

# california educator



## SUMMER BUZZ

Road trip  
checklist

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5 apps to keep  
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## ARE ADULTS BEING SERVED?

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# WHOLE BRAIN

Educators tap into teaching a smarter  
way of thinking. *Being animated helps.*

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protect you and your family,  
now and in the future?

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Resources

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# california educator

VOLUME 22 ISSUE 6



## #WeAreCTA

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

### MAGAZINE

#### ARE ADULTS BEING SERVED?

Adult education advocates push for fairness, respect for themselves and AE programs. **PAGE 12**

#### UGLY EPIDEMIC

How educators can spot signs of student victims of trafficking. **PAGE 22**

#### TEACHER MENTORS

Why you need one — and how to find one. **PAGE 20**

#### THE GOOD FIGHT

New book showcases America's ongoing struggle for justice. **PAGE 45** [tinyurl.com/goodfightbook](https://tinyurl.com/goodfightbook)

#### HOW CAVA TEACHERS WON

Virtual educators overcame big obstacles to unionize, mobilize, negotiate. **PAGE 35**

#### INNOVATIVE GREENHOUSE

High school students' project grows fish, greens and knowledge. **PAGE 56**

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CTA's weeklong workshops help you hone the skills you need this coming year. July 29-Aug. 2. **PAGE 8** [#CTASI](#)  
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Need help getting your project launched? Apply for a grant from CTA's Institute for Teaching [f](#) [t](#)  
[TeacherDrivenChange.org](https://TeacherDrivenChange.org)  
**#CTAIFT**

#### GET YOUR STEM ON

Explore design thinking, successful STEM learning and more at this annual forum and expo, July 11-13 in Philadelphia. [f](#) [t](#) [i](#) **#NSTA18**  
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### MEMBER BENEFITS

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#### DEALS ON MEALS & MORE

CTA's Access to Savings gets you deep discounts. [CTAMemberBenefits.org/Access](https://CTAMemberBenefits.org/Access)

#### INVESTMENT EDUCATION

Learn all about insurance and estate planning, among other topics, and see your personalized financial checklist. [CTAinvest.org](https://CTAinvest.org)

**ABOVE:** On May 24, more than 12,000 UTLA members, parents, students and community organizations rallied in downtown Los Angeles to demand a fair contract agreement that respects educators. Here, several participants hold a banner signed by UTLA members.





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## ► The Trafficking of Students

Sex and human trafficking is an "epidemic" in California, according to the U.S. Department of Education, and many juvenile victims are enrolled in our schools. How educators can recognize the signs, and what they can do if they suspect a student may be a victim. **PAGE 22**



## ► Mono Lake's Timeless Lessons

Marked by strangely beautiful tufa towers, the lake's history and geology offer much to learn. **PAGE 28**

**PHOTOS:** Top left: San Diego Education Association member Rickeena Boyd-Kamei at a training for educators on how to recognize signs of trafficking and what to do. Top right: Educators at San Francisco's Thurgood Marshall High School stand against gun violence in schools on the April 20 National Day of Action. Inset: Juanita Paz De La O in Carlanda Williams' class.

**COVER:** Fresno Teachers Association member Carlanda Williams practices Whole Brain Teaching with third-graders at Greenberg Elementary.





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



## Student Trip Chaperone? Talk to Us!

Have you been a chaperone for student trips abroad? We'd love to talk to you for an upcoming story in the *Educator*. While helping lead such trips is a big responsibility, we know the rewards must also be great. Email [editor@cta.org](mailto:editor@cta.org) to let us know where you went with your students, and summarize the experience.

44

## We Are 44

According to the *Education Week Research Center*, California is now ranked 44th in adjusted per-pupil expenditures (based on 2015 base data), not 43rd as we reported earlier. The PPE figure for California was \$9,417 — which is \$3,109 below the national average of \$12,526.

This is up from 50th in 2011, and 46th in 2017 — no doubt because of passage of Propositions 30 and 55. However, California has consistently lagged \$3,000 to \$3,500 below the national average.

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[#WeAreCTA](https://twitter.com/WeAreCTA)

For our full social media directory, see [cta.org/social](http://cta.org/social)

## GUN VIOLENCE IN SCHOOLS

I understand Janice Haschak's wish that if we just banned certain weapons, they would no longer be used ("Arming Teachers," April/May). Unfortunately, making something illegal does not result in its non-usage, as we have seen for thousands of years. The issue isn't guns; it's about the person behind the gun.

Haschak goes on to suggest that if students couldn't buy guns, at worst they would rage by putting a "fist through a wall or a foot through a window." Hardly. Even if guns never existed, there are stabbings, arson, homemade bombs, etc. All that is needed to kill someone is a person's own two hands.

She also states that "it's immoral to allow people to express their rage by killing and maiming countless innocent people with a simple pull of the trigger." Of course it is. But this is not the issue. The issue that needs to be addressed is people taking the lives of others because they have no regard for the value of life.

Haschak deplores the "mass shooting at our schools," but she doesn't offer a solution. How about locks on classroom doors and the presence of security guards or officers on campus? There will always be people looking to hurt others. The best we can do is be aware of that and be ready to defend ourselves and others.

**KRISTA WAGNER**

*Riverside CCD Faculty Association*



Courtesy Alaska Airlines



## CAPTION THIS

It's our summer GIF contest! Go to [CaliforniaEducator.org](http://CaliforniaEducator.org) for our latest contest and enter your clever caption for a chance to win some coveted CTA swag. Deadline is July 25.





## CCTC Approved Reading and Literacy Added Authorization

UC San Diego Extension offers the CCTC Approved Reading and Literacy Added Authorization (previously referred to as Reading Certificate) which is a comprehensive program of study that provides students with a solid foundation in the research and methods of reading instruction.

The Reading and Literacy Added Authorization program is geared towards teachers with the potential to become leaders and mentors in the area of reading. It will provide educators with the right tools to improve student achievement.

### Program Highlights:

- The program provides participants with the skills to develop a research-based program of reading instruction for implementation in their own classrooms or as a resource for other classroom teachers
- This certificate is aligned with the requirements and standards established by the California Commission on Teacher Credentialing (CCTC).
- **100% online**

To view credential requirements, the program FAQs and to download an application please visit our Reading Instruction at [extension.ucsd.edu/teachreading](http://extension.ucsd.edu/teachreading)

## UC San Diego Extension also offers accessible and affordable online programs for K-12 and Postsecondary Educators.

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- Gifted and Talented Education (GATE) Specialized Certificate
- Teaching Adult Learners Professional Certificate
- Teaching Online Certificate
- Teaching English to Speakers of Other Languages (TESOL) Professional Certificate
- Professional Development/Salary Point Coursework

For more information, please contact Morgan Appel,  
Director of Education at: (858) 534-9273 or [mappel@ucsd.edu](mailto:mappel@ucsd.edu)

[extension.ucsd.edu/education](http://extension.ucsd.edu/education)

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*California Educator* is published for the information and edification of CTA members. The editorial philosophy is governed by the policies of CTA. Articles and advertising reflect that philosophy. Letters to the editor may be sent to [editor@cta.org](mailto:editor@cta.org).

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CTA/NEA membership dues for the fiscal year (Sept. 1, 2017, to Aug. 31, 2018) are \$866, including a \$20 refundable contribution (see [cta.org/contribution](http://cta.org/contribution) for details). \$19.00 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$5.00 of CTA annual dues is designated for independent expenditures, totaling \$24.00 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

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650-697-1400; fax 650-552-5002; [editor@cta.org](mailto:editor@cta.org), [cta.org](http://cta.org)

### MISSION STATEMENT

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

*California Educator* Volume 22, Issue 6, June/July 2018  
*California Educator* (ISSN 1091-6148) is published in August, October, December, February, April and June by: California Teachers Association, 1705 Murchison Dr., Burlingame, CA 94010-4583.  
Periodicals Postage Paid at Burlingame, CA, and additional mailing offices.  
POSTMASTER: Send change of address to *California Educator*, P.O. Box 4178, Burlingame, CA 94011-4178.





# The Many States of Teaching

NEA Vice President Becky Pringle, left, and NEA President Lily Eskelsen García flank CTA President Eric Heins at CTA State Council in June. Photo: Mike Myslinski



**ACROSS THE COUNTRY** this year, we have witnessed a powerful and dramatic wave of walkouts by teachers, who forced the hands of their elected officials to do the right thing and provide more funding and resources for education. In so-called “right to work” states where teachers don’t have the ability to collectively bargain their contracts, educators stood up for their students and their profession. And they won!

And America tuned in every night to see teachers protesting, walking out, and taking over the statehouses in West Virginia, Kentucky, Oklahoma, Arizona and Colorado.

NEA President Lily Eskelsen García was there among them. Of West Virginia she said, “By walking out, walking in, rallying, and filling the state Capitol, educators are making it abundantly clear that they expect to be treated with respect and dignity.”

For several days, Americans were focused on the conditions of teaching and learning in states throughout the country, particularly in Oklahoma. They tuned in to the nightly news to see classrooms with broken chairs, teachers waving outdated textbooks that were duct-taped together, and educators selling blood plasma to make ends meet.

California remains integral to this national battle. California educators are the ones standing up to those who want to privatize schools, strip us of our rights, turn teachers into a militia, and deport parents and separate families. In this critical election year, we are redrawing the lines and holding firm for all of our students. If you want our support, you must first commit to support all children in all ZIP codes and their right to a quality public education.

Finally, we have welcome news for our public schools and colleges. Thanks to our support of Prop. 30 in 2012 and Prop. 55 in 2016, and to the leadership of Gov. Jerry Brown, we are looking at a state budget that will fully fund the Local Control Funding Formula two years ahead of schedule. Also significant is the certification of the Proposition 98 minimum funding guarantee and the continuous



***“In this critical election year, we are redrawing the lines and holding firm for all of our students.”***

appropriation of the LCFF. This creates certainty for educators and students in future years. (For more on the budget, go to page 39.)

June is LGBT Pride Month, a reminder that

among the greatest gifts we pass along to students are the values of inclusion, self-worth, dignity, individuality, community and belonging. Our students may have to struggle with their studies at times — that’s what it is to be a student — but they should never have to struggle with being who they are.

We at CTA pass along similar values to our members. Educators may have to struggle with the everyday challenges of being the best teacher they can be, but in the larger battles of their profession, they are never alone.

This union is our power. We are CTA.

**Eric C. Heins**

CTA PRESIDENT

@ericheins



# Counselors Unlock True Potential

Tony Morrow has one goal for the students of Fallbrook High School—graduate ready for what comes next. With his guidance, young scholars and families put their plans for the future into action.



Fallbrook High School, College and Career Counselor: Tony Morrow '11, M.A.Ed. '12

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[apu.edu/education](http://apu.edu/education)



# Weird Rocks, and Other Extremes

**CALIFORNIA IS A STATE** of many superlatives: the tallest, oldest trees in the world; the lowest, hottest point in the Western Hemisphere; and so on. A magazine story some years ago also mentioned that the state is “home of the weirdest rocks.”

Those would be Mono Lake’s tufa towers, the strangely beautiful calcium carbonate spires formed by the interaction of freshwater springs and alkaline lake water. Educators in Mono County know their value. “Teaching here is a scientist’s dream,” says Julia Silliker, Eastern Sierra Teachers Association. “We definitely live in a place that’s like no other.”

As our story “**Timeless Lessons**” (page 28) shows, study of the towers not only involves hands-on geology, but also the rich history of Native American tribes and the more recent political actions to restore the lake. And with technology, even those who live far from the area can view and learn all about it.

“Hands-on” certainly describes Whole Brain Teaching, an approach that maximizes student engagement and is aligned with the way the brain learns. Techniques include assigning hand and arm gestures to instructional content, and call-and-response phrases that grab attention. Read how Carlanda Williams, Fresno Teachers Association, embraces the method in “**Learning, Maximized**” on page 16.

An alarming rise in human and sex trafficking among our children and youth — California has the highest number of incidents reported in the U.S., another extreme — means that educators must be on alert for students who may be victims. Our report “**A Vile Epidemic**” (page 22) contains tips to help educators know what to do if they suspect trafficking.

The issue has enormous ramifications. “If students are intercepted by human traffickers, all [educators’] work could be for naught, and the psychological and physical effects are immense,” says Rickeena Boyd-Kamei, San Diego Education Association.

Learning doesn’t stop past a certain age, as those who work in adult education (AE) know. AE serves a population that is often overlooked, and AE educators are often similarly neglected. “We stay because we do important work,” says Pittsburg Education Association’s Jean MacDonald of helping adult students gain life and work skills. She and Elza Hess are pushing for fairness and respect for AE



Mono Lake Committee educators prepare to teach remotely.

programs and teachers; see “**Are Adults Being Served?**” (page 52).

Similarly, teachers at California Virtual Academies (CAVA) and iQ Academy California – Los Angeles felt K12 Inc., their corporate owner, was increasingly focused on profits, resulting in deteriorating instructional programs, lack of resources for students, and underpaid, overworked teachers. As described in “**How CAVA Teachers Won a Contract**” (page 35), educators overcame daunting obstacles to unionize, mobilize and negotiate collective bargaining agreements.

Finally, another superlative: California’s unrivaled innovations and innovative spirit. Witness the aquaponics greenhouse in “**Happy Campers**” (page 56), designed and built by students at Temecula Valley High School with a \$20,000 grant from CTA’s Institute for Teaching. The greenhouse grows tilapia, whose waste feeds leafy greens such as spinach and kale. This food is donated to a local food pantry and used in the school’s new culinary arts program. In addition, students are hosting summer camps for younger kids in the greenhouse.

Here’s hoping you’re a happy camper this summer.

**Katharine Fong**

EDITOR IN CHIEF

[editor@cta.org](mailto:editor@cta.org)

## Scholarships, Grants and Awards, Oh My!

**IS THERE A STUDENT** in your household who could use financial aid? Are you enrolled in coursework for professional advancement and need funds to defray costs? See page 58 for details on educational scholarships, grants and awards available for members and their dependents throughout the academic year.





## Great Ideas, Funded

The NEA Foundation is a public charity founded by educators for educators to improve public education for all students. Its initiatives include awarding grants for classroom projects and professional development. Grant applications are reviewed three times a year. The next deadline is Oct. 15, so if you have an innovative idea that needs funding, apply! NEA also maintains a list of other grant opportunities at [neafoundation.org/for-educators/other-grant-fellowship-opportunities](http://neafoundation.org/for-educators/other-grant-fellowship-opportunities).

California educators who have won grants in the most recent cycle:

**CHRISTINE CHIN**, United Educators of San Francisco, to attend writing workshops at Columbia University's Teachers College, and then train her colleagues.

**SCOTT HUDSON**, Fullerton Secondary Teachers Organization, for a STEAM program where students apply biology to art class by creating sculptures that mimic real and imagined characters.

**RICHARD KINNETT**, South Tahoe Educators Association, to embed AVID strategies in daily instruction, with expectations of writing, inquiry, collaboration, organization and reading approaches.

**ANGELA PALMIERI**, Glendale Teachers Association, to attend Leadership Pasadena, which trains participants to increase their organizational, leadership and problem-solving skills.



## A MONTH OF PRIDE

**EDUCATORS CAN USE** Pride Month in June to talk about the impact that LGBTQ+ people and groups have had on history and culture, and about inclusion, support, empathy, and celebration of the community. Look to GLSEN ([glsen.org](http://glsen.org)) for classroom curriculum and resources. See page 15 for a look at LGBTQ+ history and activism in this country.

Note: This fall, California students will be the first in the nation to use textbooks that highlight historical contributions made by LGBTQ+ people. This is due to passage of the FAIR Education Act in 2011, which requires that history instruction include Fair, Accurate, Inclusive, Respectful reference to members of the LGBTQ+ community, as well as people with disabilities.

## CTA'S SUMMER INSTITUTE

### CONNECT, ORGANIZE AND ENGAGE!

Summer Institute, at UCLA July 29–Aug. 2, is the premier training of its kind, a weeklong event with 11 different programs to hone the skills you need to meet the challenges of the coming year:

- **Bargaining and Finance**  
Tracks: Charter Educators Organizing and Bargaining, Economic Justice, Emerging Leaders, Essential Bargaining Skills, Advanced Bargaining Skills, School Finance
- **Communications**
- **Community Engagement and Coalition Building**
- **Instruction and Professional Development**



"Growth Mindset: Using Brain-Based Research to Support Teaching and Learning"

- **Member Benefits**
- **NEW! Member Engagement**  
"Recruiting, Retaining and Engaging Members in a Post-Janus Environment"

Programming is subject to change and enrollment is limited, so get thee to [ctago.org](http://ctago.org) for more information and the latest updates. Registration deadline is July 13. **#CTASI**



## HAIL CECIL

**CECIL CANTON**, associate vice president of affirmative action (north) of the California Faculty Association and professor in the division of criminal justice at Sacramento State University, is the recipient of NEA's 2018 H. Council Trenholm Memorial Award (Black). Canton will be honored at an NEA presentation in Minneapolis on July 1.

The accolade is one of NEA's annual Human and Civil Rights Awards. It specifically recognizes Canton's exemplary work as a black educator, and his efforts to help eradicate racial inequalities in the education community. For details, see [nea.org/hcraawards](http://nea.org/hcraawards).

Cecil Canton (Courtesy CFA)

### PBL WORLD 2018

**JUNE 19-21** CONFERENCE

American Canyon High School, Napa Valley. PBL World, hosted by the nonprofit Buck Institute for Education, is the premier conference for Project Based Learning.

► [pblworld.org](http://pblworld.org)

### ISTE 2018 CONFERENCE & EXPO

**JUNE 24-27** CONFERENCE

Chicago. The International Society for Technology in Education is a nonprofit organization that advocates for education technology. More than 16,000 educators will attend the annual convention, which offers hundreds of professional development opportunities and edtech exhibits. ► [conference.iste.org/2018](http://conference.iste.org/2018)

### NEA CONFERENCE ON RACIAL AND SOCIAL JUSTICE

**JUNE 28-29** CONFERENCE

Minneapolis. "From Presence to Power." This conference (formerly the Joint Conference on the Concerns of Minorities and Women) provides a unique space for education stakeholders to engage on issues that impact educational opportunities for communities of color, LGBTQ+ and women. ► [nea.org/racialsocialjustice](http://nea.org/racialsocialjustice)

### ASCD CONFERENCE ON TEACHING EXCELLENCE

**JUNE 29-JULY 1** CONFERENCE

Grapevine, Texas. "Pathways to Equity." In this "learn and do" conference, participants will understand the full impact of inequities and experience transformative learning through deep dives into four pathways to equity: STEAM, Community and Family Engagement, Underserved Populations, and Teacher Leadership. ► [ascd.org/cte](http://ascd.org/cte)

### NEA REPRESENTATIVE ASSEMBLY

**JUNE 30-JULY 5** CONVENTION

Minneapolis. With about 8,000 delegates, the RA is the world's largest democratic deliberative body. CTA members will help set policy and chart the direction of NEA business at NEA's Annual Meeting. ► [ctago.org](http://ctago.org)

### NSTA 7TH ANNUAL STEM FORUM & EXPO

**JULY 11-13** CONFERENCE

Philadelphia. Hosted by the National Science Teachers Association, this event brings together educators and exhibitors, offers the latest in science content, teaching strategy and research, and provides resources for STEM education, outreach programs, partnerships, schools and curricula. ► [nsta.org/conferences](http://nsta.org/conferences)

### PRESIDENTS CONFERENCE

**JULY 19-22** CONFERENCE

Fairmont Hotel, San Jose. This training is geared for local chapter leaders. New and second-year presidents and new community college chapter presidents begin on Thursday with specially tailored core training; others join them Friday for electives and workshops to enhance leadership skills. Hotel cut-off: July 2. ► [ctago.org](http://ctago.org) #CTAPC

### SUMMER INSTITUTE

**JULY 29-AUG. 2** CONFERENCE

UCLA Conference Center, Los Angeles. CTA's premier training workshop offers 11 concurrent programs that will help you fulfill your role in the local chapter and meet your professional development goals. Registration deadline: July 13. ► [ctago.org](http://ctago.org) #CTASI

You just never know who you'll meet: CTA members Ken Johnson, Aimee Ramsower, Michelle Orgon and Jennifer Barry happened upon San Francisco Giants player Pablo Sandoval at the Fairmont Hotel while attending the 2017 Presidents Conference.







