

california

educator

APRIL / MAY 2019 VOLUME 23 ISSUE 5



Insta influencers

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PARADIGM SHIFT

“Teachers teaching teachers” is a game-changer

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Little Kids,

BIG

IMPACT

FORWARD MOVEMENT

#RedForEd is still going strong

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Preschool makes for student success in K-12 and beyond [PAGE 25](#)

Human Rights Award winners [PAGE 61](#)

It pays to be a CTA member

Announcing New Benefits

CTA membership comes with many great benefits including access to the only CTA-endorsed Disability Insurance plans from Standard Insurance Company (The Standard).

Now, at no extra cost to you, when you protect your paycheck with CTA-endorsed Disability Insurance from The Standard, you also get access to two new benefits from CTA:*

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*The benefits are offered by CTA to eligible members on approved disability claims under the CTA-endorsed Voluntary Disability Insurance plans with a disability date on or after 9/1/2018 who meet additional specific criteria. CTA provides these benefits at no extra cost, and The Standard acts only as the claims administrator of these benefits. Student Loan and Cancer Benefits are not provided under the Disability Insurance policy.

To enroll in new coverage you must meet eligibility requirements including being an active CTA member. For costs and further details of the coverage, including exclusions, benefit waiting periods, any reductions or limitations and the terms under which the policies may be continued in force, please contact Standard Insurance Company at 800.522.0406 (TTY).

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#WeAreCTA
 OUR VOICE, OUR UNION, OUR PROFESSION
 WHAT'S HAPPENING NOW

MAGAZINE

CTA ESP OF THE YEAR

He's the man: Dan Kivett is honored for years of activism and ESP advocacy.

PAGE 59 californiaeducator.org

PARADIGM SHIFT

CTA's Instructional Leadership Corps is a game-changer. **PAGE 50**

cta.org/ilc

BUILD BRIDGES, NOT WALLS

CTA and Mexico's teachers union join forces to help border students. **PAGE 55**

YOUR VOICE

Gregor Trpin on whether to be a 'sage on the stage' or a 'guide on the side.' **PAGE 23**

LIT FROM WITHIN

New works from our members that you can use in the classroom. **PAGE 67**

californiaeducator.org

DIGITAL

MAY 22 DAY OF ACTION

Join CTA's day of advocacy to stand up for resources and supports our students, schools and communities need. Take action in Sacramento or online. **PAGE 41**

cta.org/redford

DAY OF TEACHER/ESP DAY

Jump online to check out ideas, resources to honor colleagues on May 8 and May 21, respectively. cta.org/dayoftheteacher cta.org/ESPday

DIGITAL TEACHER TRENDING

CTA member Instagram influencers impact their classrooms and community. **PAGE 14**

VIRTUAL PETS IN CLASS

Teach kids animal care. **PAGE 58**

PROFESSIONAL DEVELOPMENT

CTA'S JUMP START!

Want to become a National Board Certified Teacher? Our workshop sheds light on the process and helps develop your action plan.

PAGE 11 tinyurl.com/CTAJumpStart

IT'S A PBL WORLD

The premier conference for Project Based Learning, June 18-20 in Napa Valley.

pblworld.org

REALITY TV – NO, REALLY

Popular shows can help you make the most of blended learning.

tinyurl.com/CTA-TV



MEMBER BENEFITS

STUDENT DEBT RELIEF

New online tool from NEA Member Benefits helps determine easily which forgiveness/repayment programs are best for you.

PAGE 12 neamb.com

ABOUT YOUR VACATION

Don't forget that CTA Member Benefits offers deep discounts on theme parks, hotels, dining, car rental and much more. Book now.

CTAMemberBenefits.org

NEW BABY ON THE WAY?

Take a look at our comprehensive "Guide to Pregnancy Disability & Baby Bonding Leave."

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CASH-BACK CREDIT CARD

CTA's card rewards you!

CTAMemberBenefits.org

ABOVE: Student CTA officers and members (with CTA officers) stand onstage after winning the 2019 CTA Service Center Council Human Rights Award. For details and to read about other CTA Human Rights Award winners, go to page 61.



▲ A Gold Star

Special Report: Early Childhood Education and its positive impacts throughout K-12
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#REDFORD: Forward Movement

The fight to give all students a quality education, and resources educators need to provide it, continues.

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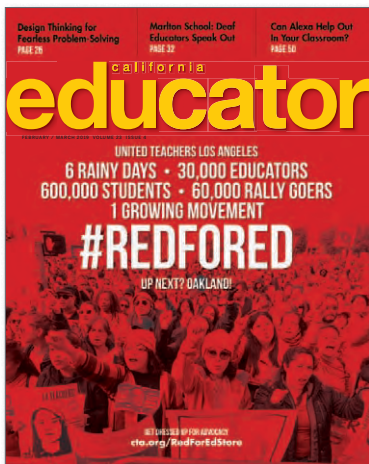
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Inside back cover: **Day of the Teacher poster**

Photos this page: Top left, young learners read at Kennedy Elementary School in Lindsay; top right, scene from the Oakland teacher strike. **Cover photo:** Erick Alvarez Muniz stacks blocks at Washington Elementary in Lindsay.



LET US KNOW WHAT YOU THINK. We accept signed email and letters; we excerpt user posts from CTA social media platforms and californiaeducator.org. Content subject to editing for clarity and space. Photos must have permissions. Opinions expressed by writers are not necessarily those of CTA. Editor@cta.org; [#WeAreCTA](https://twitter.com/WeAreCTA)



Why So Red?

I am so glad and proud to see teachers in Oakland and LA walking for what is rightfully theirs (“#RedForEd,” February/March), but please, why must the union evoke the color red? Red with yellow letters is emblematic of Communism, and that will alienate many allies and give fuel to the right-wing hacks that are now harping on Trump’s socialism mantra. I have conservative colleagues who are fed up with low pay, class sizes and incompetent administration, but they will be put off by the far left references. I have other more centrist colleagues who feel the same way.

Please think about being more inclusive and going with more neutral themes in the future. Strength is in numbers, so don’t drive out the center or center right.

MARK ALLENDORF

Palo Alto Educators Association

No to Amazon

First, I am taking issue with your publication’s promoting of the increasing corporate presence in the classroom (“Your Classroom Assistant: Amazon’s Alexa is here to help,” February/March). I would argue that this often-pernicious presence need not find every nook into our lives, let alone a formative presence into the highly impressionable lives of our students.

Second, your cover story (“#RedForEd”) rightly addresses recent events concerning teacher unions advocating for their rights and better working conditions. Your recent issue helps further extend such necessary and galvanizing forces to help support our teacher unions (and all working-class unions by extension), which have been and remain under attack from corporate interests.

Do not support corporate organizations that actively seek to undermine our rights as workers.

JEFF TAVES

Livermore Education Association

Editor’s note: Our story prompted several readers to respond, voicing their displeasure about featuring a company that has not embraced unions. We had thought that Alexa’s growing usefulness to educators was newsworthy and of value to readers. But we’ve heard your feedback and will tailor our future content accordingly.

Testing, Testing

May means it’s time for standardized tests. California law allows parents to opt out of state-mandated standardized testing for their children — but California regulations govern what educators can say to parents and families. See a fuller explanation on page 57 and check out CTA resources to help educators have these conversations at cta.org/optout.

Why Educators Stay

NEA Today recently published interviews with educators about what motivated them to become (and remain) classroom teachers. Jayson Chang, who teaches world history, government and economics at Santa Teresa High School in San Jose, was one of them.

Prior to becoming a teacher, the East Side Teachers Association member held an unfulfilling marketing position. He wanted a job where he could make a difference, where he could share his love of history.

In 2016, Chang stepped into the classroom. “Teaching history, and why it matters — especially now that the country is so divided — is where I can make an impact,” he says.

Read the story at neatoday.org.



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For our full social media directory, see cta.org/social.

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Mike Myslinski, Terry Ng, Jay Ortiz, Sherry Posnick-Goodwin,
Ed Sibby, Gregor Trpin, Frank Wells

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CTA/NEA membership dues for the fiscal year (Sept. 1, 2018, to Aug. 31, 2019) are \$892, including a \$20 refundable contribution (see cta.org/contribution for details). \$19.42 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$10.00 of CTA annual dues is designated for independent expenditures, totaling \$29.42 not deductible for income tax purposes.

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CALIFORNIA TEACHERS ASSOCIATION

1705 Murchison Dr., Burlingame, CA 94010-4583
650-697-1400; fax 650-552-5002; editor@cta.org, cta.org

MISSION STATEMENT

The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable and democratic society.

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extension.ucsd.edu/induction



Eric Heins speaks at a rally in support of the Oakland Education Association strike.



SEIZING MOMENTUM

EDUCATORS ARE rising up. The **#RedForEd** movement has galvanized us nationally, at the state level, and in countless local efforts to raise awareness around public education and to ensure students get the schools they deserve. Now is the time to seize on that momentum and move ahead with the combined power of collective action and a deep commitment to students.

This year started off with hugely successful strikes by United Teachers Los Angeles and the Oakland Education Association. A strike is always a last resort and comes at great personal sacrifice for all those on the picket line, but UTLA and OEA members had exhausted all other avenues to secure what they had spent years trying to achieve. And what were they fighting for? They were fighting for their students — smaller class sizes, additional nurses, counselors and other support services, and reining in the devastating fiscal and academic impacts of unfettered charter school expansion.

Lawmakers are answering the call to do something about the waste, fraud and abuse that have dogged the charter school industry. Governor Gavin Newsom signed into law SB 126, which requires charter schools to operate with the same transparency as traditional neighborhood schools. Additional CTA-backed bills are now making their way through the Legislature, legislation that would ensure decisions about charters are made locally, and would set a firm cap on the number

“Working together for our kids’ futures through the #RedForEd movement, we are unstoppable.”

of charter schools. Newsom and Superintendent of Public Instruction Tony Thurmond have formed a commission to look at the impact of charter schools on local school budgets.

Our collective action is also paying off in increased school funding. Newsom’s first budget proposal will increase K-12 education funding by \$2.8 billion and invest significant additional money in both the CSU and community college systems and in CalSTRS. The record \$80.7 billion proposed for education will help lift California from near the bottom nationally in per-pupil spending, and under the Local Control Funding Formula, local educators and parents will have greater impact on how those funds are spent.

As we push forward, we must continue to be vigilant. The billionaires and school privatizers who put profits before kids have been dealt some setbacks, but they aren’t going to stop. At the national level, the U.S. Department of Education is facing proposed slashes of \$7.1 billion. Secretary of Education Betsy DeVos recently argued in favor of larger class sizes and fewer teachers, saying it would save money and free up funds to pay “good” teachers more. Attacks on unions continue, with wealthy anti-labor organizations trying (unsuccessfully) to peel off our members and undermine our collective strength.

But the momentum is with us, not them. The talent and commitment of CTA members is remarkable. Working together for our kids’ futures through the **#RedForEd** movement, we are unstoppable.

Eric C. Heins
CTA PRESIDENT
[@ericheins](#)

Teachers See the Possibilities

During her first year teaching in her own classroom, Rene Engle discovered that reaching high-school learners means setting clear expectations while getting to know students' hearts and strengths. Growth happens together every day, she says—for both student and teacher.



Gladstone High School, 9th Grade English Class, Teacher: Rene Engle '16, Single Subject Teaching Credential '17

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God First Since 1899



rESPect

While CTA and NEA have long recognized ESPs as the superstars they are, it was great news in late March when Congress approved legislation that, once signed, will provide national recognition for the outstanding contributions of ESPs and classified school employees.

Dan Kivett, 2019 Paula J. Monroe ESP of the Year, helped push for this for years. He's excited, but won't celebrate till the ink is dry. "There have been many attempts by so many people over a lot of years. I'm keeping my fingers crossed that it will actually happen this time."

What is certain is that Kivett won't rest till this — along with his many other efforts to gain recognition and respect for ESPs and all educators — comes to fruition. It's a big reason he's being honored this year. Read more about Kivett on page 59.

Elsewhere in this issue, you'll find our **special report on early childhood education (ECE)** and the positive impacts of preschool and transitional kindergarten (page 25). "The kids who went to preschool were far better and at grade level by the end of the year," says Kristy Caesar, a former kindergarten teacher in Lindsay. "I felt so bad for those who didn't have preschool. They had so much catching up to do." Caesar tracked her students' progress over a year and found a correlation between attending preschool and academic achievement and social skills. Her data was so striking that it spurred Lindsay Unified to fund free preschool for all its students.

Educators know, and research shows, that the benefits of preschool and TK impact students through K-12 and beyond, not just when they're young. The ECE investment in Gov. Gavin Newsom's proposed budget will give our children a boost that will pay off in the long term.

Shorter-term investments are also gratifying! A new study has found that the **Instructional Leadership Corps**, established in 2014 by CTA, the National Board

Dan Kivett, center, at CTA State Council, with CTA President Eric Heins, Secretary-Treasurer David Goldberg and Vice President Theresa Montaño.



Resource Center, and the Stanford Center for Opportunity Policy in Education, provides solid professional development and leadership and learning opportunities to educators. ILC's focus on "teachers teaching teachers" has "changed the paradigm for teaching and learning," said Linda Darling-Hammond of the Learning Policy Institute, which conducted the study. Find out more about the ILC approach on page 50.

CTA is changing the teaching and learning paradigm in multiple ways. One example: **CTA is joining forces with Mexico's teachers union** to help migrant children and youth based at the California-Mexico border (page 55). Children of deported families who arrive in Mexico culturally American and unable to speak Spanish, as well as youth who have journeyed to the border and wait for weeks or more at shelters, number in the thousands, and their educational and other needs are enormous.

Part of CTA's mission is to secure a more just, equitable and democratic society and to promote human and civil rights, so these actions are not unusual. We are proud that many of our members are humanitarians as well as educators. For years, CTA has honored members who have gone above and beyond to advance and protect human and civil rights with annual **Human Rights Awards**. Get inspired by this year's winners on page 61.

Katharine Fong

EDITOR IN CHIEF

editor@cta.org

FORWARD MOVEMENT

The **#RedForEd** movement in California is going strong. Read our coverage of CTA locals taking action to ensure students get a quality education on page 18, and check out our special interactive feature online at californiaeducator.org/hear-us-roar.

April/May 2019

Generations of Hope, a mural commissioned by the Asian American Women Artists Association and painted by Erin Yoshi and Frankie Gamez, adorns Frank McCoppin Elementary School in San Francisco.



Asian American & Pacific Islander Heritage Month

DURING MAY (or any time of year), educators can pay tribute to the generations of Asians and Pacific Islanders who have enriched America's history and are instrumental to its future. CTA maintains a listing of resources for the classroom, from K-12 lesson plans to biographies of prominent Asian Americans (tinyurl.com/CTA-AsianPI). [NEA.org](http://nea.org) also offers lesson plans.

Approximately one-third of the estimated 15 million Asian Americans live in California, where they make up about 15 percent of the population. The U.S. Congress chose May because it was the anniversary of the immigration of the first Japanese to the United States in 1843, and of the completion of the transcontinental railroad in 1869. (The majority of workers who laid the tracks were Chinese immigrants.)



MAY 8

School Nurse Day

Educators understand that nurses are critical to students' health and well-being. School nurses work diligently behind the scenes and often are only missed when they're needed — which is every day. During National Nurse Week, May 6–12, give a hug to your school nurse.

► schoolnurseday.org

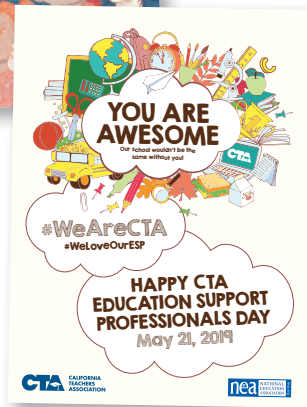


APRIL

Autism Awareness Month

Raise awareness among your students and colleagues with posters and classroom activities. See teacherspayteachers.com for resources. Also, nea.org offers a downloadable guide for general education educators teaching students with autism.

EARTH DAY: APRIL 22 WITH THE HEALTH of our environment in such a precarious position, Earth Day becomes even more important. Explore activities for your students inside and outside of the classroom, and in the community, where they can learn how to be responsible stewards for our planet. Go to nea.org, scholastic.com and earthday.org for suggestions.



California Day of the Teacher **MAY 8** and CTA ESP Day **MAY 21**

GET READY! California Day of the Teacher is **MAY 8**, with the theme “Great Teaching Is Never Forgotten.” We know, we know, that message is as old as — well, Confucius, the sixth century BCE Chinese philosopher whose ideas have been influential through the centuries. But it’s absolutely true that educators have an impact that lasts lifetimes.

Closely following on **MAY 21** is CTA Education Support Professionals Day (which occurs during ESP Week, May 19–25, observed by the state as Classified School Employees Week). Its theme “You Are Awesome!” gives well-deserved praise to those who are integral to student success. See our Day of the Teacher poster at the back of the magazine, and download the ESP Day poster at cta.org/ESPday. Check out that site and cta.org/dayoftheteacher for tips on making the days special for educators in your school.

EMEID Leadership Program

APRIL 26 APPLICATION DEADLINE

Ethnic minority members who want to expand their leadership roles in CTA may apply to the Ethnic Minority Early Identification and Development program’s 2019-20 class. Applicants will be notified by May 17.

► cta.org/emeid

CCA Spring Conference

APRIL 26–28 CONFERENCE

Hilton Irvine, Orange County Airport. The Community College Association’s spring conference highlights advocacy and features the presentation of CCA’s WHO (We Honor Ours) Awards.

► cca4us.org/conferences

El Día de los Niños

APRIL 30 EVENT

Many public libraries have reading events for children on El Día de los Niños (Children’s Day), a traditional festival in Latino culture.

► dia.ala.org

National Teacher Day

MAY 7 EVENT

National Teacher Day is on Tuesday of National Teacher Appreciation Week (May 6–10).

► nea.org/teacherday

School Nurse Day

MAY 8 EVENT

Since 1972, National School Nurse Day has honored school nurses on the Wednesday of National Nurse Week (May 6–12).

► schoolnurseday.org

May 22 Day of Action

MAY 22 EVENT

Join CTA and teachers, parents and communities to bring attention to the flawed laws and corporate tax loopholes that are hurting our students and schools. Urge legislators to vote for bills that will fix the problems. (See page 38.) Join the rally in Sacramento at 4 p.m. or get involved online.

► cta.org/redford

NEA Foundation Grants

JUNE 1 APPLICATION DEADLINE

The NEA Foundation awards grants to NEA members to support improving academic achievement and high-quality professional development. Applications are reviewed three times a year.

► neafoundation.org

ISTE 2019 Conference & Expo

JUNE 23–26 CONFERENCE

Philadelphia. More than 16,000 educators will attend the International Society for Technology in Education’s annual convention, which offers over 1,000 professional development opportunities and edtech exhibits.

