

# DIRECT LINE

A PUBLICATION OF THE SACRAMENTO CITY TEACHERS ASSOCIATION.

Volume 33  
Issue 4  
January 2010  
Sacteachers.org

## Teachers Are Not Compensated Enough

By Manuel Villarreal, SCTA Executive Director

As we move into the next year and as teachers—like others—are thinking about taxes, the weak economy, holiday payments, savings, new or higher governmental fees for this and that, classroom materials to purchase, higher tuition for themselves or dependents and many other items that face cost increases, the deepening reality of the need for greater personal income for now and the future starts to really sink in. The heightened attack on public pensions and the clarity that government is driving a health care bill that nobody really supports because it will only add to insurance costs, preparing for the future as a teacher in public education will become far more important and difficult. So what is a person to do if they are intent on retiring with a fair set of benefits given the intense efforts that will take place over the next number years, efforts that in some ways are likely to reduce expected benefits?

First, what are some of the developing attacks and other benefit reducers for teachers? Salaries are likely to stay the same for a number of years with step and column changes the only increases. Stagnant salaries coupled with mild inflations means less funds for savings of any type. Stagnant salaries means less contributions for STRS and means a greater need to reduce factors to keep the fund whole and meet current obligations. The perceived or the real need or want to increase positions in schools reduces the amount of dollars available for salaries. The change of teacher positions to non-teacher positions decreases funds for STRS and increases funds for PERS.

Additional attacks include new efforts by pensions benefit busters who will try to reduce retirement factors by way of initiatives that have a chance of passing in a down economy with high unemployment. Large union efforts to fight off those initiatives drain dues dollars that cannot be used for bargaining, representation and lobbying. There will be fewer dues dollars to elect friendly politicians, pass better bills, and take court actions.

Increased independent charter schools means fewer teachers contributing to STRS and organized efforts to support more funding. Fewer and younger teachers earning less income means less contributions for retirement systems that will be bulging with retiring baby boomers and their possibly guaranteed benefits. The growing number of online classes for high school students, more school-to-work programs, more home schooling, and faster ways to graduate mean fewer teachers and less funds for pension benefits. Schools will look far different in 20 years compared to what they look like today.

If one is young and new to the profession, add to your credentials, add to your degrees, plan to change careers sooner than later, expect on-going lay-offs or threats of lay-offs and benefit reductions, increase and maximize your contributions to 403 and 457 plans. Use your step and column increases to fund your added savings. Use a professional advisor. Your 403b and 457 contributions are more portable from teaching to other fields. Move as quickly as possible on the schedule. Take advantage of the SCTA 125 plan offered through the district to shelter income. Certainly this is easy advice to give except we all know that there are bills to pay and loans and more.

Continued on Back Page-Villarreal

### Economic News

As of this date the state of California is expected to run a \$21 billion dollar deficit when this year and the next are combined.

#### Arizona Education Association Sues Over Teacher Tenure Proposal.

The *Yuma Sun* (11/30) reports that the Arizona Education Association (AEA) is suing state lawmakers who included “provisions involving teacher tenure, contract renewals, time off for union activities, and various other issues... that are normally determined by individual school districts” -- in “legislation on school budget cutbacks.” The AEA is particularly concerned “that the legislation on school budget cutbacks specifically told districts not to consider teacher tenure or seniority in deciding which teachers would be laid off.” The AEA “contends the teacher rules from the Legislature violate special session requirements that it only deal with the specific item in the governor’s call - which was budget cutting in this case.” Meanwhile, the state says that “the teacher requirements are part of the budget cutting process.” According to the *Yuma sun*, the outcome of the lawsuit “will likely hinge on how the courts interpret the limits of a legislative special session.”

## Where Things Are...

By President Linda Tuttle

SCTA has met with the new superintendent 4 times since he started. There are no regularly scheduled meeting times as has been the past practice. A lot of things are going on but when we are contacted it is last minute. Supt. Raymond was invited to the Nov. Rep Council to introduce himself to the SCTA Reps. He stayed a short while. Everyone asks what do we think and the answer is always it is too soon to tell as his actions will speak for themselves. There is an interest by the district to apply for the RTTT \$\$ but CA has not even signed a bill so we do not know what the final language will look like.

The new year will bring a lot more budget concerns. There will likely be around \$18 million more in cuts for next year. Look at the districts around us and you will see what expectations will be heading our way. Nothing good I might say!