# Keep Them Reading

**THE SUMMER BREAK** shouldn't mean a break in the books. Keep students reading with teacher recommendations from CTA's California Reads. For more information, see [cta.org/californiareads](http://cta.org/californiareads) and follow [#californiareads](https://twitter.com/californiareads).

*She Persisted: 13 American Women Who Changed the World*, by Chelsea Clinton and illustrated by Alexandra Boiger (grades 1-2), is for everyone who has ever wanted to speak up but was told to be quiet, tried to reach for the stars but was told to sit down, or been made to feel unworthy, unimportant or small. It celebrates mavericks such as Harriet Tubman, Helen Keller, Maria Tallchief, Margaret Chase Smith, Sally Ride, Florence Griffith Joyner and Sonia Sotomayor.

The protagonist in *Juana and Lucas*, by Juana Medina (grades 1-2), lives in Bogotá, Colombia, with her dog and best *amigo* Lucas. She sees no need to learn "the English" until she's set to travel to the United States to meet her favorite superhero. The book is for Spanish-speaking children struggling to learn English, and English-speaking children to gain empathy for their immigrant friends. Easily understood Spanish words are used throughout.

Inspired by a true story, *Dragonwings*, by Laurence Yep (grades 6-8), touches on the struggles and hopes of Chinese immigrants in San Francisco in the early 1900s. Moon Shadow is 8 when he sails from China to join his father, Windrider, in America. Windrider makes his living doing laundry but dreams of building a flying machine. Father and son endure prejudice, poverty, separation from family and a great earthquake to make dreams come true.

## Learning on Demand

**CTA BELIEVES** in building the capacity of all members to strengthen the profession. To that end, its Instruction and Professional Development Department (IPD) maintains a robust and continuously updated set of resources, including recordings of recent webinars on IEP rights and responsibilities and Multi-Tiered Systems of Support, informative videos and handouts, and guidance on those topics as well as others such as co-teaching, alternative discipline, special education, and lesson plans and planning tools. The IPD Pinterest board contains a wealth of curated resources from CTA and around the Web.

Go to [cta.org/ipd](http://cta.org/ipd); to visit the IPD Leader Resources site, you must be registered with the [cta.org](http://cta.org) website.



Just one of the resources available from CTA's department of Instruction and Professional Development.

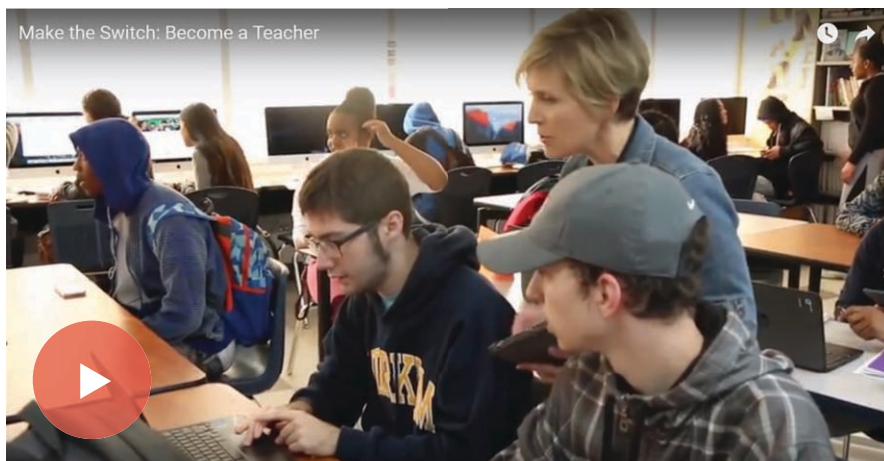
# THE HUNT FOR NEW TEACHERS

## THE CALIFORNIA DEPARTMENT

of Education has launched its “Make the Switch: Be a Teacher” campaign, which encourages more midcareer professionals to consider becoming teachers. State Superintendent of Public Instruction Tom Torlakson urges Californians to think about someone they know who would be a good candidate to become a teacher.

“We are working closely with our educational partners to entice more college students to join the field,” Torlakson said in a statement. “But midcareer professionals are another great resource.”

People can nominate a midcareer professional who has already made the switch for the CDE’s video campaign. The first video features Melissa May (shown



above), who became a teacher after a career as a local broadcaster. Learn more at [cde.ca.gov/eo/in](http://cde.ca.gov/eo/in).

The need for more teachers is acute: In 2016, the Learning Policy Institute surveyed more than 200 California districts and reported that 75 percent were experiencing teacher shortages. The majority of districts said those shortages were getting worse.

The Legislature has increased funding for teacher recruitment and training, including funds to help classified school employees such as school nutritionists and safety personnel become teachers.

# STUDENTS GO GLOBAL

ON MAY 30, state Superintendent of Public Instruction Tom Torlakson launched Global California 2030, an initiative to encourage proficiency in at least two languages for all California students and triple the number of bilingual high school graduates over the next 12 years. It also has a target of 75 percent of students achieving a State Seal of Biliteracy by 2040.

Torlakson says the goal is “to equip our students with the world language skills to succeed in the global economy and to fully engage with the diverse mixture of cultures and languages found in California and throughout the world. We are setting high goals and dreaming big to help our students and our state.”

CTA President Eric Heins praises Global California 2030 as another step toward reversing xenophobic Proposition 227, which was passed two decades ago and effectively ended bilingual education in California. Two years ago, voters overwhelmingly approved Proposition 58, which put Californians back on track for multilingual literacy and the ability to better live and work in both a diverse state and global economy. —Frank Wells



Superintendent of Public Instruction Tom Torlakson announcing the Global California 2030 initiative. Photo: Frank Wells



## SUMMER MEALS FOR KIDS

**THE CALIFORNIA DEPARTMENT** of Education has released CA Meals for Kids, a mobile app that allows users to find the locations of summer and after-school meal programs in their communities. These programs provide no-cost meals to children 18 and under. Families, community members and school personnel can use location-based searches to find meal sites, dates and times. The app also allows for searches by site name, ZIP code and city. Download it at Apple's App Store, Google's Play Store and Microsoft's App Store.



## FIELD TRIP!

**THE CALIFORNIA COLLABORATIVE FOR EDUCATIONAL EXCELLENCE (CCEE)** has started a monthly podcast called *CA School Field Trip*. Each episode takes you on an "audio field trip" that showcases the state's new approach to school improvement through the California School Dashboard.

For example, the first episode, "Prospecting in Gold Country," looks at Mother Lode Union School District, a rural school community near Placerville, and how it is handling "differentiated assistance" — a dashboard term indicating a district needs extra help.

The district's dashboard showed students with disabilities performing poorly in English language arts and math; the district was also suspending them at a much higher rate. The district and the El Dorado County Office of Education are now taking meaningful steps to help schools and students improve. "Now we have others coming along with us and watching us," says MLUSD Superintendent Marcy Guthrie. "That might help us bring our best game."

Go to [tinyurl.com/CCEE-podcast-MotherLode](https://tinyurl.com/CCEE-podcast-MotherLode) to listen to the podcast. *CA School Field Trip* is available on iTunes, Google Play and Stitcher.



## EDUCATORS

Create Your Professional Growth Path



## EARN 6 GRADUATE LEVEL EXTENSION CREDITS THIS SUMMER

### EDU-X786P - Thought Bubbles, Light Bulbs, Gears and Mirrors: Creating a Captivating Classroom Culture

Equip your students to become curious, self-motivated learners during this 2-week long intensive course. Explore today's modern classroom in which students lead the way, and teachers facilitate the way.

 **Enroll Today!** Visit [SanDiego.edu/EducatorsPrograms](https://SanDiego.edu/EducatorsPrograms)

Prior district approval is highly recommended and the responsibility of the student if using course units towards salary advancement, credential renewing, and/or recertification. Not all courses may qualify in your local school district.

### CHOOSE FROM ANY OF OUR 10 CONVENIENT LOCATIONS:

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Lake Tahoe  
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Sacramento  
San Diego



Coalinga High basketball coach and CTA member Mike Walker with California Casualty's Haylee Kiesz.



## Schools Score California Casualty Athletics Grants

**ELEVEN CALIFORNIA SCHOOLS** will share \$10,730 from the 2018 California Casualty Thomas R. Brown Athletics Grant program. The grant will help student athletes with new uniforms and equipment, safety gear, and other necessities for their teams.

The winning schools are Coalinga High School, Hillcrest High School (Riverside), Matt Garcia Career and College Academy (Fairfield), New Dawn High School (San Diego), Piedmont Hills High School (San Jose), Pittsburg High School, Ray Wiltsey Middle School (Ontario), Stagg High School (Stockton), Tierra Buena Elementary School (Yuba City), William Mullholland Middle School (Van Nuys), and Yermo High School.

Applications for the 2018-19 California Casualty grants are now being accepted at [calcasathleticsgrant.com](http://calcasathleticsgrant.com). The deadline is Jan. 15, 2019.

California Casualty partners with CTA to provide members auto and home insurance tailored to their professional needs. Go to [CTAMemberBenefits.org/calcas](http://CTAMemberBenefits.org/calcas) or call 800-800-9410.

## The Clear Choice For Your District Health Benefits

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California Schools  
Employee Benefits Association



Compiled by **Mike Myslinski**

# 46,952

Number of California high school students who earned a coveted State Seal of Biliteracy for proficiency in a language other than English in 2017. State Superintendent Tom Torlakson announced a program on May 30 to raise the number to more than 150,000 by 2030.

# \$1.4 TRILLION

Total amount of outstanding student loan debt in the U.S., from a May 25 *New York Times* story about this debt preventing people from buying a first home.

# 12.9%

Percentage by which union workers in California earn more than non-union workers on average, according to new research unveiled May 31 by the UC Berkeley Center for Labor Research and Education.

# 51.5%

The percentage increase in the likelihood that a California worker in a unionized job will be offered a retirement plan, compared to non-union workers, according to the same UC Berkeley research.

# 268,699

Number of homeless California students in 2017, defined as lacking a "fixed, regular, and adequate nighttime residence," reported May 29 as part of an in-depth investigation of homelessness by the Capital & Main online news site.

**"For us, this is a life-and-death situation."**

—Bay Area teacher **DEMETRIO GONZALEZ**, president of United Teachers of Richmond, at an April 20 rally with students in Richmond on the National Day of Action Against Gun Violence in Schools, quoted in EdSource.

**"I have to live with multiple people. I can't afford health insurance, and with school loans, it's getting to the point I'm going to have to leave the Bay Area."**

—Fourth-grade teacher **EMILY CASEY**, interviewed during May 23 KRON-TV news coverage of the Fremont Unified District Teachers Association's protest rally against the district's insulting salary offer of a 1.33 percent one-time bonus.

**"We reach into our pockets, we spend our money, we buy snacks for our kids when their bellies are hungry, and we buy pencils when there are none."**

—National City Elementary Teachers Association President **CHRISTINA BENSON**, in an NBC 7 TV news interview May 23 after NCETA members in the San Diego area voted overwhelmingly to authorize a strike. A tentative contract agreement was reached soon after.

**"As educators, we know the crucial role played by the thousands of paraprofessionals, office workers, bus drivers, custodians and maintenance staff in our schools. The fact is, we couldn't do what we do without the dedication and hard work of California ESPs. And we wouldn't want to."**

—CTA President **ERIC HEINS**, in a CTA news release about Education Support Professionals Day on May 22.

**"Betsy DeVos should know better, and to suggest otherwise only serves to frighten children."**

—NEA President **LILY ESKELSEN GARCÍA**, quoted in a May 23 *Washington Post* story about U.S. Secretary of Education DeVos wrongly saying that it's a "local community decision" for schools to decide whether to report undocumented students to immigration enforcement officials. Schools are prohibited by law from doing so, the story notes.

By @samdemuro

LGBTQ+ activists, left to right: We'wha, Bayard Rustin, Marsha P. Johnson, Sylvia Rivera and Laverne Cox. Photo: @GLSEN



# Celebrating With Pride

Pride Month in June is an excellent time to recommit to providing an inclusive curriculum for your students that emphasize LGBTQ+ empowerment, acceptance and positive representation.

**EXPLORE LGBTQ+** and pride-related hashtags on Twitter and Instagram to connect with other educators passionate about social justice and to find ways to support LGBTQ+ and gender-expansive students in your classroom. Here are a few to get started:

## #LGBTQHISTORY

Great content and ideas for lesson plans

## #DAYOFSILENCE

A student-led, national event where people take a vow of silence to highlight the silencing and erasure of LGBTQ+ persons at school

## #ALLYWEEK

A student-powered program where LGBTQ+ K-12 students and educators organize dialogues around what they need from allies in school

## #NNCW

No Name-Calling Week is organized by educators and students to end name-calling and bullying in school

## #CTAGLBT

Tweets from CTA's annual GLBT Conference in December

## Accounts to follow

### @GLSEN

National network of students, educators, parents and community leaders working to create LGBTQ-inclusive schools

### @GLAAD

Monitors the media, tackling tough issues to shape the narrative and provoke dialogue that leads to cultural change

### @SFPRIDE

The San Francisco Lesbian Gay Bisexual Transgender Pride Celebration & Parade

### @LAPRIDE

Home of the LA Pride Festival and Parade in West Hollywood, California

### @EQCA

Equality California is the nation's largest statewide #LGBTQ civil rights organization

### @GENDERSPECTRUM

Its mission is to create a gender-inclusive world for all children and youth



Photo: GLSEN





Carlanda Williams says Whole Brain Teaching is “where your rational side and your creative side come together.”

# Learning, MAXIMIZED

## *Fresno teacher embraces Whole Brain Teaching*

By Sherry Posnick-Goodwin Photos by Scott Buschman

*“When you visualize,  
You create a picture  
In your head  
As you read.”*

**THIRD-GRADERS AT** Greenberg Elementary School in Fresno recite this in unison with teacher Carlanda Williams several times. Every word has accompanying hand gestures. When saying “visualize,” for example, students wave their hands on each side of their head, to demonstrate what kind of visualization is happening inside their noggin. For the word “picture,” Williams and her students outline a square with their hands.

Welcome to Whole Brain Teaching (WBT), a different

kind of approach founded by Southern California educator Chris Biffle in 1999. WBT purports to maximize student engagement and matches instruction with how the human brain is designed to learn. This means students use their entire brains instead of just a small portion, which is normally the case, and engage in chants, inflection, hand gestures, head motions, and in some cases full body motions.

It’s loud and chaotic in Williams’ class, but students are having fun, are completely engaged, and understand the meaning of visualization perfectly. When their teacher asks them to close their eyes and visualize characters in the Cuban folktale *Martina the Beautiful Cockroach*, students give detailed, vivid descriptions to



Students practice what they're learning using gestures, chants and more with their tablemates.

their tablemates of how they envision the characters.

"I love using Whole Brain Teaching," says Williams, a teacher for six years who

taught special education prior to this school year, which has given her oodles of patience. "It's a form of learning where your rational side and your creative side come together. There's no behavior issues in my class because students are always moving and talking with each other. They don't have time to goof off."

## Teacher of the Year

Williams has been so successful with this teaching method that she was recently named Elementary Teacher of the Year by Fresno Unified School District.

Williams believes that using "kid-friendly language," repetition, gestures and body language, and letting students talk to peers about subject matter — all components of WBT — allows them to remember what they have learned.

"It worked for me in preparing to teach adults, too," she adds. "I started teaching professional development a few months ago, and saying things over and over and using gestures made me feel more prepared to present, and the adults were engaged in using the gestures."

While WBT has not been validated by contemporary brain research, many educators say its methods are effective, and some scientists think the techniques have value.

"The brain learns when things are surprising and

*"It's the coolest thing ever. It makes learning joyful. What can be better than that?"*

—**Carlanda Williams**, Fresno Teachers Association

interesting," said Daphna Shohamy, neuroscientist at Columbia University, in a 2015 PBS report. "So keeping things a little bit noisy

and a little bit different is actually really beneficial for learning in many different ways."

WBT is at times boisterous, but it is not anarchy. There are rules that must be followed, says Williams, a Fresno Teachers Association member. She and students chant and pantomime these rules at the beginning of class in a way that, if possible, makes rules fun. (See sidebar.)

Having students spend a few minutes familiarizing themselves with classroom expectations each day saves time in the long run, says Williams, because transitions between subjects and activities happen smoothly and quickly; students are given positive reinforcement instead of scolding, which improves morale; and they can let off steam.

WBT also recognizes emotion. If students do well, it's time for a "One-Second Party" and kids say "Oh yeah!" instantaneously with gusto. If students are not following the WBT rules, it's time for a "Mighty Groan" where they put their shoulders up to their ears and groan "ahhh" dramatically.

Like many who practice WBT, Williams keeps a scoreboard that rewards students for appropriate behavior. There are no actual prizes; instead, students evolve to "higher levels" on the scoreboard, much like what happens in video games, where soaring to a higher level becomes its own reward.







Student Aaron Cha demonstrates the Diamond Rule (see sidebar).

Her classroom is decorated in a Disneyland theme — including a fireworks display on the wall — and like Disneyland, it is one of the happiest places on earth. Indeed, Williams has enough energy, radiance and enthusiasm for her own children's television show.

## Parents, administrators, students on board

When she first heard about WBT, Williams thought it sounded interesting, so she attended a two-day conference in Louisiana, where speakers modeled instruction and demonstrated how it works. She decided afterward that she did not want to go back to ordinary teaching.

"My administrators have been very supportive. My principal loves it because kids are actively engaged. I appreciate that I have that kind of freedom."

At first, she was a bit concerned about what parents would think, but after an explanation and demonstration at back-to-school night, and seeing how their children loved it, parents embraced it. Many told her that their formerly shy children were much more outgoing and confident.

Williams emphasizes that it's more than chanting. Because her students are more expressive, they have become critical thinkers.

"Some of the kids who used to be really shy are now opening up and having rich conversations in class based on information they have read in the text. To see students have an entire conversation without me and become facilitators of their own learning is every teacher's dream."

"I'm glad to be in this class," says student Jorge Mariscal. "At first it was kind of weird, but now it feels regular. It really makes learning fun."

"I like it a lot," says classmate Rosie Trujillo. "Practicing things aloud not only helps our writing, but it also helps us talk in complete sentences."

Williams posted a video on Facebook using WBT, and it has been viewed nearly 100,000 times. A few other teachers at her school have also taken up this style of teaching. Williams was recently featured on

## Whole Brain Teaching Rules

With Whole Brain Teaching, Carlanda Williams' students "mirror" her words or chant back information and mimic hand movements, including this before each day's lessons:

### **Class?**

Yes?

### **My sweet class?**

My sweet class.

### **Mirror words.**

Mirror words.

### **Rule Number 1.**

Rule Number 1.

### **Follow directions quickly.**

Follow directions quickly.

Other rules students recite are:

Raise your hand for permission to speak.

Raise your hand for permission to get out of your seat and leave.

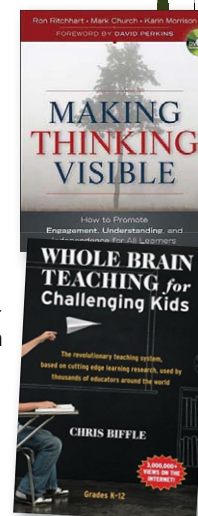
Make smart choices.

Keep your dear teacher happy.

"Diamond rule": Keep your eyes on the target.

Williams recommends educator and author Chris Biffle's book to learn more about Whole Brain Teaching: *Whole Brain Teaching for Challenging Kids*. She also uses strategies from *Making Thinking Visible*, by Ron Ritchhart, Mark Church and Karin Morrison.

For more on Williams and WBT, view videos of her leading class at [tinyurl.com/WBT-CWilliams](http://tinyurl.com/WBT-CWilliams), and check out [wholebrainteaching.com](http://wholebrainteaching.com).



ABC 30 Fresno, and teachers from all over the country and even in Canada and the Philippines have reached out to her to learn more about WBT.

"I think it's the coolest thing ever," says Williams. "It makes learning joyful. And what can be better than that?" ■

# Age of Resistance

With retirement looming, a teacher adapts to meet students where they are By Leslie Young

“Are you counting the days yet?”

I’ve gotten used to this daily refrain from inquisitive colleagues since I announced my retirement after 27 years with the district. When I hear it, I smile back, dreaming of leisurely coffee over the weekday *Los Angeles Times* while a new poodle sits at my feet, gently tapping his tail to the beat of Vivaldi on the stereo. I will be able to do what I want, when I want, without the nagging responsibility of 30 sixth-graders to cajole, inspire, reprimand and worry about 181 days of the year (not including overtime). Sure, I’m counting the days!

