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SCHOOLS
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**TAKING
CARE**

Dealing with students' trauma can take its toll on you. In the midst of your day and school year, how can you take care of you?

**YOU
TOO**

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EFRAIN TOVAR
WELCOMES,
SUPPORTS
NEWCOMERS
PAGE 22

CLOTHES THAT WORK PAGE 56



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).

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Learn more!

Visit us at CTAMemberBenefits.org/Disability



*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.

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VOLUME 24 ISSUE 4



#WeAreCTA

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

MAGAZINE

DIGITAL

PROFESSIONAL DEVELOPMENT

MEMBER BENEFITS

LET THE MUSIC PLAY

Music education — and all arts education — is integral to student success **PAGE 32**



WELCOME HOME

Efrain Tovar uses tech to bridge language divide and support Newcomer students. **PAGE 22**



OAKLAND NURSES WIN

Even after last year's strike ended, school nurses continued to organize. **PAGE 41**

THE RESEARCH IS IN

Does doodling boost learning? Do attendance awards work? And answers to other pressing questions. **PAGE 52**

CLOTHES THAT WORK

College prof Emily Lynch Morissette helps students dress for success. **PAGE 56**
tinyurl.com/CaresCloset



REGISTER TO VOTE!

Feb. 18 is the deadline to register to vote in California's March 3 primary: Go to registertovote.ca.gov. You can build your own personalized voter guide at cta.yourvoter.guide.

NEW CHARTER SCHOOL LAWS

Find out how they work, and how they affect you and district. **PAGE 38** See more details at cta.org/charters

BUSY DAY? CALMING APPS

Use your phone to access quality meditation and mindfulness apps that can ease your stress. **PAGE 47**



LEADERSHIP TRAINING

The Ethnic Minority Early Identification & Development program helps you explore leadership roles in CTA. Apply by April 24.

cta.org/emeid
#CTAEMEID

GOOD TEACHING CONFERENCE

Learn from excellent educators at CTA's gathering in Southern California, March 13-15. **PAGE 9**

ctago.org **#CTAGTC**

TAKE YOUR CUE

Spring CUE, March 19-21 in Palm Springs, highlights technology-empowered learning. cue.org

CCA SPRING CONFERENCE

The Community College Association focuses on advocacy. **PAGE 9** cca4us.org/conferences

YOU & YOUR STUFF

Now's the time to record or update what you have at home. **PAGE 58**
mycalcas.com

AWARDS, GRANTS

Members and their dependents are eligible for a variety of CTA grants and awards. **PAGE 9** and a complete list at cta.org/awards.

\$2,500 GIVEAWAY

Enter to win California Casualty's contest that helps educators buy school supplies and fund field trips. CTAMemberBenefits.org

FINANCIAL SERVICES

New teacher loans, mortgage discounts and more at Provident Credit Union. CTAMemberBenefits.org

ABOVE: Attendees at CTA's 2020 Issues Conference in January gathered to show support for the **#SchoolsAndCommunitiesFirst** initiative. Read more about SCF on page 39.



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Teaching and caring for students with trauma can have an impact on your well-being. To fight burnout and compassion fatigue, self-care is critical. **PAGE 26**



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Supporting our Newcomer students
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Music in Our Schools

Life lessons through the power of music
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Photo top right: Students in Efrain Tovar’s class speak a total of seven languages; they learn English along with the universal language of coding.



Let's Make Real Change

FOR DECADES, we've seen generations of students and educators make do with fewer and fewer resources.

This is not acceptable in California, the world's fifth-largest economy. But year after year, the state fails to provide adequate levels of funding for education. Instead, we get Band-Aid solutions to major issues such as reducing class sizes and making sure students have access to nurses and counselors at their schools.

Gov. Gavin Newsom just released his proposed 2020-21 budget, and while we applaud him for making critical investments in areas such as teacher preparation and retention, it's not enough. Our state's educational system has been hamstrung for the past 40 years by financial policies that reward large corporations with tax breaks while short-changing schools and communities to the tune of \$12 billion every year.

This happens because corporations take advantage of property tax loopholes to pay artificially low property taxes. When corporations don't pay their fair share, schools don't get the resources they need to educate our students.

This comes at the expense of homeowners, who used to pay about half of the property taxes in the state, but today contribute 72 percent. That's why we made sure that the Schools and Communities First (SCF) initiative, heading to the November ballot, does not raise property taxes on residential property by a single dollar. We also made sure that small businesses and farms would not be unfairly impacted.

If passed, SCF would reclaim \$12 billion every year for schools and local communities. It would close corporate property tax loopholes and ensure commercial and industrial properties are assessed at fair market value, while protecting residential property and small businesses.

CTA has committed to gathering 150,000 of the 1.6 million signatures needed to qualify SCF for the ballot. I'm asking all of you to sign the petition, and to talk to your colleagues, family and friends about signing as well. More information about SCF is at cta.org/taxfairness.

Meanwhile, California's March 3 primary is upon us, and it's critically important to pass Proposition 13 (not to be confused with 1978's infamous property tax measure of the same name). Prop. 13, the School and College Facilities Bond, will authorize \$15 billion for new facilities and modernization, including \$9 billion for preschool and K-12, \$4 billion for universities, and \$2 billion for community colleges.

While we fight for education funding this election year, we celebrate



“Our goal is to ensure California distributes resources in a way that reflects the values of fairness and equity that we all hold dear.”

as well. Last year in the state Legislature, we won major victories in charter school reform, curtailing decades of waste, fraud and abuse. Now in 2020 the CTA-backed legislation takes effect.

Effective Jan. 1, AB 1507 ends a loophole that allowed charters to operate outside of their authorizing school districts, and SB 126 requires charters to follow the same open meeting and records requirements as traditional public schools. Beginning in July, AB 1505 gives local school boards more authority over charters within their district boundaries, allows them to consider the fiscal and academic impact of a charter on the rest of the district, and ensures charter teachers are fully credentialed. Learn more about how these laws work and find useful resources at cta.org/charters.

Our goal is to ensure California distributes resources in a way that reflects the values of fairness and equity that we all hold dear, and to help our state deliver on the promise of a world-class education for our students.

E. Toby Boyd

CTA PRESIDENT

@etobyboyd

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Scott Buschman, Stephen R. Harris III, Gabriella Landeros,
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Kim Sanford, Ed Sibby, Frank Wells

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CTA/NEA membership dues for the fiscal year (Sept. 1, 2019, to Aug. 31, 2020) are \$916, including a \$20 refundable contribution (see cta.org/contribution for details). \$20.78 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$15.00 of CTA annual dues is designated for independent expenditures, totaling \$35.78 not deductible for income tax purposes.

Subscription to the *California Educator* is \$10 per year, available to persons or institutions not eligible for CTA/NEA membership.

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 for all students; 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



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)

STEAMed Up →

As a music educator, I am dismayed that CTA has not yet recognized that STEM has been altered to include the arts and now is recognized as STEAM (regarding stories in the December/January Innovation Issue). As of 2017 STEM was changed to STEAM because even the most scientifically-minded teachers and educators recognize the need for Arts to encourage the other side of the brain.

JENNIFER KAMBEITZ

East Side Teachers Association

Editor's Note: We generally defer to how individual educators describe their STEM/STEAM work and have used STEAM in past stories. We'll be more proactive in offering STEAM as the standard reference.



CalSTRS and Fossil Fuels

As a CalSTRS member who cares about the future of my pension, as well as the future of our planet, I strongly disagree with your story "Dialogue or Divestment?" (Dec./Jan.).



CalSTRS claims that its efforts to reform the fossil fuel industry have borne fruit, but they have given no evidence for this claim. The story claims that getting out of fossil fuels would be financially dangerous. Yet a recent study by Corporate Knights showed that CalSTRS lost \$5.5 billion by being in fossil fuels for the last 10 years. There is no reason to believe that the industry's next 10 years will be better, as climate disruption intensifies.

California and Australia are suffering unprecedented fires due to climate disruption, and we are in the midst of the greatest mass extinction since the end of the dinosaurs. Yet this story supports continued funding of self-destructive fossil fuel exploration and extraction.

CalSTRS should have divested 10 years ago. If it had, it would be \$5.5 billion stronger. Engagement with the fossil fuel industry will not turn those companies into something they never were or will be. It is time for CalSTRS to take our money out of fossil fuels.

ROGER HALLSTEN

Albany Teachers Association

Editor's Note: Our story does not support fossil fuel exploration and extraction. It reports on CalSTRS' and CTA's current positions and fiscal responsibilities. The story notes that several CTA chapters or their executive boards have called for divestment.

The Courage to Act

Thank you, Kris Bertsch-Rydell, for stepping up for the students ("Vindicated and Validated," this issue). It is not easy to do what you do. It takes courage to keep the school board accountable for their actions. They are elected officials who should represent the voices of their communities.





SILVIA D. RAMIREZ

CTA/NEA-Retired

Corrections

In "It Really Is Rocket Science" (Dec./Jan.), we misstated Jorge Perez's title: He is an assistant professor at College of the Desert. In "Revitalizing a Language — and a People" (Dec./Jan.), we misspelled educator James Gensaw's name in several photo captions. We regret the errors.

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

csjpa.org/heart



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Organizing for Joy



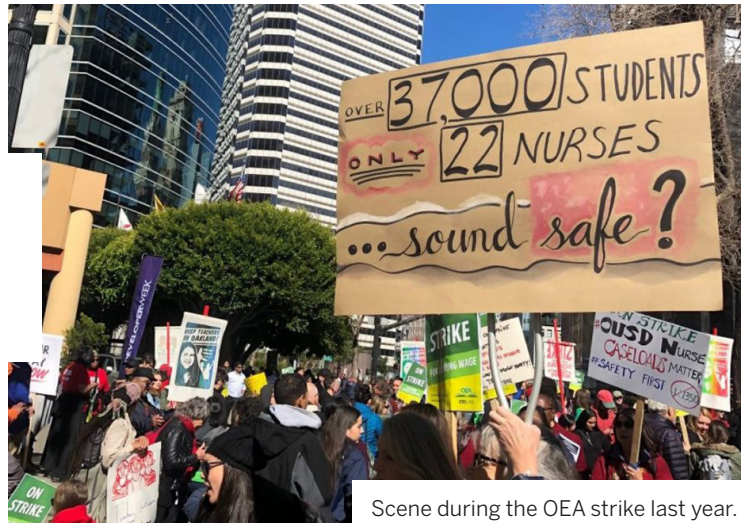
When Oakland Education Association ended its strike in March 2019 and settled with the district, OEA school nurses were angry. Though they received salary bumps and retention bonuses, they felt their need for more resources and their untenable workloads were unaddressed.

As nurse Sarah Nielsen Boyd says in “**Never Stop Fighting**” (page 41), “We didn’t want a bonus. We wanted more resources for our students — a nurse in every school.”

As of December 2019, there were 1,352 students per school nurse in Oakland — almost double the California Association of School Nurses’ recommendation of 750 *healthy* students per nurse. Oakland Unified had also been particularly slow to fill vacant positions.

Our story describes how Boyd and other nurses continued to organize after the strike. In October OEA won a massive settlement with \$19,000 in guaranteed stipends for each nurse, the establishment of a substitute nurse pool, and additional pay when caseloads exceed 1,350 students per nurse.

Collective action may be key to much more personal needs as well. Our feature “**Time to Focus on You, Too**” (page 26) details how caring for increasing numbers of traumatized students takes a huge toll on educators and can lead to burn-out and compassion fatigue. While the story offers tips and resources for self-care, it also suggests that organizing for and negotiating educator wellness is as important as your daily meditation.



Scene during the OEA strike last year.

Unicorn Riot

“Self-care goes hand in hand with sustainable health and well-being systems and programs supported by school administrators and districts,” says CTA President E. Toby Boyd.

The goal of fighting for what students and educators need, of course, is so teaching and learning remain a joy. The joy is obvious in Efrain Tovar (“**Welcome Home**,” page 22), who showcases the individual stories and multiple languages of his Newcomer students while teaching them English — and the universal language of coding.

That glee — pardon the pun — is also evident in the music teachers who, despite constant efforts to raise funds for classes and activities many see as superfluous, stay totally committed to their work and their students (“**Music in Our Schools**,” page 32). And it’s clear in watching educators’ excitement on the Humboldt County TV show “**Homework Hotline**” (page 20).

Students’ love of learning comes from you and your joy, and we’re grateful.

Katharine Fong

EDITOR IN CHIEF

editor@cta.org

The Educator’s Publishing Schedule

The *California Educator* publishes six times a year. Our website, californiaeducator.org, publishes the same content as well as additional news, updates and stories.

We strive to get the print magazine to you in a timely fashion. It’s always a balancing act to make sure it contains the latest information and still arrives with enough time that it remains useful to you. Please note:

* The *Educator* is mailed out at a nonprofit bulk rate. This means it is delivered at the discretion of local post

offices, which put a higher priority on first-class and other mail. You can contact your post office to alert them if your magazine is arriving too late.

* We hold the magazine if needed to insert essential member information, such as reports from CTA State Council, important news, etc.

Check californiaeducator.org for the latest, and thanks for reading!

February / March 2020

CALENDAR

For our full listings, go to californiaeducator.org/calendar.

* FEBRUARY

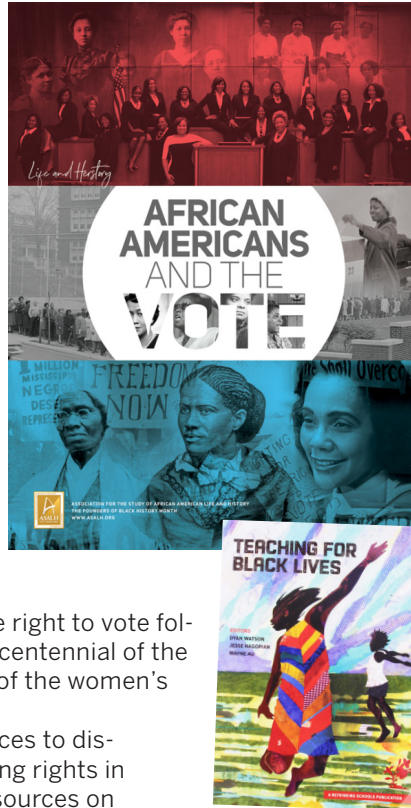
Black History Month

Courtesy Association for the Study of African American Life & History

OBSERVE THE MONTH all year long! This year's theme is "African Americans and the Vote,"

recognizing the struggle for voting rights among African Americans throughout American history — including today. 2020 marks the 150th anniversary of the 15th Amendment, which gave black men the right to vote following the Civil War. (It also marks the centennial of the 19th Amendment and the culmination of the women's suffrage movement.)

Educators can tap into multiple sources to discuss African American history and voting rights in this election year. Lesson plans and resources on broader history and social movements, such as in the book *Teaching for Black Lives*, are available at NEAedjustice.org, blacklivesmatteratschool.com, nea.org, scholastic.com and pbs.org, among others.



BRING ON THE ARTS



March is **Music in Our Schools Month!** The



National Association for Music Education features lessons for second and fifth graders that help them learn elements of music through classic children's songs in English and Spanish (these can be shared at many levels). Free; go to nafme.org. Read our story on music educators on page 32.

March also reminds us that a well-rounded education should include the stimulation and creative thinking that the arts help to develop. **Arts Education Month** showcases and celebrates dance, music, theater, literature, design and visual arts; **Youth Art Month** focuses on visual arts. Visual arts educators can find resources at California Art Education Association (caea-arteducation.org/resources).



WOMEN POWER ▶ **MARCH 8** is **International Women's Day**, though the campaign theme, **#EachforEqual**, extends all year long and focuses on individual and collective power to create a gender equal world. Do this by challenging stereotypes, fighting bias, broadening perceptions, and celebrating women's achievements. Go to internationalwomensday.com for classroom activities, downloadable toolkits and other resources. March is also **Women's History Month**. This year the National Women's History Alliance promotes the theme "Valiant Women of the Vote." It will honor women from the suffrage movement as well as contemporary women who have continued the fight against poll taxes, literacy tests, voter roll purges, and other forms of voter suppression. nationalwomenshistoryalliance.org

California Labor Management Initiative

FEB. 21 Central Valley Convening, Dinuba

MARCH 2-3 Southern California Convening, Downey
CA LMI convenes labor-management teams from school districts across the state to promote collaboration.
► cdfoundation.org/clmi

New Educator Weekend North

FEB. 21-23 CONFERENCE
Marriott, Santa Clara. For educators in their first three years, NEW has everything you need to be successful, including sessions on classroom management, special education, state standards and assessments. Hotel cut-off: Feb. 7. ► cta.org

CTA/NEA-Retired Conference

FEB. 27-28 CONFERENCE
Marriott, Irvine. Learn how CTA/NEA-Retired is protecting your future and watching federal legislation that affects your benefits. Hotel cut-off: Feb. 12. ► cta.org

Member-in-Politics Award in Honor of Ted Bass

FEB. 28 NOMINATION DEADLINE
Given to outstanding educators for their contribution to the education profession through political action. Chapters may nominate one member of their chapter. ► cta.org/awards

Chapter-in-Politics Award in Honor of Joyce Fadem

FEB. 28 NOMINATION DEADLINE
Given to outstanding chapters for their contributions to the education profession through political action. Chapters may nominate themselves.
► cta.org/awards

Equity and Human Rights Conference

FEB. 28-MARCH 1 CONFERENCE
Marriott, Irvine. Affirms CTA's mission to protect the civil rights of children and secure a more equitable, democratic society. Speakers and workshops provide members with a

greater understanding of diversity, equity and social justice. Hotel cut-off: Feb. 12. ► ctago.org

Primary Election

MARCH 3 ELECTION
Make your vote count on Super Tuesday! Deadline to register: Feb. 18.
► cta.org/campaign

Cesar Chavez Awards

MARCH 6 ENTRY DEADLINE
Cesar E. Chavez Memorial Education Awards, now in their 20th year, recognize students who demonstrate understanding of Chavez's principles, either in a written essay (no biographies) or with a visual arts project. Awards up to \$550 go to both the sponsoring CTA member and the student. ► cta.org/scholarships

CAAASA Conference

MARCH 11-13 CONFERENCE
Sheraton Grand Hotel, Sacramento. "Strengthening an Equity Education Coalition for African-American, Latinx and Other Students of Color." California Association of African-American Superintendents and Administrators' annual professional development summit. Pre-conference March 10.
► caaasa.org

