedback and commentary for policymakers and leaders on concerns of teachers during this pandemic era. In addition, I met with my local council, KCTE, in December to discuss and support upcoming events such as the February 17th RIAP Lunch with Kelly Gallagher. I prepared for and participated in an advisory committee meeting in January to discuss our February board meeting agenda, the status of the virtual event, A Date with CATE, and scheduled an additional meeting to go over the logistics of that event.  Respectfully submitted, Robb Polski, President of the California Association of Teachers of English</p>
<p>Denise Mikkonen, Co-Treasurer</p>	<p>Patrick and I continue to work together on all things fiscal. We have had several zoom meetings to collaborate, we have sent our 1099's and filed the necessary tax forms along with them. All accounts are current, checks have been issued to cover the cost of CE, and the Date with CATE event.  We have collected several donations in memory of Punky and funds have been applied to the Fristrom Scholarship fund, Robb is sending thank you notes to the donors and communicating with Anne. Sincerely, Denise Mikkonen</p>
<p>Sommer Iamele, Vice President</p>	
<p>Carole LeCren, Secretary</p>	<p>I've worked on advertising A Date with CATE, and on some documents for keeping board meetings running smoothly. I still have to update the policies and bylaws, and help make sure that CATEweb.org is up-to-date. I plan to give these tasks my full attention this summer.</p>
<p>Patrick Keough, Co-Treasurer</p>	<p>To: CATE Board From: Patrick Keough, Co-Treasurer RE: February Board Report  As co-treasurer, I have reviewed CATE financial transactions and coded them in Quiken. I have had several Zoom meetings with co-treasurer Mikkonen to review financial transactions. I have maintained updated spreadsheets containing CATE financial information.  Respectfully Submitted, Patrick Keough CATE Co-treasurer</p>
<p>Angus Dunstan, Capitol Rep</p>	
<p>Susan Dillon, Central Rep</p>	<p>CCCTE February Board Report The CCCTE Board met online to strategize how we can better serve our members and build membership/leadership. We came up with a few plans, including a May 22 online professional development event. Marty Brandt, author of <i>Between the Commas: Sentence Instruction That Builds Confident Writers (and Writing Teachers)</i> will be sharing his expertise with all who wish to attend. Marty is active in the San Jose Writing Project and the Curriculum Study Commission. He is a former winner of the CATE Classroom Excellence Award and has presented at our convention. We will be doing some direct mail and email communications to our members this month, as well as later in the year to promote our fall get together in Monterey. We are planning to host a get together in a large, open-air brewery with a Steinbeck expert as our speaker. We will offer the opportunity to win Chiyo baskets, which are delightful. Chiyo was a beloved CATE member and CCCTE board member. All funds generated from this opportunity fund new teacher scholarships to the CSC Asilomar conference, which will resume in fall 2022. My professional joys include working with ELA teachers in our diocese on content studies and accreditation. I am also taking a course on Sherlock, Science, and Ratiocination. It is not elementary!</p>
<p>Janina Schulz, FACET Rep</p>	<p>CATE - February Board Report  FACET has continued working with San Joaquin Valley Writing Project to bring presenters to a workshop series for the spring.  <b>SJWVP + FACET SATURDAY SPEAKERS</b> Join FACET (Fresno Area Council of English Teachers) and San Joaquin Valley Writing Project for our 2021 Speaker Series featuring Troy Hicks and Jen Roberts.  <b>REGISTER NOW</b></p>

	<p><b>Saturday, January 9, 9-11:30 • Troy Hicks • Making Remote Learning Matter: Engaging Our Students and Building Their Digital Literacies</b>  As we step into an academic year that will be unlike any other, our goals for remote learning must be guided by empathy and care, and an intentional focus on engagement, all while building students' digital literacies. In this interactive session, we will examine both tools and strategies that can help us create meaningful arcs of instruction across multiple days of "any time" (asynchronous) and "real time" (synchronous) learning. We will focus on techniques for both video conferencing sessions as well as learning activities in which students can engage over time, using collaborative tools in Google Suite and through other openly-available apps and websites. Throughout, we will discuss what it is that we value about learning, and how to translate that into meaningful remote opportunities for our students.