Yet, something strange happened after my formal announcement. After two decades of teaching gifted and talented children, I realize I have a smattering of vocal students who act like they don’t want to be there, or should I say, don’t want to learn the way I like and know best how to teach. After most of the year of hitting my head against the wall, it dawns on me that they want a different kind of teacher, not the intellectual, achievement-motivated type that I’ve prided myself on all these years.

One of my biggest points of resistance is J.L. There is one word to describe him: impulsive. He is incredibly loquacious, can even get a sleeping cricket to pay attention to him. He is everywhere and nowhere. He doesn’t do his work, or if forced to, just rushes through it. He constantly sucks on his water bottle after lunch until dismissal time. He frequently wraps his sweatshirt around his head while fanning himself with the plastic top of the supply box. And did I mention that he loves to put

other kids down? In other words, he’s exactly the kind of kid I have never been able to connect to. The more I try to change him, the more he pushes back.

J.L. reminds me of the students in the first class I had as a beginning teacher. The class that the principal gave me midway through the year because he placed the actual teacher on early retirement for turning off his hearing aids and letting the students run wildly out of the room into the planter boxes during instructional time. Everything I thought I wanted to be as a teacher was totally contradictory to that first year. Yet, I stayed for another 26.

And now I am forced to rethink what it means to teach in my last year. Whereas in Year 1 I was just trying to make some semblance of order out of chaos to meet official objectives and keep my sanity, in

Year 27 I realize it’s more important for me to understand students like J.L. and meet his needs from where he is rather than from my assumption of where he should already be.

So, I changed my attitude and my approach. I put him next to me, up front. I promoted him to be my class assistant, asking him to run things in the classroom and give his opinion

throughout the day. I got his parents to put him on a football team, which he loves. I set him up as a tutor in a kindergarten classroom where the kids drool all over him. I invited his mother to join us on a field trip to the local state university where she and her son held hands the whole time.

And you know what? I’m happier. And so is he. He is still obnoxious and difficult to teach, but



*“I have embraced this challenging situation as a fertile reflective moment where I can perhaps continue to make a difference.”*



ironically, I've gone back to the roots of who I am as an educator. Instead of complaining about students like J.L. at lunchtime or staring absent-mindedly at Netflix in the evenings before dozing off to sleep, I have embraced this challenging situation as a fertile reflective moment where I can perhaps continue to make a difference.

In her book *Disrupt Aging: A Bold New Path to Living Your Best Life at Every Age*, AARP CEO Jo Ann Jenkins describes the amazing physical and psychological prowess of tennis great Martina Navratilova. Although Navratilova no longer competes for the Grand Slam, she regularly plays on the professional circuit. She quipped, "The ball doesn't know how old you are."

As Jenkins eloquently explains how to "disrupt aging": "The first step is to 'own your age.' I'm not talking about just accepting your age. I mean really own it: embrace it, feel good about where you are in life, and more importantly, about where you are going."

As I learned this year, teaching doesn't know how old I am. In the first, the last, and all the years in between, you just have to embrace it if you're going to be more than a footnote in a student's life as well as your own. In the meantime, I do count the days until I close that door for the last time, but at least I'll know they'll measure up to something. ■

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*Newly retired Anaheim Elementary Education Association member Leslie Young, National Board Certified Teacher, is finishing her Ph.D. at Claremont Graduate University and continues to teach for the Orange County Department of Education.*



## *Every Teacher Needs a Mentor*

By Heather Wolpert-Gawron

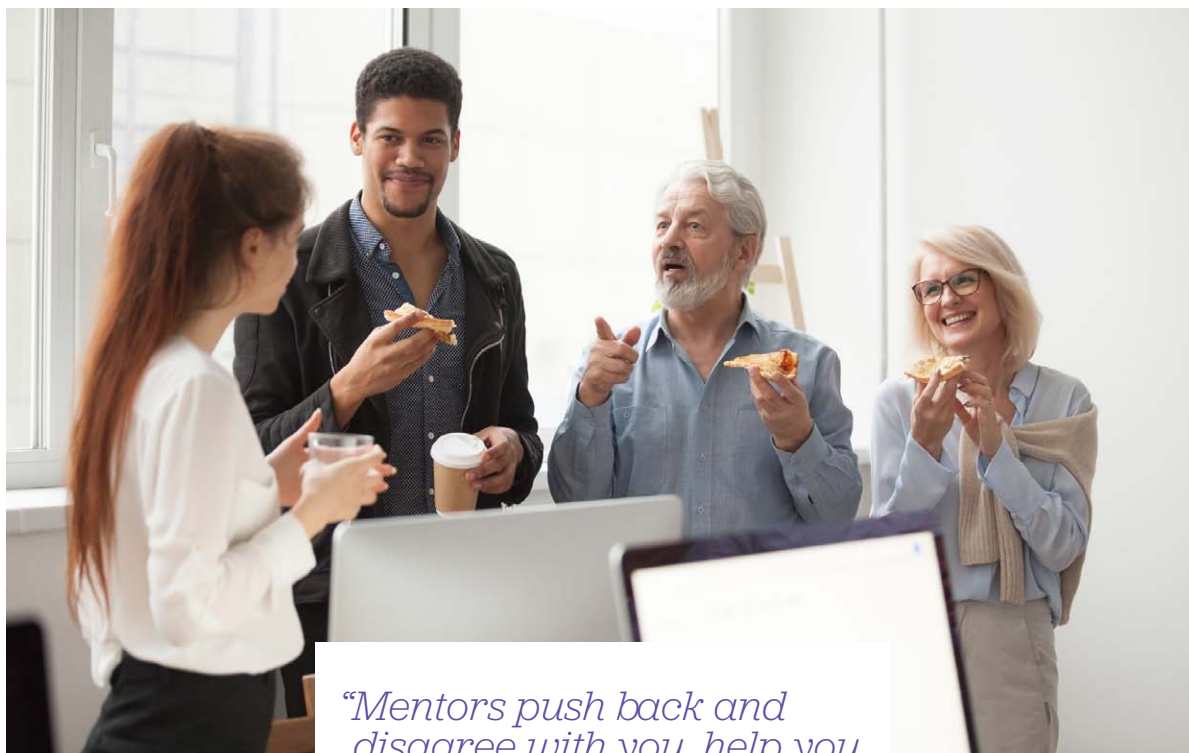
**MY MENTOR** for the last 15 years, Liz Harrington, is retiring this year. She's the one who, as our department chairperson, advocated for our weekly collaboration time and fought each semester to maintain our precious planning time as a department. Liz is the one I laugh with each Friday when we close our rooms at lunch and steal away for some caffeine. She's the one who keeps my venting from becoming perpetual smog, and the one who swoops in with a last-minute lesson plan if I have to run and pick up my own sick kid. Liz is the first person I call to share my small victories and my embarrassing defeats.

Every teacher needs a Liz, and many have been lucky enough to have one. Mentorship, you see, is vital in our industry. Mentors aren't just friends. They are amazing practitioners who pass on their knowledge through informal conversation and everyday modeling. They push back and disagree with you. They help you develop your educational voice. They help hone your academic blade.

At the beginning of our teaching careers, we are assigned mentors, perhaps through a formal induction program meant to help support our practice. (New teachers definitely need this scaffold!)

An assigned mentor is one thing, but finding that person on your own who can challenge you, advise you and celebrate you, helps you embrace being reflective and encourages you to take risks.

According to *Education Week*, there are eight key qualities in an effective mentor. Inspired by that list and my own experiences, I would say



*“Mentors push back and disagree with you, help you develop your educational voice, help hone your academic blade.”*

that a good mentor:

- Respects what you're trying to do, and helps push you to solve the problem using a different perspective.
- Listens, but knows when to hold up her hand to make you pause and listen.
- Collaborates, shares the air, and lives for reciprocal learning.
- Celebrates your successes.
- Gives you a safe space to vent, air, complain, and feel shame.
- Models best practices while still appreciating differences in teaching style.

I'll also throw this out there: Newer teachers can be mentors, too. Mentorship doesn't have to be based on seniority — it can also be about those who can help us rise in our practice and in our spirit. It isn't all about content area and pedagogical expertise; it's also about attitude and leadership.

The young teacher I was assigned to mentor through our induction program in California could have just as easily been my mentor the moment she set foot on our campus. She was talented, yes, but she was also a born learner who celebrated others' successes, lit up at the thought of being challenged, and was honest with all those around her. I learned a lot from her.

If you are without a mentor at this time, seek to find one. (You may need to go off campus if you don't find a viable candidate on yours.) We know that continued and consistent mentorship helps retain good teachers, improve their teaching practice, keep them engaged in the profession, and improve the practice of mentors themselves.

We should always seek out these

special relationships, regardless of where on the seniority list we fall. Open your door to becoming a mentor. Raise your hand when formally asked to mentor

others. Maybe it's through an induction program or taking on a student teacher. Trust that you have something to give.

Which brings me back to Liz.

The way we pass on the wisdom of our own mentors, ensuring that their ideas and positivity are immortal on a school site, is through being available ourselves. After Liz retires, her classroom will be filled by a new teacher or a transferred teacher who might just need to know it's fine to close your door and grab a few laughs on a Friday at lunch. ■

*Heather Wolpert-Gawron, San Gabriel Teachers Association, is a middle school teacher and PBL coach. Copyright 2018 Edutopia.org; George Lucas Educational Foundation.*



Rickeena Boyd-Kamei, left, and Heather Hoffman at a training for educators at San Diego High School on how to recognize signs of trafficking and what to do.

# A VILE EPIDEMIC

## How to help students who may be victims of sex trafficking

By Sherry Posnick-Goodwin Photos by Scott Buschman

**HAVE ONE OR MORE** of your students suddenly started sporting designer shoes and bags? Or maybe you see that they're now handling two cellphones? Or perhaps you've noticed a new tattoo with someone's name or initials, on their chest, neck or elsewhere?

These students may be victims of sex trafficking, defined as exploiting someone through force, fraud and coercion for the purpose of commercial sex. It's an

epidemic in California, which has the highest number of incidents reported in the U.S., and many juvenile victims are enrolled in the American school system, according to a 2015 report from the U.S. Department of Education, "Human Trafficking in America's Schools."

While the term "sex trafficking" conjures up images of someone being kidnapped and sent to a foreign country, such as in the movie *Taken*, most incidents are domestic. Sex trafficking is just one form of human trafficking,



*"If students are intercepted by human traffickers, all [educators'] work could be for naught, and the psychological and physical effects are immense."*

—**Rickeena Boyd-Kamei**,  
San Diego Education Association



Participants at the San Diego High School training include school staff Sylvia Villegas, Laura Huevo, Jennifer Ruffo and Catherine Serrano.

which may provide domestic servants or agricultural workers, or force students to sell magazines or candy door to door without pay and under abusive conditions. Many youths in forced-labor situations — a form of modern-day slavery — are also sexually abused and trafficked for sex, according to the report.

No community is immune, but it's shocking when it happens in yours.

"We had a storefront just six blocks from the high school that was shut down because human trafficking was taking place," says Sara Neze-Savacool, a French teacher at Antioch High School. "We know it's happening here around us in Contra Costa County. But it's a tough topic to learn about, and it's not well publicized. I would like our district to find resources to start an education campaign, so children can learn to protect themselves."



Sara Neze-Savacool

## HUMAN TRAFFICKING WARNING SIGNS

**HOW CAN YOU** tell if a student may be a sex trafficking victim? According to the U.S. Dept. of Education report "Human Trafficking in America's Schools," signs educators should be aware of include:

- Chronic absenteeism.
- Frequent running away from home.
- A graphic online profile.
- Drug use.
- References made to frequent travel to other cities.
- Bruises or signs of physical trauma.
- Withdrawn behavior, depression, anxiety and fear.
- Hunger, malnourishment or inappropriate dress.
- Coached or rehearsed responses to questions.
- A sudden change in material possessions, such as a second cellphone, designer clothing, and other expensive items.
- A "boyfriend" or "girlfriend" who is noticeably older, or secret relationships.
- Tattoos (a form of branding) displaying the name or moniker of a trafficker, such as "daddy." Tattoos may be hidden in the inner lip.
- Distractedness and inability to bond with others.

Nearby Oakland is the No. 1 city in the world for human trafficking, says Heather Hoffman of 3Strands Global Foundation, an El Dorado Hills-based nonprofit dedicated to prevention. Other hotspots are Los Angeles, Sacramento, Long Beach, San Francisco and San Diego.

Hoffman is one of several experts who addressed educators during San Diego High School's multiday training for teachers, counselors and administrators this spring. The workshop focused on prevention, recognizing the signs that a student is being trafficked, and how to help students if you think they are being exploited.

San Diego Education Association member Rickeena Boyd-Kamei helped organize the event, which included a former human trafficking victim and a workshop for parents to increase awareness. She was instrumental in San Diego High's decision to implement curriculum for students in AVID classes (where students learn skills to be successful in college), so they won't be naive if they encounter sex trafficking recruiters online, in shopping malls or even on campus.

Malcolm Robinson, an 11th-grade AVID teacher at the high school, is glad to see his district take a "cohesive approach" rather than having every teacher taking an individual stance.

"There's never enough time to teach everything, but you have



to carve out time for a topic that is life or death. I had a young lady with bad attendance, and I found out later that she was engaging in exotic dancing across the border.”

## Teaching about human trafficking is now the law

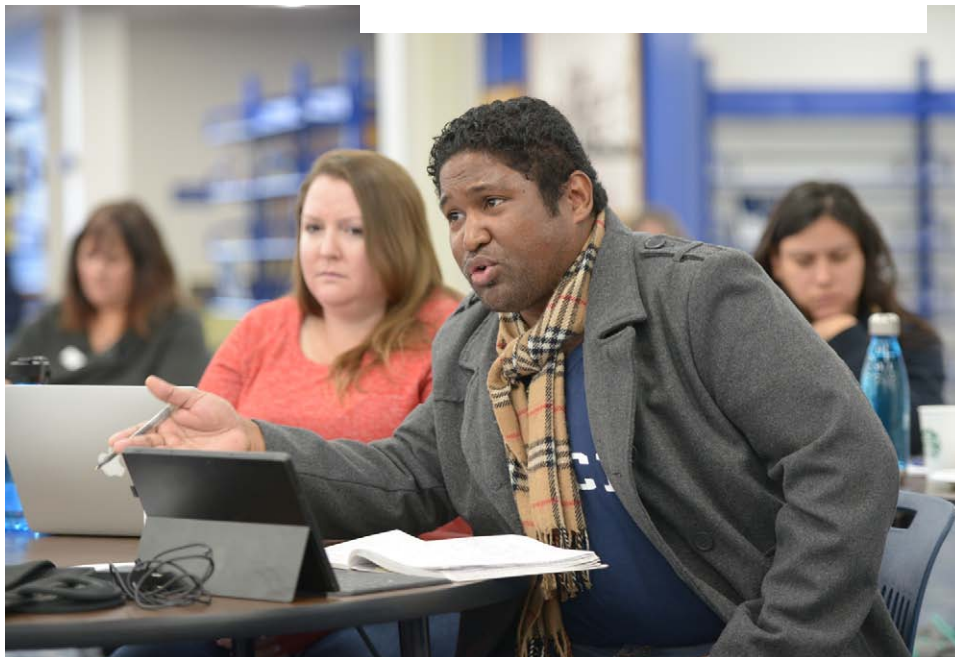
The Human Trafficking Prevention Education and Training Act (AB 1227), passed by the state Legislature in 2017, requires all public schools to offer education and training about human trafficking to staff and students beginning this year, with a focus on identification and prevention. Introduced by Assembly Member Rob Bonta (D-Oakland), sponsored by 3Strands, and supported by CTA and others, the bill went through the legislative process without a single no vote and was signed into law by Gov. Jerry Brown. California is the first state in the nation to adopt such a mandate.

(Gov. Brown signed bills in 2016 to decriminalize prostitution for minors because they are underage and therefore victims. One bill allows minors under the age of 16 to testify through closed-circuit television so they do not have to face their pimp.)

Boyd-Kamei strongly supports the new law, which requires schools to take the lead in educating youths, beginning in seventh grade. Her district has worked closely with 3Strands to create curriculum designed to teach students to develop self-confidence, recognize healthy relationships, identify predators, and obtain help for peers who may be involved in human trafficking.

“Teachers are focused on providing children with things they need to be successful in life, such as how to write, do math, and be equipped for college and the world of work,” says Boyd-Kamei, a home hospital teacher. “But if students are intercepted by human traffickers, all this work could be for naught, and the psychological and physical effects are immense.

Malcolm Robinson, 11th-grade AVID teacher at San Diego High School, speaks up during the training.



Wallet cards with helpful tips to recognize signs of trafficking and prevent it.

*“What you don’t want to do is be judgmental or ask a student to go into details. Be a good listener.”*

—Heather Hoffman, 3Strands Global Foundation



## Easy to fall in, difficult to get out

**BUKI DOMINGOS** was an adult when she became a victim of human trafficking, but she knows how devastating it is for victims of any age. San Diego High School staff heard her speak at a multiday training to increase awareness about human trafficking of students.

"People's paths are different," says Domingos, now in her 40s. "Some choose to speak about our stories, and some stay hidden and live in fear. I like to use my story to educate others and raise awareness. I may be putting myself at risk, but it's worth the sacrifice."

A professional singer, she was recruited online while working as a nurse in Germany. She was asked to perform singing gigs by someone she did not realize was a human trafficker. Then came a whirlwind romance and she married him.

"I realized it was a trap too late," says Domingos. "It began as human-labor trafficking and was slowly moving into sex trafficking." When she finally went to authorities, she says, they didn't believe her and told her that because she and the man were married, she was a victim of domestic violence and not trafficking. She believes her credibility was called into question because she is black and her trafficker is white.

He took her passport and identification papers. She feared for the lives of her children, and he threatened her with never seeing them again if she called police. She was malnourished, isolated and terrified.

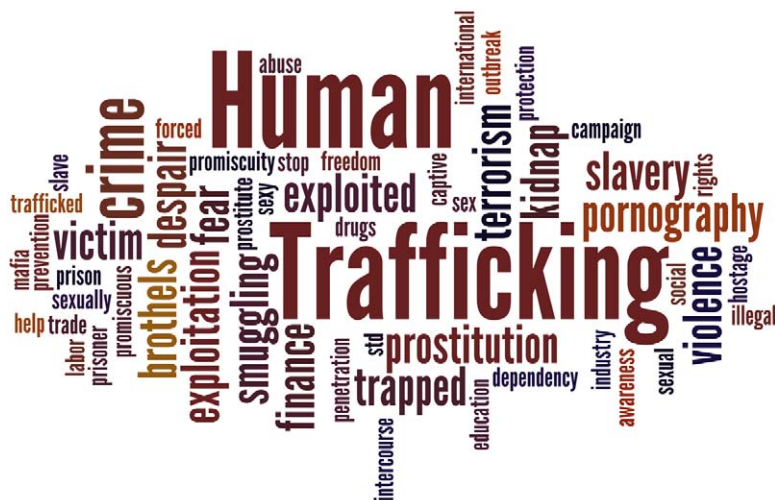
Eventually she found the strength to take her children and leave, thanks to a nurse who reached out repeatedly to help her. She stayed in a women's shelter and reported her abuser to the authorities.

"My advice to others is simple," says Domingos. "If something looks too good to be true, it probably is. Always do research on people before becoming involved with them."

Teachers should be aware of red flags when once-dedicated students develop new relationships, start sleeping in class and let their grades drop, she adds.

It's been five years since leaving her nightmare behind. She is back in nursing school and struggling financially, but free. While there has been recent attention on sex trafficking prevention and awareness, she would like to see more focus on helping victims recover.

"After everything they have been through, victims definitely need more help re-entering the world and picking up the pieces to carry on with their lives."



In extreme cases, young people die in the hands of traffickers or buyers. So it is critical for educators to become involved and educate students, parents and the community about predators."

In February, Sacramento City Teachers Association President David Fisher thanked the Assembly and the governor for supporting AB 1227. He noted media reports about several Sacramento area incidents — including the arrest of a youth soccer coach on suspicion of human trafficking, and the rescue of several underage victims by police in Roseville.