NEA Pre-Summit Higher Education Conference

MARCH 12-13 CONFERENCE
Orlando, Florida. Share information, develop skills, and network with others in the higher ed community.
► nea.org/home/75610.htm

NEA National Leadership Summit

MARCH 13-15 CONFERENCE
Orlando, Florida. To develop leaders and prepare them with the knowledge and skills necessary to lead thriving associations and to lead in their professions.
► nea.org/leadershipsummit

Good Teaching Conference South

MARCH 13-15 CONFERENCE
Hyatt Regency Orange County, Garden Grove. Supports excellent teaching and learning practices for K-12 teachers. Hotel cut-off: Feb. 20.
► cta.org

NEA ESP Conference

MARCH 20-22 CONFERENCE
New Orleans. Enhances education support professionals' skills so they can positively impact student achievement, organize, advocate, and build community relations. Online registration deadline: Jan. 31.
► nea.org/espconference

CTA Institute for Teaching Grants

MARCH 31 APPLICATION DEADLINE
IFT's Grant Program shows what CTA members can do when they have the freedom to create and invent. Apply for Educator Grants up to \$5,000 and Impact Grants up to \$20,000.
► teacherdrivenchange.org

CTA's John Swett Awards

APRIL 3 NOMINATION DEADLINE
The John Swett Awards for Media Excellence recognize outstanding media coverage of education during 2019. CTA local chapters and Service Center Councils may nominate.
► cta.org/awards

EMEID Leadership Program

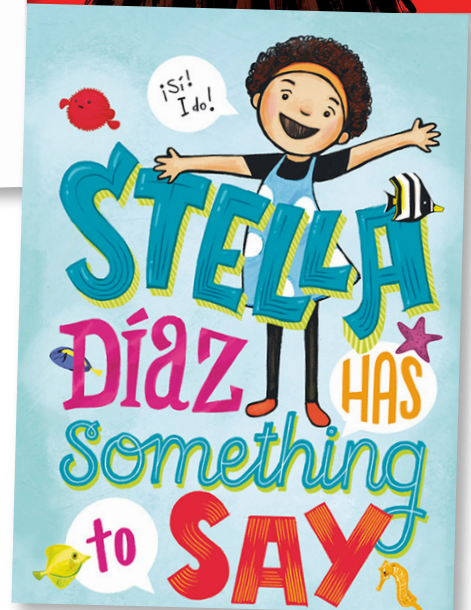
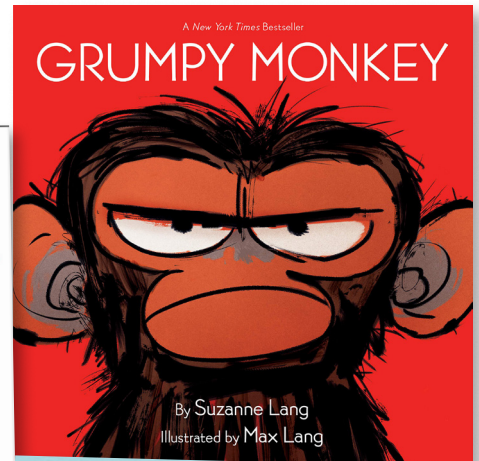
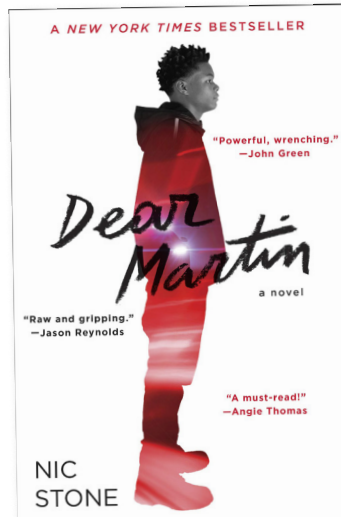
APRIL 24 APPLICATION DEADLINE
Ethnic minority members who want to expand their leadership roles at CTA may apply online to the Ethnic Minority Early Identification and Development program starting March 1. ► cta.org/emeid

CCA Spring Conference

APRIL 24-26 CONFERENCE
Hilton, Irvine. Highlights advocacy and features the presentation of Community College Association's WHO (We Honor Ours) Awards.
► cca4us.org/conferences



Read Across America



GET READY: On March 2, classrooms and school libraries all over the country will celebrate reading and literacy with **Read**

Across America, sponsored by CTA and NEA. Educators can involve their community by inviting parents, firefighters, police officers, elected officials, local news anchors and others to read their favorite books to your students. Other ideas: Practice dramatic readings with your students, or ask your local bookstore to host a children's read-in. For more, go to readacrossamerica.org.

Don't forget that CTA's **California Reads** (cta.org/californiareads, [#californiareads](https://twitter.com/californiareads)) offers teacher-vetted book recommendations for students of all ages. (CTA members can go to the site to buy the books at a 20 percent discount.) Some recent selections:

Stella Díaz Has Something to Say by Angela Dominguez (grades 3-5). Shy Stella has two languages in her head. Sometimes she accidentally speaks Spanish instead of English and pronounces words wrong, which makes her turn *roja*. But she tries to make friends and overcome her fears to give a presentation in front of her class. Simple Spanish vocabulary is integrated within the English text.

Dear Martin by Nic Stone (grades 9-12). African American honor student Justyce McAllister is Ivy League-bound. Though he has left his rough neighborhood behind, he's scorned by former peers and ridiculed by new classmates. Seeking identity and answers, he starts a journal to Martin Luther King Jr. Then one day while driving, he and his best friend get into an altercation with a white cop, and suddenly Justyce finds himself in police handcuffs.

Grumpy Monkey by Suzanne Lang, illustrated by Max Lang (pre-K, kindergarten). Jim the chimp is in a bad mood. Friends tell him to smile and do things that make *them* happy, but instead Jim has a meltdown. Maybe he needs a day to feel grumpy? A picture book about being allowed to feel your feelings (though taking care not to hurt others).





“This Is Equity”

CALIFORNIA STUDENTS have big dreams. Unfortunately, some students face a much tougher road to achieve them. Californians Dedicated to Education Foundation has produced a new video, “This Is Equity,” addressing educational equity (youtu.be/9Qu2_lktxNY). It features multiple students who share their aspirations. CTA President E. Toby Boyd is also interviewed.



Artwork by 2018-19 Cesar E. Chavez Award recipient Suwen Han.



Celebrate CESAR CHAVEZ

MARCH 31 is **Cesar Chavez Day**, commemorating the labor leader and social justice activist. The State Board of Education offers a model curriculum on Chavez’s life and work for multiple grade levels at chavez.cde.ca.gov/ModelCurriculum/Intro.aspx. United Farm Workers (ufw.org) created a supplemental curriculum kit as well; it includes a coloring book, song book, poster and video. A teacher’s guide includes a detailed biography, discussion questions and reproducible handouts.

Classroom activities around the day can include multimedia projects with themes of nonviolence and human rights.

CTA’s Cesar E. Chavez Memorial Education Awards Program provides recognition for educators and their students who demonstrate an understanding of the vision and guiding principles by which Cesar Chavez lived his life. The recipients, both students and sponsoring CTA members, will receive up to \$550. Deadline is March 6; for details, go to cta.org/scholarships.

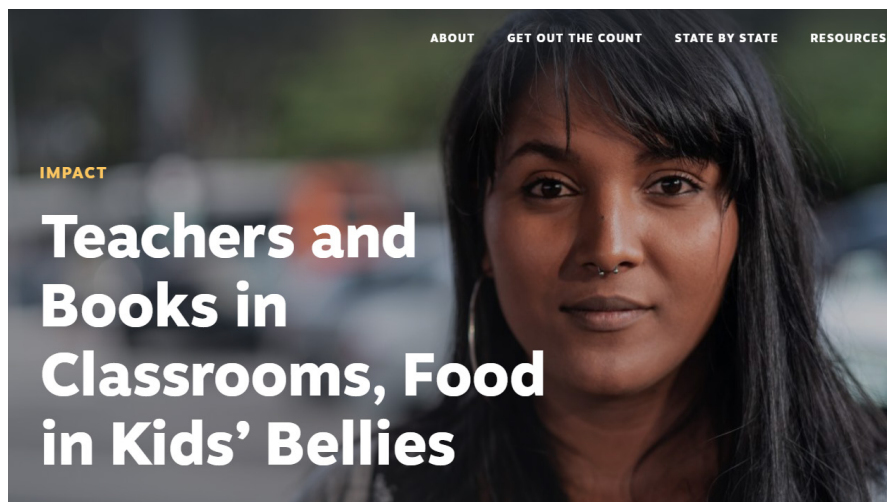


School Named After First Filipino American Teacher

A NEW elementary school in Stockton has been named after Flora Arca Mata, the first Filipino American teacher in the state.

Mata was the first Filipino American to graduate from UC Los Angeles (her older sister worked as a farmhand to pay her tuition). She was the first woman of color to teach in Stockton Unified School District, where she taught for 32 years. A UCLA newsletter noted that Mata was hired at a time when it was difficult for minorities to get teaching positions, and her work paved the way for other Asian Americans in education.

Even after retiring in 1980, Mata, who died in 2013 at 95, continued to substitute teach. The school is currently under construction and will open in the fall.



CensusCounts.org

* CENSUS 2020

Every Kid Counts

The 2020 Census, which counts every person living in the U.S. regardless of citizenship or immigration status, is particularly critical for students in public K-12 schools and higher education. The count impacts federal funds that communities receive for special education, classroom technology, teacher training, after-school programs, school lunch assistance, and other public services.

Questionnaires should arrive by mail around mid-March. Responses can be on paper, online, or on the phone (the Census Bureau has plans to count populations in unique living situations).

You can help ensure an accurate count. "Educators are trusted, and we can reassure others that participation in the census is safe, important, and necessary," says NEA President Lily Eskelsen García. "Being counted helps ensure that all communities receive their fair share of federal and state funding for schools and other critical services."

Hard-to-count populations include recent immigrants and English learners, LGBTQ+ people, those without financial stability and stable housing, children in shared custody arrangements, and children being raised by someone other than their parents. Children ages 0-5 are particularly at risk for being undercounted.

Talk to friends, family and colleagues about the importance of the Census. Incorporate census data into curricula, whether focusing on civics or data literacy. Find lesson plans, maps, historical data, coloring pages, quizzes, and other resources at NEA Today neatoday.org/2020census, census.gov/schools and censuscounts.org.

Got a Good Idea? CTA's Institute for Teaching awards grants to members for their innovative projects. Apply for Educator Grants up to \$5,000 and Impact Grants up to \$20,000 by March 31. For more information, go to teacherdrivenchange.org. And see our story on page 50.



*** NOMINATION DEADLINE**

ESP of the Year

BRING THE GOOD work of an ESP to light! The deadline to nominate a CTA member for the Paula J. Monroe CTA ESP of the Year Award is Feb. 28, so get your submission in now.

The award recognizes an individual whose activities reflect the contributions of Education Support Professionals to public education. The recipient will also be the California state nominee for the 2021 NEA ESP of the Year Award.

Go to cta.org/espaward for more information and a link to the nomination form.



Invest in Our Children, Our Communities, Our Future

WHAT WOULD A well-funded classroom and school look like? The Schools and Communities First (SCF) initiative would bring an extra \$12 billion annually for education and critical public services to our state. You can help SCF qualify for the November 2020 ballot by signing the petition and collecting signatures from friends, family and colleagues by April 14.

SCF allows for the tax reassessment of commercial and industrial properties at current market levels. It does not affect homeowners, small businesses or agricultural property. The measure closes a corporate tax loophole and ensures big companies like Chevron, Walmart and Disney pay their fair share in taxes. See page 39 for more, and visit schoolsandcommunitiesfirst.org. **#SchoolsAndCommunitiesFirst**



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- 1) Online at providentcu.org/cta 2) Visit your local branch 3) Call (800) 632-4600



1) Relationship pricing credit of the additional \$250 off closing costs is based on you having one of the following Provident products: home equity loan/line of credit, auto/boat/RV/motorcycle loan, checking with direct deposit, or certificate/IRA.
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 4) As of December, 2019.

Quotes & Numbers

Compiled by **Julian Peeles**

94 **PERCENTAGE OF** high school students who take a career technical education course, according to the Association for Career & Technical Education.

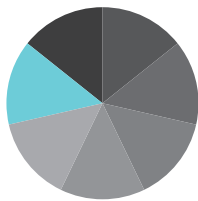
4.5 **PERCENTAGE** the national average teacher salary has decreased over the past decade, adjusted for inflation, according to NEA.

“Make sure your school is organized and educated on Schools and Communities First so we can get parents and even students involved. Let’s make this the fight of our generation and build our future!”

—CTA Vice President **DAVID B. GOLDBERG**, addressing delegates at CTA State Council in January. Read how you can get involved with the #SchoolsAndCommunitiesFirst initiative on page 39.

“EDUCATION MOVES SLOWLY. TECHNOLOGY DOESN’T. IF WE DON’T ACT WITH URGENCY, OUR STUDENTS’ ABILITY TO ENGAGE IN CIVIC LIFE WILL BE THE CASUALTY.”

—“Students’ Civic Online Reasoning,” a Stanford University study that found young people woefully unable to discern fact from fiction on the internet.



1 IN 7
RATIO OF CTA members who were on strike in 2019.

“HOW CAN A TEACHER TELL THEIR STUDENTS TO DO SOMETHING THEY’RE NOT DOING THEMSELVES? PRACTICE IS HARD. THAT’S WHY IT’S CALLED DISCIPLINE, BECAUSE YOU BECOME A STUDENT. AND WITH SELF-CARE, YOU BECOME A STUDENT OF YOURSELF!”

—**TREVOR HAWKINS**, certified yoga therapist and son of a longtime teacher, on educator self-care.



“Teachers are going to be the saviors of our country. But they can’t do it by themselves. We have to fight to give them the resources they need so they can save the soul of our nation.”

—**DOLORES HUERTA**, civil rights leader and organizer, on the importance of educators in the ongoing struggle for justice.

200,000

ESTIMATED SHORTAGE of teachers nationwide in 2025, according to the Economic Policy Institute.



“We embrace Gov. Gavin Newsom’s budget proposal, especially because of the students we teach and work with every day. It’s clear [he] recognizes the challenges facing our students and educators, and we applaud him for making strong allocations to address the needs of students and the critical teacher shortage in this state.”

—CTA President **E. TOBY BOYD** on the governor’s 2020 budget proposal, which allocates \$84 billion for K-14, an increase of \$3.8 billion over last year.



1 IN 6
RATIO OF high school students who reported “seriously considering suicide” in 2017, including nearly 1 in 4 girls and almost half of gay, lesbian and bisexual students, according to U.S. Centers for Disease Control and Prevention data.



TikTok, You Don't Stop!

*How educators
can use the video app
to connect with students*

By @samdemuro

IS IT JUST ME, or have you seen an increase in students dancing in the hallway, at recess, or even in the classroom? Maybe your students are in a good mood, or maybe it's TikTok, a popular social media video sharing app. Mostly used for short dance, lip sync or comedy videos, TikTok has over 1.5 billion users; 60 percent of the U.S. audience are users ages 16-24.

Some educators view TikTok as a classroom management nightmare; others are trying to figure out ways to use the app to connect with their students. Kathryn Byars, a high school social studies teacher and member of Corona-Norco Teachers Association, lets students use TikTok for assignments. Her students had the option to make TikTok videos to compare and contrast various historical trade routes, for example, and to share inventions from the Industrial Revolution. "Instead of fighting it, I'm finding ways to engage with it in my classroom," Byars recently told *Education Week*.

Like most social media, there are joys and challenges to using the platform. If you're considering using TikTok in the classroom, the next column offers a few things to be aware of.



TikTok can be a great way to engage your students.

The platform is playful, fun and easy to use. It can be a way to engage students by dancing, being silly and showing your human side (best for educators with high self-esteem! 😊). Because the app is community-focused, it's also a great way to engage multiple students at once.

Bullying happens on this one, too.

As with any social media platform, it's important for educators to be aware of how bullying can occur on TikTok. With the "duet" split screen feature, users can react to another person's video and provide commentary while it's playing. Some students have used this to make fun of others' videos. Educators can encourage students to shut off the duet feature on their videos.

Talk to students about privacy and data sharing.

Because TikTok is owned by the Chinese company ByteDance, it is unclear if the Chinese government has access to the personal data of TikTok users, including students. Safety, data and privacy are important issues to discuss with students. Learning and sharing information about the privacy settings on TikTok may be helpful, too.

Encourage students to start a TikTok club.

For superusers of the platform, a club may be a great way for students to connect and express themselves through dance, skits and other performances. Some educators view TikTok clubs as the drama club for the digital age! How is TikTok being utilized in your school? Tag us [#WeAreCTA](https://www.instagram.com/WeAreCTA) and let us know!

Above, TikTok screenshot of a high school spirit week dance.



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Online Fixed-Date:

This format offers a convenient, yet rigorous style of learning that allows you to structure your education to suit your schedule. Online courses have fixed start and finish dates, but as an online student, you will have access to your digital classroom at any time.

Classroom:

These courses are offered in a traditional classroom where you can connect with your instructor and classmates in a live setting. This learning environment facilitates communication on a given subject in real time, enables immediate feedback, and fosters interaction with the instructor and like-minded classmates.

¡SÍ SE PUEDE!

Curriculum empowers youth through the teachings of Dolores Huerta

By Julian Peeples



Sí se puede. “Yes, we can.” This rallying cry from civil rights leader and legendary community organizer Dolores Huerta has inspired and empowered a beautiful movement for nearly 50 years — one that students across California will soon learn more about because of the efforts of a small group of educators.

Since last year, these teachers have been meeting on their own time to work with the Dolores Huerta Foundation in developing curriculum for the statewide observance of Dolores Huerta Day on April 10. The day recognizes the labor icon’s tireless work for justice and encourages local school districts to teach students about her life and the struggle. This year’s observance will feature the freshly created curriculum, a fitting way to celebrate Huerta’s 90th birthday.

“I’m glad to share the lessons I’ve learned in my life so that others can learn from them,” says Huerta. “I want students to get a sense of their own empowerment and the things they can do to make the world a better place. I’m hoping that Dolores Huerta Day will be focused on civic engagement.”