There are several groups gearing up to submit charter applications to the district. How can we keep this from happening?

I spoke at Rep Council on Dec. 10

about the huge task of organizing. We have a great new Organizing Committee that is looking at 7 sub-groups matching the 7 school board areas. There are many things that will be asked of them by the board. One that I spoke about in Dec. was that we (members of SCTA) will have to be more proactive in championing the great things you are doing. Along with teaching all day I know you work well beyond your work day tutoring, working on committees to help your site, and helping with fundraising or spirit boosting activities. Please let us know what and when you have activities planned. If you can give us 2 months notice we can print them in Direct Line and maybe other teachers will attend. I have attended many a pancake breakfast or spaghetti dinner to support our teachers.

SCTA works very hard to ensure everyone that calls or emails gets a response. We try to prioritize when they come so if there is not a response it was interpreted that the call/email was for information purposes. Thank You to all of the calls just saying “Thank You” or “Have a Great Holiday.” It is really appreciated. I do get an occasional hit on the head but

don’t think of them as I return calls into the evening or write out the 150 Holiday cards for our Reps that I worked on over the weekend instead of packing for my holiday away or my own cards. This job always comes first.

SCTA sometimes sends out emails when something is needed by CTA or SCTA. And many times it is urgent. The most recent example was to ask reps to call Steinberg’s office to ask him not to support the Romero Senate Bill but rather the Brownley Assembly Bill X5-8. We had just had the overview at the Dec. Rep. Council meeting so felt that those feeling informed could call. We always strive to educate before asking your participation. Thank you for those that came to Rep. Council and for those that made calls. SCTA is always the first CTA turns to because we have a strong reputation of activism. You are the reason. You step up to the plate when asked.

SCTA does a tremendous amount on your behalf for the monthly \$17.79 we receive from your SCTA dues.



### CALENDAR OF EVENTS

#### JANUARY 2010

Wed. Jan. 13, SCTA-R Meeting  
SCTA 1:00 pm

Thurs., Jan. 14, Rep Council  
SCTA 4:00 pm

#### FEBRUARY 2010

Wed., Feb. 4, PIC Committee  
Mtg., SCTA 4:00 pm

SAT., FEB. 6, CRABFEED  
DINNER Elk’s Lodge, 5:00 pm

Thurs., Feb. 11, Rep Council  
SCTA 4:00 pm

### WHAT’S INSIDE

Teachers Are Not Compensated Enough..1  
Where Things Are.....1  
Arizona TA Sues State.....1

Parent/Teacher Home Visit Project.....2  
Home Visit DC Experience.....3  
Snowball Poem.....3

SCTA Election Timeline.....4  
You Think We Have Problems?.....4  
Organizing For The Future.....4  
SCTA Crabfeed Info.....4

**Families and teachers are equally important co-educators given that the family is the expert on the individual child while the teacher is the expert on the curriculum that must be mastered for success.**



SCUSD teachers David Fisher and Jennifer Garcia at Third Annual PTHVP Gathering

“I do home visits to connect with my students and their families on a more personal level. In doing them for the past 10 years or so I’ve learned that they also help enrich my career and improve my overall job satisfaction.”

*David Fisher, SCUSD Teacher, CB Wire*

### The Third Annual PTHVP National Gathering- Washington DC, October 2009

Last month, with the generous support of the National Education Association (NEA), a group of parents, educators and community members from Sacramento lead a national strategic planning session on K-12 parent teacher home visits in Washington DC with 45 teachers, parents, parent advisors, administrators, and community partners from California (Sacramento, Oakland and Los Angeles), Montana, Massachusetts, Ohio, Virginia, Colorado, and Washington. Each of these communities had schools or districts that have adopted and adapted our local parent/teacher home visit project. This was our third annual gathering with our colleagues from around the country and, without a doubt, was our best meeting so far! As SCUSD teacher David Fisher said, “I was profoundly moved to see how much our local effort has grown into a nationally recognized example of how parent engagement can be accomplished when done from the grass roots level. NEA was very supportive and continues to support the expansion of our locally grown program into a national model”.