► conference.iste.org/2019

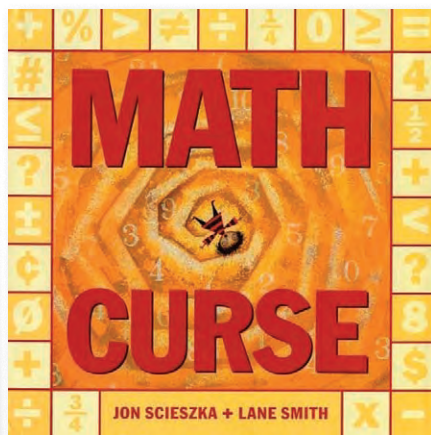
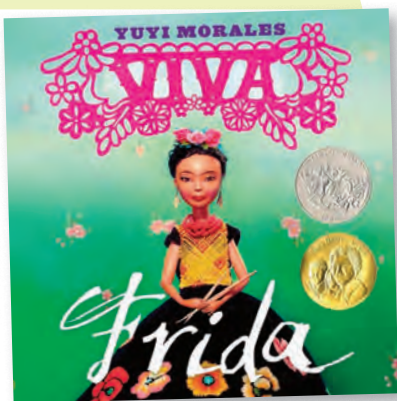
NEA Representative Assembly

JULY 2–7 CONVENTION

Houston. With about 8,000 delegates, the RA is the world’s largest democratic deliberative body. CTA members will help set policy and chart the direction of NEA business.

► nea.org/ra

The Word on Spring



SPRING FEVER can mean restive students. Settle them with some good reads. Try:

Viva Frida (pre-K, kindergarten), by Yuyi Morales. Youngsters will respond to the beautiful photos of puppets, which tell the story of Frida Kahlo's life and inspirations. Text in English and Spanish.

Math Curse (grades 3-5), by Jon Scieszka and Lane Smith. After a teacher tells her class that they can think of almost everything as a math problem, a girl wakes up to find it true: She has 10 things to do, but only 30 minutes until the bus leaves. Is there enough time? She has 3 shirts and 2 pairs of pants. Can she make 1 good outfit? Why can't she just keep 10 cookies without someone taking 3 away? Find out how she breaks the Math Curse!

Crenshaw (grades 6-8), by Katherine Applegate. With no money for rent and little for food, Jackson and his parents, little sister and family dog may have to live in their mini-van. Again. Then a big, outspoken cat named Crenshaw comes into his life. But is this imaginary friend enough to save his family?

Beautiful Music for Ugly Children (grades 9-12), by Kirstin Cronn-Mills. Gabe Williams is about to graduate from high school, has just started hosting a radio show, and has a crush on his best friend Paige. And — everyone knows him as Elizabeth. Gabe must deal with freaked-out parents and bigoted classmates as he navigates love, sex, and whether to use the men's or women's room.

Find more book recommendations at cta.org/californiareads.

At the Manzanar National Historic Site, presenters hold banners with the names of the Japanese American concentration camps.



REMEMBERING MANZANAR

THE 50TH ANNUAL Manzanar Pilgrimage takes place on April 27 at the Manzanar National Historic Site, 230 miles north of Los Angeles. Manzanar was one of 10 American concentration camps in which more than 120,000 Japanese Americans and their immigrant parents were held during World War II. At the time, CTA was the only major organization in California to protest against this injustice.

The pilgrimage, say organizers, is “to make sure our nation remembers what can happen when the rights of any community are trampled upon under the guise of national security concerns or because of xenophobia.” Each year, more than 1,000 people attend, including students, teachers, community members and former incarcerated.

For details, or to reserve a seat on the bus departing from LA’s Little Tokyo, email 50thpilgrimage@manzanarcommittee.org.



Jump Start into National Board Certification

EDUCATORS BECOME National Board Certified Teachers (NBCTs) because they want to take their practice to another level, or believe educational justice requires that all students are taught by exemplary teachers, or want new opportunities for advancement.

To support members who are starting on this journey (and have at least three years’ teaching experience), CTA offers Jump Start!, a free precandidacy program that provides information and guidance about the certification process in a supportive, collegial environment. You will leave the three-day seminar, facilitated by experienced NBCTs, with a clear understanding of the process and your own action plan for completion. Find the Jump Start! for you: Lodi, June 17-19; San Diego, June 24- 26; San Bernardino, July 1-3; and Burlingame, July 22-24. Links to sign up are at tinyurl.com/CTAJumpStart.

Need to know more? CTA is hosting an online information session in collaboration with the Stanford National Board Resource Center on April 29 at 4 p.m. Enroll at tinyurl.com/CTAinfoNBC.



Gompers Teachers Say Yes to the Union Nearly 100 educators at Gompers Preparatory Academy, a charter school named after American Federation of Labor founder Samuel Gompers, recently voted to affiliate with the San Diego Education Association. Their bargaining team is making attraction and retention of quality educators their top priority and has already begun negotiations with academy officials. —Ed Sibby

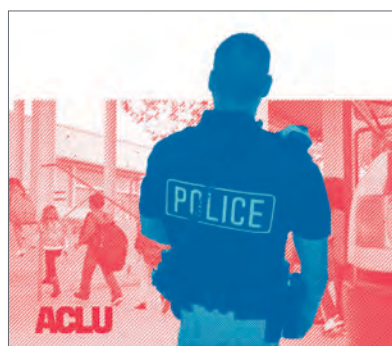
Summer Learning at Summer Institutes

LABOR-MANAGEMENT TEAMS from school districts and county offices should attend the CTA-sponsored California Labor Management Initiative Summer Institute, June 25-26, in San Diego. The event helps increase collaboration and build systems and practices that change school culture. Go to cdefoundation.org/cde_programs/clmi.

And plan now for our premier training: **CTA's Summer Institute**, July 28-Aug. 1 at UCLA, with sessions to assist chapter leaders in day-to-day representation and support of members. Strands include Communications, Instruction and Professional Development, Emerging Leaders, Bargaining, School Finance, Legal, Member Benefits, and Community Engagement. Details at ctago.org; grants available for qualified members: ctago.org/grants.



Participants at CTA's 2018 Summer Institute's Communications strand get the paparazzi treatment.



REPORT ON SCHOOLS: Cops, No Counselors

THE ACLU RECENTLY released a report that shows nearly 400,000 K-12 students in California attend a school that has a police officer but not a counselor.

The nationwide report, "Cops and No Counselors: How the Lack of School Mental Health Staff Is Harming Students," analyzed federal data to look at the presence of police and mental health services in schools. A key finding: Schools are underresourced with health and mental health professionals, and students are overcriminalized.

The study authors state: "Data shows that school staff who provide health and mental health services to our children not only improve the health outcomes for those students, but also improve school safety. However, there is no evidence that police in schools improve school safety — indeed, in many cases they are causing harm." Those who are most affected are students of color and students with disabilities.

The authors note that funding for school-based police continues to rise while public schools face a critical shortage of counselors, nurses, psychologists and social workers. According to the study, California's ratio of students to health and mental health providers is among the highest in the nation, at 682-to-1.

Go to aclu.org for the full report. The *Educator* will look into these findings more closely in an upcoming story.



Student Loan Debt Relief

AS AN EDUCATOR, you may be able to have all or part of your federal student loans forgiven. But there are varying eligibility requirements, and the rules, paperwork and documentation can be confusing. Fortunately, NEA Member Benefits (NEAMB) has just unveiled its Student Loan Forgiveness Navigator, powered by Savi. The free online tool pulls your data together, makes projections about what forgiveness or repayment programs are best for you, offers access to experts, and, for a small fee, facilitates the processing of paperwork.

"We heard our members and want to help make this process smoother and easier to understand," said NEAMB's Sean Mabey. Go to neamb.com to access the tool.

Quotes & Numbers

Compiled by **Julian Peoples**



OUT OF 10 EDUCATORS nationwide will soon be women, according to a recent study by Richard Ingersoll, professor of education and sociology at the University of Pennsylvania, which shows 76 percent of educators are female.

\$87,839

THE JOY OF SOLIDARITY was on display during Oakland Education Association's historic strike in February, when 1,145 supporters worldwide donated to the GoFundMe page to help striking educators.

“TAXPAYERS, PARENTS AND ULTIMATELY KIDS DESERVE TO KNOW HOW SCHOOLS ARE USING THEIR TAX DOLLARS. THIS ISN'T THE END OF A CONVERSATION, BUT A BEGINNING. LET'S USE THIS MOMENTUM TO MOVE FORWARD TOGETHER, CONSTRUCTIVELY AND IN PARTNERSHIP, TO IMPROVE EDUCATION FOR CHILDREN ACROSS CALIFORNIA.”

—Gov. **GAVIN NEWSOM**, upon signing into law SB 126, which will hold charter schools to the same transparency and accountability standards as other public schools.

“ This initiative is about ensuring everyone pays their fair share and ending a decades-old loophole that has kept our students, schools and communities chronically underfunded.”

—CTA President **ERIC HEINS**, about the 2020 ballot-qualified California Schools and Local Communities Funding Act, which could generate \$11 billion for schools and community services.



200,000 SLOTS

FOR FULL-DAY, FULL-YEAR PRESCHOOL for all eligible low-income 4-year-old Californians by 2021-22, part of a landmark \$1.8 billion Early Childhood Ed proposal by Gov. Gavin Newsom.

“You teachers have got to be the most important people in the world.”

—**DOLORES HUERTA**, labor heroine, before leading thousands of educators and supporters on a mile-long march in Oakland to fight for the public schools students deserve.



PARCEL TAX measures (of 26) that failed over the past two years, yet would have passed with a 55 percent threshold (instead of the current 66 percent) — a recent proposal for two state senators for voters to decide on the 2020 ballot.

78%

CALIFORNIA VOTERS who support the governor's plan to increase higher education funding by more than \$1 billion, according to the Public Policy Institute of California.

“WE SAW HOW MUCH THIS COMMUNITY VALUES AND SUPPORTS ITS EDUCATORS. THIS MEANS THE WORLD TO US AND STRENGTHENS OUR RESOLVE TO MAKE SAN RAMON VALLEY AN EVEN BETTER SCHOOL DISTRICT AS WE MOVE FORWARD.”

—**ANN KATZBURG**, San Ramon Valley Education Association president, on their new contract agreement that improves learning conditions for students.

DIGITAL TEACHER

CTA member Instagram influencers impact their classroom and community By @samdemuro



NICOLE WONG
United Teachers Los Angeles
[@caffeinateandeducate](#)

“My goal on Instagram is to share teaching ideas and strategies with teachers around the world, and to provide inspiration to newcomers to the profession. I aim to show the world a glimpse into the not-so-ordinary teacher life; the struggles and rewards, those standing-ovation-worthy lessons, and the not-so-glamorous melt-down moments.”

“Need a writing strategy to engage struggling writers? A behavior management tool? A new approach to that complicated algebra lesson? It’s all on Instagram.”



VANESSA BROOKS
San Jacinto Teachers Association
[@my2ndgradelife](#)

“I use Instagram to share ideas that have worked in my classroom, from classroom management tips to classroom decor. I believe 100 percent I have become a better teacher because of Instagram and the ideas I’ve seen from teachers around the world.”

“My goal for Instagram is to be able to impact classrooms all over the U.S. Knowing that an idea you shared helped a group of students on the other side of the country is an amazing feeling. It makes you feel like you have had a bigger impact than what’s in the walls of your school.”



JILL SHAFER
Los Alamitos Education Association
[@hello_fifth](#)

“Instagram is my professional development, at my fingertips, and available 24 hours a day.”

“The Instagram teacher community can revolutionize your practices, invigorate you, and honestly, remind you why you got into this profession in the first place. You can search hashtags, follow like-minded teachers, and just fill your cup with inspiration and encouragement. I encourage any teacher to hop on and join because it’s made a huge difference in my career.”

TRENDING



MEGAN DUVARNEY FORBES
Arcadia Teachers Association
[@toocoolformiddleschool](#)

"I use Instagram to share the personal details of my teaching journey, from favorite book recommendations to fair trade fashion information to my analysis of education policy. I share strategies and resources for high-quality, equitable, diverse, complex, relevant, transformative classrooms. I also learn from effective educators.

"Instagram is one of the most diverse social media platforms, and incredibly important conversations about education happen here. Teachers of color share vital information about their experiences and observations, and the teaching community at large desperately needs to listen to what they have to say."



KATIE CURTIS
Redlands Teachers Association
[@elementary_einsteins](#)

"I use Instagram to get and share classroom ideas (management, academics, organization, tips, etc.), give parents a sneak peek of our classroom, serve as a positive example on social media for my students (example of how social media can be used for good!), and connect with other educators across the country.

"Instagram has provided me with tons of opportunities for myself and for my kids! Teaching conferences, field trip opportunities, Skype with an author, flexible seating opportunities... The benefits are endless!"

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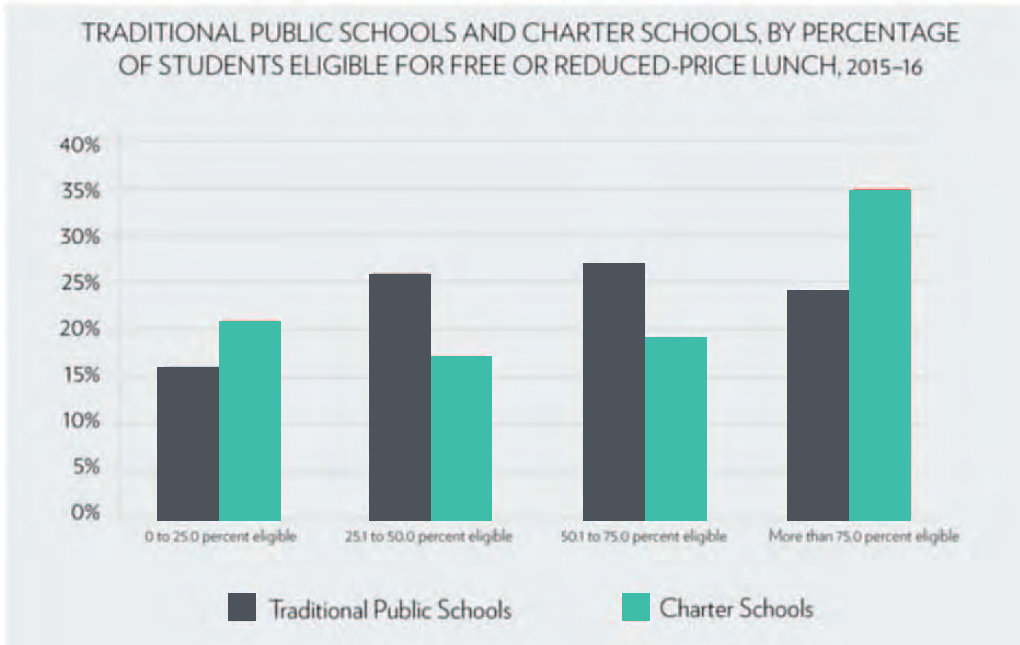
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◀ Charter schools are more likely than traditional public schools to be high-poverty schools or low-poverty schools, raising questions about where charter schools choose and are approved to open. Source: National Center for Education Statistics

A Look at Charter School Impacts, Efficacy

New research spurs questions about equity

By **Julian Peoples**

WITH 6 PERCENT of U.S. students currently attending public charter schools, they can and should play a role in creating equal opportunity for students, but doing so will require focus from charter providers and dedication from policymakers at all levels, according to a recent report by The Century Foundation focusing on public charters and educational equity. The report comes on the heels of an *Education Week* article that finds that a quarter of all public charter high schools in the U.S. graduate less than 50 percent of their students.

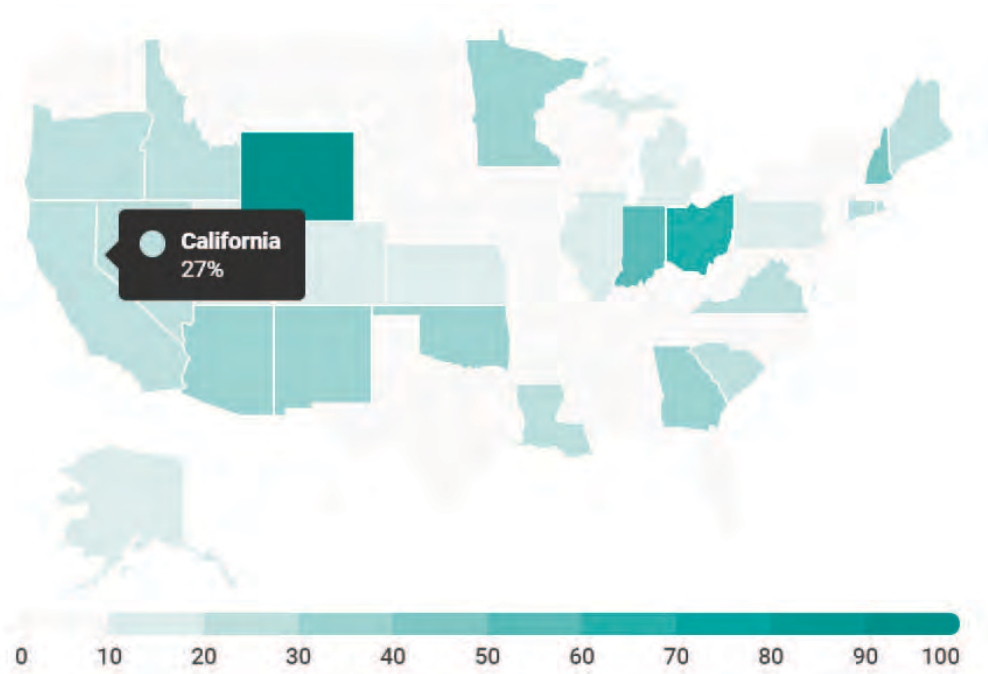
The Century Foundation’s report, “Advancing Intentional Equity in Charter Schools,” examines the ability of charter schools to equitably serve a diverse student body, outlines the impacts of privately operated charters on traditional public school districts, and makes a comprehensive series of policy recommendations to ensure that charter schools foster equitable practices for all children, including those attending traditional public schools in districts where charters locate.

“The proliferation of unregulated, privately managed charter schools has had a dramatic fiscal impact on local school districts and their ability to provide essential support and services to all students,” says

CTA President Eric Heins. “As the report states, charter schools should only have a place in our public educational landscape if they further our public policy goal of advancing equal educational opportunity.”

The Century Foundation report outlines national trends about how charters serve different student populations and related impacts. While the overall racial composition of charter schools (white 33 percent, African American 27 percent, Hispanic 32 percent) is more equally distributed than in traditional public schools (white 59 percent, African American 17 percent, Hispanic 19 percent), data at the school level shows that 17 percent of charter schools are more than 99 percent students of color (compared with 9 percent of traditional schools).

The report expresses similar concerns about the socioeconomic status of charter school students. According to the National Center for Education Statistics, charter



◀ This chart from the *Education Week* article shows the percentage of charter schools that graduate less than half of their students in each state.

schools are more likely than traditional public schools to be high-poverty schools (more than 75 percent eligible for free or reduced-price lunch, or FRPL) or low-poverty schools (less than 25 percent FRPL). This raises questions about where privately operated charter schools choose and are approved to open. Privately managed charters have also been criticized historically for serving fewer special education students and English learners.

The racial and economic imbalances at these charter schools make the results of a recent *Education Week* article even more striking. The article, “In Many Charter High Schools, Graduation Odds Are Slim,” finds that charters account for more than half (54 percent) of public high schools with less than 50 percent graduation rates — a quarter of all charter high schools and nearly 3 percent of all U.S. public high schools. It also finds that 27 percent of California charter high schools graduate less than half their students in four years. *Education Week* researchers note the low graduation rates aren’t just a one-time issue; many charter high schools have suffered from chronically low rates for nearly a decade.

Along with scrutiny of these results comes an interest in the impact of charter locations on local school

“Charter schools should only have a place in public education if they further the public policy goal of advancing equal educational opportunity.”

—Century Foundation report on equity in charters

districts. The Century Foundation report outlines the community and financial fallout of independent charter schools, stating that current state policies regarding charters can affect the obligation to provide adequate and equitable public schools to all students.

“Policymakers must take care that the manner in which charter schools are created and funded does not subvert state constitutional guarantees to public education,” the report states.