</p> <p><b>Saturday, February 6, 9-11:30 • Jen Roberts • Writing Instruction With Digital Tools</b>  What we know about teaching writing well has not changed, but the tools we have available for teaching writing have expanded. Together we will work through a writing process using and learning about new methods and tools to keep our students moving forward in their writing development. You will gain practical and accessible strategies you can apply to your writing instruction immediately, no matter where your students are in the writing process. Classroom tested, teacher approved, I promise these are the tools and strategies worth learning. They will save you dozens of hours over the rest of this school year and your students will like them too.</p> <p>We hope all the councils will share this information with your members who might be interested in participating in these virtual workshops.</p> <p>There are aspects of distance learning I really love, such as getting to spend a lot more time with my children, wearing sweats to work, and not having to deal with so many interruptions (phone calls, announcements, kids getting pulled out for counseling appointments, etc.) throughout the day. I am ready to go back to school, though, nonetheless, and I am hopeful that will happen sometime in 2021! I am still teaching two courses at Fresno Pacific University as well. Other than my two jobs, I am also enjoying not having extra responsibilities at school :)</p> <p><b>Janina Schulz, MA, NBCT</b>  AP Language / English III Teacher  Yearbook Adviser  Edison High School</p>
Gina Vattuone, GSDCTE Rep	
Kim Flachmann, Kern Rep	<p><b>CATE: KERN COUNCIL Feb 2021</b></p> <p><b>Meetings</b>  Dec 14, 2020: Full Business Meeting</p> <p><b>Membership Drives</b>  Planning a Reading Institute (RIAP) Alumni Meeting for February 2021  Planning a "Town Hall" Meeting for Spring, an informal discussion of online instruction</p> <p><b>Board Member</b>  We have a new temporary Membership Chair: Jill Hamilton-Bunch</p> <p><b>Nominations for CATE Awards</b>  Nomination for Excellence in Teaching (College level) postponed until 2022</p> <p><b>Book Club Meetings</b>  [Sept 2015: <i>The International Bank of Bob</i> by Bob Harris (One Book/One Bakersfield)]  [Dec 2015: <i>Go Set a Watchman</i> by Harper Lee]  [Mar 2016: <i>The Girl on the Train</i> by Paula Hawkins]  [May 2016: Book Club, <i>Reading Lolita in Tehran</i> by Azar Nafisi]  [October 2016: <i>The Big Thirst</i> by Charles Fishman (One Book/One Bakersfield)]  [Nov 2016: <i>Deep Down Dark: The Untold Stories of 33 Men Buried in a Chilean Mine and the Miracle That Set Them Free</i> by Hector Tober]  [May 2017: <i>Mr. Penumbra's 24-Hour Bookstore</i> by Robin Sloan]  [Sept 2017: <i>\$2.00 a Day</i> by Kathryn Edin and H. Luke Shaefer]  [Dec 2017: <i>The 100-Year-Old Man Who Climbed Out the Window and Disappeared</i> by Jonas Jonasson and Rob Bradbury]  [Oct 2018: <i>Incarceration Nations</i> by Baz Dreisinger (One Book, One Bakersfield)]  [Nov 2018: <i>There There</i> by Tommy Orange]  [April 2019: <i>The Malta Exchange</i> by Steve Berry]  [Sept 2019: <i>Florida</i> by Lauren Groff]  [Oct 2019: <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba (One Book, One Bakersfield)]  [Nov 2019: <i>With the Fire on High</i> by Elizabeth Acevedo]  [Dec 2019: free choice; sell your book]  [Jan 2020: <i>The Grammarians</i> by Cathleen Schine]  [May 2020: <i>The Glass Hotel</i> by Emily St. John Mandel]  [July 2020: <i>This Tender Land</i> by William Kent Krueger]  [October 2020: <i>Broad Band</i> by Claire Evans (One Book, One Bakersfield)]  <b><i>Deep Down Dark: The Untold Stories of 33 Men Buried in a Chilean Mine and the</i></b>  <b>Essay Contests</b></p>

	<p>On-going in the schools all year</p> <p><b>Kern Online Presence</b>  KERN CATE: <a href="https://www.youtube.com/watch?v=LKDtH2kbjqQ">https://www.youtube.com/watch?v=LKDtH2kbjqQ</a>  <a href="https://www.youtube.com/watch?v=KBtZl39Zmy4">https://www.youtube.com/watch?v=KBtZl39Zmy4</a>  Facebook Presence</p> <p>Submitted by Kim Flachmann  President of Kern Council</p>
Vicki Kurtz, Redwood Rep	<p>Vicki Kurtz  Redwood Council  February 2021</p> <p>At this time, Redwood Council has not had any meetings or made any solid plans for 2021.</p> <p>Possibilities in the works:</p> <ol style="list-style-type: none"> <li>1. Brainstorming with Joan Williams</li> <li>2. Meeting with the Redwood Writing Project director</li> <li>3. Setting up a membership Zoom in late March</li> </ol>
