

california

2018 ELECTION ISSUE

# educator

October/November 2018 Volume 23, Issue 2.

WHAT HAPPENS HERE  
MAKES A DIFFERENCE  
IN WHAT HAPPENS



**RUNNING  
WITH  
VALUES**

ON PAGE 27

OVER HERE  
ON THE BALLOT

HERE, WHICH  
IS WHY SOME  
EDUCATORS  
ARE NOW  
SHOWING UP



SEE THE  
WORLD  
THROUGH  
STUDENTS'  
EYES  
PAGE 18

CALIFORNIA READS:  
YOUR FALL BOOK LIST  
PAGE 11



# It pays to be a CTA member

## Announcing New Benefits

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

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

- Student Loan Benefit
- Cancer Benefit

These added benefits are available exclusively for members enrolled in the CTA-endorsed Voluntary Disability Insurance plans on a qualified disability claim.

## Learn more!

Visit us at [CTAMemberBenefits.org/Disability](https://CTAMemberBenefits.org/Disability)



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

For costs and further details of the coverage, including exclusions, benefit waiting periods, any reductions or limitations and the terms under which the policies may be continued in force, please contact Standard Insurance Company at 800.522.0406 (TTY).

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**educator**  
VOLUME 23 ISSUE 2



**#WeAreCTA**

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

**MAGAZINE**

**MIX IT UP AT LUNCH**

Help students break up the rigid enclaves in school cafeterias on Oct. 23. **PAGE 8**

[tolerance.org/mix-it-up](https://tolerance.org/mix-it-up)

**LIVES CHANGED THROUGH ART**

Compton middle school teacher Ben Stanton knows how to draw out his students. **PAGE 14**

[comptonplywoodproject](https://comptonplywoodproject.com)

**FALL READING**

Fantastic, teacher-recommended books for students of all ages. **PAGE 11**

[cta.org/californiareads](https://cta.org/californiareads)  
[californiareads](https://californiareads.org)

**PBL TECH TOOLS**

EdTech tools can help make Project Based Learning a better experience. **PAGE 53**

**STOP GANG VIOLENCE**

Educator who lost a son turns mourning into action.

**PAGE 56**

**DIGITAL**

**ELECTION 2018**

Everything you need to know to make informed decisions for education and for our students.

[cta.org/campaign](https://cta.org/campaign)  
**#WeAreCTA**

**#TEACHERINAMERICA**

Time magazine's cover story in September featured UTLA member Rosa Jimenez, below, and sparked a national hashtag. **#TeacherInAmerica**



**PROFESSIONAL DEVELOPMENT**

**NEW EDUCATOR WEEKEND**

Educators in their first three years in the profession should not miss this CTA conference.

[ctago.org](https://ctago.org) **#CTANEW**

**CTA SCHOLARSHIPS, GRANTS**

Are you, a colleague or family member eligible for one of CTA's many scholarships and grants? Application deadlines vary. **PAGE 9**

**LEADERSHIP SUMMIT**

Save the date for NEA's National Leadership Summit, March 15-17, 2019, in Denver. Get the skills and tools you need to be an effective activist leader. [nea.org](https://nea.org).

**MEMBER BENEFITS**

**HOLIDAY TRAVEL PLANS?**

From deals on hotels and car rentals to theme parks and restaurants, CTA's Access to Savings helps you save big. [CTAMemberBenefits.org/Access](https://CTAMemberBenefits.org/Access)

**AUTO & HOME INSURANCE**

CTA's partner California Casualty has you covered with low rates and special educator benefits. [CTAMemberBenefits.org](https://CTAMemberBenefits.org)

**STARTING A FAMILY?**

Get an overview of your rights for a leave of absence, how to plan and request what you need, with CTA's guide. [CTAMemberBenefits.org](https://CTAMemberBenefits.org)

**ABOVE:** Students at Stonehenge; their high school German and French teacher Larry Hooper chaperones student trips to Europe every year. See our story on educator chaperones on page 18.



# YOUR GUIDE TO GOTV

## TO VALUE-BASED VOTING

MEET THE LOCALS AND EDUCATORS WHO ARE SETTING THE PACE THIS ELECTION CYCLE

27

Our special election section showcases CTA chapters and members who are actively involved in the political process, plus much more:

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Leaders aligned with our values **PAGE 42**

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The outgoing schools chief on his legacy **PAGE 45**

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**PHOTOS:** Top: Compton Education Association member and middle school teacher Ben Stanton with campus art created by his students. Right, a photo from EverydayNative.com, a resource for teachers on Native American life and identity.



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

## Caption This!



**EXERCISE YOUR CREATIVE MUSCLES** and enter our new GIF contest at [CaliforniaEducator.org](http://CaliforniaEducator.org). While you're there, catch up on all the great *Educator* content you missed as well as the latest news and information. Photo courtesy Alaska Airlines.



The winning caption for our [CaliforniaEducator.org](http://CaliforniaEducator.org) GIF contest:



**“Working off the summer weight.”**

Kudos to **NORA ALLSTEDT**,  
*Exeter Teachers Association*,  
who wins an eminently useful  
CTA canvas zippered tote.

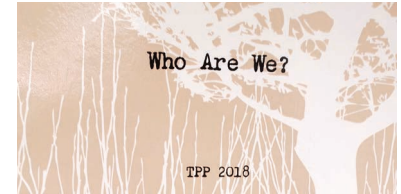
## Students Get Published

I loved the story on the book published by students (“Author, Author!” Aug./Sept. 2018). This will be the fourth year my students publish a book. We use Lulu.com, a self-publishing site. The difference between Tonya McQuade’s class and mine is that my class is comprised of special education students. The book focuses on their challenges throughout school and the fact that they are now seniors teetering on the brink of graduation. We also publish a soft cover book instead of an e-book. My students write, edit and rewrite again — sometimes a very difficult task for seniors with second-to-fourth grade skills.

It’s so exciting to hear other educators are spreading their students’ words too!

**LYNN BOCCA**

*Fairfield-Suisun Unified Teachers Association*



This year’s book produced by Lynn Bocca’s special ed students.

## Challenge for Special Ed Teachers

I have been waiting for CTA (and NEA, too) to address the continuing growth of IEP paperwork and meetings laid on special education teachers. Our jobs have morphed over the years from teaching students, to working as paras in other teachers’ classrooms, to being “support” personnel for general education teachers.

Most of the special education teachers I know are trying to exit the field to do what they wanted to do in the first place — work with children. If we had wanted to be case managers, we would have gone into social work. If we had wanted to be lawyers, we would have gone to law school. If we had wanted to be teachers’ aides, we would have skipped college altogether.

No one with any sense could possibly think that pulling teachers out of classrooms so they could spend 80-90 percent of their day in meetings, and filling out lengthy legal documents, is a good idea. I think it’s time for teacher unions to get involved in fighting the ridiculous path that special education is traveling in this country.

**JANET ROCHE**

*Lassen County Special Teachers Association*

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 [WeAreCTA](https://www.pinterest.com/wearecta)

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

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



## CCTC Approved Reading and Literacy Added Authorization

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

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

### Program Highlights:

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

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

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

- New courses begin every month
- Most programs can be completed online within 1 year
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### Programs include:

- CCTC-Approved Clear Credential Program
- CCTC Approved CLAD Through CTEL Program
- College Counseling Specialized Certificate
- Gifted and Talented Education (GATE) Specialized Certificate
- Teaching Adult Learners Professional Certificate
- Teaching Online Certificate
- Teaching English to Speakers of Other Languages (TESOL) Professional Certificate
- Professional Development/Salary Point Coursework

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

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

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

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

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

### CALIFORNIA TEACHERS ASSOCIATION

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

### MISSION STATEMENT

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

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Eric Heins with Tony Thurmond, candidate for State Superintendent of Public Instruction. Photo: Mike Myslinski

# The Power of Our Voice



**AS PRESIDENT OF CTA** I read through a lot of research. I'm kind of a research junkie. So, you can imagine how much I get to geek out during an election year. Everybody is reporting on their latest finding about this initiative or that candidate. CTA is no exception. We survey our members and, at times, voters, to help prioritize issues and get a better understanding of what Californians think about our public schools and colleges.

I'm happy to report that the people of California get it. They know our students need better-funded schools. They know teachers are still not paid a comparable wage based on their education. They believe educators shouldn't have to take on additional jobs to make ends meet for their families. And they see you as one of the most trusted sources for information in their communities.

As an educator, when you speak up, people are listening. And this election, voters are looking to us to see who we believe will be the best candidate for the local school board, state senator, governor and California's Superintendent of Public Instruction (SPI). The latter isn't a position that gets a lot of attention from voters. Most don't realize the amount of influence the SPI has on what happens in our neighborhood public schools, but you do!

Whether you are interested in politics or can't wait until election season is over, we can't afford to ignore the influence politicians have on our work. This is why teams of local CTA members from across the state interview the candidates and identify those who share our values of a quality public education for all students. When we educate voters on who will be best for our students and communities, great things can happen. Just as when we elected Jerry Brown for governor and Tom Torlakson for SPI.

We've achieved a lot over the past eight years partnering with Torlakson to improve student achievement and protect the rights of educators. At times this was done with opposition mounting in the school privatization corner. With Torlakson, we were able to hold the line so that all students,



*“When we educate voters on who will be best for our students and communities, great things can happen.”*

regardless of their ZIP code, would have the chance at a quality public education.

We now have the opportunity to elect a new leader to carry on this important work. To our team members who interviewed the candidates, it was crystal clear: Only one candidate had the first-hand experience necessary to do the job, the record of advocacy for all students, the courage to stand up to those wanting to privatize our public schools, and the wisdom to listen to educators when we say what will work in the classroom. That candidate is Tony Thurmond!

I invite you to read more about Thurmond and his vision for public education in California at [cta.org/campaign](https://cta.org/campaign) and then share what you learn with your colleagues, friends, family, congregation, and neighbors. Ask them to support the educators' choice for SPI.

Vote Tony Thurmond!

**Eric C. Heins**  
CTA PRESIDENT  
[@ericheins](https://twitter.com/ericheins)

# Teachers See the Possibilities

At Oaks Christian School, Mary Kay Altizer applies her passion for the arts and educational technology as she leads the school's performing arts department, including a cutting-edge digital recording and production program.



Oaks Christian School, Advanced Digital Recording Class, Performing Arts Chair, Mary Kay Altizer, M.A. '15

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# Transforming Lives

If, as Mark Twain said, one must travel to learn, then all of us should regularly journey to places we've never been. And maybe do it with students.

For educators who have accompanied students on study trips abroad will tell you there is nothing to compare to seeing the world through young people's eyes. Natalie Valles, a high school teacher in Hemet who has chaperoned trips to 13 countries, says her students have "gained understanding and respect of other cultures and religions. We meet people from all over the planet and make friends we otherwise wouldn't make. I cannot say enough about taking students abroad."

Valles and other educators share their experiences in our story "**See the World — With Students**" (page 18). They are quick to note that the responsibilities involved in chaperoning are enormous. But the rewards, they say, outweigh the challenges. Educator chaperones are able to witness closely what inspires and engages their students, while sharing their perspectives and knowledge on a multitude of subjects.

Transformative travel doesn't always involve leaving the country. Teacher Colleen Taylor, based in a remote town in Lassen County, annually chaperones

eight-grade students on three-day trips to Sacramento and San Francisco. The excursion features a stop at the State Capitol to watch lawmakers in action, and gives students a look, often for the first time, at big-city sights.

Of course, educators are life-changers every day in the classroom. Ben Stanton, who teaches art to middle schoolers in Compton, was recognized as one by a national program in 2016-17. As our story "**Confidence and Creativity**" (page 14) details, for many youngsters, Stanton's class is their introduction to art. They frequently tell Stanton not to expect much from them, but that doesn't deter him.

"My job," he says, "is just getting kids to try to believe in themselves." He considers skateboards, shoes, bag lunches, T-shirts and the schoolyard to be canvases for his young charges, and as the year progresses, they deliver in a big way.

Another educator trying to change young people's lives is Yulil Alonso-Garza ("**Fight Against Gang Violence**," page 56). After tragically losing her son five years ago, she turned her grief into action, forming an organization that



New teachers from Ceres Unified Teachers Association had fun at CTA's New Educator Weekend North earlier this year.

promotes anti-gang initiatives throughout Imperial County.

"As long as I have a heartbeat," Alonso-Garza says, "I'm going to do everything I can."

But what about you and your transformation? Professional development is a great way to change up your work and life. CTA's workshops and conferences provide many opportunities for growth and networking, from the **New Educator Weekend South** (in San Diego Dec. 14-16) to the amazing **Good Teaching Conferences North and South**, coming up in early 2019. See page 9 and [ctago.org](http://ctago.org) for more information.

Here's to lives lived fully.

**Katharine Fong**

EDITOR IN CHIEF

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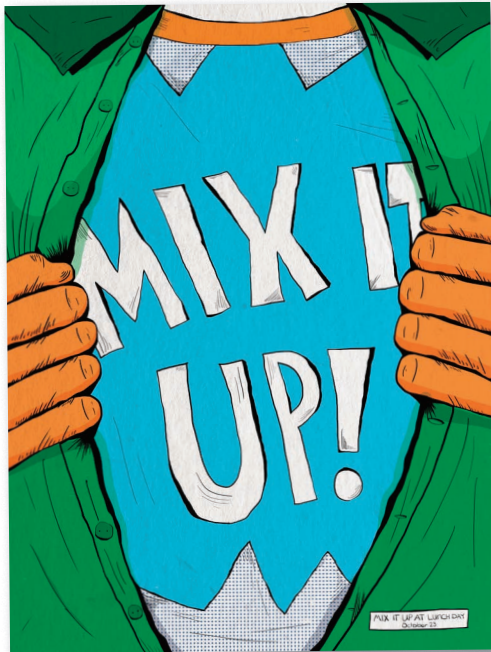
## Research on Educator Website

**CaliforniaEducator.org** now features the latest educational studies and reports as well as relevant research. Find them under the "Research" tab. If you see something that should be added, tell us at [editor@cta.org](mailto:editor@cta.org).



# Oct./Nov.

Be a superhero at lunchtime. Illustration by Cierra Brinson, courtesy Teaching Tolerance



## Mix It Up at Lunch Day, Oct. 23

**STUDENTS CONSISTENTLY** identify the school cafeteria as the place where segregation and bullying are the worst. Studies have shown that interactions across group lines can help reduce prejudice and divisions based on socio-economic status, appearance and race.

Have your school join Teaching Tolerance in celebrating Mix It Up at Lunch Day, where students are encouraged to move out of their comfort zones and connect with someone new over lunch. Some schools get creative, with flash mobs, DJs and parades, but often a simple conversation can go a long way in bridging differences and finding commonalities. And of course, students can mix it up every day, all year long. Register at [tolerance.org/mix-it-up](http://tolerance.org/mix-it-up).

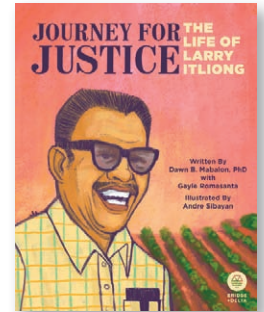
### OCTOBER:

## Filipino-American History Month / Larry Itliong Day, Oct. 25

**IN THE SUMMER** of 1965, Filipino farmworkers in Delano, fighting for better working conditions, were denied a pay raise by local grape growers. Labor leader Larry Itliong organized a walkout, and two weeks later convinced Cesar Chavez and Mexican farmworkers to join them. The strike would last five years and lead to the launch of the United Farm Workers union.

San Francisco State University professor and CFA member Dawn Bohulano Mabulon was writing a biography of Itliong when she died unexpectedly in August. Her work addressing the dearth of Filipino-Americans' contributions to U.S. history and culture in media and literature continues, including a new children's book on Itliong that she co-wrote with Gayle Romasanta.