The curriculum includes lesson plans and content for students from kindergarten through high school to help examine the essential question: “How do people work



“To be able to stand with teachers is a great honor. Teachers are the foundation of our democracy and the soul of our nation.”

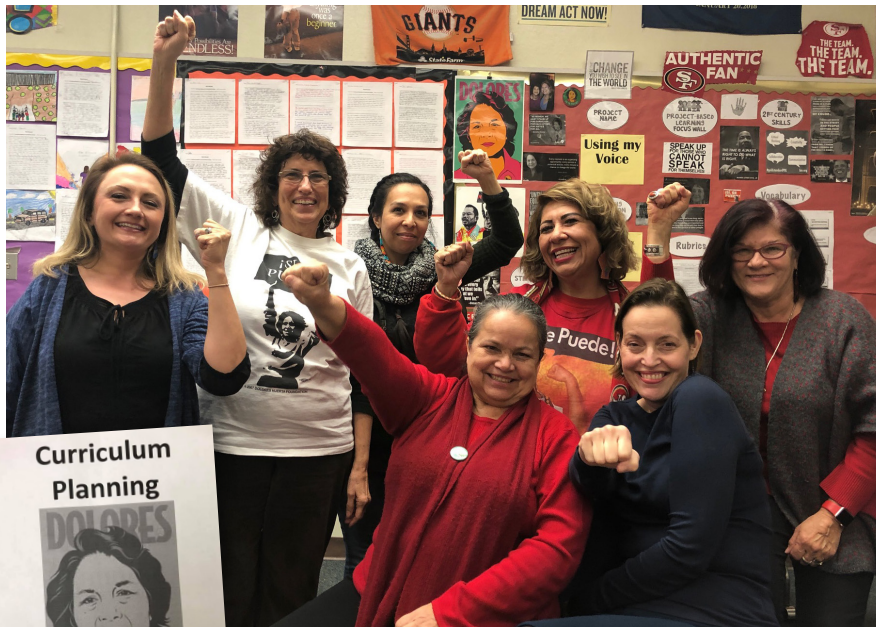
—Dolores Huerta

together to solve problems and struggle to implement the solution?” The small team of educators developing the materials includes active and retired CTA members, all of whom said they feel honored to be able to help tell the story of Huerta to millions of California students.

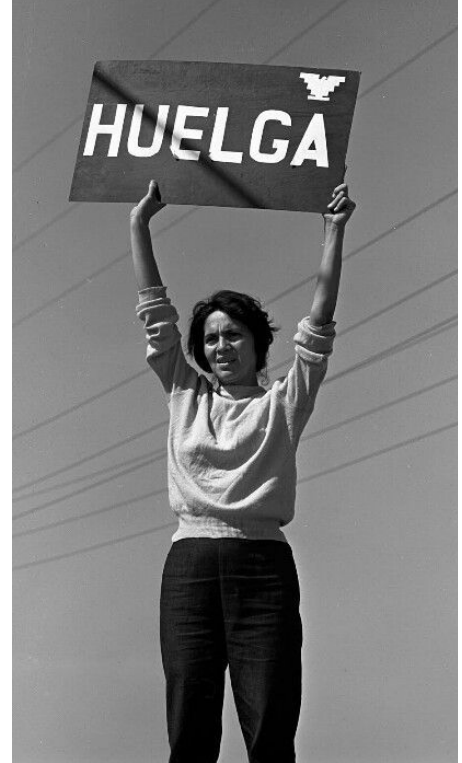
“I’m so excited to shine a light on all that Dolores has done and how she has used her voice to make a difference,” says Veronica Miranda-Pinkney, a bilingual educator and member of San Jose Teachers Association (SJTA). “I really want our students to believe they can make a difference with their voices just like my ‘shero.’”

The team developing the curriculum also includes SJTA members Alison Stroot, Susan Seyan and María Carmen Guzman, retired SJTA member Wendy Greenfield, Holtville Teachers Association member Yurii Camacho, retired Campbell Teachers Association member Barbara Lynn, Vallejo Federation of Teachers member Maria Romero, and teacher Elena Robles, as well as staff from the Dolores Huerta Foundation. Many of these educators have personal connections





Educators from across the state developed the curriculum to celebrate and teach about Dolores Huerta's life and the struggle.



The lifelong civil rights leader and organizer, shown during the 1965 Delano Grape Strike, has dedicated her life to empowering people to fight for change.

Harvey Richards Media Archive

to Huerta, her work as a founder of United Farm Workers, and her lifelong fight for justice.

“Dolores is such an empowering person. She brings out the best in people,” says Greenfield, who first worked with Huerta on the grape boycott in New York City in the late 1960s. “She’s an example of someone who speaks out against injustice and organizes people to do something about it.”

Students will also get an introduction to the concept of solidarity and how to work together to support each other and improve our communities. Stroot says a recent discussion in her classroom about Huerta and her life inspired her students, with one third grader remarking, “I didn’t know anyone could be an activist!”

“In these times, it’s really important to spotlight Dolores, because it shows that when you see a problem, you work together to fix it,” says Stroot. “A big piece of the curriculum is: How can you put Dolores’ teachings into action?”

Greenfield said it’s crucial for students to learn a simple truth about accomplishing any goal: Our power as individuals is limited, but our potential is boundless when we work together. This was true in the struggles of the past, and today’s challenges continue to show that unity and dedication power our ongoing fight for justice.

“‘Sí se puede’ is a commitment that we will not stop until we make a difference,” Greenfield says. “We need to do it together, keep struggling, and never give up.”

Huerta and CTA are longtime partners in fighting for the schools

our students deserve and the resources our communities need. From working side by side to pass school funding propositions 30 and 55 to advocating for landmark charter school accountability laws to knocking on doors to collect signatures to qualify the Schools and Communities First initiative, Huerta and CTA are making a difference for all California students. The labor leader even joined educators on the picket lines last year in Los Angeles and Oakland to support their historic strikes.

“I’m very proud to be in the same space as CTA and the great work that teachers are doing. To be able to stand with teachers is a great honor,” says Huerta, who started her career as a teacher in Stockton. “Teachers are the foundation of our democracy and the

soul of our nation. We’ve got to give teachers the respect they deserve and the resources they need.”

Another component of this project is garnering local support for Dolores Huerta Day curriculum by asking school boards to adopt a resolution recognizing the day and commit to teach about the life and struggles of Huerta as a powerful force for social justice and empowerment for all. Miranda-Pinkney recruited CTA members across the state to present to their local school boards and ask for their support in honoring the American hero.

“I want students to get a sense of their own empowerment and the things they can do to make the world a better place.”

—Dolores Huerta



Courtesy Dolores Huerta Foundation

Dolores Huerta Day is April 10

DOLORES HUERTA has spent her life fighting for justice, giving a voice to the voiceless and empowering people to make change in their communities, and her lessons are as important as ever for young people today.

Celebrate Dolores Huerta Day with your students and show them the change that's possible through the lessons of her life. Grade-specific lesson plans, content and other resources are available for free download at doloreshuerta.org/education-youth-development.

"She's given so much to so many. And our students really identify with her," she says. "One of my students said, 'I'm going to be like Dolores and use my voice!' We've got little activists here!"

Former Gov. Jerry Brown signed a bill designating April 10 as Dolores Huerta Day in 2018, making her the first and only living person to hold the honor. Instead of a state holiday, the special recognition is intended to recognize Huerta and teach California students about her life. Last year was the first-ever Dolores Huerta Day in California, and a similar observance was adopted in Washington. For more information, go to doloreshuerta.org. ■

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HOMEWORK HOTLINE



THE STARS OF *Homework Hotline*

Humboldt County educators take on science and math in TV show

By **Sherry Posnick-Goodwin** Photos by **Kim Sanford**

*What is the strongest bone in the human body?
How many bones are in the human skull?
What is the difference between PEMDAS and GEMA?*

Q **UESTIONS LIKE THESE** are the focus of *Homework Hotline*, a live TV show in Humboldt County where students query teachers and receive instant, detailed answers. (You can find the answers at the end of this article.)

Filmed in the KEET TV station in Eureka, an affiliate of PBS, the half-hour show airs Tuesdays and Thursdays at 4:30 p.m. during the school year. The broadcast reaches viewers throughout rural Humboldt and Del Norte counties.

Today's hosts are Amy Taylor, who teaches math at Sunny Brae Middle School and belongs to the Arcata Elementary Teachers Association, and Pam Halstead, who was Taylor's favorite teacher at Fortuna High School back in 1994. Halstead, a former member of the Fortuna Union High School Teachers Association, retired two years ago, except for TV appearances. (This year, there are six to eight retired and current educators who will take turns hosting, including Alysha Simoni, a member of Eureka Teachers Association.)

Taylor and Halstead have been hosts since the show began 15 years ago. They banter about science and math with ease and share a strong on-screen chemistry that has built them a loyal following.

Nearly 800 episodes of *Homework Hotline* have been filmed, says producer Sam Greene, and the show is very popular. It even has local sponsors.

"I'm not sure of the viewership because we don't subscribe to a rating service since we're public television, but viewers like it," says Greene, who produced a similar show in Colorado before pitching the concept to KEET TV. "I attribute that to these teachers, who always make the show interesting. They bring in lots of experiments, animals and guests, including former students."

Today's guest is not a former student. It's Mr. Bones, a skeleton with glowing eyes who provides great visuals for questions and answers about bones and the human body.

Making it easy to answer questions is the set's whiteboard, which the hosts use frequently to illustrate a point. Not all of those asking questions are among the intended audience of K-12 students; some are adults who want answers to something they've always been curious about.

Taylor was only stumped once on the air, when

"It's a great feeling to help students when they are stuck, and it's amazing to be able to reach so many people beyond my own classroom."

—**Amy Taylor**, Arcata Elementary Teachers Association



→ Pam Halstead and Amy Taylor teach about bones; producer Sam Greene operates the camera.

a viewer submitted calculus questions. “I’d been teaching middle school math and hadn’t done calculus recently,” she explains. “Most math questions are about decimals, fractions and solving equations.”

Taylor was named Teacher of the Year for Humboldt County in 2012, and Halstead won the Jean Olsen Career

Achievement Award in 2017, which honors teachers in Humboldt County. The duo say they love sharing what they know in front of a TV audience — and helping students find the right answers.

Questioners are identified by their name and school on the show. In the old days, viewers would call the studio, and then a staffer would call them back before allowing them to speak on air to make sure it wasn’t a crank call. Now, with questions submitted online, that worry is eliminated.

The two earn \$35 per show, which they refer to as “gas

money” to drive there. But money is not the motivation.

“I love sharing information and science, and knowing I am helping the students who are watching,” says Halstead.

“Sometimes students are so happy to receive help they are giddy,” says Taylor. “It’s a great feeling to help students when they are stuck, and it’s amazing to be able to reach so many people beyond my own classroom.”

You don’t have to live in Humboldt County to catch an episode of *Homework Hotline*. It can be streamed via YouTube from the station’s website: keet.org/homework-hotline. ■

* Answers:

- The strongest bone is the femur (thighbone).
- There are 22 bones in the human skull.
- Both are acronyms to remember the order of operations when solving math problems. PEMDAS stands for Parentheses, Exponents, Multiplication, Division, Addition, Subtraction; GEMA stands for Grouping, Exponents, Multiplication, Addition. (Some readers may remember a mnemonic phrase for PEMDAS: Please Excuse My Dear Aunt Sally.)

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Welcome Home

Efrain Tovar uses tech to bridge language divide and support Newcomer students

By Julian Peeples



→ Tovar's students are learning English, but all are fluent in the language of caring.

EVERYONE HAS a story. Educator Efrain Tovar's begins as a Spanish-speaking child living in the Central Valley, at a time when supporting diverse language learners meant sitting non-English-speaking students in a small room with headphones to listen to conversational English on tape. Tovar's experiences seem so far away yet highly relevant as he leads a discussion with his 14 Newcomer students, with subtitles of his words in seven languages streaming behind him on a screen as he talks. "Those experiences I encountered as an English language

learner made me the teacher I am today," Tovar says, noting that the insight reminds him to listen to his students. "Every Newcomer has a story. And if you know their story, it gives you a glimpse of who they are."

Tovar teaches the Newcomers program at Abraham Lincoln Middle School in the rural farming community of Selma, once known as the "Raisin Capital of the World." Students who are called Newcomers have moved to the United States within the last three years, often as refugees from difficult situations and nearly always without a strong grasp of English. In this school,

➔ Tovar's Selma classroom looks like something straight out of Silicon Valley.



➔ Tovar's Newcomer students also take his computer science class.

nestled up against vast fields of grapevines, Tovar has created a supportive learning community where he teaches his students critical thinking skills and how to be proud of their unique voices at the same time as the basics of a subject and predicate.

“Yes, we have data on every student, but we need to know their story. How do we become sensitive to their stories?” asks Tovar, a member of Selma Unified Teachers Association. “How do you connect with them to get them to feel, ‘Wow, I’m OK where I am’? It’s about connecting with students.”

Telling stories

While Tovar's personal journey to Selma and his inspiring commitment to students newly arrived in this country are noteworthy enough, there's another unique facet to his story that traces back to the first time he played Oregon Trail on an Apple computer as a sixth grader. Efrain Tovar is an education technology innovator (likely the only Google-certified Newcomer educator in the state!), utilizing technology to help his Newcomer students achieve far more than just learning English.

In 2016, he was one of two educators worldwide to participate in the Google Innovator Program, which challenged 1,600 bright minds to come up with an idea that would radically change education. Tovar's project: How to use technology to help students acquire a secondary or even tertiary language. With as many as seven languages in his classroom — from Spanish and Punjabi to Arabic and Zapotec, an indigenous language of Mexico — Tovar had to figure out how to best help his students when he couldn't


“ Every Newcomer has a story. And if you know their story, it gives you a glimpse of who they are.”

speak their native tongue. A big part of it is creating a safe environment where his students feel valued and comfortable — a place where failure is embraced.

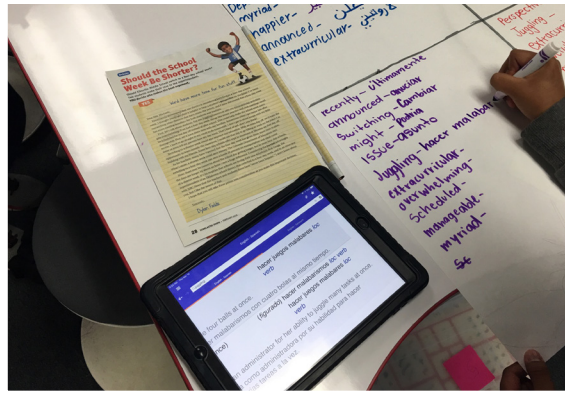
“We applaud failure because we need to learn it's a process — that we make mistakes and that's how we learn anything,” he says. “How can we leverage technology to help our English learners to be critical learners, and how can we leverage their primary language to promote multiple literacy?”

One way is to teach them a third language while they learn English, but not in the traditional sense. All of Tovar's students are also in his computer science class, where he's teaching them the basics of programming. Since his students are already learning foundational acquisition skills for English, Tovar says, their minds are primed to learn how to write code and develop their own creations in this new language. Last year, one of his students developed a successful math study app shortly after arriving from war-torn Yemen and while she awaited members of her family to join her safely in the United States. The achievement is a testament to Tovar's philosophy.

“Under the right circumstances and with the right support, students can learn anything,” Tovar says.

Part of that support is training and professional development for educators, so they have the best tools to help students succeed. Tovar trains fellow educators on the use of technology with English language learners, as a presenter at CTA's Good Teaching Conference and in his role as a Lead Learner with CUE (Computer-Using Educators), the well-known 

➔ Likely the only Google-certified Newcomer educator in the state, Tovar leverages technology to help his students become critical learners.



organization that supports and connects innovative, tech-savvy educators. Seeing a need for more networking and fluid information sharing among his peers in English language development (ELD), Tovar founded California ELL Chat on Twitter (@CaELLChat), which has blossomed into a digital community that connects ELD educators to share tips, inspire one another, and develop skills to best serve diverse language learners.

“How are we innovating ourselves as educators?” Tovar asks. “And how are we innovating our approaches to teaching?”

The language of caring

This applies to everything from how technology is being utilized in the classroom to the way the learning environment flows. Tovar’s classroom feels like a Silicon Valley idea farm, with stools at rectangular high tables, no discernible front to the room, and walls and surfaces that are all dry-erase writable. His students work in teams, with each assigned a role like Chief Operations Officer or Chief Technology Officer, learning together about each other’s stories as they continue writing their own.

“As an educator, have your classroom be a reflection of what is coming and what is already here,” Tovar says. “Your classroom will transform the way you teach.”

Being deliberate is a big part of Tovar’s recipe for success. Showing his students that they have a great deal to teach him and others is one of those deliberate lessons on display in an annual event celebrating the promotion of Tovar’s Newcomer students. In front of hundreds of assembled family, school and community members, Tovar introduces each student in their primary tongue — an act that means so much more than learning some phrases in another language.

“I’ll speak in Arabic, Punjabi, in Zapotec,” he says. “It means

“As an educator, have your classroom be a reflection of what is coming and what is already here. Your classroom will transform the way you teach.”

so much to the students and their families — to elevate their language as an equal to English.”

Tovar is eager to share lessons and best practices from his work with Newcomers in Selma Unified. Since recruiting him to teach the program in 2013, the school district has been completely supportive of his work and desire to help other educators as well, he says. Tovar led a session with elementary teachers in San Gabriel Valley last summer on how to leverage technology in an ELD/Newcomer classroom, and he’s currently working on an e-book outlining best practices. And as much as he likes to share his own story, he always wants to hear the stories of others.

“All teachers should share their stories!” he says. “Tell your story and create your own hashtag so others can see the great things you are doing every day!” ■



Join the Conversation

Follow Efrain Tovar on Twitter at @efraintovarjr and California ELL Chat at @CaELLChat.



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TIME TO FOCUS ON

YOU, TOO

TO FIGHT BURNOUT AND COMPASSION FATIGUE, EDUCATOR SELF-CARE IS CRITICAL

By **Julian Peeples**

AFTER KELLY KNOCHE started teaching middle school in Oakland, at the end of each school year her students would ask if she was coming back. She always said, “Yes!” But after three years in a high-stress environment supporting students whose needs were beyond what could be addressed in a classroom, she was feeling burned out and depleted. She asked herself the same question: “Will I be coming back?”

