

california

# educator

OCTOBER 2016 VOLUME 21 ISSUE 3

# Caring *for the* WHOLE Child

Community schools nurture students *and* their families  
PAGE 16

How  
**UTLA**  
Got Its  
Groove Back  
PAGE 22



★ ★ ★  
CTA: Get Out  
the Vote!  
PAGE 26

Filipino Activism  
PAGE 43

Comics in the Classroom  
PAGE 36

Screenagers: Phone Addicts  
PAGE 40



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### WHAT'S HAPPENING NOW

#### MAGAZINE

- Get Out the Vote 2016**  
Information about the issues, and CTA's Voter Guide. **PAGE 26**
- Priced Out in California**  
Most homes for sale are out of teachers' reach. How does your county rate? **PAGE 11**
- Sleeping Giant No More**  
UTLA is ready to rumble to protect public schools, students. **PAGE 22**
- Community Schools**  
They can foster improved learning, and stronger families and communities. **PAGE 16**
- Double the Fun**  
A talk with twin expert Nancy Segal. **PAGE 14**

**The Comic Core**  
Comics as lit? Yes, please. **PAGE 36**

#### DIGITAL

- Yes on 55, 58 & 52**  
Don't go back to slashed education budgets; give students opportunities to achieve. [#Yeson55](#) [#YesonProp58](#) [#Keepthegoodidea](#)  
- #KidsNotProfits**  
New campaign takes aim at privately run charter schools. [kidsnotprofits.com](http://kidsnotprofits.com)  
- How to Spot a Teacher?**  
From "large bag" to "holding a disturbingly large travel coffee tumbler." [bit.ly/2dfOTAY](http://bit.ly/2dfOTAY)
- Be Bully-Free**  
October is National Bullying Prevention Month. Get tools and resources at [bit.ly/RelfNO](http://bit.ly/RelfNO)
- #StudentCTA**  
Empower students, inspire change. [@StudentCTA](#) 

#### PROFESSIONAL DEVELOPMENT

- Local Control Workshops**  
Learn how to use new LCFF evaluation rubrics to support improvement for all students. **PAGE 32**
- GLBT Issues Conference**  
Discuss issues affecting educators, students and the community. Dec. 9-11. [ctago.org](http://ctago.org)
- Leading the Profession**  
Educators train one another in CTA's Instructional Leadership Corps. **PAGE 44**
- NCUEA Gathering**  
National Council of Urban Education Associations Fall Conference: "Building equity." Nov. 30-Dec. 3, San Antonio, Texas. [bit.ly/2dWYECi](http://bit.ly/2dWYECi)

#### MEMBER BENEFITS

- You Auto Know**  
Car insurance myths and realities; California Casualty's special benefits for members. **PAGE 48**
- Loan Forgiveness**  
Check out our Guide to Federal Student Loan Forgiveness Programs and video. [CTAMemberBenefits.org/studentloan](http://CTAMemberBenefits.org/studentloan)
- New Retirement Plan**  
CTA's exclusively endorsed 403(b) Retirement Savings Plan. [CTAMemberBenefits.org/rsp](http://CTAMemberBenefits.org/rsp)
- Save Big**  
Get popular discount program Access — the more you use it, the more you save. **PAGE 48**

*Above, mural from El Verano Elementary, a community school in Sonoma.*



FEATURES

# THE WHOLE CHILD

Community schools meet the many needs of students, their families, and the communities they live in. **PAGE 16**

# WIDE AWAKE, FIGHTING MAD

How UTLA got its groove back. **PAGE 22**

ELECTION 2016

# GET OUT THE VOTE!

It's time to act. **PAGE 26**

CTA Voter Guide. **PAGE 27**

We can't go back: Educator stories. **PAGE 28**

Q&A with Kamala Harris. **PAGE 30**

Danny Glover: In support of education. **PAGE 31**

- 3 Feedback
- 5 President's Message
- 7 Editor's Note

DEPARTMENTS

In the Know

- 8 Calendar
- 10 News & Notes
- 12 Quotes & Numbers
- 13 Digital Buzz

Perspectives

- 14 **MEMBER SPOTLIGHT:** Nancy Segal

Advocacy

- 32 **ACCOUNTABILITY:** Beyond test scores
- 34 **BARGAINING:** Statewide roundup

Teaching & Learning

- 36 **LITERATURE:** Comic books in class
- 39 **SCIENCE:** Sixth-graders build planetarium
- 40 **SCREENAGERS:** Film looks at cellphone addiction
- 42 **TECH TIPS:** Speak up with voice amplifiers

CTA & You

- 43 **ACTIVISM:** Inclusion of Filipino-Americans
- 44 **ILC:** Training network enters new phase
- 46 **HONORED:** Presidential Award winners
- 48 **MEMBER BENEFITS:** Auto insurance truths



**COVER:** Becca Rozo-Marsh with student Martha Lopez at Oakland's Coliseum College Prep Academy. Photo by Kim Sanford.

**THIS PAGE:** At left, Jenny Hinman reads to students. At right, members of Fremont Unified District Teachers Association show support for Prop. 55.

**YOUR OPINIONS ARE WELCOME!** We accept email and letters (250-word limit); we excerpt user posts from CTA social media platforms. Content subject to editing for clarity and space. Photos must have identifications and permissions.

[Editor@cta.org](mailto:Editor@cta.org); [#WeAreCTA](https://twitter.com/WeAreCTA)



### Politics and Critical Thinking

I'm a fourth-grade teacher in LAUSD. Regarding "Politics in the Classroom" (September) and teaching about the election, I assigned the first Clinton-Trump debate, with four homework questions, as a weeklong critical thinking assignment.

First, I sent home a bilingual letter asking for parent assistance in helping students watch the debate. Then we went over fact vs. opinion. I gave background about issues that were likely to be raised in the debate. Most importantly, I gave a seminar in note-taking.

After the debate, we visited the computer lab three times so students who had missed it could watch [cnn.com](http://cnn.com) and take further notes. I shared my own notes with them. After each Trump or Clinton statement, I asked, "Fact or opinion?" Then I put them in groups to share their notes and observations and come up with answers to the questions.

Since the assignment emphasizes critical thinking more than writing skills, I will give them a grade based on that. Critical thinking assignments are very Common Core-friendly. As a bonus, I showed them a cartoon I did in 2012 about propaganda techniques such as ad hominem attacks (see excerpt above), the point of which was: Don't believe everything you hear, especially on the Internet or on television!

**TOM LOUIE**

UNITED TEACHERS LOS ANGELES

### Why Do Teachers Leave?

Recently, *The Atlantic* ran a story that found most educators don't leave the classroom for higher pay, but because of a lack of support — from administrators, lawmakers and the community. Our members chimed in; among the responses:

**Christine Ferreira:** Absolutely. You could not pay us enough for the level of stress we endure daily. Smaller class sizes, less stupid stuff, and more counseling and support for kids would make all the difference in the world.

**Faith Brandstetter:** If administration got rid of the gotcha mentality, more teachers would stick around. It's also the media pushing the bad teacher agenda, that older teachers are not good, only young teachers can teach.

**Kyle Asti:** Actually, many teachers do leave for lack of pay. They know going in they aren't going to get rich. As they get older and marry and start families and buy homes, they realize they can't make a living in this profession.

**Graciela Camacho:** You need transparency, professionalism, being able to feel as though the actions of your leaders are not only being made by logic but heart. Being able to trust your administration. These are priceless.

**Jonathan Gardner:** If we valued the classroom more monetarily, we would treat those inside with greater support. But that does not tend to be the view of central district offices, state capitols, or any branch of government. I do think value follows expenditure, but the point is well taken.

### Grateful for Dedication

Los Angeles County Office of Education (LACOE) teacher Zoila Gallegos played an important role in securing the new library at the Los Padrinos Juvenile Hall in Downey.



Zoila Gallegos

A juvenile hall is not an ideal learning environment. Yet at our Juvenile Court School, educators dedicate themselves each day to finding ways to motivate and engage our students. Literacy is fundamental to our students' success in all aspects of life. These skills are the gateway to learning, employment and full engagement as a citizen.

I am grateful for the dedication and passion that Zoila and her fellow Los Angeles County Education Association members bring to this important work, which benefits all of our students.

**DEBRA DUARDO**

LACOE SUPERINTENDENT

## Best Gift Ever?

What's the best present you ever received from a student, and why? Tell us at [editor@cta.org](mailto:editor@cta.org) or [@WeAreCTA](https://twitter.com/WeAreCTA). We'll publish responses in the next issue.



## 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.

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- This certificate is aligned with the requirements and standards established by the California Commission on Teacher Credentialing (CCTC).
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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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- Teaching Adult Learners Professional Certificate
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- 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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CTA/NEA membership dues for the fiscal year (Sept. 1, 2016, to Aug. 31, 2017) are \$843, including a \$20 refundable contribution (see [cta.org/contribution](http://cta.org/contribution) for details). Up to \$18.62 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives and is 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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### MISSION STATEMENT

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

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# The True Role Models

**CTA MEMBERS** are used to the election cycle and all that comes with it: local school board races, important state ballot initiatives, joining colleagues at phone banks or on precinct walks, and doing all we can to make sure public education and our students are supported in election outcomes.

But this year is different. Of course, the outcomes of issues like Proposition 55 are still critically important, and CTA members are still working hard to win, but the process itself this time is unlike any election that I can recall. Especially at the national level, the election has played more like bad reality television, where low character and often sordid behavior have eclipsed any serious discussion of real issues. It's gotten to the point where many parents have real concerns about what they should let their kids watch when it comes to the election. This may be the first presidential race that needs mature (or perhaps more appropriately, immature) content filtering.

For many of our students, this is the first presidential election they will be old enough to follow with any real understanding. For many of our community college students, it is the first election they will vote in. And what they're seeing today is not what educators prepared them for in all those government classes and in class discussions of the greatness of our democratic process. It's probably leaving many of them more than a little jaded. Oh, sure, they were aware of a sometimes ugly side to American politics that is nothing new; they undoubtedly learned in history class about a political rival named Aaron Burr who fired a fatal musket ball at that guy on the \$10 bill (who had the last laugh two centuries later by becoming the hottest ticket on Broadway).

Fortunately, in this cycle, the only shots that have been fired have been verbal ones. But those can hurt too, and they can leave a lasting mark on impressionable kids. What kind of role models are politicians who insult and bully their way to the top? And what lessons are they teaching the nation's students?

Ironically, October is National Bullying Prevention Month. NEA, always a leading sponsor and participant, has stepped up its involvement this year because of numerous reports of bullying among kids. It's sad, but not surprising. When a potential president is on TV name-calling and attacking people for their height, their disabilities, their religion, their immigration



Role models: Hemet Teachers Association members Denise Newberry and Randy Hantsbarger with Eric Heins.

status, or their ethnic heritage, and is rating a woman's appearance on a numerical scale (often to the applause of large crowds), many kids are going to take cues from that behavior. And when a candidate does that, it can be tough for educators to lead frank student discussions of the behavior without being perceived by some as having a political agenda, and not a character-building and student-protecting one.

But I'm an optimist. I'm hopeful that after Nov. 8, the nation will take a long look in the mirror and decide to do better next time. I also have faith in kids. For the most part they instinctively know that bullying is wrong, and with the right guidance and role modeling, most can be taught to resist the inclination to pick on others. Finally, regardless of role models or the lack thereof in the political arena, I have enormous faith in CTA members. With you in their lives, in their schools and classrooms, fighting for causes like Prop. 55 and being true role models, our students have an edge up that trumps any temporary anomaly in one crazy election.

**Eric C. Heins**  
 CTA PRESIDENT  
 @ericheins

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**"I have been moved and empowered!"**

– Administrator, Kern County, CA



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# Being Present

**PRYING THE SMARTPHONES** from my children's hands has become increasingly difficult. So our story on *Screenagers* (page 40), a documentary on kids' usage of electronic devices and whether parents and teachers should limit it, struck a chord.

As I learned, checking one's phone for the latest post, "like" or text, or playing video games for hours on end, releases dopamine into the brain's pleasure centers, resulting in obsessive pleasure-seeking behavior — an addiction, in other words. It's no wonder that kids find it hard to be present in class or at family dinner. *Screenagers* suggests a few solutions, including helping students build self-control.

Being present in class is easier, of course, when family, health and financial issues are addressed. That is the crux of the community school movement, where schools bring together academics, health and social services, and youth and community development. Schools become places where education is primary, students can get eyeglasses and dental care, families find food pantries, parents take adult ed classes, and much more. Transitioning to such a model, as our feature "**Caring for the Whole Child**" (page 16) shows, has led to improved learning, stronger families and healthier communities.

Community schools are a big part of United Teachers Los Angeles' work to make schools the "heart and soul" of LA neighborhoods. In a fascinating look at the recent revitalization of CTA's largest chapter, "**Wide Awake, Well-Organized, Fighting**



**Mad**" (page 22), UTLA President Alex Caputo-Pearl discusses, among other things, how to combat deep-pocketed bids to privatize public education. We must fight "for our schools to be the best they can be — and be 'community schools' that parents and students feel ownership of," he says.

Ownership — of a school, of a community, of a heritage — is what drove three Filipino-American educators to spearhead a successful campaign to rename a school in their district after two Filipino-American labor leaders ("**Activist Educators**," page 43). Itliong-Vera Cruz Middle School reflects the pride of Filipino-Americans in Union City and in California, where they are the largest Asian American subgroup. It's a fitting marker as the state revises curricula to include Filipino-American history and contributions to our country.

Educators have been revising curricula as needed since — well, forever. Take English teacher Jason Goldman-Hall, who uses graphic novels and comic books in his classroom at Pioneer High School in San Jose. "For this generation, which is so accustomed to the Internet with pictures and text together, it seems natural," he says. Makes sense, and students are connecting to stories, which is the point. Read more in "**Welcome to the Comic Core**" (page 36).

Finally, and most importantly, vote on Nov. 8 and urge colleagues to do so as well (see "**Get Out the Vote 2016**," page 26). The issues are critical; this is not one to sit out or let pass by. Be present and vote — for our future.

**Katharine Fong**

EDITOR IN CHIEF  
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## Good Works

**IVAN VIRAY SANTOS**, one of three California educators honored by NEA as 2016 Social Justice Activists of the Year (see story, page 43), advises educator activists just starting out: "Don't be afraid to share your truth. Don't ever allow yourself to be silenced, because when you allow that to happen, you'll see it translated into the attitudes of your students."

Know another member doing great things for students or the community? Tell us at [editor@cta.org](mailto:editor@cta.org) with "Good Works" in the subject line.

# FALL 2016

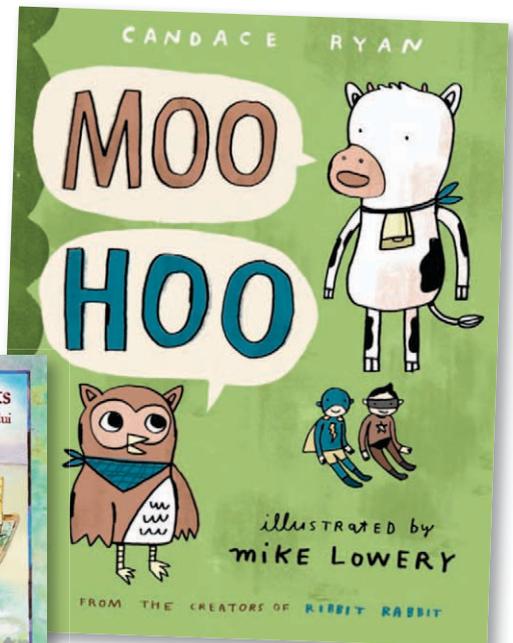
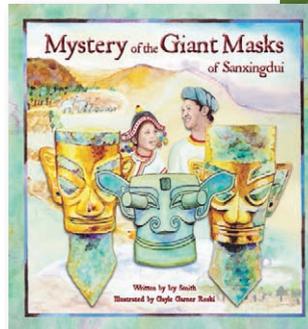
## Masks and Moo Hoo

In 1986, an archaeological dig near Chengdu in China revealed 3,000-year-old giant bronze statues from a lost civilization called Sanxingdui.