Each day of the three day gathering focused on a key theme of building on the efforts first launched in Sacramento during the 1998-1999 school year. Here is an overview:

- Day 1: we kicked off our meeting developing a three year plan to create and pilot the first national home visit evaluation instrument with the help of National parent engagement experts and researchers Anne Henderson (Annenberg Institute for School Reform), Karen Mapp and Nancy Hill (Harvard Graduate School of Education), staff from the National Education Association and our grassroots partners. This session was educational and thought provoking as we had to begin to really figure out what the what, why and how of proving our “theory of change” for students, staff and parents.
- Day 2: we concentrated on the ways we needed to grow and sustain local home visiting efforts in our communities. Presentations included an overview of community organizing in education reform and our home visit model, connections between home visit efforts and site or district wide parent engagement plans and *an extraordinary professional development training connecting home visits, building cultural competency and individualized instruction led by SCUSD teachers Nancy Fong, Jennifer Garcia and Cory Jones.*



Nancy Fong, SCUSD Teacher at Earl Warren

We worked in large and small groups to learn best practices from each other as well as identify common challenges and opportunities in our local communities.



Participants from Sacramento, Los Angeles, Denver and Springfield take part in professional development session led by SCUSD teachers.

Day 3: on our final day together, we focused on continuing to build our national partnership. We reviewed our goals and progress from the prior year and identified our collaboration’s goals and plans for the coming year- with data making the top of everyone’s list. We also explored funding and policy opportunities for home visits on the national landscape of education reform including the innovation grants.



Sacramento parents, teachers and community members working together at DC session.

### Scaling Up A Local Program:

This national growth did not happen overnight. As one of our founding parents, Yesenia Gonzalez, stated, “When we first started talking about home visits in Sacramento, I thought they were crazy. I never dreamed we would be traveling around the country sharing this work with so many wonderful teachers.” However, that is exactly what has happened given the tipping point of interest that now exists to build parent engagement efforts- especially at struggling schools.

Decades of national research show that all students do better when their families are meaningfully involved in their education. As Larry Ferlazzo, a SCUSD teacher at Luther Burbank High School (LBHS) who has conducted hundreds of home visits and who is the author of a new book, *Building Parent Engagement In Schools* (coauthored with Lorie Hammond, 2009) points to research showing that when schools engage parents successfully, trusting and caring relationships lead to more participation by families, more effective collaboration between home/school/community, and greater sense of efficacy by parents leading to positive change. While most sites do want to increase their parent engagement, a common challenge arises when looking for affordable and effective strategies that meaningfully connect families to student success. For over a decade, parent teacher home visits, while in and of themselves are not a new idea, have been strategically developed and successfully implemented in dozens of SCUSD sites under the leadership of an unusual collaboration.

This extraordinary partnership between Sacramento City Teachers Association (SCTA), Sacramento City Unified School District (SCUSD) and Sacramento Area Congregations Together (ACT) officially launched in 1998 as an effort to address the cycle of blame that existed between parents and site personnel at several Sacramento schools where there was a pervasive history of low student achievement, high levels of poverty, and where high percentages of children entered school as English learners. The concept behind the Parent/Teacher Home Visit Project is simple. Rather than



Elisa Gonzalez, SCUSD Parent Advisor at LBHS, talks with a colleague from a Wakefield HS in Virginia

blaming each other, teachers and families come together, in a unique setting, as equal partners, to build trust and form a relationship where they can take the time to share dreams, expectations, experiences, and tools regarding the child’s academic success. Once a relationship is formed, the partners are empowered, finding accountability with each other to make the necessary changes to insure that students experience academic and social success. While many organizations offer “home visits” but those are usually based on a model where an assessment is being made or a problematic behavior is being addressed. This is true whether school systems use home visits to address truancy problems or a social service agency is using home visits to address concerns and need for services. This strategy only heightens mistrust – the very issue this strategy is designed to address.

This collaborative model first became a statewide model in 1999 when Nell Soto, a southern California legislator, sponsored legislation to provide funding to hundreds of schools in California based on the Sacramento



Angel Whitfield, SCUSD Parent at Sam Brannon MS, shares information with Debbie Polemus, a teacher from Virginia.

model. Because of the local and statewide attention of the Sacramento efforts, our project grew into national model as well, training thousands of educators along the way. In 2002, project leaders created an independent 501(c) (3) non-profit organization jointly governed by the three founding partners.

The PTHVP was the recipient of the **2007 California Teachers Association State Gold Award** for work in support of students, teachers and public education.