Jennifer Silver, Southland Rep	<p><b>Southland (SCTE) February 2021 Report: Jennifer Silver, SCTE President</b></p> <p>Since December, our SCTE Board of Directors met to begin planning our spring semester events. Our council hosted a panel discussion on the use of children’s books in K-12 classrooms, with a special focus on Social-Emotional Learning. We were heartened to see a good number of elementary and middle-level educators in attendance, groups we sometimes struggle to reach with the scope of our programming. We are in conversations with Doug Fisher, the L.A. Conservancy, and the Emily Dickinson Museum as we move forward.</p>
Carol Surabian, TUCATE Rep	<p>I worked on the revision of the information/letter to be shared with new members at large. I shared this with my committee in December. I received some revisions that I am hoping to incorporate into the document. TUCATE has not met yet this year. I have communicated with the board through emails and hope they have been able to reach out to others. I have urged them to attend the virtual convention, and hope to see some members there.</p> <p>Carol Surabian  TUCATE President</p>
Jori Krulder, Upper Rep	<p><b>Feb 2021 Report</b></p> <p>I and six alumni of from my site wrote and submitted to California English Journal an article titled " What I Wish My Teacher Knew: Student Voice as a Catalyst for Anti-Racist Change." This was spurred by their request to submit a proposal to NCTE’s 2021 Conference with the topic "Equity, Justice, and Antiracist Teaching" which was catalyzed by the open letter they sent to our superintendent about racism a few months before. Our school district has had an important awakening and are making progress in addressing some of the inequities in our district and educating ourselves about antiracist teaching.</p>
Julie Paulsen Burnett, MAL Elementary	<p>December-February 2021 Board Report  Julie Burnett  MAL - Secondary  February 5, 2021</p> <p>I have been monitoring the Eventbrite event page for our Date with Cate event on February 20th. I continue to work with the committee to ensure our event runs smoothly. As of right now, we have 402 registered.</p> <p>I have agreed to be one of the CATE board embers on the CYRM committee, taking over for Rebecca Detrick. I expect to begin reading selections later this month.</p> <p>I am working with Mark on the CATE 2022 convention as co chair. This month, Mark and I met and outlined plans to move forward. I emailed Aimee Bender of USC inviting her to speak. We are working with Bill Younglove to invite Long Beach Mayor Garcia to greet attendees and possibly kick off the convention, Additionally we are exploring the possibility of hosting Saturday night at the Long Beach Aquarium of the Pacific.</p> <p>I am also pursuing (finally) my CA teaching credential in both Multiple Subjects and Single Subject - English from the state credentialing board. I took the Multiple Subject CSETS this month and am in courses at Point Loma Nazarene University. I expect to reapply to the state next month.</p> <p>Additionally, I am teaching English 9, 12, and ERWC for KHSD, and I am teaching one section of freshman composition at CSUB this semester.</p>
Carol Battle, MAL Middle	<p>Feb 2021 Report  Winter 2020  I continue to consult on submissions to the Diversity and Equity column in CA English. I will be one of the speakers at “A Date with CATE” later this month.</p>
Rebecca Detrick, MAL Secondary	(newly appointed)
Kylowna Moton, MAL College	MAL College

	<p>For NCTE:</p> <p>Update on working with Emily Kirkpatrick, Vandy Chisholm, and my committee members to host a member conversation with author Simon Anholt. We have set the date for February 22, 1pm PST (Simon is in London). I'm writing a blog post for this event and preparing for it in other ways.</p> <p>Also, I am working with a group to write a book proposal on equity in the composition classroom, which stems from the workshops I have co-led at NCTE over the last five years.</p> <p>For SCTE:</p> <p>As current VP, I met with the local council. We, like other teacher organizations, are thinking about more ways to reach teachers and increase participation in professional development and collaboration.</p> <p>Kylowna Moton</p>																																																																																								
