

Fontanan

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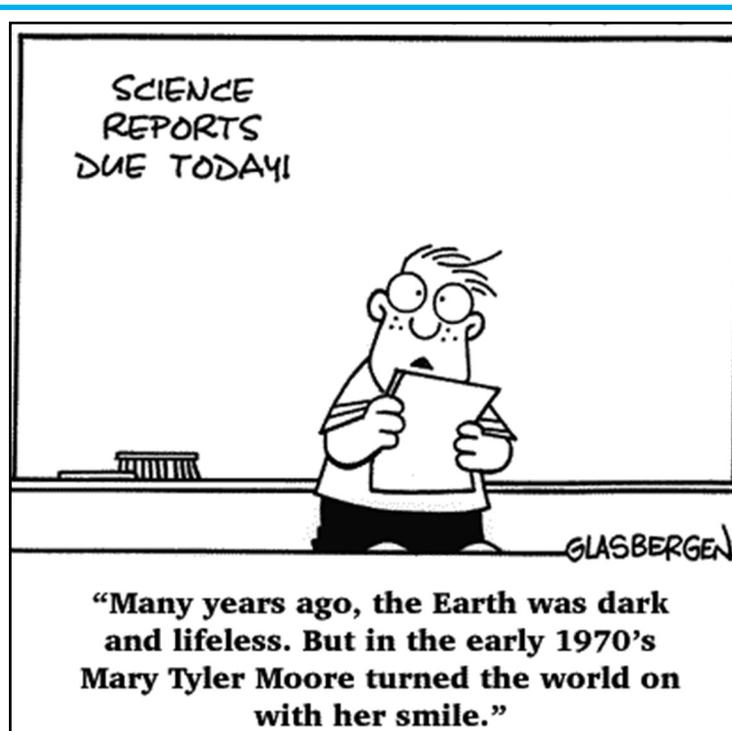
Sue Felt
FTA President

Update

It's hard to believe that it's already April. I'd like to be able to tell you that things are going well and that we are finished with negotiations but sadly that's not the case. We are having a great deal of difficulty getting the information we need from the district in order to analyze the budget and show them where the money is for both raises and class size reduction. As you know from reading the "From the Table" we have asked for a 7.5 percent increase in salary. We have not yet received a counter from the district but expect one soon. In the meantime, surrounding districts continue to settle with most receiving decent agreements. There's no excuse for us not getting the information we request and I for one am tired of waiting. It's time for action! In the coming weeks, look for information on green flyers that will be coming from the Organizing Team. They will be organizing activities to let the public know what's happening and to let the District know that we are tired of waiting for a raise.

The Board of Education approved the reorganization of the District office at the April 2 board meeting. They presented it as a cost savings although did not produce the numbers to back that up. I've asked the Superintendent to do so. If you are interested in the job descriptions and salaries that come along with them they are available on Ed Join. Dr. Boozer mentioned that some of the funding for these positions is coming from funds

that have been used previously for outside consultants. She believes we have the resources within the district for most trainings and should not be paying outside presenters unless necessary. I agree with that. We have amazing teachers who could do these trainings. However, watching administration get new positions and increases in salary at a time when our members have seen no pay increase in over 5 years and a workload that has steadily increased is hard to take. Whether or not this reorganization was necessary or whether or not it will help is not the issue. It's about how you treat your employees. FUSD got through the fiscally lean times because we went without raises and increased class sizes. It's time for them to show that they value those closest to the students!



FONTANA TEACHERS ASSOCIATION
Educators Recognizing Educators

Kerri Long-Campbell from Grant Elementary School was recognized for her commitment to excellence in teaching. She completed the challenging process of the National Board Teacher Certification and received an Early Childhood Generalist Credential in 2010. She began her teaching career at Tokay Elementary School as a 4th grade teacher and is currently a kindergarten teacher at Grant Elementary School. Kerri has been loyal educator for the Fontana Unified School District since 1999.

Kerri has been a member of the Dorothy Grant PTA for the past few years and has enjoyed serving the diverse community of Fontana. She represents her grade level on the school site Leadership team. She is an Ambassador for Discovery Educators Network DEN because of her knowledge and experience as a Star Discovery Educator. Kerri is also a technology leader and helps to support her colleagues with the new and challenging standards of the Common Core curriculum.

Congratulations to all our honorees for their dedication and faithful service to the students, families and teachers of Fontana. If anyone is interested in finding out more about the NBTC this is a 2 minute video link suggested by Kerri Long-Campbell.