**“This project is one of the best in the nation.”**

*Carolyn Doggett  
Executive Director  
California Teachers Association  
(CTA)*

### Parent/Teacher Home Visit Project Members Believe:

- Families and teachers are equally important co-educators given that the family is the expert on the individual child while the teacher is the expert on the curriculum that must be mastered for success.
- Before important information about academic status can be effectively shared, positive communication must be established and barriers addressed.
- All- or a cross section of- students and families should be visited because targeting challenging students will only perpetuate the cycles of mistrust.
- All families have the ability to assist their child in their academic success and that effective family involvement can happen in every home.
- This project should be voluntary for all involved and that teachers should be compensated for their time.

### How The Project Works:

The Parent/Teacher Home visit project works with interested sites (usually with 50% or more of the teachers supporting this project on site) to secure resources and provide staff an interactive training on effective home visits. Staff then begin home visits- first in the summer or fall to build

trust and open the lines of communication, and then again in the spring to share information and resources. The structure of this model allows both co-educators- families and staff- to share their expertise and discover common “hopes and dreams” that will help to better coordinate their mutual efforts and insure a successful year for the student. Ideally home visits are the platform to develop connected parent engagement efforts at each site. One great example is Luther Burbank High School where feedback from parents that were visited led to the development of a nine week “Parent University” curriculum for over 100 parents each year!

### A Funding Snapshot:

Here is as snapshot of funding for home visits in our district since the inception of the program:

- 1) 1998-1999 \$160,000 in desegregation funds were allocated for home visits for 8 sites (\$20,000 per site).
- 2) 1999-2002 \$900,000 (approximately) in Nell Soto Grants for 38 schools in our district. Grants range from \$15,000-\$35,000 depending on enrollment. District received a federal earmark grant (over a million dollars) to be the statewide trainers and resource center for other schools receiving this grant.
- 3) 2003-2004 \$30,000 from CTA and \$60,000 from SCUSD’s Village Project funds a total of 18 sites (average grant = \$5,000 per site)
- 4) 2005-2006 \$150,000 in Title I funding allocated by our district- \$60,000 for home visits and \$40,000 for PTHVP for staff training and ongoing site support. 22 sites funded with grants of \$5,000 each. Sites asked to make a minimum contribution of \$1,000.
- 5) 2006-2007 \$100,000 in Title I funding allocated by our district - \$80,000 for sites for 14 sites and 20,000 for PTHVP for staff training and ongoing site support. Sites received \$5,000- \$15,000 grants depending on size and asked to make a minimum contribution of \$1,000.
- 6) 2007-2008 \$100,000 in Title I funding allocated by our district for exit exam home visits, transitional home visits and for 5 schools (ie: ASM sites) not currently covered by the Nell Soto Program and approximately \$550,000 in Nell Soto funds approved mid-year began to cover 33 sites- grants from \$15,000-\$35,000.
- 7) 2008-2009 \$545,000 from Nell Soto (carry over) funding and \$100,000 in newly authorized Title I funding for schools not eligible for Nell Soto or for new pilot programs at active Nell Soto schools provided support to a total of 41 SCUSD sites! In addition to the usual home visits, we also continued our pilot work regarding feeder patterns and secondary school visits including transitional home visits, CAHSEE home visits, etc.
- 8) 2009-2010 \$230,000 for site stipends from several different funding sources provide resources to

26 sites -Title I (08-09 carryover and 09-10 allocations), some reallocation of the statewide home visit grants (Nell Soto) that flexed back to the district at the end of the 08-09 school year and federal Cohort 8 grant funds (for the 5 comprehensive high schools).

### Schools Currently Funded for Home Visits In SCUSD in 2009-2010 \*

Luther Burbank  
Hiram Johnson  
CK McClatchy  
Kennedy  
Rosemont  
American Legion

High Schools (left)  
Middle Schools (right)  
Elementary/K-8 (below)

Rosa Parks  
Will C Wood  
Kit Carson  
Fern Bacon

Cesar Chavez  
Mark Hopkins  
Edward Kemble  
Bret Harte  
Joseph Bonnheim

Tahoe  
Fruitridge  
Earl Warren  
John Bidwell  
John Sloat

Woodbine  
Freeport  
CP Huntington  
Bowling Green  
Harkness

Washington  
Ethel Phillips  
CB Wire  
Carolyn Wenzel

\* Funding decisions for the 09-10 school year were based on the following factors: school wide Title I status, successful utilization of prior year funding, participation in home visit feeder pattern or high school success pilots and PI status.