With an estimated 16 percent of teachers leaving the field every year and more than 100,000 open teaching positions nationwide, teacher burnout and the inability to continue the good fight are impacting students in a big way.

The everyday grind of the system alone is enough to burn out some educators, but with the added toll of helping students cope with their own traumatic experiences, many teachers can feel like they have nothing left to give. This emotional strain of working with students who are suffering from the

consequences of traumatic events is called compassion fatigue or secondary traumatic stress (STS).

Teacher burnout and STS come at a huge cost to student learning and relationships with communities that are often most in need of stability, Knoche says. The constant stress and anxiety of teaching in an underresourced school system like Oakland Unified can have major impacts on educators’ health and lives, including challenges to keep up with daily demands and personal responsibilities.



Kelly Knoche

After six years watching her colleagues in Oakland struggle with the ever-growing list of demands, the former Oakland Education Association member left the classroom to found The Teaching Well. It works to empower school systems to more effectively support, retain and leverage the skills and talents of educators by providing tools for healthy dialogue, emotional regulation and mindful stress resilience. This is how thriving school ecosystems are created, Knoche says. “We’re doing



“EDUCATORS ARE EXPECTED TO HELP STUDENTS THROUGH THEIR TRAUMA, BUT WE’RE NOT GETTING WHAT WE NEED FOR OUR TRAUMA. IF WE’RE NOT GOOD TO OURSELVES, WE’RE NO GOOD FOR OUR STUDENTS.”

—Wendy Eccles, president of NEA-Jurupa

something radical here. We’re trying to change the cultural norm of what it means to be an educator.”

It can’t come soon enough, as the impact of traumatic events — whether ongoing from poverty or chronic abuse, or from devastating natural disasters, school shootings, or trauma in the family or community — affects increasing numbers of students.

According to Stephen Brock, school psychology professor at CSU Sacramento, symptoms of secondhand exposure to trauma are the same as direct exposure, making it vital for educators to be deliberate about personal wellness and weave self-care into daily life.

“Educators are expected to help students through their trauma, but we’re not getting what we need for our trauma,” says Wendy Eccles, president of NEA-Jurupa. “If we’re not good to ourselves, we’re no good for our students. And our working conditions are our students’ learning conditions.”

In fact, CTA believes that educators’ working conditions should allow time for their health and well-being. “Self-care goes hand in hand with sustainable health and well-being systems and programs supported by school administrators and

districts,” says CTA President E. Toby Boyd. “One does not happen without the other.”

Some CTA locals have begun advocating for these essentials by exploring how to incorporate them in Local Control and Accountability Plans or negotiate them into educator contracts (see sidebar, page 28).

Giving support and showing care to fellow educators

Instructional coach Jennifer D’Antoni says she and her colleagues working at a Title I school face a lot of unique challenges related to widespread poverty and the effects of generational inequity. Over the past few years, many students at Twinhill Elementary School in Riverside have lost parents to gun violence and incarceration. Educators come together every time to support them through their grief, she says — but who helps the teachers?

“At my site, new teachers are getting burned out quickly and losing that fire they had when they first started. There’s support for the students but not for the teachers, so they just keep it



COMPASSION FATIGUE AND BURNOUT

➔ **Compassion fatigue** is commonly experienced by those who help others in distress. An extreme state of tension and preoccupation with the suffering of those being helped can create secondary traumatic stress (STS) for the helper, according to Charles Figley of the Tulane Traumatology Institute. Since educators are often in situations where they see or hear about ongoing and sometimes severe suffering, they are far more susceptible to compassion fatigue.

➔ **Burnout** is defined by the American Institute of Stress as a cumulative process marked by emotional exhaustion and withdrawal associated with increased workload and institutional stress. Burnout is not trauma-related but can coexist with compassion fatigue.

bottled up,” says D’Antoni, a member of Alvorad Educators Association. Unreasonable expectations from district administrators add another layer ➔



SPECIAL REPORT

➔ **THIS STORY IS** part of our series that looks at how educators are handling students with trauma. Read more at californiaeducator.org/teaching-through-trauma.

→ Yoga therapist Trevor Hawkins to Oceanside teachers: Take time to breathe.



“SELF-CARE IS ABOUT HELPING EACH OTHER. YOU SHOULD HAVE SOMEBODY WITH YOU IN YOUR JOURNEY TO MAKE SURE YOU’RE GETTING IT DONE.”

— Jennifer D’Antoni,
Alvord Educators Association

NEGOTIATING WELLNESS

THE NEA-JURUPA CHAPTER is taking steps to collaborate with district managers to address educator wellness. Chapter President Wendy Eccles says she and her fellow officers are working with an assistant superintendent to figure out the makeup of a committee that will focus on the issue.

“We are very excited to embark on this journey,” Eccles says. “After many conversations, our district is beginning to understand the importance of wellness.” Eccles expects the outcome will include alleviating or avoiding working conditions that create and increase toxic stress.

“In addition, it would be great to allocate resources for teacher wellness, [such as] meditation resources, self-care conferences and retreats, and staff professional development on self-care.”

Upcoming coverage will explore other ways chapters can help make educator wellness an integral part of the job, from bargaining it into contracts to incorporating it in the Local Control and Accountability Plan (LCAP).

of pressure. “We’re worried about putting food on the table for these kids, and then you’ve got admin telling you to get the test scores up. It’s a constant need. We’re constantly drowning.”

A 15-year educator, D’Antoni is taking her experience and using it to inform and power her work to help her fellow AEA educators make space for themselves and find some balance in their hectic lives. As a member of CTA’s Instructional Leadership Corps (a partnership with the Stanford Center for Opportunity Policy in Education and the National Board Resource Center at Stanford University), D’Antoni leads workshops on self-care for educators, including lessons on time management, mindfulness and gratitude journaling (a nightly practice of writing a journal entry about three things that happened that day to be thankful for).

“That changes your mindset about what happened in the day,” she says. “It’s important to get some balance in your life.”

During the two-part self-care workshop, hosted by AEA, D’Antoni discusses being thankful, the importance of physical and mental health, finding work-life balance, and helpful meditation

techniques. She also assigns homework to her teachers — they need to practice gratitude daily, do personal work in a self-care area, and make the commitment to being better to themselves.

D’Antoni says her workshop isn’t like an unused gym membership. “The teachers report to me on their self-care progress, so there’s an accountability piece,” she says. “Self-care is about helping each other. You should have somebody with you in your journey to make sure you’re getting it done.”



Jennifer D’Antoni

Middle school counselor Nellie Finn has made it a personal mission to provide Oceanside educators with tools and practices to give themselves space and care for themselves. She says that education attracts people with certain characteristics, like altruism, a generous

nature and selflessness, which can be a double-edged sword.

“Selfless means not taking care of yourself,” says Finn, a member of Oceanside Teachers Association. “How do you take care of yourself without feeling selfish?”

Along with her school counselor colleagues, Finn organized a recent staff development day focused on self-care. All staff were invited to the event, which featured a chef who showed attendees how to make quick, healthy food



TIP SHEET

Tear out this page for suggestions and resources on dealing with stress, burnout and compassion fatigue — both at your work and in your life

SELF-CARE STRATEGIES

In the Moment — Temporary:

Short activities that give you some space. Dopamine and serotonin are released during the relaxing or enjoyable activity. Examples of temporary self-care:



- Practice yoga.
- Go out to dinner with a friend.
- Get a massage.
- Swim, run or take a hike.
- Say no to a new responsibility.
- Straighten your desk.

Enduring Practices:

Long-term practices and habits that permanently strengthen neurological functioning. Examples of enduring self-care:



- Build in time to make your favorite tea or coffee drink for the commute to work.
- Get more sleep.
- Keep a gratitude journal.
- Make a weekly appointment to meet with a friend and talk about nonwork items.
- Make time every day to do something for yourself.
- Have a peer support group.

Source: Melissa Holland, CSU Sacramento

BUILD YOUR RESILIENCY

resiliency \ri-'zil-yən(t)-sē\

An ability to recover from or adjust easily to adversity or change.



THE EVERYDAY DIFFICULTIES of the job take a toll on educators. The demands of ensuring students get to school safely and learn the state standards while also supporting their physical and emotional needs — especially those who have suffered from trauma — is a heavy load for educators to carry.

Resiliency allows us to thrive rather than just survive. Here are some tips for increasing your resiliency:

- Set realistic short-term to long-term goals. Examine your expectations.

- Be flexible.
- Practice positivity. Don't fall into the trap of believing negative thinking is necessary for success.
- Engage in self-care. Make a list of things you want to do for yourself.
- Use humor and practice kindness with yourself.
- Build acceptance around the hard parts of your job.

Source: Melissa Holland

COMMONALITIES OF COMPASSION FATIGUE AND BURNOUT

- Emotional exhaustion.
- Reduced sense of personal accomplishment or meaning in work.
- Mental exhaustion.
- Decreased interactions with others (isolation).
- Depersonalization (feeling like you're an outside observer, not in control of your life).
- Physical exhaustion.

WHEN TO SEEK HELP

- When you notice the signs of compassion fatigue or burnout.
- If you are experiencing depression.
- If you are isolating yourself more than usual.
- If you are feeling more tired or exhausted than typical.
- When you no longer want to go to work or you dread the workday.
- When you don't enjoy things that you used to.
- When you feel excessively guilty or worried.
- If you have thoughts of hopelessness or suicide.

Source: American Institute of Stress

WHERE TO GET HELP

- Share how you are feeling with a trusted friend, relative or colleague.
- Talk to a leader in your local association about how you are feeling and what resources are available.
- Ask a co-worker who specializes in mental and emotional health (such as a school psychologist or counselor) for support or a referral to additional services.
- Contact your school district's Employee Assistance Program to identify mental and emotional health resources.
- Locate a therapist or other support services through your health insurance provider.
- Crisis text line: Text "HOME" to 741741 to be connected with a live crisis counselor.



Mindfulness: ACCENTUATE THE POSITIVE

THERE IS A Positive Behavioral Interventions and Supports (PBIS) rule that for every one negative interaction with a student, five positive interactions are needed to balance it out. Use that same framework to give yourself some space and acknowledge the positive in your world with this quick self-care practice from The Teaching Well (theteachingwell.org).

- 1** Begin by focusing on your natural breath.
- 2** Take five deep breaths, elongating your exhales. Imagine that you are blowing up a balloon.
- 3** When you feel ready, slowly start to look around the room, letting your eyes softly linger on students, on the walls of your classroom, and on any neutral or positive energy in the space.
- 4** When your eyes find that neutral or positive energy, acknowledge it by giving gratitude for the situation in your head. Example: "I am thankful that two students are using communication and community to work on an assignment" or "I am thankful that I took the time to hang student work on the wall."
- 5** Find at least five places in your classroom that you feel grateful for.
- 6** End by focusing again on your natural breath.



↑ Trevor Hawkins and mother Marcie Madueño, a classroom teacher for 15 years.



“IT’S IMPORTANT TO EDUCATE ADMINISTRATORS THAT TEACHERS AND STAFF NEED SELF-CARE AND WELLNESS SUPPORT. THIS IS ABOUT BEING THE BEST WE CAN TO BE HEALTHY ROLE MODELS FOR KIDS.”

—Nellie Finn, Oceanside Teachers Association

and a local farmer with boxes of fresh produce for sale.

“We wanted all staff to be at the event so everyone knows what we’re talking about. We’re creating a self-care culture,” Finn says. “It’s important to educate the administrators that teachers and staff need self-care and wellness support. This is about being the best we can to be healthy role models for kids.”

Finn partnered with a yoga therapist and developed a workshop focusing on breathing and stretching techniques to help educators make some mental space to better deal with high-stress situations. They even presented together at last year’s California Association of School Counselors conference.

Licensed yoga therapist Trevor Hawkins brings a personal motivation and a unique perspective to the mission: His mother, Marcie Madueño, was a classroom teacher for 15 years before retiring, working with students with extensive needs. Hawkins says that prior to entering education, his mother worked as a paralegal at one of San Diego’s most prestigious law firms.

“I thought that I had seen the most stressful work she could possibly do, but I was wrong,” he says. “It was difficult to witness how much of a drain that was on my mom and the teachers she worked with. It seems like you have to be superhuman. They are emptying themselves so much every day that their ability to recover is impacted. A weekend of rest

isn’t near enough, but educators are willing to jump back into the fray because they are committed.”

Hawkins suggests that all educators become “students of themselves” to support their physical, mental and emotional health, so that they can best help their students, many of whom are dealing with difficult trauma. As the son of a teacher, he wants educators to know that their families understand when their important jobs make them sometimes unavailable.

“Ultimately, we all understand because they are giving to other kids,” Hawkins says, adding that it helped them both when his mother came home, shared about her tough days and showed vulnerability to him. “That gave me a chance to be a compassionate family member and understand what she was going through.”

Self-care, wellness: Bargain it?

In Jurupa Valley, Wendy Eccles is focused on expanding and strengthening resources for educator self-care. When an elementary student recently attempted to jump off a school building and threatened the life of a teacher, it was a source of great concern to the NEA-Jurupa president.

“I asked the district ‘What are we doing to take care of the adults?’ and they had nothing to say about that. We’re expected to help the students through their trauma, but the district’s

not giving educators what we need for ours,” Eccles says. “We’re people, too. We have lives outside of work. We have our own traumas. So many people are at their breaking point.”

Eccles says NEA-Jurupa is attempting to address compassion fatigue and self-care issues as part of a labor-management collaborative model they recently started, and they are examining possible ways to bargain for contractually guaranteed self-care and wellness resources. Addressing the ongoing need for educator self-care in negotiations is part of a strategy that includes organizing around wellness issues and filing grievances when working conditions are unhealthy.

“How do we create a multipronged approach? I want to take this into our LCAP [Local Control and Accountability Plan] meetings,” says Eccles, emphasizing that with multiple Jurupa teachers out on stress leave this year, the time to act is now. “This is a serious issue. Nothing else can be done without dealing with this first.”

While fighting for better self-care resources from the school district, Eccles is also working to make sure her fellow educators know their union cares about them and their well-being.

“Just letting people know that the association cares and that I care really goes a long way,” Eccles says. She wants to expand NEA-Jurupa’s self-care program. “I’m always looking for new and different ways to help people take care of themselves. Selfish is not a bad word.” ■

→ Educator Jim Hahn (bottom right) has been sharing the magic of music with students for more than 37 years.



Music in Our Schools

Teaching life lessons through the power of music

By **Julian Peoples**

WHEN SAMMIE FLANZBAUM first got into music as a child, it was a place where she could be herself and express her feelings without words.

Glenda Bartell was a shy middle school student when she discovered the love of music and found a home in a band. “Feeling like I was part of a community is what kept me going,” says Bartell.

Now, both women share the magic of music with students every day as music educators — Flanzbaum at Pleasant Hill Middle School and Bartell at Brea Junior High School. Along

with dedicated music educators across the state, they introduce students to music composition, teach them how to play a variety of instruments, and help them realize what they’re capable of accomplishing with practice and dedication.

“Music education is a place for kids to have a creative outlet, a safe place to be comfortable and grow,” says Flanzbaum, a member of Mt. Diablo Education Association. “And when I see the magic and excitement of them figuring it out for themselves, it’s a rewarding experience for both of us — because they did it and I provided them with the tools they needed to do it.”



➔ Music education helps students realize what they're capable of accomplishing with practice and dedication.



“When I see the magic and excitement of students figuring it out for themselves, it’s a rewarding experience for both of us — because they did it and I provided them with the tools.”

— **Sammie Flanzbaum**,
Mt. Diablo Education Association



In celebration of music education and the power it can have in students’ development and well-being, March is designated by the National Association for Music Education (NAfME) as Music in Our Schools

Association (BOTA). “It’s not just learning some notes and singing some songs. It’s about teaching them to grow as people. There’s a lot more you can learn from being in a choir than notes and words.”

Month. The month has been celebrated for more than 30 years to raise awareness of the importance of music education, advocate for quality music programs in all public schools, and show the many benefits that school music brings to students.

According to NAfME, studies show that participation in music education increases children’s creativity, self-discipline, critical thinking and self-esteem, and enhances the development of abstract thinking skills. Music education also provides students with a sense of cultural heritage, inspiring appreciation of emotions and experience of others. Music educator Alex Willert says there’s so much more going on in his vocal classes than learning about the music itself.



Alex Willert

“I look at music as a way to teach life lessons. My students learn leadership skills and how to work together to accomplish things,” says Willert, choir director at Brea Olinda High School and Brea Junior High, and member of Brea Olinda Teachers

For 37 years, Jim Hahn has shared the joy of music with students at Placentia-Yorba Linda Unified School District. The band director of a 300-student program at Tuffree Middle School, Hahn says the skills and knowledge needed to perform in a marching band require students to engage in a high level of thinking that can benefit them in all their academic endeavors. From needing to be mindful of posture and head position to marching steps and keeping time to playing the right notes on instruments, all at the same time, there’s a lot going on in a marching band.

“It’s a whole lot for students to comprehend, and it gets them thinking about complex concepts,” says Hahn, a member of Association of Placentia-Linda Educators. “Music gets them to think a different way.”

Constant need for resources, funding

A fact of life as a music educator is lack of funding and a constant need for resources. The decades-long practice



→ Willert (center, in purple) says his choir students learn a lot more in the program than just notes and words.



“I look at music as a way to teach life lessons. Students learn leadership skills and how to work together to accomplish things. It’s about teaching them to grow as people.”

—Alex Willert,
Brea Olinda Teachers Association



of school districts cutting funding for music, arts and other noncore classes means that the relatively few music educators in public schools are constantly hustling and stretching paper-thin resources to give their students the opportunities they deserve.

Flanzbaum recently took one of her bands to play in front of a local supermarket, asking passing shoppers to donate to the program and help buy a new timpani drum. And if prepping for seven different classes every day, overseeing practices and leading performances weren’t enough on her plate already, now Flanzbaum is working with parents who are starting a booster group to save her growing jazz band class, slated to be cut next year for lack of funding.

“The only way it can be a class next year is to raise about \$20,000,” says Flanzbaum, noting that there’s no shortage of needs in her program. “We have so many instruments in need of repair or replacement, and we need a new music library.”