"Educators are on the front lines in dealing locally with this global issue," Fisher told lawmakers. "This fight is another teachable moment."

### How are youths recruited?

Since the National Human Trafficking Hotline was founded in 2012, more than 5,200 cases have been reported in California, more than any other state. Because it is a hidden crime, many cases go unreported.

According to a 2018 report by THORN, an international anti-trafficking organization, traffickers are increasingly relying on technology and social media to ensnare victims as young as middle school and advertise them for sex. Their survey of sex trafficking survivors shows 55 percent were recruited via texting, websites or apps. Technology also allows traffickers to keep tabs on victims around the clock and from any distance.

Experiences that make youths vulnerable are foster care, homelessness, sexual abuse, violence and bullying. Other risk factors are isolation, poverty, substance abuse, mental illness and learning disabilities. LGBTQ+ youths and young people of color are more vulnerable. Most youths continue to stay in school while being sold, reports THORN.

"It can happen to anybody's daughter or son, at Beverly Hills High School or college," says Stephany Powell, a former teacher and former vice sergeant with the Los Angeles Police Department, who is now executive director of Journey Out, a Los



Sacramento City Teachers Association President David Fisher, at microphone, speaks at a February press conference announcing implementation of the Human Trafficking Prevention Education and Training Act (AB 1227). He is flanked by Attorney General Xavier Becerra, left, and Assembly Member Rob Bonta (D-Oakland), who co-introduced the CTA-backed bill.

*“It can happen to anybody’s daughter or son, at Beverly Hills High School or college.”*

—Stephany Powell, executive director of Journey Out



Angeles nonprofit dedicated to helping victims of human trafficking.

Powell says pimps often start relationships by romancing victims, then pressure them to be intimate with someone else for money just once. The pimp may claim, “The money is for our future.” Afterward, the victim may suffer physical abuse and threats against family members if they refuse to continue having sex with others or try to end the relationship.

Other pimps use force and abuse from the beginning, or recruit their own relatives, or offer youths a job in the modeling or entertainment industry. (For example, two girls recently tried to board a plane in Sacramento with one-way tickets to New York, Hoffman says. They told police the ticket buyer, who was a pimp, said they would be getting paid to model and perform in music videos.)

Recruitment happens at shopping malls, sporting events and even school. Pimps may even be enrolled as students — or have students working for them who befriend vulnerable peers and invite them to parties and events where they can be exploited.

“I know of a case where a pimp was a student living on campus at the University of Southern California who was hooking students up with dates for money,” says Powell. “Girls didn’t realize he was a pimp until he put their pictures up on different websites.”

According to THORN, many former victims surveyed never

considered themselves victims, and many continued to romanticize their relationship with their trafficker, even after exiting “the life.” Less than a quarter surveyed saw their trafficker prosecuted. When asked if they would want to pursue prosecution of their trafficker, 88 percent reported they would not.



Stephany Powell

### What to do if you suspect a student is being trafficked

This is a dilemma for educators, because many sex trafficking victims who do not see themselves as victims are scared to talk. Educators should be mindful of not risking the well-being of students unintentionally if there are trafficking networks on campus or

it is related to gang activity, because a student could face retaliation.

Hoffman suggests reaching out to students privately and asking them questions devoid of blame, such as “What is going on with you?” or “Are you OK?” or “What



*“Teaching students about the dangers of human trafficking is as important as teaching them CPR. You hope they never have to use it, but it’s something they should know.”*

—**Marilyn Wolfson**, United Teachers Los Angeles



## RESOURCES FOR EDUCATORS

- Trafficking Hotline — 24-hour confidential help, 888-373-7888
- Text “HELP” or “INFO” to BeFree (233733)
- [Protectnow.org](https://www.protectnow.org)
- [3strandsglobalfoundation.org](https://www.3strandsglobalfoundation.org)

do you need?” or telling a student repeatedly, “I’m here for you.” Building trust takes time — and sometimes numerous outreach attempts — before a student confides to a caring adult that they are being victimized. Educators, as mandated reporters, must share that information with higher-ups, even if a student begs them not to tell.

“What you don’t want to do is be judgmental or ask a student to go into details,” says Hoffman. “Be a good listener. If you do report that a student is being victimized, tell the student that they may not understand what’s happening now, but you are acting in their best interests and trying to help them.”

## Prevention is key

To prevent students from becoming prey, educators can integrate prevention into health and AVID lessons or even history, since human trafficking is modern-day slavery. When seeking relevant guest speakers, schools should choose those with a service provider background who know appropriate terminology and strive to create a safe environment.

Online curriculum from PROTECT, a human trafficking prevention education program developed by 3Strands Global and two other nonprofits in partnership with the California Department of Education and

others, is grade-level specific. Fifth-graders learn about safe people and safe choices, are taught to listen to their “inner voice” if a situation is uncomfortable, and develop personal and online boundaries. Seventh-graders are encouraged to see themselves as worthy of respect, love and care. Ninth-graders receive an overview of human trafficking including warning signs and recruiting tactics, learn how the media and technology influence and desensitize exploitation, and are taught strategies to keep themselves safe.



Marilyn Wolfson

“It’s important to help students develop self-confidence, understand how to build healthy relationships, and identify a predator,” says Boyd-Kamei. “Dating abuse can be a forerunner to sex trafficking. The media sometimes glamorizes the lifestyle, and girls want to make a lot of money. But when students understand it is really modern-day slavery, they don’t find it so alluring.”

Marilyn Wolfson, a health teacher at Polytechnic High School in Sun Valley, brought Journey Out’s Powell into her classroom as a guest speaker. Most students had never discussed the topic with their parents before and knew little about dangers that could be lurking.

“Giving them this information may be saving their lives,” says Wolfson, United Teachers Los Angeles. “They should know how to respond if they are approached. I don’t want them to be paranoid, but they need to be aware that when someone offers them money and jewelry, it could get them into a world of trouble.

“Teaching students about the dangers of human trafficking is as important as teaching them CPR. You hope they never have to use it, but it’s something they should know.” ■

# Timeless Lessons

## Mono Lake's history, geology offer much to learn

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

"Save Mono Lake."

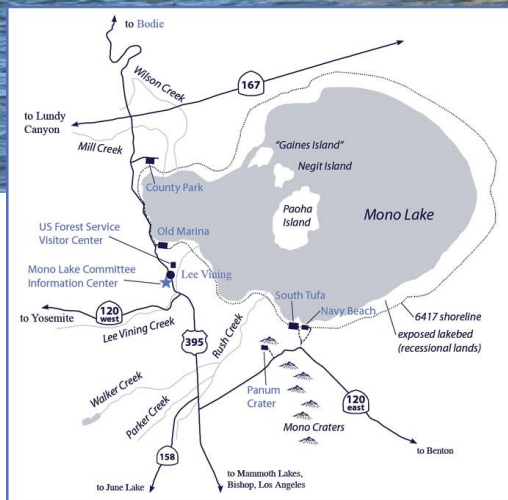
For years it was a slogan on bumper stickers and T-shirts. Now the famous body of water in remote Mono County is in the process of being saved, and it provides educators in the lakeside community of Lee Vining opportunities to offer dynamic science curriculum and important life lessons.

In fact, it's the perfect teaching tool for educating students about:

- Preserving Earth's natural resources.
- What can go awry when humans interfere with Mother Nature.
- Geology and the creation of tufa formations.
- Self-contained ecosystems.
- The delicate art of riparian restoration.


There are also valuable history lessons about political organizing and how it made a huge difference in the small community decades ago, long before the Internet and social media existed.

"We are so lucky to be able to use the outdoors and Mono Lake as an outdoor classroom," says Brianna Brown, president of the Eastern Sierra Teachers Association (ESTA), adding that schools



At Mono Lake, in Mono County, students can study soil, rock and water samples, as well as fossils and petroglyphs from Native American tribes.





Mono Lake  
Committee educators  
conduct a remote  
lesson to students in  
another state.




throughout the Eastern Sierra transport students by bus for annual field trips to Mono Lake.

“In addition to being able to study soil samples, rock samples and water samples, history is all around us, including fossils and petroglyphs from Native American tribes,” says Brown, who teaches 25 miles away in Bridgeport. “And the story of our lake is full of valuable lessons about preserving our planet for future generations.”

## An outdoor classroom

At the Mono Lake Visitor Center, teachers Yvette Garcia and Julia Silliker, both ESTA members, explain to middle school students from Lee Vining Elementary School (K-8) that the ancient lake visible behind them was formed when Mono Lake was filled with glacial runoff nearly 12,000 years ago.

The hills on the north, south and east sides of the basin are all of volcanic origin. The Mono Craters, 24 domes of rhyolite (volcanic rock) that have erupted over the last 40,000 years and as recently as 700 years ago, form the youngest volcanic chain in North America.



“The story of our lake is full of valuable lessons about preserving our planet for future generations.”

—**Brianna Brown,**  
Eastern Sierra Teachers Association







Yvette Garcia explains that the Mono Basin is one of the state's richest natural areas.

"Rising magma caused explosions of lava and superheated water to create craters and domes," says Garcia.

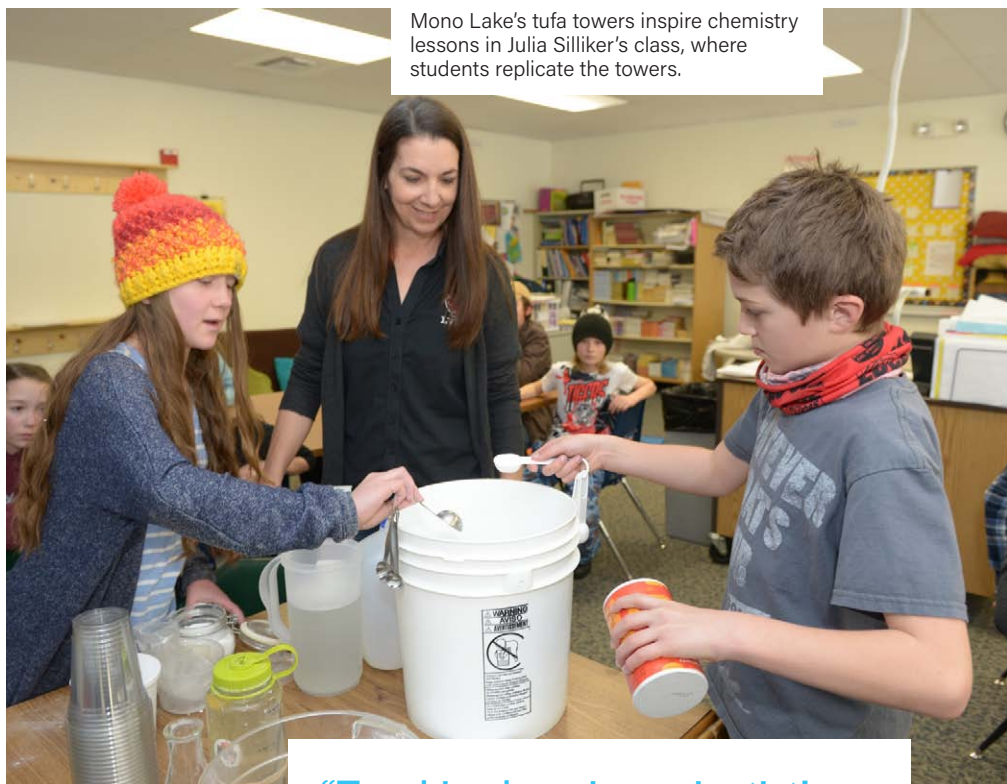
Black Point, a striking feature on the northwestern shore, and Negit and Paoha islands are also of volcanic origin. The islands contain vents, hot springs, fumaroles and mudpots from their volcanic beginnings, which can be viewed from boats.

"Can everyone see Panum Crater?" asks Silliker. Students crane their necks to see the rim of the crater — a volcanic cone that is part of the Mono-Inyo Craters, a chain of recent volcanic cones south of the lake and east of the Sierra Nevada.

Next, students look for an osprey, a large fish-eating bird of prey often called a "sea hawk." Nesting birds now include California gulls, snowy plovers and 79 other species of water birds.

Students learn that there are 14 different ecological zones, more than 1,000 plant species and roughly 400 vertebrate species within the watershed, and that the Mono Basin area is one of the state's richest natural areas. Lake life includes algae, brine shrimp and alkali flies, but no fish.

Four streams that flowed into Mono Lake were diverted into the Los Angeles Aqueduct in 1941 (see sidebar), wreaking havoc on the surrounding ecosystem. Riparian vegetation died, fisheries were destroyed, occasional floods tore through the dry floodplains, and the lake's water level dropped precipitously. In recent efforts to restore the area, new trees have been planted and limited water is flowing through several streams.



Mono Lake's tufa towers inspire chemistry lessons in Julia Silliker's class, where students replicate the towers.

**"Teaching here is a scientist's dream. We definitely live in a place that's like no other."**

—**Julia Silliker**, Eastern Sierra Teachers Association



Julia Silliker and Yvette Garcia with their students at Mono Lake.



## A Story of Near Death and Revival

**IN 1941**, the Los Angeles Department of Water and Power (LADWP) began diverting Mono Lake's tributary streams 350 miles south to meet the water demands of Los Angeles. Mono Lake lost 50 percent of its water, and its salinity doubled. The ecosystem began to collapse.

Islands, once nesting sites for birds including California gulls, became peninsulas vulnerable to mammalian

and reptile predators. The rate of photosynthesis of algae, the base of the food chain, was reduced, while reproductive abilities of brine shrimp became impaired. Stream ecosystems unraveled. Air quality worsened as the exposed lakebed became the source of airborne particulate matter — violating the Clean Air Act — and toxic alkali dust storms arose on windy days from exposed salt flats.

Ducks and geese disappeared.

By 1982, the lake level was more than 40 vertical feet below the pre-diversion level. Without intervention, Mono Lake was destined to become a lifeless wasteland.

The Mono Lake Committee was created in 1978 to fight these conditions, joining with conservation clubs, schools, service organizations, legislators, lawyers and others to educate the public about the importance of saving this high desert lake. The committee grew to 20,000 members and gained legal and legislative power. In the late 1970s, "Save Mono Lake" bumper stickers could be seen on cars everywhere, as the lake came to symbolize the need to preserve and protect the environment.

The citizen action group has stayed strong by working with the public and a coalition of government agencies and nonprofits. Through negotiations,

litigation and legislation, the committee's efforts continue today.

The State Water Resources Control Board ordered the restoration of Mono Lake in 1994, with LADWP responsible for implementing the plan that included reopening a channel and controlling water release by remote control to take sediment downstream. The goal is to raise the water level, reduce salinity, eliminate dust storms, and reconnect the lake to springs and deltas.

Mono Lake will never be completely restored, however, because Los Angeles needs water. So eventually the lake will be 25 feet lower than pre-diversion level, the streams will carry less annual flow, and the former cottonwood-willow riparian forests will take 50 years to come back.

While ongoing restoration efforts have improved the Mono Basin ecosystem, the biggest lesson is that it is always better to prevent damage than rely on restoration.

Some classrooms hatch trout from eggs and release them into the streams.

A small group of people calling themselves Kutzadika'a inhabited the region before European settlers. Students frequently find their arrowheads, and are asked to leave them in place to comply with the Archaeological Resources Protection Act.

The name Kutzadika'a means "fly eaters." Some Native American families in the area demonstrate basket weaving and hoop dancing to students and other

groups at the Visitor Center. Some Lee Vining students have even eaten fly larvae at these events, which were a rich source of protein for native tribes.

### Building a lesson around tufa towers

Ironically, the lake's demise led to it being a tourist attraction for "tufa towers," or calcium carbonate spires and knobs formed by interaction of freshwater springs and alkaline lake water. The towers grow only underwater, and some grow

to a height of 30 feet or more. The reason visitors can see so much tufa now is that the lake level fell dramatically after water was diverted to Los Angeles. To protect these fragile formations, the California Legislature established the Mono Lake Tufa State Natural Reserve in 1981.

The tufa towers inspire chemistry lessons, and students create their own "lake water" and "tufa towers" in the classroom with Garcia and Silliker, to better understand the process.

Within Mono Lake's waters are



dissolved sodium salts of chlorides, carbonates and sulfates. The water is extremely salty because the water has no way out of the lake basin. Students replicate that with the following recipe: One gallon of pure water, add 18 tablespoons of baking soda, 10 tablespoons of table salt, eight teaspoons of Epsom salt, and a pinch of borax or laundry detergent. It's not a perfect replication, because the lake water contains trace amounts of other chemicals. But it's close enough.

To create mini-tufas, students add this water to dissolved calcium chloride, which results in tiny tufas forming at the bottom of their containers.

"What do the tufas feel like?" asks Garcia.

Students dip their fingers into the containers and reply that the tufas feel slimy, slippery and crusty all at the

same time. One student compares them to feta cheese.

The teachers then provide actual lake water, and students perform the same experiments. They find no difference between the replicated lake water and real lake water results.

During the lab, Garcia and Silliker ask students why it is so important to restore a lake that was near death in their isolated mountain community.

"We don't want salt to go into the air, because it makes the air bad," says a seventh-grader. "We don't want to breathe bad air." (Toxic dust storms originating from dry lake bed areas in Mono Basin are among the worst in the nation.)

In just a short time, students have been able to study geology, chemistry, volcanic eruptions, Native American culture, wildlife, and the politics of fighting pollution,

without so much as leaving their immediate area.

"Teaching here is a scientist's dream," says Silliker. "We definitely live in a place that's like no other."

*You don't have to take students to Mono Basin for them to study it, because they can view the lake, wildlife and tufas online by connecting with the Mono Lake Committee. (See photo of Nora Livingston and Bartshe Miller providing a broadcast to students in another state on page 29.) Also, committee members and volunteers conduct in-person field trips and weekend seminars for teachers and students. To learn more, visit [monolake.org](http://monolake.org) or call 760-647-6595.*

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Gavin Newsom thanks his supporters on primary election night.

## Massive influx of cash for charter candidates

As of June 1, a handful of billionaires had accounted for much of the nearly \$22.3 million given to the charter industry's independent expenditure committees to elect Antonio Villaraigosa as governor, and about \$8.5 million to privately run charter advocate and former Wall Street banker Marshall Tuck. See the infographic on the next page, which breaks down the charter industry's unprecedented donations for Tuck and Villaraigosa.

Under California's primary election rules, the two top vote-getters, regardless of party, advance to the November general election. Newsom will face Republican John Cox, and Thurmond will square off against Tuck in the November runoff.

"Educators are excited that a champion of our public schools is on the path now to become our next governor," says Heins of Newsom's strong showing. "Like educators, he believes that California must invest more in our schools because they're the key to opportunity and a good life for all students."

Heins adds that Newsom shares educators' values and believes in transparency and accountability at all California schools.

"Newsom has seen the fraud and waste in privately run charter schools, and will hold all schools to the same standards. He knows that, with investment and ongoing innovations, our public schools will continue to be community centers instead of the profit centers that some billionaires want to continue to exploit. John Cox shares President Trump and Betsy DeVos' divisive and destructive agenda for our schools and communities. The choice in November's general election has never been so stark and compelling."

# On to November

## Voters Support Public Schools by Backing Newsom for Governor, Thurmond for State Superintendent

**IN CALIFORNIA'S JUNE 5** primary election, voters sided with students and public education by voting for teacher-supported Lt. Gov. Gavin Newsom for governor and East Bay Assembly Member Tony Thurmond for state superintendent of public instruction. Their success came despite corporate billionaires pouring in an unprecedented \$30.8 million for their opponents — candidates committed to pushing their agenda to privatize public schools, divert taxpayer dollars from neighborhood public schools to privately run charter schools, and strip educators of their rights.

*"The choice in November's general election has never been so stark and compelling."*

—CTA President **Eric Heins**

"Newsom's clear victory shows that California's democratic process is not for sale," says CTA President Eric Heins. "Voters rejected the school privatization agenda of the billionaires supporting Antonio Villaraigosa and showed their support of providing a free public education to all students regardless of their ZIP code. And by supporting Thurmond for the November runoff, voters agreed that he is the one who will make our students and schools a top priority and continue to fight for the rights and future of all educators."

CTA Vice President Theresa Montaño celebrates with Tony Thurmond on primary election night.  
Photo: Mike Myslinski



## Thurmond makes the grade

Heins says Tony Thurmond also shares educators' values in ensuring all students have the quality public schools and colleges they need and deserve.