### Looking Ahead:

As the Sacramento model continues to serve as a proven and nationally recognized strategy for effective parent engagement, our district’s commitment to sustaining and growing home visits, even in these difficult times, is impressive. Superintendent Jonathan Raymond accompanies SCUSD educators on a home visit every month and has talked about the importance of scaling up effective programs like this one. Members continue to expand our reach with new efforts designed to close the achievement gap and increase school success for all our students. Those efforts include expansion of home visits focusing on feeder patterns and key transitional times for students as well as developing new staff trainings to link home visit activity with classroom instruction.

As we continue to collect data on successful outcomes connected to home visits and student success, and, as we continue to expand and deepen our work in Sacramento, schools and districts from around the country look to us to provide training, guidance and support as they launch similar efforts in their communities. Gathering together with our national colleagues also gives us a chance to learn from the success of their local efforts as they have adopted and adapted our model.



Lisa Levaseur, SCUSD Teacher at John Sloat, participates in a training exercise with Montana colleagues.

“Last month when a group of educators got together in Washington DC, we had one philosophy in common: building relationships through home visits. It was an amazing and insightful trip hearing about what other states and districts are doing in regards to home visits. Being a kindergarten teacher myself it was great to hear what educators in Ohio are doing, in regards to preschool/ kindergarten home visits. I loved connecting with educators on what was working and not working when it came to getting their preschoolers ready for elementary school. The home visit conference in DC gave me many useful ideas on what my colleagues and I can do in the spring to get the preschoolers on our campus ready for kindergarten. In Sacramento we have seen the research prove that home visits help build a bridge between the home and the school; they engage, welcome, and stress the importance of the family and their story. They help increase attendance and in return students learn and test scores go up. It was truly thrilling to see this home visit model successfully happening throughout the country and it makes our future, as educators look really superb.”

Lisa Levaseur, SCUSD Teacher, John Sloat

For more information on this project or to learn how your site can become involved: contact Carrie Rose, Executive Director of the Parent/Teacher Home Visit Project at (916) 752-3206 or [home-visits@sbcglobal.net](mailto:home-visits@sbcglobal.net) or visit our website at [www.teachervisits.org](http://www.teachervisits.org).

### Home Visit D.C. Experience

By Cory Jones

In my opinion, connecting with the students and families in a meaningful and informative way is as important as the curriculum you are teaching in the classroom. This is my eleventh year in the teaching profession, and the home visit program is the only program that I have seen that provides a systematic and proven approach to building a positive relationship with students and families. Similar to any other well designed program, it is adaptable to different sites and circumstances without veering from its designed mission of building a working relationship between the family and the educator in order to provide the student with the best possible educational experience. For the past three years in

October, the Home Visit Project has met in Washington, D.C. so that all of the educators across the country who are involved with the project can come together to discuss best practices, common goals and challenges, and share information regarding possible expansion. This past October, I was fortunate enough to be able to go to D.C., for the second consecutive year. I learned many new ideas, one of which is to celebrate the parents and teachers at my site who have participated in the project with a gathering at the end of the school year. This will give everyone a chance to meet each other and rejoice in the fact that they have worked hard to better the educational experience of their students.

I am very proud to be a home visit trainer and have the opportunity to spread this work

around the country. I get a sense of fulfillment in helping other educators grow in areas that were previously stagnant. With the help of this project, I have not only been able to build relationships with many of my students and their families, but with families and educators across the nation.

I made myself a snowball,  
As perfect as could be,  
I thought I'd keep it as a pet,  
And let it sleep with me.  
I made it some pajamas,  
And a pillow for its head,  
Then last night it ran away,  
But first-- it wet the bed.

-Shel Silverstein



**Villarreal-Continued from page 1**

If one has more years of service and time on the planet, much of the advice in the prior paragraph holds true. Remember that you can contribute up to \$15,000 plus a catch up of another \$5000 plus another 15,000 to 20,000 for 457 plans. Review other IRA saving plans with your advisor. Look into Long Term Care programs that can help in later years and help protect earned savings. Of course, there are many other ways to build wealth or benefit additions that work for some and not others. In a way, these extra funds are added benefit to support your STRS benefits. Ask for and expect extra pay for extra work and save the earnings.