<p>Mark Olsen, MAL Secondary</p>	<p>Julie and I worked these past couple of months to reach out to a number of speakers, authors, and presenters (including Amanda Gorman, Brandon Leake—AGT champion—Holly Goldberg Sloan, the Beach Boys, amongst others, and are looking at the major of Long Beach to welcome everyone and the Aquarium as a venue for Friday or Saturday evening). So far, no word back, but we're hopeful to make progress soon. Our goal to invite Amanda Gorman still remains strong, but we may need assistance in contacting her—a couple of you mentioned being willing to help, and we'll follow up on this soon. We're open to other suggestions, particularly those who you may know who would do a great job speaking and/or presenting. We're meeting regularly and including other colleagues when possible.</p> <p>It's great to devote our time and energy to making this work out—a labor of love and faith!</p> <p>Mark</p>																																																																																								
<p>April Parker, MAL Unspecified</p>	<p><b>Southland (SCTE) February 2021 Report: April Parker, SCTE Membership Chair</b></p> <p>Our local affiliate, SCTE has had two events since December. I sent eblasts for those. I also am sending another soon to prepare for our voting season for board positions. I navigated to finding a new vendor to serve our emailing needs and the board decided on a plan to suit our needs. I successfully migrated to the new system and cancelled the old plan/system. I met with the planning committee to further develop details for the Date with CATE event. I also promoted the Date with CATE event, membership, and the writing contest in our SCTE eblasts.</p> <p>Representing English Teachers, I am developing educational content for a virtual museum dedicated to the preservation of Gospel music. I continue to be a teacher-leader at my high school in the English department for distance learning practices.</p> <p>Thank you for the opportunity to serve,</p> <p>April Parker</p>																																																																																								
<p>Bill Foreman, MAL Small Council</p>	<p>MAL Small Council February Report</p> <p>Since the December 2020 board meeting, I have participated in planning meetings for our February event and met with my local council to discuss how we can revitalize our membership and leadership.</p> <p>Respectfully submitted,</p> <p>Bill Foreman</p>																																																																																								
<p>Liz McAninch, MAL Unspecified</p>	<p><b>FEB. REPORT – MEMBER-AT-LARGE UNSPECIFIED</b></p> <p>I have participated in meetings of the Central Council and of the Curriculum Study Commission since our last Board meeting. The next Asilomar Conference will be held in Fall 2022. Central has several activities planned for 2021: a virtual event with Marty Brandt in May and a social event in Monterey in the fall.</p> <p>I have been busy this week as one of the initial readers of NCTE submissions for their fall convention. The theme focuses on Equity, Justice and Anti-Racial Teaching. It has been invigorating to read many of the excellent proposals.</p> <p>Locally, the city of San Francisco filed suit against the San Francisco Unified School District for not doing the work to create a safe environment for students and teachers so the public schools could re-open this spring. The School Board has focused on re-naming forty-four schools in the city.</p> <p><b>Submitted by Elizabeth McAninch</b></p>																																																																																								
<p>Joan Williams, Membership</p>	<p style="text-align: center;"><b>CATE MEMBERSHIP REPORT February 2021</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th># COUNCIL</th> <th>2/19</th> <th>5/19</th> <th>9/19</th> <th>12/19</th> <th>2/20</th> <th>5/20</th> <th>9/20</th> <th>12/20</th> <th>2/3</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>1 Redwood</td> <td>11</td> <td>20</td> <td>19</td> <td>19</td> <td>14</td> <td>17</td> <td>17</td> <td>17</td> <td>17</td> <td>--</td> </tr> <tr> <td>2 Upper</td> <td>28</td> <td>35</td> <td>34</td> <td>16</td> <td>7</td> <td>19</td> <td>20</td> <td>18</td> <td>18</td> <td>--</td> </tr> <tr> <td>3 Capital</td> <td>49</td> <td>121</td> <td>121</td> <td>112</td> <td>38</td> <td>55</td> <td>55</td> <td>56</td> <td>57</td> <td>+1</td> </tr> <tr> <td>4 Central 210</td> <td>355</td> <td>346</td> <td>314</td> <td>186</td> <td>230</td> <td>222</td> <td>240</td> <td>242</td> <td>+2</td> <td></td> </tr> <tr> <td>5 