Even as a nationally recognized band director, and the long-serving music director for the Tournament of Roses in Pasadena, Hahn still has to grind and hustle for the funds his program needs. He works extra hard to keep it above water, making him a constant ambassador for his program, school and district as much as a music educator.

“Last year, my budget was \$1,000 for new instruments,” he says, noting that 15 years ago, the budget was \$8,000. “My school is 51 years old, and we have instruments that are just as old. We’ve had the same piano for 51 years.”

Ending funding cuts and investing in music education is a fight that requires partnership with parents and local communities, Bartell says. She recommends that educators involve parents in their district’s Local Control and Accountability Plan (LCAP) process to let it be known that music is a priority for the community. Her local is currently working through the LCAP to try to create a full-time elementary school music teacher position, so students have earlier exposure to music.

“Using LCAP money to create sustainable music education positions would be huge,” says Bartell, a BOTA member who has taught music in Brea Olinda Unified since 2003. “We haven’t had any funding for as long as I’ve been here.”



Jim Hahn

What music educators want you to know

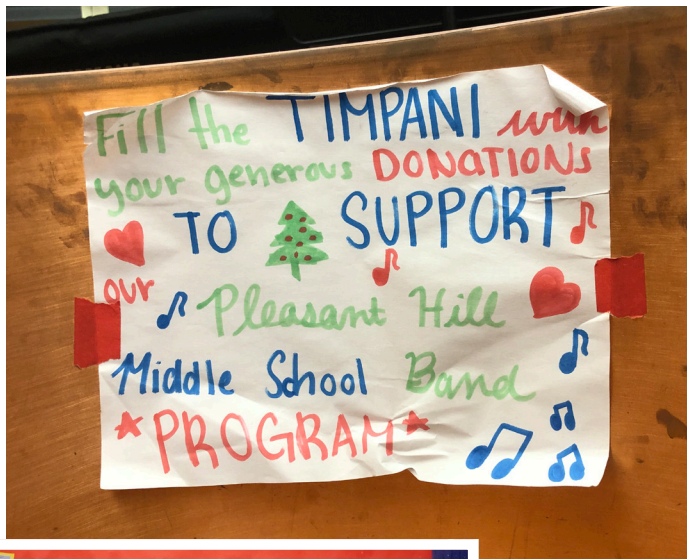
All of these dedicated music educators were quick to mention that their students learn skills that help them in their core classes — a fact they don’t always feel their nonmusic teaching colleagues appreciate.

Willert says a big misconception is that music teachers want every student to grow up to be a professional musician. While he acknowledges that would be fantastic, the reality is there is so much more than pitch and time to learn as a part of his choir class.

“It’s more than music. It’s getting students out of their shell,” Willert says, noting that there are social and emotional benefits

“My school is 51 years old, and we have instruments that are just as old. We’ve had the same piano for 51 years.”

—Jim Hahn, Association of Placentia-Linda Educators



→ Fundraising is a necessity for music educators who make the best of old and worn instruments, like Flanzbaum’s broken timpani.



→ Glenda Bartell recommends working through school districts’ LCAP process to make music education a priority for students.

to music education. “We’re teaching them how to handle things in life.”

Creating curriculum is another particularly challenging piece for music teachers. Flanzbaum says she teaches band, orchestra and general music, and not once has she ever had curriculum handed to her. Instead, she pulls plans from the Teachers Pay Teachers website, or looks at national standards and builds her own lessons. Willert says he develops new curriculum every year, complete with selecting new songs to learn for seven major shows with his show choir. Bartell says it is common for music curriculum to vary from district to district because every educator addresses the standards differently.

“Since music is not tested, it’s not given the level of importance from administration,” she says.

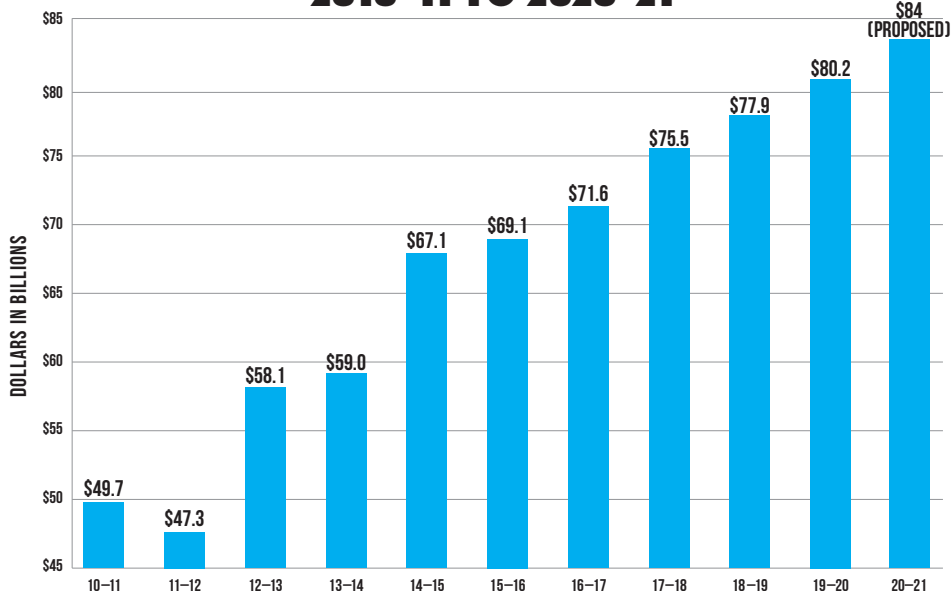
Sharing the joy of music is a labor of love, says Flanzbaum, and even with the frenzied schedule, long hours and seemingly uphill climb at every turn, she wouldn’t trade it for the world.

“I love this exhausted!” she says. “I know what music means to my students, and I’m so proud to be able to create this space for them.” ■

For more information on Music in Our Schools Month and for ideas on how to support school music, visit the National Association for Music Education at nafme.org.

Governor's Proposed Budget Supports Education

PROPOSITION 98 FUNDING 2010-11 TO 2020-21



GOV. GAVIN NEWSOM'S proposed 2020-21 state budget increases funding for education by almost \$4 billion over last year and reflects his priorities to address the teacher shortage crisis and provide resources to our neediest students.

Newsom submitted his budget proposal to the Legislature Jan. 10. The overall budget includes \$222.2 billion in total funds, a 2.2 percent increase from 2019-20 and the highest funding level ever.

The budget allocates \$84 billion for K-14, an increase of \$3.8 billion over last year. Per-pupil spending for K-12 education from all sources is projected to be \$17,964 in 2020-21, an increase from \$17,508 in 2019-20. Ongoing K-12 Proposition 98 per-pupil spending is expected to be \$12,600 in 2020-21, an increase of \$496 per pupil over 2019-20.

“It’s clear that the governor recognizes the challenges facing our students and educators, and we applaud him for making strong allocations to address the needs of students and the critical teacher shortage in this state,” says CTA President E. Toby Boyd.

Proposed budget highlights:

LCFF and LCAP. Funding for the Local Control Funding Formula (LCFF) is \$64.2 billion, with support for actions to improve the Local Control and Accountability Plan (LCAP) and improve LCFF fiscal accountability. “The \$1.2 billion increase to the LCFF will help local schools provide additional programs for students, especially those with higher needs like English learners, lower-income students and foster youth,” Boyd says. “The proposal also

includes additional funding for early childhood education and for making college more accessible to students.”

Special education. A total of \$900 million, including \$645 million ongoing Prop. 98 General Fund to augment Newsom’s proposed new special education base rate formula; \$250 million on a one-time basis to school districts based on the number of children ages 3-5 with exceptional needs served; and funds for a study, workgroups, and dyslexia research and training.

Boyd notes that the federal government “has shortchanged our students with special needs for far too long” and says Newsom’s proposal for special education support will help offset some of those shortfalls and help provide the resources our students need.

Educator recruitment and professional development. \$900 million to expand and increase the preparedness of the state’s public K-12 teacher and administrator workforce, including:

- *Professional development and support.* \$350 million one-time Prop. 98 General Fund to augment competitive grants for professional learning opportunities for teachers and paraprofessionals across the state in specific high-need areas.
- *Educator recruitment and preparation* (all one-time Prop. 98 General Fund). \$193 million for a grant program to address workforce shortages in high-need subjects and areas; \$175 million to expand the Teacher Residency Program — locally sponsored, one-year intensive, mentored, clinical teacher preparation programs dedicated



Gavin Newsom



“We applaud [Gov. Newsom] for making strong allocations to address the needs of students and the critical teacher shortage in this state.”

—CTA President **E. Toby Boyd**

to preparing and retaining teachers in high-need subject areas in high-need communities; \$100 million for \$20,000 stipends for fully credentialed teachers who complete four years of teaching service in a high-need subject at a high-need school; \$64.1 million to expand a program that provides grants to K-12 local education agencies (LEAs) to recruit noncertificated school employees to become certificated classroom teachers.

“The \$900 million for attracting and recruiting educators will help us make progress toward ensuring our students have teachers who look like them and who are qualified in the areas they teach like special education, math and science,” Boyd says.

Early childhood education. \$5 million one-time General Fund for a long-term strategic plan to provide a road map to universal preschool and a comprehensive, quality, affordable child care system. This includes:

- *Kindergarten and preschool facilities.* \$400 million one-time non-Prop. 98 General Fund for the grant to convert part-day kindergarten programs into full-day programs; and \$75 million one-time Prop. 98 General Fund for LEAs to construct or modify preschool facilities to serve students with exceptional needs or severe disabilities.
- *Preschool slots.* \$31.9 million in 2020-21 and \$127 million ongoing non-Prop. 98 General Fund for an additional 10,000 state preschool slots at non-LEAs beginning April 1, 2021.

Community colleges. The governor’s budget provides an

Proposition 98

PROP. 98, PASSED by California voters in 1988, guarantees a minimum level of funding for public schools and community colleges. These are funds raised primarily through income, sales, corporate and capital gains taxes (the state’s General Fund), combined with local property tax revenues. The guaranteed amount is calculated each year using one of three formulas that apply under varying fiscal and economic conditions. They factor in such criteria as annual changes in statewide K-12 student attendance, per capita personal income, and per capita General Fund revenues.

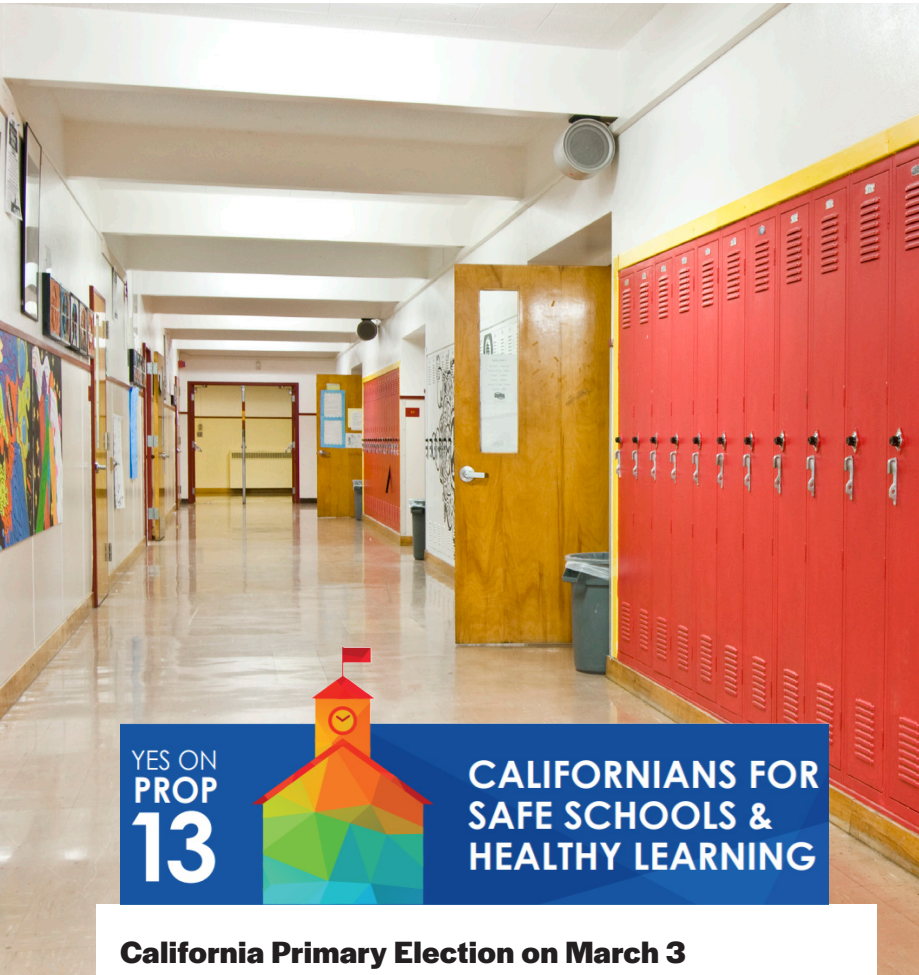
increase of \$370.1 million Prop. 98 General Fund for community colleges, compared to the 2019-20 budget. Highlights:

- An increase of \$167.2 million for a 2.29 percent cost-of-living adjustment.
- An increase of \$31.9 million for enrollment growth.
- An increase of \$83.2 million for creation of apprenticeship opportunities in priority and emerging industry sectors.
- An increase of \$15 million for a pilot fellowship program for improving faculty diversity at community colleges and an increase of \$10 million for part-time faculty office hours.
- An increase of \$11.4 million to establish or support food pantries on campus.
- An increase of \$10 million to develop and implement zero-textbook-cost degrees using open educational resources.
- An increase of \$10 million to provide legal services to immigrant students, faculty and staff on campus.

The final budget must be approved by the Legislature and will be updated in May.

Despite California’s economy consistently expanding (it’s now ranked fifth largest in the world), the state ranks 39th in the nation in per-pupil funding, has the most overcrowded classrooms in the country, and suffers from some of the worst ratios of students to counselors and nurses.

“This is why we are supporting the Schools and Communities First (SCF) initiative and why educators are working to get it on the November ballot,” says Boyd. “SCF guarantees the long-term, steady funding stream that our schools and local communities need. By closing corporate property tax loopholes, we can ensure that \$12 billion every year gets reclaimed locally for our schools and local communities.” ■



CTA-backed charter bills take effect this year, offer new charter resources

Major reforms in charter school oversight and operations are now taking place, thanks to CTA-backed legislation that became law, taking effect this year:

- **AB 1505** by O'Donnell (D-Long Beach) gives local school boards more authority over charters within their district boundaries, allows them to consider the fiscal and academic impact of a charter on the rest of the district, and ensures that charter school teachers are fully credentialed and have passed a state background check. It takes effect in July.
- **AB 1507** by Smith (D-Santa Clarita) ends a loophole that allowed charters to operate outside of their authorizing school districts. The law took effect Jan. 1.
- **SB 126** by Leyva (D-Chino) and O'Donnell requires charter schools to follow the same open meeting and records requirements as traditional public schools. The law took effect Jan. 1.

This legislation goes a long way in curtailing decades of waste, fraud and abuse that have plagued too many California charter schools.

CTA offers resources about the new laws and other charter school information, including a hotline for educator questions, at cta.org/charters.

California Primary Election on March 3

YES on Prop. 13: Bond measure would bring \$15 billion to California schools and colleges

Despite its potentially confusing ballot number, Proposition 13, the School and College Facilities Bond on the March 3 primary ballot, will authorize \$15 billion for new facilities and modernization, including \$9 billion for preschool and K-12, \$4 billion for universities, and \$2 billion for community colleges. The state has run out of matching funds for districts since the last school bond measure was approved by voters in 2016, so it's critically important Prop. 13 passes.

More information about the Proposition 13 school bond measure, as well as a complete list of CTA-recommended March primary candidates, can be found at cta.org/campaign. For CTA's positions on current bills (updated throughout the legislative session), visit cta.org/legislation.

This Prop. 13 is not to be confused with the Prop. 13 property tax measure approved by voters in 1978 (see page 40).

State Superintendent of Public Instruction Tony Thurmond endorses SCF in late January in Sacramento. He is flanked by, from left, Shereen Walter, California State PTA; Jeff Freitas, president of the California Federation of Teachers; and Mike Patterson, member of CTA Board of Directors.



Be part of reclaiming \$12 billion each year for California schools and communities by closing tax loopholes big corporations have exploited for more than 40 years

MOST OF US want similar things: good schools for our children, a healthy family, and safe neighborhoods. But for nearly four decades, big corporations have not been paying their fair share, leaving California with the most overcrowded classrooms in the U.S. and with some of the worst ratios of students to counselors, librarians and nurses.

The Schools and Communities First (SCF) initiative ensures that our schools and communities come first with the resources to educate all our kids and the services to support all our families. It closes commercial property tax loopholes benefiting big corporations and wealthy investors, without affecting homeowners and renters, and reclaims \$12 billion every year to fund world-class schools and strengthen local economies. SCF guarantees the long-term, steady funding stream that our schools and local communities need.

What does Schools and Communities First do?

- **Reclaims** over \$12 billion per year for K-12 schools, community colleges and local communities.
- **Closes** commercial property tax loopholes that big corporations and wealthy investors use to avoid paying their fair share of property taxes.
- **Protects** homeowners and renters by maintaining tax protections for *all* residential property.

- **Invests** in education for all our kids and in the vital services necessary to support families and communities.
- **Provides** the single largest tax incentive in a generation to spur new investment in small businesses.
- **Levels** the playing field for businesses that already pay their fair share.
- **Ensures** strict accountability so that money goes directly to our students and communities.

State Superintendent of Public Instruction Tony Thurmond announced his endorsement for SCF in late January, joining a long — and growing — list of state, county and city leaders, legislators, local governments, progressive community, labor and education groups, and even current and former presidential candidates. For the full list, go to schoolsandcommunitiesfirst.org.

Talk to your colleagues, friends and family about the need for SCF, and help gather signatures so it qualifies for the November 2020 ballot. More information about SCF is at cta.org/taxfairness.
#SchoolsAndCommunitiesFirst
#FundOurSchoolsNow

Read our interview with longtime tax reform advocate Lenny Goldberg on the next page.