"Thurmond knows firsthand the power of public education in transforming the lives of students," Heins says. "His personal experience shapes his legislative record of advocacy on issues like the teacher shortage, school-based mental health programs, affordable housing for educators, and keeping kids in school and out of the criminal justice system."

Other CTA-recommended candidates (names in bold) did well in statewide races and move on to the November election:



**Ed Hernandez** will face Eleni Kounalakis for lieutenant governor.



**Alex Padilla** will face Mark Meuser for secretary of state.



**Betty Yee** will face Konstantinos Roditis for state controller.



**Fiona Ma** will face Greg Conlon for state treasurer.

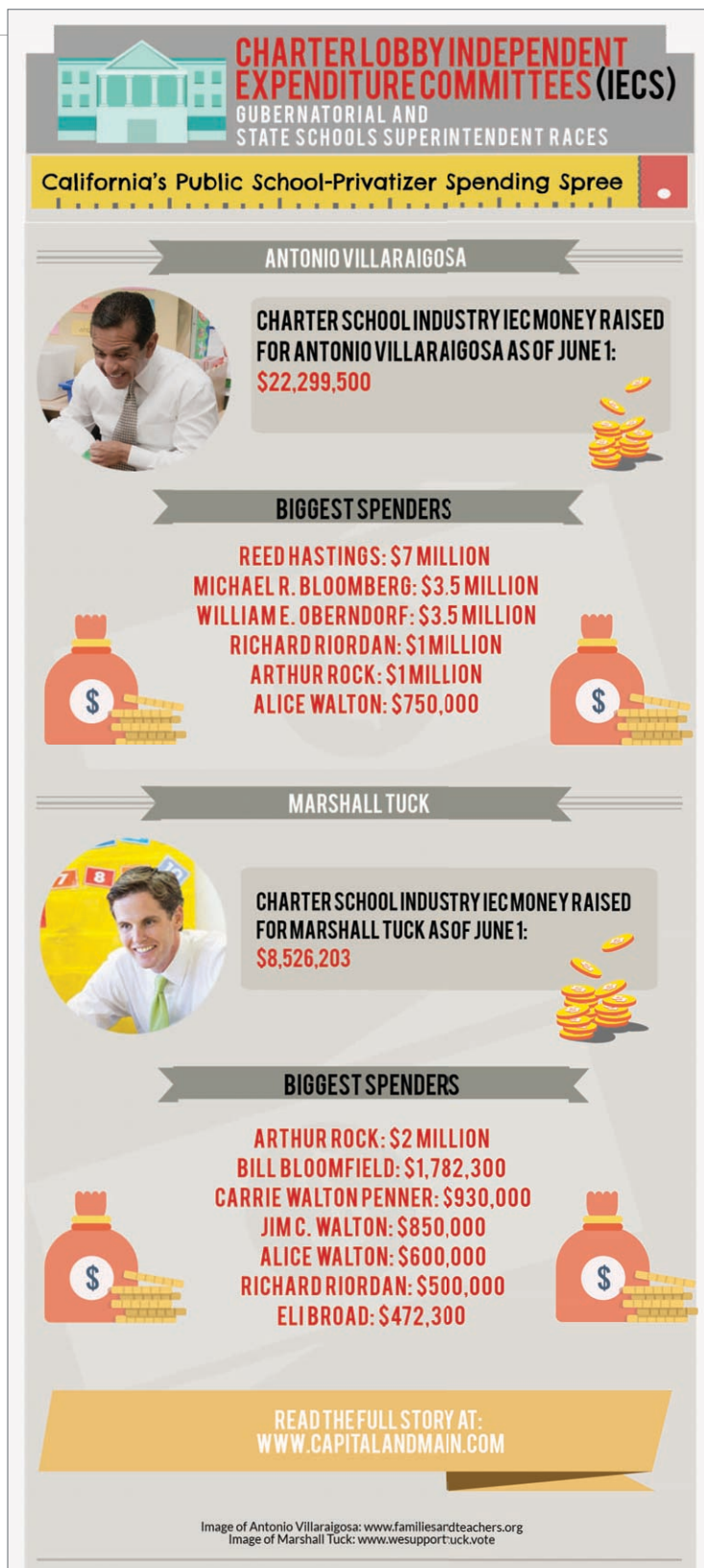


**Xavier Becerra** will face Steven Bailey for attorney general.



**Ricardo Lara** will face Steve Poizner for insurance commissioner.

For election and voter information, and updates on CTA-recommended candidates, see [cta.org/campaign](http://cta.org/campaign).



According to Capital & Main, a handful of billionaires and other deep-pocketed charter school backers spent an unprecedented \$22.3 million in the primary to elect Antonio Villaraigosa for governor, and an additional \$8.5 million to elect Marshall Tuck as state superintendent of public instruction.





The CVEU delegation at fact-finding. Back row, left to right: Janine Burns, Brianna Carroll, Kristin McCaffrey, Amy Koller. Front row: Sheryl Carruth, Stacey Mankoff, Amber Blodgett, Katie Jamreonvit.



# How CAVA Teachers Won a Contract

*Virtual educators fought for their students, not company profits*

By Frank Wells

**I**n April, California Virtual Educators United (CVEU) members voted by an overwhelming 98 percent to ratify a contract agreement with California Virtual Academies (CAVA). CAVA completed its ratification votes May 11, making the virtual charter the nation's largest online school with a collective bargaining agreement covering a unionized staff. The agreement, reached after more than a year of often contentious negotiations, comes after years of organizing work and

tension with a union-averse employer whose profit-driven model had led to less than ideal conditions for both students and teachers.

CAVA is a network of schools operating in affiliation with K12 Inc., the nation's largest presence in the online school market. K12 has been in business since 2000 and in California since 2002 (see sidebar), but CAVA teachers felt its increasing focus on profits has resulted in deterioration of the instructional program, lack of resources for students, and underpaid, overworked and frustrated teachers.

That frustration led to a small group of CAVA teachers discussing the idea of forming a union, a daunting task given that at the time the school had about 750 teachers who were spread all over the state with limited opportunity to engage in person. In 2013 they reached out to CTA staff in the Sacramento area for advice. They formed an organizing team and began outreach to colleagues. They set up a closed Facebook group, which built solidarity and a sense of community, and gradually became a safe space for teachers to air concerns. Many of those concerns centered on ever-changing, top-down policies that didn't benefit students.

## Concern for students

Brianna Carroll is a fourth-year CAVA teacher and CVEU's current and first union president. "Teachers were concerned





CVEU and iQTA members meet at a CTA office in 2016 to strategize parent, member, and community outreach and to form bargaining committees.



about the instability their students were experiencing,” she says. “We also began discussing the reality that our low salaries and working conditions were making it hard for CAVA to keep teachers, creating an unstable environment for students. Every year we were losing more and more students and teachers.”

“Changes in management at K12 and an increased emphasis on profits had led to changes at CAVA that shortchanged students,” says Sarah Vigrass, a 10-year CAVA teacher who has since joined CTA staff as a field organizer. “When I started teaching there, families would start the year getting these great boxes of art supplies, textbooks and curriculum, and teachers had time to build relationships with students and families. A lot of that went away. I even heard a K12 executive, in response to

*“Changes in management at K12 and an increased emphasis on profits led to changes at CAVA that shortchanged students.”*

—Sarah Vigrass, former CAVA teacher

a parent asking to bring back physical textbooks instead of online versions that were hard for students to navigate, ask if the parent would be willing to pay for them. That’s just wrong. A family with a child in a public school shouldn’t have to pay for books.”

Support for a union grew. CVEU stepped up its organizing efforts with regional staff development meetings and weekly organizing team meetings, while CAVA management tried to convince teachers that unionizing would destroy the school (in one case advising teachers to call the police if a union organizer came to their home).

Despite management opposition, in 2014 CAVA teachers overwhelmingly voted to have CVEU/CTA be their exclusive representative. That sparked a 17-month legal battle in which CAVA contended that its campuses were individual schools and therefore separate bargaining units, and that voting for CTA representation was not the same as voting for CVEU. In October 2015 the Public Employment Relations Board (PERB) rejected CAVA’s arguments, granting CVEU/CTA exclusive recognition. CAVA again appealed but was rebuffed by PERB in June 2016. In September of that year, CVEU and CAVA began negotiations for their first contract.

## Long road to settlement

Coinciding with CVEU’s organizing efforts, public research studies and a state investigation into CAVA and K12

iQTA's bargaining team, from left: Jennifer Finkbeiner, Sindia Jara, Gemma Berkley, Carrie Moore.



## iQ Teachers Association

*The first union of virtual educators in the state to settle a contract*

**THEY MAY NOT** be the largest, but they were the first. The iQ Teachers Association (iQTA) represents the 26 educators working for iQ Academy California – Los Angeles (iQLA), also a K12 Inc. online school. They settled their contract on Jan. 25, just days before a scheduled strike vote.

iQLA teachers decided to form a union for many of the same reasons that CVEU members did. "We were very aware of their struggles," says iQTA Vice President Gemma Berkley. "We had similar concerns and knew changes needed to happen at iQTA."

Current iQTA President Carrie Moore (on leave and unavailable for this article) reached out to CTA in August 2016 to begin organizing her colleagues to form the new union. "Carrie was the catalyst in starting the iQ Teachers Association and the force behind the constant movement through bargaining," says Berkley. "She keeps us grounded and focused on our goal: a voice for iQ teachers and staff."

Always mindful that their contract proposals reflected the needs and values of their respective members, Berkley and CVEU President Brianna Carroll kept in contact throughout both unions' bargaining, and continue to learn from each other and share ideas. "We're separate, but we're mutually supportive unions," says Berkley. "We learned from them, and our settlement, which may have come more quickly because we're smaller and less of a financial impact on K12, may have helped move some things along for them." During negotiations iQTA members were kept informed through virtual town hall meetings that provided bargaining updates, addressed concerns, and helped build solidarity.

The iQTA agreement was overwhelmingly ratified and is the first contract for a virtual school in California; iQLA is the first K12-affiliated school with a collective bargaining agreement.

At press time, a grievance had been filed over interpretation of the new salary schedule, and Berkley vowed to use the strength of the new union to pursue the matter to conclusion.

*"Our settlement, which may have come more quickly because we're smaller and less of a financial impact on K12, may have helped move some things along for CVEU."*

—iQTA Vice President  
**Gemma Berkley**

publicly confirmed the teachers' concerns about the quality of education their students were receiving, showing that the K12 connection to CAVA was putting profits before kids, and that achievement levels and graduation rates were substantially below statewide averages for traditional schools.

In 2016, that scrutiny led to a \$168.5 million settlement between then-Attorney General Kamala Harris' office and both companies over alleged violations of "false claims, false advertising and unfair competition laws," including misleading parents about students' academic progress, college eligibility, class sizes and other issues. Meanwhile, student and family concerns about the school led to a steep decline in enrollment and a teacher exodus in part due to layoffs. Today CAVA's enrollment and teaching staff are down about a third from four years ago.

The 2½-year road from initial PERB recognition to a first contract settlement was not an easy one. CAVA's delays in getting to the negotiation table and slow progress once talks began frustrated CVEU members, and some openly questioned — despite believing in the benefit of online learning for some students when done through a quality program — whether working in an environment where they felt so undervalued and disrespected was worth it. In November 2017, after more than a year at the bargaining table, CVEU members voted by 91 percent to authorize a strike if necessary.

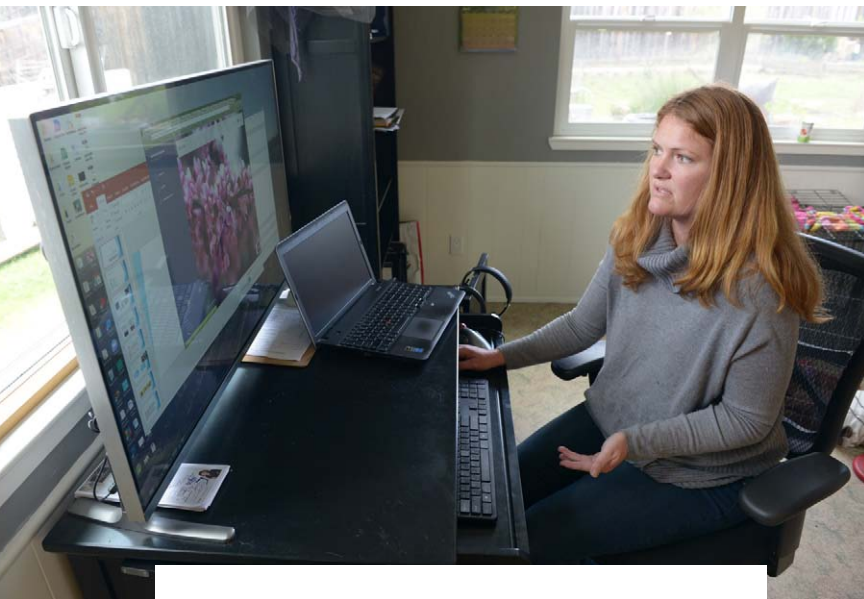
## Ensuring student and teacher success

That additional pressure worked. Tentative agreements were signed off on workload, achieving permanent job status (CAVA teachers had been "at-will" employees with no rehiring or due process rights) and salary. In April, with a potential strike looming, the only





CAVA teacher and CVEU President Brianna Carroll is based in Livermore. Photo: Scott Buschman



*“CVEU members are committed to making the changes needed so students have the best learning experience possible.”*

—Brianna Carroll, CVEU president

outstanding issue — teacher-student caseload — was finally resolved after a two-day state fact-finding hearing, and the tentative agreement was signed April 4. The historic contract made headlines in national news outlets, among them *The Washington Post* and *The Atlantic*, portending unionization efforts by other online charter teachers.

The success of their organizing and first contract has dramatically expanded CVEU’s membership. A pre-ratification recruitment drive (only union members were eligible to vote on the contract) has seen membership grow from 20 to 85 percent, by any measure a stunning increase.

“We are so proud of the hard work and commitment our teachers made in ensuring that our core values on work status, caseloads and workload were recognized,” says Carroll. “We now have a first contract that begins the process of fixing CAVA and ensuring the success of our students and teachers.

“We believe that there is an important place in education for alternatives such as online learning. That is why CVEU members are committed to making the changes needed so students have the best learning experience possible.” ■

## K12 and CAVA: *A Profitable Business Model*

**K12 INC. IS** a publicly traded Virginia-based company launched in 2000 by former Goldman Sachs banker Ron Packard and former U.S. Secretary of Education William Bennett using capital put up by Oracle CEO Larry Ellison and “junk bond king” Michael Milken. Other investors have included Secretary of Education Betsy DeVos.

Using California’s charter school law to find local authorizing public school districts, K12 set up its first CAVA schools in San Diego, Kern and Tuolumne counties in 2002. CAVA rapidly expanded to other counties and grew from an enrollment of several hundred students to over 15,000 at its peak.

Each of the individual CAVA schools was opened under a charter authorized by a school district in the county where the school is based. Those authorizing districts, in turn, have received millions of dollars annually for “oversight,” which usually means just a cursory review of CAVA budgets and, if pressed, an attempt to address or at least listen to public concerns.

CAVA and other virtual schools have no classrooms and no physical campuses. Students log on at home from computers (loaned to families by the school) to receive course work, view lectures, and interact with instructors. There are opportunities for occasional online group work, but for the most part the process is designed for students to work on their own. Parents sign off on logs to verify that time requirements for subjects like PE have been met. Depending on subject and grade level, student caseloads can run into the hundreds for teachers.

Despite the lack of physical classrooms and the related maintenance and other costs associated with brick-and-mortar campuses, CAVA receives the same level of taxpayer support for its students as other California schools.

CAVA schools, although claiming to be independent entities, are deeply tied to K12 financially and administratively. CAVA contracts with K12 for software, curriculum and administrative support services. What this means is that roughly half of the hundreds of millions of dollars in taxpayer funding CAVA receives has left the state and gone to K12 and its investors.





# AN ALL-TIME HIGH

## Education funding a priority in revised budget proposal

**GOV. JERRY BROWN** delivered his revised 2018-19 state budget in May. Because of increased state revenues and local property taxes, and the Proposition 98 guarantee, funding for K-12 schools and community colleges is at an all-time high of \$78.4 billion, an increase of \$31 billion since 2011-12.

The K-12 proposal provides about a \$4,600 increase on a per-student basis over 2011-12 levels.

The revised budget includes about \$3 billion more to fully fund the Local Control Funding Formula (LCFF) two years ahead of time.

CTA President Eric Heins notes that the May revision results in “funding for higher education and much-needed funding for health and human services, which begins to address the homelessness crisis impacting our students and our communities. Also significant is the certification of Proposition 98 minimum guarantee and the continuous appropriation of the LCFF, including cost-of-living adjustment. This creates certainty for educators and students in future years.”

Heins adds, “We appreciate the one-time funding for much-needed beginning teacher induction during this critical teacher shortage.”

Highlights in the revised budget:

- Increases in stand-alone categoricals apart from LCFF, including special education, child nutrition, foster youth, preschool, American Indian education centers, and the American Indian Early Childhood Education Program.
- \$200 million ongoing to establish a K-12 component within the career technical education Strong Workforce Program.
- An increase of \$11.8 million one-time federal funds for additional early math resources, including professional learning and coaching for educators, and math learning opportunities for pre-K–3 children.

Important proposals include:

- A revised Prop. 98 certification structure that will, among other things, increase certainty around the payment of future certification

settlements, and give the state additional budgeting flexibility.

- \$13.3 million to create the Community Engagement Initiative, to help school districts engage more effectively with local communities, specifically in developing Local Control and Accountability Plans.
- \$15 million to expand the Multi-Tiered Systems of Support (MTSS) framework to foster positive school climate in both academic and behavioral areas, including positive behavior interventions and support, restorative justice, bullying prevention, social-emotional learning, trauma-informed practice and cultural competency.

Regarding funding for community colleges and higher education, Heins says CTA continues “to have some concerns about a few items outlined in the proposal, such as an online community college and the proposed funding for the vital UC and CSU systems.”

Gov. Brown’s January budget proposed establishing a fully online community college; the May revision offers clarifications in governance, collective bargaining, student success, accreditation and curriculum. While the budget increases funding to the UC and CSU systems by \$92 million each, the funding is conditioned on potential tuition hikes: UC and CSU’s general fund revenues could be reduced by the substantial amount any tuition hike would cost the state’s Cal Grant financial aid program.

At press time, the Legislature was due to vote on the budget by June 15. ■

# LEGISLATIVE UPDATE

Support for bill creating certainty for educators and students in the future

## AB 2808: LOCAL CONTROL FUNDING FORMULA: FUNDING INCREASE

On CTA's Lobby Day, May 23, educators from all over California, joined by Assembly Members Kevin McCarty (D-Sacramento) and Al Muratsuchi (D-Torrance), representatives of the Association of California School Administrators (ACSA), and other stakeholders, urged state legislators to support AB 2808, which increases public education funding. The bill, introduced by Muratsuchi, would set new Local Control Funding Formula (LCFF) targets and certify the Proposition 98 minimum guarantee and the continuous appropriations of the LCFF, including a cost-of-living adjustment (COLA). This creates certainty for educators and students in future years.

"Currently, California ranks 44th in the nation in per-pupil spending. Although we are the fifth-largest economy in the world, we rank in the bottom 10 percent in the nation in funding for our students," says CTA Vice President Theresa Montaño. "We are asking lawmakers to support certifying the Prop. 98 guarantee and provide continuous appropriation of the LCFF with a COLA as proposed by the governor. This ensures that funds are provided to school districts on a predictable and timely basis. It essentially closes the books and this chapter of hard times

for our public schools."

School administrators, who are co-sponsoring AB 2808, believe increased funding is critical for our state to move forward.

## AB 3136: SPECIAL EDUCATION FUNDING

On Lobby Day, more than 100 educators met with lawmakers on behalf of their students. Among other things, they asked legislators to support AB 3136, by Assembly Member Patrick O'Donnell (D-Long Beach), which would provide more resources for students with special needs.

"The costs of special education programs continue to grow, putting pressure on districts' budgets, with almost flat funding from federal and state resources," says Montaño. "We urge lawmakers to support AB 3136, which increases categorical funding for special education students."

AB 3136 would provide critical support to California's students with special needs by establishing state support for special education preschool services, providing funding to equalize long-standing special education funding inequities, and providing support for students requiring higher-cost services.