The book is the first in a series on Filipino-American history that the authors hoped to produce. It coincides with enactment of AB 123 in 2015, which requires that students in grades 7-12 learn about the Filipino-Americans' role in California's labor movement. Order *Journey for Justice: The Life of Larry Itliong* at [bridgedelta.com](http://bridgedelta.com).



From the Run4Salmon high school Teacher's Guide that accompanies a film segment by StandingOnSacredGround.org.

### NOVEMBER:

## American Indian Heritage Month

**THE HISTORY OF** California's indigenous people was often a side note in the classroom until 2016, when the state updated its History-Social Studies framework. Now, for example, as public school fourth graders learn about Spanish missions, study has been broadened to include more information about how Native Californians lived before colonization and after establishment of the missions in the late 1700s-early 1800s. As the framework states, missions are now taught as "sites of conflict, conquest and forced labor."

The California Indian History Curriculum Coalition (CIHCC), coordinated by CFA member and Sacramento State University Professor Rose Borunda, has free, tribe-vetted online lesson plans and reading lists to supplement the standards, available at [csus.edu/coe/cic/](http://csus.edu/coe/cic/).

A related story is on page 54.



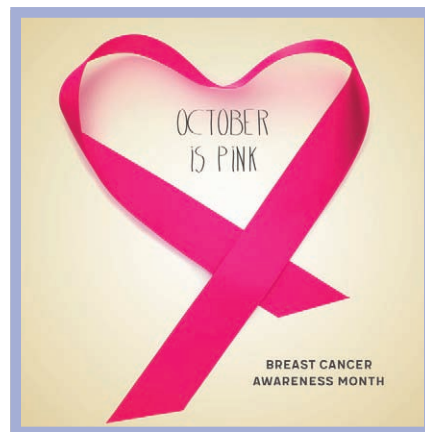


## Vote on Nov. 6, 2018

Plan now to ensure your vote in the general election is counted and your voice heard. Go to [campaign2018cta.org](http://campaign2018cta.org) for voter information and [tinyurl.com/cavoterinfo](http://tinyurl.com/cavoterinfo) for crucial dates and links. And see page 41 for information about CTA's recommended candidates and positions on state initiatives.

**Voter registration:** Can be done online or if by mail postmarked by Oct. 22; you can "conditionally" register and vote at your county elections office after the 15-day voter registration deadline.

**Vote by mail:** Applications must arrive by Oct. 30. Ballots must be delivered by close of polls on Nov. 6 or postmarked on or before Nov. 6 and received by your county elections office no later than Nov. 9.



### CTA SCHOLARSHIPS, GRANTS & AWARDS

#### OCT. 1 APPLICATION PERIOD OPENING

CTA offers educational scholarships, grants and awards to members and their dependents throughout the academic year. These include Cesar Chavez Memorial Education Awards, the LGBTQ+ Safety in Schools Grant & Scholarship Program in Honor of Guy DeRosa (deadline Dec. 14), CTA Scholarships, and the Martin Luther King Jr. Memorial Scholarship. Deadlines vary.

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

### VOLUNTARY DUES CONTRIBUTION

#### NOV. 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)

### AMERICAN EDUCATION WEEK

#### NOV. 12-16 EVENT

American Education Week is celebrated the week prior to Thanksgiving week and includes special observances to honor parents, education support professionals and substitute teachers. ► [nea.org/aew](http://nea.org/aew)

### INSTITUTE FOR TEACHING GRANTS

#### DEC. 1 APPLICATION PERIOD OPENING

CTA's IFT offers educators grants for strength-based projects. Applications accepted from Dec. 1, 2018, to March 31, 2019. See more on page 12. ► [teacherdrivenchange.org](http://teacherdrivenchange.org)

### 2018 NEW EDUCATOR WEEKEND SOUTH

#### DEC. 14-16 CONFERENCE

New Educator Weekend (NEW) in San Diego is for educators in their first three years in the profession. NEW has everything that you need to be successful in your first years of teaching, with sessions focused on, for example, classroom management; special education; Common Core, state standards, assessments and pedagogy; and more. ► [ctago.org](http://ctago.org)



### GLBT ISSUES CONFERENCE

#### DEC. 7-9 CONFERENCE

Register now for the 10th annual CTA conference addressing GLBT issues, in Palm Springs. The weekend event involves educators, students and community and is a venue to discuss subjects affecting the entire membership and California's youth. ► [ctago.org](http://ctago.org)

## WAGE GAP FOR TEACHERS GROWS

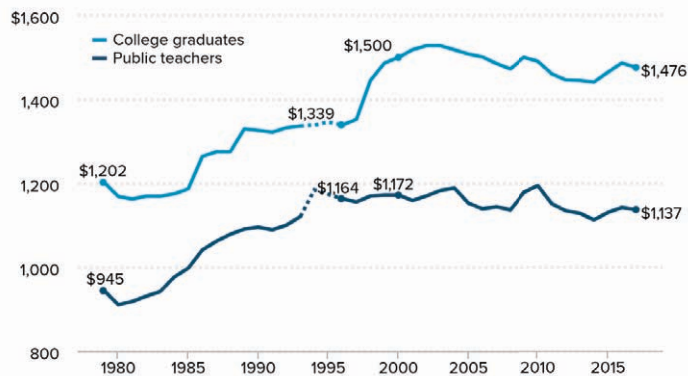
**TEACHERS ACROSS** the country have been vocal recently about their struggles to make ends meet, some taking on additional jobs or living in less-than-ideal conditions. Indeed, an analysis released by the Economic Policy Institute in September shows that the wage gap between teachers and comparable professionals has grown over time, with teachers now earning 18.7 percent less than other college-educated workers. (In California, the gap is 14.8 percent.) The institute found that teachers earned just 1.8 percent less than comparable workers in 1994. And while teachers receive better benefits packages than their college-educated peers, that only covers part of the gap: Even including benefits, teachers face an 11-percent compensation penalty.

Low pay, of course, was a major factor behind teacher strikes and protests in multiple states last spring; Arizona, one of those states, topped the wage-gap list with 36.4 percent. But even in California, wages in many areas do not keep up with the cost of living, particularly in expensive cities.

The institute's findings are certainly relevant to the national teacher shortage.

"The opportunity cost of becoming a teacher and remaining in the profession becomes more and more important as relative teacher pay falls further behind that

Average weekly wages of public school teachers and other college graduates, 1979–2017 (2017 dollars)



**Note:** Teachers are elementary, middle, and secondary public school teachers. "College graduates" excludes public school teachers. Non-imputed data are unavailable for 1994 and 1995; data points for these years have been extrapolated and are represented by dotted lines (see Appendix A for more details).

of other professions," write report authors Lawrence Mishel and Sylvia Allegretto, fellow/former institute president and research associate/UC Berkeley economist, respectively.

The authors note that in many states, cutbacks in education spending and a squeeze on teacher pay were enacted by state legislatures to finance tax cuts for the wealthy and corporations. While states are well into the economic recovery from the Great Recession, funding levels have not been restored. For the full report, go to [epi.org/publication/teacher-pay-gap-2018](http://epi.org/publication/teacher-pay-gap-2018).



## Computer Science Standards for California

**IN SEPTEMBER**, the State Board of Education adopted California's first-ever computer science standards. While voluntary, the standards are expected to increase the number of computer science classes taught in classrooms and will help students reach their digital potential.

"California's new standards will not only enable students to understand how their digital world works but will encourage critical thinking and discussion about the broader ethical and social implications and questions related to the growing capabilities of technology," said State Board Member Trish Williams, the board's computer science liaison.

Developed by educators, the standards are designed to help students move from passive users of technology to creators and innovators who interact with computers. They push students to communicate as scientists and find creative solutions to difficult problems.

They also place a strong emphasis on equity by providing educators with examples of ways they can broaden participation in computer science to include diverse students.

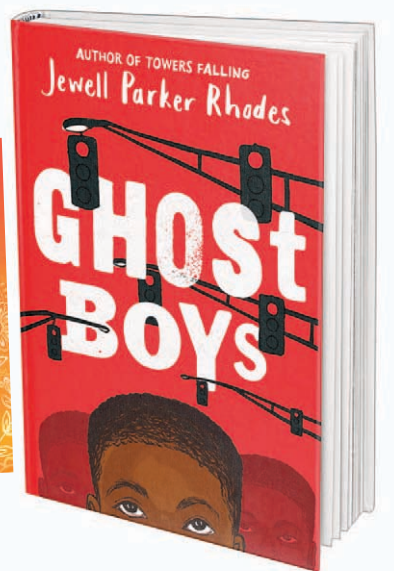
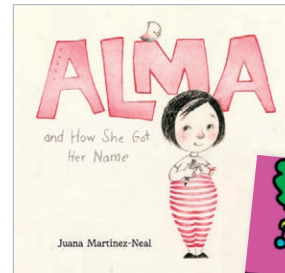
The standards cover six core computer science concepts (such as algorithms and programming) and seven core practices.

# Your Fall Reading List



The teacher-recommended books featured on CTA's Fall 2018 California Reads list will delight and amaze your students.

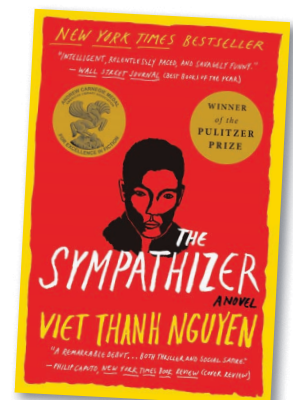
**YOUNGER READERS** will adore *Alma and How She Got Her Name* by Juana Martinez-Neal (grades 1-2), where a little girl disconcerted by her long name learns the story behind each name and why she has it. *It's Okay to Be Different* by Todd Parr (Pre-K/TK/K) encourages children to accept themselves and others through charming pictures.



**REAL-WORLD EVENTS** and issues are the backdrop for two books for older students. In *Amina's Voice* by Hena Khan (grades 3-5), a Pakistani-American Muslim middle schooler struggles to fit in while retaining her family's vibrant culture; her world is upended when the local mosque is vandalized. *Ghost Boys* by Jewell Parker Rhodes (grades 6-8) is a heart-breaking tale of 12-year-old Jerome, shot by a police officer who mistakes his toy gun for the real thing. As a ghost, Jerome observes the impact his killing has on family and community, then meets ghost Emmett Till, who suffered a similar fate in 1955. Emmett helps Jerome recognize how historical racism possibly led to the events that ended his life.

**BEST SUITED FOR** 11th and 12th graders, *The Sympathizer* by Viet Thanh Nguyen won the 2016 Pulitzer Prize for Fiction. The title character is a captain in the South Vietnamese army, who, when the South fell to the North in 1975, fled with other military leaders and citizens on the last planes out of the country. The captain experiences all that is wondrous and barbarous in his new home in Los Angeles while continuing to work as communist informant, spying on his army fellows as they plot a counterrevolution.

See [cta.org/californiareads](http://cta.org/californiareads) for more information.  
#californiareads





## Get Well

**NEARLY HALF OF** K-12 educators report high daily stress, according to a 2013 Gallup-Healthways report. This can manifest itself as headaches, muscle tension, upset stomach, chronic fatigue or other problems. Taking care of yourself and balancing work and personal life are critical. A few tips:

- Be physically active – just 30 minutes per day of walking can help boost mood and reduce stress
- Eat healthy foods to give your body needed nutrition
- Take breaks when possible
- Avoid overusing alcohol or other drugs
- Practice relaxation exercises, deep breathing, or meditation
- Take time for yourself – you deserve it!

For more tips, see [healthyfutures.nea.org](http://healthyfutures.nea.org).

## Stay Well

**EDUCATORS ARE EXPOSED** more than most to germs and illness, and getting immunized several weeks prior to a flu exposure is the best way to be protected. Get your annual flu shot as soon as you can to keep healthy and continue teaching at a high level.



**EVERY STUDENT DESERVES** a safe, welcoming learning environment. But in our current climate, many young people are scared, anxious and feeling threatened. Hate speech and images have been directed toward students in schools and online. Multiple incidents of a hostile, hateful nature have been taking place in schools and communities, such as fake deportation notices being handed out and swastikas drawn in bathrooms.

In October, National Bullying Prevention Month, take the opportunity to learn how to identify bullying, intervene effectively and advocate for bullied students. NEA has a toolkit at [tinyurl.com/NEAbully](http://tinyurl.com/NEAbully). Pacer’s National Bullying Prevention Center ([pacer.org/bullying](http://pacer.org/bullying)) offers anti-bullying curricula for all grade levels. And Stop Bullying ([stopbullying.gov](http://stopbullying.gov)) can guide students in standing up for themselves safely.

## Generous Contribution Helps Members

Unfortunately, wildfires in our state have become all too common, but CTA’s Disaster Relief Fund can help. Funded by voluntary member contributions, it provides members who have been impacted with financial assistance to help cover significant losses. See [ctamember-benefits.org](http://ctamember-benefits.org) for details.

CTA partner California Casualty contributed to the fund in September. At right, Senior Field Marketing Manager Norma Alfaro delivers a \$5,000 check to CTA Member Benefits’ Vicki Rodgers.



Compiled by Mike Myslinski

## OCTOBER 22

Deadline to register to vote in California's Nov. 6 general election.

## 200,000

Approximate number of 16- and 17-year-old residents of California who are now pre-registered to vote under a state program that began in 2016, the *San Francisco Chronicle* reported Sept. 24. More than 104,000 of these teens have since turned 18 and can vote in November's election.

## 57.79 %

Vote-by-mail ballots accounted for 57.79 percent of all California votes cast in the November 2016 presidential election, according to the Secretary of State.

## FIVE

Number of counties where registered voters automatically receive a vote-by-mail ballot in the mail: Madera, Napa, Nevada, Sacramento and San Mateo.

## 42.2 %

Percentage of registered California voters who voted in the last midterm election, in November 2014, a record low for a regularly scheduled general election.

Turnout was much higher in the state in 2016, at 75.27 percent of those registered.

**“Only one candidate had the first-hand experience necessary to do the job, the record of advocacy for all students, the courage to stand up to those wanting to privatize our public schools, and the wisdom to listen to educators when we say what will work in the classroom. That candidate is Tony Thurmond!”**

—CTA President **ERIC HEINS**, in his “President’s Message” on Page 5 about why educators endorsed Thurmond for state superintendent of public instruction (SPI).

**“As a first-generation American, standing on the shoulders of my ancestors who made such great sacrifices for me, it is my hope to be able to pay it forward by continuing to serve and provide other immigrants, Latinos and all Californians with education and resources they need to live a great life.”**

—East Bay Assembly Member and SPI candidate **TONY THURMOND**, in his Sept. 24 column in *Latino Edge Magazine*, to celebrate National Hispanic Heritage Month.

**“Our role begins when babies are in the womb. It doesn’t end until we’ve done all we can to prepare them for a quality job and successful career.”**

—Teacher-supported Lt. Gov. **GAVIN NEWSOM**, in a Sept. 23 EdSource report on his “cradle-to-career” platform he would pursue as California’s next governor.

**“Often as teachers, and women, we don’t see ourselves in the leadership role. Sometimes when we look around we realize, ‘I am the most qualified person to run.’”**

—Folsom-Cordova Education Association member and fifth-grade teacher **SARAH KIRBY-GONZALEZ**, on why she’s running for re-election to the school board in Washington Unified in West Sacramento. See profiles of educators running for various offices, beginning on page 35.

**“I HAVE GONE TO SCHOOL BOARD MEETINGS FOR 30 YEARS. FROM DAY ONE I KNEW THAT WHEN I RETIRED, THIS IS WHAT I WANTED TO DO!”**

—**BARBARA SCHULMAN**, endorsed by Saddleback Valley Educators Association in Orange County, about why she is a first-time candidate for her district’s school board (see her profile on page 36).

# Confidence and Creativity

## Art teacher is a ‘life changer’ for Compton kids

By Sherry Posnick-Goodwin  
Photos by Scott Buschman

**BEN STANTON BELIEVES** that life is art, and art is life. So it’s no wonder that he considers skateboards, shoes, bag lunches, T-shirts and the schoolyard to be canvases for his young artists at Davis Middle School in Compton.