A series of recommendations for government agencies at federal, state and local levels to improve intentional equity in charter schools nationwide outlines best practices to address the issue. Recommendations include:

- Requiring local agencies to provide a plan on how they ensure charter schools they authorize are promoting equitable outcomes.
- Adopting state policies that require charter schools to plan explicitly for special student populations, including children with disabilities and English learners.
- Mandating that charter school authorizers consider the fiscal impact of a charter on the district where it is proposed for location.

“In short, charter schools should only have a place in our public educational landscape if they further the public policy goal of advancing equal educational opportunity,” the report states. ■

See the research at tcf.org and edweek.org.

“

QUITE SIMPLY, YOU CAN'T FEED THE MINDS OF OUR STUDENTS BY STARVING THEIR SCHOOLS.”

OEA President **Keith Brown**





3,000 Oakland Education Association (OEA) members picket at 87 school sites, joined by students, parents and community supporters.



FORWARD MOVEMENT

Educators, students stand together to fight for the schools all Oakland students deserve.

#RedForEd is strong as Oakland, San Ramon Valley win historic victories

By **Julian Peoples**



FOR SEVEN DAYS in late February, the 3,000 members of the Oakland Education Association (OEA) went on strike to fight for the schools that Oakland students deserve, winning a historic contract, sparking a community movement, and shining a national spotlight on the destructive impacts of school privatization on neighborhood public schools. With the OEA strike coming on

the heels of the United Teachers Los Angeles (UTLA) strike in January, **#RedForEd** spread from Southern California to the San Francisco Bay Area.

The struggle captivated the community of Oakland, as educators walked out of their classrooms and onto picket lines on Feb. 21 after two years of fruitless negotiations, and tens of thousands of parents, students and other supporters joined them on the picket lines and in



The energy of the strike powered OEA to major gains for Oakland students. (Photo on far left by Joseph Brusky)



the streets to fight for smaller class sizes, more student supports, a living wage for educators, and an end to rampant school closures. The strike was about more than a teachers contract — it was a community movement for the opportunity that all Oakland kids deserve, regardless of where they live.

“Quite simply, you can’t feed the minds of our students by starving their schools,” says OEA President Keith Brown.

The strength of the movement was on display from the start when 95 percent of OEA members were out on strike on Day One. Parents bolstered the effort; only 5 percent of students came to class that day. With each day of the strike, picket lines grew and fewer students attended school. By the final day, only 2 percent of Oakland Unified School District’s 37,000 students were in class.

Educators and the community converged every day at midday, with rallies featuring civil rights heroine Dolores Huerta, comedian W. Kamau Bell, filmmaker and activist Boots Riley, and hip-hop musicians Bambu, Zion I and Mistah F.A.B. The showdown between OEA and OUSD also became a battleground between educators fighting for quality public schools for all and billionaires who want to privatize education and siphon off funds intended for neighborhood public schools.

With the combined power of the community, OEA

reached a historic deal with wins in all their core areas. But the fight for the schools Oakland students deserve has only started, Brown says.

“We have a contract that begins to address ending the teacher retention crisis. We have a contract that brings in more resources for our students and more student supports,” Brown says. “However, we realize that the fight does not end with this contract. It is only the beginning.”

The impact of the Oakland educators strike is already reverberating throughout the Bay Area and beyond. The San Ramon Valley Education Association (SRVEA) was prepared to strike for better learning conditions for their students after members voted by 98 percent to authorize a work stoppage. Their unity powered their bargaining team, who refused to back down on the demand for lower class sizes. They reached an agreement with their district and won the improvements their students deserve — without having to strike.

“We made sure our community knew what our students needed and how firmly we intended to fill those needs. With 98 percent of our membership willing to strike, management finally heard the community message loud and clear,” says SRVEA President Ann Katzburg. “We achieved our goals in this campaign, and our tentative agreement reflects our students’ needs. We didn’t want to strike, and we didn’t have to.”

See our special interactive feature that showcases much of our [#RedForEd](https://californiaeducator.org/hear-us-roar) coverage at californiaeducator.org/hear-us-roar.

At press time, the Dublin Teachers Association had just authorized a strike, while educators in Madera were organizing amid an extended contract struggle (see “Bargaining Roundup,” page 47). [#RedForEd](https://californiaeducator.org) continues! ■

House Calls

Gianna Alexander's visits to extremely ill students make a difference

By **Sherry Posnick-Goodwin**
Photos by **Scott Buschman**

EVEN ON HIS best days, Joey Hocter wasn't healthy enough to attend regular school. So he received instruction two or three days a week from Gianna Alexander, a home-hospital teacher who makes house calls to severely ill students.

On a good day, Joey sat in his wheelchair by the door, eagerly awaiting a visit from Alexander, who spent a few hours with him each time. However, there were bad days when he couldn't get out of bed. That's when Alexander provided instruction at his bedside.

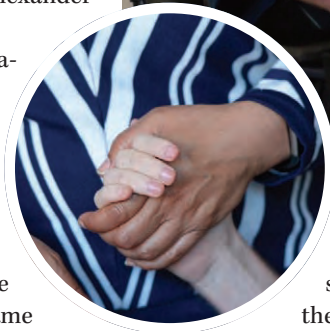
Alexander is a member of the Liberty Education Association, a school site representative for Heritage High School and a State Council representative. For more than 14 years, she has been a special education teacher for students with mild to severe disabilities at three school sites in Brentwood: Gateway Adult Transition Program, Liberty High and Heritage High. She has also been a home-hospital teacher for the same number of years, teaching severely ill students in their homes after the school day ends.

"Gianna is wonderful," says Debra Hocter, Joey's mother. "He couldn't wait for her to visit."

Joey has spastic cerebral palsy and cognitive delay, and is a quadriplegic. He attended public school for many years, but after numerous illnesses and surgeries, his immune system became compromised, so homeschooling was required.

Even though she has the word "hospital" in her job title, Alexander seldom teaches students who are hospitalized, because they are too ill

Gianna Alexander leads a geography lesson with Joey Hocter.
Inset photo: Alexander strengthens Joey's connection to the outside world.



to process instruction during their stay. Often her students are in and out of the hospital; sometimes they get well enough to return to school.

Alexander has been Joey's teacher since he was 17, and she is considered a member of the Hocter family.

On his 22nd birthday, Joey "aged out" of home-hospital teacher services, which he received through Liberty Union High School District in Brentwood. He now receives services from an adult homeschool community-based program for adults with special needs living in Contra Costa County.

Joey worried he wouldn't see Alexander after he aged out. Though she's no longer his teacher,





“Teaching students like Joey is a way that I can give back. And as the mother of a disabled son, I can relate to what parents are going through.”

—Gianna Alexander

she still visits and helps strengthen Joey’s connection to the outside world. She and his family have been on field trips to a bowling alley, a Jelly Belly factory, music concerts, theatrical plays, the Chabot Space and Science Center, the C.A.S.T for Kids fishing program, and even school dances and proms.

“I don’t want him to become isolated from the world,” she explains.

Joey loves using an iPad, so Alexander

used life skills computer programs that are engaging. She worked with him to practice the skills that he was studying after seeing short video presentations on topics such as how to order food in a restaurant, make a sandwich, create a shopping list, fold laundry, and understand the value of coins and dollar bills.

As a mother of an adult son who is quadriplegic, Alexander has the skill set and empathy to make a difference in the

lives of medically fragile students and their families.

“Teaching students like Joey is a way that I can give back,” says Alexander, who currently homeschools three students with special needs. “I definitely have a special rapport with these students. And as the mother of a disabled son, I can relate to what parents are going through.”

Alexander formerly tutored children in homeless shelters and foster homes. She enjoyed it so much, she decided to earn her teaching credential in special education and help with the homeschooling of students too ill to attend school.

“I get more out of teaching medically fragile students than you can imagine. We have a strong connection. Sometimes I’m tired from teaching all day and doing IEPs. But when I go to my students’ homes and they’re so excited to see me, it’s totally worth it. It warms my heart.” ■

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By **Gregor Trpin**

Balance the Performance

Should teachers be a 'sage on the stage' or a 'guide on the side'?

A **S THE SCHOOL** year draws to a close, it's a good time to remember and reflect on our continual mission to engage our students. I believe a balanced approach in the classroom is key, whether you are a "sage on the stage" — the transmittal model of teaching — or a "guide on the side" who supports the new and improved constructivist theory of learning.

The transmittal approach, you ask? Simply, this approach follows the traditional lecture style of teaching, where the teacher transfers knowledge to students and adopts the premise that students' minds are empty vessels waiting to be filled with knowledge and information. This deep-rooted approach can be effective if the speaker is talented, engaging and brief — especially for young learners. However, it is typically and negatively perceived today as a passive learning approach, equated to the teacher from *Ferris Bueller's Day Off* droning, "Bueller... Bueller..." while saliva trickles down students' faces from boredom and lack of interest.

The constructivist theory, you ponder? This principle resides in the active approach to learning, based on the premise that engaged learning occurs when a student draws on their own intrinsic motivation to seek out a connection to their own authentic learning experience. The "sage" instead is a facilitator and organizer guiding the experience. These experiences are often structured in cooperative small-group environments where students can also find value in the social aspect of learning. This system is also potentially effective and engaging, but from my experience, can lose steam if overdone and too repetitive.

Both methodologies have value. Both can be effective — if balanced.

The conflict arises when teachers settle on one systematic approach to learning. Whether transmittal or constructivist, monotony, repetition and boredom set in on students like

a fog. And for the teachers operating in real-time live action with 34 students in the room, the haze of directives and responsibilities is equally overwhelming. Under pressure, teachers grasp what's most comfortable and manageable in the moment while adhering to administrative mandates, executing new curricular initiatives, responding to parental pressures, and supporting individual student demands.

In these pressure cookers, we teachers move to extremes, either getting stuck lecturing for entire class periods, or becoming complacent as our student-led "centers" dominate too many weeks on end without meaningful change or direction.

Our overall teaching performance falls flat — and our students disengage.

Here, a balanced approach takes center stage and an old algorithmic adage enters stage left. Remember the tag line quote by Gail Godwin on every teacher email? "Teaching is one-fourth preparation and three-fourths pure theater." This formula, although slightly askew in my opinion, holds value.

Oration, with all its significance and art, is still important, still necessary, and is still a fundamental tool a teacher should have the capability to access when needed — with skill and brevity, of course. However, ideally, a lesson's core must thrive in an active student-centered activity that is also relevant and concise. A balanced and blended approach is optimal as it provides

variety and nuance to our instruction. Lastly, the final act of a lesson should reflect on the cooperative experience — celebrate the breakthroughs and plan for the follow-throughs.

I constantly remind myself of the importance of balance in my practice and craftsmanship as a teacher. Articulacy and oration pair best with a well-structured, student-based approach. Old-school and new-school systems have a place in the same school. ■

"A balanced and blended approach is optimal as it provides variety and nuance to our instruction."

Gregor Trpin, Manhattan Beach Unified Teachers Association, is a middle school humanities and social studies teacher. View his TEDx talk, "180 Days: Ode to My Students," at tinyurl.com/gtrpin.

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Little Kids **BIG** IMPACT



Preschool, TK make for student success in K-12 and beyond

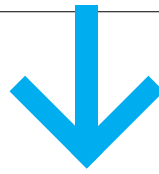
RESearch clearly shows that children who attend high-quality preschool get a jump on learning and social skills. Preschool can also have lasting effects into children's later years of school and life. With almost \$2 billion earmarked for early childhood education (ECE) in Gov. Gavin Newsom's proposed budget, we look at ECE efforts in the state and how educators and students benefit.

INSIDE:

- A model preschool program in Lindsay **Page 26**
- Expert Q&A: Preschool's positive impacts **Page 29**
- Transitional kindergarten builds skills and confidence **Page 32**
- TK improves student outcomes **Page 34**
- Giving kids an early edge **Page 37**



Lindsay Unified's universal preschool program gives little students a chance to "learn how to learn."



SMALL LEARNERS, ***GREAT POTENTIAL***

As California invests in early ed, Lindsay's universal preschool program stands tall

By **Julian Peeples**
Photos by **Scott Buschman**

Where are the dinosaurs, marching, marching. We are the dinosaurs. Whaddya think of that?"

The sound of 24 young learners singing in unison fills preschool learning facilitator Lilita Mendoza's classroom at Washington Preschool in the small Central Valley farming community of Lindsay. The room is bright, colorful, and filled with toys and puzzles and adventure. The students settle in for morning circle time, eager to start their day of fun and learning.

While this is a typical scene in just about any early childhood educational environment, the preschool program at Lindsay Unified School District is anything but run-of-the-mill. The rural school district offers free preschool at five locations to all students in the district, an endeavor LUSD began fully funding in 2017 after data showed a major difference between incoming kindergartners who had attended preschool and those who hadn't. While the state doesn't collect specific information, Lindsay's program

Educator Kristy Caesar studied the impacts of early ed on her kindergartners, which led to preschool for all Lindsay kids.



is a rarity if not completely unique — it may currently be the only school district in California to provide preschool to all students without conditions.

That’s about to change. With Gov. Gavin Newsom’s embrace of early childhood education and his proposal to invest nearly \$2 billion into resources for California’s youngest learners, classrooms full of excited students across the state will soon mirror the preschool program in Lindsay, which is a thriving example of what the new focus on early learning opportunities in school districts statewide can achieve.

“This is not child care. We maximize every possible instructional moment,” says Cheri Doria, director of preschools at LUSD. “Every opportunity is a learning experience. It impacts our learners so much in their future.”

While the national focus on preschool and its numerous benefits has taken center stage more recently, Lindsay has long sought to provide all its pre-K children with early education opportunities. Starting in 2003, LUSD began offering preschool to all learners, cobbling together funding from a variety of state, county and local sources. When the county funding dried up in 2010, Lindsay could only

provide preschool to its most vulnerable students. Doria says there was a desire to reinstate the universal program, but it wasn’t until 2016 when a kindergarten educator started tracking data on her kindergarten students that the district truly realized the importance of their preschool program.



Cheri Doria

An educator’s research spurs change

“Say it like we’re pirates: *Arrrr!*” instructs kindergarten teacher turned elementary reading specialist Kristy Caesar, as her students finish a session and prepare to return to class. “Thank you for growing your brain with me today!”

As the third-graders leave, Caesar says she can tell almost immediately whether her learners attended preschool. It’s a skill she honed three years ago when her new kindergarten class was far behind grade level and lacking in social-emotional skills. Shockingly, more than three-quarters of the new students

Lindsay Unified School District

Enrollment:	4,111
English learners:	1,859 (45.2%)
Migrant students:	740 (18.0%)
Students qualifying for free/reduced-price lunch:	3,849 (93.6%)
Ethnic breakdown:	Hispanic/Latinx 93.6% White 3.6% Asian 1.8% Other 1.0%

Source: Ed-Data

“This is not child care. We maximize every possible instructional moment. Every opportunity is a learning experience.”

—Cheri Doria, Lindsay Unified director of preschools



TK teacher Darcee Collier says her students now arrive with established expectations about school.



Preschool helps all kids, but especially dual-language learners and economically disadvantaged students, studies show.

1 + 1 = 2

“I felt so bad for those kids who didn’t have preschool. They had so much catching up to do. It just wasn’t fair.”

—**Kristy Caesar**, Lindsay Teachers Association

couldn’t identify a single phonetic letter sound. Upon further investigation, Caesar found that only four of her 24 students had attended preschool, prompting her to study whether there was a correlation between attending preschool and academic achievement.

“I tracked their data all year long: Letter names, sight words, phonemic awareness and reading assessment,” says Caesar, a member of the Lindsay Teachers Association (LTA). “The kids who went to preschool were far better and at grade level by the end of the year. I felt so bad for those kids who didn’t have preschool. They had so much catching up to do. It just wasn’t fair.”

Impacts from the lack of preschool experience weren’t limited to reading. Caesar discovered that she had to teach her non-preschool students how to be at school, how to interact with classmates,

even how to share. She took her data to LUSD administrators, who found Caesar’s research to be so compelling that the district launched its own study, reaching the same conclusion.

“It was really glaring for us,” says Doria, who was a classroom teacher for 10 years prior to taking the helm of the preschool program a decade ago. “Nobody had broken down the data like that before.”

Changing futures through early investment

A wealth of recent research has shown that children who go to preschool are far better prepared to enter kindergarten than those who don’t, and those who are economically disadvantaged benefit even more. Kids who are dual-language learners also benefit from pre-K education at a disproportionate rate, in English proficiency as well as other academic

skills. And the benefits don’t stop there, according to Deborah Stipek, a Stanford University professor who focuses on early childhood education.

“There is substantial evidence now that high-quality preschool has short-term effects on the likelihood of children being placed in special education or required to repeat a year of schooling, as well as long-term effects on the likelihood of being incarcerated and educational and financial attainment,” Stipek says. “The early years set the foundation for future learning and development.”

Stipek also notes that preschool helps close the “huge achievement gap associated with family income when children enter kindergarten, which remains throughout K-12.” Expanding early childhood education is one of the centerpieces of Gov. Newsom’s “California for All” budget proposal. The massive investment in early resources and opportunity for all children is a major effort to increase educational equity in public schools.

This is particularly critical in districts



Preschool Produces Positive Impacts

HOW SUBSTANTIAL ARE the benefits of early childhood education (ECE)? We asked Beth Meloy, senior researcher and policy analyst at the Learning Policy Institute.

How can high-quality ECE* put children on the path to success in school and life?

Children who attend high-quality preschool programs experience substantial learning gains and are more prepared for school compared with children who do not. We frequently see positive impacts on children's early literacy and mathematics skills, and in school engagement. Preschool can also have lasting effects far into children's later years of school and life. For example, children who regularly attend high-quality preschool programs are less likely to be identified as having special needs or to be held back in elementary school than those who don't attend.



Beth Meloy

How critical is ECE for vulnerable student populations?

As early as 9 months of age, the differences in learning experiences of children growing up in low-income households and children from more affluent homes can lead to a gap in their development. These early developmental gaps can continue to grow through elementary and secondary school unless they get access to high-quality learning opportunities, which have the potential to close the gap.

Why is ECE so important for learners as they grow and develop?

From birth to age 5, a child's brain is far more flexible than at any other time in life. During this window of opportunity, being well cared for in nurturing and engaging settings that embed learning into everyday routines and play is essential to healthy development. Young children learn by exploring their environment, experimenting, using language to communicate what they observe, and working with other children and teachers to solve problems. Engaging in that way, purposefully, while supporting each and every child on their individual learning trajectory, is complex work. That's why policies and funding that support early educator and school leader preparation, salaries, and professional development are so important.

Why should states invest in preschool?

The question is not whether preschool works but how to design and implement effective preschool programs that deliver on their promise. Estimates of the return on investment in preschool range from the modest (when followed into elementary school) — \$2 for every \$1 invested — to the substantial (when tracked through adulthood) — \$17 for every \$1 invested. Any return over \$1 for every \$1 spent means the preschool program pays for itself.

**Elements of high-quality ECE include standards and curricula that address the whole child, are developmentally appropriate, and are effectively implemented; well-prepared teachers who receive ongoing coaching and mentoring; and assessments that consider children's academic, social-emotional and physical progress and contribute to instructional planning. See tinyurl.com/qualityECE for more.*



Assessment data collected in preschool allows kindergarten educator Casandra Luna to focus on student needs right away.

such as Lindsay, where the vast majority of its 4,000 students are low-income and almost half are English learners.