## AB 2547: CALIFORNIA TEACHER CORPS ACT

Education stakeholders agree that at a time when California is facing a critical

teacher shortage, we need programs to attract and retain qualified educators, especially in hard-to-fill areas.

"To provide all students with the quality education they need and deserve, we need to address this critical shortage and make it enticing for our young adults to want to enter the profession," says Montaño. "AB 2547, by Assembly Member Kevin McCarty, helps address the teacher shortage by funding teacher residency programs to help attract and retain educators in hard-to-staff curricular areas like STEM and bilingual education."

## AB 2820: COMMUNITY ENGAGEMENT AND SCHOOL CLIMATE FOR CONTINUOUS IMPROVEMENT INITIATIVE

Another bill educators discussed was AB 2820, also by McCarty. This bill establishes funding to help develop Local Control and Accountability Plans and funds a school climate survey engaging parents, students and educators to improve local teaching and learning conditions.

"We believe it takes a community to foster a healthy and safe environment for our students, and this bill increases attention and encourages engagement and participation," Montaño says.

(At press time, the bill was amended. The current version would create a committee to develop criteria for selecting and vetting school climate surveys.) ■

CTA Vice President Theresa Montaño speaks during a news conference at the Capitol. She is there for Legislative Advocacy Day, when CTA chapter presidents and other leaders meet with lawmakers. Photo: Erika Sizemore



# SAVE OUR STUDENTS

*Take action now against gun violence in schools*

## WHAT YOU CAN DO:

- Contact your legislators to urge them to pass commonsense gun laws.
- To learn more about the issue, to find or organize an action, and to pledge your support, go to [cta.org/nomore](http://cta.org/nomore).
- To join the conversation on social media: **#WeSayNoMore**
- Record an **#ArmMeWith** video. Use the hashtag **#ArmMeWith** to propose other resources you would rather be armed with instead of guns, such as books, art and music programs, nurses, and school counselors. Go to [stories.cta.org/armmewith](http://stories.cta.org/armmewith) and submit your video or photo to tell us what you would rather be armed with!
- Check out our partners and their work on this issue:

**The Network for Public Education** — [networkforpubliceducation.org](http://networkforpubliceducation.org)

**American Federation of Teachers** — [aft.org](http://aft.org)

**Moms Demand Action** — [momsdemandaction.org](http://momsdemandaction.org)

**Everytown for Gun Safety** — [everytown.org](http://everytown.org)

**Giffords: Courage to Fight Gun Violence** — [giffords.org](http://giffords.org)

**IT KEEPS HAPPENING.** Yet more gun violence and senseless death and injury plague our schools, the latest being the killing of 10 students and educators by a student at Santa Fe High School in Texas on May 18, and an attempted shooting — thwarted by a heroic teacher — at an Indiana middle school on May 25.

The stunning fact is that more people have been killed at schools this year than have been killed while deployed as members of the military.\*

As a recent story in the *New York Times* notes, students are now assessing their risk of getting shot. “Shootings are so common that students talk in frighteningly practical terms about the location of doors and windows in their classrooms as risk factors. They calculate escape routes. And they ponder hiding spots in wide-open rooms.”

This is wrong. Schools should be the safest place a child can be. It’s clear we are not doing enough to keep our students safe and our schools free from gun violence.

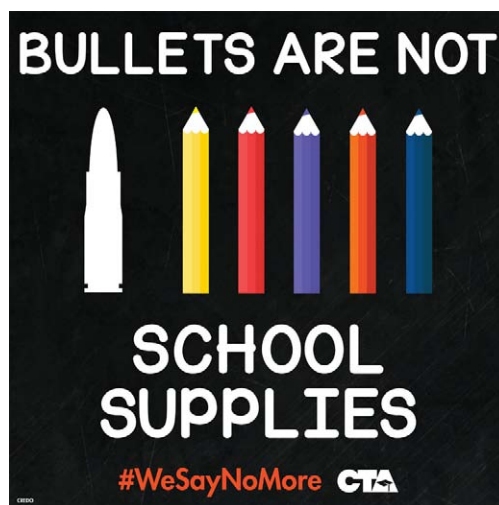
**We say NO MORE.**

No more “thoughts and prayers.” No more calls to arm teachers. No more inaction.

We must elect and support leaders who can help pass commonsense gun laws and keep dangerous weapons out of the hands of dangerous people.

Join CTA and others in raising a unified voice, demanding action from our legislators, and voting for the leaders who will keep our students safe. Go to [cta.org/nomore](http://cta.org/nomore) to pledge your support, organize an awareness action at your school or in your community, and show that you stand for safe and peaceful schools that focus on teaching and learning. Our students deserve this. **#WeSayNoMore** ■

\*Washington Post, May 18, 2018: 13 members of the military have been killed while deployed, compared to 27 schoolchildren who died in five shooting incidents this year.





# THE REAL COST OF CHARTER SCHOOLS

## *Study: Public school students bear cost of unchecked charter expansion*

A **FIRST-OF-ITS-KIND** analysis finds that public school students in three California school districts are bearing the cost of the unchecked expansion of privately managed charter schools — coinciding with these districts' deep, wrenching cutbacks and layoffs.

"Breaking Point: The Cost of Charter Schools for Public School Districts," a report by In the Public Interest (ITPI), states that charters cost Oakland Unified School District \$57.3 million per year; San Diego Unified School District \$65.9 million per year; and East Side Union High School District in San Jose \$19.3 million per year. The cost in Oakland means \$1,500 less in funding for each student who attends a neighborhood school.

"Our analysis shows that the continued expansion of charter schools has steadily drained money away from school districts and concentrated students with high needs in neighborhood public schools," says University of Oregon political economist and professor Gordon Lafer, who led the study.

How does this happen? When a student leaves a neighborhood school for a charter school, all the funding for that student leaves with them, while all the costs do not. This includes building rent or mortgage; maintenance and utilities; custodial, cafeteria, education and administrative staff; instructional materials; and technology purchase and maintenance.

This leads to cuts. "The high costs of charter schools have led to decreases in neighborhood public schools in counseling, libraries, music and art programs, lab sciences, field trips, reading tutors, special education funding, and even basic supplies like toilet paper," Lafer says.

He notes that the number of California charter schools has increased by more than 900 percent to more than 1,200 schools over the last two decades.

The report recommends that public officials at local, county and state levels be empowered to consider economic impacts on neighborhood schools when deciding whether to authorize a new charter school. A bill that would implement this recommendation, SB 1362, is currently before the Legislature. (Another bill that would have addressed the recommendation, SB 808, has died in the Senate.)

### WHAT IS THE COST IN YOUR DISTRICT?

In the Public Interest has designed a template to enable any California school district to calculate the net fiscal impact of charter schools in its community. Visit [HowMuchChartersCost.org](http://HowMuchChartersCost.org) for more information, including how to calculate the fiscal impact of charter schools in your district.

To see In the Public Interest's video on how charter schools drain money from public school districts, go to [tinyurl.com/charter-cost](http://tinyurl.com/charter-cost). ■

### FOR \$57.3 MILLION, THE OAKLAND DISTRICT COULD:

- limit class size to 18 students per class in all elementary schools
- Double the number of nurses and counselors and
- Have \$10 million left to meet other needs



## TRANSPARENCY & ACCOUNTABILITY

**THE ORIGINAL INTENT** of charter schools in California was to improve student learning while encouraging the use of different and innovative teaching methods and creating new professional opportunities for educators. It was important that charters were developed at the local site level and with the full participation of stakeholders including educators, school board members, parents and community members.

Some of these charters are student-centered and deserve our support. But many do not hold themselves to the same standards traditional public schools are held to, and are run by profit-driven charter management organizations that make important decisions far from classrooms and communities. The lack of accountability and transparency has paved the way for corruption and mistreatment of students and staff at an increasing number of corporate charter schools. Lack of transparency in funding, as seen in the report by In the Public Interest, hurts students at traditional public schools.

CTA supports the movement to return to the original vision and make sure charters are transparent and accountable, and serve our communities. For more information, go to [kidsnotprofits.com](http://kidsnotprofits.com).

# Bargaining Roundup

Details of these stories at [cta.org/bargainingupdates](http://cta.org/bargainingupdates)

By Cynthia Menzel, Mike Myslinski, Ed Sibby and Frank Wells. #OurVoiceAtTheTable



ITA members protest outside the Inglewood Education Center.



## Inglewood: Settlement averts strike

An eleventh hour tentative agreement between the **Inglewood Teachers Association** (ITA) and the California Department of Education team in charge of the Inglewood Unified School District has averted a strike by ITA members. The district was taken over by the state six years ago, and despite warnings from ITA officials, incorrect budget projections by the state have placed the troubled district in even more difficult financial straits. ITA members, already among the lowest-compensated educators in California, were asked to pay for the state administration's mistakes by taking benefits cuts averaging 7 percent. In April, they cast a vote of no confidence in the state administrator and Superintendent of Public Instruction Tom Torlakson. They later voted overwhelmingly to strike if necessary.

The agreement, reached through mediation following a state fact-finding hearing, protects member health benefits and includes comprehensive safety language. Because the settlement is contingent on additional funding tied to state budget finalization later this summer, ITA will hold off its ratification vote until the fall.

"ITA members have stood strong throughout this process," says ITA President Aba Ngissah. "With a settlement in place, we can keep our focus on getting this district back on track and making sure all Inglewood students get the education they deserve."



LGTA President Pierre-Lynne Finney speaks to the media.

## Lemon Grove: More staff development time

After 13 bargaining sessions and an additional meeting with a state

mediator, the **Lemon Grove Teachers Association** (LGTA) signed a three-year tentative agreement with Lemon Grove School District (LGSD) in mid-May.

Both parties identified the need for effective staff development time. LGTA agreed to an additional day to be added to the school year, while LGSD agreed to enhance the salary schedule by 0.5 percent to cover the additional work time. The agreement also includes a salary increase that, according to LGTA President Pierre-Lynne Finney, will "ensure Lemon Grove can compete for the next generation of outstanding educators for this community."



Turlock teachers stand firm.



### Turlock: Disrespect sinks agreement

With an 82 percent no vote, Turlock teachers rejected a tentative agreement with the Turlock Unified School District in May. Citing distrust of school district administrators, **Turlock Teachers Association** members say they want a better deal that will provide both students and teachers the resources and opportunities to succeed.

Teachers say they are fed up with their district's disrespect and refusal to invest in educators, and the toxic working environment is making attracting and retaining teachers difficult. Issues that will need to be settled include paid leave for birthing mothers that matches what fathers and adoptive parents receive, professional salary that is not negated by increased health benefit costs, class size, and teachers' voice in professional development.

"Our students and community deserve better," says TTA President Christine Rowell. "Our teachers deserve better."

On June 6, after the district met with TTA for less than an hour, impasse was declared.



UTR educators out in force.  
Photo courtesy UTR.

### Rocklin: Supporting teachers supports students

Parents and **Rocklin Teachers Professional Association** members say Rocklin Unified School District needs to get serious about students by providing a safe learning environment, giving teachers resources so all students, including those with special needs, can succeed, and offering competitive salaries.

RUSD refuses to offer more than a 1 percent salary increase for Rocklin teachers, who are requesting 2.5 percent. Meanwhile, RUSD Superintendent Roger Stock received a generous salary increase this year and a 2.5 percent increase every year through 2021.

"It's time to make teachers and our classrooms a priority," says RTPA President Colleen Crowe. "This district can afford our proposal. Supporting teachers supports students."

Mediation efforts have failed, so a state-appointed mediator has certified the parties to fact-finding. If a settlement is not achieved, fact-finding will set the stage for a possible strike. "This can only have a negative impact on our classrooms, our students and our community," says Crowe. "Our students deserve better."

### Fremont: Educators get community support

Community support is growing in the fight to halt teacher turnover as members of the **Fremont Unified District Teachers Association** (FUDTA) seek better pay in this high-cost East Bay region. Hundreds of educators packed the May 23 Fremont Unified school board meeting, and more than 3,500 people signed FUDTA's online petition to pressure the school board for meaningful salary increases at the bargaining table.

The district is offering only a one-time bonus of 1.33 percent for this school year. To afford to live in the area, many teachers are leaving for nearby New Haven Unified School District in Union City, where a first-year, fully credentialed educator can make about \$6,000 more annually than in Fremont.

"The district's proposal is disrespectful to the educators who are building the future of Fremont," says FUDTA President Victoria Birbeck-Herrera. "A meaningful, ongoing salary increase is an investment our students, educators and community deserve."

### Richmond: 17 percent increase over three years

Building on raises won last year through union solidarity and mobilization, **United Teachers of Richmond** (UTR) members in the East Bay will receive 17 percent in raises over three years — from July 2017 to July 2020 — and other improvements in an agreement reached with the West Contra Costa Unified School District.

"This was a team effort. It was tremendous to see how hard educators worked to make this happen," says UTR President Demetrio Gonzalez. "The district can now go out and recruit and retain the quality educators that our students deserve."

The agreement was overwhelmingly ratified by UTR's 1,650 members in early June. It will help raise district salaries from the second-lowest in Alameda and Contra Costa counties to the second-highest, says Gonzalez.

Students will benefit from the restoration of class size maximums that were lost 10 years ago for all classes. The union also negotiated paid collaboration time and a new paid parental leave benefit, and kept current health benefits, with the district continuing to pay 80 percent of Kaiser premiums.

For details of the agreement, see [unitedteachersofrichmond.com/bargaining](http://unitedteachersofrichmond.com/bargaining).

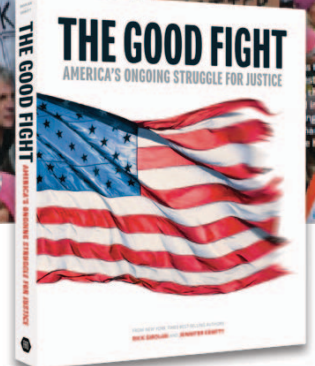




# The Good Fight

New book showcases America's ongoing effort to achieve freedom and equality for all

By Dina Martin



▶ Rick Smolan may not have intended it, but the timing for publishing *The Good Fight: America's Ongoing Struggle for Justice* couldn't have been better.

With students from Marjory Stoneman Douglas High School leading the charge against guns, and massive protests over immigration, police brutality, the environment, women's rights and you-name-it taking place, the environment is ripe for learning about our nation's rich history of social justice struggles.

Smolan, a photojournalist and editor best known for his *A Day in the Life* series of books, worked with his partner Jennifer Erwit and the Anti-Defamation League to produce the 256-page coffee table book. It pairs historical and contemporary photographs with

essays, and — through a companion app — online interviews, excerpts from NPR's "Story Corps" (stories of everyday Americans) and videos that dive even deeper into their topic.

Photos of Selma, the civil rights struggle, Japanese American relocation camps, women suffragettes, Native American water protectors, activists for the disabled, crusaders for LGBTQ+ rights, Muslim Americans and Latino Americans are all there in black-and-white and color.

"At the beginning, I thought the subject would be so depressing, but when you look through, the progress we've made as a country is inspiring," Smolan says.

Interspersed among the stirring, historical photos are moving essays by social critics and





Celebrants in front of the Supreme Court after the ruling legalizing gay marriage in June 2015.



“By burying our past, we are becoming apologetic for who we are. But what we are doing is learning from our mistakes.”

—Rick Smolan

activists that help to explain where America has been and may be going.

Among those voices is *Star Trek* actor George Takei, who spent some of his childhood years in Tule Lake Relocation Center and other concentration camps for Japanese Americans during World War II. Of the Japanese American soldiers of the 442nd Regimental Combat Team who fought bravely in Europe, he writes: “They are my heroes. They clung to their belief in the shining ideals of this country, and they proved that being an American is not just for some people, that race is not how we define being an American. ... Because of these heroes and their struggles, I can stand before you as a gay Japanese American, but even more importantly, I can stand before you as a proud American.”

Aimée Mullins, actress, model and athlete who has two prosthetic legs, also writes movingly about the “opportunity of adversity” and the need to change the narrative around disabilities.

“It goes without saying that the only true disability is a crushed spirit. A spirit that’s been crushed doesn’t have hope, it doesn’t see beauty, it no longer has our natural, childlike curiosity and our

innate ability to imagine. If instead, we can bolster a human spirit to keep hope, to see beauty in themselves and others, to be curious and imaginative, then we are truly using our power well.”

Already *The Good Fight* has been the subject of a TED talk, was named as one of *People* magazine’s top 10 books of the year, and has been given to former President Barack Obama and Parkland student anti-gun activist David Hogg.

“I would love to get it into every high school in America,” Smolan says. “By burying our past, we are becoming apologetic for who we are. But what we are doing is learning from our mistakes.”

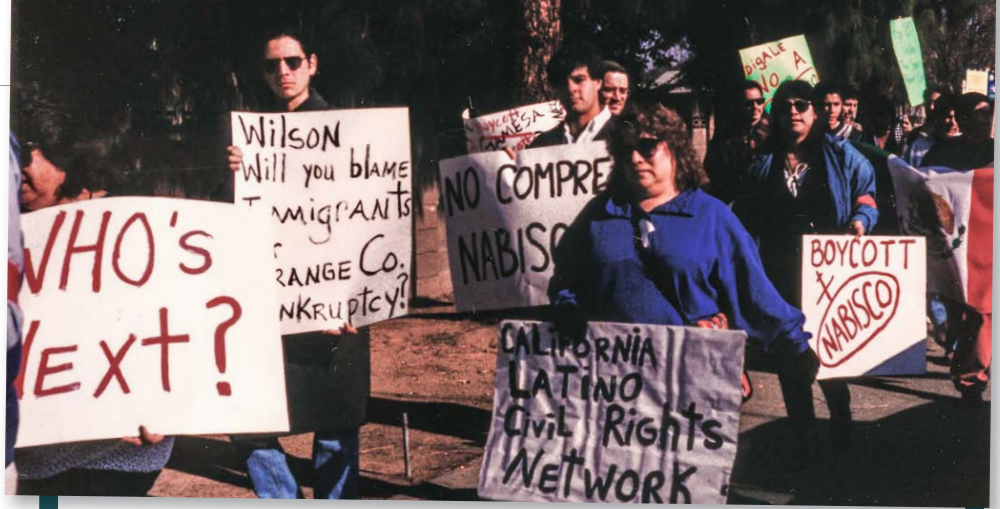
Smolan finds our current political climate to be an exciting time in which Americans, young and old, are becoming more involved in our democracy. He is particularly enthused by educators’ growing activism.



Rick Smolan



March against Proposition 187 in Fresno in 1994. Photo by David Prasad (not part of *The Good Fight*).



## A People on the Verge

In *The Good Fight*, veteran journalist Ray Suarez writes about the Hispanic immigrants who fled economic hardship and violence in their countries to make their home in the United States, yet still find acceptance elusive:

Today when Americans hear the word “segregation” in discussing schools, they are likely to recall a social policy intended to separate blacks and whites. But a hundred years ago, if you said the phrase “Mexican School” to Americans in the southwest, they knew you were talking about the separate, and decidedly unequal, school buildings and shoddy educational materials begrudgingly provided to Mexican and Mexican American kids. The landmark U.S. Supreme Court case that ended school segregation once and for all, *Brown v. Board of Education of Topeka, Kansas*, had an important predecessor. *Mendez v. Westminster School District of Orange County* focused on the unconstitutionality of the Mexican schools in California and became the impetus forcing the Southwestern states to desegregate.

For all the exclusion, lack of opportunity, and unequal treatment of the barrio of a century ago, it played an important role. For families who had lived in the country for centuries and for the greenest of greenhorns, it offered a foothold, and a source of stability, as they began their journey up the American ladder. The neighborhoods provided employment, a spiritual and cultural home, and Latino space. Away from the daily indignities of the Anglo city, police power, and a political system that offered virtually no representation of their interests, it was something that belonged to them.

If getting to safety, getting food on the table, and securing their rights was the challenge of the 20th century, then gaining recognition as full members of the American people may be the challenge for Latino Americans in the 21st century.

When Aroldis Chapman fires a sizzling strike toward home plate at more than 100 miles per hour...

When Catherine Cortez Masto or Marco Rubio rises to speak in pitched legislative battle in the U.S. Senate...

When Junot Díaz accepts the Pulitzer Prize in Literature...

When Ellen Ochoa and Franklin Chang-Díaz head into space aboard a NASA rocket...

Or Justice Sonia Sotomayor grills a lawyer making arguments before the highest court in the country...