Fresno 46</td> <td>59</td> <td>58</td> <td>57</td> <td>20</td> <td>54</td> <td>58</td> <td>57</td> <td>58</td> <td>+1</td> <td></td> </tr> <tr> <td>6 TUCATE</td> <td>7</td> <td>17</td> <td>18</td> <td>17</td> <td>8</td> <td>16</td> <td>17</td> <td>19</td> <td>19</td> <td>+2</td> </tr> <tr> <td>7 Kern</td> <td>122</td> <td>196</td> <td>197</td> <td>221</td> <td>166</td> <td>161</td> <td>161</td> <td>163</td> <td>167</td> <td>+4</td> </tr> </tbody> </table>	# COUNCIL	2/19	5/19	9/19	12/19	2/20	5/20	9/20	12/20	2/3	+/-	1 Redwood	11	20	19	19	14	17	17	17	17	--	2 Upper	28	35	34	16	7	19	20	18	18	--	3 Capital	49	121	121	112	38	55	55	56	57	+1	4 Central 210	355	346	314	186	230	222	240	242	+2		5 Fresno 46	59	58	57	20	54	58	57	58	+1		6 TUCATE	7	17	18	17	8	16	17	19	19	+2	7 Kern	122	196	197	221	166	161	161	163	167	+4
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Michelle Berry, Convention Coordinator	<p>Board Report – Convention Coordinator February 2021</p> <p>Since the December meeting, our subcommittee finalized plans for the upcoming <b>DATE With CATE</b>. The event has been publicized on social media as well as via postcards mailed to our members. Zoom meetings were held this week to “rehearse” the event and iron out any foreseen issues.</p> <p>We are excited for the prospect of this new online venture, created from a desire to keep our members engaged and supported by CATE (and each other) during these unprecedented times of the pandemic. I must thank the subcommittee, especially Jennifer, Annie, Carole, and Julie, for their leadership in assuring the tech issues are sewn up, as well as appropriate advertising being designed and dispersed. Thanks also to Carol Jago, Jill Hamilton-Bunch, Carol Battle, and the three SJVWP presenters, Judy Duran, Marci Haas, and Kristen Norton, for their willingness to provide inspiring workshops for our attendees.</p> <p>The Convention Handbook, always a fluid document as the details of producing convention often change, was sent to Julie Burnett and Mark Olson, co-chairs of 2022 Long Beach, for guidance as they begin/continue working towards that event.</p> <p>We were greatly saddened to hear of the passing on January 3<sup>rd</sup> of our dear friend Punky Fristrom, whose longtime and dedicated leadership in CATE is so deeply respected. We will endeavor to create a fitting tribute to him and his service in the spring issue of <i>California English</i>.</p>																																																																		
Annie Gervais, Assistant Convention Coordinator																																																																			
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Mindy Montanio, Liaison CTA	<p>Our State Council was held virtually between January 19-23, 2021. These are some highlights. I apologize for the number dump, but I thought the allocations for funding were interesting.</p> <ol style="list-style-type: none"> <li>1. CTA continues to support distance learning for schools that are in the highest Purple Tier of transmission rates. To learn more about CTA’s stance on reopening schools, this link will take you to statements made by CTA President, E. Toby Boyd: <a href="https://www.cta.org/educator/posts/school-reopenings-our-stance">https://www.cta.org/educator/posts/school-reopenings-our-stance</a> <ol style="list-style-type: none"> <li>a. There is a continued focus on safety plans, data collection/tracing, transparency, and testing/vaccines. Cal OSHA is also involved now in reopening schools safely.</li> </ol> </li> <li>2. The Governor’s budget—While the budget looks solid right now, as many of you know, the real numbers will likely be determined by May in what is known as the “May Revise.” This is how the numbers are shaking out, which frankly, surprised many people.       <ol style="list-style-type: none"> <li>a. Tentative budget indicates more money for CA schools.</li> <li>b. Gov. Gavin Newsom’s initial budget proposal for next fiscal year includes record education funding for K-12 schools and community colleges.</li> <li>c. \$85.8 billion in Proposition 98 guaranteed funding, a \$14.9-billion increase from last year—at a time when the resources are needed most.