Teaching children how to learn

Darcee Collier sits at a table with four of her students, who are working with brightly colored two- and three-dimensional shapes. Collier asks the learners different questions about the shapes, such as which ones roll and which of them will stack.

"This one," says kindergartner Monique, picking up a yellow cone, "because it has a base."

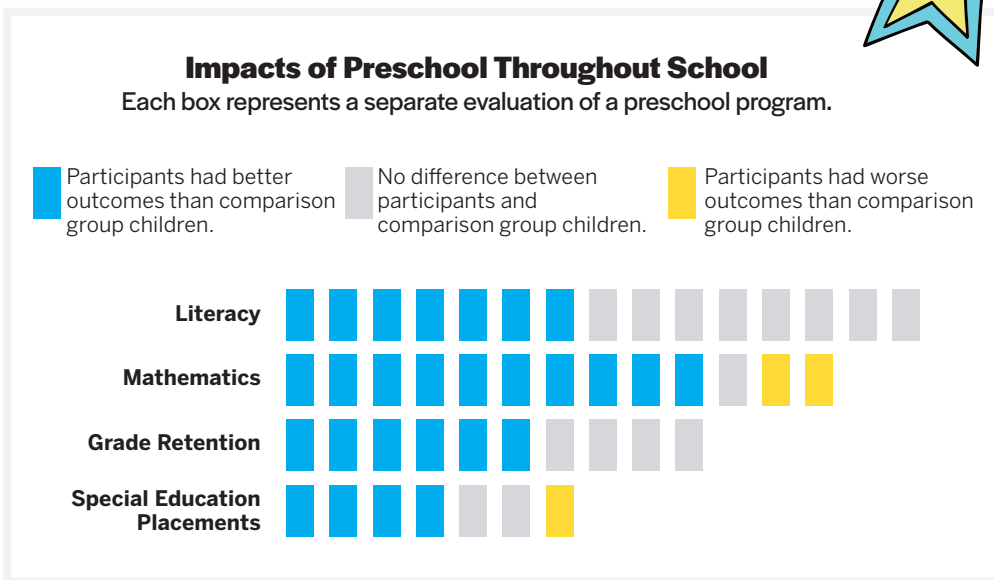
Collier, an LTA member, is in her sixth year teaching transitional kindergarten and kindergarten, and has spent 12 years at LUSD. She was drawn to this age of students because of their excitement and eagerness to learn new things, which has only increased since the universal preschool program launched. Collier says new students now enter her classroom ready to learn with established expectations about school, letting her focus time





Preschool Makes a Difference

THE LEARNING POLICY INSTITUTE'S new report, "Untangling the Evidence on Preschool Effectiveness: Insights for Policymakers," shows that students who attend high-quality preschool programs reap benefits that can last through school and their lives. The study included reviews of rigorous evaluations of 21 large-scale public preschool programs. To read the full study, go to learningpolicyinstitute.org.



and effort on academic achievement.

"The Lindsay program is successful in showing our learners how important their education is from day one," she says. "We are able to build upon the foundation that our preschool program started."

Cassandra Luna, an eight-year kindergarten teacher and LTA member, says learners who attend preschool arrive familiar with the routines of a classroom setting and having a firm grasp of early skills that help them hit the ground running in kindergarten. Students without that experience start their schooling already behind their peers.

"They need to learn how to learn," says Luna. "They need to know how to listen actively during lessons, how to participate, how to interact with others, and how to socialize in a school setting. Learners who have never been in a school setting often struggle the first few weeks of school."

Additionally, Luna says, the district

begins assessing students and collecting data about them from the moment they start preschool, sharing this critical information when students arrive in her class. This is a benefit touted in discussions about the state universal preschool program because it will allow schools to provide resources and support to students immediately upon their arrival in the K-12 system.

"The preschool sends learners' assessments from the end of the year, so I have an idea of what their needs are right away, which is essential in a performance-based system," Luna says.

Doria is excited about the amazing impact of early learning on incoming kindergartners, and eager to see the benefits of the program in the district for years to come. And while it's taken a good deal of outreach, parents in the community are on board about early childhood education.

"The parents are seeing the importance

of early education, and they're knocking down our door," Doria says. "They see that their children want to come to school every day. It's not starting their educational career early, it's starting their love for learning. We have students who arrive nonverbal, and suddenly they are little motormouths!"

Many parents are getting in on the learning themselves as well. LUSD offers an adult education class to parents who are English learners that meets while their kids are in preschool, even providing them with their own Lexia online learning account so they can develop their English skills in parallel with their children.

Unlike most progressive reforms, it doesn't appear Californians will need to be convinced about preschool. A recent poll by the Public Policy Institute of California found that 77 percent support the governor's plan to spend \$1.8 billion on universal preschool and related programs. Doria says it's an exciting time for early childhood education and is eager to see how the state's plan will boost Lindsay's already thriving program.

"I'm excited for our learners, but we can do so much more." ■



The plan to invest \$1.8 billion in preschool for all means that districts statewide will soon look like Lindsay.



Gov. Newsom's Proposed ECE Budget

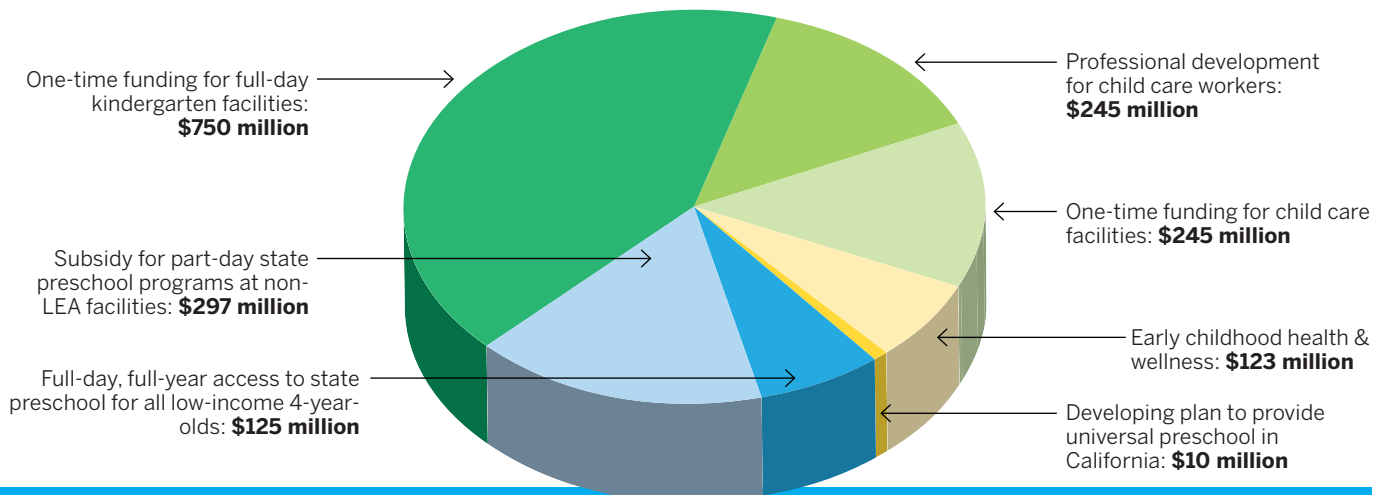
UNIVERSAL PRESCHOOL will soon become a reality in California, with Gov. Newsom proposing a \$1.8 billion investment to provide all children with early learning resources and services. A breakdown of the proposal:

Newsom proposes increasing full-day, full-year access to the existing state preschool program for all low-income 4-year-olds, with a goal of 200,000 preschool slots by 2021-22. To extend preschool access to all California kids in three years, he proposes funding this

year to develop a long-term plan, including strategies to address facility capacity, trained educators/ESPs, and revenue options.

"The governor's commitment to universal kindergarten and preschool is how we give all kids an equal start," says CTA President Eric Heins. "As educators, we know early childhood education gives kids the start they need and improves learning as they advance in school."

See details at ebudget.ca.gov.



Students look in an aquarium in Leo Rodriguez's classroom.

"TK gives children the gift of time. It is a wonderful investment for our children."

—MICHELLE BREMNER, Little Lake Education Association



A Gold Star

Transitional kindergarten gives students foundational skills and confidence

By Sherry Posnick-Goodwin Photos by Scott Buschman



Leo Rodriguez releases butterflies that his transitional kindergarten students have watched develop from caterpillars.



It's an exciting day in Leo Rodriguez's class. Students jump up and down with enthusiasm as they follow him to the playground for the big event.

"We're going to let them go," says Rodriguez, gesturing to a net containing monarch butterflies, which students saw metamorphose from caterpillars.

"Yay!" shout the students, as the butterflies emerge hesitantly from the net, then fly away.

LEARNING IS FUN for Rodriguez's students at Mark Keppel Elementary School in Paramount. They sing songs as their teacher strums guitar, play house, dress up as police officers and firefighters, and create artwork with sparkles and ribbons. They also study numbers and learn how to read basic words.

They attend transitional kindergarten (TK), which is neither preschool nor kindergarten. In many ways, it is how kindergarten used to be, before high-stakes testing and No Child Left Behind turned kinder classrooms into pressure cookers by pushing down academics previously taught in older grades. (NCLB has since been replaced by the Every Student Succeeds Act.)

A bold California experiment

Students in Rodriguez's TK class would have been old enough to attend traditional kindergarten under the old guidelines, which allowed children as young as 4 years and 9 months to enroll. California raised the kindergarten age to 5 in 2010 with the Kindergarten Readiness Act.

To accommodate the 4-year-olds who were previously eligible for kindergarten — those who turn 5 between Sept. 2 and Dec. 2 — TK was established as a brand-new grade level and gradually implemented. By 2014, districts were required to offer the state-funded program to eligible youngsters.

According to the California Department of Education (CDE), more than 100,000 students were enrolled in TK





Michelle Bremner helps Mary Ramirez learn to write in a transitional kindergarten class at Cresson Elementary in Norwalk.



RESEARCH

TK IMPROVES OUTCOMES

Research shows that participation in high-quality early education programs improves school readiness and contributes to better outcomes in school and beyond. A June 2017 report by the American Institutes for Research found that transitional kindergarten:

- **Improves mathematics knowledge and problem-solving skills** for students, giving them almost a three-month advantage over children who did not attend TK.
- **Improves students' literacy skills**, putting them nearly six months ahead of their peers who did not attend TK at kindergarten entry.
- **Has a persisting impact** on all students' letter and word identification skills at the end of kindergarten.
- **Has a strong impact** on English learners. Those who attend TK outperform their non-TK peers on the English Language Development Test.
- **Has a strong impact** on math and literacy skills of low-income students, and math skills of Hispanic students.

during 2016-17. The CDE estimates that California spent more than \$713 million on TK programs in 2017-18.

TK and kindergarten are not mandatory in California. The law requires children to be enrolled in school on their sixth birthday.

TK is not a remedial program. It is considered the first year of a two-year kindergarten program offering age-appropriate curriculum. The goal is for students to acquire the maturity, confidence and skills necessary to thrive in their second year of kindergarten (and beyond), with a focus on teaching in a manner that jibes with children's stages of development.

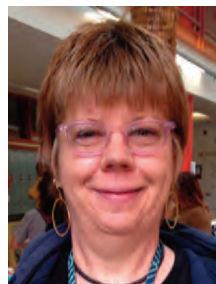
Rodriguez, who has taught elementary school since 1983, was assigned to teach TK three years ago because he was the only teacher at his school with an early childhood background. The CDE requires that all TK teachers meet the credential requirements to teach kindergarten.

Rodriguez told his principal he didn't want to teach children who cried and wet their pants. But he found himself embracing the new grade level.

"After my first year in TK, I told my principal to leave me here forever, because I love it," says the Teachers Association of Paramount member, who was recently voted Teacher of the Year at his school. "I am creative again. I'm happy to go to work every day. Yes, I have the criers and the wetters, but the smiles and growth I see every month are incredible. Teachers rave about the children that come from my classroom, saying they are better prepared than other children entering kindergarten."

TK offers "gift of time"

Students are learning how to read their names with the help of TK teacher Michelle Bremner, as well as the names of farm animals including pig, cow and sheep. But less obvious are the hidden skills they are learning that will help them succeed in kindergarten, such as how to



Catherine Sullivan

"TK students know how a school works and are ready to be part of it. When kids come in to kindergarten knowing that stuff, I can go right to academics."

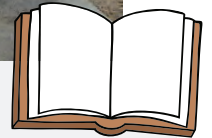
—**CATHERINE SULLIVAN**,
United Educators of San Francisco

“TK isn’t perfect, but it’s definitely improving educational outcomes for students and helping to close the achievement gap in California.”

—ELAINE MERRIWEATHER,
United Educators of San Francisco



Lexie Pretto believes her son Neal benefited from attending transitional kindergarten.



TK FROM A PARENT'S PERSPECTIVE

Neal Pretto is thriving in second grade at Community School in San Francisco, where he is nicknamed the “Little Professor” and enjoys his school’s emphasis on project-based learning.

“He’s a good student,” says his proud mother, Lexie Pretto, an English teacher at Woodside High School and member of the Sequoia District Teachers Association. She credits much of Neal’s success to attending a transitional kindergarten program in San Francisco that prepared him for the rigors of kindergarten.

“I liked TK a lot,” says Neal. “I learned a lot of stuff that I wouldn’t have learned if I had spent another year in preschool.”

When he entered TK, he was a 4-year-old boy full of energy and didn’t want to sit still, his mother recalls. Neal was more interested in playing with blocks and manipulatives than academics. She worried briefly that he had ADHD, but those fears evaporated after a few months in TK.

“He needed to learn the ropes of being in school, and by the time he was ready for kindergarten, he was ready to be an awesome kindergartner.”

TK helped Neal understand how to listen and pay attention. Students practiced yoga, and Neal learned how to center his body so he could focus. Because TK was fun, he viewed school as something positive and enjoyable, and this perception stays with him to this day.

Pretto is grateful that Neal had the opportunity to thrive in the fun, stimulating and relatively pressure-free environment that TK provided.

“TK was a terrific move from the state. From my own personal experience, I know how beneficial it can be.”

hold a pencil, sit in a circle, take turns speaking, share toys, be good listeners, and transition from one activity to another.

“They are developing a love of learning and working on their social skills,” says Bremner, a teacher at Cresson Elementary School in Norwalk and member of the Little Lake Education Association. Like Rodriguez, the former kindergarten teacher was asked to teach TK because she had a background in early childhood.

When she taught kindergarten, curriculum was fast-paced and did not always coincide with a child’s readiness or maturity level, she recalls. Students did not have time to explore or engage in play-based learning. In TK, there is less pressure and more time for children to build a foundation of learning that will help them succeed not only in kindergarten, but throughout their school years, she believes.

“TK gives children the gift of time. It allows them to enter kindergarten with a base in academics such as reading, writing and numbers, but also teaches them to be good students and good citizens. TK is a wonderful investment for our children.”

The full-time TK program was so successful, her district decided to open it up for students who turned 5 between Sept. 2 and March 2. A new state law allows school districts to expand accessibility and enroll children in TK if they turn 5 after the Dec. 2 cutoff birthdate but before the end of the school year. However, districts are not required to offer expanded TK. Of the state’s 25 largest districts, only six make it available, including San Diego, Long Beach and Los Angeles unified school districts, reports EdSource.

“At first I was apprehensive when the district increased accessibility,





Leo Rodriguez reads with Richard Mendez and Brianna Ponce at Mark Keppel Elementary School in Paramount.



but I'm really glad they did," says Bremner. "Kindergarten teachers are really seeing a difference in terms of child readiness."

Ready for kindergarten

"There's definitely a difference since TK, and it's been very positive," says Catherine Sullivan, a kindergarten teacher for 19 years in San Francisco.

"Students coming from TK know how to hold a pencil correctly, wait their turn, and ask for help. They know how a school works and are ready to be part of it. When kids come in knowing that stuff, I can go right to academics. TK has definitely made my job easier."

(For research on TK success, see page 34.)

Having younger kindergartners wasn't problematic until NCLB, she recalls, when expectations were bumped up. "Suddenly there were more abstract things to teach that some students couldn't grasp."

Since TK was implemented, fewer students are repeating kindergarten in her school, says Sullivan, noting that before TK, younger students were disproportionately recommended for a second year of kindergarten. Studies show that children who repeat a grade while their peers advance to the next grade level have more behavior problems and struggle with self-esteem. The state does not collect

data regarding kindergarten retention changes since TK implementation.

Does TK need separate standards?

Elaine Merriweather, a preschool teacher, literary coach and workshop presenter for 25 years in San Francisco Unified School District, was among those who fought to make TK available in California. The early childhood education expert was ecstatic when Gov. Jerry Brown signed legislation requiring districts to do so. She believes TK helps level the playing field between students who are poor and those who are not.

(According to the CDE, half of TK students receive free or reduced-price lunch. Approximately 57 percent of TK students are Hispanic, 21 percent white, 8 percent Asian, and 5 percent African American; 9 percent of TK students receive special education services.)

Merriweather, executive vice president of United Educators of San Francisco (UESF), served as a National Early Childhood Cadre member for the American Federation of Teachers. She was also on the CDE's Early Learning Division of Stakeholders, where she reviewed and shared input on TK curriculum modules, which were later made available to educators so they could see what age-appropriate instruction for TK looks like.

TK has no specific standards, so TK teachers combine the Common Core State Standards for kindergarten and the state's Preschool Learning Foundation Standards to create lessons.

"TK really should have its own standards," says Merriweather. "It can be confusing, because TK is not preschool and it's not kindergarten; it's somewhere in the middle."

Because there has been confusion surrounding TK, some administrators in her

district have pressured TK teachers to structure their classes more like kindergarten to prepare students for becoming test-takers. Merriweather explained to them that this is not in the best interest of children and defeats the purpose of TK.

“Children this young are not developmentally ready for kindergarten. We are just beginning to understand the value of TK and how it provides students with the skills they need to be successful.”

TK teachers in San Francisco have requested more paraprofessionals in the classroom to help meet the needs of their young students. Paras assist TK classes for the first three months of school. This isn’t enough time, says Merriweather, so UESF has asked for more.

“TK isn’t perfect,” says Merriweather, “but it’s definitely improving educational outcomes for students and helping to close the achievement gap in California.” ■

HAS TK DECREASED “REDSHIRTING”?

Are fewer families “redshirting” students due to the availability of transitional kindergarten?

It’s unknown how many parents are choosing to enroll their child in TK rather than delay kindergarten by an extra year. But it seems likely that most parents are choosing TK if their children are eligible, because there is no cost.

Students who were redshirted before TK was available may have had an advantage over students who were not. A 2012 Stanford report, “The Extent, Patterns, and Implications of Kindergarten ‘Redshirting,’” published before TK was fully implemented, found that it occurred with approximately 4 percent of kindergarten-eligible students, most of them white and affluent.

According to the report, the most common reason for redshirting was that parents feel their child lacks the maturity necessary to be successful in kindergarten. However, some parents delay kindergarten so their child would be bigger, stronger and more athletic compared to his or her peers. In fact, the term “redshirting” refers to athletes who delayed college competition by a year so they could develop athletic skills and extend their eligibility timeline.

The state does not keep statistics on redshirting or the percentage of parents who opt for TK.

Early Edge California meeting: CTA member Paula Merrigan, second from left, and Board member Eva Ruiz, third from right.



What Educators Want You to Know About Early Ed

WHILE EARLY CHILDHOOD EDUCATION (ECE) is getting a much-needed investment of resources, advocacy group Early Edge California, formerly known as Preschool California, held a series of meetings with a variety of ECE educators to gain insight into the needs of early learners. CTA Board member Eva Ruiz and Castro Valley Teachers Association member Paula Merrigan participated in the meetings.