*Mystery of the Giant Masks of Sanxingdui*, by Icy Smith and illustrated by Gayle Garner Roski (grades 3-5), tells a story around the ancient city, renowned for its bronze-casting technology and facing danger from foreign invasion. The chief's daughter, Min, and her warrior brother, Wei, lead the villagers to flee their homeland. Where do they go? And why do they bury their sacred bronze masks and statues? The plot reveals the people's collective sacrifice for peace, and offers a glimpse into a history that is being rewritten as the excavation of Sanxingdui continues.

In the rhyming charmer *Moo Hoo*, by Candace Ryan and illustrated by Mike Lowery (pre-K and kindergarten), best friends Cow and Owl say *moo hoo* and do everything together. When new playmate Kangaroo wants to join in, the pair at first look the other way, but eventually discover that three is better than two.

See other fall 2016 California Reads recommendations at [cta.org/californiareads](http://cta.org/californiareads).



### GET INFORMED — AND VOTE

Do you know why Proposition 55 must pass, or how Prop. 58 helps students compete?

Prep for the general election on **Tuesday, Nov. 8**, by checking out CTA's voter guide on page 27. See your own personalized voter guide and get more detailed information at [cta.org/campaign2016](http://cta.org/campaign2016).



American Education Week — Nov. 14–18 — is an opportunity for everyone to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education. This year's theme is "Great Public Schools: A Basic Right and Our Responsibility." Each day focuses on a specific topic:

- **MONDAY: Kickoff.**
  - **TUESDAY: Parents Day** — invite parents into the classroom.
  - **WEDNESDAY: Education Support Professionals Day.**
  - **THURSDAY: Educator for a Day** — invite community leaders to experience a school day firsthand.
  - **FRIDAY: Substitute Educators Day.**
- Learn more at [nea.org/aew](http://nea.org/aew).

## **CESAR E. CHAVEZ AWARDS** **DECEMBER 2** ENTRY DEADLINE

The Cesar E. Chavez Memorial Education Awards provide recognition for students who submit visual arts projects or written essays (no biographies) that show understanding of Chavez's vision and guiding principles. Winners will receive recognition and up to \$550 for both students and sponsoring CTA members. Submitters of a group entry (up to three students) will share the prize. ► [cta.org/scholarships](http://cta.org/scholarships)



## **ESP LEADERSHIP ACADEMY**

**OCTOBER 29** APPLICATION DEADLINE

This training is for 20 education support professional members interested in chapter leadership roles and planning to be involved for at least five years. Session 1 will be Feb. 3-5 in Burlingame. Session 2 will be March 24-26 in Los Angeles. Accepted participants will be reimbursed for travel, lodging, meals and fees. Email [kmoriarty@cta.org](mailto:kmoriarty@cta.org) or call 415-479-6616.

## **VOLUNTARY DUES CONTRIBUTION**

**NOVEMBER 1** OPT-OUT DEADLINE

Voluntary annual contributions by members support CTA Foundation's grants/scholarships and CTA's advocacy efforts. New members are automatically enrolled in the default contribution of \$10 for the CTA Foundation and \$10 for advocacy. Members may change their allocation or opt out. New members have 30 days from the date of enrollment; previously enrolled members have a window from Aug. 1 to Nov. 1. ► [cta.org/contribution](http://cta.org/contribution)

## **HIGH DESERT FALL LEADERSHIP CONFERENCE**

**NOVEMBER 18-20** CONFERENCE

New Tropicana Las Vegas. "Learn from the Past, Face the Future Challenges and Change." The 2016 High Desert Service Center Fall Leadership Conference includes Friday pre-sessions and 45 training sessions on negotiations, political action, tax fairness, organizing, membership engagement, and more. Hotel cut-off date is Oct. 28. ► [ctago.org](http://ctago.org)

## **COMPUTER SCIENCE EDUCATION WEEK**

**DECEMBER 5-11** EVENT

CSEdWeek is an annual program dedicated to inspiring K-12 students to get interested in computer science. Its focus is for students to participate in Hour of Code (a one-hour introduction to computer science and programming). Lesson plans are available for classrooms with or without computer access.

► [csedweek.org](http://csedweek.org)

## **GLBT ISSUES CONFERENCE**

**DECEMBER 9-11** CONFERENCE

Riviera Palm Springs. The Gay, Lesbian, Bisexual and Transgender Issues Conference is open to all CTA members and provides a venue to discuss a variety of issues affecting educators, students and community. Hotel cut-off date is Nov. 23.

► [ctago.org](http://ctago.org)

## **GLBT SAFETY IN SCHOOLS GRANTS AND SCHOLARSHIPS**

**DECEMBER 16** APPLICATION DEADLINE



The GLBT Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa provides grants to support projects and presentations that promote understanding and respect for lesbian, gay, bisexual, transgender and

questioning/queer persons, as well as scholarships for members enrolled in a teaching/counseling credential or graduate program who understand the importance of LGBTQ+ educators as role models. ► [cta.org/scholarships](http://cta.org/scholarships)

## **CTA HUMAN RIGHTS AWARDS**

**JANUARY 5** NOMINATION DEADLINE

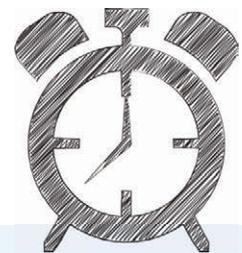
These awards promote the development of programs for the advancement and protection of human and civil rights within CTA. Any active CTA member, chapter, caucus or Service Center Council may nominate a member, chapter or Service Center Council.

► [cta.org/humanrightsawards](http://cta.org/humanrightsawards)

## **ISSUES CONFERENCE**

**JANUARY 20-22** CONFERENCE

Rio All-Suite Hotel, Las Vegas. "The Story of Us in the Brave New World." This conference offers urban, rural and ESP educators the opportunity to learn about current education issues, collaborate, invest in lasting relationships, and acquire skill sets. Hotel cut-off date is Dec. 28. ► [ctago.org](http://ctago.org)



## **RA Reminder**

The declaration of candidacy form for state delegates to the 2017 NEA Representative Assembly in Boston will appear in the November/December *Educator*.



## A SHOT IN THE ARM

This flu season, no one — adult or child — should get vaccinated through the nose. Experts say the popular nasal spray FluMist is ineffective and has been for several years. The old-fashioned needle will have to do. Get your shot soon, since it takes a few weeks for antibodies to develop that neutralize the contagious virus.



## A Personal View of Breast Cancer Study

**KARYN TAYLOR**, a research interviewer and phlebotomist for the Cancer Prevention Institute of California, has worked with the California Teachers Study (CTS) for the past five-and-a-half years. CTS is a statewide health study of over 133,000 female current and former

school teachers and school administrators that started in 1995.

For over 20 years, CTS has focused on breast and other cancers. The latest research efforts involved collecting over 20,000 blood samples to establish a resource to further study how environmental, lifestyle and genetic factors may lead to cancer and other diseases.

Taylor was integral to the success of this latest effort. Last year alone, she

drove 23,000 miles visiting study participants from diverse backgrounds, from farming communities to urban areas. The youngest women are now in their early 40s; a good number in their 90s still actively participate in this research, and many have had cancer.

"They are people's people — that's what makes them so unique," Taylor says of the teachers. "There are lots of great personalities — funny, irreverent,



Mural in Los Angeles by Eliseo Silva, depicting UFW leaders Philip Vera Cruz, Cesar Chavez and Larry Itliong.

Photo by Kenny Chang/Flickr Commons

## Filipino-American Pride

Last year, Gov. Brown signed a bill declaring Oct. 25 to be Larry Itliong Day. A Filipino-American and Stockton local who died in 1977, Itliong was honored for his contribution to the labor movement and struggle for social justice.

He is best known for initiating the Delano Grape Strike in 1965, when he and other Filipinos walked off the farms of area table grape growers and demanded wages equal to the federal minimum wage. Mexican farmworkers under the leadership of Cesar Chavez later joined them.

While the strike thrust the United Farm Workers' civil rights movement into the national spotlight, Itliong's role has often been overlooked. A state law passed in 2013 that went into effect last December requires public schools to teach students about immigrants, including Filipino-Americans, in the farm labor movement.

Larry Itliong Day falls during national Filipino American History Month in October. The month has particular resonance in California because 1.5 million Filipino-Americans live here — the state's largest Asian American subgroup.

See related story on three California educators recognized as NEA's Social Justice Activists of the Year, page 43.

# PRICED OUT

In September, Redfin reported that only 17 percent of California homes for sale were affordable on the average teacher's salary of \$73,536, down from 30 percent in 2012.

The biggest gaps between average educator salaries and home prices are in the San Francisco Bay Area and Silicon Valley. With average salaries of \$71,000 to \$75,000, teachers there can't buy much of anything. Most affordable spots include Fresno; with an average salary of \$77,000, a Fresno teacher can buy a \$320,000 three-bedroom home on a 2,000-square-foot lot.

"Unless the state and local school districts do something to make education a more attractive and financially sustainable career choice, [teacher] shortage is going to get worse and negatively impact millions of our students for a long time to come," says CTA President Eric Heins of the Redfin report.

Percentage of Homes Affordable to Teachers in 31 California Counties



1	San Mateo	0.0%	17	Santa Barbara	5.2%
2	Santa Clara	0.0%	18	Los Angeles	7.1%
3	San Francisco	0.2%	19	El Dorado	10.8%
4	Sonoma	0.5%	20	Solano	11.7%
5	Santa Cruz	0.7%	21	Yolo	13.7%
6	Alameda	1.2%	22	Riverside	24.7%
7	Ventura	1.4%	23	San Joaquin	25.6%
8	San Benito	2.2%	24	Sacramento	31.7%
9	Napa	2.2%	25	Madera	43.8%
10	Marin	2.6%	26	San Bernadino	46.1%
11	San Luis Obispo	2.6%	27	Stanislaus	51.6%
12	Orange	3.2%	28	Butte	53.9%
13	San Diego	3.6%	29	Kern	56.5%
14	Contra Costa	4.2%	30	Fresno	59.4%
15	Monterey	4.3%	31	Merced	60.0%
16	Placer	4.3%			

Source: Redfin. See [redf.in/2d7wSGM](http://redf.in/2d7wSGM) for interactive version with additional data.

## Walk-Ins Reclaim Our Schools

Oct. 6 saw scores of walk-ins by students, educators and parents at schools across the state, part of a nationwide move to [#reclaimourschools](https://www.instagram.com/reclaimourschools).

Among them:



Parents, students and staff at Redding Elementary in San Francisco take a stand for full funding of schools.



Teachers at Euclid Elementary School in San Diego.

For more photos, see [storify.com/wearecta](https://www.storify.com/wearecta).

passionate, caring, delightful. Even those in hospice care still wanted to help."

Taylor met with educators and collected samples in various venues. "Some would meet me at 5:30 in the morning. They'd come to the front door with wet hair because it was the only time they could see me. For others it was their lunch breaks, right after school, at Starbucks,

sometimes in my car. They are so busy, yet dedicated to the research — they are truly amazing."

Taylor won't soon forget the teachers. "I hold the study participants in such high esteem for their willingness to be part of a research project that has the potential to better the lives of generations of women to come," she says.

Details about CTS at [cpic.org](http://cpic.org).

## SOBERING STATISTICS

October is Breast Cancer Awareness Month.

Estimates for breast cancer in the U.S. for 2016:

- About 246,660 new cases of invasive breast cancer will be diagnosed in women.
- About 61,000 new cases of carcinoma in situ (CIS) will be diagnosed. CIS is non-invasive and is the earliest form of breast cancer.
- About 40,450 women will die from breast cancer.

Source: American Cancer Society

## Quotes & Numbers

Compiled by Mike Myslinski

**“Have we stopped bleeding since 2012? Yes, but the problem still exists. The wound is still there.”**

—**SHAY LOHMAN**, president of the Association of Rowland Educators, about the need to pass Proposition 55 to heal massive California cuts to education that hit during the recession, as quoted in the *Los Angeles Times* Oct. 10.

**“Without it, we’re going to see more cutbacks like we saw before, and that’s not good for children. And what’s not good for children is not good for our country.”**

—**CELESTE STROUD**, a teacher at Calwa Elementary in Fresno, on the need to pass Prop. 55 on Nov. 8. She took part in a national day of action Oct. 6 to protect public education, and was quoted in the *Fresno Bee*.

**“This ballot measure isn’t only about how best to help native Spanish speakers become proficient in English. It’s also about giving more options to parents who want their kids to be in dual immersion programs for Mandarin and other languages, as well as Spanish.”**

—Sept. 25 *Fresno Bee* editorial urging **YES ON PROPOSITION 58**, the LEARN (Language Education, Acquisition and Readiness Now) initiative.

**“I see this as an amazing experience for my kids, which I didn’t think we would ever be able to offer them here in San Francisco.”**

—San Francisco Unified social worker **HARINI MADHAVAN**, praising a city home loan assistance program for educators that helped her purchase a single-family home in town despite soaring prices, quoted in the Oct. 9 *San Francisco Chronicle*.

**“This is the children’s garden. We try to get them invested in it. Everything here has a story.”**

—Veteran third-grade science teacher **SUSAN BARKDOLL** at North Verdemont Elementary in San Bernardino. She is one of nine state finalists for the prestigious 2016 Presidential Awards for Excellence in Mathematics and Science Teaching, as reported in the Sept. 28 *San Bernardino Sun*.

The Numbers

# 63%

Percentage of registered California voters who support the Common Core State Standards, either strongly or somewhat strongly, according to a new poll commissioned by Oakland-based nonprofit advocacy group Children Now, EdSource reported Oct. 10.

# 7

Number of school days Yuba City Teachers Association members were on strike in September. The successful action resulted in raises of 11.1 percent over three years. (See story, page 34.)

# 300,000

Estimated number of new teachers that school districts nationwide need to hire annually through the 2017-18 school year, according to a new study by the Palo Alto-based Learning Policy Institute about the nation’s severe teacher shortage.

# 75

Approximate number of California school districts going meatless in their cafeterias on certain days, including eight in the Inland Empire, the *Riverside Press-Enterprise* reported Oct. 7.

# 1/4 MILE

“Part-time” buffer zone proposed by the California Department of Pesticide Regulation to protect schools from dangerous agricultural pesticides. Parents and others want a full-time 1-mile no-spray buffer zone as the Nov. 17 deadline for public comment on the new regulations looms. See updates at [panna.org](http://panna.org).

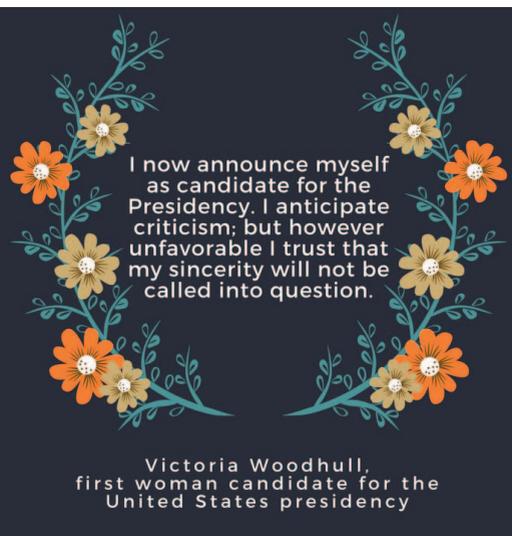
By @samdemuro

## Mixing History and Social Media

The mega-success of the musical *Hamilton*, where Cabinet meetings turn into freestyle rap battles, has many educators thinking about how historical figures and political campaigns might have fared in 2016.

"IT IS TRUE THAT IN THE ORGANIZATION OF THE REPUBLICAN PARTY THIS QUESTION OF SLAVERY WAS MORE IMPORTANT THAN ANY OTHER." — ABE LINCOLN

Source: EdSurge



How would Abe Lincoln have stood out on Twitter? Would social media have propelled the voices of women who were often historically in the background?

Apart from helping to engage students in important content (such as speeches and documents), this is a good exercise in determining main points and platforms, branding, poetry, and concepts and catchphrases that resonate.

Students can use cool tools to jazz up these social media campaigns, such as Recite, Canva and Adobe Spark, which let you create appealing visuals (shown are examples created with Recite, above, and Canva, left). They are free, with some premium features.