For many youngsters in this low-income community, Stanton’s class is their introduction to art. However, students frequently tell him not to expect much, because they are not artistic.

“The word ‘artist’ can sometimes stop people,” says Stanton, a member of Compton Education Association. “My job is just getting kids to try to believe in themselves.”

It works. Little by little his students become more confident as they get in touch with their creative side, and become amazed at their abilities. Several have even sold their artwork.

Stanton was named “Lifechanger of the Year” in 2016-17, selected from more than 720 teachers, administrators and school employees nominated nationwide. He received a \$3,000 prize from National Life Group, which sponsors the competition.

He was honored for implementing six initiatives: grassroots fundraising to pay for his school’s art studio; partnering with nonprofits and corporations to create unique art projects for students;



**“I believe the arts and creativity are a means of transformation, and society needs to invest in it.”**

—Ben Stanton, Compton Education Association

promoting student philanthropy; partnering with museums for educational field trips; developing “circle painting” mural projects to promote teambuilding; and bringing local and international artists into his classroom to enhance learning.

“I believe the arts and creativity are a means of *transformation*, and society needs to invest in it,” says Stanton, a Compton teacher for 11 years. “I raise money for my classes, because we receive nothing for supplies. Everything has either come from my own personal funds or donations. Sometimes we do fundraisers with restaurants donating a portion of their proceeds for an evening.

Stanton partnered with Bridge to Skate, a nonprofit that builds skate parks and schools in Honduras, and together they created the Compton Plywood Project. Used skateboard decks were

donated to serve as a canvas for students’ custom artwork. Stanton reached out to corporations including Vans, Jack’s Surf Shop and Active, which provided prizes for an exhibit and sale of student-painted skateboards, with students donating a portion of their proceeds to charities of their choice. The artwork proved so popular that Stanton continues to help students sell skateboards on Instagram. (To view student art visit [#comptonplywoodproject](https://www.instagram.com/comptonplywoodproject).)

In another project, Stanton partnered with Shuzz, a nonprofit that brings water, medical supplies and shoes to impoverished countries including Haiti, Jamaica and Cuba. For the past three years Shuzz has sponsored an art poster contest for Stanton’s students, and the winning entry is used to promote the organization’s back-to-school campaign and banquet.





Opposite page: Teacher Ben Stanton with student Brenda Guizar. Above, Xitlali Iniguez paints her skateboard; student-painted skateboards on exhibit; students' inspirational designs on paper bags used for sack lunches for the homeless.

Another joint effort is with the Brown Paper Bag Project, a nonprofit that provides sack lunches to the homeless in Los Angeles. Students decorated the paper bags with motivational messages and custom artwork. One bag states, "Sometimes you have to fall before you fly." Another bag reminds the recipient, "Every day is a blessing." The hope is that homeless individuals will find inspiration in knowing that students care about them.

Some artwork on the bags was so outstanding that Stanton plans on using some of his award money to purchase a screen machine to print the images on T-shirts.

Stanton is one of 25 teachers in the Los Angeles area to have a partnership with the Museum of Contemporary Art, The Broad, and the Los Angeles County Museum of Art. This allows his students

to go on field trips to the museums and continue classroom curriculum in a setting where they can discuss, critique and interpret art on display. He also spearheaded the circle painting project on campus. This team-building event with faculty, students and the community was a collaborative experience while producing artwork that brightens the school and reflects its core values.

Stanton has invited local and international artists to visit students, including a clothing designer discussing branding, a woodworking artisan sharing wood shop activities, and a lesson on woodcarving by a Jamaican artist via Skype.

"I love this class," says eighth-grader Xitlali Iniguez. "Through art, people can show others who they are in a nice way. With so much testing, it's a relief to have art class. It's a great way to relieve stress

and something I look forward to."

Classmate Adrian Sanchez recalls that in the beginning, he thought he couldn't create art, but now sees otherwise.

"Mr. Stanton motivates us to keep going and refine our work," Sanchez says. "He also gives us an opportunity to make money."

Stanton taught fourth grade for nine years before the opportunity to teach art to middle school students became available.

"Art is my passion," he says. "I love how students can enrich their lives through being involved in the creative process, and how when that happens they become more confident in themselves. Every single day I am grateful."

Stanton's commitment to creating a nurturing environment where self-expression is encouraged has helped students cope with personal struggles. One student confided that art class saved his life by helping him develop confidence and a sense of purpose.

The students have had an equally positive impact on his life, says Stanton.

"Winning the award happened during the most difficult time of my life. My brother, who was my best friend, had tragically passed away, and I had to take a leave because I was in a car accident at the same time. I had to get well physically and emotionally.

"The kids were there for me. They wrote me letters and helped with the nomination. We are truly family. When I was nominated, I told them I would accept the award on their behalf."

Stanton begins each class by forming a circle with students, who together recite hip hop's four principles: Peace, Love, Unity, and Having Fun. Then the young artists get to work, focusing intently on their projects, because art may be fun but it's also serious business.

"For me, the most rewarding part of the job is when one of my students realizes he or she has an undiscovered gift," Stanton muses. "When that happens, I feel just like a kid at Disneyland. It's the most awesome thing there is." ■

# Student, Educator, Leader

Earning a doctorate while teaching is not easy, but worth it

By Brian Kerl

Brian Kerl (second from right) stands with his University of San Diego doctoral committee including USD professors Lea Hubbard, Robert Donmoyer, Fred Galloway (committee chair), and Paolo Tripodi, professor at the Marine Corps' Lejeune Leadership Institute.



**IN 2013**, I retired from the United States Marine Corps after 28 years of active duty. I was hired by Oceanside Unified School District to run the Marine Corps Junior Reserve Officers' Training Corps (MCJROTC) program at Oceanside High School. Simultaneously, I applied to the University of San Diego's School of Leadership and Education Sciences (SOLES) for their doctoral program in leadership.

**A**t first, I had planned on pursuing a Ph.D. in history based on my desire to teach history, and I already had an M.A. in history from the University of San Diego. But a professor at USD convinced me to apply to SOLES to combine the best of two worlds — years of being a practitioner of leadership as an officer of Marines coupled with a Ph.D. in Leadership. My professor believed this combination offered the greatest opportunities for teaching, leading and mentoring people.

The SOLES program, which highlights leadership, social justice and creating meaningful change in a diverse society, complemented my teaching at Oceanside, as MCJROTC focuses on leadership and character development. Further, I was taught by superb professors whose instruction and mentoring helped develop my teaching skills.

Once accepted into the SOLES program, I worked fulltime at Oceanside while completing four years of academically rigorous coursework through night school — two nights per week from 5:30-8:30 — and one course each summer session.

My dissertation research involved interviewing eight commandants (four-star generals) of the U. S. Marine Corps. They shared their perspectives on how the command climate, established by the commanding officer, influences the ethical behavior of the Marines in the organization. In June of this year, I successfully defended my dissertation and was awarded a doctorate.

Throughout my Ph.D. experience, I was a student and an educator. I continued to enhance my knowledge during the doctoral process and was able to educate

*“I was able to demonstrate to my cadets the concept of being a lifelong learner, [and] to use my doctorate to illustrate the value of higher education and the numerous opportunities that come with advanced degrees.”*

my MCJROTC cadets on leadership by sharing the commandants’ stories from the interviews. These stories fostered student understanding of core values, ethical behavior, and the importance of one’s character.

I was also able to demonstrate to my cadets the concept of being a lifelong learner. I’ve been able to use my doctorate to illustrate the value of higher education and the numerous opportunities that come with advanced degrees. This is all part of the high school’s mission to make students college- and career-ready, to develop critical thinkers who can

collaborate with others to make positive contributions to society.

Finally, the academic rigor that I was exposed to underscored the importance of being able to teach our students how to effectively communicate both orally and in writing. One of my goals as a teacher is to bring these skills to the classroom and to support what is taught by all of our departments at Oceanside to better prepare students for college and careers.

It was an amazing experience to interview such distinguished senior Marine Corps leaders as part of my journey. It has been a blessing to be able to teach and

mentor such wonderful young men and women at Oceanside High School over the past five years while earning my Ph.D. I would strongly encourage any lifelong educator to take on this challenge. While it was challenging due to my full-time teaching assignment and other life commitments, it was worth the experience, learning and growing as an educator. ■

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*Newly minted Dr. Brian Kerl is a member of Oceanside Teachers Association.*

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At right, Brian Jacobs poses with his students in front of the Eiffel Tower. Jacobs teaches at Ernest Lawrence Highly Gifted Magnet Middle School in Los Angeles.

Below, Natalie Valles with her group of students from Tahquitz High School in Hemet.



# See the World—

Educator chaperones on student trips make learning come alive — and enjoy travel perks as well

By Sherry Posnick-Goodwin

**LOOKING FOR WAYS** to provide students with the ultimate cultural experience so they can broaden their horizons? Have a desire to travel to far-off places – for *free*? If the answer to both these questions is *yes*, consider chaperoning a student trip. It’s never too early to plan.

Chaperoning isn’t for everyone; some educators shudder at combining the words “travel” and “student.” And, truthfully, it’s a huge leap to go from supervising lunchtime activities on campus to shepherding students through airports and foreign countries. But the rewards of chaperoning can be amazing and magical, says Kelly Davis, an English



Above, Larry Hooper took his Los Alamitos High School students to Tuscany last year, where they got to make their own gnocchetti.

At left, Kelly Davis and her students from Pioneer Valley High School in Santa Maria visit the Statue of Liberty in 2017.

# With Students

teacher at Pioneer Valley High School in Santa Maria.

“My husband and I accompanied the school’s advanced choir to France, Italy and Switzerland,” says Davis. “The students were gifted singers. In every city, they found a gorgeous cathedral, church, plaza or historic site and asked for permission to sing a

madrigal or two. When they lifted their voices in the baptistry of the Duomo in Florence it truly was angelic. Later, in the Florence countryside, the kids discovered fireflies. The joy and wonder on their faces as they danced among the little lighted creatures was something we’ll never forget.”

Most students on that trip were

low-income and English learners, recalls the Santa Maria Joint Union High School District Faculty Association member. Most had never flown on an airplane and some had never seen the ocean, despite living 15 miles away. But they flew to Europe and discovered the world. It didn’t go perfectly: Some students couldn’t push their way out of a Paris subway



and got lost. But the trip was a wonderful experience.

Teachers emphasize that most chaperone gigs are not official school trips. Educators mostly use private companies and often fundraise to help families with costs.

“My trips are not district-approved trips,” explains Natalie Valles, an English resource teacher and digital lead TOSA at Tahquitz High School in Hemet. “Other than allowing me to access the students, the district is not involved. I make sure parents recognize this is not a district trip and that students are signing up with the Education First (EF) tour company through me.”

Once an EF tour has six students signed up, the teacher is free, and with each additional six travelers another free chaperone spot opens up. (This is only for international travel; for domestic tours it is one free spot for every 10 students.)

“But it’s not exactly free,” says Valles. “There’s all the preparation, and managing students on tour is a lot of work. I don’t ever say I go for free; I say, ‘My travel is how I’m paid.’”

The Hemet Teachers Association member has chaperoned trips to 13 countries and went to Japan last year, where she was delighted to discover “being a teacher is the most honorable job there is.” She marvels at how students go from clinging to her like “baby ducks” in the beginning to becoming confident explorers.

“We have visited castles and historical sites and famous art museums throughout Europe; ziplined from mountaintops in Costa Rica; enjoyed soccer games during local school visits; seen spectacular tech in Asia; and gained understanding and respect of other cultures and religions. We meet people from all over the planet and make friends we otherwise wouldn’t make – who we can continue to be friends with and learn from, thanks to social media. I cannot say enough about taking students abroad.”

Brian Jacobs, an English and



“It’s a big responsibility. I always remind myself I am taking care of somebody’s baby.”

—Brian Jacobs, UTLA



Larry Hooper's Los Alamitos students on a cold spring day in Berlin, 2018.



“For me, the biggest challenge is keeping up with the kids. We go nonstop.”

—Larry Hooper, Los Alamitos Education Association

Colleen Taylor (far left) and Big Valley Junior/Senior High School students visit with Assembly Republican Leader Brian Dahle at the State Capitol.



journalism teacher at Ernest Lawrence Highly Gifted Magnet Middle School in Los Angeles, loves the thrill of seeing students experience what they have studied. When he taught high school in his district, he chaperoned trips to China, New Zealand and Europe. He took his middle schoolers to New York this summer with a tour company called Explorica, visiting the United Nations, 911 Memorial and Harlem Museum – with a backstage visit after a *Wicked* performance.

“Being a chaperone is wonderful,” says the United Teachers Los Angeles member. “But it’s a big responsibility. I always remind myself I am taking care of somebody’s baby. I’m lucky; so far, everything has gone smoothly.”

When students travel with Larry Hooper to Europe each year, they practice their German and French, which he teaches at Los Alamitos High School.

“We have gone to France, Spain, England, Holland, Italy, Germany and Austria. We use an outside company to coordinate the trip (A la Carte Travel). We took 22 students last year but have taken as many as 51. It’s so much fun seeing students discover the world.”

Hooper incorporates educational excursions, like museums (Pergamon and East German Spy Museum) and Dachau Concentration Camp, but also plans fun outings such as salt mine slides, bike tours, soccer arena visits and attending an Austrian show with slap dancing and yodeling.

“For me, the biggest challenge is keeping up with the kids. We go nonstop.”

But it’s not all sightseeing and fun, comments Leesa Rankins, a drama teacher at Riverside Poly High School. She has encountered other types of drama on trips to London and New York, where students saw Broadway musicals, attended theater workshops with professionals and took backstage tours.

“Sometimes you have kids breaking curfew or sneaking out of their rooms,” says the Riverside City Teachers Association member. She puts tape



**“Taking kids to see history and a different way of life helps them understand the world.”**

—Karen Latham, Burlingame Teachers Association



Kelly Davis, a Santa Maria Joint Union High School District Faculty Association member, in New York in spring 2017.



Kristy Jimenez with Palos Verde High School student Beatrice Cabrera in Vinales, Cuba this summer.



Natalie Valles took her students to Japan in 2017.

Natalie Valles' Tahquitz High School students with one of the giant buddhas in Japan.



**“We meet people from all over the planet and make friends we otherwise wouldn’t make – who we continue to be friends with and learn from, thanks to social media.”**

**—Natalie Valles, Hemet Teachers Association**

on doors, because it will break if they leave and once students are back inside, they can’t replace it. There may be friction among students from constant togetherness. But a bigger problem is parents who sign up to chaperone, then complain about the accommodations and food. It’s best, she says, when parents stay home, so their children experience independence.

“Being away from parents is a good thing, because kids get a bit of freedom and learn practical life skills, such as using the ‘Tube’ in London, reading a map and learning how to budget when they are given \$10 for lunch.”

Rankins not only travels free; she earns points with EF and has received free teacher appreciation trips to Rome, New York and Boston.

“Being a chaperone is a wonderful

experience,” says Rankins. “Students benefit so much from learning about the world that it’s 100 percent worth it.”

Kristy Jimenez took students to Cuba this summer, where they had the unique experience of being guests in private homes. “Our hosts cooked for us and talked with us; it felt like a more personal experience,” relates the photography and animation instructor at Palos Verde High School. “Even better, there wasn’t an internet connection except in town plazas, so kids could not be on their phones.”

Jimenez, a member of the Palos Verde Faculty Association, says the trip allowed students to connect with Cubans through shared interests in photography. “We traveled throughout Havana and the countryside making friends and taking their photographs. We saw an old sugar


plantation where slaves lived. We enjoyed salsa music and dancing. During the evenings, students participated in photo workshops, where they reflected on photos taken that day and learned how to improve their skills. Now we are editing and selecting the best photos from Cuba for an exhibition at our local library.”

She describes the experience as rejuvenating.

“Chaperoning is a great way for teachers to ‘reset.’ It can give you the energy to start the next year with a fresh mind and attitude. I love seeing students learn in a different environment. It’s inspiring to see them immersed in another world.”