Early Edge California executive director Patricia Lozano shared the top seven items that came up during these discussions:

- Higher pay is key to recruitment and retention. Low pay is the No. 1 barrier to hiring and keeping early learning teachers.
- Large class sizes are hurting quality. One of the biggest challenges that TK teachers report is the large class sizes and the high student ratios.
- Teachers want training on how to support dual-language learners, as well as classroom resources to help them communicate and engage with their culturally and linguistically diverse kids and their families.
- The benefits of bilingualism are not well understood, and there is a lack of awareness about the importance of supporting a child’s home language development. As a result, many parents try not to speak their native language with their kids.
- Educators are frustrated by lack of funding, saying that more resources are needed to improve access and quality.
- Early learning educators need financial support to further their education and training, but most teachers lack the resources or paid time off to access professional development opportunities.
- The current unit-based Child Development Permit does not meet teachers’ needs. Instead, they agreed that California should move to a competency-based system of preparation that focuses on knowledge and skills acquisition.

For more information on Early Edge California and their ECE advocacy and resources, visit earlyedgecalifornia.org.

—Julian Peeples



CTA Board member Terri Jackson (third from right) at the signing of SB 126 by Gov. Gavin Newsom (center). Also present are the bill's co-authors, Sen. Connie Leyva (fourth from right) and Assembly Member Patrick O'Donnell (far right), and representatives from employee unions and charter school associations. Read Jackson's thoughts on the next page. Photo credit: Joe McHugh, CHP

A Fix for Charter School Ills

New charter school bills address problems that hurt public schools

By **Sherry Posnick-Goodwin**

IN EARLY MARCH, Gov. Gavin Newsom signed historic legislation (SB 126) that requires privately managed charter schools in California to adhere to the same standards of accountability and transparency as other public schools. This groundbreaking bill addresses a lack of oversight and transparency that has allowed fraud, corruption, mismanagement, and mistreatment of students and staff to flourish at charter schools throughout the state.

A 2018 report by In the Public Interest (ITPI), a research and policy center, states: "Only the tip of the iceberg is visible, but this much is known: Total alleged and confirmed fraud and waste in California's charter schools has reached over \$149 million."

SB 126 will give parents and taxpayers the opportunity to spot instances of fraud that badly hurt students. It requires privately operated charters to follow the same laws governing open meetings, public records and conflicts of interest that apply to school districts. Beginning

Jan. 1, 2020, under this law, board meetings will be open to the public, and these charters must provide records to the public upon request. To prevent personal gain, board members are banned from voting on contracts in which they have a financial interest.

Co-authored by Sen. Connie Leyva (D-Chino) and Assembly Member Patrick O'Donnell (D-Long Beach), SB 126 was championed by CTA.

"This is an exciting moment," said CTA President Eric Heins. "CTA has worked hard to make this happen. Privately managed companies must be held accountable for how they spend taxpayer money."

In fact, privately managed charter schools have been siphoning public funds away from public schools for years. State funding to schools is based on enrollment, and schools that lose students to charters still must pay the same amount of money to fund programs, pay staff and maintain buildings. (Before CTA-supported AB 1360 became law in 2017, charters could also cherry-pick students and often rejected academically challenged students and students with special needs. This meant public schools and districts coped with students who needed the most resources with proportionately less funding.)

Other bills that address privately managed charter schools' uncontrolled growth, authorization process and operations are making their way through the Assembly. Here's a look at some serious problems facing California's schools caused by outdated and flawed laws governing charters, and how legislation could remedy them.

1.

PROBLEM:

Charter proliferation is out of control

The number of California charter schools has increased by more than 900 percent to more than 1,300 schools over the last two decades. Enrollment has more than doubled during the past decade and is now about a tenth of the state's K-12 public school population.

The original 1992 law permitted 100 charters. That increased to 250 in 1998. Under current law, the cap on charter schools is raised by 100 schools annually.

Low-income urban areas are especially impacted. The ITPI report notes that Oakland has the highest concentration of charter schools in the state, with 30 percent of its students enrolled in them. ITPI says charters cost the Oakland Unified School District \$57 million in funding every year that otherwise could be used to reduce public school class sizes and have more core services such as counseling and libraries.

In Los Angeles Unified School District, nearly 25 percent of the district's 621,000 students were enrolled in a charter school last year, compared with 7 percent in 2008. Charters cost the district \$600 million annually, according to We Are Public Schools.

During recent strikes in Oakland and Los Angeles, educators demanded a moratorium on charters because they drain revenue from traditional neighborhood public schools. Settlements included commitments by the respective school boards to adopt resolutions calling on the state to establish a charter moratorium, which both have done.

California's privately managed charter schools are championed by a group of billionaires who want private corporations to profit from public education. These investors also donate huge sums of money to political action committees (PACs) whose goal is to privatize public schools and run them as a business. In the 2016 election, more than \$27 million was spent by six PACs to influence school board and county office of education elections in California.

The Kids Not Profits campaign (see page 42) has followed the money and unveiled power players like Eli Broad, Reed Hastings, the Walton family and others. By highlighting research and mind-boggling cases of waste, fraud and abuse, Kids Not Profits has raised awareness and informed parents, taxpayers and voters — the same voters who took action last fall to elect candidates who will now work to address these problems.

Assembly Member
Kevin McCarty



SOLUTION: AB 1506

This bill, by Assembly Member Kevin McCarty (D-Sacramento), will put a cap on the number of charter schools in the state and give much-needed stability to California school districts, many of which are challenged with declining enrollment and other budget issues. If passed, the number of charters operating, currently 1,323, would become the new cap — and new charters could open only when other charter schools close. McCarty believes that the bill would give school districts “breathing room” and “financial stability.”



A Personal Connection to the New Law

On March 5, 2019, I stood behind the governor of California as he signed SB 126 into law.

The bill was very significant to me. I was representing the California Teachers Association in my eighth and final year as a board director. I began my role as a director wanting to be the best representative for students, fellow educators and the teaching profession. One of the duties I was assigned was serving as chair of the CTA Charter Organizing Workgroup. I have been the chair for the last five years.

Many accomplishments have been achieved through the workgroup. There are more unionized charter educators in CTA, and they have become active leaders at the local and state level. A CTA Summer Institute strand for charter educators has had two successful years. Charter educators joined strike lines in both Los Angeles and Oakland.

One accomplishment, the creation of a charter educator lobby group, had a direct connection to SB 126. Charter educators lobbied lawmakers in Sacramento about the importance of charter school transparency. When Gov. Newsom stated he was signing his first non-budget bill — it was SB 126! For all the educators, leaders and CTA staff who have worked on charter organizing and charter-related issues, I am extremely glad that SB 126 was number one.

TERRI JACKSON

CTA Board Member
District C



2.

PROBLEM: There is no local control over privately operated charter schools.

Under current law, it can be very difficult and sometimes impossible to prevent a privately managed charter school from opening. Independent charter operators are not required to show there is a need for additional classroom seats in the district — unlike school districts seeking to build new sites. And charter school operators are not required to prove they offer a superior education or target an underserved population.

Many districts have denied charters, only to see them approved by the county or the State Board of Education (SBE). And school districts are required by law to provide free space to charters — even when it’s a hardship for existing schools. Prop. 39, passed in 2000, requires districts to make “reasonably equivalent” facilities available to charters, which has sparked battles in some communities. Sometimes charters simply move in and “co-locate” on public school campuses for free, with schools forced to share not only classroom space but playgrounds and cafeteria space.

Example: Rocketship launch could not be stopped

Rocketship Education, a national charter school operator based in San Jose, first applied to open a school in Concord in 2015. The district denied the application due to local opposition, and the charter’s appeal was denied by the Contra Costa County Office of Education. Rocketship appealed to the SBE, which granted authorization, despite a 2014 analysis by the California Department of Education (CDE) that in the previous five years the number of Rocketship students scoring at the “proficient” level or above on California state tests had fallen by 30 percentage points in English and 14 percentage points in math.

Since then, the CDE has sent numerous letters of concern to the school, located in the Mt. Diablo Unified School District, about such issues as the lack of students with disabilities and the achievement gaps among students of different ethnic groups.

“School board members know the needs of their schools the best, and should be able to consider the fiscal impact on their students and district when considering whether to approve a new charter school.”

—Assembly Member **Rob Bonta**

3.

PROBLEM: Local school districts cannot consider potential negative impacts of a privately managed charter on existing schools when reviewing applications.

Does a district have enough space for a privately operated charter school? Enough funds? Is there a real need for a different type of academic program in the district? What kind of impacts will a charter have on the school district and existing schools?

These are important questions when it comes to deciding whether a new independent charter should be granted by a school district. However, under current law, none of these important issues can be considered by school districts or other governing bodies when it comes to deciding whether a privately managed charter school should open.

Example: Charter school forced on Oakland Unified despite funding crisis

Last year, Oakland Unified School District declined to approve a charter for the proposed Latitude 37.8 High School, in part because the district was (and still is) facing a fiscal crisis and could not afford to lose more students to charter schools. With 43 charter schools already operating in the city, the school district felt it was unneeded and fiscally unsound.

The denial was appealed, and the SBE approved the new charter high school anyway, based on the CDE’s recommendation, which said it met all legal requirements. The board said state law does not allow it to consider the charter school’s financial impact on the local district.

Latitude High School opened in Oakland last year.

The solution to both Problems 2 and 3 is on the facing page.

Assembly Member
Rob Bonta



SOLUTION: AB 1505

This bill, by Assembly Members Rob Bonta (D-Oakland) and O'Donnell and co-sponsored by CTA, gives districts sole authority for approval or denial of charters within their communities. It ensures all key decisions and renewal of a charter will be made by the local governing board. AB 1505 also allows local school boards to consider the impacts of an independent charter on students in neighborhood public schools and provides local boards with more discretion in charter approval, renewal and revocation processes.

In an era where local control is prioritized — as shown by the success of the Local Control Funding Formula for public schools — it makes sense that local control should apply to all schools within a district's boundary, including charters.

"Local control helps to ensure a level playing field and education equity," says CTA President Eric Heins. "Who is better qualified than local school districts to decide if a charter school is necessary or desirable in their community?"



May 22 Day of Action

TEACHERS, PARENTS and communities will rise up on May 22 to bring attention to the flawed laws and corporate tax loopholes described on these pages. We must urge legislators to support AB 1505, AB 1506, AB 1507 and SB 756 (see next page). We must also show legislators our support for the Schools and Communities First initiative, which closes a loophole in Proposition 13 that allows corporations to keep their property taxes artificially low, and raises \$11 billion annually for schools, community colleges and community services. (See story on page 43.)

Join the rally on May 22 in Sacramento at 4 p.m., or join online! Learn more and get involved at cta.org/redford.

4.

PROBLEM:

Absentee charter oversight isn't working

A 2017 STATE AUDIT showed that a handful of school districts had authorized charters as far as 50 miles outside their geographic boundaries. That's because a loophole in current law allows a charter to operate outside its authorizing district by claiming there is insufficient space.

This arrangement brings in revenue — by tenfold in at least one district. No surprise, then, that several tiny districts have welcomed dramatic growth in their number of out-of-district charters.

However, the audit found that districts weren't necessarily providing the oversight for which they were paid. In addition, the audit states, "The academic performance of the out-of-district charter schools we visited was below the average performance of comparable schools."

State auditor Elaine M. Howle says that long-distance overseers "do not generally have robust processes to ensure that their respective charter schools are financially stable and academically successful" and that "none of the districts we visited could demonstrate that they consistently monitored the academic performance of their respective charter schools."

Example: Tiny districts make big bucks from long-distance oversight

According to the state audit, Acton-Agua Dulce Unified in rural Los Angeles County, which enrolled 1,080 students in its school district last year, was able to increase its revenues by \$2 million by authorizing out-of-district charter schools. One of them, Albert Einstein Academy in Valencia, was closed last June following years of concerns about the school's finances, lack of community support, and a charter petition that was out of compliance, as noted in the audit.

New Jerusalem School District in San Joaquin County, meanwhile, added



more than \$6 million to its coffers from its out-of-district charters; the audit noted many of the same concerns.

SOLUTION: AB 1507

This bill, by Assembly Member Christy Smith (D-Santa Clarita), closes the loophole that allows a charter school to operate outside its authorizing district and restores the right of individual school districts to have oversight of schools located within their boundaries. Restoring local control to school districts ensures there is transparency and accountability in taxpayer dollars and affords parents and taxpayers the ability to monitor use of these funds.

“It is clear that Californians want significant changes in the decades-old law governing charter schools that has allowed small districts to operate charters outside their boundaries, subvert local control, and divert millions away from our neighborhood public schools,” says CTA President Eric Heins. ■



Assembly Member Christy Smith

Charter Moratorium Bill

SB 756, by Sen. Maria Elena Durazo (D-Los Angeles), establishes a five-year moratorium on new charter schools, and provides for a study from the Legislative Analyst’s Office in the fourth year to evaluate its effects.

The primary function of charter schools is to establish locally driven pedagogical innovation that supports public education and does not replace or undermine it. Current charter law has not kept pace with charter growth, does not let local districts and leaders control what happens in their own jurisdiction, and allows essential funding and resources to be siphoned away from public schools.

A moratorium provides time to reconsider the current regulatory framework.

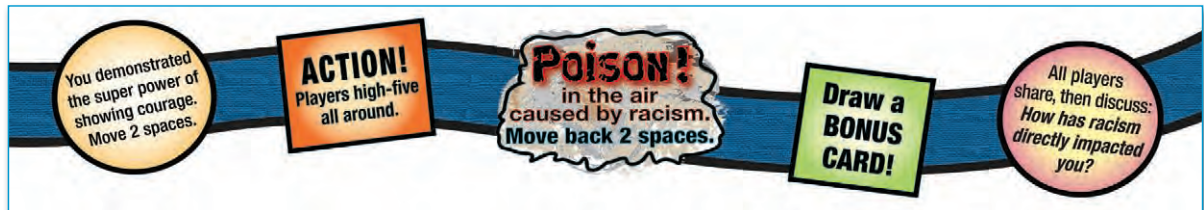


For more information about these bills and the fight against those who are trying to privatize public education, see kidsnotprofits.com.

Road to Racial Justice

A Free, Educational “Board” Game

Addresses racism and white privilege through critical thinking, social analysis, and team-based discussion.



Ages 13+ • CCSS-Aligned • Curriculum Included (Worksheets, Glossary, PowerPoint)

Players will:

- Become more aware that racism exists in many everyday situations (interpersonal and institutional)
- Learn why the situations are racist (stereotyping, tokenism, cultural appropriation, etc.)
- Acquire tools to interrupt these situations in order to help create a more loving and just world

“...your game was a remarkable tool. What better way to suggest critical thinking and generate deeper awareness of U.S. culture’s white racial frame?” — Kevin Cummins, High School Teacher, Albuquerque, New Mexico

“I learned that my whole life I have been treated a certain way by the people around me because I am white, which I had never really thought about before.” — White student player

“...I appreciate the realistic/practical action-based solutions presented in the game.” — African American student player

FREE DOWNLOAD at www.roadtoracialjustice.org Created by Kesa Kivel



Courtesy schoolsandcommunitiesfirst.org

Tax Fairness and Our Communities

**Voters will have opportunity to address flawed Prop. 13
and help schools** By **Frank Wells**


ARE CALIFORNIA CORPORATIONS shirking their fair share in property taxes? A CTA-backed initiative that has qualified for the November 2020 ballot will allow voters to weigh in, and potentially close a loophole that has kept corporate property taxes artificially low and starved public schools and other vital services of billions of dollars for decades.

The ballot measure, named the California Schools and Local Communities Funding Act (CSLCFA), changes 1978's Proposition 13, which capped property tax rates at 1 percent of their 1976 value and limited inflation increases to 1 percent annually. Those low rates are locked in until a property changes ownership (or undergoes reconstruction), when it can be reassessed at current market value. The passage of Prop. 13 devastated school funding, propelling California's rapid decline from near the top to near the bottom nationally in per-pupil funding.

The CSLCFA, also known as the Schools and Communities

First initiative, will be the first measure to modify Prop. 13 (often called the "third rail of California politics") put before voters in the four decades since the problematic initiative was passed. Crafters of the measure have taken care to guarantee existing protections for homeowners, and have carved out exemptions for agricultural property. It also helps out smaller businesses by exempting them from reassessment until they are sold, and eliminating current taxes on fixtures and equipment.

If passed, the measure would provide an estimated \$11 billion a year for K-12 schools, community colleges and local services such as health clinics, trauma care and emergency rooms, parks, libraries, and public safety.

"We're talking about billions of dollars lining the pockets of corporations that should be going to help California students," says CTA President Eric C. Heins. "This initiative is fair and long overdue." 

“We’re talking about billions of dollars lining the pockets of corporations that should be going to help California students. This initiative is fair and long overdue.”

—CTA President **Eric C. Heins**

The original intent of Prop. 13 was ostensibly to protect homeowners, especially seniors on fixed incomes, from being taxed out of homes they had bought years before. However, by far the greatest benefit has gone to corporations, which in many cases have paid ridiculously low rates on long-held properties.

In 2008, when Anheuser-Busch was purchased by multinational brewer InBev, its 3 million-square foot Van Nuys brewery property was being taxed at \$18,000 annually, or less than a penny per square foot. If taxed at then-current values, the tax bill for the land alone should have been over \$1.3 million.

To compound the problem, many corporations have gamed the system during property purchases through various means, including ensuring that no single purchaser owns more than 50 percent. In 2002, for example, wine company Gallo purchased 1,765 acres of vineyards in Napa and Sonoma, but avoided a reassessment because 12 Gallo family members obtained individual minority interests in the sale.

While it’s certain that the measure will face fierce and well-funded opposition by corporations and business-friendly taxpayer groups, proponents argue the measure will simply place California on par with how the vast majority of states treat commercial property by assessing them at fair market value. This initiative would only affect undervalued commercial properties, creating a level playing field for those businesses that already pay their fair share.

CTA is joined by dozens of education groups, school boards, housing advocates, small businesses, social justice groups and other labor in supporting the measure.

“We’ll be working in the coming year to ensure both CTA members and the general public are clear about what this initiative will do and how much it will benefit California public schools,” said Heins. “As the #RedForEd movement has raised awareness of the chronic underfunding of our schools, the time is right for this initiative to help reverse that trend.”

For more on the CSLCFA and on tax fairness, visit the campaign website at schoolsandcommunitiesfirst.org and cta.org/taxfairness. ■



Details, Details

The California Schools and Local Communities Funding Act:

- **Restores over \$11 billion a year** for services that all Californians rely on like schools and community colleges. Out of this revenue, \$4.5 billion will support K-12 education and community colleges, and the remainder will be shared by counties, cities and special districts to support community services, including health clinics, trauma care and emergency rooms, parks, libraries and public safety.
- **Benefits small businesses** by exempting owner-operated small businesses from reassessment until they are sold; leveling the playing field so small businesses can compete more fairly with big corporations; and reducing their taxes by eliminating the property tax on fixtures and equipment.
- **Mandates full transparency and accountability** for all revenue restored to California from closing the commercial property tax loophole.

Endorsers

CSLCFA endorsers include education, labor, housing, health, and social and environmental justice groups, as well as individuals and elected officials. Here is a partial list; for the full list, and to get involved, see schoolsandcommunitiesfirst.org.