<http://www.youtube.com/watch?v=Pc9s6h-vKJo>

Nominated by Nancy T. Bañales

Melanie Ruiz represents the highest ideals of teaching as she is one of our National Board Certified Teachers. She is currently a 3rd grade teacher at Dorothy Grant Elementary. In fact, she has spent all of her teaching career in Fontana she has taught 2nd, 3rd, 4th and 5th graders since 2000. She has also served as ELL Site Monitor, Technology Coach and as a member of the Dorothy Grant Leadership Team.

FTA is proud to announce this recognition and accolades for her excellence and the distinction of having earned National Board Certification as Middle Childhood Generalist (grades 3-7) in November 2011.

Nominated by Josie Ervin

Marie Belt is one of Fontana's National Board Certified Teachers. She is currently an Instructional Support Teacher at Dorothy Grant Elementary, position that she has held for the last 15 years.

She has been a teacher for the past 30 years, 25 of those in Fontana. She has also been a member of Dorothy Grant's Leadership Team, she serves as a PTA board member and heads various committees, such as Read Across America Week and Community Reading Night.

She keeps up to date with the most current technology available; she is an active STAR member of the Discovery Educator Network (DEN). At the present time, she is leading a cohort of teachers as DEN Ambassadors, training that helps teachers learn how to integrate media effectively with their instruction.

Marie became a National Board Certified Teacher in 2009, with certification in: Literacy: Reading-Language Arts, Early and Middle Childhood. FTA is proud to announce this recognition for her excellence and love for the teaching profession.

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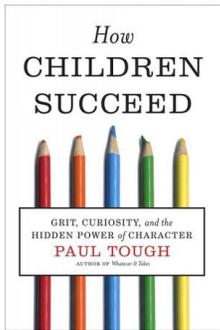
13-14 Rep Council Meeting Dates

- ~~August 14~~
- ~~September 11~~
- ~~October 9~~
- ~~Nov. 13~~
- ~~Dec. 11~~
- January 22
- February 12
- March 12
- April 9
- May 14

13-14 TGIF DATES

- ~~AUGUST 9~~
- ~~SEPTEMBER 13~~
- ~~OCTOBER 11~~
- ~~NOVEMBER 8~~
- ~~DECEMBER 13~~
- ~~JANUARY 24~~
- ~~FEBRUARY 21~~
- ~~MARCH 14~~
- APRIL 11
- MAY 9
- ~~DATE CHANGE~~

The Director's Bookshelf by Trent Stillman
How Children Succeed, GRIT, CURIOSITY,
and the HIDDEN POWER of CHARACTER
By Paul Tough



On a recent flight to San Francisco I stopped in the Hudson Booksellers store in LAX. Glancing among all the books on the shelves one immediately caught my eye. It was probably due to the colorful pencils and the title: *How Children Succeed, Grit, Curiosity, and the Hidden Power of Character* by Paul Tough. Diving into the book before boarding my flight had me instantly hooked. My instincts

had been correct about buying the book.

Paul Tough wrote this book to bring attention to the critical non-cognitive tools that lend themselves to our success. Skills such as tenacity that allow us to hold onto a vision and pursue it relentlessly until we are successful. Tenacity, and other skills are part of the mental toolbox that successful people utilize. The author studied students in all socio-economic levels to see how many of these non-cognitive skills they either possessed or lacked. The analysis of impulse control in toddlers was one of the critical factors in predicting future success.

One of the most important foundations a child receives occurs within the first few months after birth. This is the period of time where child either form a secure base attachment or a anxious base attachment to their mothers. Author Paul Tough makes the argument that this forms one of the most valuable foundations for a child's future non-cognitive skills development.

Paul describes a cohort of successful public school students who demonstrated incredible potential as they headed off to college. Hundreds of hours had been spent preparing these kids through middle and high school for academic, and life success. Every one of the thirty eight students in the cohort enrolled in a four year college. Six years later eight students in the cohort had graduated with a degree. The teachers in charge of the last six years of these students lives before they headed off to college were stunned. What had stopped the forward progress and momentum of these solid academic performers? The answer they felt could be found in the characteristics of those who made it past the finish line. The teachers found it was optimism, resilience, and social agility that helped these students navigate and graduate from college.