Students don’t need to go overseas to be transformed by travel, says Colleen Taylor, a teacher from Bieber, a remote rural town in Lassen County.





Los Alamos High School students traveled with Larry Hooper to Hallstatt, Austria, this year.



Above, Kristy Jimenez's students help a girl take a portrait of her sister in Trinidad, Cuba.



Larry Hooper's students at Stonehenge in 2016.

**“Chaperoning is a great way for teachers to ‘reset.’ It can give you the energy to start the next year with a fresh mind and attitude.”**

**—Kristy Jimenez, Palos Verde Faculty Association**

“For the past four years, I have chaperoned eighth-graders on three-day trips to Sacramento and San Francisco. A most generous community helps with fundraising throughout the fall and winter.”

The math and science teacher at Big Valley Junior/Senior High School – which has about 80 students – says the school-sponsored trip is a way to “show students there’s a world outside of Big Valley.” It allows them to experience, often for the first time, automobile traffic, public transportation, a boat ride when they visit Alcatraz and a professional baseball game. She does not use a tour agency.

In Sacramento, students visit their local representative and Assembly Republican Leader Brian Dahle, who takes them on a tour of the Capitol and takes them onto the floor when legislators are voting.

“I love that they see government in action,” says the Big Valley Teachers Association member.

Karen Latham is super excited about chaperoning students on a trip to Italy this spring break with colleagues who teach Italian. They will stay in private homes along the way and visit Rome, Florence and Tuscany. The guidance counselor at Burlingame High School has previously chaperoned trips sponsored by Sojourn to the Past, where students explore the Civil Rights movement in the South. But she has never taken students abroad.

“I am moving toward the end of my career, so when I was approached with this offer, I jumped at it,” says the Burlingame Teachers Association member. “A few days later I got an email with the

itinerary and it hit me that I’m really going. I’m not nervous: I know how to keep students safe, settle squabbles, talk to kids who are lonely, keep everyone engaged and take care of other kids the way I would want my own child taken care of.”

Latham expects it will be a highlight of her career, which has spanned nearly 35 years.

“I firmly believe in learning about the world through travel and learning about life through living it. Taking kids to see history and a different way of life helps them understand the world. I encourage educators to start early in the school year, and consider chaperoning a trip in progress or plan one yourself. I feel very lucky to have been given this opportunity.” ■

Summit participants visited UCLA Community School, a teacher-led and collaborative environment for student learning.



# Global Look at Student Learning

CTA hosts education summit that examines equity as well as excellence By Becky Zoglman

**EIGHT DIFFERENT COUNTRIES.** More than 60 educators from across the world.

CTA and the California Department of Education (CDE) in September hosted the third Atlantic Rim Collaboratory (ARC) summit in Los Angeles to advance equity, excellence, well-being, inclusion, democracy and human rights for all students.

“We wanted to bring together systems in education that believe passionately in equity, inclusion, human rights and democracy because we felt that that message was not strong enough around the world, and we needed to get together to share what was happening,” says ARC Facilitator Steve Munby of the Centre for British Teachers Education Trust. “No system does everything right, but we can learn together to improve all of our systems to make them better for the children of the world.”

Started by education research professor and author Andy Hargreaves, the summit included teams of educators from each country. Each team was required to include the head of the country’s education system and the leader of the education union because ARC is grounded in the

belief that sustained education change comes only when all stakeholders are involved. Attending this year’s summit were Iceland, Ireland, Scotland, Finland, Canada, Wales and Mexico. Oregon and Washington joined California this year in representing the United States. (Sweden and Aruba are a part of ARC but did not attend this year.)

“It’s important for California to be part of this larger, global group, not only because we’re a large system, but also because we have been going through a lot of changes as we are transitioning from a system of test and punish under No Child Left Behind to a system of continuous improvement and lifting equity up to the same level as performance,” said CTA President Eric Heins. “It’s important that we are part of a global partnership that together can push back and make a real difference for the students of California and across the world.”

ARC builds on current strengths and strategies of the various educational systems, with the intent to

**“No system does everything right, but we can learn together to improve all of our systems to make them better for the children of the world.”**

—**Steve Munby**, Centre for British Teachers Education Trust and ARC summit facilitator



CTA President Eric Heins (third from right) stands with members of Sindicato Nacional de Trabajadores de la Educación, the Mexican educators union. SNTE participated in the ARC summit for the first time this year and the collaboration with CTA will continue.

## The California Way

CTA and the California Department of Education held a pre-summit gathering focusing on education *The California Way*. California educators shared their experiences in collaboration through the Labor-Management Initiative; teacher-led professional development through CTA's Instructional Leadership Corps; and strength-based change through the CTA Institute for Teaching. GetLit Poetry students provided entertainment to the delegates and the summit ended with visits to local schools in Los Angeles, Lennox and La Mirada.



CTA Vice President Theresa Montaño spoke about the importance of global education.

improve them over time through deliberately designed processes. The goal is to seek out and disseminate current best practices.

Several international education experts, including Sir Ken Robinson of England, Pedro Noguera of UCLA, Pasi Sahlberg of Finland and Amanda Datnow of UC San Diego, led the education leaders in discussions around equity, using data to inform instruction, and returning to the importance of play in social learning.

At one point, Noguera said to the group, "How do successful schools and educators motivate kids? We motivate them with *hope*. We don't motivate them with fear."

Datnow talked about how research and data must be utilized. "Data must be used to refine and differentiate



Noguera

student learning, not get the most bang for the buck on standardized assessments," Datnow said.

(To hear more from these educators, visit [atrico.org](http://atrico.org).)

CTA Vice President Theresa Montaño emphasized the importance of global education, particularly when it comes to language. "No longer can we focus on eradicating a student's primary language," she said. "The only way to embrace immigrant students is to embrace who they are."

It was the first year educators from the Sindicato Nacional de Trabajadores de la Educación union in Mexico participated in the summit. CTA and SNTE explored ways to collaborate and serve children who live and attend schools on both sides of the border. ■

*CTA thanks the S.D. Bechtel Jr. Foundation, Stuart Foundation, Community Foundation, NEA and the NEA Member Benefits for their generous support in sponsoring the event.*

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# YOUR GUIDE TO

# GOTV

# VALUE-BASED VOTING

**MEET THE LOCALS AND EDUCATORS  
WHO ARE SETTING THE PACE  
THIS ELECTION CYCLE**



**CTA'S MISSION** — and the values of its educator members — haven't changed in 155 years: We are committed to quality public education for all students; we advocate for the civil rights and human dignity of our members, students and all working people; we push ceaselessly for a more equitable and democratic society.

We don't act in a vacuum. Our members' dedication and activism often tap into larger societal movements and moods, and this past year has been no exception. From **#MeToo** to **#WeSayNoMore** to our **#RedForEd** educator colleagues across the country who have mobilized and marched, citizens are demanding change and making unprecedented efforts to effect it.

This includes vigorously supporting candidates who share our values. For some educators, it also means jumping directly into the political process.

On the following pages, we highlight CTA chapters and members who are involved in making change. We also offer our recommendations for statewide candidates and initiatives — again supporting those who share our values.

Vote — and Get Out The Vote — on Nov. 6! **#GOTV #WeAreCTA**



*Don't Miss:*

**VOTER GUIDE**

*PAGE 41*

**STATEWIDE  
INITIATIVES**

*PAGE 44*

**THURMOND/  
TUCK  
COMPARISON**

*PAGE 46*



# IN IT TO WIN IT

## CTA LOCALS KNOW WHAT THEY WANT AS THEY STEP INTO THE FRAY

**THE OLD ADAGE** “all politics is local,” where truly understanding your community and its needs are key to political success, is proving to be a driving force for many CTA chapters in the Fall 2018 election. These chapters know that in the political process, their unified voice, and mobilizing and organizing acumen have the power to make positive change for schools, the teaching profession, students, and the community. We asked several chapter presidents why and how they are supporting issues and candidates, and what success looks like.

### UNIFIED ASSOCIATION OF CONEJO TEACHERS

*Colleen Briner-Schmidt*, President; 839 members  
Conejo Valley Unified School District (27 schools)

**WHAT:**

“One of UACT’s allies is stepping down from the school board and we seek to flip the other two open positions to education-friendly candidates. We’re also supporting candidates for community college trustee seats.”

**WHY:**

“UACT has always had a political action committee (PAC) and has endorsed candidates in the past. However, in the last election anti-public education forces took control of the school board. This resulted in name-calling of students and educators by both board members and the public, censorship of literature used in classrooms, violations of the Brown Act, and more.

“We are supporting candidates who believe we should provide the best possible education for all students in the district, and who believe in attending to the issues of the district without imposing personal agendas.”

**HOW:**

“UACT held interviews with candidates in April. The committee made its decision, which went to the rep council for additional debate and vote. We endorsed early so we could begin work over the summer.

“We passed out 5,000 flyers at back-to-school nights across the district. We’re writing postcards to CTA members living in our district. We’re phone banking, writing letters to the editor, and working on the campaign committees of candidates Jenny Fitzgerald, Cindy Goldberg and Bill Gorback. We launched our Facebook page, and are walking precincts with Conejo Together — a coalition of parents, community leaders and business people who aim to restore integrity to our school board. We’re sending out a mailing to targeted voters.

“We applied for Association for Better Citizenship funds (ABC is CTA’s political action committee). We have also applied for a CTA special circumstances grant.”



Briner-Schmidt



LBCCFCA officers with recently elected trustees. From left, George Urch, trustee Vivian Malauulu, Ryan Carroll, trustee Uduak Joe Ntuk, Damon Skinner, trustee Sunny Zia, Janét Hund, Kirsten Moreno, Long Beach City College Faculty Association, Janét Hund, president.



## UNITED TEACHERS OF RICHMOND CTA/NEA

*Demetrio Gonzalez*, President; 1750 members  
West Contra Costa Unified School District (54 schools)

UTR President Demetrio Gonzalez, second from right with UTR's endorsed candidates in the school board race. From left, Consuelo Lara, retired educator; Madeline Kronenberg; Valerie Cuevas.

### WHAT:

"UTR is supporting a slate of three school board candidates and a city initiative that will fund community organizations that work with at-risk youth. We're also working to make sure our community knows the importance of the State Superintendent of Instruction race, and are deeply involved in county board races since local control around charter schools has not been respected by our county in the past.

"In the last few election cycles we have had to organize more of our members to be involved because of the hundreds of thousands of dollars spent on our opponents by organizations such as the Charter School Association. WCCUSD was one of the first places where the charter school industry put hundreds of thousands of dollars on candidates."

### WHY:

"Teachers, parents, labor, and students are supporting our school board candidates because they have dedicated their personal lives and careers to supporting students and educators. All three candidates understand what it takes to run a large urban district. Part of their platform is advocating for increased funding, especially through per-pupil funding and the LCFF and LCAP."

### HOW:

"A few months ago, UTR proposed to our labor partners to form a West County Labor Coalition in WCCUSD, to coordinate the endorsement process, sponsor candidate forums, form a common language and platform, and provide support during campaigns. It consists of nine labor groups including teachers, classified staff, police, supervisors, firefighters, building trades and

labor councils. By working together we'll be more successful in getting our candidates elected.

"UTR requested the maximum contribution from ABC. Even though we have chosen to raise our PAC contributions locally after 14 years, we still need support from ABC as well as staff to fight the large amount of funding being poured in by the charter industry.

"Success is not measured just by winning seats but by the creation of larger relationships with community organizations, families and leaders. With the West County Labor Coalition we are already seeing a partnership that didn't exist before. No matter what the result of the election, these relationships create a pathway for us to continue advocating together for what our students, educators and families need in our community."

## LONG BEACH CITY COLLEGE FACULTY ASSOCIATION

*Janét Hund*, president; 334 members

"Make your vote count and your voice heard." That long-held belief by the LBCCFA translates into power at the ballot box and support after elections. LBCCFA is involved in elections at all levels, but the local ones are most important, says President Janét Hund. "We work collaboratively and assertively with our trustees for the betterment of our students, our faculty and our community. The last election was a positive experience for members as they helped to elect another faculty-friendly trustee. We now have a board majority."





## FRESNO TEACHERS ASSOCIATION

*Manuel Bonilla*, president; 4,000 members  
Fresno Unified School District, 106 schools



FTA President Manuel Bonilla addresses members

### WHAT:

"We have four regions for school board seats. We've endorsed candidates in two regions. In one, instead of endorsing one candidate, we said, 'these three each have a unique vision we can support. They would be open and honest and willing to dialogue with us.' This allows teachers to support the candidate they are most comfortable with.

"During the candidate interview and evaluation, we asked that they commit to meeting with us twice a month. We have found that to get something done in this district, we must have board members willing to communicate and actually meet with teachers."

**"Teachers' voices should be heard during the budgeting process. We're bargaining now, during the budgetary process, so allocations are made alongside contract decisions and tentative agreements."**

—FTA President **Manuel Bonilla**

### WHY:

"Board members need to understand the voice and expertise of teachers. If they don't want to work with us or are unwilling to listen, they will not get our endorsement. We want reasonable people in those seats, not to rubber stamp, but to make informed decisions.

"Teachers' voices should be heard not after budget allocation, but during the budgeting process. We are trying to engage in the process this year, which means we're bargaining now, during the process, so allocations are made alongside contract decisions and tentative agreements."

### HOW:

"The endorsement process is run through our PAC, which interviewed candidates and made recommendations to the rep council. We framed the evaluation form with three broad questions: Does this candidate share similar educational values? Will they be able to communicate and work with us? Will they be able to work with colleagues at the board level? Budget was also a major issue.

"For our endorsed candidates, teachers are canvassing neighborhoods and attending forums. We applied for and received an ABC grant.

"Success happens when all FTA-endorsed candidates are elected; long-term success comes through the process — we're looking for constant communication, someone who understands teachers' needs. Our work benefits Fresno's 74,000 students and their families."



LUTA site reps and leadership. Standing, left to right: Pearl Light, Jerri Rincon, Adrianna Collins, Vicky Sawyer, Kadie Collette, Gloria Carrasco, Sandy Sanchez, Valarie Maurice, Tiffany Fuhrmeister, Sarah Rogers, Bruce Roberson, Nathan Davidson, Brittany Miner, Lisa Abarca, Karen Wensel, Steve Overgaard, Christie Herriage. Sitting, left to right: Samantha Chan, school board candidate area 1; Terry Tutupalli, school board candidate area 3; Natalie Son; Kendall Irey.



## LINCOLN UNIFIED TEACHERS ASSOCIATION

*Tiffany Fuhrmeister*, president; 471 members  
Lincoln Unified School District, 12 schools

### WHAT:

"We are supporting two candidates this year in our school board races. Terry Tutupalli is a retired school teacher from our district, and a big advocate of working together with educators to make decisions that are in the best interest of students. Samantha Chan is an LUSD parent with a long history of volunteering in the classroom and sharing her love for art.

"LUTA has never had a PAC, so this is a new venture for our chapter."

### WHY:

"Most of our school board members have been appointed to their seats and don't have a well-rounded view of what is happening in our schools. LUTA leadership has attended every board meeting and we realized that board members would just rubber-stamp what the superintendent told them. It was clear that many of the important decisions being made were not always in the best interest of students, community and educators.

"LUTA wants to support a teacher-friendly board member who will make decisions after researching all options and information and not just because the cabinet says it is what is best for the district. We also want a board member who will demand that the district is transparent with the budget and encourage collaboration with teachers to provide quality professional development."