CTA/NEA

Common Sense Kids Action

California Federation of Teachers

American Federation of Teachers

League of Women Voters of California

California State PTA

SEIU California

Richmond Teachers Win Support for Charter Moratorium

AFTER DEBATE AND a public show of support by parents, community and educators, the West Contra Costa Unified School District Board of Education in February passed a resolution supporting a statewide moratorium on charter school expansion.

Citing the need for transparency and to ensure “equitable access to all,” United Teachers of Richmond members led the charge, organizing rallies and lobbying board members.

“We needed to change the laws so that our district does not continue to be decimated by charter schools and corporations,” says UTR President Demetrio Gonzalez. WCCUSD currently has 14 charter schools.

The school board in Los Angeles recently passed a resolution calling for a moratorium on new charter schools in LAUSD. The Oakland school board has made a priority of suspending approvals of new charters or renewals of existing charters that entail enrollment growth during fiscal distress.

The WCCUSD board resolution directs WCCUSD to conduct a thorough, open analysis of the potential impact of expansion and addition of charters.

Gonzalez credits board members Consuelo Lara and Valerie Cuevas for their advocacy and understanding of the needs and rights of the community and students.

—Cynthia Menzel

Santa Rosa Students, Union Advocate for Counselor

SANTA ROSA TEACHERS ASSOCIATION (SRTA) members, students and parents are rallying behind a respected high school counselor, Kris Bertsch-Rydell, by wearing orange ribbons, testifying on her behalf at school board meetings, and filing an unfair labor practice charge.

Bertsch, who is on the SRTA executive board, is being charged with “unprofessional conduct.” Santa Rosa City Schools’ examples of “unprofessional conduct” include Bertsch sending polite, professional emails to the superintendent, school board members and SRTA leaders asking for clarification on board policies.

Meanwhile, students have been showering her with support. In the Santa Rosa High School newspaper, staff writer Emilie Davis noted that Bertsch “works tirelessly every day to make sure all of her kids are doing well, both in their classes and in their personal lives.”

SRTA/CTA filed an unfair labor practice charge that district management discriminated against Bertsch and interfered with her rights under California labor law.

“I didn’t realize this before, that when I spoke up for my students, my union has my back,” Bertsch said.

At press time, SRCS managers have not taken further disciplinary action.

—Cynthia Menzel



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Courtesy Latin Live



build knowledge of the various racial and ethnic groups in our state.

Former Gov. Jerry Brown signed a bill in 2016 that required the state to develop a standards-based model curriculum in ethnic studies, adaptable to communities’ unique demographics, that all school and districts would be encouraged to offer. The California Department of Education subsequently established a 2020 Ethnic Studies Model Curriculum Advisory Committee, which includes CTA Vice President Theresa Montaña and other college faculty, teachers and district administrators. The committee has already met twice this year. The final meeting is scheduled in late April.

Ethnic Studies’ Critical Role

CTA State Council supports bill to require class for high school graduation

With the vote in State Council, CTA believes the value of ethnic studies is clear. Ethnic studies promotes respect and understanding among races, supports student success, and teaches critical thinking skills. Ethnic studies also provides students with the opportunity to learn about their respective culture in the context of California’s history.

Requiring ethnic studies to be taught in high schools helps cultivate a classroom environment that is accepting of diversity. Just as it is critical for young people to learn about their history, so it is also important for them to feel they can contribute to their communities. Multiple studies have shown that ethnic studies helps high school students improve their academic and social outcomes. College students who took even one ethnic studies course increased their attendance and graduated at a higher rate than students who took none — and ethnic studies majors graduated at a much higher rate than the general student population. One educator suggested that this is because ethnic studies faculty and coursework engage, empower and connect students and help them understand their stake and civic role in our communities.

AT MARCH STATE COUNCIL, delegates voted to support AB 331, which would require each school district that doesn’t already have an ethnic studies curriculum to offer a course beginning in 2021-22. AB 331 would mandate that an ethnic studies class be added to high school graduation requirements in the 2023-24 school year.

“At a time when the national climate drives divisiveness and fear of otherness, ethnic studies can play a critical role in increasing awareness and understanding,” said Assembly Member Jose Medina (D-Riverside), the bill’s author, in a statement. Medina himself is a former high school ethnic studies teacher.

Changing demographics play a big role in why school curricula should incorporate ethnic studies. California has one of the largest and most diverse student populations in the nation. Ethnic minorities account for over 71 percent of the student population, with more than 90 languages spoken in district schools. Because of this, it is vitally important that students

“At a time when the national climate drives divisiveness and fear of otherness, ethnic studies can play a critical role in increasing awareness and understanding.”

—Assembly Member **Jose Medina**

will help close the achievement gap and better prepare Californian youth for college and career. For more information, see cta.org/legislation.

BARGAINING ROUNDUP

Details of these stories at cta.org/bargainingupdates

By **Cynthia Menzel, Julian Peoples** and **Ed Sibby** #OurVoiceAtTheTable



SAN RAMON VALLEY: Victory for students

San Ramon Valley Education Association members showed they were completely unified and prepared to strike, but ultimately did not have to, winning much-needed student resources. SRVEA educators ratified the deal in mid-March with 98 percent approval.

"Today is a victory for our students!" SRVEA President Ann Katzburg said when the contract was ratified. "Our educators recognize the importance of standing together with our community to provide the best education possible for our children."

SRVEA scored huge victories that directly improve student learning conditions: lower student-to-staff ratios for counselors, nurses and teacher librarians; caps on class sizes and caseloads, including special day classes and secondary caseloads; and new contract language for reduced fourth and fifth grade staffing ratios and secondary daily student contacts.

SRVEA also secured a 4 percent salary increase and improvements to their health benefits, as well as improvements for school nurses, speech-language pathologists and educators who support new teachers.

OAKLAND: Strike wins historic contract

On March 3, the **Oakland Education Association** ratified a new contract. OEA won major gains in every key area, laying a solid foundation for the challenging fight ahead to ensure all Oakland students have access to fully funded and properly resourced public schools in their neighborhoods, staffed with committed educators and ESPs who can afford to live in the communities where they educate kids.

Highlights of the agreement:

- **An 11 percent salary increase**, plus a 3 percent off-schedule bonus.
- **Class size reductions** in high-need schools next year and all schools the following year.
- **Reduced caseloads** for counselors, school psychologists, resource specialists and speech pathologists.
- **Additional staffing** for schools with significant numbers of "newcomer" (newly arrived immigrant or refugee) students — the first contract in the state to guarantee this support.
- **An additional salary increase** and bonuses to improve recruitment and retention of school nurses.
- **A commitment from the OUSD school board** to call on the state to issue a moratorium on new charter school approvals.
- **A moratorium on school closures for five months**, allowing the community to organize to fight to keep neighborhood public schools open.





DUBLIN:

Educators authorize strike as talks crawl

The **Dublin Teachers Association** said *enough* to management’s stall tactics and authorized a strike if Dublin Unified School District isn’t willing to provide the resources and learning conditions their students deserve. In a show of unity, DTA members voted by 98 percent to strike if necessary.

DTA says district management can afford their student-centered proposal, which includes manageable class size caps, better staffing ratios for counselors, nurses and speech-language pathologists, collaboratively developed site plans for providing instruction, and compensation that will attract and retain the best educators.

“We want a contract that honors our students’ needs and provides them with the best resources so they have opportunities to succeed,” says DTA President Roberta “Robbie” Kreitz. “If DUSD management and trustees are serious about what’s best for students and making students a priority, we’d have settled this contract in less than a week. Our students deserve better.”

FULLERTON:

More support for students

The **Fullerton Elementary Teachers Association** (FETA) won a student-centered contract that adds daily aides to every first- and second-grade classroom. Two additional special education teachers on special assignment (TOSAs) were added to support instructors of students with special needs, along with aides to support speech-language pathologists’ caseload work.

Members received a 2 percent salary increase retroactive to January, with 1 percent ongoing. FETA negotiators also won a modest increase to health care costs paid by the district.



COLLEGE OF THE CANYONS:

Agreement reached

The **College of the Canyons Faculty Association** won a fair contract after taking to the streets to stand together for respect and equity.

The victory came after lengthy negotiations that required the assistance of a state-appointed mediator. COCFA members organized and mobilized to demand professional salaries that show the Santa Clarita Community College District values their work. They held informational pickets and packed board meetings with neon green shirts to show their unity and commitment to the struggle.

Details of the agreement were not available as of press time.



ORANGE COUNTY:

Marathon negotiations succeed

Orange County Schools Educators Association members stood together and won a two-year agreement that addresses their rising health care costs.

After 14 hours with a state mediator, OCSEA reached an agreement that provides relief from a 146 percent increase in health care benefit costs that was unilaterally imposed by the Orange County Department of Education last year. The contract also provides a 3.5 percent pay increase retroactive to last year and 3 percent this year.



MADERA: Members reach TA, plan for successor

Madera Unified Teachers Association organized and mobilized early this year, leading to a tentative agreement in early April. MUTA's 1,100 members showed they were unified in their demand for the resources needed to recruit and retain the quality educators Madera students deserve, which gave them power at the bargaining table. The one-year deal includes a 2% on-schedule raise and no change to health benefits (ratification voting was taking place at press time). MUTA members are already building on their success and planning for a major successor contract campaign.

SANTA ROSA:

Big wins at the bargaining table

Santa Rosa Teachers Association won class-size caps, professional development days and across-the-board pay increases, among many other improvements when it reached an agreement in late March.

SRTA built power and organized around improving student learning conditions, and it paid off with wins in a number of crucial areas, including staffing levels for Newcomer students and caseload limits for special educators.



SACRAMENTO:

Fed up with deception

Frustrated and fed up with the continued deceit, disrespect and outright violation of their contract, the **Sacramento City Teachers Association** voted to authorize a strike if Sacramento City Unified School District does not cease its unlawful behavior. With 70 percent of members voting, 92 percent approved direct action.

At press time, SCSCTA had set a one-day strike in mid-April.

"For educators, a strike should be a last resort," said SCSCTA President David Fisher. "But just when we think the district's unlawful conduct couldn't get any worse, they hit a new low. Our students deserve better. Our teachers deserve better."



At the February ILC conference, teacher leaders use Equity Cards (from the San Francisco Coalition of Essential Small Schools) to explore issues and spark conversation.

SEISMIC

New study lauds Instructional Leadership Corps' "teachers teaching teachers" approach

“**T**he California Instructional Leadership Corps has changed the paradigm for teaching and learning,” said Linda Darling-Hammond, president and CEO of the Learning Policy Institute. Darling-Hammond, a Stanford University professor emeritus and the newly named head of the California State Board of Education, spoke at February’s ILC conference on sustaining its work in the field.

A new Learning Policy Institute (LPI) study released in February finds that ILC, with its focus on “teachers teaching teachers,” offers a solid template for providing professional development, leadership and learning opportunities to California educators while strengthening schools’ and districts’ capacity to implement state standards.



Linda Darling-Hammond

Since its inception in 2014 as a joint effort by CTA, the National Board Resource Center, and the Stanford Center for Opportunity Policy in Education, ILC — composed of 250-plus specially trained educators, or teacher leaders — has served more than 100,000 teachers statewide. ILC’s approach empowers teachers to lead sustainable professional development and advance instructional capacity within their districts.

The hallmark of ILC is teacher leaders who bring to their districts multiple professional development workshops covering teacher-designed changes in classroom practice, followed by opportunities for workshop attendees to reconvene and refine their efforts. At workshops, leaders demonstrate what instructional shifts look like in the

ILC

by the Numbers

BETWEEN NOVEMBER 2014 and September 2018, Instructional Leadership Corps teacher leaders provided workshops to support state standards implementation to more than:

32,000 EDUCATORS

2,000 SCHOOLS

495 DISTRICTS

More than 85 percent of these educators felt their participation in ILC had influenced student learning to a “great extent” or “some extent.” During this same period:

- Close to 30,000 educators participated in ILC conferences and presentations.
- An additional 38,000 educators were indirectly impacted as ILC members trained instructional coaches in the trainer-of-trainers model.



A breakout session at the ILC conference discusses collaboration vs. cooperation in partnerships.

SHIFT

classroom, help colleagues develop lesson plans, and support them in implementation. Groups reconvene to analyze results and student work samples, and refine their approaches.

“When teacher leaders connect and build relationships with each other, with administrators, teachers in their districts and across districts, in the county, at the university, you see this dissemination of the practice really ignite,” said Darling-Hammond. “It becomes more than a simple workshop in a school, but a way of doing education in a region.”

“We also found that the shifts in practice in science, math and English language arts were very significant,” she added. “Districts are moving from scripted curriculum under the old era to critical thinking, problem solving, and a collaborative, engaged classroom with kids doing inquiry. We have so many wonderful examples and

“The California Instructional Leadership Corps has changed the paradigm for teaching and learning.”

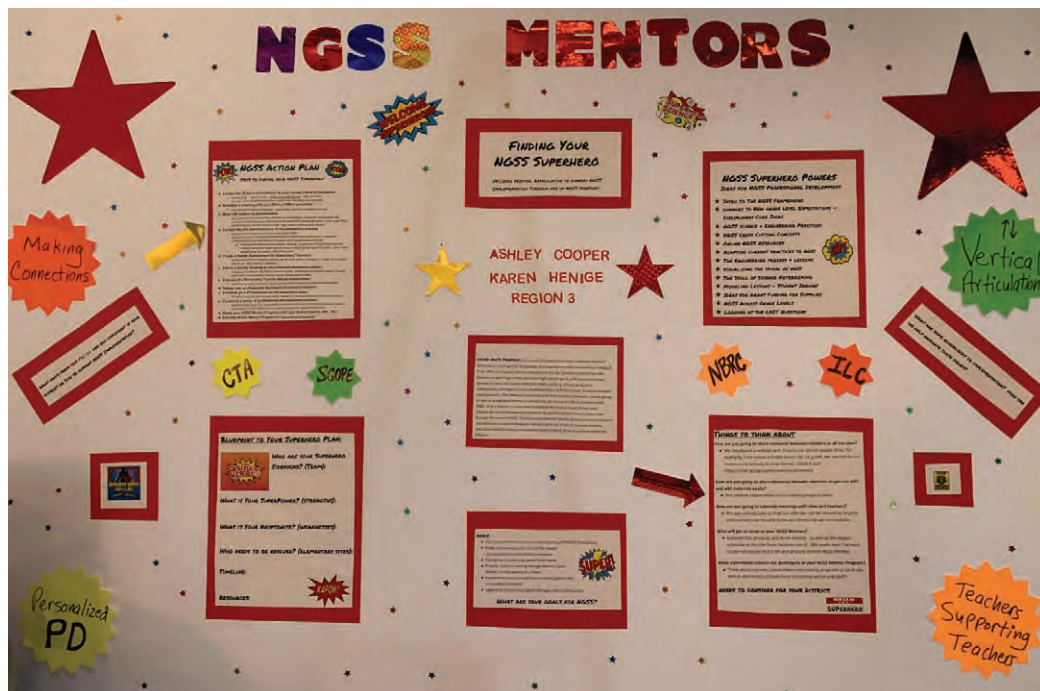
—**Linda Darling-Hammond**, Learning Policy Institute president and CEO

stories of kids catching fire and feeling exciting about learning, and teachers catching fire and being excited about teaching and learning.”

CTA President Eric Heins praised ILC accomplishments, telling educators at the conference that because of their work, “CTA is at the forefront of quality, educator-driven professional development that benefits all schools and all students. Developing professional capital among colleagues and at your schools — that is union work.”



A successful ILC project has taken root at Conejo Valley USD: The NGSS Mentor Program, which supports science instruction and science teachers, is described on a display board at the ILC conference — one of several presentations of ILC projects.



For its report, “The Instructional Leadership Corps: Entrusting Professional Learning in the Hands of the Profession,” LPI studied the work of ILC teams at four sites:

- **Madera Unified School District** in rural San Joaquin Valley, which serves largely Latino students and those from low-income families. ILC focused on language development across the curriculum.
- **Conejo Valley Unified School District** in Ventura County, a high-achieving and well-resourced district. ILC focused on building science competencies and aligning K-12 instruction.
- **The East Side Alliance**, a partnership between East Side Union High School District and its seven K-8 feeder districts in East San Jose, which range from moderate to extremely low-income. ILC focused on new approaches to standards-based math instruction.
- **A partnership between the ILC leaders’ network in North Orange County and CSU Fullerton’s College of Education**, which worked across a wide range of districts through a series of “Teachers Teaching Teachers” conferences focused on instructional shifts in the standards.

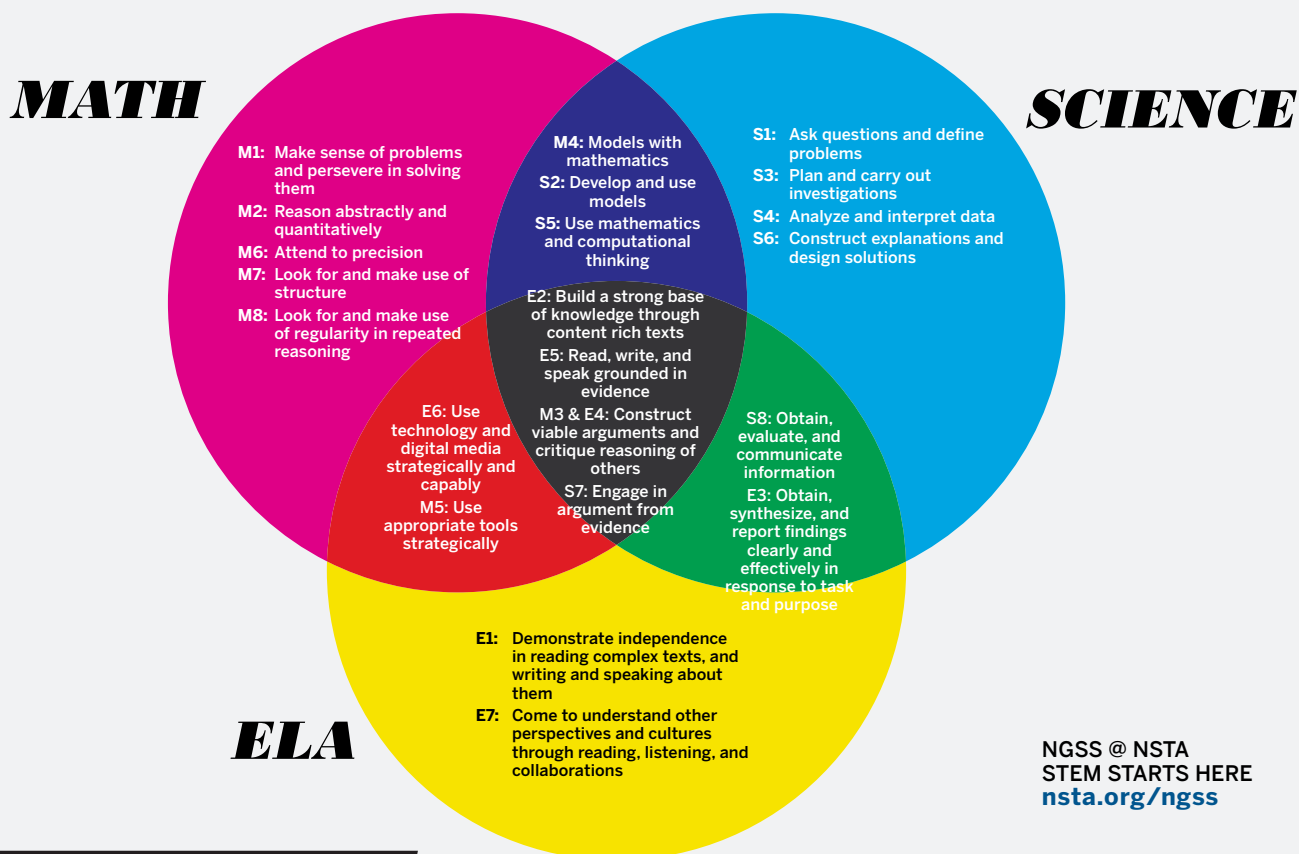
LPI found that the ILC project resulted in changes in

instructional practice and greater student engagement in learning. Specifically, it noted these lessons:

1. **Teachers value professional learning led by their colleagues.**
2. **ILC membership enhances teacher leaders’ professionalism and sense of efficacy.**
3. **Supportive structural arrangements foster instructional change.** Adoption of Common Core and the Next Generation Science Standards (NGSS) requires ambitious, profound and demanding curricular and pedagogical shifts. School and district administrators must support these sustained instructional changes, including giving educators more time and opportunities for professional collaboration.
4. **Systematic follow-up contributes to implementation of instructional shifts.**
5. **Strategic relationships support deeper, more widespread professional learning.** ILC instructional leaders gained the greatest traction when they were able to build relationships with district administrators, teachers associations, county offices of education, universities, and philanthropic organizations. The partnerships supported content alignment and leveraged resources at the local level.