The body of research that led to answering the question "Why do some kids graduate, and others do not?" led to this book being written. This book is a fascinating read about the tools and skills that students need

to have that are beyond our typical classroom instruction. Children growing up in abject poverty especially benefit from using skills such as motivation and volition. How does this happen? Parents can be one source of this occurring. Another option is making sure we in the classroom use any opportunity we can to inject optimism, curiosity, and grit into our discussions. Skills such as what it means to be an active listener, when to speak and not interrupt do not always come naturally.

Paul Tough's text also lists several habits that are imperative to student success in all academic arenas. One of these habits is the practice of mental contrasting. The student envisions their goal, and imagines all of the possible obstacles that would stand in the way. Once the obstacles have been imagined the student can prepare solutions.

I would certainly recommend this book as a great possible summer read for members. It is loaded with helpful ideas and insights regarding non-cognitive strategies needed for academic and life success.

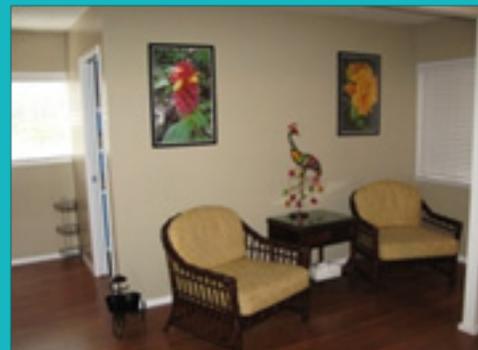
The Gluten Free House
Vacation Rental – one king bed
Separate entrance and separate bath

Ocean View, Big Island, Hawaii
(about half way between Kailua-Kona and Hilo.)

Gluten free and dairy free breakfast included

Contact Sandra Harper Stovall
909-641-3975

\$ 500.00 per week (plus tax)



LCAP Information By Nancy Hofrock

This year the Governor worked hard to rewrite the funding formula for schools in California. This landmark law is the new way that we will fund our schools, as California's economy recovers. This is a direct result of your work helping to pass Proposition 30. The new formula acknowledges that it takes more resources to educate some targeted groups of students. Specifically mentioned in the law are English Language Learners, Students from Low Socio Economic Backgrounds and Foster Youth. Districts are all receiving the Base Grant Funding to operate. Additionally, districts can receive Supplemental Grant Funds and Concentration Grant Funds. Fontana receives all of these funds due to our student population. We have a significant amount of money coming to our district. When this new funding is fully implemented in eight years it will have equated to an additional \$18 billion dollars for California schools. The district is required to write a "Local Control Accountability Plan" to govern the use of these funds and to evaluate the effectiveness of the use of funds.

Districts are required to adopt the LCAP by July 1, 2014. This is a three year plan that is to be updated on an annual basis. LCAP's must describe what the district will do to address the 8 State Priorities and how they will spend the money to accomplish this. According to the California School Boards Association, Districts are required to inform the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP. Our plan has not yet been written, but we will have an opportunity to submit written comments. I live in San Bernardino and I have submitted written comments on their user friendly website. I am looking forward to hearing how Fontana will provide a method for all stake holders to give this written input. In San Bernardino, this input was allowed prior to the writing of the plan. Notices about LCAP input must be sent in the students' primary language. Districts are required to get meaningful input from parents, students, school staff and employee unions. Districts are required to hold public hearings. The Superintendent must respond in writing to the comments of advisory committees. The LCAP must address the 8 State Priorities: Student Achievement, Basic Services, Implementation of the CCSS & ELD standards, Course Access, School Climate, Other Student Outcomes, Student Engagement and Parental Involvement. I do believe that the district handed our teachers approximately 12 cards to sort, when there are only 8 state priorities. So, where did those other cards/priorities come from? I really do wonder. Districts must demonstrate how they are increasing or improving services to the three target groups. The plan must address how the district is providing services to increase English Learners rate of attaining Fluency in English. Data for all 8 state priority areas must be included to establish a base line of student performance that can be measured to demonstrate improved students achievement.

Most surrounding districts have developed an LCAP Advisory Committee to help write and assist in monitoring the plan. Our district, at this time, has not established any such body. F.T.A. members are ready to step up and participate fully in the process. To this end, F.T.A. put out a membership survey to gather meaningful input from educators as we move forward in this process. We believe the format we utilized, with open ended questions, allows for real, meaningful input from our members. We are looking forward to evaluating and utilizing the great information our educators have provided for the association. This is a new process for all districts. Some districts are doing an amazing job getting input from parents, students, staff and the community. Other districts are moving more slowly in this direction. F.T.A. will participate fully in the process. We are confident that our educators will give insightful input during the written comments part of this process.

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