### TRENDING



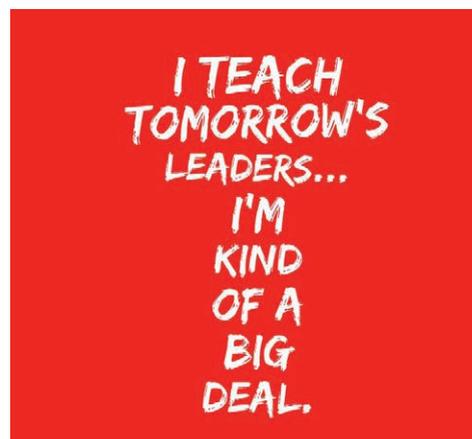
Users are creating photo collages in Instagram and other apps of three fictional characters they identify with (from TV, movies and books), such as the example above. Try making your own, or challenge your students by using [#3Characters](#).

**GLOSSARY:** [#MondayMotivation](#) and [#WednesdayWisdom](#) These hashtags trending on Twitter are where users share inspirational quotes and links, often about education. Teachers can use these themes to start their Mondays and Wednesdays, get students to submit their own, etc.



Watch this [#Yeson58](#) video, [bit.ly/2dnwLVL](http://bit.ly/2dnwLVL)

## What's Your Superpower?



### connect with us!

-  [facebook.com/wearecta](https://facebook.com/wearecta)
-  [@WeAreCTA](https://www.instagram.com/wearecta)
-  [youtube.com/californiateachers](https://youtube.com/californiateachers)
-  [@WeAreCTA](https://twitter.com/wearecta)

[#OurVoiceOurUnion](#)  
[#WeAreCTA](#)

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

Nancy Segal with twins Rocco and Nicco Ruscitto. Photo by Scott Buschman.



# DOUBLE VISION

## Meet twin expert Nancy Segal

By Sherry Posnick-Goodwin

**N**icco and Rocco Ruscitto are both psychology majors at CSU Fullerton. At first glance, most people don't realize they are identical twins. They don't look exactly alike; Rocco has a beard, and they differ in weight by about 15 pounds.

But Nancy Segal did a double take and recognized that they were identical twins the minute she set eyes on them. That's because she is considered one of the foremost experts on twins in the country. Author of four books and more than 200 scientific articles about twins, she runs the Twin Studies Center at CSU Fullerton, where she is a psychology professor. And yes, she is a twin. Her fraternal twin sister lives in New York and is an attorney.

She asked the 22-year-old Ruscitto brothers if they would drop by her lab and

contribute to her research. They were honored to assist such a renowned researcher.

They wish, however, that they had met her earlier. She could have come to their defense a few years ago when they were taking the same online college course and their work was so similar that they were unjustly accused of cheating.

"This happens on occasion," says Segal, California Faculty Association. "I have worked on a number of cases where twins were accused of cheating because they came up with the same answers on tests and homework assignments. Several of these cases have gone to court, and in some cases students have been dismissed from their universities. It's unfortunate that some faculty and administrators don't realize students with matched talents can do similar work."



In 2014, Segal arranged for the reunion of twins Elizabeth Hamel (left) and Ann Hunt, who had been apart for 78 years, since they were 5 months old. Photo courtesy Nancy Segal.

Segal has a passion for clearing up misconceptions about twins and studying the ways they are alike and different that constantly drives her to break new ground on the topic. She has studied the relationships of twins with each other and with outsiders. She has studied twins who were raised together and twins who were raised apart, and some who were reunited after decades of separation. She has compared the bond of fraternal twins with that of identical twins. She estimates that she has studied hundreds if not thousands of twins.

She made headlines in 2014 when she arranged for a reunion of twins Ann Hunt and Elizabeth Hamel, who had been apart for 78 years, since they were 5 months old. Hunt, from England, was adopted and learned she had a twin sister after her

## Segal never tires of twin research. She shares some insights into her fascinating field of study.

**Why are people so fascinated by twins?** → I've given a lot of thought to that question. I believe that identical twins fascinate us because we grow up learning that we have individual personalities, mental abilities and talents. So when we encounter people who look and act so much alike, it challenges our beliefs in the way the world works. In some cultures, twins were considered unlucky or evil. But that has changed, fortunately.

**Why are there so many twins these days?** → There has been an increase in fraternal twins due to assisted reproductive technology or in vitro fertilization when doctors implant more than one egg. Also, women are waiting longer to have children, and the chance of having fraternal twins increases as you get older. Older women sometimes release two eggs instead of one. This may represent a final effort at gene transmission.

**What is the biggest misconception about twins?** → That twins skip generations. There's no rule about that. Another is that twins have a higher divorce rate because they can't get along with others. And there's a misconception that twins should always

be separated in school. Think about the concerns some children experience when they leave home to start school, then take that one step further by separating twins. For some twins this can be emotionally trying. (See sidebar.)

**Do identical twins like to switch places and fool teachers and others?** → Most pairs will try this once for the fun of it, but most don't do it on a serious basis. Some have said they tried it but weren't comfortable pretending to be the other.

**Is there any such thing as twin telepathy?** → No. I have looked at all the studies, and there does not appear to be any supportive data at this time. Some people may not agree with me, but from a scientific point of view, I've not seen convincing evidence.

**What is the one thing you still want to learn about twins?** → One thing that we don't know is what causes the fertilized egg to divide. We've studied identical twins for years, but when it comes to knowing why the egg divides, we do not have the final answer. I'd love to know the truth about that.

daughter began researching her mother's genealogy. Hamel, from Oregon, knew she had a twin but never expected to meet her. When Segal heard they had been communicating by Skype, she invited them to participate in a study. They accepted and met each other face to face for the first time in Fullerton.

"It was wonderful. It was so gratifying," recalls Segal of the reunion. "Their twinship was so important, and you could see that they belonged together. It was

extraordinary to see them come together. There was great happiness, and it was as if some terrible wrong had been righted."

Segal decided to specialize in twins during her senior year of college, when she was asked to write a paper about personal adjustment. She wrote about the adjustment of being separated from her twin in the early school grades, and enjoyed writing that paper so much, she decided it would be the first step on her career path.

She is the author of *Someone Else's Twin*;

## What educators should know about teaching twins

- Be aware that twins — students with matched talents — can do similar work.
- Parents of twins need to work cooperatively with schools, which should be flexible about separating twins. Twins shouldn't be stuck together like glue, but they need to be around each other — as well as mix with other children.
- If you have boy-girl twins, the girls in general are going to be more dominant and assertive than their twin brothers. Some female twins tend to mother their brothers, so teachers may want to watch out for that.
- Twins, on average, seem to have more language deficits than non-twins. That's because they tend to speak a lot to each other. Some use private words, expressions and gestures to communicate, which can hinder normal language development. (I know of twins who have been falsely diagnosed as developmentally delayed because they were not progressing at the same rate as other students in language development — and they went on to become physicists.)

—Nancy Segal

*Indivisible by Two; Entwined Lives and What They Tell Us About Human Behavior; and Born Together, Reared Apart.* When she's not writing books, conducting research or teaching, she can be found on the lecture circuit, and is a frequent guest on TV and radio talk shows. ■



Photo by Kim Sanford

# Caring for the Whole Child

Community schools meet the many needs of students, families and the communities around them

By Sherry Posnick-Goodwin

If students have a toothache, a headache or a mental health crisis at Coliseum College Prep Academy (CCPA), they don't need to suffer in silence or leave school to get help. They can walk across the Oakland campus and visit the school's health clinic for assistance.

If a parent needs help with putting food on the table, finding affordable housing, or learning English, they can receive it at the school's Family Resource Center.

CCPA is a "community school," which offers a different approach to learning by taking the whole child and their family into account. In addition to academics,

community schools feature wraparound services such as food pantries, health and dental clinics, mental health services, after-school tutoring, and classes for parents. It's an educational model being embraced by an increasing number of districts nationwide as a way to help foster success in the classroom, particularly in low-income areas.

"It's a place where I feel totally supported," says Gil Lopez, a sophomore at CCPA. "I don't think other schools provide the support system we have here, where there is everything you need to help you succeed."

Sophomore Mary Meza received free glasses from the



Opposite page: Mural at the front of Coliseum College Prep Academy in Oakland. CCPA world history teacher Edgar Sanchez, above, says the school stresses the importance of both academics and students' role in the larger world.



Tyjun Mack, left, oversees the computer science pathway program at CCPA and expects that skills students learn will help them improve their community. Above, CCPA students Mary Meza and Natalia Hernandez; Meza received her glasses from the school's vision care program.

Photos by Kim Sanford

vision care program, which made a big difference. "Our school is very unique," she says. "It's helpful when low-income students get free health care."

The community school model ties in with the state's Local Control Funding Formula (LCFF), sharing similar goals of fostering parent engagement, improving school climate, and helping students with high needs.

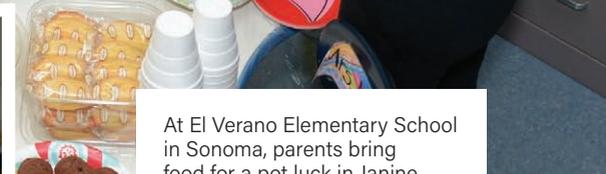
CCPA, for example, serves students in grades 6-12 who are mostly poor and live in a high-crime area. The school works hard to create a college-bound culture. Students are given extra interventions, such as tutoring, mentoring, and pathway programs to start them thinking about

careers. There's also an intensive two-week session at the end of the school year to bring struggling students up to speed, so they can complete coursework needed to pass their classes.

In addition to serving students and their families, community schools help their neighborhoods. CCPA students enrolled in the social justice career pathway program are involved in local politics and learn about issues such as evictions, tenants' rights, gentrification and racism. Some have even won internships to help struggling countries like Haiti build schools and dig wells.



Photos by Scott Buschman



At El Verano Elementary School in Sonoma, parents bring food for a pot luck in Janine Marcoux's second-grade class. El Verano transitioned into a community school last year.

Third-grade El Verano teacher Craig Madison works with student Luis Aguado. Educators now have more professional development time, which they use to focus on student literacy.

“Academics are extremely important, but we believe in teaching students about the larger world, too,” says Edgar Sanchez, Oakland Education Association, who teaches world history. “We are always thinking about ways to advocate for our own community.”

The social justice theme echoes throughout CCPA courses, including the newly created computer science pathway program overseen by OEA member Tyjun Mack.

“Students are learning the skills to create apps to help our community,” says Mack. “We want students to apply their skills to make this community better.”

### Growing in popularity

It takes a village to raise a child, goes an African proverb, and some say it takes a community to support a school.

Because nearly one in four California children lives in poverty, more schools are transitioning to the community school model. Nationwide, about 5,000 community schools serve 2 million students, according to the Coalition for Community Schools in Washington, D.C.

There isn't an exact number for how many exist in California. But Deanna Niebuhr of the California Community Schools Initiative, an Oakland-based nonprofit that launched a network to connect community schools to one another and to advocates, says the idea is catching on, and more than 50 districts are committed to community school practice.

California districts that have opened community schools include Vallejo, Fresno, San Francisco, Oakland, Redwood City, Los Angeles and Sonoma.

continued on page 20 ►



Teacher Chris Marcoux says El Verano's switch to being a community school has meant students are less stressed and able to focus better in class.

**“Sometimes students are anxiety-ridden. They explain that Dad's having legal issues or Mom is having a hard time paying the rent. It's helpful when a school can offer tangible help.”**

**—CHRIS MARCOUX, fifth-grade teacher, El Verano Elementary**



El Verano Elementary keeps its playground open to the community on the weekends.

**SONOMA:**

## Rural school builds community

Sonoma is a vacation destination in California's wine country, but many residents are poor — working in service industry jobs or harvesting crops. Unlike the inner city, poverty in rural areas is often hidden from public view, with added challenges of isolation, insufficient social services and a lack of public transportation.

To deal with growing student needs, the principal of El Verano Elementary School moved to make the school a community school last year.

“I recognized there was a huge need for mental health and dental health,” says Principal Maite Iturri. “For some families, getting care meant leaving the valley, and a lot of families don't have cars and transportation options. I realized kids had trouble learning when there were barriers, and I wanted to remove these barriers.”

The school expanded services through a combination of grants, partnerships with nonprofits and foundations, LCFF funding and volunteers.

Among the offerings: free breakfast, a visiting mobile dental hygienist who cleans teeth, a psychiatrist who volunteers one morning a week in the “Parent Café” for discussions and referrals, and ESL, GED and parenting classes for parents. There's also a Parent University that's “for parents by parents,” teaching everything from technology skills to Zumba.

And the Parent Resource Center, staffed by a parent-engagement coordinator, offers assistance for housing, food stamps, immigration, health insurance, nutrition and improving parenting skills.

Nallely Rojas signed up for the class “How to Work With Children When They Are Mad.” “Learning how to react properly and calm things down,” she says, made a huge difference in her parenting ability.

The switch included more professional development time, allowing Valley of the Moon Teachers Association members to come together as a learning community, analyzing student data and focusing on

literacy. It's paying off, with 75 percent of the students making progress in reading.

Fifth-grade teacher Chris Marcoux says students are “less stressed” by outside distractions with the new model and are able to focus better in his class.

“Sometimes you can see that students are anxiety-ridden, and they explain that Dad's having legal issues or Mom is having a hard time paying the rent. It's helpful for students when a school can offer tangible help.”

Kindergarten teacher Jenny Hinman loves that parents feel more welcome and connected to the school. She shares that students are excited to see their parents as learners right alongside them, and says it is fostering newfound pride.

For third-grade teacher Craig Madison, who has been at the school nearly two decades, becoming a community school was a natural evolution — and something that has invigorated the school community.

“These days, the place is always hopping,” he says. “Whether it's Zumba, Folklorico, ESL or yoga, there's always something going on.”

CCPA began transitioning to a community school model in 2006, and has built on its success every year since. In Sonoma, El Verano Elementary School transitioned to a community school last year (see story, page 19). Educators working at the pre-K-5 campus believe the decision has improved the quality of life for students and families, which will pay off in higher achievement and increased well-being.

Studies show that community schools offering wraparound services have a positive impact on learning and student performance. A recent Stanford study of five community schools in Redwood City found increased motivation and academic confidence among students, translating into math gains for all students and better English language development scores for English learners.

### Heart and soul of the community

The community school movement is also about returning public schools to their status as the heart and soul of the community, where people gather for meetings, enjoy the arts and celebrate important events.

It's in keeping with the broader role of supporting and taking ownership in a school. Community schools

are not supposed to be top-down. The goal is for parents, teachers, administrators and students to work collaboratively so that they as stakeholders create and maintain partnerships and services to help students thrive.

Another goal is to foster leadership skills in parents. At CCPA that is happening: The Parents Leadership Team rallied enough support to save the adult education program from being dismantled in 2012-13.

United Teachers Los Angeles is pushing for more



Parents, such as Michael Ford, above, chatting with CCPA teacher Perry Bellow-Handelman, are welcome and involved at community schools. Photo by Kim Sanford.

community schools to be established as part of its Sustainable Neighborhood Community Schools plan. UTLA President Alex Caputo-Pearl believes that making schools the “heart and soul” of the community is essential to the well-being of students — and is a way to address racial, economic and educational inequities.

When schools are embraced by the community they serve, observes Caputo-Pearl, they can't be “taken over” by billionaires seeking to privatize public education (see story on UTLA, page 22).

Some community schools are opening playgrounds on weekends for neighborhood children. Such “joint use” programs in San Francisco, in New York, and in rural schools like El Verano Elementary in Sonoma show the benefits: Vandalism has decreased, and weekend users feel a sense of stewardship for school playgrounds that double as parks.

### Dovetails With Local Control

The Local Control Funding Formula (LCFF) ties in nicely with community schools, sharing similar goals of fostering parent engagement, improving school climate, and helping students with high needs.

The LCFF, which provides extra funding for low-income students, English learners, foster children and homeless students, allows districts and schools to funnel funding into appropriate social services and gives districts more flexibility in how they use their resources.

Schools don't need to pay high costs for these social services if they partner with public agencies, nonprofits

**“The school feels like a family, with all the love and challenges of being a family. We are able to be very responsive to the specific needs of our students.”**

—**PERRY BELLOW-HANDELMAN,**  
ethnic studies teacher, Coliseum College  
Prep Academy

### **For more information about community schools:**

- **NEA** has developed a six-part webinar series on the Community School Strategy to transform struggling schools, which leads to improved student learning, stronger families and healthier communities. The series, which ties in with the new Every Student Succeeds Act, looks at implementation methods, success stories and lessons learned from the field. See [nea.org/communityschools](http://nea.org/communityschools) for more.