</li> <li>d. The historic budget proposal includes \$4.6 billion for summer school and extra learning time to support struggling students, those with special needs, English learners and students with housing insecurity; \$500 million for educator professional development; \$225 million to improve the state’s educator pipeline; \$700 million to support students struggling with anxiety, depression, stress and other disorders; and an additional \$300 million for special education. For community colleges, the budget proposal includes \$250 million for emergency financial aid for students in need and an additional \$100 million to support students with housing and food insecurity. (I did take this directly from <a href="http://www.cta.org">www.cta.org</a>)</li> <li>e. The governor’s budget includes \$2 billion in ongoing Proposition 98 funding to provide a <b>3.84-percent cost-of-living adjustment (COLA)</b>. This includes both the <b>2.31-percent COLA for 2020-21 and 1.5-percent COLA for 2021-22</b>. Per-student spending is projected to be \$18,837 in 2020-21 and \$18,000 in 2021-22. In an effort to incentivize local school districts to reopen for in-person instruction, the budget includes \$2 billion for In-Person Instruction Grants, a proposal which would provide additional funding and resources for school districts to begin offering in-person instruction for some students as soon as Feb. 16 and all elementary students by March 16. Base grant amounts would be \$450 per student, increasing to more than \$700 per pupil for schools with a high enrollment of low-income students, youth in foster care, and English language learners.</li> </ol> </li> <li>3. CTA Distance Learning series (scroll to the bottom) <a href="http://www.cta.org">www.cta.org</a> I registered for a hybrid learning webinar, and it’s completely free and doesn’t require a CTA membership to register. Check them out or share with teacher colleagues who may want to learn more.</li> </ol>																																																																		

	<p><b>Mindy Montanio</b>          KHSD Teacher on Special Assignment (TOSA)          English, Literacy, Access, and PreAccess          Currently Working from Home          Google Voice (661) 412-2380</p>
<p>Bill Younglove,          Liaison Common Core          Consultant</p>	
<p>Gale Caswell, CETA          Liaison</p>	
<p>Tim Dewar, Liaison          CWP</p>	<p>December-February Report          CWP Liaison</p> <p>During the current quarter, CWP continued to plan and publicize the James Gray Memorial Preconvention substitute event on Thursday, February 18, 2021. This will be a workshop with Mary Ann Smith and Sandra Murphy on civic engagement and writing. CWP also assisted with "Date with CATE," the annual convention substitute, contributing a session from the San Joaquin Area Writing Project.</p>
<p>Jennifer Howerter,          Liaison CDE</p>	<p style="text-align: center;"><b>Comprehensive Literacy State Development (CLSD) Grant</b></p> <p>The California Department of Education (CDE) presented an <a href="#">Information Memorandum</a> on the updated draft of the Comprehensive State Literacy Plan (SLP) to the State Board of Education (SBE) in December 2020, which provided an overview of the draft plan, detailed the process for seeking and incorporating stakeholder feedback, and next steps. The Educator Excellence and Equity Division (EEED) continued revising the SLP, and presented an updated draft to the SBE for their review and feedback on January 13, 2021. After hearing public comment during the meeting, the SBE made additional requests, including but not limited to the following:</p> <ul style="list-style-type: none"> <li>• Leverage culturally sustaining pedagogies across grade bands, including specifically addressing the needs of African American students.</li> <li>• Include a requirement in the Request for Applications (RFA) that disparities in literacy outcomes for significant subgroups be addressed.</li> <li>• Recognize within the RFA process applications with evidence-based results and positive literacy outcomes.</li> </ul> <p>A final draft will be presented to the SBE in March 2021.</p> <p>Additionally, State Literacy Team members continue to volunteer their time to develop a series of videos on critical topics in literacy and curate resources for an online resource repository. We plan to post the videos and resources in March 2021, which will coincide with the anticipated approval of the SLP by the SBE. A suite of resources, including a Literacy Planning Tool, will also be included in the online resource repository. This suite of tools will allow county offices of education (COE), local educational agencies (LEA), and school sites to engage in a Root Cause Analysis and planning for improved literacy outcomes.          For additional information, visit the <a href="#">CDE CLSD web page</a>.          