Commonalities Among the Practices in Science, Mathematics and English Language Arts

Based on work by Tina Cheuk ell.stanford.edu



Case Study

ONE OF THE ILC teams studied by the Learning Policy Institute was in Madera Unified School District, where a large proportion of the student population is low-income and classified as English learners. The team focused on language and literacy development across content areas, including classroom norms for productive discussion, and sentence frames to scaffold academic conversation.

Teacher leaders showed how sentence frames could build across grades to foster more complex dialogue, from K-1 (“I think ... because ...”)

to more advanced ones in grade 6 and beyond (“Based on ..., I infer that ...”).

Seeking to leverage the strengths of Madera teachers in different subject areas, the team determined that “arguing from evidence” was the commonality among various state standard practices (see illustration).

An ILC team member said, “We looked at the three-circle Venn diagram and said, ‘So I’m a science teacher, he’s a math teacher. What can we do together for all our teachers?’ There, in the sweet spot, is arguing from evidence.”

Another teacher leader noted, “Our big goal was communicating that whatever you’re teaching can go to every single subject if you’re teaching the language first. Because if they can’t articulate what they’re talking about, the content will never take shape.”

The ILC team workshops continued to work on expanding the teachers’ repertoire in deepening student learning, so that students can effectively develop arguments from evidence, both verbally and in writing.



As just one example, the ILC cohort in Conejo Valley experienced success with a mentoring program to support science instruction, particularly at the elementary level.

“The district office noticed that teachers from our pilot school were more advanced in their confidence and understanding of the NGSS framework and implementation, and other teachers districtwide wanted the opportunity to advance their knowledge of NGSS,” says Ashley Cooper, an ILC teacher leader, high school science teacher and member of the Unified Association of Conejo Teachers. “It was decided that the program would be included in our district LCAP plan, where six high school science teachers would work one hour a day as a mentor at six feeder elementary schools. Converting the NGSS Mentor Program from ILC to

district-based in the LCAP ensured that the support for science education would continue long after the ILC program sunsets in 2020.”

“What the ILC has planted is growing in lots of different and interesting ways to build and share expertise in the profession,” Darling-Hammond said at the ILC conference. “And that is what our profession is: sharing a body of knowledge in the best interests of our students.”

ILC is currently deepening existing investments in communities and expanding into rural and geographically isolated sites to sustain partnerships that support its educator-led model of ongoing learning. For

more information, see cta.org/ilc. ■



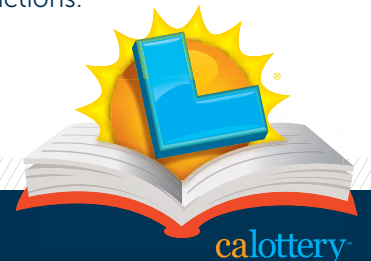
Ashley Cooper

ENHANCING EDUCATION



Funding That Supports California Public Schools

Last fiscal year, Lottery players contributed **\$1.7 billion** in supplemental funding to public schools. That distribution includes K-12 schools, community colleges, the California State University, the University of California, and other school jurisdictions.



For more information on the Lottery’s contributions to California public schools, please visit: www.calottery.com/givingback

In early March, CTA and SNTE representatives began a discussion on how to best serve the needs of students on both sides of the border. Inset: SNTE Secretary General Alfonso Cepeda Salas and CTA President Eric Heins.



Build Bridges, Not Walls

CTA and Mexico's Teachers Union Join Forces for Border Students

CTA IS COLLABORATING with our counterpart in Mexico, Sindicato Nacional de Trabajadores de la Educación (the teachers union known as SNTE), to help migrant children and youth based at the California-Mexico border with educational and other needs.

The needs vary among several populations. One is children from deported families who arrive in Mexico (some 3,200 annually to Baja California alone, according to SNTE). They have lived in the United States most of their lives, are culturally American and only speak English. Mexican schools do not offer bilingual education, and these students are struggling.

Another population is the thousands of youth and children who have journeyed to the border and are living in shelters for multiple weeks while waiting for their U.S. asylum requests to be processed. Shane Parmely, a member of the San Diego Education Association who received a 2019 CTA Human Rights Award for her work with migrant families, says that besides lacking basic supplies, these children receive no

educational services. Even book donations are not necessarily useful because of literacy challenges.

It's the first time CTA and SNTE have joined forces. Possible solutions to be discussed include bilingual education teaching trainings on both sides of the border that complement SNTE's partnerships with several California colleges and universities, as well as specially developed curriculum. It could also involve K-12 school teacher exchanges through a program coordinated by the California Department of Education.

CTA educators or retired educators might also be able to assist youth and children in shelters.

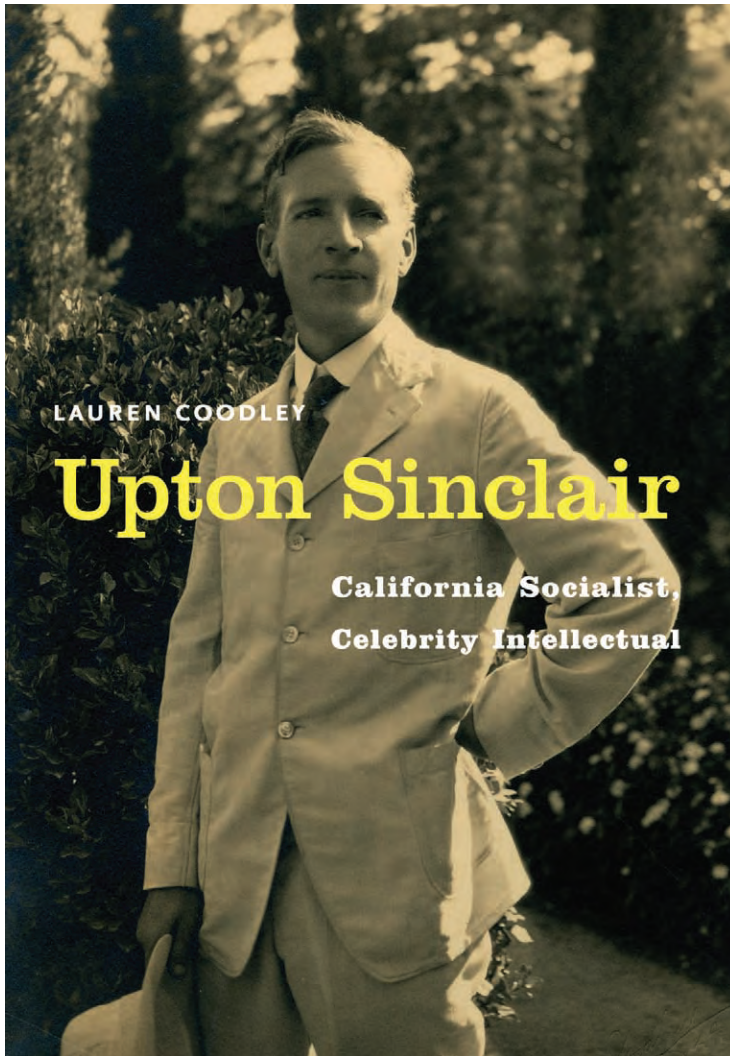
"These are our future students," Parmely says. "Whether they're granted asylum or not, they'll be here a couple years. In the big picture, we can make little investments now that will alter the course of things in the future."

CTA leadership is convening a group of chapters located at the border and will continue to meet with SNTE leaders. The alliance with SNTE advances CTA's goal of advocating for social justice issues and ensuring quality education for all students. "My hope is to develop a model of action that underscores education as a universal right," says CTA President Eric Heins. ■

"My hope is to develop a model of action that underscores education as a universal right."

—CTA President **Eric Heins**

Sinclair wrote *Singing Jailbirds* based on his San Pedro strike experience; pictured are the play's cast and stage set.



The Activist Writer

Upton Sinclair's full life included the labor movement

Upton Sinclair: California Socialist, Celebrity Intellectual, by CTA/NEA-Retired member Lauren Coodley, underscores Sinclair's place in the American story as a social, political and cultural force who disrupted and documented his era in the name of social justice. Her book chronicling his life — and the fascinating times he lived in — is a good read for high schoolers.

Sinclair was a prolific writer, filmmaker, labor activist and women's rights advocate. In the 1920s he

moved from the East Coast to Southern California, where he became embroiled in a local labor struggle, described in the excerpt below.

“It is difficult to get a man to understand something, when his salary depends on his not understanding it.”
—Upton Sinclair

THE STRIKE OF militant longshoremen, sailors and oil workers in the Los Angeles harbor at San Pedro is part of the forgotten history of California. Many writers were sympathetic to the struggles of organized labor in California, but few put themselves in harm's way, as Sinclair did at Liberty Hill.

In the spring of 1923, the Wobblies (members of Industrial Workers of the World, IWW) in San Pedro called a general strike to pressure for the release of state political prisoners, to protest “Fink Halls” (anti-union employment offices) and to agitate for higher wages for dock workers. At

San Pedro, some 3,000 longshoremen tied up the port. The local police began mass arrests of strikers, raiding IWW halls.

Sinclair lodged public protests from Pasadena on behalf of jailed radicals and kept them supplied with books. In her memoir, his wife Mary Craig described a visit from a longshoreman's wife who “vividly described atrocities when a hired mob raided a meeting, beating workers, throwing a little girl into a receptacle of boiling coffee, scalding her almost to death.” Longshoreman Art Shields, who knew Sinclair from the picketing of Rockefeller headquarters after the



Liberty Hill, circa April/May 1923. Courtesy Industrial Workers of the World

Ludlow massacre, phoned him and asked for help.

Sinclair's participation was crucial in developing sympathy for the strikers. Inspired by groups like the Women's Trade Union League and the suffrage movement, he initiated some of the first efforts by intellectuals to gain widespread support for striking workers. By involving himself on behalf of these workers, Sinclair became not only a chronicler of history but also a participant.

When strike sympathizer Minnie Davis heard that the striking dockworkers needed somewhere to meet, she offered the use of her rented land behind Third and Fourth streets, on a hill overlooking the harbor. The workers promptly dubbed it Liberty Hill. Eighty or so men, armed with clubs and guns, began climbing the hill. The 2,000 strikers continued to sing as each was arrested. The strikers decided to carry their message from door to door. Thousands of men, women and children wound through the streets singing, with the jailed workers singing back from inside the San Pedro jail.

Police Captain Plummer announced a ban on street meetings. Sinclair notified the strikers that the police's next move would be to take over Liberty Hill. He would bring friends to challenge the police order. He told reporters, "We're testing the right of police to suppress free speech and assemblage. You'll hear what I say if you climb Liberty Hill."

When Sinclair and his friends reached the summit, he stepped on a speaker's box. Captain Plummer shouted, "I'm taking you in if you utter a word." "My right to speak is protected by the U.S. Constitution," Sinclair replied, and recited the First Amendment. As Art Shields remembered, Police Captain Plummer "grabbed the people's novelist by the collar" and arrested him. He was released two days later.



In the '90s, **Lauren Coodley** showed community college students a film about Upton Sinclair's 1934 campaign for California governor and his idea to "End Poverty in California." She had grown up in Bakersfield and attended Cal and Sonoma State, but had never heard of the campaign. Coodley returned to grad school, did her thesis on the need for a new Sinclair biography, and after retiring from teaching, finally wrote it.

Epilogue: Sinclair's valiant efforts did not save the San Pedro walkout. Sailors left for distant ports, and it would be another dozen years before longshoremen successfully organized, this time in San Francisco. Upton Sinclair went on to launch the Southern California branch of the American Civil Liberties Union. He wrote the play *Singing Jailbirds* to draw attention to the treatment of jailed workers, and it was performed from New York to New Delhi.

Excerpted and adapted from Upton Sinclair: California Socialist, Celebrity Intellectual (paperback, University of Nebraska Press, 2019), by Lauren Coodley.

Standardized Testing and Parents' Right to Opt Out

State law allows parents to opt out of state-mandated testing for their child. (The federal Every Student Succeeds Act affirms this right.) However, California also has specific regulations about what an educator can say to parents about opting out: Educators can inform parents of their right to opt out of high-stakes testing for their child, but cannot solicit or encourage parents to do so.

The state's system of mandated and optional assessments is known as CAASPP (California Assessment of Student Performance and Progress) and includes Smarter Balanced Summative Assessments, California Alternate Assessments, and the California Science Test. CTA believes tests should be used to inform instruction and improve student learning. A true assessment of student achievement and improvement is always done through multiple measures and can never focus on just one test score. To learn more about CTA's position on testing and opting out, and to access resources to help educators have conversations with parents (including materials in multiple languages), go to cta.org/optout.

THE VALUE OF VIRTUAL PETS

Teach kids love and compassion for animals

By Terry Ng

IN THE MID-'90S, Japanese toymaker Bandai pioneered the first-ever handheld digital or “virtual” pet. Tamagotchi started on tiny keychain devices as a virtual egg that owners hatched and nurtured into adulthood by offering food and care. Owners were periodically reminded to feed it, play with it, and even clean up its waste. Assuming you were a diligent pet owner, Tamagotchi stayed happy and healthy for the entirety of its programmed lifespan. It was the perfect toy to help kids learn about caring for a pet without the responsibility of owning a live animal.

Your students can learn the same kind of caring and compassion for animals in the classroom today. Virtual pet apps on smart phones have vastly improved — owners can interact with pets in a multitude of ways. Here are a few ideas.

San Diego Zoo



DOG TOWN: PET SIMULATION GAME

(iOS and Android)

Feed your pets to level them up and send them on unique adventures. Explore a pet world where your dogs can live and happily wag their tails.



TALKING TOM CAT 2

(iOS and Android)

Talk to Talking Tom, play with him, poke him, and dress him in cool outfits. Customize his home. Make funny videos and share them with your friends.



LIVE STREAMS

ARE YOUR STUDENTS

interested in tracking real animals? Another way to engage them about animal needs and development is through live cams. Many zoos and aquariums offer live streams of their animal tanks, cages and habitats. Designate a few minutes each day or week to check in on your classroom's favorite wild animals.

Monterey Bay Aquarium

montereybayaquarium.org/animals-and-exhibits/live-web-cams

San Diego Zoo

zoo.sandiegozoo.org/live-cams

National Geographic Safari Live

nationalgeographic.com/video/safari-live

Kivett testifies on behalf of AB 915.



“ESPs are the gears that keep school operations moving. All this is done without much recognition.”

—Dan Kivett, ESP of the Year

Into the Spotlight

Dan Kivett is CTA's Paula J. Monroe ESP of the Year

DAN KIVETT, president of the Redlands Education Support Professionals Association (RESPA), got a call from a RESPA member at the end of 2014. The school safety officer had been injured recently while breaking up a fight between students and was on workers' compensation. He wanted to visit a dying relative over the holidays but had just found out that state law did not allow public school employees on workers' comp to travel out of state without school board approval. Of course, the board would not be convening before the holidays.

“I made a number of calls to try to help our member. I emailed the president of CTA,” says Kivett. “I went knocking on doors at CTA till someone agreed with me. With huge help from CTA, along with Assembly Member Chris Holden, AB 915 was created and introduced.”

Kivett made a few trips to Sacramento to testify in support of AB 915, which

eventually became law and removed the travel restrictions for public school employees. He is justifiably proud of the role he played.

“That is one thing I will always treasure among the accomplishments in my life,” he says. “It affected every educator.”

Kivett does not rest on his laurels, however, and continues to make a difference for colleagues and educators. For this, he has been named CTA's 2019 Paula J. Monroe Education Support Professional of the Year.

“Dan deserves this recognition on his achievements alone, but just as much so for who he is: A kind, thoughtful, intelligent leader who never seeks personal recognition and always deflects credit,” CTA President Eric Heins said in presenting the award at March State Council.

Indeed, Kivett would rather remain out of the spotlight and in the background. “I love a pat on the back, but I don't like

standing out in the crowd,” he says.

Others are not so modest about his skills. La Tonia Lopez of Animo Classified Employees Association met Kivett when he helped facilitate the CTA ESP Academy she attended three years ago. She recalls his help when she became ACEA president, also three years ago. “I inherited the presidency,” she says. “I was clueless. He gave me guidance and advice, and helped me mobilize and organize.”

In her nomination letter, Lopez wrote that Kivett's “ability to advocate for and educate members is amazing. Each person or local's needs are heard. He is careful in taking in what the issue is and navigating how to create solutions for continued engagement for the ESP demographic. He is the best at empowering and uplifting ESP workers. He is pivotal in elevating the ESP careers.”

Kivett was originally a site rep before Paula Monroe herself, then RESPA president, convinced him to get more involved. He became a RESPA director, then president, in the early 2000s. He stepped back for a while before “sensing a need” and jumping back in.

A year ago, he was elected NEA director for District 11. He takes



Dan Kivett, far left, and CTA's Kathy Rallings, second from right, with the ESP Leadership Academy class of 2019. For more information on the academy, see cta.org/esp.



his responsibilities very seriously. “I was elected by teachers. They recognize that I’m willing to do whatever it takes to get the job done,” he says.

“I get to work on federal stuff. I’ve got one more challenge: to get rid of WEP GPO,” he adds, referring to the Windfall Elimination Provision and the Government Pension Offset, two Social Security provisions that unfairly penalize public employees’ benefits.

Also in conjunction with NEA, Kivett helped push the Recognizing Inspiring School Employees (RISE) Award Program bill in Congress (H.R. 276), which was passed in late March and when signed will establish national recognition of ESPs.

Kivett thinks all this is long overdue. “ESP’s have to train and attend school to maintain a high skill and knowledge level, just like those in other professions,” he told *NEA Today* in a recent article, noting that many ESPs are also student mentors, athletic coaches, community volunteers and organizers. “They are the gears that keep school operations moving. All this is done without much recognition.”

Despite his busy schedule, most days you can find Kivett at the schools in Redlands Unified, a district that encompasses five cities, where he’s been a public safety officer for the past 19 years.

“Teachers ask me to do presentations on campus safety or drug stuff” he says. He also works with students, intervening in and redirecting unwanted behaviors. He’s often with truants, talking to them on campus or at their homes. “Sometimes the parent or guardian is the issue,” he says. “The family may not have food, so we direct them to services.”