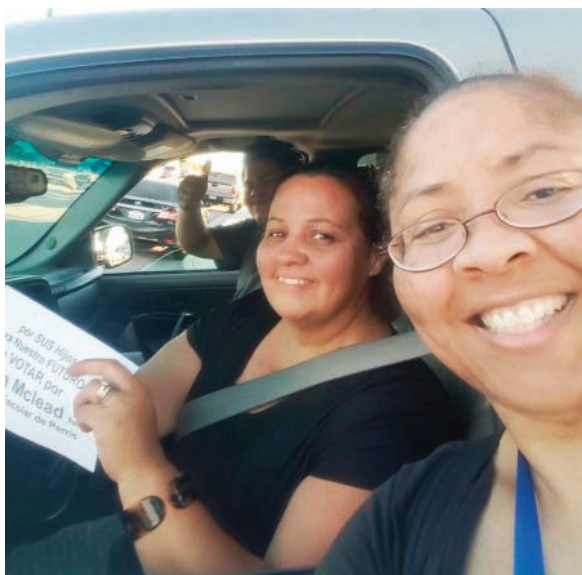
### HOW:

"We are helping candidates by phone banking, precinct walking, sending mailers and distributing yard signs. Our CTA staff was instrumental in helping us successfully apply for ABC funds.

"In the last year, we encouraged more of our members to become involved in bargaining, as we expanded our bargaining team from four people to about 25. Through this, we were able to find new leaders to serve on our PAC. Because of these changes, members are more informed and engaged in our association. Having more voice in our direction has been a huge success in itself. Our new endeavor with this campaign has invigorated LUTA and brought hope and excitement, which in turn brings us together to campaign for real change."



Perris Elementary Teachers Association-endorsed candidate Dana McLead meets voters in Perris



## PERRIS ELEMENTARY TEACHERS ASSOCIATION

*Sarah Rowbotham*, president; 300 members  
Perris Elementary School District; 8 schools

### WHAT:

"PETA has endorsed Dana McLead, Michelle Maisel and Maribel Nava in the school board

election. In the past, PETA endorsed candidates who won and did not represent teachers' interests or take the time to fully understand the depth of concerns by our unit members, parents and community. The current school board does not question what the district tells them."

### HOW:

"Our PAC interviewed candidates, then our executive board and rep council agreed on candidates that our PAC proposed for endorsement. As a chapter, PETA is handing out flyers, campaigning door-to-door and walking the neighborhoods.

"We have a local PAC fund and are getting ABC funds.

"Success would be having all three of our endorsed candidates win the election. Even if all three do not win, it will still have been a successful campaign because as an association, we brought attention to the various concerns."

## CALAVERAS UNIFIED EDUCATION ASSOCIATION

*Lorraine Angel*, president; 150 members  
Calaveras Unified School District, 10 schools

### WHAT:

"CUEA is actively supporting three school board candidates by providing campaign strategy and planning; educating candidates on LCAP and LCFF and related student resource issues; mailing and phone banking."

### WHY:

"CUEA went on strike in October 2017 because of a lack of support for students and teachers. Class size, school safety and attracting/retaining qualified teachers were major issues.

"Since the strike, we've seen the importance of having a good relationship with the school board, and having board members we can communicate with."



## MENIFEE TEACHERS ASSOCIATION

*Shelli Sullivan*, president; 470 members  
Menifee Union School District, 14 schools



Above left, MTA-endorsed candidates Jackie Johansen, Kyle Root and Kenyon Jenkins. Top, from left, MTA's Susan Rood, PAC Chair Andrea Carrasco and President Shelli Sullivan.

### WHAT:

"MTA has endorsed school board candidates Kyle Root, Jackie Johansen and Kenyon Jenkins."

### WHY:

"MTA has met many challenges over the last quarter-century as their community has grown from a small, unincorporated area to a city of more than 75,000. The need for visionary leadership is clear, with issues of continued growth and district unification still unresolved. MTA leaders describe their slate of candidates as longstanding, respected members of the community who will advance a student-centered agenda where everyone has the tools, resources, and opportunities necessary for success. MTA endorsed a slate of school board members in each of the open trustee areas. If successful, the new board majority will ensure the future is secured for students, teachers and the school district."

### HOW:

"We set up a political action committee and 146 of 150 members decided to donate to the PAC. We applied for ABC funds and we've had lots of support from CTA staff. We had a six teacher panel interview our candidates.

"Success will be on election night when we see our candidates win — that will give us three of five on the board who will be teacher-friendly."



In back, CUEA President Lorraine Angel, PAC Treasurer Shannon Kenney, board member Ryan Smith. In front, board members Renetta Hale and Kaarn Egge.



# CTA MEMBERS ARE RUNNING WITH VALUES

## CTA MEMBERS ENTER LOCAL POLITICAL RACES INTENT ON MAKING LONG-LASTING CHANGE

**EDUCATORS ARE** no longer willing to sit on the sidelines and watch uninformed and misguided politicians decide the future of students and schools. They're mobilizing, organizing and jumping into the political fray, intent on making positive and lasting change. Here is a look at CTA members who are joining hundreds of educators across the country to run for office on local school boards and city councils.

### VIRGINIA TORRES

Lifetime CTA/NEA member and associate member of Teachers Association of Long Beach; taught grades K-8 for 34 years in Long Beach Unified School District before retiring.



#### WHAT:

First-time candidate for Westminster School District Board of Trustees, Area 2; endorsed by Westminster Teachers Association (WTA).

#### WHY:

"I'm running to make our district and schools a great place of learning. I have concerns about school safety and students' mental health. There's so much bullying in our schools, especially online. I'd like to see social and emotional development of children come to the forefront at all grade levels.

"I'll work for safe schools, high behavioral

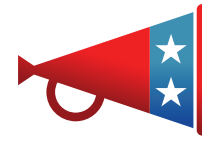
and academic expectations, and schools with a rigorous curriculum as we prepare students for the 21st century. I feel strongly about equity in our education system, closing the achievement gap, and having success for all students."

#### HOW:

"WTA's campaign includes walking my area with flyers and lawn signs, phone calling, sending mailers out, and GOTV calls. Teacher reps and I attended back-to-school nights and passed out my flyers. WTA applied for ABC funds. In July, CTA's Region IV political organizer spent a day training WTA officers, their PAC and candidates."



Wheatley



## SARAH KIRBY-GONZALEZ

Folsom-Cordova Education Association; 14-year public school teacher currently teaching 5th grade in Rancho Cordova.

### WHAT:

Candidate for reelection to the Washington Unified School District school board in West Sacramento.

### WHY:

She initially won in a special election against a corporate charter school association candidate. "An employee of [charter school advocate] Michelle Rhee was running. I thought, 'Wait — I don't want my daughter in a district with people at the helm who don't believe in public education!' Often as teachers,



Kirby-Gonzalez

and women, we don't see ourselves in the leadership role. Sometimes when we look around we realize, 'I am the most qualified person to run.'

"Teachers who are immersed in childrens' education every day should have a voice in policy-making. I'm the only teacher serving on the board. When I came on the board, NCLB was ending

and everything was test-driven. Now, we're looking at the needs of the whole child. My goal now is to continue to improve academic and social supports for students.

"Being a board member has allowed me to make my voice heard. I have all these roles, relationships and contacts where I can advocate for my district and public education. It's hard for a teacher to break into all that."

**"Often as teachers, and women, we don't see ourselves in the leadership role. Sometimes when we look around we realize, 'I am the most qualified person to run.'"**

### HOW:

"The most important thing is having a targeted list of registered, likely voters and going door-to-door to meet them. Making personal connections is key.

"My local's members are the real reason I won. I walked with my daughter and worked really hard, [but] if even 10 others walk, it magnifies the impact you can have. Sometimes our union may take the heat for [being involved in elections or canvassing neighborhoods], but people respect teachers and they are the best people to tell your story. Having their support is a huge honor."

## BRIAN WHEATLEY

Evergreen Teachers Association; ETA president. Currently Teacher on Special Assignment; taught grades 5-6 since starting as a teacher in 1985.

### WHAT:

Candidate for San José Unified School District Trustee, Area 4; first political campaign. Endorsed by ETA.

### WHY:

"My decades of experience as a classroom teacher provides me with a student-centered approach when dealing with district-wide issues. In addition, my 10 years as ETA president has given me the opportunity

to advocate for my colleagues and interact with the variety of community groups focused on the needs of working people.

"Additionally, because of my physical handicap, I have a unique perspective that provides a sensitivity and awareness that has helped me connect with students, in and out of the classroom."

### HOW:

"ETA has endorsed my campaign, and individual teachers have been very supportive and participated in various events, including fundraising. [Neighboring local] San Jose Teachers Association chose to do a dual endorsement with the appointee currently occupying the seat since March."



## BARBARA SCHULMAN

Saddleback Valley Educators Association (SVEA); an educator for 30 years, teaching pre-school through adult transition in Saddleback Valley Unified School District, before retiring.

### WHAT:

First-time candidate for Saddleback Valley Unified School District School Board; endorsed by SVEA.

### WHY:

"I want to help Saddleback stay a strong, positive school district. I have gone to school board meetings for 30 years. From day one I knew that when I retired, this is what I wanted to do. My platform is safety, fiscal accountability, transparency, and teacher recruitment and retention. I want to make sure our declining-enrollment district spends money wisely while providing all students the best education."

### HOW:

"I have been participating in events, doing social media, phone calls and going door-to-door. My local supported me with a commercial and at candidate forums, passing out flyers at all back-to-school nights, sending postcards with handwritten notes, and moral support. I am a graduate of NEA's See Educators Run training."



Schulman

## LARRY ALLEN

CTA/NEA-Retired; before retirement, Middletown Teachers Association and former member of CTA's Board of Directors. Taught all subjects at a continuation high school in Middletown Unified School District, where he was a teacher for 32 years.

### WHAT:

Candidate for Governing Board of Middletown Unified School District.

### WHY:

"There are three open seats on a board with no education professionals serving. My main goals are to bring into the district a culture of collaboration, recognizing that several minds from a variety of jobs are smarter than one mind in the district office; and to help redefine the role of a school board in a poor, rural district, from micro-managing school employees to hammering legislators with our students' need for equity. Our schools are the center of our community and a happy, well-performing district equals a happy community."



Allen

### HOW:

"My campaign holds events in homes. Our geography stifles door-to-door, so we are standing in front of stores and post offices with hand-outs. We are sending a mailer to all registered voters and are setting up a phone bank.

"I have received endorsement from the Lake County Democrats. My local chapter, which is in the district in which I'm running, voted to 'stay out of politics' a few years ago."

## LITA TABISH

Temecula Valley Educators Association; 30-year public school educator currently teaching middle school home economics.

### WHAT:

Candidate for Fallbrook Union High School District Governing Board; endorsed by Fallbrook Teachers Association (FTA).

### WHY:

"I have lived in the Fallbrook School District for 19 years and worked for the district for 18 years. I've been disappointed with the direction the district is heading. Many valuable courses and programs have been cut. I've voiced my opinion at numerous school board meetings with no positive response. At the

June meeting, current board members voted unanimously to award the superintendent a big raise and new contract. He now earns well over a quarter of million dollars with automatic raises to run *one school!* That was the last straw. I decided to run myself."

## JEREMY KHALAF

Westminster Teachers Association (WTA); eighth year of teaching high school; currently teaches Chemistry/AP Chemistry in Garden Grove Unified School District.

### WHAT:

Candidate for school board trustee, Area 5, of the Westminster School District; endorsed by WTA.

### WHY:

"As parent to two young children and a public school teacher, I feel responsible to be the voice of parents and teachers to champion decisions that will be in the best interest of our students and our schools. I realized I needed to run while attending an information night at an elementary school in the district. Both teachers and parents voiced similar frustrations with the current school board leadership. Fiscally harmful decisions, a lack of transparency, even indecency toward community members at board meetings, were included in the alleged offenses."

### HOW:

"I am campaigning primarily by going door-to-door and through social media (facebook.com/JeremyWSD18). I receive tremendous support and guidance from WTA, which represents the 500-plus Westminster teachers in the district. These teachers go door-to-door, pass out flyers, put up signs and support my campaign on their own time outside of the classroom. WTA has coordinated support from CTA and our local CTA political support person. It has also applied for ABC funds on behalf of endorsed candidates: myself (Area 5) and Virginia Torres (Area 2)."



Khalaf

## DIANNE JONES

Fremont Unified District Teachers Association (FUDTA); substitute teacher in Fremont Unified School District for over two years; has served in local PTA leadership and on several FUSD committees.

### WHAT:

First-time candidate for Fremont Unified School Board; endorsed by FUDTA.

### WHY:

"The most positive impact I can have is serving on the school board, providing leadership and making policy decisions that positively impact our students, educators and support staff. I decided it was time after watching our current board make several decisions that disregarded years of work and recommendation from our professionals and educators. I fear these decisions will widen the achievement gap. "As a trustee, I will work to provide state-of-the-art facilities; highly qualified educators and support staff who can afford to live in the community and whose expertise is valued; and safe and inclusive schools."

### HOW:

"I've been meeting with district stakeholders to learn about the experiences of our educators, students and families. I have held several meet-and-greet events, attended candidate forums, knocked on doors, and made phone calls.

"I'm honored to have Sherea Westra, a former FUDTA president and Fremont teacher of the year, serve as my campaign manager. FUDTA is supporting my campaign and helping to engage community members by distributing literature, sharing my vision, phone banking, writing op-eds and letters, and walking precincts."



Jones

**HOW:** "FTA has assisted in putting up signs and banners and sending out e-mails. FTA teachers walked Main Street in Fallbrook and asked local businesses to post our campaign signs in their windows. We have reached out to retired teachers for support and they have been awesome. I've been involved in many Fallbrook community groups, trails council, park boards and clubs, and many of these groups are giving support and helping to spread the word. I also knew that I could not make changes on the school board by myself so I have teamed up with two other like-minded candidates and we are running as a block. We call ourselves the 'Terrific Trio.'"



Tabish



## MARY S. DOYLE

Sweetwater Education Association (SEA); 25-year educator currently teaching high school Spanish.

### WHAT:

First-time candidate for South Bay Union Elementary School Board; endorsed by Southwest Teachers Association (SWTA; SEA does not endorse outside of its own school board races).

### WHY:

"I live and work in this community. I realized I needed to run when I spoke to unit members of SWTA and realized changes that SEA and community members had brought about in Sweetwater Union High School District had not trickled down to our feeder schools. I feel a more equitable elementary school experience could result in better prepared and academically inspired citizens of our region.



Doyle

"Classroom teachers have much to contribute and should be welcomed in district-wide decision making. Classified employees have first-hand knowledge and invaluable experience as well. Parents and community members live with decisions school boards make long after the trustees themselves have moved on. Let's listen to these stakeholders."

### HOW:

"I'm walking precincts, making phone calls, doing social media, seeking endorsements from labor.

"SEA members are supportive of my campaign. I am endorsed by SWTA; members and retirees have passed out flyers at open houses across the district."

## TYRA WEIS

Associated Pomona Teachers, CTA/NEA member since 1994; served as APT president 2009-2013. Teacher for 25 years, currently teaching K/1 combo in Pomona Unified School District.

### WHAT:

Candidate for Chino City Council District 1, where she lives. Endorsed by Protect Chino, Business Leaders for Ethical Government, CTA's Service Center One, and more.



Weis

### WHY:

"I have long believed that educators deserve a role in decision-making at school board, city, state and national levels. I am running on a platform of communication, advocacy and transparency and hope to bring focus to honoring the city's general plan. I also want to address housing affordability and establish a kindergarten-to-college savings plan as a private-public partnership."

### HOW:

"I am walking, knocking and talking. I have a Facebook page and website. My chapter does not take positions on city council races, but colleagues have been supportive with the media campaign and contributions of time and money. They have also walked alongside me and helped place lawn signs.

"I am a May graduate of NEA's See Educators Run. It was a great nuts-and-bolts training on all aspects of a campaign. Having a clear message and being able to pivot to your talking points was an important part. I had planned for years while living in Pomona, to eventually retire and run for school board. See Educators Run opened me up to the possibilities."

**"NEA's See Educators Run was a great nuts-and-bolts training on all aspects of a campaign. Having a clear message and being able to pivot to your talking points was an important part."**

**—Tyra Weis**



**“One of my strengths is bringing together different groups of people and coming to consensus on what is in the best interests of our students and the community.”**

**—Ruth Luevand**

## RUTH LUEVAND

Bonita Unified Teachers Association; 18-year educator currently teaching high school AP Chemistry and Honors Chemistry.