Also:

- **California Community Schools Network**, [cacommunityschools.org](http://cacommunityschools.org)
- **Coalition for Community Schools**, [communityschools.org](http://communityschools.org)

or local colleges. For example, the state allows campus clinics to accept Medi-Cal payments to provide health services for poor students. At CCPA, the Havenscourt Clinic is run by La Clínica de la Raza, a nonprofit center that offers medical and dental care, reproductive health care, STD testing, mental health counseling, and insurance enrollment.

Grants are another income source, and United Way has been a generous donor to community schools nationwide. Some schools have found volunteers willing to donate services for free. The Every Student Succeeds Act, which replaced No Child Left Behind, contains provisions to support community schools, and will provide nearly \$6 million in grants.

“LCFF played a substantial part in our school,” says CCPA Principal Amy Carozza. “It allowed a shift in funding and a restructuring of how our money could be spent.”

It appears to be working, she adds, because the school has a 91.1 percent graduation rate, which is higher than other high schools in Oakland Unified School District.

Becoming a community school isn’t cheap, but it’s an investment that saves money in the long run, says Niebuhr, because community schools help students overcome obstacles that might otherwise jeopardize their future.

“I love it,” says OEA member Perry Bellow-Handelman, an ethnic studies teacher who runs the social justice pathways program at CCPA. “The school feels like a family, with all the love and challenges of being a family. We are able to be very responsive to the specific needs of our students. Now we need to figure out how to duplicate this program across our district and state.” ■

# Teachers See the Possibilities

Whether studying cell membranes or the scientific method, students in Leslie Sandoval’s seventh-grade class make connections—to the curriculum, with their teacher and peers, and to the world around them.



Lone Hill Middle School, Third Period, Life Sciences, Teacher: Leslie Sandoval, M.A.Ed. '04

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## FEATURE

UTLA President Alex Caputo-Pearl, right, and UTLA organized a protest of billionaire Eli Broad's support of charter schools outside The Broad museum on its opening day in September 2015. Photo by Kim Turner.



# Wide Awake, Well-Organized, Fighting Mad

In February, an unprecedented 82 percent of UTLA members voted to reinvest in their union and agreed to a dues increase.

**How UTLA got its groove back** By Sherry Posnick-Goodwin

**W**hen billionaire Eli Broad revealed his plan to put half of Los Angeles' students in unregulated, privatized charter schools last year, he never expected that 1,000 United Teachers Los Angeles (UTLA) members and school supporters would show up at the grand opening of his new art museum on a Sunday morning, holding a press conference that featured residents from New Orleans describing how their school system was destroyed by a similar Broad plan. Or that UTLA President Alex Caputo-Pearl would challenge Broad to a public debate on education.

These days, UTLA has a message for billionaires like Broad and the Walmart heirs who are seeking to privatize public education: *Bring. It. On.*



At the peak of The Broad protest, almost 1,000 UTLA members, students, parents and community members marched in opposition to Eli Broad's plan to enroll half of LAUSD students in unregulated charter schools. Photo by Kim Turner.



In February, May and October, UTLA and other CTA chapters helped lead walk-ins nationwide to reclaim our schools. The walk-ins, tailored to the needs of individual schools, demonstrate educator, student and community support for public education and strong local schools. Above, walk-ins at Castelar Street Elementary and 20th Street Elementary in Los Angeles.

Yes, it's a new day for UTLA, the largest CTA chapter, in Los Angeles Unified School District (LAUSD), the largest school district in the state, which happens to be ground zero in the war on public schools. Instead of feeling beleaguered, UTLA is doubling down on organizing, finding strength in numbers, reaching out to the LA community, and fighting *for* something instead of being on the defensive.

Just a few years ago, UTLA was called a "sleeping giant" even by its own members, for its inability to organize the rank and file to effect change. But those days are over; the giant is wide awake, well organized and fighting mad.

"Take Back Our Schools" was the theme of walk-ins on Feb. 17, May 4 and Oct. 6, when UTLA members joined with the Alliance to Reclaim Our Schools. The events, described as "love fests" for public schools, drew thousands of educators, parents, students and community members, who gathered at well over 100 public school campuses to talk about the great things happening at local schools and what can be done to make them better, such as lowering class size and increasing staff.

In August, UTLA launched "We Are Public Schools," a public awareness campaign with dozens of outdoor ads and more than 75 billboards. The goals: Create a positive narrative around educators, parents and students



in LAUSD; expose hypocritical billionaires who should not be setting the nation's public school agenda; and share UTLA's vision for fully funded schools.

These initiatives have been built on earlier work. In 2012, a grassroots effort was launched within UTLA to develop a city-wide vote on the "Schools LA Students Deserve." Membership overwhelmingly passed an internal resolution calling for UTLA to fight for a broad set of educational justice demands, using an organizing-based approach. This has guided the work of UTLA leadership over the last years, and led to partnerships with state affiliates and more locals state- and nationwide around a "Schools All Students Deserve" agenda.

UTLA has notched victories that were difficult to imagine a few years ago. Among them, UTLA:

- Helped oust former Superintendent John Deasy, a corporate reformer who focused on high-stakes testing and unfair teacher evaluations before being investigated by the FBI for an iPad scandal costing the district \$1.3 billion.
- Won a 10.4 percent salary increase along with first-time contract language for a cap on class size and a ratio of counselors to students, with reopeners in 2017 to further reduce class size and increase staffing.
- Convinced 82 percent of UTLA members to vote for a dues increase to battle foes of public education.
- Negotiated a new, fairer teacher evaluation system.
- Got three of four UTLA-supported candidates elected to the school board.
- Commissioned research that showed privately managed charter schools are siphoning millions of dollars in tax money from traditional schools in LAUSD.
- Convinced administrators to allow elementary schools to cut back on unnecessary testing.

As Caputo-Pearl made clear in his recent "State of the Union," there is much work ahead, work that will require all members' efforts "to fight for an education system led by stakeholders not billionaires, led by educators not edu-pre-neers, and led by student need not profit motive." ■

## UTLA at a glance

- CTA's largest affiliate.
- The nation's second-largest teachers union local.
- Represents more than 35,000 teachers and health and human services professionals who work in the Los Angeles Unified School District and in charter schools.

# Step-by-step: Recipe for change

**TO GAIN INSIGHT** into UTLA's amazing transformation, we sought answers from UTLA President Alex Caputo-Pearl, a labor activist and former teacher at Crenshaw High School, whose strong leadership style helps fire up UTLA members to battle back against corporate interests and create a new vision for improving public schools.

**With the "Build the Future, Fund the Fight" campaign, UTLA leadership persuaded 82 percent of members to approve a dues increase to fight upcoming battles against charters and corporate interests and create positive changes in schools. How were you able to convince so many members to reinvest in their union?**

The first thing we did was help our members reimagine our union and reinvest in it psychologically. There had been a lot of hard years with layoffs, and there were difficult years in terms of UTLA not having a strategic direction. When new UTLA leadership arrived in July 2014, we knew the first thing needed was to take on Superintendent Deasy. We were able to get him out within a few months. Our contract had expired three years earlier, and we knew we had to frame our contract campaign as part of a broader struggle around educational justice and having the schools that Los Angeles students deserve. We needed to involve our members, parents and community in that struggle. Over the course of 2014-15, we were able to do that. Our effort culminated in a rally at City Hall with more than 15,000 people.

**How did leadership energize and organize UTLA members for that?**

It was quite a process, and we had a lot of help from people, including from CTA. Our five-point plan:

1. We did a series of school visits during 2014-15 and went to hundreds of schools — some more than once. We assessed members' willingness to move toward a strike. There was a series of escalating actions, which got people more vested. It was not just about salary; it was also about class size caps and putting student-counselor ratios in the contract for the first time. When we finally reached a tentative agreement



**“We’re beginning the process of becoming an organizing union. It’s not just member organizing, but parent organizing and community organizing. We’re excited about this new direction.”**

**—ALEX CAPUTO-PEARL,  
UTLA President**

with the district, we had the highest turnout we’ve ever had — 97 percent approval to ratify the contract. Having a member-engaged year under our belt was the foundation that we built our campaign on.

2. During the contract campaign, we built systems using rosters, lists and records of one-on-one conversations at school sites to assess how many folks would fight upcoming battles. For example, chapter chairs were asked to confirm and reconfirm members’ participation in the faculty meetings boycott and report back to UTLA. We would use that information to provide support. If a large percentage of teachers said, “We’re not going to do it because we’re afraid of our principal,” we would provide support for that school.

3. We articulated what the stakes were and why we needed a dues increase. Broad wants to open up an unregulated sector of schools that not only undermines LAUSD but many existing charter schools. He wants to pull half the students out of LAUSD schools and put them in unregulated charters that are unaccountable to the public. Our members needed to understand that Eli Broad was not talking about \$19 a month, the cost of the dues increase. He was talking half a billion dollars.

4. We attached our request for a dues increase to a strategic plan and vision. We explained that we needed more money to help the union’s infrastructure fight for more funding for high-quality schools offering a rich curriculum, more outreach to parents and our community, and more charter school accountability.

5. We were stone-honest from the

beginning, telling our members exactly what we wanted to spend the money on: getting rid of our deficit, expanding legal services, expanding public relations, expanding our parent community engagement, expanding our research department and member organizing. We were clear throughout where the money was going.

#### **What’s happening with Broad’s plan?**

We were able to win the first battle in that we very quickly got out there publicly with parents and community. But it’s absolutely an ongoing battle and a multiyear struggle. Broad has an eight-year plan. We have a similarly long view. That means fighting for our schools to be the best they can be — and be “community schools” that parents and students feel ownership of.

I want to reiterate that UTLA represents 12 independent charter schools and 1,000 members teaching in charters. We’re very proud of them and the work we do with them. We are fighting against deregulation and privatization; we are not fighting against charter teachers or charter parents.

#### **What message do UTLA’s actions send to billionaires seeking to privatize education through charters?**

They are seeing the power of people right before their eyes, with thousands of folks throughout the city coming together for the same vision, being very articulate about what they want to see in building a movement for community schools. It has to be very compelling for them.

#### **UTLA has also taken on testing. How is that going?**

LAUSD uses 21 different standardized tests, 10 of which are mandated by state or federal rules and 11 that aren’t. So we are continuing the fight to expand instructional time and get rid of standardized tests that aren’t necessary. Outside of formal contract talks, we have had two meetings with the district to demand immediate relief from overtesting for elementary students and educators, and demand a letter sent immediately to all schools clarifying which tests are mandatory and which are optional.

Last year, we organized 90 elementary schools to have their members submit forms to their principal seeking adult assistance during their one-on-one testing, which takes up a huge amount of instructional time and takes teaching time away from other children. Ultimately, the district said there would be no more Smarter Balanced interim assessments last year, which was a victory for us.

#### **Compare the UTLA of today with the UTLA of a few years ago.**

We’re beginning the process of becoming an organizing union. It’s not just member organizing, but parent organizing and community organizing. It’s been a team effort; a lot of people are involved. We’re excited about this new direction. The city sees us building power and responds to UTLA in a different way. There’s a growing awareness among elected officials, elected leaders and leaders of nonprofits that UTLA is becoming better organized each week and each month. They understand UTLA is a power to be reckoned with.

—Sherry Posnick-Goodwin



# Time to Act

We can't go back —  
keep California schools moving forward

**E**ducators have great influence over students, often well beyond time in the classroom. The same can be said for their influence with parents and communities — both trust educators and look to them for direction on what is best for students and schools.

So during election season, and especially during this one, when the choices are so critical to education, you play a hugely influential role.

Your activism and support in the days leading up to Nov. 8 can determine whether California students and public schools continue to forge ahead and build on recent successes — or fall behind and succumb to the same devastating, demoralizing cuts we experienced in the Great Recession.

What can you do? Get out the vote! Arm yourself with information, and join CTA colleagues who are walking precincts, phone-banking, and spreading the word in communities all over the state.

CTA supports three initiatives on the state ballot:

\* **Proposition 55**, the Children's Education and Health Care Protection Act, will protect our children and our schools, and help us solidify gains made in recent years. It does this by maintaining the current income tax rates on the wealthiest Californians for 12 more years. Prop. 55 revenue goes directly to the classroom and results in smaller class

sizes, the hiring of new teachers, college affordability, and increased access to health care. Local school boards determine student needs; local districts, with input from educators, parents and communities, identify how funds are spent. There are strict accountability and transparency requirements.

\* **Proposition 58**, the LEARN (Language Education, Acquisition and Readiness Now) initiative, gives our students a competitive edge in the global marketplace by expanding their access to multilingual education and allowing teachers, parents and schools more control over the curriculum. It broadens instructional methods school districts can use to teach English to English learners, while expanding opportunities for English-speaking students to learn a second language.

\* **Proposition 52**, the Medi-Cal Funding and Accountability Act, extends California's partnership with hospitals to secure billions of dollars per year in federal matching funds for Medi-Cal. The alliance ensures access to health care for nearly 7 million California children.

For CTA's recommendations on the local school board races and bond measures that affect you and your students, please see [cta.yourvoter.guide](#).

We can't go back. It's time to act. Our students are counting on us.



For information,  
resources, toolkits:  
[cta.org/campaign2016](http://cta.org/campaign2016)



Elections and  
voter information:  
[www.sos.ca.gov/elections](http://www.sos.ca.gov/elections)



To build your  
personalized voter guide:  
[cta.yourvoter.guide](http://cta.yourvoter.guide)

# VOTER GUIDE

## CTA's recommendations for the Nov. 8 general election

**YOUR VOTE MAKES** a difference. Help elect lawmakers who will fund public schools and support all students and educators. For more information and updates, go to the CTA Campaign 2016 site at [cta.org/campaign2016](http://cta.org/campaign2016). You can also go to [cta.yourvoter.guide](http://cta.yourvoter.guide), enter your address, and view your personalized voter guide.