Teachers, unlike other school employees and public employees, earn only one retirement benefit: STRS. The other employees earn at least two retirement benefits paid for by their employers. They earn PERS and Social security. PERS can have better factors than STRS and social security can pay those same employees \$20,000 plus per year in addition to PERS. The other employees can earn vacation pay and in some cases paid 403 b or 401k programs. PERS employees can also earn overtime that can add to their retirements in a big way. Also, nearly all PERS employees, particularly those in city, county, and state governments earn lifetime health and dental benefits for themselves and dependents. The general rule is that a teacher's benefits while working cost about 20% of total salary while a PERS employee benefits represent up to 50% of salary. In some cases, governmental agencies also pay the employees portion of the contributions to PERS.

Just a few years ago, school administrators in Sacramento actually tried to add two additional retirement benefits to their then two programs. One was called a CASA program where the entity invested and paid a bigger retirement benefits to PERS employees who would temporarily forgo PERS earnings and social security earnings and then later seek those benefits at the point of retirement. That meant three. The fourth was a district program that added a 401a (this is like a 401k program) district paid tax shelter. Even school site administrators were being paid a district 401a savings plan at the rate of 2% of salary. The whole plan was really sweet except it was not quite legal to stop contributing to PERS and Social Security. In the end, money had to be paid back to the state and federal government and the employees had to accept just two retirement benefits instead of four.

So why go on about these benefits that other groups have and that teachers do not? Because teachers should.

Teachers should expect that their representatives will seek additional legal benefits to support teachers' retirement. The options include District payment for all STRS contributions including what teachers pay, a matching 403b program where the district matches the monthly savings up to a certain amount, a paid annual district annuity equal to the contributions paid to PERS employees for their Social Security (about 7% of salary), paid Long Term Care, retire now and still work and save programs, and some other ideas that may come forward.

While the prior options and ideas may seem like a wish list and expensive, the options may be needed in the future to attract and maintain teachers. The real question is whether they are fair or not. Shouldn't teacher's retirement benefits be just as good as other governmental employees and maybe better? For sure, teachers are not totally compensated enough.

**You Think We Have Problems?**

By Bob Nosler, Treasurer

Dear Folks,

I am an inveterate explorer on ye Internet, and tracking down interesting foreign newspapers and magazines in English is my idea of fun. I know. It's a little strange. Lately, I've been inquiring about the public education systems in other countries. I found the following in a booklet put out by Finland's Helsinki News:

"There is no national or municipal testing to rank schools by children's performance. Schools assess their performance according to their own, self-defined goals."

There is much more to the booklet, including "early intervention" for the 10 percent of the students who are needing "exceptional needs education" within the Inclusion Model.

The New Zealand Herald told of an open letter by four education academics from Otago, Waikato, and Auckland universities. "They expressed their concern over public reporting of the standards [test scores], saying similar overseas measures involving national testing had been damaging. 'We stress that such reporting of results at each year level will distort and impoverish the culture of teaching and learning and assessment within schools. Likewise, a system assessing students against a standard could add New Zealand onto the "damning" (sic) record of failed national testing systems.' " "They were concerned the system wrongly assumed children were failing if they were not meeting standards for their age.... This will lead to the repeated labelling of many young children as failures and will be self-fulfilling because it will damage children's self-esteem and turn them off learning."

Another view comes from The Australian. Dr. Ken Boston, an education policymaker, says, "We need rich reports which explain why a school may be performing less well, not just simplistic league tables [data tables for schools]. Don't massage the data, no jiggy-pokery, no smoke or mirrors, just present the data as it is...." Elsewhere in the article, Boston says, "If it [schools' scores] doesn't change then quite drastic action should be taken, even if it involves replacing the head [the principal], replacing the teachers or closing the school."

In The Connexion, a French on-line magazine, one headline read "Pupils Want Mobile Ban Teacher Sacked." Apparently, at Lycee Jean Lurcat, a teacher, one Claudine Lespagnol, ticked her senior class students off by banning texting while she was teaching. The students wrote a "joint letter" (sic) asking that she be dismissed. "Teachers at the lycee have urged the local education authority to lodge a formal complaint against the pupils." "Parliament is considering a ban on bringing a mobile phone to school, but this would only

apply to infant, junior and secondary schools - not lycees. Later on in the article, almost as an afterthought, this bit of info was given: "Between a third and half of school teachers are out on strike today (12/11/09), with demonstrations planned throughout the country this afternoon. They are protesting against job cuts, a lack of resources, changes to teacher training and plans to reform the lycee system.