... it is a culmination of a deep, complicated and long history of encounter, exclusion, struggle, and finally, getting ahead in a country where a vast community's best days are hopefully still ahead, in a more perfect union.

*Excerpted from “A People on the Verge” by Ray Suarez in The Good Fight: America's Ongoing Struggle for Justice.*

“I think hearing the president saying that on one hand they don't have enough money to pay teachers decently and provide them with resources, but suddenly they have enough to give them guns and training and extra pay for learning how to shoot the guns, has actually woken up teachers to say, ‘Enough is enough. We aren't going to stand for this anymore.’

“My hope is that when we look back on this time, we'll find that Trump is the sand in the oyster that creates the pearl.” ■

For more information, see [thegoodfightbook.org](http://thegoodfightbook.org). *The Good Fight: America's Ongoing Struggle for Justice, Against All Odds Productions II, Inc., 2017.*

# Continuous Improvement

*California's ESSA plan poised to make change*

By Dina Martin



**AFTER A LONG**, drawn-out process, it appears a compromise between the State Board of Education (SBE) and the federal government on the much-debated Every Student Succeeds Act (ESSA) may finally pass muster.

On April 12, the SBE approved revisions to the plan that outlines the use and management of \$2.4 billion in federal assistance to the state's neediest students. Now it's on to the U.S. Department of Education (ED) for final approval.

"The revisions in the plan maintain the core principles of California's approach to accountability and continuous improvement, which is based on the Local Control Funding Formula (LCFF) and reflects the extensive stakeholder input from the past four years," says Patricia Rucker, CTA's legislative advocate.

*"Our plan is grounded in the Local Control Funding Formula law, which emphasizes local control, equity, stakeholder engagement, accountability and continuous improvement."*

—State Superintendent of Public Instruction **Tom Torlakson**

Every state that receives funding under ESSA is required to submit a plan to the ED that meets federal requirements. California, however, experienced a particularly difficult time of it. The first draft of the plan was criticized by one of U.S. Secretary of Education Betsy DeVos' administrators in December. The federal administrator was especially critical of the California School Dashboard, which uses multicolored icons to show performance levels of multiple measures of

school success, and questioned its legality.

That critique resulted in weeks of negotiations between the state and federal officials.

California's ESSA plan involved a two-year process that received comments from thousands of Californians. The plan affirms the state's commitment to LCFF, its



# English Language Arts / Literacy Assessment

Sample report for a school's ELA results:  
"Status" (left-hand column) is the sum of all grades 3-8 students' distance from Level 3 scores on the Smarter Balanced Summative Assessments divided by total number of grades 3-8 Smarter Balanced test takers;  
"Change" (top row) is current year status minus prior year status for Smarter Balanced Assessment Results for grades 3-8. Based on the Status and Change results, a performance level (or color) is given.



Change in Average Distance from Level 3						
Average Distance from Level 3 (Status)	Level	Change: Declined Significantly by more than 15 points	Change: Declined By 3 to 15 points	Change: Maintained Declined by less than 3 points or Increased by less than 3 points	Change: Increased by 3 to less than 15 points	Change: Increased Significantly By 15 points or more
	Status: Very High 45 points or higher	Green	Green	Blue	Blue	Blue
	Status: High 10 to 44.9 points	Green	Green	Green	Green	Blue
	Status: Medium -5 points to +9.9 points	Yellow	Yellow	Yellow	Green	Green
	Status: Low -5.1 to -70 points	Orange	Orange	Orange	Yellow	Yellow
	Status: Very Low -70.1 points or lower	Red	Red	Red	Orange	Orange

broad overhaul of school funding and accountability. That formula provides an extra \$10.1 billion annually to districts that serve low-income students, English learners and foster youth.

Under the revised plan, the multicolored dashboard will remain intact, though the federal administrator required changes that included clearer targets to measure schools' interim progress and more prominence to 11th-grade test results. The new plan uses multiple data points including graduation rates, suspension rates and test scores to give a more complete picture of school success.

"Our plan is grounded in California's Local Control Funding Formula law, which emphasizes local control, equity, stakeholder engagement, accountability and continuous improvement," says state Superintendent of Public Instruction Tom Torlakson. "Now we look forward to the United States Department of Education's approval and to implementing the plan."

CTA, however, had encouraged the SBE to seek a waiver from the ED because the plan sets up two separate systems (state and federal) for determining lowest-performing schools, and continues to rely heavily on test scores. CTA believes the state must craft a broader explanation that gets beyond test scores to include issues such as school climate, access to resources and courses, and support for English learners.

The SBE will now begin the work of deciding what support the lowest-performing schools will receive, and where those schools will find that support. All of this is to be done before the plan is implemented in the fall. ■

## ESSA Essentials

**THE EVERY STUDENT SUCCEEDS ACT (ESSA)** was signed into law by President Barack Obama in 2015 and goes into full effect in the 2018-19 school year. This reauthorization of the Elementary and Secondary Education Act of 1965 replaced an earlier reauthorization (the No Child Left Behind Act of 2001).

ESSA requires every state to submit a plan to improve their lowest-performing, low-income schools in return for federal funding. California's plan is based on the Local Control Funding Formula, a finance and accountability system that funnels substantial money to educational services for students who need it most: English learners, low-income children, and foster and homeless youth.

Part of the accountability system, the California School Dashboard, tracks such school and district indicators as graduation rate, suspension rate, test scores and school climate. California's ESSA plan considers school districts as primarily responsible for improving opportunity and outcomes for students.

In April, the State Board of Education passed its revised ESSA plan, which is now being reviewed by the U.S. Department of Education. The board will separately ask Education Secretary Betsy DeVos to grant a waiver involving the metric for measuring language proficiency of English learners.

codeSpark teaches kids how to code.



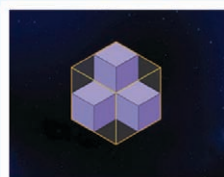
# LEARN LIKE THIS

## Five apps to keep your students engaged all summer

By Terry Ng

We want to keep our students learning all summer long. That's now easier than ever with apps that are fun and engaging. Here are five to have them try — from how to code to understanding a new language.

Splash Math has interactive games to teach concepts aligned with state Standards.



### Volume of Solids

Find the volume of solids by multiplying the area of the base by the height of the solid. Remember, that volume like area can be added.

Covers Common Core Curriculum 5.MD.5.c

Play Now

## ▲ SPLASH MATH

(FREE SEVEN-DAY TRIAL, \$7.99/MONTH AFTER) — iOS, Android

Splash Math is an entertaining K-5 math program that has benefited over 20 million kids. The use of animations, graphics and games helps children master basic concepts in arithmetic, algebra and geometry in a fun and interactive way.

## ◀ CODESPARK

(FREE SEVEN-DAY TRIAL, \$7.99/MONTH AFTER) — iOS, Android

codeSpark Academy is perfect for kids ages 4-9. It uses a patent-pending “no words” interface to teach the basics of computer programming through a variety of interactive learning activities including puzzles, games, step-by-step creative projects, game design and offline printables.

ALSO  
CHECK OUT:

## SPEAKABOOS

(FREE) — iOS, Android

Speakaboos is a wonderful reading app for kids ages 2-6, designed to motivate them to read. Over 200 interactive stories and songs turn screen time into reading time. Stories promote active participation, grow vocabulary, and improve comprehension.

## BABEL

(FREE) — iOS, Android

Babel offers an enjoyable and easy way for kids of all ages to study 14 languages. Interactive dialogues give students the confidence to speak, and speech recognition technology helps them get pronunciation right.

## HEMINGWAY EDITOR

(FREE WEB VERSION, \$19.99 FOR DESKTOP) — Mac, PC

Hemingway is like a spellchecker, but for style. For students interested in improving their writing skills, it will highlight the words and phrases they should reconsider, for bold, clear writing.

# Summer Travel Checklist

*Make sure you're ready for that road trip*

By California Casualty

**AFTER A LONG** school year, many of us are ready for a road trip. But before you hop in your car, SUV or truck for a summer getaway, take a few minutes to check your vehicle. A hot summer's day is not the time to deal with a broken car. Whether it's a trip to the lake or beach, a drive along the Pacific Coast Highway or through the Sierra Nevada, nobody wants mechanical troubles.

Here are some summer car care preparations to help you avoid a breakdown:

- ✓ Periodically check and test batteries for proper charging. (Summer heat drains batteries faster than the cold of winter.)
- ✓ Be sure your cooling system has the proper anti-freeze and coolant, and belts, hoses and the water pump are properly working. (Never open a hot radiator cap — the liquid inside is a scalding 200 degrees or hotter.)
- ✓ Check the air conditioning system for leaks and proper coolant.
- ✓ Verify that the viscosity of your motor oil will stand up to hot weather days (10W-30 or 10W-40).
- ✓ Check the tires for tread and proper inflation.
- ✓ Make sure the spare tire is inflated and there is a jack and tire-changing tools.
- ✓ Test your windshield wipers and change them if they are streaking.

Do you know what to do if your car overheats or there is a flat tire? Find some handy tips at [tinyurl.com/DIYcarrepair](http://tinyurl.com/DIYcarrepair), and keep a basic safety kit in your car that consists of:

- Cellphone and spare battery
- First aid kit
- Fire extinguisher
- Warning light or reflective triangles
- Tire gauge



- Jumper cables
- Foam sealant for flat tires

Some repairs may be more complicated. That's why it's important to have a reliable backup. Whether the battery let you down, your spare tire went flat, or you locked the keys in the car, for as little as \$1 a month California Casualty's towing and roadside assistance can get you back on the road with:

- Dead battery start
- Flat tire repair
- Lockout service
- Fuel, oil or water delivery
- Towing to the nearest repair shop (even if you break down 4-wheeling)

Learn more at [mycalcas.com/?s=roadside+assistance](http://mycalcas.com/?s=roadside+assistance).

Now that your car is ready, how about your insurance? You might want to get an auto policy review to make sure you're covered if one of the one-in-eight drivers without insurance hits you, or if your vehicle is damaged by a deer or a rock. Without Uninsured Motorist or Comprehensive coverage, you might be paying out of pocket.

California Casualty is ready to help protect your vehicle and those riding with you this summer. Contact an adviser today for an insurance checkup at 800-800-9410 or visit [calcas.com/CTA](http://calcas.com/CTA). Learn more at [CTAMemberBenefits.org/calcas](http://CTAMemberBenefits.org/calcas).

## *Use Access to Savings This Summer*

CTA members can use Access to Savings discounts to save money on food, lodging, entertainment and more. Get the My Deals app on your smartphone from the App Store or Google Play. Set up your account (Program ID 200449) and verify eligibility with your email address and, if prompted, 10-digit CTA Individual ID Number. For more information, go to [CTAMemberBenefits.org/Access](http://CTAMemberBenefits.org/Access).



From left: Elza Hess, Jean MacDonald, Teodora Bachvarova. Bachvarova is holding her just-completed union application.



# Are Adults Being Served?

Adult education advocates push for fairness

By Sherry Posnick-Goodwin Photos by Rosemary Louissaint

**A**dult education programs provide an invaluable service to adults and the communities they live in by helping them graduate from high school, speak, read and write in English, pass the GED (General Educational Development) test, learn job skills, and become U.S. citizens.

AE benefits more than just the students. Participants in adult education programs are also more likely to have a positive impact on the education of their children, because well-educated adults lead to well-educated children.

But over the years, AE programs have endured massive cutbacks, funding uncertainty, and poor treatment of teachers. There can be confusion about them, because they're neither K-12 nor higher education. (AE classes are located in both K-12 districts and community college campuses.) Instead, adult education falls into a

unique category of pre-collegiate skills for adults. And because AE serves a population that is often overlooked, it can be referred to as the "stepchild" of the California school system.

Jean MacDonald and Elza Hess, teachers at the Pittsburg Adult Education Center, would like AE to receive the recognition and respect it deserves, so they have stepped up to advocate for AE teachers and programs.

## A tale of two advocates

MacDonald teaches English as a Second Language (ESL), and Hess teaches ESL and second language literacy. Both hold master's degrees.

They have not been Pittsburg Education Association (PEA) members for years. Staff on site told them that because of their part-time status, they were ineligible for membership.

"We were led to believe that our union would not take us," says MacDonald, who found out otherwise when she visited the union office, was handed an application, and signed up on the spot. MacDonald signed up Hess, who became a site rep nearly two years ago. Hess then signed up other colleagues. MacDonald was elected as a co-site rep this school year.

Before becoming reps, they had never met most of their fellow teachers, even though they all have taught



MacDonald and Hess are both teachers at the Pittsburg Adult Education Center.

**“Adult education teachers have wanted full-time positions as long as I’ve been working here. We are working toward bettering this situation.”**

—Jean MacDonald, Pittsburg Education Association

in the same district for years. Almost 90 percent of the teachers are part-time.

MacDonald and Hess realized they share the same goals of improving working conditions for teachers and students. The two worked diligently, and soon 23 members were signed up at their school site. Monthly meetings with the new reps became a regular occurrence, where teachers openly communicated about job issues, perhaps for the first time in years. With growing membership came the realization that if AE teachers united, they could have a stronger voice and create positive changes.

Change started on a small scale. The school site’s water fountain had not worked in nearly two decades. The duo and others demanded a working water fountain, and water is now flowing.

Next they voiced the concerns of members about the tripping hazard of the unevenly landscaped school courtyard, which caused several teachers to stumble and one to twist an ankle. After a grievance was filed, the problem was fixed. Then they helped to get video cameras and lighting installed in the school

parking lot to improve safety.

Buoyed by these successes, Hess and MacDonald turned their sights on bigger issues impacting AE.

## Demanding fair treatment

Like many educators who teach AE throughout the state, MacDonald and Hess have not been offered full-time work by the Pittsburgh Unified School District. By hiring part-timers, districts can avoid paying benefits and health care. The reps have been vocal about the unfairness of this situation.

“Adult education teachers have wanted full-time positions as long as I’ve been working here since 2001,” says MacDonald. “We are working toward bettering this situation.”

They believe the key to solving the AE teaching shortage in their district and others is to offer full-time jobs with benefits. They say the shortage has caused students to be turned away, classes to be canceled, and remaining classes to be severely overcrowded.

Since the AE teachers became involved in PEA, the union is more aware of their

## Adult Education

Numbers of adult education students served in K-12 programs and community colleges, 2016-17.

### K-12 Adult Education programs

Adult Basic Education: 45,905 (8.1%)  
Adult Secondary Education: 127,973 (22.8%)  
ESL: 203,709 (36.3%)  
Career Technical Education: 122,195 (21.8%)  
Adults With Disabilities: 4,250 (0.8%)

**SUBTOTAL: 560,998**

### Community College Adult Education

Adult Basic Education: 62,480 (22.5%)  
Adult Secondary Education: 18,856 (6.8%)  
ESL: 92,242 (33.2%)  
Career Technical Education: 71,643 (25.8%)  
Adults With Disabilities: 2,896 (1.0%)

**SUBTOTAL: 277,315**

**TOTAL: 838,313**

In contrast, in 2008-09, the total number of adult students served in K-12 programs and community colleges combined was **2,270,649**.

Source: “Adult Education Block Grant Program Progress Report, October 2017,” CDE and CCCCCO.



needs and has requested during bargaining sessions that the district fill more full-time positions to solve the teaching shortage at the Pittsburg AE site. The bargaining team is also seeking to get what it considers the site's fair share of LCAP funding from the district and the Contra Costa County Adult Education Consortium.

Unlike most teachers, AE instructors in Pittsburg are not given any paid prep time. They work on their own time, unpaid, to prepare lessons, counsel students and evaluate student work. The union is pushing for them to be paid the full rate for mandatory professional development hours instead of the lower rate for substitute teachers.

## Seeking respect for important work

With AE instructors facing such challenging work conditions, misunderstandings about their role and lack of clear career opportunities, Hess and MacDonald are often asked why they stay in their jobs instead of seeking K-12 positions where they are likely to be treated better.

"We stay because we do important work," says MacDonald.

One of her students, for example, came from Mexico, and because he was dyslexic, he never learned to read. Now he is literate in English and holds two jobs.

"He's a butcher, and after he filled out the application and passed the test, he came to thank me, and we had a good cry together," she recalls. "It was a success story not just for him, but for his family."

Hess has a student from Nigeria who had never attended any school growing up at all. Now she can read and write in English.

"I'm not illiterate any more, Mrs. Hess, am I?" she asked recently.

"We love our students and love our job," says Hess. "This is why we've stayed." ■



## Adult Education Programs at a Crossroads

**SHOULD THE ADULT EDUCATION (AE) credential be eliminated so that anyone with a bachelor's degree can teach AE?**

This is among recommendations from the state Legislative Analyst's Office (LAO), and it is generating opposition from AE teachers within CTA.

"Although the credentialing system for adult education in California is in need of reform, getting rid of the credential risks compromising the quality of education our adult education students currently receive," says Ruth Luevand, who chairs CTA State Council's Adult, Alternative, and Career Technical Education Committee, which does not support this proposal.

Adult schools offer high school diploma programs, in which adults can take high school subjects to complete their secondary degrees. Since credentialed teachers teach regular K-12 high school classes, she points out, those who teach AE high school subjects should be credentialed AE instructors.

"Also, Adult Basic Education (ABE), another adult school subject, is the equivalent of an elementary school education for adults," says Luevand, a chemistry teacher at San Dimas High School and Bonita Unified Teachers Association president. "Adults in ABE classes generally need more skillful instruction, which is the intent of the adult education credential."

Abolishing the AE credential would make it difficult for instructors at adult schools to also teach at community colleges.

Community college teachers with master's degrees would not have to do additional coursework to teach at adult schools. But adult school teachers would not be able to teach for-credit AE classes at community colleges unless they hold a master's degree. (Anyone with a bachelor's degree can teach noncredit community



college classes.)

"The problem is that movement between the two programs would lack reciprocity," says Luevand.

## Cutbacks and a big divide

The proposal to eliminate the AE credential adds more uncertainty to programs that have suffered from disrespect and cutbacks for decades.

After years of drastic cutbacks, AE entered Tier 3 status in the recession of 2009, landing at the bottom level of categorical funding. Districts were given the right to raid funding from Tier 3 programs for other purposes or shut down Tier 3 programs. During this time, many districts decimated once-thriving AE programs or dismantled them to fund other programs.

(The state does not have statistics on this; it only counts teacher layoffs, without tracking programs. And it should be noted that this funding system no longer exists under the new Local Control Funding Formula.)

In 2012, Gov. Jerry Brown proposed shifting all AE programs to community colleges within two years. Protest from teachers prompted Brown to relent and instead endorse Assembly Bill 86, part of which mandated development of regional consortia to oversee AE programs.

For example, the Contra Costa County Adult Education Consortium comprises nine members and many

partners from throughout the county's geographical boundary. Members include large and small school districts, a community college district, and the county office of education.

The 2015-16 state budget created the Adult Education Block Grant (AEBG), which provided \$500 million in ongoing funding to the consortia. The governor proposes a \$20.6 million (4.1 percent) increase in 2018-19. This cost-of-living adjustment still does not put adult education funding at the pre-recession levels.

However, adult education streamlining between K-12 and community colleges sought by the governor in AB 86 has not happened. According to a recent LAO report, "After five years, several key fiscal and policy inconsistencies remain across the two sets of providers. Most notably, adult programs offered by community colleges and adult schools have different funding rules, different fee policies, different instructor qualifications and different student identifiers."

## Funding equity and alignment

The LAO has made other recommendations, including:

- Setting a uniform per-student funding rate for community colleges and adult schools.
- Establishing a consistent fee policy.
- Requiring all AE providers to coordinate with their AE consortia.

- Alignment of assessment and student placement policies.

These raise more questions, says Luevand. For example, community colleges currently receive more funding for their programs than adult schools. That's because in addition to AEBG funding, they receive \$300 million in noncredit "apportionment" funding.

"The state should consider dedicated funding for AE programs at an amount that is equal to what community college noncredit programs receive, at the new per-pupil rate, so adult schools may be able to recover from the cuts they received during the last recession," Luevand says.

Luevand and the LAO both advocate for better data to be reported and collected to keep track of those in the system. The LAO report states that California currently lacks information about AE, including the extent of the current unmet needs in the state, how much providers are spending on services, and the quality of those services.

"Since serving immigrant adults in need of English language skills has been at the core of the K-12 adult education, the AEBG does not expressly provide for any metric or accountability for student success," says Luevand. "We need to ensure that immigrant students who rely on adult schools for literacy and career courses will not get left behind. Also, implementation of AEBG is not consistent across the state, leading to some consortiums having better implementation models than others."