### BALLOT INITIATIVES

#### YES ON PROP. 55

The Children's Education and Health Care Protection Act

#### YES ON PROP. 58

The LEARN Initiative  
(Language Education, Acquisition and Readiness Now)

#### YES ON PROP. 52

The Medi-Cal Funding and Accountability Act

#### U.S. President

Hillary Clinton/D

#### U.S. Senate

Kamala Harris/D

#### State Assembly

AD 01 Brian Dahle/R  
AD 02 Jim Wood/D  
AD 04 Cecilia Aguiar-Curry/D  
AD 07 Kevin McCarty/D  
AD 08 Ken Cooley/D  
AD 09 Jim Cooper/D  
AD 13 Susan Talamantes Eggman/D  
AD 14 Mae Torlakson/D  
AD 15 Tony Thurmond/D  
AD 16 Cheryl Cook-Kallio/D  
AD 17 David Chiu/D  
AD 18 Rob Bonta/D  
AD 19 Philip Ting/D  
AD 20 Bill Quirk/D  
AD 21 Adam Gray/D  
AD 22 Kevin Mullin/D  
AD 24 Vicki Veenker/D  
AD 25 Kansan Chu/D  
AD 27 Ash Kalra/D  
AD 28 Evan Low/D  
AD 29 Mark Stone/D  
AD 31 Joaquin Arambula/D  
AD 32 Rudy Salas/D  
AD 33 Jay Obernolte/R  
AD 35 Jordan Cunningham/R  
AD 37 Monique Limón/D  
AD 38 Christy Smith/D  
AD 39 Patty López/D  
AD 40 Abigail Medina/D  
AD 41 Chris Holden/D  
AD 42 Greg Rodriguez/D  
AD 43 Ardy Kassakhian/D  
AD 44 Jacqui Irwin/D  
AD 45 Matthew Dababneh/D

AD 46 Adrin Nazarian/D  
AD 49 Ed Chau/D  
AD 51 Jimmy Gomez/D  
AD 52 Freddie Rodriguez/D  
AD 53 Miguel Santiago/D  
AD 56 Eduardo Garcia/D  
AD 57 Ian Calderon/D  
AD 58 Cristina Garcia/D  
AD 59 Reginald Jones-Sawyer/D  
AD 60 Eric Linder/R  
AD 61 Jose Medina/D  
AD 62 Autumn Burke/D  
AD 63 Anthony Rendon/D  
AD 64 Mike Gipson/D  
AD 65 Sharon Quirk-Silva/D  
AD 66 Al Muratsuchi/D  
AD 70 Patrick O'Donnell/D  
AD 78 Todd Gloria/D  
AD 80 Lorena Gonzalez/D

#### State Senate

SD 01 Robert Rowen/D  
SD 05 Cathleen Galgiani/D  
SD 09 Sandré Swanson/D  
SD 11 Jane Kim/D  
SD 15 Jim Beall/D  
SD 17 William Monning/D  
SD 19 Hannah-Beth Jackson/D  
SD 21 Johnathon Ervin/D  
SD 25 Anthony Portantino/D  
SD 27 Henry Stern/D  
SD 29 Josh Newman/D  
SD 31 Richard Roth/D  
SD 33 Ricardo Lara/D  
SD 39 Toni Atkins/D

#### U.S. House of Representatives

CD 01 Jim Reed/D  
CD 02 Jared Huffman/D  
CD 03 John Garamendi/D  
CD 04 Robert Derlet/D

CD 05 Mike Thompson/D  
CD 06 Doris O. Matsui/D  
CD 07 Ami Bera/D  
CD 08 Paul Cook/R  
CD 09 Jerry McNerney/D  
CD 10 Jeff Denham/R  
CD 11 Mark DeSaulnier/D  
CD 12 Nancy Pelosi/D  
CD 13 Barbara Lee/D  
CD 14 Jackie Speier/D  
CD 15 Eric Swalwell/D  
CD 16 Jim Costa/D  
CD 17 Michael M. Honda/D  
CD 18 Anna G. Eshoo/D  
CD 20 Jimmy Panetta/D  
CD 21 David F. Valadao/R  
CD 24 Salud Carbajal/D  
CD 25 Bryan Caforio/D  
CD 26 Julia Brownley/D  
CD 27 Judy Chu/D  
CD 28 Adam B. Schiff/D  
CD 29 Tony Cárdenas/D  
CD 30 Brad Sherman/D  
CD 31 Pete Aguilar/D  
CD 32 Grace F. Napolitano/D  
CD 33 Ted Lieu/D  
CD 34 Xavier Becerra/D  
CD 35 Norma Torres/D  
CD 36 Raul Ruiz/D  
CD 37 Karen Bass/D  
CD 38 Linda Sánchez/D  
CD 40 Lucille Roybal-Allard/D  
CD 41 Mark Takano/D  
CD 42 Tim Sheridan/D  
CD 43 Maxine Waters/D  
CD 44 Isadore Hall III/D  
CD 47 Alan S. Lowenthal/D  
CD 49 Doug Applegate/D  
CD 51 Juan Vargas/D  
CD 52 Scott Peters/D





#CTAGOTV



Members of Tulare Joint Union High School Teachers Association standing strong for Prop. 55.

# Can't Ever Go Back!

Educators tell why we must pass Prop. 55

## Keep Schools Moving Forward

◀ **DAN REYNOLDS**, MT. DIABLO EDUCATION ASSOCIATION



Dan Reynolds testifies before the State Assembly Education Committee in support of Prop. 55. Photo by Mike Myslinski.

Between 2009 and 2012, we had about \$59 million in cuts. Hundreds of preliminary pink slips went out — more than 600 in the 2008-09 school year.

Class sizes went up, most dramatically in elementary school. The district laid off more than 200 educators, including 60 elementary teachers, 24 special education teachers, and 23 school librarians.

Busing was cut back, athletics were eliminated, special education assistants and school classified employees had their hours slashed. School libraries were shuttered; elementary music programs were completely wiped out.

The school year itself was shortened, and teachers took unpaid furlough days to help the district make ends meet.

The funding that has been restored in recent years has allowed us to undo some of the massive damage. Class sizes are beginning to come back down. We reopened school libraries, but many for only two days a week. Slowly, elementary music is coming back. Athletics are back. Hours are being restored for our vital support staff.

But we are not even close to where we were, and we shouldn't be working just to be where we were. We should be striving to move our schools forward.



Madera Unified Teachers Association on parade.

## How CTA Recommends Candidates

CTA's process of recommending candidates starts with you. Recommendations are made by local educators focused on what will best serve California's public education system and the needs of our students, as outlined in CTA's Advocacy Agenda ([cta.org/advocacyagenda](http://cta.org/advocacyagenda)). The basic steps:

## Aiming for Perfect Attendance

LISA BUCKNER, BAKERSFIELD ELEMENTARY TEACHERS ASSOCIATION

One of the reasons I feel so passionate about Prop. 55 is that some of the monies raised will go toward increasing access to quality health care for low-income families. My students come from low-income families, so this will directly impact my classroom.

Let me give you a little example. At my school, when a class spells out “perfect attendance” by gaining one letter each day all students are present, that class then gets a huge treat. It took my class all year to receive this treat, since there is limited access to health care. Also, my students are kept home to care for younger siblings when they are sick.

## Overcrowded, Underresourced

LAURAN HOOD, ASSOCIATED CHAFFEY TEACHERS

When I started teaching six years ago, I had close to 40 students in my classroom. Imagine 40 pairs of teenage eyes expecting the best from you, day in, day out. Our librarian was shared between two schools. We had no technology that was from this century, and the school year had been cut by 10 days to save money. As a first-year teacher, I had to buy my own pens and pencils, tissues for kids, and copy paper. I remember being limited to 100 copies per semester. One hundred copies for 180 students just doesn't work. Our students deserve better.

## Instability Impacts Teaching and Learning

KATHRYN STEVENS, TEACHERS ASSOCIATION OF PARADISE

VICE PRESIDENT

Out of 17 years that I've taught, I've been laid off for nine. Some years, the layoffs were rescinded before school was out. One year, I subbed for the first two weeks before being hired back. I've watched school staffs get shuffled from year to year, and seen student disappointment when a teacher is no longer available to teach them. I've seen this instability impact teaching and learning, because every year teachers are learning new curriculum and the rules of a new campus, rather than perfecting their curriculum and delivery. Finally, I saw my daughter, who aspired to teach, turn away from education after feeling and watching the impact of this now unstable profession on our family. I don't want to see those days return.



## The Music Is Back

During the recession, Rowland Unified School District cut back its music program. But starting this year, all elementary students — about 6,000 — receive music education with funding from Prop. 30 (the 2012 ballot measure that brings in education funding through temporary tax increases), channeled by the district's Local Control and Accountability Plan (LCAP).

“Through the vision of our board, and in collaboration with the **Association of Rowland Educators** (ARE), we developed a plan to add time for teachers to engage in collaborative planning, while students were introduced to music as part of their instructional day,” says Julie Mitchell, district superintendent. “The idea to increase the arts for RUSD students was part of the input received during our LCAP meetings with students, staff and parents.”

It's a win for everyone. “In our most recent contract, we were able to increase planning time for our elementary teachers,” says ARE President Shay Lohman. “Once a week, music teachers provide 50 minutes of music instruction to students while their teacher has planning time.”

1. Local leaders conduct rigorous, in-depth interviews with candidates.
2. Local educators make recommendations to the CTA Board of Directors.
3. State Council, CTA's top governing body, votes on recommendations. Candidates must receive 60 percent or more of the vote.
4. CTA recommends candidates to members and the public. As always, these are recommendations, and the final decision belongs with you.



Left, Ocean View Teachers Association members handwrote 1,675 letters to voters; Lakeside Teachers Association represents!





## The Advocate

### Key questions for Kamala Harris

California's attorney general and candidate for U.S. senator discusses her education agenda.

**You've made impressive gains for students and teachers in your current position. How will the position of U.S. senator provide new opportunities for your advocacy for education, educators and children?**

I believe that meaningful access to education is a fundamental civil right, and I am fighting to ensure all California children have access to a high-quality public education. Investing in education is a surefire way to ensure that children grow up prepared for 21st century jobs, and helps children become productive and contributing members of the community. In the Senate, I'll continue fighting for universal early childhood education so that students enter school ready to learn, and I'll fight for policies that foster innovation and improve low-performing schools. And I will focus on getting more

resources into classrooms and giving children a fair shot at success in school and in life.

**CTA and NEA have long battled inflexible, one-size-fits-all directives from the federal government. What kind of education-related legislation would you propose and support as U.S. senator?**

The most important role the federal government can play to help improve public education is to ensure that through legislation and appropriation, all students are educated equitably in our schools and colleges no matter their background, ethnicity, sexual orientation, gender identity, disability or income level. Often children in underperforming schools are too overwhelmed by circumstances in their lives to be able to concentrate on their schoolwork, and often these schools lack adequate resources and services to ensure students' needs are being met. In the Senate, I will give the highest priority to increasing resources for wraparound services in our poorest schools, so that children and families can have the services they need to keep students alert and focused in the classroom. Investments in supporting the whole student will lead to better educational outcomes and prevent children from acting out and turning to criminal activity in the future.

**Educators are concerned about the skyrocketing costs and concomitant debt that have harmed students wishing to attend college. What proposals would you make or support so higher education is more affordable?**

We have an opportunity and a responsibility to train the next generation of workers and keep our economy competitive. I believe we can fix it, so students do not have to take on tens of thousands of dollars in debt to get a college education. As a prosecutor, I took on powerful corporate interests that have taken advantage of students, wasted taxpayer dollars, and made the cost of education more expensive for everyone. In the U.S. Senate, I will fight to make our higher education system more affordable for all families by ending the crushing student debt cycle and creating pathways to free tuition at public colleges and universities.

**Educators are particularly disappointed by the federal government's failure to fully fund its obligations to students with special needs. What could you do as U.S. senator to help ensure full federal funding for special education?**

As California attorney general, I led an investigation of a California school accused of abusing children with disabilities. And my Bureau of Children's Justice is specifically tasked with cracking down on discrimination and inequities in education. I will continue this fight in the Senate to make sure that disparities in our public education system are eliminated, and that all children, including students with disabilities, receive the diagnosis, IEP and accommodations they need.

## Everything You Need to Know

Last day to register to vote: Oct. 24. Register online at [registertovote.ca.gov](http://registertovote.ca.gov).

Election Day: Tuesday, Nov. 8.

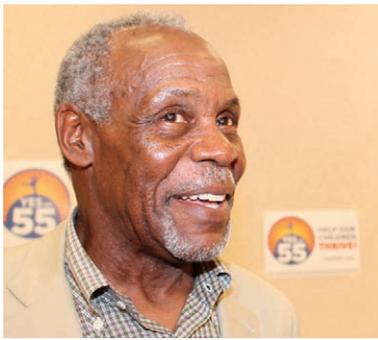
Polls are open 7 a.m. to 8 p.m. If you're in line by 8 p.m., you're allowed to vote. (If you are voting for the first time or have recently registered, it's a good idea to bring an acceptable form of ID; see [sos.ca.gov/elections](http://sos.ca.gov/elections).)

Online resources:

- Information, resources, toolkits: [cta.org/campaign2016](http://cta.org/campaign2016)
- Watch educators speak in support of students, education: [youtube.com/CaliforniaTeachers](http://youtube.com/CaliforniaTeachers)
- Elections and voter information: [sos.ca.gov/elections](http://sos.ca.gov/elections)
- Build your personalized voter guide: [cta.yourvoter.guide](http://cta.yourvoter.guide)



California Faculty Association's CSU East Bay chapter strategizes.



# In Support of Education

## Danny Glover lends his star power for Prop. 55

Text and photo by **Mike Myslinski**

**ONE RECENT AFTERNOON**, just as he has in numerous Hollywood movies, Danny Glover, a San Francisco native, looked into a camera at a Yes on Prop. 55 phone-banking office in San Leandro in the Bay Area and spoke convincingly for a cause he believes in.

“Hi, I’m actor, director, activist and proud Californian Danny Glover, and I’m committed to helping our kids thrive. And the way to do that is Prop. 55! So join me this November in voting yes on Prop. 55!”

He was invited to do the video by his longtime friend Annette Walker, a Hayward Unified school board member up for re-election, who is supported by the Hayward Education Association.

Glover praised the power and possibilities of education, and shared his family’s strong belief that education matters greatly. But he lamented how teachers in the U.S. have been “marginalized, deprofessionalized. It’s incredible. It’s one of the worst things that’s happened.”

Glover described four teachers who made a lasting impression: his sister, his mother, a teacher in San Francisco, and another in Detroit.

His sister was a teacher in Maryland for more than 20 years, he recalled. He used to visit her fourth-grade classroom. Students came up to him years later, remembering his visits and the work of his sister, who died in 2003. “She was a great teacher, man,” he said with pride.

His mother was trained as a teacher, but taught high school for only one year. Her own parents had only a third-grade education but made sure their three children all went to college.

Glover remembers his mother describing her parents: “I am eternally grateful for my mother and father, because I didn’t pick cotton in September. I went to school in September. The shoes may have been too small. The distance I had to walk was a long distance. The dress that I wore — other kids laughed at me. But I went to school in September.”

In third grade in 1955, Glover recalls, when “most of the students lived in the housing projects on Third and Army streets in San Francisco,” his teacher told him: “I’m not simply in the business of making good students, I’m also in the business of making good citizens.”

Education helps us find our humanity, Glover said, recalling the words of an educator who was with him in Detroit a while back on a project to revitalize that area. “The first question I ask my kids every year: ‘What does it mean to be a human being?’ It’s the first question in philosophy. The second question is ‘How do you know?’”

Glover quoted French writer Alexis de Tocqueville, who said it takes “informed citizens” to make democracy work. “Education is an important link to being an informed citizen,” Glover said.

“Someone who’s able to be rational, who’s able to think clearly, who’s able to make decisions, who’s able to be independent, who’s able to think independently — those are the properties and the possibilities that education brings to us.”

It provides the ability to comprehend, connect, and see with the heart. “Finding that, understanding that, gives you another kind of holistic way of seeing your relationship, not only to the planet itself, not only to nature itself, but also to each other.”

See Glover’s video in support of Prop. 55 at [youtube.com/CaliforniaTeachers](https://youtube.com/CaliforniaTeachers).



Meniffee Teachers Association members work the phones.

## Join Us!

We know many of you have already been getting out the vote with your colleagues, family and friends, and now we have a place to share the love! Join the CTA Get Out The Vote! Facebook Group at [facebook.com/groups/ctagotv](https://facebook.com/groups/ctagotv) and tag us **#CTAGOTV** to share how you’ve been spreading awareness during this important election.

## IMPORTANT HASHTAGS



Follow CTA and education initiatives; add your voice to the conversation:

- #CTAGOTV** **#WeAreCTA**
- #CTAElection2016** **#Election2016**
- #Prop55**, **#Yeson55**
- #YesonProp58**
- #Keepthegoodidea** (Prop. 52)

# Beyond Test Scores

New accountability system clarifies school and district focus on continuous improvement for students By Frank Wells

In September, the California State Board of Education (SBE) approved major elements of a new accountability system that evaluates schools and school districts through multiple measures, in 10 areas deemed critical to student success. The new system replaces the often-criticized Academic Performance Index (API), which relied almost solely on standardized test scores to measure school and student progress — and which raised the stakes higher under No Child Left Behind, to the point where even schools that were making significant progress could be deemed failures and subjected to sanctions.

The ambitious new plan includes rubrics supporting state indicators such as graduation rates, readiness for college and careers, progress of English learners, suspension rates, and math and English language arts assessments for grades 3-8. Local indicators include factors such as school climate, access to up-to-date instructional materials, safe schools and parent engagement. The system is tied directly to the state's Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) developed by school districts under the new funding approach.

The rubrics, referred to as the LCFF Evaluation Rubrics, align to eight priorities the state has designated under LCFF and LCAP. These priorities give districts general direction in how funding should be allocated. Among them are student achievement, the proper assignment of teachers, and parent involvement. Schools and districts are required to show improvement based on the priorities and their local plan.

## Multiple indicators needed

CTA President Eric Heins co-chaired the state's 30-member Advisory Task Force on Accountability, a group primarily comprising educators. The task force's final report, released in May, contains recommendations that were ultimately adopted in the new accountability system. CTA also directly lobbied the SBE to include key elements such as school climate in the new rubrics.