### WHAT:

Candidate for Mt. San Antonio College Board of Trustees, District 2; endorsed by BUTA and Mt. SAC Faculty Association.

### WHY:

“I am a passionate advocate for public education. I have served in leadership roles within CTA, NEA and my local chapter. As a full-time teacher, I interact with students, teachers, parents, administrators and community members on a daily basis. One of my strengths is bringing together different groups of people and coming to consensus on what is in the best interests of our students and the community.



Luevand

“My motivation to run is based on a desire to give back to the community, share my expertise, and create an engaging and collaborative community college environment that best supports all students while remaining fiscally solvent.”

### HOW:

“I am participating in community events, attending political events, launching social media videos, doing phone calls, going door-to-door.

“The Mt. SAC Faculty Association endorsement comes with both financial and member support for canvassing and direct mailing. I am receiving support from CTA/NEA, for example in ABC funds through the Mt. SAC Faculty Association endorsement.”

## MARCO AMARAL

Sweetwater Education Association (SEA); has taught high school special education for two years.

### WHAT:

Candidate for South Bay Union District Board of Trustees; endorsed by Southwest Teachers Association (SWTA; SEA does not endorse outside of its own school board races).



Amaral

### WHY:

“This run is an extension of the movement for a dignified and just education system. Public schools are the most important public institution in any democracy. Education should serve as a tool to teach fundamental community lessons and values such as solidarity, compassion and love. This is about the kids, that we take the time and effort to see the humanity of each student, not their production value as measured by standardized tests.

“My goals: provide competitive salaries for all unionized workers, a world-class special education program that values all stakeholders, and cultural competency training for all district employees.”

### HOW:

“We are using social media to promote our platform. We are knocking on doors to seek support.

“SEA members are helping with volunteers for our precinct walks. SWTA has committed to phone banking and precinct walking. We received CTA ABC funding through the SWTA campaign plan.”



## DON BRIDGE

Retired CTA/NEA life member and Associated Chino Teachers (ACT) member; former CTA Board Member; taught high school government for 33 years; 38 total years in education.

### WHAT:

Candidate for Chino Valley Unified School District Board of Education.

He first ran for one of three open seats on the school board two years ago and came up just short, finishing fourth by only 743 votes. (The top four finishers all received more than 22,000 votes.)

### WHY:

"Coming so close two years ago, I wanted to give the campaign one more try." He is hoping this time will be successful in order to flip the board majority. Two current board members unfriendly to educators have made a practice of grandstanding during meetings and espousing controversial viewpoints, which has resulted in a lawsuit against the school district. "It is my hope to be elected and not only change the majority but also bring back decorum to the meetings and a proper focus on education."



Bridge

### HOW:

"My campaign has been endorsed by ACT and the local chapter of the California School Employees Association (CSEA). ACT applied for and received ABC funding. I have been meeting with local community parent groups who oppose the board majority. ACT and CSEA are scheduling precinct walks. ACT is sending a letter to CTA members living within the district boundaries. Some teachers will be writing letters to the local Chino newspaper."

## JOSÉ ALCALÁ

Moreno Valley Educators Association; he served on MVEA's bargaining team, and also as past chair of CTA's Hispanic Caucus. An educator in Moreno Valley Unified School District for 15 years, he currently is a member of the CTA Board of Directors, representing educators in Riverside and San Bernardino counties.



Alcalá

### WHAT:

Candidate for Riverside Community College District Board of Trustees, Area 4; endorsed by Riverside Community College Faculty Association (RCCFA), Corona-Norco Teachers Association and Alvord Educators Association, along with the local central labor council, building trades' unions and others.

### WHY:

"Once the faculty at the college and elected officials that I respect asked me to run, I knew it was time. I was definitely humbled that people believed in me." His platform includes expanding job training programs, maintaining fiscal accountability, and increasing community college accessibility for all. He is a graduate of the Riverside college district and wants to "pay it forward" for helping him to succeed in life, plus serve as a role model. "I became a teacher to give back and help students just as my teachers had done for me," he says. "Our community is more than 60 percent Hispanic. I could serve as a role model for our people of color in this community. I want folks to see that somebody from the community can do this."

### HOW:

"I am going door-to-door, and we are using targeted mail!" Members of RCCFA are working hard to get out the vote for Alcalá.

**"Our community is more than 60 percent Hispanic. I could serve as a role model for our people of color. I want folks to see that somebody from the community can do this."**

**—José Alcalá**

# VOTER GUIDE



## CTA'S RECOMMENDATIONS FOR THE NOV. 6 GENERAL ELECTION

**LET YOUR VOTE** be your voice! Help elect lawmakers who will fund public schools and support all students and educators. For more information, go to the CTA Campaign 2018 site at [cta.org/campaign](http://cta.org/campaign).

### STATEWIDE OFFICES

**Governor** – Gavin Newsom  
**Superintendent of Public Instruction** – Tony Thurmond  
**Lieutenant Governor** – Ed Hernandez  
**Attorney General** – Xavier Becerra  
**Secretary of State** – Alex Padilla  
**State Controller** – Betty Yee  
**Insurance Commissioner** – Ricardo Lara  
**State Treasurer** – Fiona Ma  
**Board of Equalization District 1** – No Recommendation  
**Board of Equalization District 2** – Malia Cohen

### STATEWIDE PROPOSITIONS

Learn more about CTA's recommendations on the 2018 Initiatives on page 44.

YES on Proposition 4 – Issues \$1.5 Billion in Bonds for Children's Hospitals

NO on Proposition 5 – Revises Process for Home Buyers Who are Age 55 or Older or Severely Disabled to Transfer Their Tax Assessments

YES on Proposition 10 – Allows Local Governments to Regulate Rent

NO on Proposition 11 – Allows Ambulance Providers to Require Workers to Remain On- Call During Breaks Paid

### ASSEMBLY

**AD 2** – Jim Wood (D)  
**AD 3** – No Recommendation  
**AD 4** – Cecilia Aguiar Curry (D)  
**AD 5** – No Recommendation  
**AD 6** – No Recommendation  
**AD 7** – Kevin McCarty (D)  
**AD 9** – Jim Cooper (D)  
**AD 11** – Jim Frazier (D)  
**AD 12** – Neutral  
**AD 13** – Susan Talamantes Eggman (D)  
**AD 15** – Jovanka Beckles (D)  
**AD 16** – Rebecca Bauer-Kahan (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 23** – No Recommendation

**AD 25** – Kansen Chu (D)  
**AD 26** – Jose Sigala (D)  
**AD 27** – Ash Kalra (D)  
**AD 28** – Evan Low (D)  
**AD 29** – Mark Stone (D)  
**AD 30** – Robert Rivas (D)  
**AD 31** – Joaquin Arambula (D)  
**AD 32** – Rudy Salas (D)  
**AD 34** – Nicholas Nicita (D)  
**AD 35** – Jordan Cunningham (R)  
**AD 36** – No Recommendation  
**AD 37** – Monique Limon (D)  
**AD 38** – Christy Smith (D)  
**AD 39** – Luz Rivas (D)  
**AD 40** – James Ramos (D)  
**AD 41** – Chris Holden (D)  
**AD 42** – No Recommendation  
**AD 43** – Laura Friedman (D)  
**AD 44** – Jacqui Irwin (D)  
**AD 45** – Jesse Gabriel (D)  
**AD 46** – Adrin Nazarian  
**AD 47** – Eloise Gomez Reyes (D)  
**AD 49** – Ed Chau (D)  
**AD 50** – Richard Bloom (D)  
**AD 51** – Wendy Carrillo (D)  
**AD 52** – Freddie Rodriguez (D)  
**AD 53** – Miguel Santiago (D)  
**AD 54** – Sydney Kamlager (D)\*  
**AD 57** – Ian Calderon (D)  
**AD 58** – Cristina Garcia (D)  
**AD 59** – Reggie Jones-Sawyer (D)  
**AD 60** – Sabrina Cervantes (D)  
**AD 61** – Jose Medina (D)  
**AD 63** – Anthony Rendon (D)  
**AD 64** – Mike Gipson (D)  
**AD 65** – Sharon Quirk-Silva (D)  
**AD 66** – Al Muratsuchi (D)  
**AD 67** – Michelle Singleton (D)  
**AD 70** – Patrick O'Donnell (D)  
**AD 71** – Neutral  
**AD 72** – Josh Lowenthal (D)  
**AD 74** – Cottie Petrie-Norris (D)  
**AD 75** – Alan Geraci (D)  
**AD 76** – Tasha Boerner Harvath (D)  
**AD 77** – Sunday Gover (D)  
**AD 78** – Todd Gloria (D)  
**AD 80** – Lorena Gonzalez Fletcher (D)

\* For Special Election

### SENATE

**SD 2** – Mike McGuire (D)  
**SD 6** – Richard Pan (D)  
**SD 10** – Bob Wieckowski (D)  
**SD 12** – Anna Caballero (D)  
**SD 14** – No Recommendation  
**SD 16** – No Recommendation

**SD 20** – Connie Leyva (D)  
**SD 22** – Mike Eng (D)  
**SD 24** – Maria Elena Durazo (D)  
**SD 28** – Joy Silver (D)  
**SD 30** – Holly Mitchell (D)  
**SD 32** – Bob Archuleta (D)  
**SD 34** – Tom Umberg  
**SD 36** – No Recommendation  
**SD 40** – Ben Hueso (D)

### CONGRESSIONAL

**CD 1** – Audrey Denney (D)  
**CD 2** – Jared Huffman (D)  
**CD 3** – John Garamendi (D)  
**CD 4** – Jessica Morse (D)  
**CD 5** – Mike Thompson (D)  
**CD 6** – Doris Matsui (D)  
**CD 7** – Ami Bera (D)  
**CD 8** – Paul Cook (R)  
**CD 9** – Jerry McNerney (D)  
**CD 10** – Josh Harder (D)  
**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 18** – Anna Eshoo (D)  
**CD 21** – Neutral  
**CD 22** – Andrew Janz (D)  
**CD 23** – Tatiana Matta (D)  
**CD 25** – Katie Hill (D)  
**CD 26** – Julia Brownley (D)  
**CD 27** – Judy Chu (D)  
**CD 28** – Adam Schiff (D)  
**CD 29** – Tony Cardenas (D)  
**CD 30** – Brad Sherman (D)  
**CD 31** – Pete Aguilar (D)  
**CD 32** – Grace Napolitano (D)  
**CD 33** – Ted Lieu (D)  
**CD 34** – Jimmy Gomez (D)  
**CD 36** – Raul Ruiz (D)  
**CD 37** – Karen Bass (D)  
**CD 38** – Linda Sanchez (D)  
**CD 39** – Gil Cisneros (D)  
**CD 40** – Lucille Roybal-Allard (D)  
**CD 41** – Mark Takano (D)  
**CD 42** – Julia Peacock (D)  
**CD 43** – Maxine Waters (D)  
**CD 45** – Katie Porter (D)  
**CD 47** – Alan Lowenthal (D)  
**CD 48** – Harley Rouda (D)  
**CD 49** – Mike Levin (D)  
**CD 50** – Ammar Campa-Najjar (D)  
**CD 51** – Juan Vargas (D)  
**CD 52** – Scott Peters (D)





# MEET THE CANDIDATES

## CTA ENDORSES STATEWIDE LEADERS WHO UNDERSTAND NEEDS OF EDUCATORS AND STUDENTS

**THIS ELECTION**, California voters are lucky to have a full slate of leaders who have established records supporting public schools, educators, children and working people. All share CTA's passion for the power of education.



*Governor*  
**GAVIN NEWSOM**

Newsom is a proven advocate for our students, public schools and colleges. He believes that a public education system that puts students above profits and respects the service of educators is vital to expanding opportunity for all Californians.

Newsom's priorities include universal preschool, accountability for charter schools and protecting education funding guarantees that provide the resources our schools need. He wants to address the statewide shortage of teachers and provide current educators with the support they deserve. He also wants to examine how to create full-service K-12 community schools, which would engage communities in our children's future and provide other public services like wellness centers, after-school programs, and arts and computer science education.

Newsom knows that educational excellence does not come from the halls of the State Capitol, but from the daily devotion of those on education's front lines in schools across our state. [gavinnewsom.com](http://gavinnewsom.com)

*Superintendent of Public Instruction*  
**TONY THURMOND**

Thurmond is a shining example of how public education provides opportunity to all students. He credits dedicated public school teachers with preparing him for a two-decade career as a social worker, city council member, school board trustee and Assembly member.

Thurmond stands ready to defend public schools from Secretary of Education Betsy DeVos

and billionaires like her who want to dismantle and privatize public education. He believes educating the whole child means ensuring students have access to school-based health, mental health and social service programs, and he wants to expand these programs.

Thurmond's lifetime of commitment to at-risk youth and public education makes him the only choice to lead the state's school system. He supports increased education funding, community schools, and attracting and retaining quality educators. [tonythurmond.com](http://tonythurmond.com)

*Lieutenant Governor*  
**ED HERNANDEZ**

Hernandez is a longtime supporter of students, educators and public schools, as a community leader, Assembly member and state Senator. He has fought to increase funding for public education and sought to increase accountability and transparency in California's charter schools.

Hernandez believes in the ability of education to change children's lives, and he supports universal preschool to provide all kids with early learning opportunities. He also supports tax reform to ensure that public schools, universities and community colleges always have the resources they need.

Hernandez also wants to provide more funding to ensure all students have the most current textbooks and course materials. [edhernandez4ca.com](http://edhernandez4ca.com)



**Attorney General**  
**XAVIER BECERRA**

Becerra is a tireless fighter for our most vulnerable and disadvantaged students. He is an advocate for public education, working families, affordable healthcare and the environment.

Becerra believes in protecting the rights of educators and all workers to collectively negotiate learning and working conditions. He wants to protect students from for-profit education businesses that lack accountability, and often leave them with nothing to show for their tuition and hard work other than a worthless piece of paper.

He will continue to serve as a steward of the civil rights of our children and educators so that all are protected from discrimination, harassment and mistreatment. This includes making sure we don't abandon the 200,000 California Dreamers who will be among our next generation of leaders.  
[xavierbecerra.com](http://xavierbecerra.com)



**Secretary of State**  
**ALEX PADILLA**

Padilla is an unwavering friend to public schools, educators and kids. He believes in fully funding public education and providing schools with the resources needed to adequately support English learners.

As a state Senator, Padilla authored legislative measures to identify and implement best practices in English learner curriculum and instruction

statewide. He also authored a bill that increased the tobacco tax and boosted school revenue by \$1 billion. As the official who oversees

California's elections, Padilla wants to see more civic instruction in schools, so students understand the responsibilities that come with living in a democracy. [alex-padilla.com](http://alex-padilla.com)



**State Controller**  
**BETTY YEE**

Yee credits educators in San Francisco public schools for preparing her for a lifetime of public service. She believes that teachers are assets to our state, and should be protected and supported.

Among her top priorities are keeping public schools public by increasing charter school audits and stabilizing education funding by working for comprehensive tax reform. Yee wants to ensure retirement security for teachers by working toward full funding of the California State Teachers' Retirement System (CalSTRS). She also believes strongly in supporting the collective bargaining rights of educators and other public employees so they can advocate for each other, working conditions and students.

Yee also co-founded the Asian Pacific Youth Leadership Project, which introduces California high school youth to the public service, public policy and political arenas.  
[bettyyee.com](http://bettyyee.com)



**State Treasurer**  
**FIONA MA**

The daughter of an art teacher, Ma is a product of public schools and believes every student deserves access to a high-quality education.

Ma believes that schools need to be safe and nurturing learning environments where students can grow and achieve. She wants to increase resources to educators and find ways to fund school arts programs, music, shop, athletics and other extracurricular activities. Ma also wants to modernize and retrofit older school buildings to ensure the safety of students, educators and the community.

[fionama.com](http://fionama.com)



**Insurance Commissioner**  
**RICARDO LARA**

Lara believes passionately in the power of public education and is driven by a vision for the future that includes expanding the services that protect and support our students. He is a champion of free community college for all California residents and universal preschool, so that our kids have more opportunities earlier.