Stay informed by joining the CLSD listserv by sending a blank email to <a href="mailto:join-california-literacy-state-development-program@mlist.cde.ca.gov">join-california-literacy-state-development-program@mlist.cde.ca.gov</a>.</p> <p><b>Early Literacy Support Block Grant</b></p> <p>Section 113 of the Education Omnibus Trailer Bill (<a href="#">Senate Bill 98</a>) for the 2020–21 California State Budget appropriates \$50 million to establish the <a href="#">Early Literacy Support Block (ELSB) grant program</a>. The legislation requires the CDE to award funds to LEAs with the 75 schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the state summative English Language Arts assessment. The CDE may use \$3 million of this sum to offset its costs associated with activities required to administer the program.</p> <p>District and school personnel from the 73 schools that applied participated in a technical assistance webinar in November to learn more about the process for engaging in a rigorous Root Cause Analysis and Literacy Needs Assessment, and received guidance on the supports they will receive to write local Literacy Action Plans, a required grant deliverable. LEAs also received information about funding tiers and other grant requirements.</p> <p>Additionally, Section 114 of the Education Omnibus Trailer Bill appropriates \$3 million from the General Fund to establish an Expert Lead in Literacy within the Statewide System of Support. The grantee is the Sacramento County Office of Education (SCOE). In this capacity, SCOE has begun supporting district and school grantees and their COEs to build statewide professional learning networks and provide technical assistance to increase statewide capacity in implementing effective literacy instruction. SCOE held two orientation webinars, in December 2020 and January 2021 respectively, for all of the 73 schools that applied for the grant, and began a series of professional learning cohort webinars in January 2021, which will continue throughout this first year of the grant. The 3-year grant period began on December 1, 2020.</p> <p><b>State Seal of Civic Engagement</b></p> <p>At its September 10, 2020 meeting, the SBE approved statewide criteria for California students to earn a State Seal of Civic Engagement (SSCE). The criteria and accompanying guidance for LEAs are available on the <a href="#">CDE SSCE web page</a>. Additionally, the <a href="#">Resources to Support Civic Engagement web page</a> includes a range of resources to support civic learning and engagement through a variety of learning formats.          The CDE is currently providing general information on next steps as LEAs begin to develop and implement local programs to award the SSCE. The CDE has developed an overview presentation that provides general guidance and next steps for LEAs, which is now available on the <a href="#">SSCE web page</a>. Additional resources, including the insignia request form and additional general and technical guidance documents, are also under development and will be posted as soon as they become available.</p> <p><b>Building a Network of Safety for School Communities Webinar Series</b></p> <p>The CDE's Student Mental Health Policy Workgroup's Suicide Prevention Committee recently kicked off a webinar series on cultivating compassion and resilience during COVID-19. Presenters from the San Diego COE will lead a series of webinars centered</p>

	<p>on various topics related to preventing suicides in school communities with a specific focus on suicide prevention, intervention, and postvention. These topics include:</p> <ul style="list-style-type: none"> <li>• Defining and sharing the relevance of wellness and resilience</li> <li>• Strategies to identify and cope with stressors</li> <li>• Identify self-supportive practices that can address anxiety and enhance resiliency during challenging times</li> </ul> <p>Webinars are held monthly, from October 2020 through May 2021. Visit <a href="#">this page</a> for a list of webinar dates, and to register for the series.</p> <p><b>World Languages Web Page</b></p> <p>The EEED has recently launched a comprehensive new <a href="#">World Languages web page</a>. This new content area page provides the world languages community, including program administrators, teachers, and families, easy access to information and resources about world languages programs and practices. In an ongoing response to the COVID-19 pandemic and the resulting adjustments made by schools and districts to the delivery of learning activities and instruction, this new web page highlights key distance learning resources from the CDE and our state, national, and international partners in professional learning.