Heins uses a car dashboard analogy in describing the usefulness of the new measures. "You need several gauges that together give you critical information as you drive," he explains. "Just looking at one thing isn't enough. Test scores may tell you something, but

they don't tell the whole story, and they don't get to the 'why' that we hope some of these new indicators will help with."

CTA members and staff provided continuous feedback to the SBE and the California Department of Education throughout the adoption process, constantly pushing for new measures and the establishment of additional committees to broaden those measures. Instituting the new measures included developing a statewide school climate survey and defining measures of English learner progress. CTA members have been appointed to all of the committees.

The new rubrics should provide better clarity to local districts as they develop and implement their accountability plans.

Many CTA chapters have been proactive and involved in the

LCAP process, but many have expressed frustration that districts make only cursory attempts to get chapter and parent input before doing whatever they want to do anyway. Part of the problem has been getting districts to accept a fundamental shift in how funding works and in what they can and can't do with state money.

## Shift from compliance

Under the previous system of largely "categorical" funding, there was a huge emphasis on compliance and making sure that dollars were spent

within very specific guidelines. The LCFF/LCAP system offers far more flexibility, encouraging districts not to focus on what they *can* do, but instead to ask what they *should* do for students, and then incorporate those ideas into their LCAP.

Involvement in the LCAP process is critical for local associations. A district's LCAP outlines not only how progress will be measured against local goals, but also how funding will be spent. This issue came to a head in the recent Yuba City strike, when the district wrongly argued that LCFF funds couldn't be used to support students by attracting and retaining educators, despite a clarifying letter from state Superintendent Tom Torlakson stating otherwise.

Both supplemental dollars and concentration grants under LCFF are used to support low-income students, English learners and foster youth, and that includes money to hire and pay qualified teachers and other educators to support those students. Focusing on an area like teacher recruitment will likely be an even more important part of many LCAPs in the coming years as California faces a major teacher shortage.

"Any time you look at any child or group, you want to use indicators that are giving you a complete picture. We are really on the doorstep of developing something that could be groundbreaking."

—CTA President **ERIC HEINS**

## Workshops to Help

CCEE is holding free workshops to help educators interpret, understand and use the new LCFF Evaluation Rubrics as a tool to support continuous improvement. They are designed for teams (a team of teachers, a school leadership team, a district leadership team, etc.), but individuals are welcome. Register at [ccee-ca.org/workshops-trainings.asp](http://ccee-ca.org/workshops-trainings.asp). For more information, see [ccee-ca.org](http://ccee-ca.org).

**WEDNESDAY, NOV. 2:** Sacramento

**FRIDAY, NOV. 4:** San Jose

**SATURDAY, NOV. 5:** San Jose

**WEDNESDAY, NOV. 9:** Los Angeles

**MONDAY, NOV. 14:** Fresno

**TUESDAY, NOV. 15:** Bakersfield

**WEDNESDAY, NOV. 16:** San Diego

**FRIDAY, NOV. 18:** Redding

**SATURDAY, NOV. 19:** Ontario

## Help on LCAPs

To help local school districts and communities achieve the goals set forth in their Local Control and Accountability Plans, the Legislature established the California Collaborative on Educational Excellence (CCEE). In addition to highlighting local control success stories, the CCEE has announced a series of free regional workshops in November that will focus on the new rubrics and provide guidance on incorporating them into local plans (see box above).

It's been only three years since the LCFF was signed into law. At the time, CTA was quick to point out that LCFF's philosophy borrowed heavily from our own successful Quality Education Investment Act program, which showed dramatically that local educators and other stakeholders know what's best for their students. It's hard to overstate what a major shift this is for California schools, and it's come at a time when education has been grappling with other major changes, such as the shift to the new California standards. But this is a long-term endeavor, one that is likely to prove once and for all that the old top-down paradigm was the wrong approach.

"Overall, we're very happy with the direction," says Heins. "Any time you look at any child or group, you want to use indicators that are giving you a complete picture. We are really on the doorstep of developing something that could be groundbreaking." ■

## Q&A on LCFF Evaluation Rubrics

We asked Joshua Daniels, director of training and outreach for the California Collaborative on Educational Excellence (CCEE), a few questions about the new rubrics.



### What do you see as the greatest challenges and greatest opportunities for districts?

The new evaluation rubrics present a great opportunity, because a local educational agency (LEA) can use the information presented by the rubrics to engage staff and stakeholders in beginning a discussion regarding what is working and not working in the LEA. The biggest challenge is remembering that the rubrics can only start a discussion — much more information is needed to truly understand the needs of a particular LEA. Each LEA must go deeper into its own data and local content, and consult with staff and stakeholders before determining next steps.

### How do you see districts demonstrating improvement on some of the less quantifiable indicators, such as school climate?

Some indicators in the rubrics are "state" indicators (e.g., graduation rate), and some are "local" indicators (e.g., school climate). LEAs will receive one of five colored icons [representing performance levels from "very low" to "very high"] for each state indicator, with the icon being determined by the state based on data from the LEA. For local indicators, however, it will be the LEA that determines whether the indicator is "met" or "not met." While the state has not provided extensive direction on how to meet the school climate local indicator, one current option for doing so is by administering the California Healthy Kids Survey.

### What is CCEE's role? What has it been doing since its inception?

As part of the 2016-17 budget, the Legislature provided the CCEE with a one-time allocation of funds over three years for two purposes. The first purpose is to establish a pilot program to work closely with a select group of LEAs to learn how best to provide intensive support to the LEA without telling it what to do. The second is to establish a professional development training program for LEAs and local stakeholders so that they can use the rubrics and the LCAP Template as tools for continuous improvement.

### As you look across the state, how are you touting positive local stories around LCFF and LCAP?

The CCEE has started a blog ([ccee-ca.org/blog.asp](http://ccee-ca.org/blog.asp)) called "Local Control Spotlight" to highlight ways in which California's shift to local control is manifesting itself on the ground. The posts are not intended to describe best practices but rather to provide interesting, creative and inspiring illustrations of decisions made at the local level. The stories that we have heard across the state demonstrate that even if there are aspects of LCFF that need to be improved, many LEAs are taking advantage of local control for the benefit of students. To suggest a story, please email [ccee@rcoe.us](mailto:ccee@rcoe.us).

# Bargaining Roundup

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



Photos by Len Feldman

## Yuba City Teachers Settle and Get Respect

Educators in Yuba City received support, love and respect during a seven-day strike that ended in settlement on Sept. 19. The strike mobilized and gave voice to students, parents and the community.

**Yuba City Teachers Association** members voted 506-15 to ratify an agreement that allows educators to better support students, and provides educators more collaboration time and three professional development days. They gain more input into the Local Control Accountability Plan and allocation of Local Control Funding Formula (LCFF) funds to help students with high needs.

The new contract stipulates an 11.1 percent salary increase over a three-year period beginning 2015-16. Previously, district teachers on average earned 13 percent less than the statewide average, which led many to leave for better-paying jobs and hurt students' education.

"In terms of retaining teachers, longevity pay will be permanently placed on the salary schedule, which hopefully will encourage experienced teachers to stay in our community," says YCTA President Dina Luetgens. "In terms of respect, we have a written understanding that gives us a seat at the table so our voice on strategic decisions will be heard, especially in how state monies received through the LCFF are spent on programs to improve student achievement."

Some 71 percent of Yuba City students are considered having high needs (low-income students, foster youth and English learners), which means the district should receive an extra \$21 million annually at full funding of LCFF in three or four years. YCTA argued that to give students the education they deserve, some of the revenue should go to across-the-board raises to help recruit and retain quality teachers. Last year alone, Yuba City lost 10 percent of its teachers because of the lack of respect from the district.

Left: During the Yuba City strike, 3,000 community members and educators rally outside a YCUSD school board meeting. Above, the packed school board meeting; below, support for striking teachers.

## Fresno: Push for Smaller Class Sizes

Fresno Unified School District has reached a tentative agreement with the **Fresno Teachers Association** on a new contract; negotiations continue on Nov. 2. FTA is calling for smaller class sizes and more nurses and social-emotional support for students, and had invited parents and community to bargaining sessions with the district in a push for transparency.

A session in late September drew more than 200 people, many of them educators. District staff walked out, and questioned the legality of FTA's move. FTA contends its actions are within the rules and the law.

FTA demands no more than 30 students in high school classes, with fewer than that for lower grades. FTA also asks for full-time nurses, social workers and psychologists at each school. FTA's leadership says it will not back down from open bargaining sessions.

"I think we're stronger with the more people that know what's going on, while management thinks they're stronger the less people know," says FTA Associate Executive Director Mo Kashmiri. "The question is, what do they have to hide? Why are they afraid of public accountability?"

## West Sacramento Teachers OK Pact

Members of the **Washington Teachers Association** ratified a new contract agreement Oct. 5 that provides more than 8.2 percent in salary increases over three years — making it easier for Washington Unified School District in West Sacramento to recruit and retain educators.

“We’re really hoping that this agreement will make our district more attractive to teachers so that they won’t transfer out,” says Don Stauffer, president of the 425-member WTA, which endured a year of difficult negotiations.

The school board was expected to ratify the deal on Oct. 13. Raises amount to 2.2 percent for the 2015-16 school year (plus a one-time 1 percent bonus), 4 percent for this school year, and 2 percent next year.

## Stockton Educators Move Closer to Strike

The **Stockton Teachers Association**, which has been bargaining a new contract with Stockton Unified School District (SUSD) for nearly a year, has been steadfast in its fight to get students the best possible education by ensuring that every student has a highly qualified teacher. Because of low salaries, SUSD is losing teachers to other districts, and has been forced to hire less than fully credentialed replacements.

Nearly 90 percent of the district’s students have high needs. But several weeks into the new school year, there were still 30 teacher vacancies, leaving more than 2,000 students floundering in overcrowded classrooms staffed by rotating substitutes.

The district has refused to bargain in good faith. STA has proposed a modest 6.5 percent increase in salary for 2015-16 to attract and retain quality teachers. But SUSD is unwilling to use the record amounts of LCFF funding it has received for this purpose, and after bargaining, mediation, impasse, fact-finding and the contract’s expiration in August, offered a zero percent increase for teachers.

STA membership voted to authorize a strike on Sept. 8, and filed unfair labor charges against SUSD for violating the teachers’ contract by voting to double the rate of pay of substitute teachers in the event of a strike. The Public Employment Relations Board agreed on Sept. 22 to expedite processing of these charges.

“The board’s decision to boost substitute pay in case of a strike is a clear and dangerous attempt to fracture our union, undermine its solidarity, and illegally entice our members to cross the picket lines,” says STA President Erich Myers. “The contempt for law and the unethical treatment of teachers ... are so egregious as to be unbelievable.”

STA also filed a charge against SUSD for trying to use intimidation to force substitute teachers and other members to cross picket lines.



Educators at Coachella school board rally. Photo by Tomas Martinez.

## Coachella Valley, Dos Palos Oro Loma Chapters Head to Fact-Finding

The **Coachella Valley Teachers Association** has been bargaining with the Coachella Valley Unified School District (CVUSD) for the past 16 months, with a fact-finding date set for Nov. 9.

CVUSD receives the most money per pupil in Riverside County, yet continues to propose one of the lowest salary increases in the county. So CVUSD has difficulty attracting and retaining teachers, instead filling classrooms with long-term substitutes and emergency credentialed teachers.

“It is frustrating to see our district receive millions in new state funding and not spend the money in classrooms and on support for high-quality teaching,” says CVTA President Richard Razo. “Our students and teachers deserve better.”

The **Dos Palos Oro Loma Teachers Association** and Dos Palos Oro Loma Joint Unified School District (DPOLJUSD) were headed to an Oct. 11 fact-finding hearing after mediation efforts failed.

“Our goal is to attract and retain quality teachers by developing a salary schedule that provides competitive compensation based on funding the district is receiving and on needs of our students,” says Marty Thompson, DPOLTA president.

Parties are deadlocked over teacher compensation for the 2015-16 school year. Teachers are asking for a competitive salary schedule to help recruit and keep highly qualified teachers. Despite a \$2.1 million increase in new funding this year and an 11 percent revenue increase, the district refuses to invest in attracting and retaining the best teachers for students.

“DPOLJUSD has 26 percent of their revenues in reserves, 23 percent more than is required for economic uncertainty,” says Thompson. “We want to settle this.”



Photo by Len Feldman

Pioneer High School special education teacher Jenny Kim listens to English teacher Jason Goldman-Hall's presentation.



## Visual Impact and Appreciation

### Breaks the Language Barrier

- Difficulty w/ fig lang in Lit
- Comics help focus on plot and meaning of work

### Respect for the Art

- It's ART!!!
- More thought than often realized goes into comics
- Powerful impact with seeing versus trying to picture it
- Deserves cred



**EDUCATORS USE COMIC BOOKS, GRAPHIC NOVELS TO HELP STUDENTS CONNECT WITH STORIES**  
 By Sherry Posnick-Goodwin  
 Photos by Kim Sanford

When English teacher Jason Goldman-Hall introduced comics into the classroom, Riya Behl was stunned.

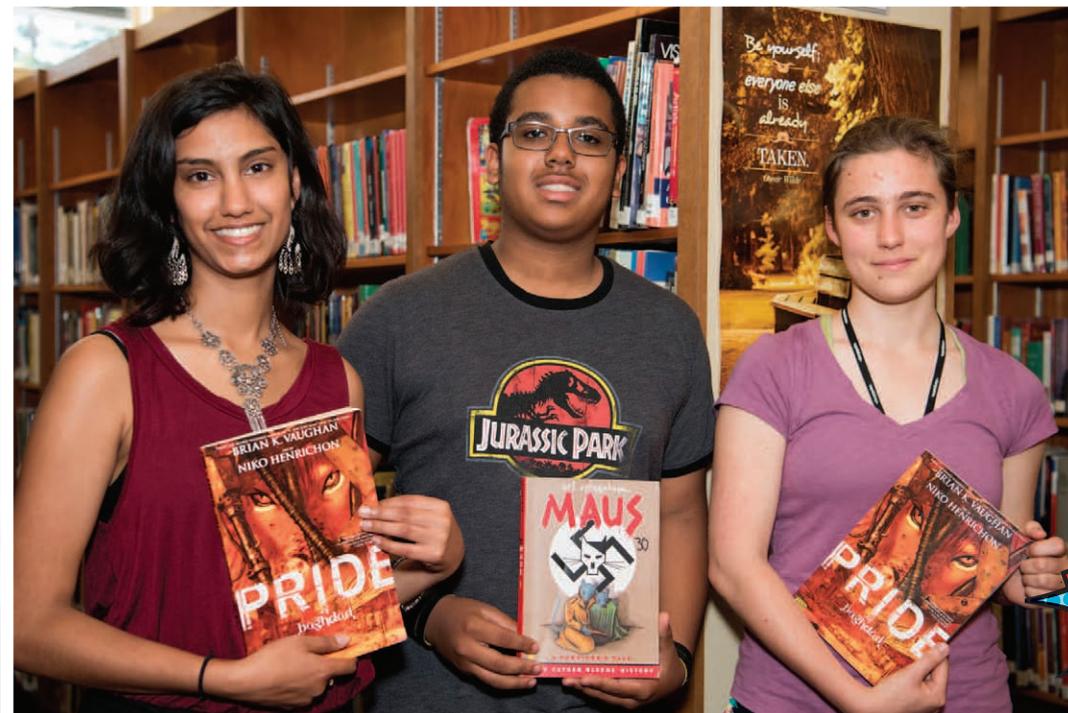
"I was honestly surprised that he would use comic books in his class," says Behl, a senior last year. "I consider myself to be an advanced reader."

She was even more surprised that she found them not only enjoyable, but educational.

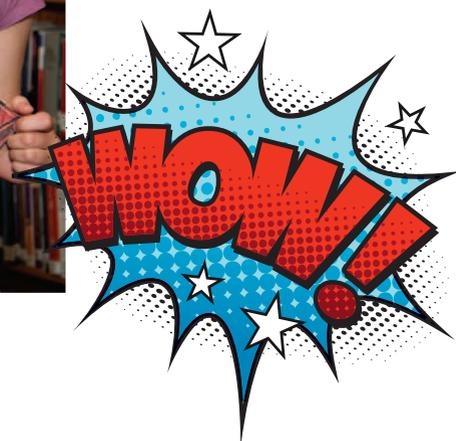
"I think I was shocked to find out that I was learning something from comic books," she says.