Lara wants to find ways to address inequity that fuels the "school-to-prison pipeline" across our state and provide opportunity to all students. He also believes in monitoring charter schools to make sure that public funds are used properly to provide high-quality education to their students.

In 2016, Lara worked with CTA to pass Proposition 58, which repealed bilingual education restrictions in our classrooms. [ricardolara.com](http://ricardolara.com)

**Board of Equalization, Seat 2**  
**MALIA COHEN**

Cohen believes that every public school student should have access to a high-quality education, and this starts with providing educators with the resources they need. She helped make community college free in the City and County of San Francisco, and believes doing so for all California residents will promote equity in access to higher education opportunities.

Cohen shares CTA's concern about the lack of accountability and transparency in charter schools, and supports applying conflict of interest laws and disclosure regulations to every school that receives public funding.  
[electmalia.com](http://electmalia.com)

*Note: CTA has no recommendation for Board of Equalization Seat 1.*





# INITIATIVES TO KNOW

## WHY CTA TAKES POSITIONS ON THESE STATEWIDE PROPOSITIONS

**WHILE MUCH** of the focus this election season is on the race for governor, Superintendent of Public Instruction, and other state and congressional races, California voters will also decide the fate of 11 propositions. CTA has made recommendations on four of these propositions, which have impacts on working people and children. Be a voter this election and stand up for our values!

CTA recommends the following votes:

### **YES ON PROPOSITION 4** **Children's Hospital Bond**

Prop. 4 would authorize \$1.5 billion in bonds for the Children's Hospital Bond Act Fund. If approved, Prop. 4 provides \$1 billion to non-profit hospitals that serve high numbers of children eligible for government programs and children with special health needs eligible for California Children's Services. It also would allocate \$270 million to five University of California hospitals and \$150 million to public and private hospitals that serve children eligible for California Children's Services.

Educating the whole child means ensuring students have access to comprehensive healthcare. CTA recommends a YES vote on Prop. 4.

### **NO ON PROPOSITION 5** **Residential Property Tax Transfers**

Prop. 5 purports to help senior homeowners who want to move, but in reality it's just another big tax break for the wealthy. Prop. 5 would slash as much as \$1 billion in local revenue from public schools, while draining

another \$1 billion from crucial local services like healthcare, parks, libraries and emergency response.

The California Association of Realtors is the only sponsor of Prop. 5, and has spent \$7 million to convince voters that this tax break for the wealthy will help seniors in need. Don't fall for their ruse. Vote NO on Prop. 5.

### **YES ON PROPOSITION 10** **Rent Control**

Prop. 10 allows city and county governments to enact rent control laws that keep working families from being priced out of living in their communities. The proposition returns the power to regulate rental housing units back to local governments, so they can explore solutions to the housing affordability crisis that work for their communities.

Prop. 10 will not require any city or county to adopt or expand rent control but provides the option to do so – a choice they don't currently have. In a state where one in three residents pay more than half their income in rent, Californians need

relief from exorbitant rent costs and callous landlords. CTA recommends a YES vote on Prop. 10.

### **NO ON PROPOSITION 11** **Ambulance Employees**

Prop. 11 would allow private ambulance companies to require their workers to remain on call during their legally required breaks. The proposition would remove labor law protections for these important workers, and exempt the employers from liability for violations of existing law regarding work breaks.

Private ambulance companies are trying to stack the deck with Prop. 11 in the attempt to avoid millions of dollars in potential liability over their failure to comply with current law. This deceptive measure would impact thousands of AFSCME union members, putting them and all Californians at risk. Support ambulance workers who help people when they need it most, and vote NO on Prop. 11.

For more information go to [campaign2018cta.org/statewide-propositions](http://campaign2018cta.org/statewide-propositions).



# POSITIVE CHANGE

## TOM TORLAKSON'S TEAMWORK WITH EDUCATORS MADE "THE CALIFORNIA WAY" A NATIONAL MODEL

By Tom Torlakson

**TOM TORLAKSON** is finishing his final term as California's State Superintendent of Public Instruction. As he looks back at the progress made in education during his tenure, he is thankful for educators' help and optimistic about the future.

We've come a long way together. Eight years ago we faced devastating budget cuts, program reductions and the elimination, either through layoffs or attrition, of about 30,000 teaching positions. Morale in our schools was in free fall.

Now, California is in the middle of an educational transformation, with increased funding, more resources to those with the greatest needs, higher academic standards, online testing, and a new accountability system that considers more than a single test.

In addition, the public has trusted our education system enough to vote statewide three times in six years to increase our public investment, and is willing to do more.

Teachers working with me and the education team in California have helped make positive change for our students. As a teacher and former coach, I am a firm believer in TEAM — Together Everyone Accomplishes More.

The work by the Superintendent of Public Instruction — and by extension, all of you — can be felt in schools and colleges across California, which is why this November's election is so critical. It's vitally important that you elect a champion for all students and support a candidate who will listen to the experts — California educators.

Your voice and expertise have been invaluable to me. In California, we have a strong education team

— administrators, classified employees, parents, the governor, legislators, community and business leaders. But perhaps the strongest, most inspiring members of our team are teachers, who work directly with our students, especially the members and leaders of CTA, including my good friend and fellow teacher, CTA President Eric Heins.

During the great recession, teachers endured layoffs, and lived with the constant threat of layoffs. They did without pay raises and endured unfounded criticism and teacher bashing from so-called school "reformers." But you did not quit. You did not give up. Instead, you worked extra hard to teach your students and to seek political solutions.

Members of CTA were with me on the campaign trail, knocking on doors, making calls, and telling voters to invest in our students and our future. Voters listened, passing Proposition 30 in 2012, and again in 2016 by passing Proposition 55, which extended the tax increase on higher-income earners, and will raise between \$4 billion and \$9 billion a year. In 2016, voters also approved Proposition 51, which sets aside \$9 billion to renovate and upgrade California's schools. Teachers welcomed changes that help students, such as:

- the history/social science framework that celebrates California's diversity and the contributions and challenges faced by the disabled, the LGBT community and other groups and individuals who might have been overlooked in the past;
- Next Generation Science Standards that integrate science with engineering and teach students how to act like a scientist;
- Common Core, which emphasizes critical thinking, communications

*Continued on page 48* ►



# ELECTING THE PROVEN LEADER

# A CLOSER FOR SUPERINTENDENT OF P



## TONY THURMOND

### EXPERIENCE IN EDUCATION

He's currently a representative in the California State Assembly with 20 years of experience as a social worker and 12 years in education, teaching life skills, civics and career training, and running after-school programs. He formerly served as a trustee on the West Contra Costa Unified School District Board.

### ENDORSED BY EDUCATION STAKEHOLDERS

Supported by a diverse group of educators, parents and community leaders, as well as the past three Superintendents of Public Instruction: Tom Torlakson, Jack O'Connell and Delaine Eastin. Add to that a long list of non-profit and labor organizations, as well as United Farm Workers Founder Dolores Huerta.

### RECORD OF SUPPORT FOR ALL STUDENTS

He has fought for and won billions more in education funding, and has effectively worked with California's 120 legislators and the governor to get results. Among laws he's authored: programs to lower dropout rates and provide resources for foster youth; funding for early education; and support for dual-language programs.

### OUTLAWED FOR-PROFIT CHARTERS

He wrote the law that made for-profit charter schools illegal, and worked to pass laws that would increase the transparency and accountability for all taxpayer-funded charter schools. He opposes charters' selective enrollment policies, and discrimination against English learners and special education students.

## TONY THURMOND

**Supports allowing kids to think critically and creatively by moving away from restraints that require "teaching to the test."**

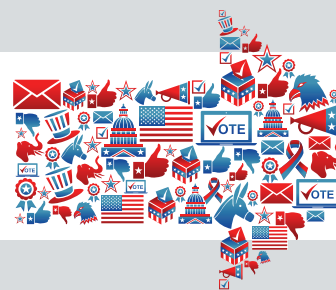
**Prepares kids for the 21st century with focus on STEM**

**Will make student safety a top priority with mental-health services and violence prevention programs**

**Wants to make college accessible and affordable for all**

**Supported by teachers, nurses, firefighters, librarians, social workers and education support professionals**

**ON NOV. 6, 2018, VOTE FOR THE CANDIDATE WHO WILL ADVOCATE FOR ALL CALIFORNIA STUDENTS**





# LOOK PUBLIC INSTRUCTION



For a deeper comparison of the two candidates, see [cta.org/spi](http://cta.org/spi).



## MARSHALL TUCK

### EXPERIENCE IN CHARTER MANAGEMENT

He's a former Wall Street investment banker who became an adviser to former Los Angeles Mayor Antonio Villaraigosa. He served as president of Green Dot Charter Schools and was CEO of Villaraigosa's Partnership for Los Angeles Schools (PLAS).

### ENDORSED BY CORPORATE BILLIONAIRES

While Tuck pledged not to take money from corporations or Political Action Committees, seven billionaires have combined to spend more than \$8.5 million on the corporate charter school champion – including three heirs of the Wal-Mart fortune, charter school funder Eli Broad and former LA Mayor Richard Riordan.

### RECORD TARNISHED WITH BROKEN PROMISES

His record in managing charter schools is murky. Green Dot Public Schools and the Partnership for Los Angeles Schools (PLAS) both have long lists of unanswered questions and broken promises to communities resulting in teachers from 8 out of 10 PLAS schools issuing a vote of no confidence.

### DISCIPLE OF THE CORPORATE CHARTER SCHOOL MOVEMENT

He believes in using taxpayer money to fund privately managed charter schools. And billionaires have filled his campaign coffers in the hope that he will become Superintendent of Public Instruction and accelerate the unregulated expansion of those charter schools in the name of "educational flexibility."

## MARSHALL TUCK

Received a resounding vote of no confidence from teachers in eight out of 10 public schools he managed

Supports corporate charter schools that shift hundreds of millions of dollars out of our neighborhood public schools

Mismanaged his charter school network, leading to a federal tax lien

Supported by the anti-public school billionaires' club — those with ties to Betsy DeVos

Tied to billionaires who have spent \$70 million since 2016 in CA on candidates like Tuck who support their agenda



# CTA RECOMMENDS TONY THURMOND FOR SUPERINTENDENT OF PUBLIC INSTRUCTION





**“The strongest, most dependable, most inspiring members of our team are educators, especially the members and leaders of CTA.”**



► **TORLAKSON** *Continued from page 45*

skills, and group work in English Language Arts and Mathematics.

Support from teachers has helped California avoid the distracting divisions, conflicts, and bickering occurring in other states over Common Core. Our extraordinary collaboration for positive change in education is now an example for our nation, known as the California Way.

Our collaboration is a key reason why polls show that Californians generally support the direction public education is heading in California. The Public Policy Institute of California showed that 70 percent of adults favored our new funding system, the Local Control Funding Formula, which provides more local control over funding and extra resources for students from low-income backgrounds, English learners and foster youth.

Positive views about California’s education system contrast with the opposition many Californians feel toward the divisive immigration policies of President Trump. To calm those fears, teachers are working with me to promote the “Safe Haven” designation for our schools, which reassures students, parents and educators that everyone is welcome on campus, regardless of immigration status. So far 118 districts that serve 2.7 million students have declared themselves as Safe Havens. Polls show that the designation is supported by 72 percent of parents.

Teachers also worked very closely with me to oppose Trump’s call for arming

teachers after the tragic school shooting at Marjory Stoneman Douglas High School in Florida on February 14, 2018, which took the lives of 14 students and three teachers. More than 61 California Teachers of the Year signed our letter advocating for tighter gun control and more mental health services, while rejecting arming teachers.

Progress has happened in many areas. Career Technical Education programs have been expanded and updated and so have after-school programs, which help students stay engaged in school. As a state legislator, I was proud to author bills that created the nation’s largest after-school program, an effort we have expanded.

I also fondly remember my work with CTA in passing the Quality Education Investment Act (QEIA) of 2006, which helped schools serving a higher percentage of low income, minority and English learners receive \$3 billion to help close the achievement gap.

Our efforts are paying off. High school graduation rates have reached an all-time high, going from 74 percent for the class of 2010 to 83 percent for the class of 2017. Suspensions and expulsions have declined; and eligibility for University of California and California State University enrollment has increased, particularly for Latino and African-American students.

CTA leadership and members strongly support my Global California 2030 initiative to vastly expand the teaching and

learning of world languages. We aim to certify more bilingual teachers, produce more students proficient in a second language so they can earn the State Seal of Bilingual Proficiency, and quadruple the number of dual language immersion programs. We are also spreading the word that proficiency in another language helps a student excel in all subjects.

I want to thank CTA leaders for participating in our Labor Management Initiative, an effort to bring together labor and management to learn best practices and strengthen bonds between school administrators and teachers and classified employees’ unions.

When I was Acting Governor two summers ago, I helped spread the word about the teacher shortage by declaring a “Change Lives, Be a Teacher” Day. As teachers, you have already changed lives for the better, while creating bright futures for our students.

I thank CTA and all teachers for your partnership. We have much more to do, including increasing school funding and further reducing the achievement gap. But we will continue to make progress, and you will continue to inspire me with your idealism, creativity, energy and dedication. Every day you come to work helping our students aim high and dream big, you strengthen our communities, and ensure California remains an economic and cultural powerhouse that celebrates the diversity of its residents. ■



# LEGISLATIVE UPDATE

By Julian Peebles

## Governor Vetoes School Start Time Bill

**A BILL THAT** would have required all public schools to start no earlier than 8:30 a.m. died on the governor's desk without his signature. Gov. Jerry Brown vetoed SB 328 (Portantino, D-La Cañada Flintridge), which would have created an unfunded mandate for local school start times.

CTA opposed the bill and delivered more than 1,000 letters from educators to the governor, urging him not to sign the bill into law. In his veto message, Brown cited teacher opposition as one of the main reasons he rejected the proposal.

"This is a one-size-fits-all approach that is opposed by teachers and school boards," Brown said. "Several schools have already moved to later start times. Others prefer beginning the school day earlier. These are the types of decisions best handled in the local community."

## New Law Prohibits For-profit Charter Schools

**WITH THE STROKE** of his pen, Gov. Brown banned for-profit corporations from operating and managing charter schools in California. The governor signed AB 406 (McCarty, D-Sacramento) in September after it passed with bipartisan support in the Legislature.

The bill was supported by CTA, along with a broad coalition of education groups and labor unions. Co-authored by Assemblymember and Superintendent of Public Instruction candidate Tony Thurmond, AB 406 takes aim at charter school corporations that turn taxpayer funds into exorbitant executive salaries and robust profits with little or no transparency and accountability. This is a good first step in reining in charter schools run by for-profit corporations that divert millions in public funds every year from public schools into the pockets of their investors.

"There should be no room for profit in public education," said Thurmond. "It's not fair to taxpayers, classroom teachers, and most importantly, it's not fair to students. When we allow profit to take priority over children in public education, we fail to fulfill our constitutional duty to provide quality education to all children equally."

The law will go into effect July 1, 2019.



Jerry Brown



To learn more about education-related legislation and CTA's positions go to [cta.org/legislation](http://cta.org/legislation).

## State Board of Education Denies Charter Petition

**IN A RARE DECISION**, the State Board of Education denied a charter school petition on Sept. 7. A coalition of educators, parents and school officials successfully fought off a new charter school in their community during an appeal hearing with the board. The ruling was the third and final denial issued to the proposed Rocketship charter school in San Pablo.

"This denial by the State Board of Education is the right decision," said CTA President Eric Heins. "Local districts and counties should be able to determine the best interests of their students and community."

Local concerns about the petition by Rocketship, a nationwide charter corporation, included class sizes, the ability to adequately support special education students, local control and student retention. Rocketship's proposal had been denied by the local and county school boards prior to the hearing at the state board of education.

"Rocketship's flawed proposal to open a new school has been denied at the local level and is not supported by educators, parents and local administrators," said Demetrio Gonzalez, president of the United Teachers of Richmond CTA/NEA.