Finally, from The Times of London, "Health campaigners have called on the Government to tax fizzy drinks such as cola and lemonade as figures show no significant advance in the fight against childhood obesity.... By the final year of primary school, nearly one in three children aged 10 or 11 is overweight...."

There are no new problems under the sun!

**Organizing For the Future**

By Cris Johnson

Traditionally, the Organizing Team has been set up to bring pressure on the district to meet the Association's goals during bargaining, through organized activities. However, in these troubled times there is a need to mobilize the troops for a number of related issues to maintain and improve working conditions. This may include supporting teachers at other sites, campaigning for school board candidates and propositions, contacting legislatures on pending legislation and other related activities.

The Organizing team has been reorganized into seven areas representing schools and sites in each of the seven school board districts areas. Each site has an Area Captain responsible for contacting reps at each assigned site and maintaining a close relationship. The Areas Captain assigned is as follows:

- Area1: Nikki Milesvsky
- Area2: Jennifer Garcia
- Area3: Steve DeMonner
- Area4: David Fisher
- Area 5: Donna Wilson and Lisa Levasseur
- Area 6: (Pending)
- Area 7: Cris Johnson

Hopefully you have already been in contact with your Area Captain. The team's goal is to have a representative(s) at each site, current phone numbers and email information and to develop a working relationship. The long term goal is to improve communication between sites and the Association on a yearly basis and ready to mobilize our forces in times of need.

**SCTA ELECTION TIMELINES**  
**2009-2010**

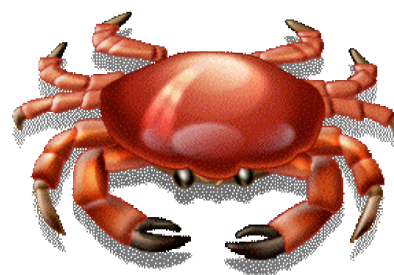
**State & Local NEA-RA Election**

January 14 (Thursday)	Announcement of Local NEA Election and Candidate Forms Available at Rep Council
January 29	Candidate forms, pictures, statements for Local RA election due in (Friday) SCTA Office -- 5 PM
February 11 (Thursday)	Announce Candidates at Rep Council
February 17 (Wednesday)	Local ballots sent to sites from SCTA office
Mar. 1 - Mar. 5 (Monday-Friday)	Election for NEA-RA Local Delegates
March 5 (Friday)	Local ballots due in SCTA Office -- 5 PM

**SCTA General Election**

February 11 (Thursday)	Announcement of SCTA General Election, including State Council, at Rep Council
February 26	Candidate forms, pictures, statements due in SCTA Office -- 5 PM. (Friday)
March 11 (Thursday)	Announce Candidates at Rep Council
April 5 (Monday)	Ballots sent to school sites.
April 19-23 (Mon. - Fri.)	SCTA General Election
April 23 (Friday)	Ballots due in SCTA Office -- 5 PM.
May 13 (Thursday)	Rep Council - Introduction of Officers

*Note: Notification of elected candidates will be done via the SCTA Web Site, and by letter. There will be no phone calls to the candidates.*



**SCTA SCHOLARSHIP FUNDRAISER**

**8<sup>th</sup> ANNUAL CRAB FEED**

**Saturday, February 6, 2010**  
**Elk's Lodge – 6446 Riverside Blvd.**

No Host Bar/Silent Auction:  
Doors Open -- 5:00 p.m.  
Antipasto Served at 6:00 p.m.  
Dinner to Follow

Antipasto, Salad, Crab, Pasta, Bread and Wine

Raffle! \*\* Silent Auction \*\*  
Music \*\* Dancing

**\$35.00 per person -- \$350 per table (of 10)**

**BUY YOUR TICKETS BEFORE THEY ARE ALL GONE.**

Reserve Your Ticket and/or Table Now

**Proceeds to Benefit the**

**Sacramento City Teachers Association Scholarship Fund**

Sacramento City Teachers Association

5300 Elvas Avenue

Sacramento, CA 95819

Phone: 916.452.4591 --- Fax: 916.452.4675