Tax Fairness

Lenny Goldberg is working to reform Prop. 13

Story and photo by **Gabriella Landeros**



Lenny Goldberg is executive director of the California Tax Reform Association (of which CTA

is a member) and also heads a public interest consulting and lobbying firm in Sacramento. He has been involved with major tax legislation and tax initiative campaigns in California for the past 25 years. He is on the board of Citizens for Tax Justice in Washington, D.C., and is on the advisory committee of the Franchise Tax Board. Goldberg has written extensively on reforming Proposition 13 and discusses the measure here.



Lenny Goldberg

What was the environment like during that time?

Everyone understood that property tax reform was necessary. With inflation and housing prices but not [a rise] in incomes, people felt like they were stuck. The state had a huge surplus, but then-Gov. Jerry Brown didn't want to spend on property tax relief for homeowners. The Legislature worked on tax reform for an entire year — it should have passed, but it didn't. Howard Jarvis then came out with another

proposal that eventually became Prop. 13. It led to people passing what they thought was homeowner tax relief, but was actually commercial tax relief.

How will the Schools and Communities First (SCF) initiative help reform Prop. 13?

Corporations will pay their fair share. It will provide huge relief to the local tax base — and to schools and students.

Money should be coming into the public sector from big economic development and property taxes. It used to be that you bring in new development and you could pay for not just your schools but your parks and libraries. You could see improvements for the community. In this case, big development has been costly, but it hasn't benefited people. Small businesses are taking the impact because corporations aren't paying their fair share.

Local governments, cities and counties and special districts, have been struggling since Prop. 13. The tax base has been

Prop. 13 (1978)

CALIFORNIA VOTERS passed Proposition 13 in 1978. The measure cut commercial and residential property taxes and ensured that property tax increases were limited to no more than 2 percent per year.

Prop. 13 also mandated a two-thirds supermajority in local elections for local governments to increase special taxes.

Before Prop. 13, school districts had relied on property taxes for funding. After Prop. 13, property tax revenue and therefore school funding were slashed. The state's General Fund has tried to fill the gap, but schools — and our students and educators — have never recovered.

This Prop. 13 should not be confused with Prop. 13 on the March 2020 primary ballot. (See page 38.)

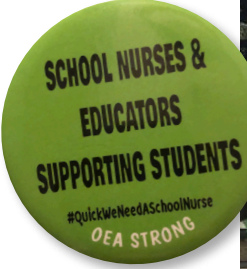
completely eroded. Restoring it will make a huge difference — I think the numbers are about \$18,000 per classroom or \$800 per student, depending on how many students are in a classroom.

What should people know about opposition to SCF?

The opposition's message is a pure lie. The SCF initiative *protects* all residential property, whether rental or residential. What it means for all homeowners are better local services and better schools. It also means relief from constant measures on the ballot and fees and taxes homeowners are required to pay.

A lot of education money is going to flow to rural areas (with the help of the Local Control Funding Formula). Agriculture will not be affected; it will be exempt, but in a better business environment. ■

Read our SCF story on page 39. For more information, go to cta.org/taxfairness.



Never Stop Fighting

Oakland school nurses organize for resources

By Julian Peoples

WHEN THE HISTORIC Oakland Education Association (OEA) strike ended in early March 2019, school nurses Sarah Nielsen Boyd and Stephanie Lim were angry. They and the other 19 school nurses tasked with the health needs of 37,000 Oakland students had walked picket lines for seven days for the schools their students deserve, but when the agreement called for new bonuses and stipends to attract and retain school nurses, they felt their needs for more resources to help with untenable workloads were unaddressed. And worse, they felt misunderstood.

Images of the proud, defiant school nurses and their homemade signs with jaw-dropping student ratios flooded social media and news reports during the strike. And when OEA's bargaining team reached a historic tentative agreement, they had won retention bonuses for school nurses of \$10,000 for the current and next year, as well as an additional 9 percent by 2020-21 on top of all negotiated salary increases (more than 20 percent total). But Boyd, Lim and their fellow school nurses were devastated.

“We didn’t want a bonus. We wanted more resources for our students — a nurse in every school.”

—Sarah Nielsen Boyd, Oakland Education Association

“We didn’t want a bonus,” Boyd says. “We wanted more resources for our students — a nurse in every school.”

Over the past five years, the number of school nurses in Oakland Unified School District had dwindled to the point where a third of the positions were unfilled heading into the strike. When longtime nurses retired or left for districts with supportive administrators and better resources, OUSD began dragging its feet on hiring new school nurses, Boyd says. Open school nurse positions went unposted at education job clearinghouse EdJoin, as district personnel administrators opted for unconventional locations to post their positions, according to Boyd and Lim. They say applicants — nurses who want to work in Oakland schools — would often not hear back about vacancies from OUSD.

“We started 2018 with 11 open positions,” Boyd says, noting that a lack of school nurses is an area where California falls way behind the rest of the country — 75 percent of schools nationally have a school nurse compared with only 43 percent in California, according to the National Association of School Nurses. “One of the good outcomes of the strike was that we were really seen and heard. And everyone knows we were really angry with the way it ended.”





→ Oakland Education Association members and school nurses Sarah Nielsen Boyd and Stephanie Lim continue the fight for the health resources their students need.

Dissatisfaction is an opportunity

While vocally unhappy with the new contract, the school nurses didn't stop organizing for the resources they need and their students deserve. Nurses and union leaders continued working on numerous workload-related grievances, including for caseloads far in excess of the 1,350-to-1 ratio set in the collective bargaining agreement.

In September 2018, five months before the strike, OUSD made a settlement offer with \$2,000 in guaranteed stipends, senior nurse and longevity pay, and the hiring of three non-public-agency nurses for student diabetes management (OUSD has 70 students whose diabetes requires monitoring and management multiple times a day by credentialed school nurses who often have to travel between sites to perform these vital services). The nurses rejected the offer.

In the months following the strike, union leadership and OEA/CTA staff continued working to reach an agreement on these grievances. Unified by the strike, the nurses organized around their issues, working to educate their teaching peers on the gravity of their situation and building support among their fellow OEA members. Every single nurse was present during grievance conferences, and all participated in thorough discussions before responding to OUSD settlement proposals. They spoke with one voice, briefing OEA leadership on their

“The progress we’ve made here is due to our nurses taking the bull by the horns. Their tenacity has made them role models for our whole union.”

—OEA President **Keith Brown**

message so that management always heard the same concerns and demands from the union, no matter who was speaking.

The nurses were fearless in their advocacy, identifying problems and demanding solutions from the district, even developing a campaign called “Quick! We Need a School Nurse!” to publicize the lack of health services for their students. They collected postcards with signatures from parents and teachers, delivering them to the OUSD school board to demand adequate resources and to shine a light on the continued failure of elected officials to address the health needs of Oakland students.

“The progress we’ve made here is due to our nurses taking the bull by the horns,” says OEA President Keith Brown. “Their tenacity has made them role models for our whole union. Now school psychologists and speech-language pathologists are uniting to enforce their contractual rights, too.”

The nurses’ efforts were fully supported by OEA leadership and staff, who worked closely on the settlement, while Brown reiterated their points during his regular meetings with the OUSD superintendent. The deep organizing work came to fruition in October when OEA won a massive settlement with \$19,000 in guaranteed stipends for each school nurse, the establishment of a substitute nurse pool, and additional pay when caseloads exceed 1,350 students per nurse.

Lim says the settlement is a step in the right direction to improving the services for Oakland students and working conditions for overworked and bedraggled nurses.

“On paper, they acknowledged we were over our heads,” Lim says, noting that the working conditions take a difficult toll on nurses who want to do what’s best for kids. “We want to care for everybody. It’s what’s inside of us. But then we don’t take care of ourselves.”

Boyd believes that every Oakland public school should have a school nurse, pointing to the California Association of School Nurses recommendation of one school nurse for every 750 healthy students. As of December 2019, there were 1,352 students per school nurse in Oakland — almost double the recommendation, but a substantial improvement from the 1,742-to-1 ratio nurses faced only a year prior. And while Boyd worries about OUSD’s sincerity in addressing issues raised by overworked nurses, all the school nurses, now 28 (“Our union meetings are a lot bigger,” she remarks), are organized and ready to advocate for the issues important to them as OEA prepares for the next contract.

“I want to be involved in bargaining,” Boyd says. “I want to start having conversations about our issues now. It was very clear to me that our needs were not fully understood.”

Continued on page 45

BARGAINING ROUNDUP

Compiled by **Julian Peeples** #OurVoiceAtTheTable



→ Certificated and classified staff at Smith River Elementary show support for a fair contract for Del Norte educators. (The educators edited in two members to this photo.)

DEL NORTE COUNTY:

Teachers organize for strike

In the far northwest corner of the state, teachers are building a movement for the schools their students deserve. **Del Norte Teachers Association** is in heated and oft-delayed negotiations with Del Norte Unified School District to address the teacher retention crisis that has seen an astounding 47 percent teacher turnover rate in the past three years.

More than 90 percent of DNTA members voted to authorize a strike in late December. In January, a fact-finder agreed with DNTA that the district's failure to attract and retain quality teachers affects the district's ability to serve students.

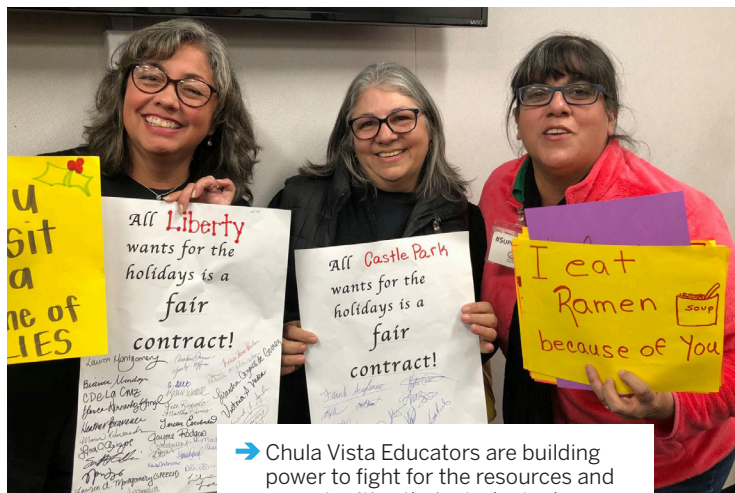
"Teacher turnover hurts kids, so this contract must help this district attract and retain quality people for Del Norte students," says DNTA President Marshall Jones. "Our students need highly qualified teachers who stay and invest in Del Norte students. One way to

do that is a fair contract that provides increases to the salary schedule and health and welfare benefits."

At a December school board meeting, the superintendent announced he had no intention of finishing the bargaining process and suggested the district would refuse to impose a last, best and final offer in a bad-faith attempt to procedurally block a legal strike. As of press time, the district had not submitted a proposal since late October.

"This delay does not weaken our resolve. We intend to use all legal avenues to oppose these unfair and illegal practices," Jones says. "Del Norte teachers are standing up for students and fighting for the future of the schools and community. There is no more important expenditure than investing in a stable and highly qualified team of teachers to work directly with our students."





→ Chula Vista Educators are building power to fight for the resources and opportunities their students deserve.

CHULA VISTA:

Educators refuse to trade class size caps for raise

DEDICATED AND ENGAGED members of **Chula Vista Educators** are making huge strides to close the opportunity gap in Chula Vista Elementary School District, a fact that district administrators recognize everywhere except at the bargaining table. Following the district's insulting proposal of a 1 percent raise, CVE has been organizing to do whatever it takes for the resources their students deserve.

Just before the end of the year, CVESD presented an offer contingent on eliminating class size caps. CVE refused to consider any offer tied to class size increases and packed two straight school board meetings to voice their displeasure.

"You cannot put students first when you put educators last. Every substandard offer that crosses the table only irks our members more. All of our members are deeply connected to the success of every student," says CVE President Susan Skala. "Our pay increase cannot come at the expense of our students' increased class size. That is unacceptable!"

The district has increasing enrollment, revenue growth and a healthy reserve, but refuses to put resources where they best serve students. CVE held a work-to-rule walkout, and is planning informational leafletting and a rally as educators demand that the district invest in continued student success by investing in teachers.

→ Mt. Diablo educators continue their fight for better working and student learning conditions.



MT. DIABLO:

Lower caseloads, pay increase

Mt. Diablo Education Association in Contra Costa County organized their members and community to build support and ended lengthy and contentious negotiations with an agreement in December.

The agreement provides a 5.5 percent pay increase from 2018 to 2021 and establishes class size maximums in full-day TK and kindergarten. MDEA also secured lower caseloads for school nurses and numerous contract improvements in hours and working conditions.

MDEA President Anita Johnson says the contract is not what they wanted but the best deal they could get because of the district's finances.

WASHINGTON COLONY:

Building power and winning results

THE SMALL BUT mighty **Washington Colony Teachers Association** in Fresno ratified a two-year contract in November, winning an 8 percent on-schedule salary raise, 3.5 percent increases in stipends each year, and an increase in the district's health care contribution. Additionally, Washington Colony teachers secured a side letter that guaranteed the association a voice in the district's professional development and coaching programs — a win that many teachers felt was bigger than the wages and benefits, after years of useless and untimely coaching that didn't benefit students.

WCTA continues to organize. In just a few years, it went from two members out of 26 total educators to now having 20 members. The increase in membership has made a huge difference at the bargaining table, with teachers winning 20 percent in salary increases since 2016-17.

Continued from "Never Stop Fighting" on page 42

PLACER COUNTY:

Agreement ratified

Associated Teachers of Placer in Placer County recently ratified a tentative agreement for a new three-year contract that includes a 3.5 percent increase to the salary schedule retroactive to July 1, 2019. Starting teachers with a credential now make almost \$50,000, and the top salary is now over \$100,000 at 23 years.

ATP also bargained a compressed certificated salary schedule from 29 to 23 years to reach the top salary step; the addition of career technical education (CTE) teachers to the certificated salary schedule; and a \$500 incentive to encourage members to take less personal necessity leave. (This was in response to the district's desire to limit PN leave by restricting access and days.)

→ During negotiations, SETA educators wore black to staff meetings and to a small schools conference.



STRATHMORE:

Victory for the big-hearted

AFTER SEVEN MONTHS of negotiation, **Strathmore Elementary Teachers Association** in Tulare County bargained a contract with Strathmore Union Elementary School District that raised members' top salary by 7.25 percent and added an extra step to the salary schedule. The resulting raise is 4 percent across the board plus an additional 3.25 percent for those with 25 or more years of experience. The contract also increases the master's degree stipend to \$1,500 per year.

The SETA bargaining team also successfully negotiated requirements for movement across the salary schedule to accept pre-B.A. teacher credential units earned through blended teacher program studies.

"We have big hearts for kids, and now we have big paychecks to reward us for that effort," says SETA President Scott Oppenhuizen. "That is the way it should be." Oppenhuizen praises his negotiating team and staff: "They are always ready to mobilize to creatively solve problems together and create the future of our dreams."

With reporting from Gabriella Landeros, Cynthia Menzel and Ed Sibby

Advice for student support groups: Organize

Student support services, which is the umbrella term for all specialized services that employ speech-language pathologists, counselors, school psychologists and school nurses, have recently been centerpieces of struggles in California and across the country. Unions including OEA have bargained for lower caseloads and more resources for these groups. In order to advocate for the resources that reflect their unique needs, Boyd recommends that the groups become more visible in their local associations and their school communities.

"By nature, nurses are invisible," Lim says, suggesting that student support groups work to provide a baseline education about what they do and how they help students. "So many people think a school nurse sits in her office and passes out Band-Aids, but that's such a small part of what we do."

Boyd encourages student support groups to build coalitions and identify issues they can organize around to grow their collective voice and advocate for what matters to them. With negotiations for the next Oakland contract just around the corner, Brown welcomes the continued activism of school nurses to fight for the resources their students need.

"Our students need smaller classes sizes, wrap-around services and a nurse at every school," Brown says. "We hadn't addressed nurses in our contract since 2002. That's 17 years of missed opportunities. Our powerful strike and the nurses' organizing have accomplished a lot, but there's so much more we can do for our members, our students and our community. We're all continuing the fight together." ■



Vindicated and Validated

Counselor wins fight against district with help from union, students

By **Cynthia Menzel**

A YEAR AGO, Santa Rosa High School counselor Kris Bertsch-Rydell's questions to the district's superintendent and school board members led to her being punished with a notice of unprofessional conduct (NUC), threatening disciplinary action and termination.

Thanks to the backing of her CTA chapter, students and the community, the veteran educator is now doing what she does best: advocating for students and her union, the Santa Rosa Teachers Association (SRTA).

Santa Rosa City Schools management took issue with, for example, Bertsch's polite, professional emails to the superintendent, school board members and SRTA leaders asking for clarification on board policies on issues such as credit recovery, online schools and new graduation requirements for math. They filed the NUC, claiming Bertsch's questions were inappropriate.

"I asked to offer Pre-Algebra to make sure students are prepared. That was 'unprofessional,'" Bertsch said at the time. "As counselors, we need board policies as guidance for how we do our job. When I ask the question, I'm advocating for myself as a counselor to do my job, as well as for my students and my school."

In addition to organizing activities in support of Bertsch, SRTA filed unfair labor practice charges. Students and colleagues rallied around her. The parties reached a settlement after district management agreed to rescind the NUC. The district agreed that its administrators would be trained on the union's rights and its employees' protected activities. SRTA agreed to join district administration, the school board and the California School Employees Association in a relationship-building process.

"District managers also agreed to a training on the Educational Employment Relations Act," says SRTA President Will Lyon, adding that all of the advocacy mattered. "We resolved the issue and did right by Kris. Our members were highly engaged, and educators and the union are being treated with more respect."

The union has your back

For her part, Bertsch says she has lessons to share. "I am an educator, parent, community member, wife, colleague, daughter to aging parents, and a sister. I am exhausted at the end of the day and spread thin, like

most everyone else. Many times I hear from union members how busy they are and how glad they are that I had the time and energy to fight for them. I have no more time or energy than anyone else, I just prioritize and refuse to complain when I have the power to change my environment and advocate for my students. I can passionately do this, because I know my union has my back.

"Counselors are nurturers. We prioritize taking care of and advocating for others, often at the expense of our own health. District management questioned my integrity and slandered my name, all to quiet 'truths' that didn't shine a positive light on them. They did this publicly to devalue my voice and intimidate

SRTA. I was devastated by the accusation, as my identity is so deeply seated in honesty, integrity, equity and justice. The experience affected my physical and mental health, and I was forced to ask for help.