Behl attended Pioneer High School in San Jose, which is something of a pioneer when it comes to incorporating the genre as literature. Some educators are making excellent use of graphic novels (book-length comics) to help students connect with stories.





Riya Behl, Robert Collins and Natasha Thompson hold copies of the graphic novels they read in Jason Goldman-Hall's class at Pioneer High.



Behl was one of three graduates last year who joined Goldman-Hall and Jenny Kim, both San Jose Teachers Association members, along with East Side Teachers Association member Alex Hung Diep, to present “Uncanny Core: Comics and Graphic Novels in the Classroom,” a panel at Silicon Valley Comic Con (SVCC) in March. The presentation focused on how comics can be used to enrich courses and reach reluctant and challenged readers.

“The panel was super fun,” says Kim, who heads Pioneer’s special education department. “At first I thought nobody might come. But they did, and many of those attending were teachers.”

SVCC drew tens of thousands of people over three days, featuring content and costumes related to comics-based films, animation, video games and fantasy novels.

## A Literature Tied to Art

“We had a presentation in a packed room, and it was pretty amazing,” says Goldman-Hall. “Our goal was to show that comics are a valid form of literature.”

Goldman-Hall, a longtime comic book fan, began incorporating comics into his

reading and writing courses a few years ago to make things more fun. He asked his district to approve some of the comics for classroom use, and it did, letting students delve into figurative language, visual metaphors and symbolism, which he found fit nicely into the Common Core.

“Comic books allowed me to teach specific skills associated with the new standards, such as characterization, use of textual examples to support an opinion, and plot. And of course, the literature is tied to art.”

At first people thought it was a little “weird,” he admits. It had never been done at his school before.

He favors comics with mature themes. The first one he taught was *The New York Five*, written by Brian Wood and illustrated by Ryan Kelly, about four freshmen at New York University. “I taught that to my seniors in an expository reading and writing course unit about life after high school,” he recalls.

Next, he taught *Maus*, a graphic novel written and illustrated by Art Spiegelman about his father’s experiences as a Jew and a Holocaust survivor. (In *Maus*, each nationality gets a different animal.

Germans are cats; non-Jewish Polish people are pigs; Americans are dogs who chase the German cats who prey on the Jewish mice.) In 1992 it became the first graphic novel to win a Pulitzer Prize.

Goldman-Hall’s third graphic novel was *Pride of Baghdad*, written by Brian K. Vaughan and illustrated by Niko Henrichon. It is a fictionalized account of four lions who escape from the Baghdad Zoo, based on a real incident after Americans bombed the city in 2003. The lions serve as a metaphor for four different ethnic groups in Iraq.

## Punching Up Curriculum

“There are so many things I love about using comics,” Goldman-Hall says. “The students can see what the character is thinking by their facial expressions. They provide a medium for visual learners. For this generation, which is so accustomed to the Internet with pictures and text together, it seems natural. Comic



“There are so many things I love about using comics. The students can see what the character is thinking by their facial expressions. They provide a medium for visual learners.”

—**JASON GOLDMAN-HALL**,  
San Jose Teachers Association

books provide multimedia in the same way, giving curriculum some punch.”

Kim says graphic novels are a huge hit with students with special needs. They love the visuals. They love being able to read without the pressure of decoding and defining words. They love that it makes reading fun.

“I use graphic novels as a supplement, not as the main curriculum,” she emphasizes. “But I found comics helped students get to a higher level of critical thinking. Many of my students have struggled for so many years that they are disengaged with reading. So I brought something new to the classroom to remove the barriers of language so they could start analyzing the author’s purpose and plot right away.”

## Comics Not Just for Kids

Some students told her that comics were for “kids” and initially felt a bit insulted. But that changed.

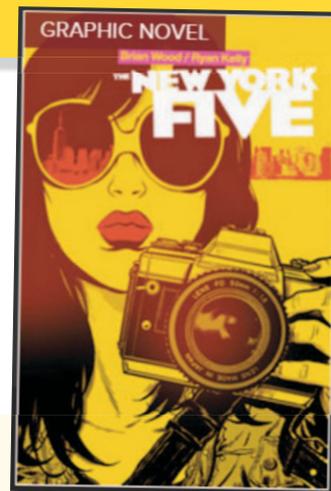
“Once they realized the material was about serious, more adult topics, they appreciated it. Some of the students were very engaged and came out of their shell. It helped them connect to the material. Some of our lessons were very meaningful.”

Natasha Thompson says Goldman-Hall’s class last year changed her perception of comic books.

“I had always thought that they were a cliché with half-naked women and buffed-up male superheroes who never die. But *Maus* was different, with a very simplistic and dramatic type of art. For example, the author incorporates the imagery of a road map into a swastika while Jewish people portrayed as mice wander down the road from which they cannot escape.”

Robert Collins, a junior, says reading comic literature was the highlight of the class.

“It was fun and probably the most informative units that we had. I paid attention and followed along. More teachers should try this. It definitely can help.” ■



## Tips for incorporating comics into the classroom

By Jason Goldman-Hall

- **Read comics.** You can’t teach Shakespeare effectively if you’ve only read *Hamlet*. Read ones that you connect to and find patterns, trends, context.
- **Advocate for yourself.** There’s resistance in some districts to comics and graphic novels. Plan your curriculum, align your standards, and prove to everyone that they belong in your library.
- **Stand on shoulders.** Teachers around the world have used comics and graphic novels. Use their material (with permission), network, let them help you follow in their footsteps.
- **Use what you like.** There is already almost a canon of comics and graphic novels, but you can add to it. There is value to be found in *Batman*, *Squirrel Girl*, the various *X-Men* books.
- **Check out the American Library Association’s lists of great graphic novels for teens.** These books have already been vetted by professionals. The 2016 list is available at [ala.org/yalsa/2016-great-graphic-novels-teens](http://ala.org/yalsa/2016-great-graphic-novels-teens).
- **Visit (and support) the Comic Book Legal Defense Fund at [cblidf.org](http://cblidf.org).** They help protect and defend the use of comics and graphic novels around the country, and have endless resources for educators.



Students of Chris Miller (inset) pose proudly in front of their planetarium; at right, students present to schoolmates and community.



## How the Planetarium Relates to the Standards

Excerpts from [schoolmastermiller.com](http://schoolmastermiller.com):

**Math** — “For my sixth-graders, area of a triangle (CCSS 6.G.A.1) and representing three-dimensional figures using nets (CCSS 6.G.A.4) are the main math standards, but as they prepare for seventh grade and beyond mathematically, they will also attempt to draw, construct and describe triangles given three measures (CCSS 7.G.A.2) and solve for the area and circumference of a circle (CCSS 7.G.B.4).”

**Next Generation Science Standards** — Miller and a different set of Leland students made a smaller planetarium six years ago; revisions to the first one took last year’s class “into our high school level technology standard (NGSS HS-ETS 1-3). ... In this standard we examined the cost, our safety in building the geodesic dome, the reliability of the structure given the increased weight of nuts, bolts, washers and cardboard, and lastly the aesthetic value.” The planetarium also relates to middle school science standards in astronomy (NGSS MS-ESS 1-1 and 1-2).

**English language arts** — In presenting the planetarium to their schoolmates, students identify their roles and respond to questions “with elaboration and detail (CCSS ELA.SL.6.1).” They also “present to others using a logical sequence as outlined in the lesson,” and give facts and details on the construction of the planetarium clearly and understandably, using good eye contact (CCSS ELA.SL.6.4).

# Reach for the Stars

## Sixth-graders build a working planetarium

One year ago, Chris Miller’s sixth-grade class at Leland Street Elementary School in San Pedro began construction of a geodesic dome with a diameter of almost 20 feet. Students had to measure and cut out more than 200 cardboard triangles from seven different triangle configurations, and bind them together with nuts, bolts and fender washers. Their goal: to build a real, working planetarium.

Construction took months, with Miller and students meeting several times a week after school. Students named their creation the Madsen-Nishisaka Planetarium after two teachers who had collectively spent several decades at Leland and who were planning to retire.

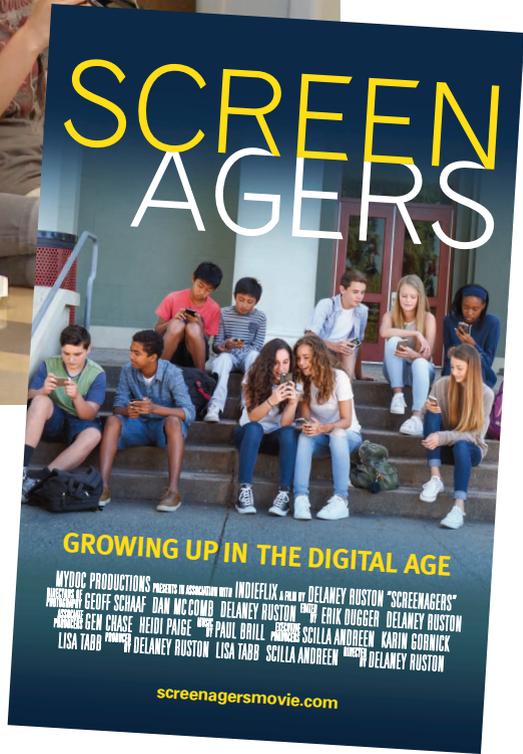
When the dome was completed and set on a 4-foot-tall base, the class hosted their schoolmates with half-hour shows where constellations were projected inside the dome. At Leland’s Science Fair night in May, family members and the community got a chance to see the show.

The project drew from lessons in science, math, technology and engineering. On his website, [schoolmastermiller.com](http://schoolmastermiller.com), Miller outlines in detail how planning, construction and presentation of the planetarium relate to the new state standards in middle school and even high school (see sidebar). The project has led many children to consider science and math fun and exciting. “Students started to say, ‘I want to be an engineer when I grow up,’ instead of just a doctor and lawyer,” says Miller, a member of United Teachers Los Angeles. ■





A scene from *Screenagers* shows students on their phones; 68 percent of teens have phones.



# Screen Time

Documentary *Screenagers* explores students' addiction to devices and games

By Sherry Posnick-Goodwin

**T**eens spend about 6.5 hours a day looking at their phones or computer screens — and that doesn't include time spent on classwork or homework. Most of the time they are texting their friends, posting on social media or playing video games. It comes at the expense of hobbies, exercise, reading, face-to-face conversations, and the ability to focus on schoolwork.

*Screenagers: Growing Up in the Digital Age*, a documentary by Seattle-based physician and filmmaker Delaney Ruston, examines how technology impacts youth. When Ruston's 13-year-old daughter requested her first smartphone, hoping to join the 68 percent of teens who have them, Ruston started asking hard questions. As a doctor, she wanted to know if too much technology hurt teenagers' developing brains. As a mom, she worried about the possible impact on her daughter's schoolwork. She wondered how to set reasonable limits on her daughter's device use.

While geared toward parents attempting to help their

children navigate the digital world, the film also appeals to educators, who often walk a fine line between incorporating technology in the classroom and being the cellphone police. One teacher discusses the benefits of taking phones away, while another talks about cultivating responsible usage to prepare students for the real world.

Teachers may disagree on cellphone use, but students agree on one thing: They have a tough time ignoring their phones.

Students describe difficulties with doing homework or paying attention in class because they would rather look at their screens. Kids admit they are addicted to their phones and video games — some to the point of checking into a technology rehab facility. One student shares that when someone has a phone out next to him in class, he becomes anxious to look at his own. "It's like you're waiting for something to happen that's more interesting than what's in class and you're not engaged," he explains.

A girl is so distracted by her phone that she can't listen to her teacher, and talks to the teacher after school to find out



Students, along with adults, become addicted to their phones because dopamine is released whenever people discover new information, such as the latest post, “like” or text.

what she’s missed. Another girl cries as she discusses being bullied after “sexting” someone she thought she could trust, who shared the photos all over school.

The hourlong film packs a lot of information into an entertaining format, juxtaposing experts and screenagers with the Ruston family drama. There is also practical advice on limiting screen time.

Some takeaways:

- Technology is addicting because dopamine — a brain chemical that produces pleasure — is released whenever people discover new information. Looking at a smartphone releases dopamine.
- Girls spend more time worrying about their appearance due to social media postings.
- Boys spend an average of 1.5 *days* per week playing video games.
- Teens are losing the ability to make eye contact and conversation because they are always on devices.
- Students aren’t getting enough sleep because they are on their devices late at night.
- Teens need limits on screen time to be successful. Younger students rely on parents to set limits; older students can use apps (see Q&A).
- Many students pretend they are doing homework when they are actually playing video games or posting on social media.
- Parents who worry about children’s excessive screen time are also guilty of the same. They are setting a poor example.

*Screenagers* is a great discussion tool and is available for screenings. The CTA discount offers members lower rates for screenings and an overall price reduction if tickets are sold. See [screenagersmovie.com](http://screenagersmovie.com), call 415-450-9585, or email [booking@screenagersmovie.com](mailto:booking@screenagersmovie.com). ■



## Q&A with Delaney Ruston

**What can schools/educators do to help with this problem?** → We’ve seen creative solutions, like requiring students to put their phones in a basket when they arrive in class, or hanging a shoe holder on the door and having kids put their phones in it. A company called Yondr has a sleeve-like Wi-Fi blocker sack that some schools are using. We recommend teachers talk with kids about screen distraction and how to manage it themselves.

**How can educators work with families to help?** → We publish a Tech Talk Tuesday on our website weekly, and teachers can email it or some other conversation starter to help parents start productive conversations that encourage kids to give their own insights about screen time effects. Teachers can also connect with parents on ways to limit kids’ multi-screen use, such as apps that shut down social media while students are doing homework. See [screenagersmovie.com/new-page-1](http://screenagersmovie.com/new-page-1) for a list.

**Why should *Screenagers* be viewed in a community setting?** → We encourage kids, parents and educators to watch it together. The film includes honest inputs from all three groups. In post-screening discussions all three groups talk, which is key. People often walk out feeling empowered to make rules and guidelines to help their kids build self-control. Many studies show that self-control is a better predictor of success than intelligence.

**Has *Screenagers* had a positive impact?** → We constantly hear that seeing the film affects students in positive ways and that parents are making changes to reduce their children’s screen time. For example, some schools have followed our Tech Talk Tuesday model. Others have tech advisory groups that include teachers, admin, parents and students meeting to discuss issues as they unfold in academic and social situations. One 13-year-old decided to stop using video games for a week as a science project — he wanted to see how it would feel to be off the games. A girl asked her mom to put limits on her social media use because the film made her realize that while she thought she was in control of her cellphone time, it was actually controlling her.

Our picks of  
the best voice  
amplifiers for  
educators:

► **Croove Rechargeable  
Voice Amplifier** \$40



▲ **DinoFire Digital  
Voice Amplifier** \$24

# Amp It Up

**Help Students Hear Better  
While Taking Care of Your Voice** By Terry Ng

**STUDIES HAVE SHOWN** that more than 50 percent of students are auditory learners. This explains why they can remember every word of Drake's latest rap song, but can't recall the test terms they've been reading all week. Hearing you clearly is critical to their learning experience, and a voice amplifier can ensure that those in the back of the classroom hear everything you're saying as clearly as those in the front.

Also, with large classes, or if you're naturally soft-spoken, raising the volume of your voice is a must, putting additional strain on your vocal cords and throat muscles throughout the day. A voice amplifier will help reduce the strain and energy required, leaving you less tired after a long day of teaching.

Voice amplifiers come in a variety of shapes and sizes. Most are portable and can be worn on a belt or put inside a pocket, and will last through a full day of teaching before needing to recharge. ■



▲ **Hisonic HS120B** \$120

Ivan Viray Santos, Tina Bobadilla-Mastel and Joe Ku'e Angeles (pictured with New Haven Teachers Association President Paul Stickland, right) were recognized for their NEA award at the New Haven Unified School District board meeting in September.