Kivett recently celebrated his 35th wedding anniversary and has children working as ESPs in the district, as well as grandchildren who attend its schools. Here’s hoping he’ll be keeping schools and kids safe for years to come. ■

Essential ESPs

ACCORDING TO NEA, 3 million ESPs work in U.S. public schools and colleges. One of every three public school employees is an ESP; 50 percent of them have college degrees. A snapshot of what they do:

75%

75 percent work to ensure student and school safety.

70%

70 percent assist children with clothing, food and other necessities.

65%

65 percent donate their own money to help students purchase classroom materials, field trip tickets, etc. (average donation: \$217 per year).

35%

35 percent volunteer to read to students.



CALIFORNIA TEACHERS ASSOCIATION

HUMAN RIGHTS AWARDS

The CTA 2019 Human Rights Award winners: (top row) Leigh Cambra, Kurt Dearie, Student CTA President Miyuki Manzanedo, Shane Parmely, Sandra Martínez-Galván; (bottom row) Darci Gibson, CTA Vice President Theresa Montaño, President Eric Heins, Secretary-Treasurer David Goldberg, Kyna Collins.



Human Rights Matter

A passion for justice and community involvement drives CTA's Human Rights Award winners

AN IMPORTANT PART of CTA's mission is to secure a more just, equitable and democratic society and to promote human and civil rights. In fact, CTA has been at the forefront of human and civil rights since its founding in 1863, a vocal and active advocate for students and public education as well as for our members' — and all people's — right to work and live with dignity and respect.

CTA's Human Rights Awards Program recognizes efforts to advance and protect human and civil rights within our ranks, celebrating individual members, chapters and Service Center Councils that have been nominated by members.

This year's winners were honored at an awards dinner in San Jose on March 2, part of CTA's Equity and Human Rights Conference. "The passion and sense of justice and community involvement that these educators all show is extraordinary," says CTA President Eric Heins. "They make a difference in so many lives."

For more information about CTA's Human Rights Awards and an explanation of the various categories, go to cta.org/humanrightsawards. To see short videos of this year's winners, go to youtube.com/CaliforniaTeachers.





**Cesar Chavez “Sí Se Puede”
Human Rights Award**

SANDRA MARTÍNEZ-GALVÁN
Unified Association of Conejo Teachers

A high school Spanish and English teacher, Sandra Martínez-Galván has worked to instill pride of Latinx and Hispanic cultures and history in her students and her community, and to cultivate their leadership skills. As a result, her students fully participate in campus and community life. She has brought awareness to the needs of DACA and Dreamer students with a support group that now involves students from three high schools. She also works with her students on college and career aspirations. This past year, she brought 100 parents together to help them better understand the educational system and access health, education and safety resources. These parents have expanded their leadership roles in the community; they meet monthly with district officials to advocate for their students.



**CTA Peace and Justice
Human Rights Award**

SHANE PARMELY
San Diego Education Association

English learner support teacher Shane Parmely has not hesitated to help immigrants and their families caught up in the current fraught border debates and tensions. These people are often dropped off on city streets by immigration authorities, and few of them have resources while they await their asylum appeals or are forced to travel across the country. Parmely has worked with the San Diego Rapid Response Network to collect and organize food, funds, safe shelter, transportation and medical care for individuals and entire families. She put out the call to her CTA/NEA network to get donations of car seats, children’s underclothes and backpacks. She herself frequently opens up her home, in one case on Christmas Eve, to families who find themselves with nowhere to eat or stay. Parmely shares with her students what she does and why, and incorporates these social justice lessons into her curriculum.



**CTA Member
Human Rights Award**

LEIGH CAMBRA
Association of Carmel Teachers

High school health education teacher Leigh Cambra helps teens make the world a better place. She and 14 of her students created a club called “This Club Saves Lives” four years ago; it has grown to more than 100 members, who carry out significant community and global service actions. She has led student efforts to end the water crisis by building wells in developing countries, and to collect much-needed feminine hygiene products for homeless women. She has spearheaded initiatives to collect socks for the homeless, fill backpacks with school supplies and distribute them to elementary school students, repair and decorate a local safe house for women who have been trafficked, and much more. She also helps her students understand that this work can also be a career by volunteering at established service organizations in Los Angeles and other areas.

SCTA Vice President Erin Githens and President Miyuki Manzanedo.





Leadership in Lesbian and Gay Issues Human Rights Award in Honor of Nancy Bailey

KURT DEARIE

Carlsbad Unified Teachers Association

High school social studies teacher Kurt Dearie became the teacher adviser to the first Gay-Straight Alliance in Carlsbad in 2002. Despite hostility from school board members, administrators and teachers, as well as personal attacks from the community, Dearie and his students have persevered through the years to improve the lives of LGBTQ+ people in the district and beyond. They've developed training workshops that have provided more than 1,000 educators and leaders — in multiple arenas, including a few CSU campuses — with tools to address issues facing LGBTQ+ students. They've organized no-hate-speech campaigns and World AIDS Day assemblies, expanded the GSAs in district schools, and partnered with community organizations that help families struggling with HIV/AIDS. Dearie himself has counseled and supported hundreds of students.



Physically/Mentally Challenged Students' Issues Human Rights Award

DARCI GIBSON

Garden Grove Education Association

Music teacher Darci Gibson is passionate about using music to bring life-changing experiences to physically and mentally challenged students, and about promoting equal educational opportunity for all. There was no curriculum for medically fragile students at the special education center when she started there, so she set about creating from scratch an engaging, individualized music curriculum for them. Within the first four or five months, the students, who range from preschoolers to adults, responded to the music with sounds and movement, surprising many of their teachers. She collaborated with teachers to help students grow and discover their voice, using technology to compose music and hold and manipulate instruments. Gibson's work has given her a bridge between her students with special needs and her general education students and the broader world.



Women's Issues Human Rights Award

KYNA COLLINS

United Teachers Los Angeles

When high school English teacher Kyra Collins found out that charter school educators did not get the 12 weeks of paid parental leave that traditional school teachers now receive (thanks to the passage of AB 2393 in 2016), she went to work. She understood that parental leave and child care predominantly affect women, as women tend to take responsibility for the bulk of child care. On her local's bargaining team, Collins stressed the economic and personal benefits of parental leave and its help in attracting and retaining teachers. Rebuffed by the all-male district officials across the table, she met one-on-one with female members of the school board to get their support. She had colleagues bring their children to a school board meeting to speak on the issues. She rallied her members to hold out for the full 12 weeks, and they won.

◀ CTA Service Center Council Human Rights Award

STUDENT CALIFORNIA TEACHERS ASSOCIATION

The Student CTA executive board adopted the language of a 2018 NEA Representative Assembly resolution and made elimination of white supremacy culture (WSC) and institutional racism a statewide goal for the year. Through organizational changes and the Social Justice Symposium last fall, SCTA worked to educate its members about

the dangers of WSC in the classroom, ways to combat it, and ways in which educators can better advocate for their students on different levels. SCTA worked to gain a greater voice for all members in making policies and decisions, encourage broader participation and leadership, improve intergroup relations, design and implement projects about the meaning of human and civil rights and how to protect them, and more. SCTA is proud of the "courageous conversations" its members have had to spur reflection and change.

Highlights of March State Council

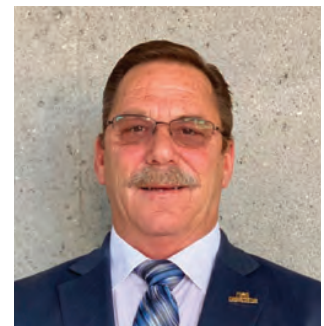
CTA State Council of Education convened March 29-31 in Los Angeles

President's Address: #RedForEd Moves Forward ▶

CTA PRESIDENT Eric Heins credited CTA's long-term strategic plan, adopted by State Council five years ago, for CTA's success in growing the #RedForEd movement in California and helping lead it forward. He led delegates in giving Oakland Education Association leadership a standing ovation for their successful strike and settlement. "Organizing gets the goods," said OEA President Keith Brown, explaining that OEA built support for their movement step-by-step, with one-on-one conversations site by site, to get the schools and resources their students deserve.



◀ OEA President Keith Brown, at mic, and OEA leadership at State Council.



ESP
OF THE YEAR

DAN KIVETT, president of the Redlands Education Support Professionals Association, was named the 2019 Paula J. Monroe ESP of the Year. (See story on page 59.) In presenting the award, Heins noted that Kivett has a rich history of involvement and activism in local, state and national issues, including serving as an NEA Board member and a CTA State Council delegate. "Dan stands for the dignity and key role of all support professionals in the growth and success of students, and the importance of a strong public education system to our nation's future," Heins said.

Morning Joe

ON SUNDAY MORNING, CTA Executive Director Joe Nuñez noted that CTA has gained almost 19,000 new members since *Janus v. AFSCME* (the U.S. Supreme Court decision that eliminated agency fees); dropouts have been negligible. Most new members, he said, are millennials; research says they are strongly supportive of social justice and labor issues. Nuñez said these members value and want from their union authentic relationships as well as support. Here is where CTA's professional development and leadership opportunities shine, including conferences and trainings, the Institute for Teaching, and the Instructional Leadership Corps (see story on page 50).

Hispanic Caucus Presentation

The caucus marked the Cesar Chavez holiday with a lively celebration incorporating music and dance.

CTA's new leadership team (clockwise from left): E. Toby Boyd, David B. Goldberg, Leslie Littman. Their terms begin June 26.



▲ New CTA Officers Elected

President

E. TOBY BOYD

Current CTA Board member, District E

Vice President

DAVID B. GOLDBERG

Current CTA secretary-treasurer

Secretary-Treasurer

LESLIE LITTMAN

Current CTA Board member, District I

Other election results

NEA Board of Directors

District 5: **TELLY TSE**

CTA Board of Directors

District D: **MIKE PATTERSON**

District L: **MARGIE GRANADO**

District P: **ROBERTO RODRIGUEZ**

CTA/NEA Coordinating Director: **MEL HOUSE**

CTA/ABC Committee

District C: **LAURA FINCO**

District F: **JENNIFER WILKIN**

District K: **WENDY ECCLES**

District L: **LORRAINE RICHARDS**

District P: **JESSICA MERSCHTINA**

District Q: **PATRICK MITCHELL**

At-Large: **ANDREA REYNA**

#RedForEd Day of Action on May 22

ON MAY 22, join educators, parents, students and community for a **#RedForEd** Day of Action in Sacramento and throughout the state to let legislators know that they must support these bills to protect our students and neighborhood public schools.

The rally is scheduled to begin at 4 p.m. in Sacramento.

Learn more and get involved at

cta.org/redford.

#RedForEd

#KidsNotProfits



New Bills to Support

Heins thanked delegates for their work in considering and taking action on approximately 300 bills to provide students with the public education they need and deserve.

In particular, several of these bills fight the problems presented by privately managed charter schools that siphon funds from public education. This new package of bills — SB 756, AB 1505, AB 1506 and AB 1507 — will give local communities, districts and school boards more control over charter authorization and renewal, and implement a cap on the number of charters and a moratorium on their proliferation (see story on page 38).

Left to right: CTA Vice President Theresa Montaño, Kim Holz, Angel Mejico, President Eric Heins, Rosie Reid, Secretary-Treasurer David Goldberg.



TEACHERS OF THE YEAR RECOGNIZED

THREE OF CALIFORNIA'S 2019 Teachers of the Year, Kim Holz, Angel Mejico and Rosie Reid, were honored during State Council (Erica Boomer could not be present). As California's nominee for National Teacher of the Year, Reid, a member of the Mt. Diablo Education Association, spoke to Council about her journey as an educator and activism to make sure her students receive a quality education. Read more about these sterling educators at californiaeducator.org/2019-california-teachers-of-the-year.

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#believeinsafety



California Schools JPA

RISK MANAGEMENT | EMPLOYEE BENEFITS

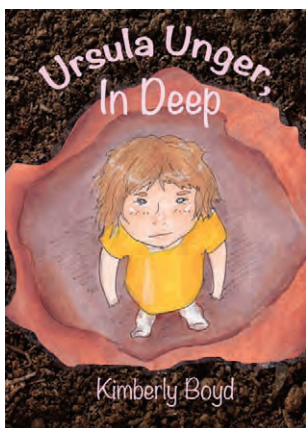
909-763-4900

csjpa.org

LIT

From Within

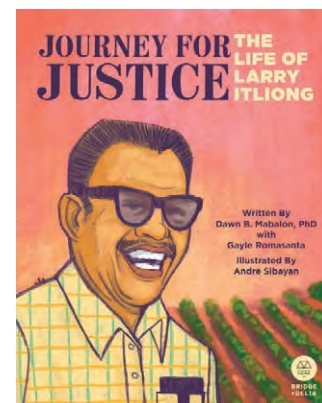
Educators are a talented bunch, and often their creativity spills over into a book, album or other publication. We're happy to bring you our new recurring section that showcases their gifts.



KIMBERLY BOYD

Oceanside Teachers Association

Ursula Unger, Obviously introduces readers to the exhausting and brilliant mind of a young girl with high-functioning autism. While the story's insights are geared toward 9-to-12-year-olds, educators will recognize the frustrations of Mrs. B as she tries to teach the "unteachable" (but marvelously creative) Ursula. In the second book in the series, *Ursula Unger, In Deep*, Ursula's fascination with Smilodon fossils has resulted in an enormous hole in her backyard. She recruits classmates to help her. Kimberly Boyd, who has been teaching special education students for 20 years, has a third book in the works. Get them on Amazon.



DAWN B. MABALON

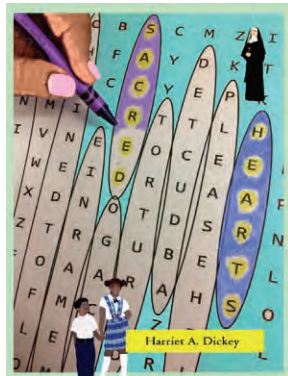
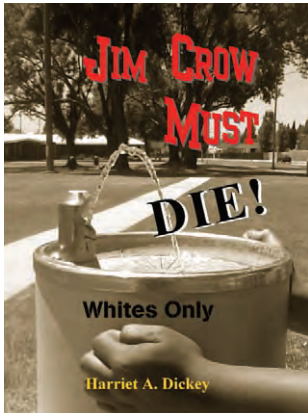
California Faculty Association

Journey for Justice: The Life of Larry Itliong, by Dawn B. Mabalon with Gayle Romasanta and illustrated by Andre Sibayan, tells the story of labor leader Itliong, who organized a walk-out of Filipino farmworkers in Delano in 1965 (Cesar Chavez and Mexican farmworkers joined two weeks later) and whose work led to the launch of the United Farm Workers union. The book was intended to be the first in a series for young readers on Filipino-American history. Sadly, Mabalon, associate professor of history at San Francisco State University, died unexpectedly in August. Available at bridgedelta.com.

Work, Work, Work

Do you have or know of works by CTA members that can be highlighted on this page? Let us know! Send details to editor@cta.org, with "Lit From Within" in the subject line. We lean toward work that can be used in the classroom. (Member letters, opinion pieces and essays are welcome; send inquiries to editor@cta.org.)





HARRIET A. DICKEY

Compton Education Association

Eleven-year-old Hannah Jordan chronicles her 1966 summer visit to Deltona, Mississippi, in *Jim Crow Must Die!* (2012). Due to a misunderstanding, Hannah thinks that Jim Crow is a person and that he and his relatives are the source of all

the racism the townspeople endure. Using her own version of voodoo, she sets out to rid the town of the Crows. In the sequel *Sacred Hearts* (2018), Hannah is back in Chicago and tries to solve a kidnapping case while simultaneously tackling a different kind of bully and the city's own special kind of racism. Both books by Harriet A. Dickey, who teaches middle school language arts, are on Amazon at tinyurl.com/hdickey.

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Earn 3% and 2% cash back on the first \$2,500 in combined choice category/grocery store/wholesale club purchases each quarter.*

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MAY 8, 2019

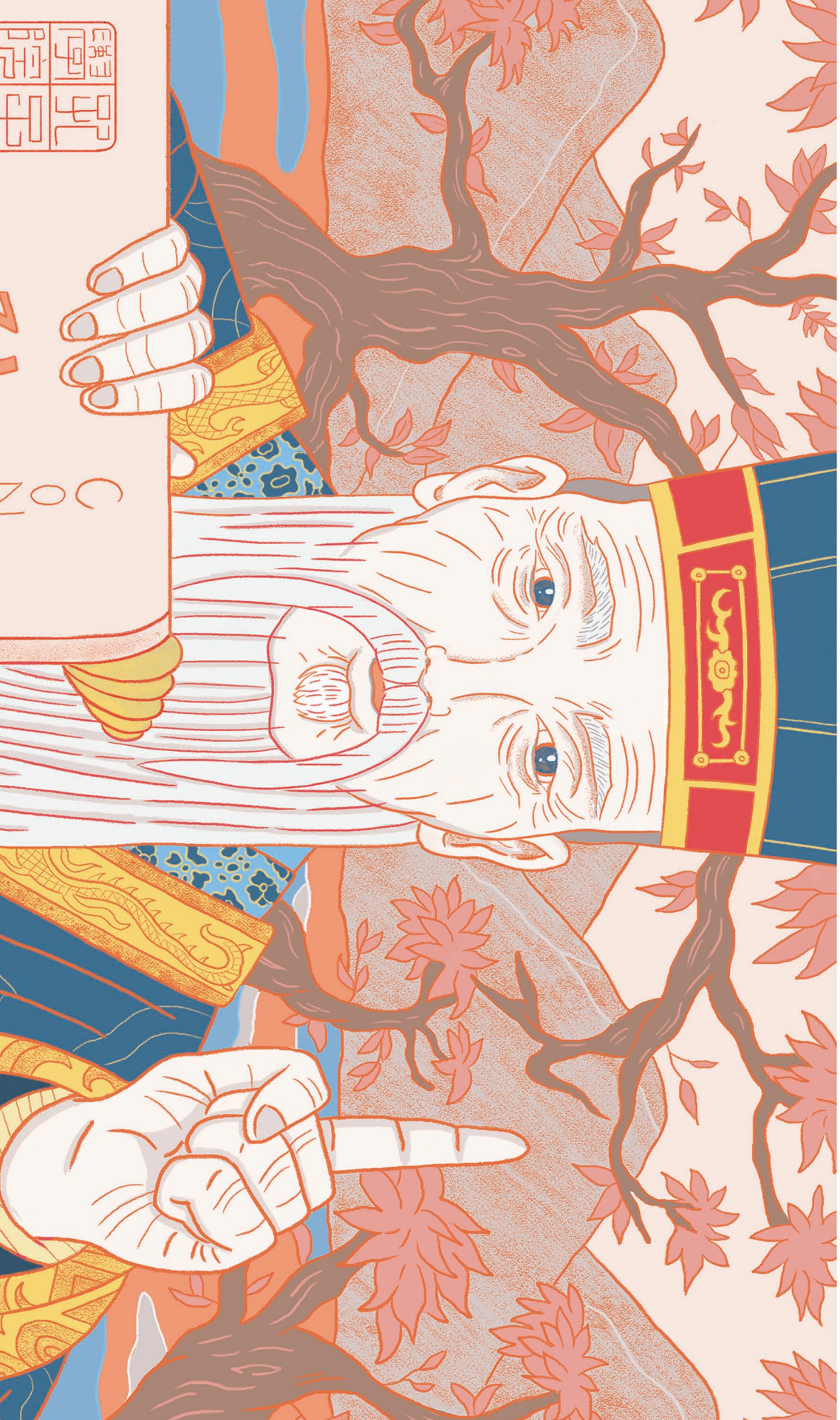


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