"Don't be afraid to ask questions or fight for students. Your union is standing up for you. This is why unions are so important in the United States. It's a checks and balances system between organizations and the workers who deserve safe working environments and a livable wage.

"You shouldn't sit back and expect your union to do all the work for you. Become involved. Fight for your rights, the rights of your colleagues and the rights of your students. That empowerment makes all the difference, personally and professionally.

"I was in awe of the level of student and parent support I got. Many times, as educators, the only time we hear from a student or a parent is when they are angry or question your guidance, so I don't have a lot of experience in accepting positive responses. When we are in the trenches, we often lose sight of our focus.

"Reminder: It's all about the kids." ■

"I can passionately advocate for my students because I know my union has my back."

—**Kris Bertsch-Rydell**,
Santa Rosa Teachers Association

Mindfulness MEDITATION

5 minutes to relax your teaching soul

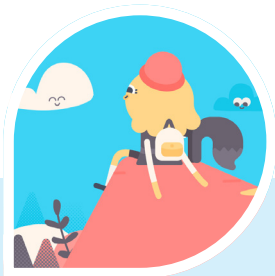
By **Terry Ng**

FOR MANY EDUCATORS, teaching can be stressful at times. Self-care is an essential part of an educator's health and can combat stress and burnout.

Meditation is a great self-care tool. A mind and body practice, meditation can increase calmness and physical relaxation, improve psychological balance, help to cope with illness, and enhance overall health and well-being. Some research suggests that practicing meditation may also reduce blood pressure, stress levels, anxiety, depression and insomnia.

Mindfulness meditation, in particular, allows you to focus and be present. While there are many types of meditation, most have four elements in common: a quiet location with few distractions, a comfortable posture, a focus of attention, and an open attitude.

Apps now make it easier than ever to try out meditation, since they're available for you anytime, anywhere.* Here are a few five-star apps we recommend (all are free, though there are in-app purchases for premium services):



HEADSPACE: MEDITATION & SLEEP

Headspace teaches you how to meditate, breathe and live mindfully. There are hundreds of guided exercises on topics including managing anxiety, stress relief, breathing, happiness, exercise, focus and sleep.



CALM

Calm is the perfect mindfulness app for beginners, but also includes hundreds of programs for intermediate and advanced users. Guided meditation sessions are available in lengths of 3, 5, 10, 15, 20 or 25 minutes so you can choose the perfect length to fit with your schedule.



TEN PERCENT HAPPIER: MEDITATION

Video and meditation combos make it fun and straightforward to learn to meditate. Ten Percent Happier includes a library of more than 500 guided meditations on topics ranging from anxiety to parenting to focus, ensuring that you can find exactly the right meditation for the moment.



STOP, BREATHE & THINK

Stop, Breathe & Think offers free premium services for educators. SBT helps you find peace anywhere. It enables you to check in with your emotions, and recommends short guided meditations, yoga and acupressure videos, tuned to how you feel.

**Meditation is generally considered to be safe for healthy people. However, people with physical limitations may not be able to participate in certain meditative practices involving movement.*



A PEEK INTO THE PAST

The Little Red Schoolhouse provides valuable history lessons

By **Sherry Posnick-Goodwin** Photos by **Kim Sanford**

EVER WONDER WHAT it would be like to teach in the olden days?

History shows that teachers in the 1800s worked under very challenging conditions. They taught students of all ages and grade levels in a one-room schoolhouse. On cold mornings the teacher had to start a fire in the stove, with wood provided by neighbors. They also filled lamps with oil, cleaned the lamp chimneys, washed the windows, and were responsible for keeping the floors clean.

Female teachers were not allowed to marry, “keep the company of men,” dress in bright colors, “loiter” in ice cream shops, dye their hair, or wear a dress shorter than two inches above the ankle. Some school boards mandated they wear at least two petticoats.

Pensions did not exist. Teachers were expected to set aside a “goodly portion” of their earnings, so they would not be a “burden on society” in their declining years.

Today, a few one-room schoolhouses remain in remote areas, but most have disappeared. However, one in Humboldt County is much the same as it was in the 1800s. It now serves as a museum filled with memories and memorabilia of a bygone era.

A step back in time

Entering the Centerville School Museum — or as locals call it, The Little Red Schoolhouse — is indeed like stepping back in time. It’s easy to imagine a boy dipping a girl’s braid in an inkwell, or Tom Sawyer and Becky Thatcher sharing a double wooden desk and whispering.

The historical building once housed the Centerville School located four miles west of Ferndale. It was built in 1880 and operated as a school for seven decades. In 1952, it was moved to the Humboldt County Fairgrounds in Ferndale. During the Humboldt County Fair in August, the schoolhouse is open daily with retired teachers acting as docents. It is also open upon request during the rest of the year.

The museum exists thanks to the efforts of C.J. Hindley, former Humboldt County Fair manager, and Alice Lawry Hansen and Dora Damon. Hansen taught at the Centerville school from 1925 to 1939, and Damon was a teacher in the Eel River Valley at one-room schools including Bunker Hill, Cannibal Island, and Coffee Creek schools from 1918 until 1942. At the request of Hindley, the teachers undertook the task of restoring the building as a typical old-time school.

Inside are desks from that period, a potbellied stove, oil

Retired teachers Karen Parlato (in period costume) and Pam Zana welcome visitors to The Little Red Schoolhouse.



“It’s important for people to see how things have improved in our schools. A lot of people have worked very hard to get where we are today.”

—Karen Parlato, retired Fortuna High School teacher

lanterns (now converted to electricity), phonics charts, old lessons and dictionaries. There is a recitation bench, an old organ and bench, an authentic teacher’s desk and chair, a teacher’s examination books, display cases, and much more, including postings of strict rules teachers had to follow and even the number of “lashings” for student offenses, since corporal punishment was allowed.

(Fighting could get a student five lashes; arriving at school with dirty face and hands, two; swearing, eight; gambling at school, four.)

The schoolhouse measures 44 by 25 feet with a 12-foot ceiling. Not all of the furnishings and decorations are from the time it was operational, but they are from the same era and vicinity. There’s even an old washstand and a coat closet with lunch boxes from that period. The windows are original; the casings were replaced and repainted, and then the windows were rehung.

Many of the lessons are written in cursive, which is becoming a lost art. There are pictures on the wall of former students — and former students attending reunions as adults. There are also numerous photos of schools and students throughout Humboldt County. Many students during this time period only went as far as eighth grade; after that they went to work.

The first person to teach in the present building was Sarah A. Locke, whose salary was \$70 a month. There were eight boys

and 13 girls in the school, she reports. Unlike the dwelling it replaced, the schoolhouse had running water. However, students used outhouses.

Locke taught there until 1887. Her replacement, E. McMeehan, was paid \$76.05 a month, earning a higher wage because he was a man. He was replaced in 1889 by Margaret Richmond, whose salary returned to \$70 per month.

One-room schoolhouses typically had male teachers in the beginning. Then westward expansion led to a teacher shortage and women were hired, usually at lower rates. Male teachers were allowed to marry but were not allowed to be shaved in a barbershop, which was considered “unseemly” behavior.

Retired CTA members preserve the past

Several years ago, the Humboldt County Fair Board of Directors asked the North Coast Division of the California Retired Teachers Association (not affiliated with CTA or CTA/NEA-Retired) to take over The Little Red Schoolhouse. Presently overseeing the project are Karen Parlato, a Fortuna Union High School Teachers Association retiree, and Pam Zana, a retired member of the Scotia Teachers Association. The duo conduct tours and fundraise through grant writing and fostering community support. They both feel strongly that important lessons can be learned from

Continued on page 51 



APPLY FOR AN IFT GRANT!

DEADLINE IS MARCH 31

CTA'S INSTITUTE for Teaching supports strength-based, teacher-driven change. Projects are evaluated on criteria such as:

- Enriches student creativity, invention, resourcefulness.
- Promotes student responsibility and self-reliance.
- Expands student interdependence.
- Emphasizes strengths over deficits.
- Integrates parent/adult personal strengths and positive experiences into the teaching and learning.
- Boosts student expectations, hope and optimism about the future.

Grants, announced in June, are open to all CTA members as individuals, teams and affiliated local chapters. To apply, go to teacherdrivenchange.org.



Twin sisters Karyn and Kimberly Thomas (in front) facilitate discussions between community college faculty and K-12 teachers about their projects.

Firsthand ACCOUNTS

Oral history project spans school and college districts in Riverside

By **Cynthia Menzel**

DURING THE 2017-18 school year, secondary and postsecondary students and educators at schools in Perris and Moreno Valley participated in “Oral Histories of the Inland Empire.” The project’s goal was to highlight the diverse experiences of Inland Empire residents.

In July 2019, a group of educators from Moreno Valley Unified and Val Verde Unified school districts and Moreno Valley College received a grant from CTA’s Institute for Teaching to support up to 30 teachers’ classrooms (middle school through college) in completing an oral history project during the 2019-20 academic year.

Jennifer Escobar, member of the Riverside CCD Faculty Association and associate professor at Moreno Valley College, won the grant with Karyn Thomas and Kimberly Thomas, Val Verde Teachers Association, and Angelena Tavares and Ken Miralles, Moreno Valley Educators Association. The IFT Impact Grant of \$18,480 is only the second community college grant in the 10 years of the IFT program.

The “Researching (With) Our Communities Through Oral Histories” grant will support ongoing and new collaborative oral history projects for educators who work in Val Verde and Moreno Valley

school districts, and Riverside Community College District. Participating educators include RCCDFA members Kathryn Stevenson, Melanie James, Valerie Zapata, Emma Pacheco, D'Angelo Bridges, Angela LeBlanc, Lisa Ramapuram and Joe Osborne, and VVTA members Juan Sepulveda and Martha Borjon-Kubota. Nearly 2,000 students are expected to participate.

“The purpose is to provide culturally responsive and sustaining research opportunities with students from middle school, high school and college,” Escobar says. “Students will have the opportunity to learn more about their narrators (interviewees), go through steps of oral history methodology, and share their finished narrative.”

Lead team members will select a theme to unite the foci of the oral histories across the three partner districts. One instructor is focusing on commuters, another on people who break barriers, and another project involves students interviewing LGBTQ+ educators.

As with other research methods, oral history methodology requires that students be responsible for their learning. Conducting this oral history project will require and strengthen skills in writing, reading, listening and speaking, and critical thinking.

Final projects can be realized as essays, plays, poems, photo essays or other formats. In this way, the proposal encourages student creativity while also building students’ awareness about writing within a given genre and medium for a particular purpose and audience. In this case, students are encouraged to employ activism in their projects, giving students a voice to take positive action for social justice, equity and acceptance in their communities.

The grant proposal includes professional learning workshops led by CTA members from the three districts plus invited guests — for example, a speaker from Studio for Southern California History.

Students will share their projects at two community events in the spring, which the public is invited to attend. Find more about the project at oralhistoryie.com/interviewers.

All CTA members are eligible to apply for IFT grants. This is the second time Escobar submitted a grant. “The good thing is they provide feedback, so I listened to what they said, talked to colleagues, and reapplied.” ■



“The purpose [of the oral history project] is to provide culturally responsive and sustaining research opportunities with students from middle school, high school and college.”

— Jennifer Escobar, Riverside CCD Faculty Association

The Little Red Schoolhouse in an earlier era, along with rules of conduct for teachers.



Continued from “Peek Into the Past,” page 49

understanding how schools, students and education have evolved.

“It’s important for people to see how things have improved in our schools,” says Parlato, who taught PE at Fortuna High School before retiring in 2014. “A lot of people have worked very hard to get where we are today. The teachers union has certainly helped.”

Today’s students love visiting the old schoolhouse, says Parlato, who enjoys dressing the part in an outfit she sewed herself. “They are amazed at how things used to be, and they enjoy sitting in the old desk. They can’t believe that schools functioned without technology, students wrote in cursive, and all grade levels sat and learned together.”

Zana says senior citizens also love the tours, and sometimes experience nostalgia. Often, they will remember how well-behaved students were in the past.

“They had to be good — or else,” laughs Zana, who taught at Scotia Elementary School before her retirement in 2010. “Usually there were at least two or three siblings in the school, so besides getting in trouble from the teacher they knew their parents would hear about it from their brother or sister.”

Zana hopes that new retired teachers will continue to be interested in this worthwhile project to preserve the past and teach others how schooling has evolved.

“It is an extremely rewarding and a wonderful way to stay involved in education after retiring.” ■



THE RESEARCH IS IN

Does doodling boost learning? Do attendance awards work?
Do boys and girls process math the same way?
Findings from 2019 education studies

By Youki Terada

EVERY YEAR BRINGS new insights — and cautionary tales — about what works in education. Here are the results of recent research into some serious teacher topics.

To remember something, draw it (maybe don't doodle)

A 2019 study published in the *Canadian Journal of Experimental Psychology* found that students remember less of what they're learning if they're doodling at the same time. But the study also addresses a big misconception: Doodling is not the same as drawing. Earlier research concluded that drawing easily beats reading, writing or listening when it comes to learning and retention.

So what's the difference? Free-form doodling is often a distraction from what's being learned. At least six decades of studies show that divided attention impairs learning. But drawing that reinforces what's being studied — for example, sketching out and labeling the solar system — taps into visual, kinesthetic and linguistic areas of the brain at the same time, encoding the information more deeply.

Awards don't boost attendance — teachers do

It's common to see awards being handed out to reward students for good attendance, but a study last year found that these awards can backfire spectacularly, giving students a “license to miss more school” and actually driving up absentee rates.

The study found that highly engaging teachers can decrease absences by 49 percent, making it clear that a teacher's impact extends well beyond test scores and grades. Also, students are more likely to attend school when their teachers notice absences and make efforts to reach out to them and their families, according to a 2017 report from Attendance Works.

Math circuitry looks the same in boys and girls

Advanced imaging technology like fMRI continues to push at the frontiers of our understanding of the human brain. After analyzing the brain circuitry of 104 children ages 3-10 while they watched math problems being solved, neuroscientists discovered that neural activity in areas of the parietal lobe associated with

numerical cognition was nearly identical across genders.

The findings tend to confirm that gender differences in math performance are socially constructed, an argument that's bolstered by past research showing that the gender gap in math is not as pronounced in other cultures — and in some countries, like Finland and Korea, it often reverses to favor girls.

“Summer slide” study fails to replicate

While the idea of a “summer slide” is widely accepted and influential, much of what we know about it is based on a 1980s study that concluded that kids who spent their summers playing fell further and further behind those who studied. But a recent attempt to replicate the study by a team at the University of Texas at Austin failed, and an in-depth analysis revealed that the original testing methods distorted the gap between student scores.

When applying modern scoring methods to the old data, researchers discovered that the hypothetical, ever-expanding gap actually shrank as students got older. Students can still benefit from enriching summer activities, of course,

just as they would at any time of the year, but the idea that the gap widens over the summer is almost certainly overblown — and there's an abundance of evidence that play has significant emotional and cognitive benefits.

Cut the arts at your own risk

In a major new study from Rice University involving 10,000 students in third through eighth grades, researchers determined that expanding a school's arts programs improved writing scores, increased the students' compassion for others, and reduced disciplinary infractions. The benefits of such programs may be especially pronounced for students who come from low-income families, according to a 10-year study of 30,000 students released in 2019.

Unexpectedly, another recent study found that artistic commitment — think of a budding violinist or passionate young thespian — can boost executive function skills like focus and working memory, linking the arts to a set of overlooked skills that are highly correlated to success in both academics and life.

Disability: early intervention and teacher training

Failing to identify and support students with learning disabilities early can have dire, long-term consequences. In a comprehensive 2019 analysis, researchers highlighted the need to provide interventions that align with critical phases of early brain development. In one startling example, reading interventions for children with learning disabilities were found to be twice as effective if delivered by the second grade instead of third grade.

But only 17 percent of teachers say they feel adequately trained by their certification programs, according to a new report from leading experts — and in the absence of good information, misconceptions take root. For example, researchers found that one-third of teachers believe that learning disabilities reflect a lack of motivation, not a

difference in brain development. To support students with learning disabilities, we must also tackle the pervasive myths that can stymie their potential.

More Z's may yield more A's

When the Seattle School District delayed high school start times by an hour, students caught an extra 34 minutes of sleep per day, and their grades improved by about 5 percent while absences decreased by 7 percent. The new research highlights the ways in which traditional high school start times — which aren't aligned to teenagers' natural circadian rhythms — can cause physical, mental and cognitive health problems.

While previous studies relied on anecdotal or self-reported evidence to establish a link between sleep, academic performance and school start times, the new research is the first high-quality scientific study to quantify the real-world benefits of delaying start times for high school students.

Fewer warnings for black students

Compared with their white peers, black middle school students were given fewer chances to correct their misbehavior before being sent to the principal's office or being suspended, according to a 2019 study from the University of Illinois.

The finding is the latest in a long line of similarly disturbing conclusions about race and discipline in schools, with most research agreeing that black students are disproportionately suspended or expelled compared with their peers. Last year, for example, a study found that while an astonishing 40 percent of black boys were suspended or expelled by third grade, only 8 percent of boys who were non-Hispanic white or other races were.

Paper beats screens — but read the fine print

Virginia Clinton, an education professor at the University of North Dakota, analyzed 33 studies published since 2008 and found that children and

adults tend to remember more of what they've read on paper compared with digital devices such as e-readers, tablets and computers.

But there's a catch: Many of the inherent advantages of digital devices — such as hyperlinking, commenting and multimedia — were eliminated to allow for "direct comparisons of the media." In addition, the actual advantages of paper were "rather small," the study conceded. The newest digital reading tools can enhance note taking, encourage students to read collaboratively, and incorporate pop quizzes — all of which can clearly tilt the benefits in digital's favor.

Growth mindset falters, then recovers

One of the most popular theories in education was put to the test last year when a large meta-analysis found that growth mindset interventions had "weak" benefits — although at-risk students did see bigger gains. But a new national study, this one encompassing more than 12,000 ninth grade students, gives new life to the theory.

Unlike previous studies, the new one employed a multipronged approach. Students were taught a powerful metaphor: "The brain is like a muscle that grows stronger and smarter when it undergoes rigorous learning experiences." They also reflected on their own learning and gave advice to future students who were struggling. The result? Students saw modest gains of one-tenth of a grade point and were also 9 percent more likely to take advanced math courses the following year. Students who were academically at risk saw major gains, however: 11 percent were prevented from being off-track to graduate. ■

Youki Terada reports on education research for Edutopia. This story first appeared on [edutopia.org](https://www.edutopia.org).