The California Department of Education also opposed the petition, citing the "unrealistic financial and operational plan for the proposed charter school."



## Charters Now Required to Feed Low-Income Students

**LOW-INCOME CHARTER** school students throughout California will get a nutritious meal every school day when a new law goes into effect next year.

Gov. Brown signed AB 1871 (Bonta, D-Oakland) into law in September, ensuring that low-income students in charters have the same access to free and reduced-cost meals as those in all other public schools. Co-sponsored by CTA, the new law will fight hunger, advance equity and support student success by guaranteeing these students have access to school meals.

Brown signed similar legislation in 1975. When charter schools were authorized as public schools in 1992, they were made exempt from this requirement. The new law ends the glaring inequity.

"Food is fundamental, and hunger doesn't care where a student goes to school," said Assemblymember Rob Bonta. "AB 1871 means more children will have nourishment and thereby be ready to learn and reach their full potential."

More than 340,000 low-income students enrolled in California charter schools will now have guaranteed access to free and reduced-price meals at school, including the more than 80,000 low-income students who are currently going without.

## Law Clarifies Fair Share Liability

**NO PUBLIC EMPLOYERS**, employee associations or labor unions can be forced to return Fair Share service fees collected prior to June 27, following the signing into law of SB 846 by Gov. Brown in September. This bill clarifies state law related to the U.S. Supreme Court decision on that date that ended the collection of such fees.

Lawmakers concerned about potential liability to public agencies wrote this bill to prohibit any legal action against employers and labor unions for the collection of service fees prior to the Supreme Court's decision. The law applies to all pending and future claims, protecting agencies and unions from being held liable for fees collected legally prior to the ruling.

## NEA, CTA Sue DeVos Over Online Student Protections Reversal

**THE SUDDEN REVERSAL** of federal regulations that protect students at online schools spurred a lawsuit by NEA and CTA against the federal Department of Education and Secretary of Education Betsy DeVos.

At issue are protections that require online or distance programs to disclose – to prospective and enrolled students – whether they meet licensing requirements in their states, and whether the school is under investigation by a state or accrediting agency. The regulations initially went into effect July 1, but DeVos announced two days later that they would be delayed until July 2020.

This hurts online students like aspiring elementary school educator Stephanie Portilla. Portilla, based in California, is enrolled in a program at Western Governors University – an online-only program that came under fire last year because it didn't meet federal standards. The program eventually was forced to return \$713 million in federal aid. Without the protections that DeVos reversed, Portilla and other students attending online programs might not find out about accreditation issues like this until it's too late.

"Without them, students like Stephanie could end up saddled with debt and stuck with a worthless degree they can't use," said CTA President Eric Heins.

The suit, filed in a federal court in California, asks that DeVos be ordered to put the rules back into effect.



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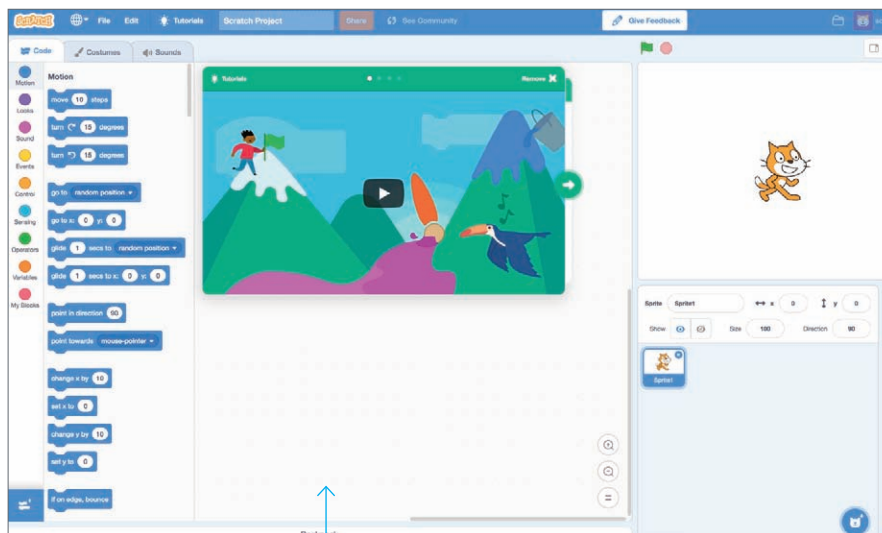
# Students in Control

## EdTech enhances Project-Based learning's impact

By @samdemuro and Terry Ng

**PROJECT-BASED LEARNING (PBL)** is popular among educators interested in encouraging student engagement with curriculum, and actively exploring real-world challenges and issues. By focusing learning on a question or challenge, PBL helps students control their own learning and drive the process.

Educational technology, or EdTech, can enhance PBL's impact and increase efficiency in the classroom. Here are a few EdTech tools that educators can try.



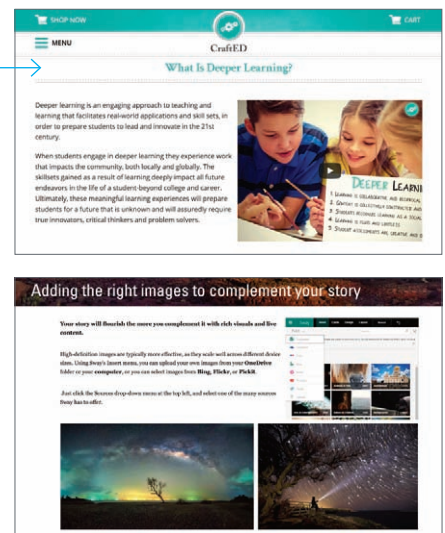
**Mathalicious** has real-world lessons to help middle and high school educators challenge their students to think critically about the world. Lessons are relevant and relatable, including "Payday," where students use rates and ratio reasoning to compare what different professions earn, and "Pic Me," where students use linear regression models and correlation coefficients to learn about followers, hashtags and popularity on Instagram. [mathalicious.com](http://mathalicious.com)  
30 day free trial, group rates for teachers

**Scratch** allows students to code their own interactive stories, games and animations. In the process, students learn to think creatively, reason and work collaboratively with their fellow students in class and around the world. [scratch.mit.edu/educators](http://scratch.mit.edu/educators)  
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**Kyte** has a library of technology professional development videos, created by educators for educators, including videos focused on project-based learning. [kytelearning.com](http://kytelearning.com)  
Free 14-day trial, \$6.25/month

**Crafted**, created by a former California classroom teacher, empowers teachers to deliver deeper project-based learning experiences to their students. Through clear guidance, planning tools, tips, workshops and e-courses, educators have a wealth of resources at their fingertips. [craftedcurriculum.com](http://craftedcurriculum.com)  
Lessons are priced a la carte

**Sway** is an intelligent digital storytelling tool, where educators and students can create and share interactive class materials, presentations, projects and more. [products.office.com/en-us/made-for-doing](http://products.office.com/en-us/made-for-doing)  
Included with Microsoft Office 365



### What is Project-Based Learning?

Watch this Edutopia video to learn more: [tinyurl.com/yb2ud3yf](http://tinyurl.com/yb2ud3yf)

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## Teaching & Learning



Joe Parizeau with his grandmother Rose; photo by Sue Reynolds, [everydaynative.com](http://everydaynative.com).

## TEACHING ABOUT NATIVE AMERICANS

*Everyday Native* builds understanding and respect between non-Natives and indigenous people

By Julian Peeples

**A NEW WEBSITE** that provides teaching resources about Native American history and contemporary life seeks to promote understanding about Native Americans by non-Natives. *Everyday Native* ([everydaynative.com](http://everydaynative.com)) provides a variety of materials for educators, including ideas for class discussions, writing, research and community involvement. These materials may be particularly relevant for lessons celebrating Native American Heritage Month in November.

*Everyday Native* was created to help build knowledge about Native Americans and dispel stereotypes created by movies, TV and the news media. The site invites teachers and students in grades 4-12 to learn about and reflect on Native American history and contemporary life, and is designed to enhance the study of subjects including language arts, U.S. history, social studies, photography, poetry and art.

This resource is also intended to help heal racism by building bridges of understanding between non-Native and Native American youth.

"I realized that for most American children, what their Native American peers do every day on reservations is a mystery," said *Everyday Native* founder Sue Reynolds. "What's similar and what's different between these two worlds? These questions led me to share what I had learned by creating a teacher's resource with a positive message for youth."

Using photographs that present aspects of Native American history, traditions and contemporary life, and poems by acclaimed Native American poet Victor Charlo, *Everyday Native* provides concepts and questions for discussion and interpretation by students. Reynolds hopes the site will help bridge the understanding gap between Native Americans and non-Natives, and create an America where everyone is valued for their unique voices and the cultures they embrace.

"Your leadership in using this educational resource helps students become members of the kind of new community we want for all our children," she said. "*Everyday Native* is one important step in becoming true neighbors. As we share our own stories, non-Native and Native, we learn the truths from our shared local and national histories. We acknowledge the difficulties of our shared past. Then we move forward together." ■

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# Passion for Bully Breeds

Educator's book enchants students, raises money for dog rescue

By Cynthia Menzel

**ANNETTE DE PASQUALE** has found her passion. The 33-year teaching veteran and longtime dog rescue advocate recently published her first children's book about her pit bull breed mix, Jessie. "I cannot imagine my life without having followed my dreams and getting involved in pit bull advocacy work," says the Selma Unified Teachers Association member. Part of the proceeds from the sale of the book are going to the Fresno Bully Rescue, which helps "bully" breed dogs such as American pit bull terriers and bulldogs.

"I adopted Jessie from the local shelter in February 2012. I had no idea how much my life would change," De Pasquale says. "Jessie was my first bull breed mix. I was a little hesitant, but learned quickly how affectionate and loving she is."

De Pasquale knew that pit bulls were discriminated against and people were afraid of them. She was surprised at how much false information and "bad dog" stories were out there. After a little more research, she discovered "they are all just goofy lap dogs who want attention just like any dog."

When De Pasquale travels, she visits local rescues. She's discovered "at least 50 percent of the dogs in shelters are pit bull-type dogs. So, I decided that 25 percent of the book profit was going to help the

**"This has inspired me to do a passion project with my students. They will devote an hour a week to studying, researching and presenting on any topic they are interested in."**

—**Annette De Pasquale**, Selma Unified Teachers Association

local bully rescue where I volunteer." She made her first donation in August from the first set of books and shirts sold. "It's not a fortune, but if I can help Fresno Bully Rescue pull more pit bulls from shelters and give them forever homes, then I am doing exactly what I set out to do."

## Lessons on publishing a book

Getting the book published took five years, and De Pasquale included her students in the journey. She teaches 8th grade English Language Arts and 7th and 8th grade AVID at Abraham Lincoln Middle School in Selma. "I shared my many rejection letters and emails from traditional publishing companies. I was rejected over 20 times before I decided to self-publish," she said. "My students were always interested in updates and celebrated right along with me every step of the way."

She says self-publishing is a long process and professional editing and illustrating are key. While she edited her story over and over, "hiring a professional editor made my story pop! I've been teaching kids how to write for years so I didn't think I needed help, but my editor kept the theme and plot just as I intended, while helping build Jessie's characterization."

Her experience has influenced her teaching. "As an educator this process has inspired me to do a passion project with my students. They will devote an hour a week to studying, researching and presenting on any topic they are interested in."

Will there be more books about Jessie?

Fans hope so. De Pasquale recently submitted a second book to her editor — another real-life adventure with subtle education about the breed. She hopes Jessie's story will bring public awareness about overbreeding and promote adoptions of bull breed dogs. ■



Annette De Pasquale

Learn more at [annettedepasquale.com](http://annettedepasquale.com) and [jessiethepitmix.com](http://jessiethepitmix.com).



Above, Yulil Alonso-Garza at a MAG Coalition Literacy Night. Inset, NEA President Lily Eskelsen García with Alonso-Garza.

## FIGHT AGAINST **GANG VIOLENCE**

A mother and teacher turns mourning into action

By Dina Martin

**There are some 2,000 gang-related deaths each year in the United States. Yulil Alonso-Garza's son was one of them.**

**FIVE YEARS AFTER** her 17-year-old son, Martin Alberto Garza, was fatally stabbed by a gang member, Alonso-Garza remains brokenhearted but unyielding in her efforts to fight gang violence in her community.

After putting in a day of teaching at Enrique Camarena Junior High in Calexico, Alonso-Garza starts her work on behalf of Mothers and Men Against Gangs (MAG) Coalition.

"The moment I leave class, I put my other hat on and go to meet with elected officials or to a community event. I work out of my home, my car, and sometimes I set aside my lunch period," says the Associated Calexico Teachers member.

Just days after her son's death in 2013, Alonso-Garza and her husband, Martin Garza, founded MAG Coalition, an organization that provides local scholarships and promotes anti-gang initiatives throughout Imperial County.

The coalition has made an impact in the community since it was launched, and last year was honored in the state capitol as "Nonprofit of the Year" for the 56th Assembly District.

Earlier this year, the couple traveled to Sacramento to witness the approval of Assembly Concurrent Resolution (ACR) 134, sponsored by their state Assembly member Eduardo Garcia (D-Coachella), which declared the month of January 2018 as Gang Awareness and

Display at the 2018 annual MAG Coalition Sneaker Ball shows a photo of Martin Alberto Garza. Courtesy KSWT 13.



Prevention Month. The couple hopes that the resolution will encourage more school districts and governments to adopt similar resolutions.

Alonso-Garcia and her husband are no strangers to gang violence. She herself was assaulted several years ago by a gang member in her classroom and mounted a citizen's arrest. Her husband sees the impact on society through his work as a prison corrections officer. But neither of them could ever have anticipated the violent death of their teenage son at the hands of a gang member.

Martin was fatally stabbed on Jan. 6, 2013, just outside a holiday party he and his sister attended in El Centro, the random target of a young gang member who had just been released from jail. A well-regarded athlete at Brawley High School, Martin was about to begin the last semester of his senior year and had plans to enter college that fall. Instead, that night, he was cradled in his sister's arms before being taken to the hospital, where he died.

"January 6 (the Three Kings Day) was his favorite holiday," Alonso-Garcia says. She and her family now mark the date by participating in an annual peace vigil. "It's a celebration of life," she says.

The entire community was shaken by the news that day of Martin's death, and the law enforcement community worked around the clock until they caught the suspect. So many donations came in to the family that the couple decided to establish a scholarship fund, and later formed MAG, which bears the same initials of their son.

***"AS LONG AS I HAVE A HEARTBEAT,  
I'M GOING TO DO EVERYTHING I CAN."***

**—Yulil Alonso-Garza**

Although MAG began as a scholarship fund, Alonso-Garcia and the coalition decided to further push the community into addressing gang violence and prevention.

"At first, no one wanted to talk about the elephant in the room because once you accept that there is a problem, you have to do something about it," she says.

Through sheer persistence, the MAG Coalition was able to bring the community together to take action.

She reached out to the county board of supervisors, city councils, local businesses, Imperial Valley College and the California Correctional Peace Officers Association to endorse and participate in gang prevention programs, youth events and outreach programs.

In 2016, Alonso-Garza piloted a student club at her school, where students meet once a week to organize school activities that promote tolerance, a drug free campus, non-violence and community building. This year MAG Teens will expand to all Imperial County middle

and high schools. She would like to see schools throughout the state launch similar clubs.

"No one grows up wanting to be a gang member. No parent wants their child to grow up to become a gang member. But there are day-to-day survival skills that drive our youth in that direction. We need to provide a different direction," she says.

More recently, Alonso-Garza met with state Superintendent of Public Education Tom Torlakson, NEA President Lily Eskelsen García, her CTA representatives and CTA officers, to promote gang prevention efforts, both state and nationwide.

There was a brief period when Alonso-Garza herself feared gang retaliation and stepped back from her work with the coalition. But now, she is more involved than ever.

"As long as I have a heartbeat, I'm going to do everything I can," she says. ■

For more, go to [@MAGCoalition](#) and [Facebook.com/MAGCoalition](#).



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