Ultimately, says Luevand, there needs to be uniform implementation of the AEBG block grant and transparency between K-12 and community college programs "to ensure all adult education programs contain the richness of courses necessary to help our students become contributing members of society." ■



"We need to ensure all adult education programs contain the richness of courses necessary to help our students become contributing members of society."

—**Ruth Luevand**, chair of CTA State Council's Adult, Alternative, and Career Technical Education Committee

Biosustainability students in their aquaponics greenhouse at Temecula Valley High School, which they built with seed funding from CTA's Institute for Teaching.



# HAPPY CAMPERS

*High school students host summer camps in greenhouse funded by CTA's Institute for Teaching*

By Ed Sibby and Amy Bentley


"It's powerful to see students given the opportunity to create and to solve problems and to lead, rather than be told what to do."

—**Toby Brannon**, Temecula Valley Educators Association

**THIS SUMMER**, elementary and middle school students will have the chance to grow organic produce — and fish. It's all part of a new series of weeklong summer camps hosted at an aquaponics greenhouse at Temecula Valley High School (TVHS).

TVHS students designed and built the greenhouse this past year with seed funding from CTA's Institute for Teaching. The \$20,000 grant resulted in a greenhouse that features four 300-gallon tilapia tanks, four grow beds, and four tilapia brooding/fingerling tanks. Waste generated from more than 100 fish will feed rows of leafy greens, such as lettuce, spinach and kale. The food will be donated to the Temecula Food Pantry and used in TVHS' new culinary arts program.

The project began last fall when the TVHS Biosustainability Club was formed. The summer camps were part of the club's plan, as is a new biosustainability class coming this fall. Under the guidance of TVHS AP biology teacher Toby Brannon, students designed the curriculum for area elementary and



In December, TVHS Biosustainability Club students and volunteers spend a weekend laying the groundwork (literally) for their greenhouse.

“At first, I and others stood around, not realizing what we were supposed to do. Then I realized that we the students are the ones deciding literally everything!”

—Robert Graff, TVHS student



Students Michael Chelsin, Jack Nelson and Shaun Dauble examine one of the tanks to be used for tilapia.

middle school kids who want to learn about aquaponics, sustainable farming, and related topics in biology, chemistry and physics.

“It’s powerful to see students given the opportunity to create and to solve problems and to lead, rather than be told what to do,” says Brannon, a Temecula Valley Educators Association member.

Student Robert Graff agrees. “At first, I and many others stood around, not realizing what we were supposed to do. But then I realized that *we* the students are the ones deciding literally everything! We picked out the greenhouse, we found the tools, we built the system, we researched everything and got it to work.”

Students found themselves learning many new skills.

“I was in charge of finding and contacting a reputable source for our media bed’s pumice,” says Lilly La Reay. “I had

to learn how to use skills like strong communication, deductive reasoning and effective bargaining while creating a deal with our supplier.”

Proceeds from the camps will further expand the greenhouse aquaponics system and fund work on a photovoltaic array that will power the system.

Aquaponics is a process that combines hydroponics and aquaculture to cultivate organic produce and fish without use of soil. It relies on symbiotic relationships between fish, naturally occurring bacterial culture and the plants being cultivated, and uses much less water than traditional agriculture.

In the TVHS greenhouse, four blue tanks allow newly born tilapia (fingerlings) to be netted and separated out of the two larger tanks and into the smaller tanks for protection as they grow to a heartier size. As the mature

tilapia are harvested, the smaller fish are introduced back into the tanks and the cycle is repeated.

Campers will participate in hands-on scientific activities while learning lab techniques and how to document and analyze data, exploring biology and chemistry, and studying the ecological balance between animals and plants in nature. ■

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*CTA’s Institute for Teaching awards grants to educators in support of innovative projects. All active, dues-paying CTA members, including pre-K–12 teachers, certificated support staff, education support professionals and college instructors, are eligible to apply. For information and to apply, see [teacherdrivenchange.org](http://teacherdrivenchange.org).*





# Scholarships, Grants and Awards, Oh My!

*Multiple opportunities for members and their dependents*

**IS THERE A** committed student in your household who could use financial aid? Are you enrolled in coursework for professional advancement and need funds to defray costs?

Among the many benefits of CTA membership are various educational scholarships, grants and awards available for members and their dependents throughout the academic year.

To see the names of 2017-18 scholarship recipients, and for more information about the scholarships, including eligibility and criteria, see [cta.org/scholarships](http://cta.org/scholarships).

Student CTA also offers scholarships; see [cta.org/sctascholarships](http://cta.org/sctascholarships). For information about other CTA awards, see [cta.org/awards](http://cta.org/awards).

## 1. CTA Scholarships

For the 2017-18 year, CTA awarded 43 scholarships in this category, with awards ranging from \$3,000 to \$5,000. Most of the scholarships went to dependent children of CTA members, in high school and college.

The CTA Scholarship for Dependent Children offers a maximum of 35 scholarships of up to \$5,000 each. One scholarship in honor of Ralph J. Flynn is awarded to the highest-scoring applicant. One scholarship in honor of Ruthie Fagerstrom is awarded to the second-highest-scoring applicant. One scholarship in honor of Susan B. Anthony is awarded to the third-highest-scoring applicant.

The CTA Scholarship in Honor of Del A. Weber offers one scholarship of up to \$5,000 to a dependent child of an active, CTA/NEA-Retired, or deceased CTA member who is attending or attended a continuation high school or an alternative education program.

The CTA Scholarship for Members offers a maximum of five scholarships of up to \$3,000 each. The highest-scoring applicant is awarded the American Indian/Alaska Native Memorial Scholarship in Honor of Alice Piper. One scholarship is designated for an education support professional who wants to transition into the teaching profession.

The Student CTA (SCTA) Scholarship in Honor of L. Gordon Bittle offers a maximum of three scholarships of up to \$5,000 each. The highest-scoring SCTA applicant is awarded the Pacific Asian American Scholarship in Honor of Philip Vera Cruz.

## 2. Martin Luther King Jr. Memorial Scholarships

The Martin Luther King Jr. Memorial Scholarship Program encourages ethnic minority students to become

# Winners' Snapshots

educators, school nurses, school counselors or school therapists, and promotes professional growth for ethnic minority teachers and ESP members. An applicant must be an active CTA member, a dependent child of an active, CTA/NEA-Retired, or deceased CTA member, or a Student CTA (SCTA) member.

Award amount: up to \$6,000.

## 3. CTA Cesar E. Chavez Memorial Education Awards Program

This awards program provides recognition for teams of students and their teachers who demonstrate an understanding of the vision and guiding principles by which Cesar Chavez lived his life. Work by the recipients, both students and sponsoring CTA members, is recognized by posting visual art and written essays online and in various CTA publications.

Award amount: up to \$550.

## 4. GLBT Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa

The grant program supports projects and presentations that promote understanding of and respect for LGBTQ+ persons. The scholarship program supports self-identified LGBTQ+ members enrolled in a teacher/counseling credential or graduate program who are pursuing a career in public education and who understand the importance of LGBTQ+ educators as role models in public schools. The program is named after DeRosa, a CTA member and lifelong LGBTQ+ activist.

Award amount: up to \$2,500.



*“When I think of everything, I realize I really love the work that comes with teaching.”*

—Ilianna Delgado, daughter of Steve Delgado, Visalia Unified Teachers Association, won a 2017-18 Martin Luther King Jr. Memorial Scholarship in the amount of \$6,000.

**WHEN ILIANNA DELGADO** was a sophomore in high school, she felt compelled to help the young women in her community. As she noted in her essay, Tulare County has one of the lowest levels of education and one of the highest unemployment rates and highest teen pregnancy rates in the nation.

She came up with a plan to teach a girls' self-esteem group called GEMS (Girls Empowered and Motivated for Success) at her local middle school. With support from her own school, she wrote up a curriculum, and weekly for the next two years taught several groups of at-risk girls how to feel confident and empowered, set goals, and make good decisions.

It wasn't easy at first. "Initially, I searched for different programs, like the Dove Real Beauty campaign [which championed females of all sizes and shapes], to apply that vision to my curriculum," Delgado says. "I developed certain activities. But I was shocked because the young women were so shy, and I had to work to get them out of their shells. My curriculum took a more flexible shape."

Now a first-year student at UC Berkeley, she is studying media and marketing and working at the Gender Equity Resource Center. She also has a job as "Wonder Woman Weekly" coordinator, where among other things she leads community dinners that focus on significant issues facing women and creating safe spaces for conversation.

Both of her parents are high school teachers, and she knows that's a possible path. "When I think of everything, I realize I really love the work that comes with teaching," she says. She is also passionate about writing.

And of course, there is GEMS, which is continuing in other students' hands. "I really would love to take the concept where we help underprivileged, shy women with self-confidence, and turn it into a nonprofit."





*"I love what I do, I love the kids, I love that they're independent."*

—**Justine Almanza**, Manteca Educators Association, won a 2017-18 Martin Luther King Jr. Memorial Scholarship in the amount of \$5,200.

**EVEN BEFORE** she entered high school, Alyssa Gomez was volunteering at Higher Ground in Anaheim, which offers services for at-risk youth and families. Now, having completed her first year at CSU Fullerton, Gomez will spend the summer there again, as well as at the local YMCA.

"I help out wherever it's needed," she says. "Sometimes I help kids with homework. Sometimes I help in the art classes."

Gomez aspires to teach art. She is an accomplished artist herself, working in multiple media including pastel, acrylic, charcoal, oil, watercolor and ink. She has won recognition for her talents over the past few years, and has been selected as a participant in several prestigious art academies.

In college she is also studying animation. Her CTA scholarship will go toward college tuition and expenses. "I feel tremendously honored to be given a scholarship that will help me so much toward achieving my goals," she says. "It will help relieve the financial burden on my family. Art supplies are costly."

Gomez counts as role models not only her mother, who has been an educator for more than 18 years, but also an art teacher who she says changed her life.

"Just as my teacher helped shape me into the person that I am today, I want to do the same," she wrote in her scholarship application. "I want to be able to inspire students, see students reach their potential."

**JUSTINE ALMANZA** remembers when MEA President Ericka Meadows sent out a note to chapter members about the various CTA scholarships and grants that were available. "I looked them over, and the MLK scholarship seemed like a good fit," Almanza says. "I love what MLK stood for."

While teaching seventh- and eighth-grade special education at Great Valley Elementary, Almanza is pursuing her special ed credential, then anticipates getting her master's in special ed at the Teachers College of San Joaquin.

It's a full schedule, she says, but she has it easy compared with her mother, a third-grade teacher. "I have an intern credential right now, where you can teach and go to school at same time. My mom had to go through the student teacher program with no paycheck. I'm able to do something I'm passionate about and support myself at same time."

The second-year educator knows special education is her calling. She recalls helping out in her mom's class early on. "I was always drawn to children that had something special."

With her experience with younger children, Almanza was surprised when her Great Valley principal thought she'd be a good fit to teach older kids. It's clearly worked out. "I love what I do, I love the kids, I love that they're independent. And at that age I can joke with them!"



*"I feel tremendously honored to be given a scholarship that will help me so much toward achieving my goals."*

—**Alyssa Gomez**, daughter of Cynthia Johnson, Teachers Association of Norwalk-La Mirada, won a 2017-18 Martin Luther King Jr. Memorial Scholarship in the amount of \$6,000.





Gene Sasse teaches a class at Riverside Community College. Photo: Daniel Gamboa

# Art on View

## Inland Empire photography instructor **Gene Sasse** founds a museum

By Gregory Zerovnik

**COMMERCIAL PHOTOGRAPHY** has been Gene Sasse's bread and butter. During his 45 years in the business he has specialized in location photography, most often for real estate developers. But Sasse is a man of many interests, including the fine art side of things. He's been known to take noncommercial photos of subjects that give him a chance to express himself more intimately.

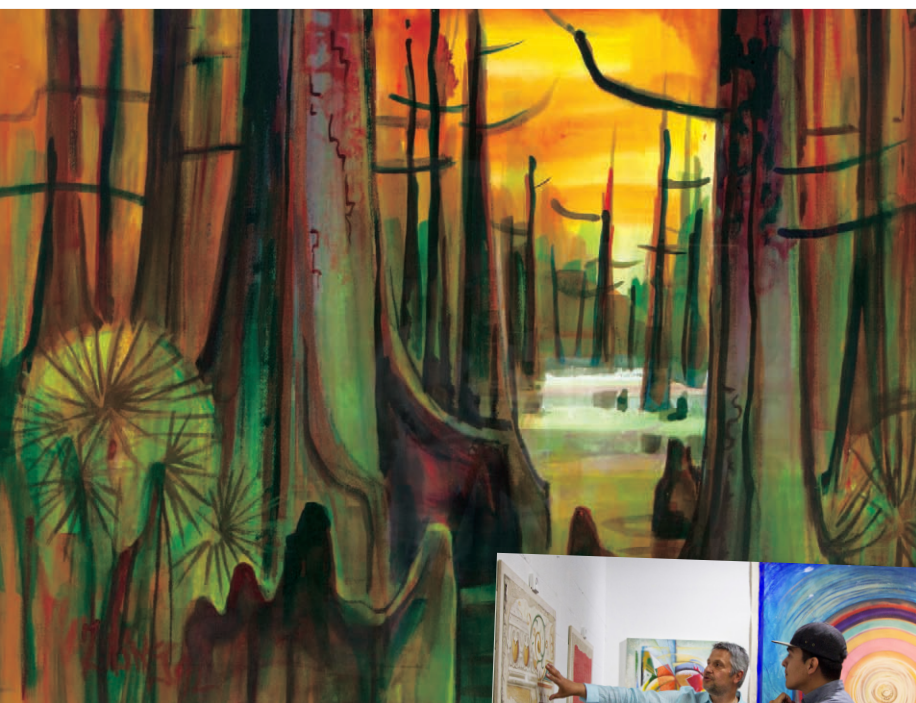
For about 10 years now, Sasse, a member of the Riverside CCD Faculty Association, has been letting students in on his secrets at college campuses in the Inland Empire area of Southern California, including Riverside

City College and Mt. San Antonio College. Students have been getting the inside scoop on lighting, framing, composition, and making good photographs better. It's become somewhat of a passion for him, and he prides himself on the results his students achieve.

Another passion that sets Sasse apart: He is the founder of the Inland Empire Museum of Art (IEMA).

He explains that one day in 2013 he was reflecting on works by noted Inland Empire artists like Milford Zornes and Millard Sheets. "I realized that although their works could be seen from time to time in the area, thanks





Above, *Giants of the Swamp* by Milford Zornes, in the IEMA collection.



At left, an IEMA exhibit in Sasse's studio (photo: Cassandra Caldwell). Above, Sasse speaks to the media at the 2015 show at L.A. County's Fairplex (photo: Derrick Yazzie).

to traveling shows or special exhibits, there wasn't anywhere locally that housed a permanent collection. And as I thought some more, I realized I had met dozens of fine artists in the Inland Empire — painters, sculptors, printmakers, photographers and others — whose works were seldom seen. That's when I came up with the crazy idea of starting a museum that would focus on art by Inland Empire artists. I saw this as a way to inspire and educate, as well as get people to appreciate what a wealth of locally produced art was being done right in our own backyard."

Sasse started putting together the paperwork. He contacted a number of artists and collectors, and before long had amassed a collection of over 250 pieces. In 2016 IEMA received its recognition as a 501(c)(3) nonprofit organization. The collection has now grown to more than 800 pieces.

"It has turned out that it's not exclusively Inland Empire artists and not always contemporary work, either," Sasse says. "Certainly, the overwhelming majority of the collection fits that description, but we even have some pieces from the Renaissance, and noncontemporary but modern works as well."

The one thing the museum has lacked is a home. Since the founding, Sasse has been using his own photography studio in Upland as home base for the museum. He and his stalwart band of volunteers and board members curate rotating collections,

organized according to theme. Shows are mounted on a regular basis, always with openings and often enhanced by panel discussions of the works on view. Turnout for the openings and discussions is small but enthusiastic. And growing.

Sasse has been able to put the show on the road, assembling various collections for display at venues in the Inland Empire. The largest to date was held April 2015 at the Los Angeles County Fairplex in Pomona, which attracted hundreds of viewers and was featured on the local PBS station.

Since then, Sasse has provided showings at San Bernardino Valley College and Crafton Hills College, the two campuses of the San Bernardino Community College District. SBCCD Chancellor Bruce Baron says, "I was frankly surprised at the depth and breadth of the IEMA collection. The quality of the art on display was a revelation to me and, I'm sure, to the hundreds of students and community members who came to view the work at our two college galleries."

Both shows were completely different in subject matter and served to showcase the museum's diversity. Just recently Azusa Pacific University let Sasse know that it will host an exhibit of IEMA's collection of Edward Weston prints in 2019.

Sasse schedules regular "Art Talks" — an extension of IEMA's education and exhibition programming to inform, educate and engage, which also includes the museum's contemporary art



*"I saw this as a way to inspire and educate, as well as get people to appreciate what a wealth of locally produced art was being done right in our own backyard."*

—Gene Sasse

video channel, IEMATv, presenting both curated and original videos.

IEMA is becoming known for the broader arts. At the interim home of the museum, Sasse hosts workshops and classes on a variety of topics, including drawing and writing flash fiction. At the Corona-Norco Unified School District Arts Festival in

the district used IEMA's collection, "Presidential Images: America's Leaders." (The collection can be viewed online at [iearts.org/exhibits\\_presidential\\_images.htm](http://iearts.org/exhibits_presidential_images.htm).)

For more about IEMA, visit [iematv.com](http://iematv.com) and [iema.org](http://iema.org). ■

*Greg Zerovnik has a Ph.D. in media psychology and is an experienced marketer in the for-profit, nonprofit and governmental sectors. He currently teaches for MBA programs at CSU Monterey Bay and the California Institute of Advanced Management, and hosts a blog at [mediainmind.net](http://mediainmind.net).*

March, IEMA held mask-making workshops. Teachers from



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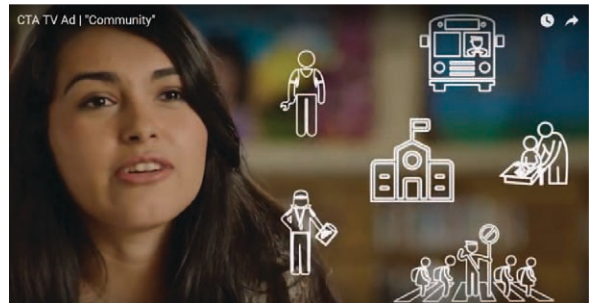
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Manuel Galdamez is a senior at Overfelt High School in San Jose.  
Photo: Mike Myslinski

Student Viridiana Galvez appears in both the English and Spanish ads.



Kimberley Giang of James Logan High School in Union City says educators make her feel welcome every single day.

# What Educators Do

New ads from the CTA Media Fund let students do the talking

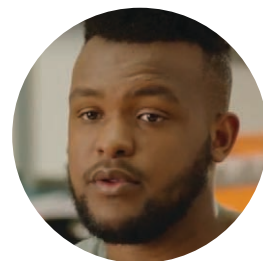
**Y**oung people take the spotlight in the latest TV, radio and digital ads from the CTA Media Fund. The unscripted ads focus on the impact that educators have in building community at school, motivating students, and imparting academic and life lessons.

“I appreciate my teachers because they never give up on me,” says student Manuel Galdamez at Overfelt High School in San Jose in one of the ads.

Greg Louis, who attends James Logan High School in Union City, speaks of a campus security technician with whom he has a close relationship. “He makes sure I have a plan, that I’ve got my homework done. He’s just a really good role model to have.”

Several Student CTA members are featured in the ads, including SCTA President Miyuki Manzanedo and Executive Vice President Aaron Barlin. “My own teachers inspired me to become a teacher,” says Barlin.

The ads were aired during the month of May. To view or listen to all four (“Community,” “Motivate,” “Lessons” and “Gracias”), see CTA’s YouTube channel at [youtube.com/CaliforniaTeachers](https://youtube.com/CaliforniaTeachers). ■



“He makes sure I have a plan, that I’ve got my homework done. He’s just a really good role model to have.”

—Student **Greg Louis**, of a campus security technician at his school



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#### **Online Fixed-Date:**

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