“Make sure your school is organized and educated on SCF so we can get parents and even students involved. This is how we build the energy and momentum we need.”

—CTA Vice President **David B. Goldberg**



Assembly Member Patrick O'Donnell was named a California Friend of Education.

ORGANIZING FOR THE FIGHT OF OUR GENERATION

State Council focuses on putting Schools and Communities First

Story and photos by **Julian Peeples**

RECLAIMING \$12 BILLION a year for the schools and local services that our communities deserve took center stage at the CTA State Council of Education meeting in January as educators continued work to qualify and pass the Schools and Communities First (SCF) initiative.

Vice President David B. Goldberg described the action to close corporate tax loopholes and reclaim the resources our schools need and our students deserve as “the fight of our generation.” As signature gathering continues to qualify the initiative for the November ballot, Goldberg asked all educators to spread the word about SCF in their schools and communities to build the movement we need to win.

“Make sure that your school is organized and educated on SCF so that we can get parents and even students involved. This is how we build the energy and momentum we need,” Goldberg said. “Let’s make this the fight of our generation and build *our* future!”

In addition to a packed speakers’ training that saw 150 members learn how to talk about SCF in their

communities, State Council unleashed a tweetstorm on Sunday morning, with #SchoolsAndCommunitiesFirst holding the No. 1 trending topic on Twitter for more than two hours during a very busy news day. In his speech to State Council, CTA Executive Director Joe Boyd said that while the campaign will be tough and our opponents will spend endlessly to win, our spirit, planning and structure will carry us to victory.

“We need to win this campaign in small ways every day, on school sites, and with our members and our communities,” Boyd said.

Thanking and honoring ‘Friends of Education’

State Council presented the California Friend of Education Award to two elected leaders who authored landmark charter school bills that Gov. Gavin Newsom signed into law, bringing accountability and transparency to the charter school industry. Assembly Members Patrick O’Donnell (D-Long Beach) and Christy Smith (D-Santa Clarita) authored AB 1505 and AB 1507,



↑ CTA Secretary-Treasurer Leslie Littman, Vice President David Goldberg and Assembly Member Christy Smith. At right: CTA Executive Director Joe Boyd addresses State Council delegates.



↓ Two CTA caucuses showed powerful and touching films examining issues affecting students and families.

respectively, shepherding the bills through the Capitol for months to win this historic victory for all students.

“When CTA united with parents, community groups and partners in labor to fix the broken charter school laws that have been long impacting our schools and communities, these two leaders were right beside us, leading the charge in the state Legislature,” Goldberg said. “How lucky we are to have friends like Assembly Members O’Donnell and Smith.”

CTA’s Friend of Education Award recognizes exemplary support of public education by any California resident, company or organization that has made extraordinary efforts to advance the cause of public education.

CTA members, #RedForEd make a difference for students

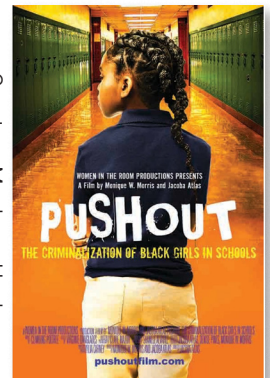
During his speech to State Council, Goldberg highlighted the activism and solidarity that powered educator victories last year in historic strikes in Los Angeles, Oakland, New Haven, Forestville and West Sonoma County school districts — with one in seven CTA members on strike in 2019. These struggles not only created change for students and educators locally, but also had an impact in state legislation and even in Gov. Newsom’s recent proposed budget. The record \$84 billion proposal for K-14 education includes nearly \$1 billion to attract and recruit new educators and \$900 million for special education.

“This public ed budget is a reflection of our organizing and the power of the #RedForEd movement,” Goldberg said.

Setting the vision for this year’s political advocacy, State Council authorized \$3 million to support CTA positions on the 2020 ballot.



Courtesy Meghann Hughes



Five members were elected to leadership roles:

- **Tara Jeane**, NEA Board of Directors, District 1.
- **Roberta “Robbie” Kreitz**, NEA Board of Directors, District 3.
- **Shane Parmely**, NEA Board of Directors, District 10.
- **Toby Spencer**, NEA Board of Directors, District 12.
- **Rebecca Marquez-Cihak**, CTA/ABC Committee, District D.

Powerful films examine significant issues

On Saturday evening of State Council weekend, the CTA African American Caucus hosted a packed house for a showing of *Pushout*, a feature-length film by Monique Morris confronting the criminalization and miseducation of African American girls that have led to their alarming high school dropout rate and increasing numbers in the juvenile justice system. The panel discussion that followed featured students, educators and health professionals, who shared their perspective and experiences related to the issues examined in the film.

In recognition of the 30th anniversary of the Americans with Disabilities Act, the Caucus for Educators of Exceptional Children showed *Kelly’s Hollywood*, a touching documentary by Brian Donovan about his sister Kelly, who was born with Down syndrome. The film tells the story of how Donovan encouraged his sister to pursue her dream of being a Hollywood diva. “I’m so happy to share my film with teachers,” Donovan said. ■

The next State Council meeting is March 27-29.



Emily Lynch Morisette started the Cares Closet at Southwestern College.

Clothes That Work

College professor helps students dress for success

By **Sherry Posnick-Goodwin** Photos by **Kim Sanford**

HER STUDENTS ALWAYS landed the job interviews, but often weren't hired, even though they were qualified. Emily Lynch Morisette pondered this conundrum to understand why.

Morisette, a professor and lawyer who runs the paralegal program at Southwestern College in Chula Vista, suspected that her students simply weren't dressing the part. Many students in this low-income, predominantly Latino community struggle financially. Some are homeless. Some are single parents. Often, they must choose between food and other necessities and rely on the school's food pantry for sustenance. Under such circumstances, students lack enough money to dress to impress their would-be employers.

To remedy that, Morisette created a business attire closet in a conference room that was being used as a storage space.

Once the junk was cleared out, it became the Southwestern Cares Closet. Over the past year it's made a difference in many students' lives.

"Gosh, what makes this so amazing are the success stories," says Morisette, a member of the Southwestern College Education Association and president of the Academic Senate. "To see them try on clothes that make them look professional, straighten their shoulders and become more confident is so rewarding."

Morisette didn't create the Cares Closet alone; her students and administrative assistant Angie Arietti also pitched in. Faculty and community members donated boxes and boxes of lightly used professional clothing, most in clean and excellent condition. All Southwestern students with a school ID

card can come in, browse, try on outfits and keep what they need — no questions asked.



Earl Danzy says picking out professional clothes at the Cares Closet boosts his confidence. Emily Lynch Morisette lends a hand.



Earl Danzy, Jessica Rodriguez, Yamilet Silva and Cesar Augusto Vizcaino Garay pose before and after makeovers at the Cares Closet.

The Cares Closet has shoes, accessories and a small dressing room and curtain. There are sewing kits and hem tape for emergency alterations. It is open Monday through Friday from 9 a.m. to 3 p.m.

Recently students put on a professional fashion show for the campus with mini-makeovers that included hair and makeup. Morissette served as emcee and talked about how looking professional can help students attain their career goals.

At first students were shy about asking for help picking out professional outfits. So, to make the process less intimidating, Morissette hired student Jessica Rodriguez, who has a flair for style and connecting with her peers. Rodriguez was homeless at the time and now, thanks to her new job, can afford an apartment.

“This has given me so much more than clothes,” says Rodriguez, who is studying psychology and plans to be a social worker. “This has given me so much support. It’s really like a family.”

The Cares Closet has been instrumental in helping students get hired.

Cesar Augusto Vizcaino Garay recalls that he had just one day’s notice for an interview as a server, and no dressy pants or money to buy them. In a panic, he sought help at Cares Closet

and landed the job the next day. “It was so spontaneous, and it really helped,” says the third-year student, who is studying linguistics.

Sociology student Earl Danzy, who was once homeless, frequently comes to pick out professional clothing for job interviews, like the jacket, slacks, white shirt and tie Rodriguez recently helped him coordinate. He looked so good, his peers joked he could be in *GQ*. “It makes me feel great and confident,” he shares. “It gives me the courage to go out and get that job.”

“It’s a great feeling to not only help my own students, but others who need a little help in getting their dream job — or a job that will get them through school,” says Morissette.

Yamilet Silva, a second-year international business student, believes the Cares Closet will help her land the office job she’s always dreamed of. “I couldn’t apply for a job in jeans and a hoodie, so this is perfect for me,” she says, looking trendy in blazer, turtleneck and tailored slacks.

“When I put on these clothes, I feel I will get the position I want for my future. I feel like I’m getting so much closer to my goals.”

Visit the website at tinyurl.com/CaresCloset. ■

“To see them try on clothes that make them look professional, straighten their shoulders and become more confident is so rewarding.”

—Emily Lynch Morissette, Southwestern College Education Association

You and Your Stuff



Why you need a home inventory

By California Casualty

HERE'S AN UNSETTLING statistic — about half of us still have not completed a home inventory. Of those who have, 40 percent haven't updated it in many years.

Here's why you should do it: You've worked hard to make your house a home. Now it's time to create a record of everything you own. Trying to tally what needs to be replaced is not something you want to do in the event of a claim.

That's why a home inventory is so important. It provides a list of your property in case there is a fire or destructive storm, or if someone breaks in and steals your valuable belongings. Without an inventory, many people have a difficult time pinpointing or recalling everything that might have been destroyed or taken. That could delay your claim or prevent you from getting full compensation.

Whether you choose to write everything down or use a video camera (like your phone), now is a great time to get started. Just go room by room and document. (For the handy checklist above, go to mycalcas.com/household-inventory-guide.)

Don't forget to take pictures of the exterior of your home from all sides (including the landscaping and any decks or porches), and everything in the garage, attic or basement (holiday ornaments, lawn and yard equipment, tools). Completing your inventory will give you some peace of mind if the worst should happen.

HOUSEHOLD INVENTORY

This inventory guide — along with photos and proof of ownership — will make it easier to file an accurate, detailed insurance claim in case your home is damaged or destroyed in a disaster.

ROOM	ITEM	VALUE	DATE	ROOM	ITEM	VALUE	DATE		
DINING ROOM	Dining Table/Chairs	\$		BATHROOMS	Bathrooms	\$			
	Buffet/China Cabinet	\$			Linens/Bags	\$			
	China/Crystal	\$			Electronics	\$			
	Flameware/Glassware	\$			Accessories	\$			
	Linen	\$			Artwork/Decor	\$			
	Artwork/Decor	\$			Misc.	\$			
	Misc.	\$			OFFICE	Desk/Chairs	\$		
	KITCHEN	Table/Chairs	\$				Printers	\$	
		Table/Chairs	\$				Photocopies	\$	
		Small Appliances	\$				Calendars	\$	
Microwave		\$		Comfy/Flare		\$			
Refrigerator		\$		Other Electronics		\$			
Stove		\$		Misc.		\$			
Dishwasher		\$		OTHER BEDROOMS		Bed	\$		
Cookware/Refrigerator		\$				Mattresses	\$		
China/Crystal		\$				Drawers/Nightstands	\$		
Flameware/Glassware		\$			Linen	\$			
Linen	\$		Lamp/Light Fixtures		\$				
Artwork/Decor	\$		Artwork/Decor		\$				
Misc.	\$		Jewelry/Clock		\$				
FAMILY ROOM/CCN	Sofa/Lounge	\$			TV/CDS/Satellite	\$			
	TV/CDS/Satellite	\$			Tools	\$			
	Table/End Table	\$			Misc.	\$			
	Lamp/Light Fixtures	\$		WOMAN'S WARDROBE	Beats	\$			
	Artwork/Decor	\$			Blouses	\$			
	China/Crystal/Cabinet	\$			Shirts	\$			
	Antique/Furniture	\$			Skirts	\$			
	TV/CDS/Satellite	\$			Personal Accessories	\$			
	Shoes, etc.	\$			Jewelry	\$			
	Comfy/Flare	\$			Misc.	\$			
Flameware/Pottery	\$		MAN'S WARDROBE		Clothing	\$			
Refrigerator/Furniture	\$				Shoes	\$			
Drawers/Coffers	\$				Ready/Accessories	\$			
Book/Magazines/Books	\$			Misc.	\$				
Misc.	\$			LIVING ROOM	Sofa/Lounge	\$			
LIVING ROOM	Sofa/Lounge	\$				TV/CDS/Satellite	\$		
	Table/End Table	\$				Lamp/Light Fixtures	\$		
	Lamp/Light Fixtures	\$				Artwork/Decor	\$		
	Artwork/Decor	\$				China/Crystal/Cabinet	\$		
	China/Crystal/Cabinet	\$				Antique/Furniture	\$		
	Antique/Furniture	\$			TV/CDS/Satellite	\$			
	TV/CDS/Satellite	\$			Shoes, etc.	\$			
	Shoes, etc.	\$			Comfy/Flare	\$			
	Comfy/Flare	\$			CHILD'S WARDROBE	Clothing	\$		
	CHILD'S WARDROBE	Clothing	\$			Shirts	\$		
Shirts		\$		Accessories		\$			
Accessories		\$		Misc.		\$			
Misc.		\$		TURN THIS FLYER OVER FOR SEASONAL TIPS TO PROTECT YOUR HOME.					

California Casualty



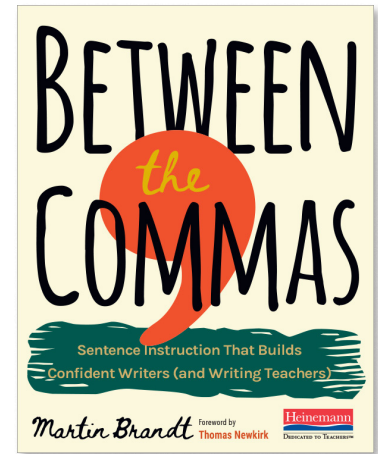
continued from page 60

Between the Commas: Sentence Instruction That Builds Confident Writers (and Writing Teachers)

IN HIS 2019 book Martin Brandt, East Side Teachers Association, sets out to change sentence instruction from being heavy on correctness and terminology (as in “mind your grammar”) to a lighter approach focused on play and experimentation.

This is partly the story of a teacher hitting a midcareer plateau, deeply frustrated by the flatness of his students’ writing. It’s also the story of important but neglected research in sentence instruction, which Brandt revives, reinventing his instruction by teaching the possibilities of sentences. The book includes lively terms for various concepts, such as the “ingBomb” and “Sentence Wannabe,” and has classroom exercises that educators can adapt.

Brandt has taught high school English for 29 years and is a past winner of the California Teachers of English Award for Classroom Excellence. At heinemann.com and on Amazon.



GOT SOMETHING for these pages? Send details to editor@cta.org with “Lit From Within” in the subject line. We lean toward new(ish) work that can be used in the classroom.

Advocate for the Culinary Arts

KRISTIN MONTOYA is bringing the culinary arts back into the public schools.

Montoya teaches culinary arts to seventh and eighth graders at Ladera Vista Junior High School of the Arts in Fullerton. Her official title is art, culture and gastronomy teacher.

“I teach math, science, language arts, history, health — you name it, I teach it,” she says. “It’s a life skills class, so I’m helping students become college and career ready. Culinary arts keeps kids in school. It gets kids up and out of their seats because everything is hands-on.”

Her projects include having students cook meals based on a geographic region of the U.S. Or she takes them back in time and has them make meals from different decades, using the food that was eaten then.

“It’s like eating your way through history and across the country,” she says. “Students remember the history and the food. It puts on another layer of knowledge.”



Kristin Montoya

“Culinary arts keeps kids in school. It gets kids up and out of their seats because everything is hands-on.”

Montoya is making a culinary arts CTE classroom in every school a priority. A past president of the Fullerton Elementary Teachers Association (FETA), she represents educators at CTA State Council, where she chairs the Adult, Alternative and Career Technical Education Committee. Most recently, she’s been working on two committees for the state, often flying up to Sacramento for workgroups put together by state Superintendent of Public Instruction Tony Thurmond.

Montoya has been honored for her advocacy, most recently with the Leon Owens Impact on Education Award. She has also been named Teacher of the Year by the Fullerton School District, received the Golden Oak Award from the PTA and the Golden Bell Award from the California School Boards Association, and been recognized by the state Assembly as a Woman of Distinction in the area of education.

—Cynthia Menzel

Lit FROM WITHIN

Often educators' creativity spills over into a book, blog, app or other work. We're happy to showcase members' talents.



Mocha: A Loyal and Loving Cat...

Mocha's family moves to a new neighborhood, but she leaves them and heads back to her old house. Why? In this true story, told from Mocha's point of view, a one-of-a-kind cat becomes not only companion but caregiver to her new owner. Her unconditional love and support during an especially difficult

time makes a lasting impact on her owner's life.

Third grade teacher Dana Russell, a member of Menlo Park Education Association, based the 2019 book on her former cat, who helped her process her grief after the sudden death of her husband. "I'm hoping it may be helpful for any child going through a tough time," Russell says. "With the powerful love of a pet, sometimes we can get through the worst circumstances, as the book emphasizes." *Mocha* is illustrated by middle school art teacher and MPEA member Anna Herzlinger Kogan. On Amazon.



Coach the Soul

Coach the Soul (2019) was born in Ken LaVigne's classroom and on the football field during his more than 30 years as a high school teacher and coach. LaVigne, a member of Whittier Secondary Education Association, offers short stories of his students' overcoming extreme adversity to find success. Chapter titles reflect core values he teaches such as resilience, courage, transformation and accountability. Fellow 2012 California Teacher of the Year Rebecca Mieliwocki says the book shows "how important it is to know and nurture the souls of the children we are entrusted with teaching, for that has the power to change everything."

Many students in *Coach the Soul* participated in the award-winning intervention program LaVigne created, Organized Academic Support in School (OASIS), at La Serna High School. OASIS utilizes student academic mentors as well as school, district and community resources to provide the school's most "at-promise" students with the skills, structure and support they need. At coachthesoul.net and on Amazon.

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Kim Sheehan, M.A.Ed. '99 and '09, Principal, Barranca Elementary School

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