## Activist Educators

### Three honored for their role in promoting Filipino history and culture

**THIS SUMMER**, NEA named New Haven Teachers Association members **Ivan Viray Santos, Joe Ku'e Angeles** and **Tina Bobadilla-Mastel** as the 2016 Social Justice Activists of the Year. The trio received the award for infusing Filipino culture and heritage into their activism and their decades-long fight to rename a local Union City school Itiliong-Vera Cruz Middle School after two Filipino-American labor leaders.

The successful effort marks the first time a public school in the U.S. has been named after Filipino-Americans. Larry Itiliong and Philip Vera Cruz helped organize and lead the farm labor movement along with Cesar Chavez in the 1960s.

As members of New Haven Pilipino American Society for Education, Santos, Angeles and Bobadilla-Mastel organized community groups and inspired students to join the movement and become organizers themselves. Supporters held rallies and packed school board meetings. For Angeles, a counselor at James Logan High School who has been involved in the renaming

effort since the early '90s, this was a natural outcome. "Social justice is really the foundation of public education," he says.

The most recent campaign started as a project-based lesson in Santos' Filipino heritage studies class in the ethnic studies department at Logan (the only such full department at the high school level in the nation). Educators "had to trust that what we showed students in the classroom about community, organizing and movement-building was taught well and that the students mastered all the necessary components," Santos told NEA. "Did they ever prove that they knew their stuff?"

Bobadilla-Mastel, a longtime ethnic studies and language arts teacher at Logan, spoke of Filipino identity and its connection to education, saying the campaign "was a huge step in providing the large Filipino population in our district with role models and a history to which they could connect. It was an effort to narrow the achievement gap by providing students with inspiring heroes and histories they



Itiliong-Vera Cruz Middle School in Union City. Photo: Joe Ku'e Angeles

## History Corrected

- **Assembly Bill 123**, which requires social science curricula to include instruction on the contributions of Filipino-Americans to the farm labor movement, was passed in 2013 and went into effect last December.
- In July, the State Board of Education approved inclusion of the role of Filipinos during WWII in the revised history curriculum framework for state schools, following passage of AB 199 in 2011.

can identify with and to imbue students with a sense of pride and identity."

Now the educators, along with others, are working on the implementation of a state law passed in 2013 that requires the teaching of Filipino-Americans' role in the farmworkers movement in California public schools. They hope Logan will host pilot curriculum that could then be expanded statewide and nationally.

When asked what message they have for educator activists just starting out, Santos said, "Fight the fight. Don't be afraid to share your truth.

"Don't ever allow yourself to be silenced, because when you allow that to happen, you'll see it translated into the attitudes of your students." ■

A scene of teachers training teachers from the new ILC video. Watch it at [bit.ly/2e5BW17](http://bit.ly/2e5BW17).



## Instructional Leadership Corps

### Nearly 50,000 served and growing

**THE INSTRUCTIONAL LEADERSHIP CORPS (ILC)** has been a huge success in providing teacher-driven professional development for implementing the new standards. It's done so well, in fact, that the three-year project — now entering its third year — was recently extended for two more years, and will expand in scope and focus.

ILC is a collaborative effort of CTA, the Stanford Center for Opportunity Policy in Education (SCOPE), and the National Board Resource Center at Stanford University. In the past two years, ILC has built a statewide network of accomplished teachers and other education leaders who support implementation of the Common Core State Standards (CCSS) in English language arts and mathematics, and the Next Generation Science Standards (NGSS).

ILC has provided professional development in a groundbreaking approach of “teachers teaching teachers” on a grand scale. In just two years, 284 teacher trainers have provided training to more than 47,000 of their peers — with more than 350 school districts involved.

CTA President Eric Heins says that he wasn't at all surprised at the program's success. “It's been a wonderful collaboration and something that CTA is very proud of. It's the first large-scale project I've heard of where teachers are taught by teachers, which is really exciting.”

The trainings demonstrate, through lesson modeling and other strategies, what the new standards look like in a classroom setting, allowing educators to see how other teachers are implementing the standards. A recent study, conducted by the Center for the Future of Teaching and Learning at WestEd, shows that viewing CCSS and NGSS best practices firsthand is the model that's preferred by teachers throughout the state.

The popularity and success of ILC trainings have greatly exceeded expectations of those who created the project, according to Marlene Fong, one of the coordinators of ILC.

“When we saw the numbers recently, we were like ‘Wow!’ to see what the project has accomplished in two years,” Fong says. “We've trained almost 15 percent of more than 325,000 educators.”

ILC funders include the Stuart Foundation, NEA, the

# ILC's Impact

Photos and text by **Len Feldman**

ILC recently held its annual convening in Sacramento for stakeholders. We asked a few participants about the impact of its work on the profession.



**SUZANNE NAKASHIMA**

third-grade teacher, Lincrest Elementary, Yuba City Teachers Association

"ILC opens the doors for district teachers to present to other district teachers. It's an important step for districts to understand that teachers can do high-quality professional development. ILC gives us high-level, excellent training. It expands our horizons. We're trying to get more teachers involved."



**BRENDA FRANCIS**

curriculum specialist, Stockton Unified School District, Stockton Teachers Association

"ILC is important because it features teachers building up teachers. Teachers are knowledgeable. We're uniquely qualified in our craft. What better support system to have in place than teachers teaching teachers? By doing that, we're empowering students and getting them ready for the future."



**MARY BRACKEN**

Guerneville School Teachers Association (retired), LGBTQ+ adviser for CTA's Region I Service Center Council

"There is an amazing amount of expertise that is already on every school staff. ILC helps us capitalize on it. It helps teachers to help other teachers and help them realize they can do anything."



**ANGELICA MIKLOS**

teacher, Russell Ranch Elementary, Folsom Cordova Education Association president

"There is great value in teachers teaching teachers. Teachers are dialed into teachers' needs. It's not top-down. We're teaching each other, and as trainers we're learning from participants as well. All of this helps build our skills and knowledge and make each professional development effort stronger."



**BERNADETTE SALGARINO**

mathematics coordinator, Santa Clara County Office of Education

"ILC lets us collaborate, advocate and empower. In Santa Clara, we've collaborated with business people [and] industry to make impactful changes, and secured their support to help our students be successful inside and outside of the classroom. ILC empowers teachers to be the leaders of our own school sites."

California Education Policy Fund, and the Community Education Fund of the Silicon Valley Community Foundation. Another major contributor, the S.D. Bechtel Jr. Foundation, will continue to provide funding for two additional years.

Year 3 of the ILC project is about the project taking root in the ILC members' local and regional education communities. ILC members have developed team plans to strengthen their partnerships with key education groups, such as their local unions, school districts, county offices, content projects and higher education.

"The philosophy is 'Together we're better' — that labor and management are working together for the benefit of all students," says Heins of this next phase. "It's about separating what happens in the collective bargaining

arena, and building partnerships around curriculum and instruction that help all students."

Meanwhile, other organizations, groups and states are interested in learning more about the program, says Fong, who believes that ILC has opened the door to teacher-driven professional development becoming the norm.

"ILC is professional development at its finest," says Linda Darling-Hammond, president and CEO of the Learning Policy Institute and chair of the California Commission on Teacher Credentialing. "You are building a professional learning community. You are building a movement."

For more information, check out the website at [cta.org/ilc](http://cta.org/ilc). ■

# Presidential Awards for Excellence

## Members recognized for math and science teaching

**FOUR CALIFORNIA EDUCATORS**, including three CTA members, were recently named among the winners of the 2014 and 2015 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST). The award is the nation's highest honor specifically for teachers of K-12 mathematics and science (including computer science).

The award, which includes \$10,000 from the National Science Foundation, recognizes educators who develop and implement a high-quality instructional program that is informed by content knowledge and enhances student learning. Each year, the award alternates between teachers of grades K-6 and teachers of grades 7-12.

"These teachers represent the best of their profession in math and science, and are extraordinary role models for their students," says state Superintendent of Public Instruction Tom Torlakson. "Their dedication and expertise prepare our students for successful careers in a technologically advanced world and a global economy."

Up to 108 awards are given annually. Winners are selected by a panel of distinguished scientists, mathematicians and educators following an initial selection process at the state level. For more information and to apply, see [paemst.org](http://paemst.org).



The 2015 PAEMST mathematics winner is **Maria McClain**, who teaches multiple courses at Deer Valley High School in Antioch, Contra Costa County. McClain, Antioch Education Association, has been teaching mathematics for 28 years. As Mathematics Department chair at Deer Valley High, she supports the transition to the Common Core by facilitating professional development

and collaboration opportunities for teachers.



The 2015 PAEMST science winner is **Michael Towne**, an engineering and AP physics teacher at Orange Vista High School in Perris, Riverside County. Towne, Val Verde Teachers Association, teaches 10th-graders at Orange Vista, which opened this year. He taught AP physics and engineering at Citrus Hill High School for nine years, where his students won local, regional and state

awards for applied science and engineering projects they designed and built.



The 2014 PAEMST mathematics winner is **Andrew Kotko**, a teacher at Mather Heights Elementary School in Mather, Sacramento County. Kotko, Folsom Cordova Education Association, has taught first grade at Mather Heights for the past five years. He is a founding teacher of the Folsom Cordova Academy for Advanced Learning, a public magnet

school focused on inquiry and project-based learning. By affirming exploration and risk-taking, he instills a foundation of critical thinking and problem-solving in his students.



The 2014 PAEMST science winner is **Erica Rood**, a teacher at CHIME Charter School in Woodland Hills, Los Angeles County. As an innovator in science, technology, engineering and mathematics (STEM) education, Rood has created curriculum for both the National Aeronautics and Space Administration and Edwards Air Force Base's

Junior Test Pilot School to inspire elementary students toward STEM disciplines.

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## Auto Insurance Myths and Realities

**AUTO INSURANCE RATES** have been going up. Insurance companies cite cheaper gas and an improving economy for putting more of us on the road driving more miles. That has resulted in an increase in crashes and the amount of money insurance companies are paying out. You may have heard of other factors that affect auto insurance costs — some true, some not. We bust some of the myths.

### MYTHS

#### 1. The color of your vehicle determines what you pay for insurance.

**FACT:** Not true. Have you ever been asked the color of your car when you've bought insurance? Most insurers want to know about the car model, your driving record, and the miles you drive each year.

#### 2. Older drivers pay more.

**FACT:** Many drivers over age 55 can qualify for a reduction in rates if they successfully complete a safe driving course or meet other requirements. Many insurance companies consider a healthy older driver who only uses the car sporadically and has a long, clean driving record a better risk than a driver in their teens or early 20s.

#### 3. California's minimum liability auto insurance requirements are enough to protect your assets.

**FACT:** If your insurance only meets California's minimum liability requirements and you are found at fault for an accident in which others were hurt, you could be paying out of pocket for lost wages, pain and suffering, and medical expenses that could easily add up to much more than your liability limits. Losing an injury lawsuit could also mean having to sell your home and having your future income garnished to pay those bills.

#### 4. Your auto insurance policy covers damage to your car resulting from a crash or from being stolen.

**FACT:** If you haven't purchased comprehensive and collision coverage, you'll pay out of pocket to repair or replace your vehicle if something happens. Such coverage is optional for most auto insurance

policies and pays when your vehicle is crunched in a crash that you caused, or is damaged by flood, fire, windstorm, vandalism or theft.

#### 5. Your personal auto insurance covers business use of your vehicle.

**FACT:** Most personal auto insurance policies exclude business use of your vehicle. If you've signed on as an Uber or Lyft driver, for example, you may need a commercial auto insurance policy. Talk to an insurance adviser as soon as possible.

### REALITIES

How you can reduce the amount you pay for auto insurance:

- Check for good driver and good student discounts.
- Combine your insurance (auto with your home owner's or renter's insurance, or if you and your spouse/partner have individual policies).
- Reduce your commute.
- Increase your deductibles.
- Research the insurance costs of a new vehicle before you buy one.
- Get a policy review.

Be sure to check out California Casualty, which offers exclusive benefits for CTA members:

- Deductibles are waived or reduced for vandalism or accidents that occur to your vehicle parked where you work.
- Personal property damaged or lost in a collision or fire, or taken from your car, is covered up to \$500.
- Rates are guaranteed for a full year.
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- Multiple payment options, including E-Z Pay and holiday or summer skips.



## Get Access

### Discount program means big savings for members

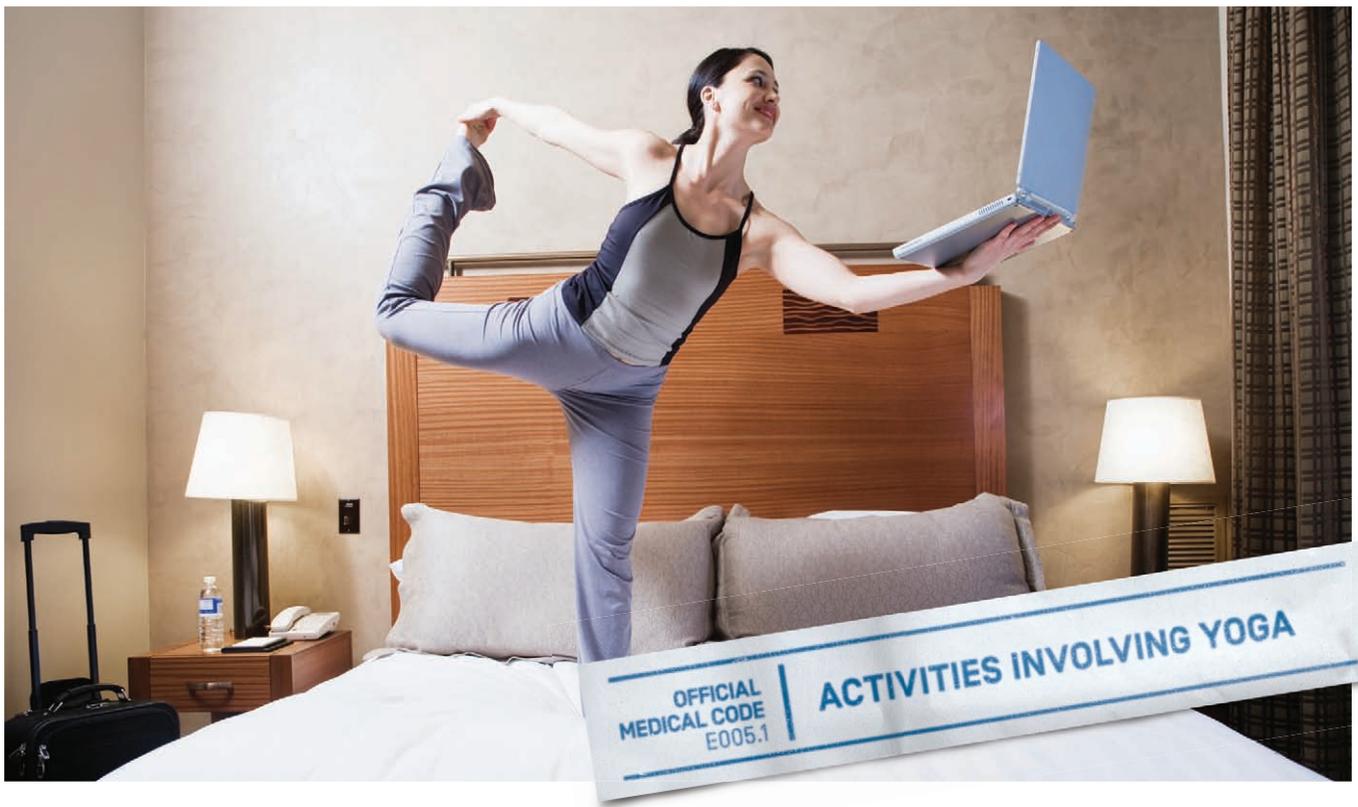
The newest addition to CTA Member Benefits offerings is the Access to Savings discount program. Access's exclusive offers deliver discounts of up to 50 percent off restaurants, retailers, hotels, theme parks, entertainment, home and garden, health and beauty, auto service, and more. The Access savings network includes more than 350,000 merchants. The more you use the program, the more you save.

To begin saving, log in to [CTAMemberBenefits.org/Access](https://CTAMemberBenefits.org/Access). Visit the site during October to be entered for a chance to win two one-day passes to Universal Studios!

You can also get your deals on the go by downloading the My Deals app, which can pull in deals based on your location, from the App Store or Google Play. Simply show your discounts on your smartphone and save.

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