</p> <p>Together with the launch of the new web page, the EEED released the 2020 summary report on the Professional Learning Needs Assessment Survey for World Languages Educators. This is the first needs assessment specifically addressing the professional learning priorities of the world languages community and was disseminated in December 2019. The report is intended for a broad audience and summarizes the data gathered by the survey to inform the field, in particular when considering provision of professional learning support to California’s world languages educators. The report is available under the Updates tab on the <a href="#">World Languages web page</a>.</p> <p><b>2021 California Exemplary Arts Education Award</b></p> <p>The California Exemplary Arts Education Award recognizes California schools for excellence in Arts Education. Schools selected for this award demonstrate broad-based achievement in Arts instruction and for successfully advancing opportunities in the Arts for all students. Applications for schools with grades 7–12 are now being accepted. The deadline to apply is February 22, 2021. For more information, visit the CDE <a href="#">California Exemplary Arts Education Award</a> web page.</p> <p><b>English Language Development (ELD) Video Series</b></p> <p>The CDE developed a series of videos demonstrating integrated ELD instruction and its related designated ELD instruction during English Language Arts, Mathematics, and Science. The Integrated and Designated ELD Video Series demonstrates the relationship between the <i>California English Language Development Standards (CA ELD Standards)</i> and the state content standards. When used in tandem, English Learner students build English proficiency, refine academic use of English, and access subject area content in transitional kindergarten/kindergarten through grade twelve.</p> <p>The CDE ELD Video Series: <a href="#">Administrator’s Guide for Facilitating Remote Professional Learning</a> document provides guidance and resources for facilitating remote professional learning using the CDE ELD Video Series.</p> <p>Additionally, the <a href="#">ELD Video Series Webinars</a> document provides future dates, times, and registration links.</p>
<p>Carol Jago, <i>California English</i> Editor</p>	<p>February 6, 2021</p> <p>TO: CATE Board  FROM: Carol Jago, <i>California English</i> editor  RE: February 2021 board report</p> <p>The most recent issue of <i>California English</i> included the CATE ballot, information regarding the student creative writing contest, and notice of “A Date with CATE” on February 20, 2021</p> <p>We had a very healthy group of submissions on the topic of “Reading in a Pandemic: How Did It Become So Difficult?” I hope you found them valuable. The topic for our September issue grew out of the virtual Publications committee meeting. I have contacted the original group of “DisruptTexts” educators (Tricia Ebarvia, Kim Parker, Julia Torres, and Lorena German) inviting their input.</p> <p>As always, I continue to seek artists for future issues of <i>California English</i>. If you know a colleague, friend, or family member who might be interested in having their work displayed in our magazine, please send them my way.</p> <p><b>California English</b>  Call for Manuscripts</p> <p>-  <b>May 2021</b>  <b>Deadline April 1, 2021</b>  <b>Writing Their Way to Social and Emotional Strength</b>  With limited instructional minutes at teachers’ disposal, writing seems to be getting short shrift. But what if writing were seen as a powerful tool for engaging students in their own learning. What have you discovered as you taught writing virtually? How can personal and/or creative writing help students become more reflective? Describe a writing task that your students found compelling.</p> <p><b>September 2021</b>  <b>Deadline August 1, 2021</b>  <b>Disrupting Texts, Disrupting Tasks</b>  What is the place of new literature, young adult books, graphic novels, contemporary fiction and edgy nonfiction in our English curriculum? How do you go about replacing traditionally taught novels? Do new texts require new methods?</p>

- Manuscripts are peer reviewed. Please send submissions to *California English* editor, Carol Jago [cjago@caroljago.com](mailto:cjago@caroljago.com). Articles should be limited to 2,500 words.