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# california educator

VOLUME 27 ISSUE 2



## #WeAreCTA

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

### MAGAZINE

#### DIGITAL CITIZENSHIP

With (students') great digital power comes great responsibility. Here's how some educators teach it. **PAGE 18**

#### FENTANYL & FAKE PILLS

Young people are caught in a killer epidemic. We can fight back with education. **PAGE 24**  
[1pillcankillplacer.com](http://1pillcankillplacer.com)

#### SURF CITY SOLIDARITY

Santa Cruz locals join forces to improve teaching and learning conditions. **PAGE 27**

#### WORLD'S TOP SCHOOLS

... and what we can steal — er, learn from them. **PAGE 13**

### DIGITAL

#### ELECTION 2022

Support students and schools on the ballot; get customized voting recommendations. **PAGE 32**



[cta.org/election](http://cta.org/election)

#### RUNNING WITH VALUES

Meet the CTA members running for school board. **PAGE 36**



[cta.org/educator](http://cta.org/educator)

#### PAY TEACHERS MORE

CTA/UCLA survey finds salary, smaller class sizes, workload key to recruitment, retention. **PAGE 16**

[cta.org/voices-from-the-classroom](http://cta.org/voices-from-the-classroom)

### PROFESSIONAL DEVELOPMENT

#### GRANT WRITING 101

Have a project idea you want funding for? Learn how to write a winning grant proposal. **PAGE 51** [cta.org/ift](http://cta.org/ift)

#### LGBTQ+ ISSUES CONFERENCE

Oct. 28-30, Palm Springs. Sessions include "More Than Safe Spaces" and "How to Run a Successful GSA."



**PAGE 9** [cta.org/conferences](http://cta.org/conferences)

#### NEW EDUCATOR WEEKEND

Dec. 16-18, Garden Grove. Tools for success in your first years of teaching.

**#CTANEW** **PAGE 9** [cta.org/conferences](http://cta.org/conferences)

### MEMBER BENEFITS

#### CONFERENCE GRANTS

Various grants are available to attend CTA conferences. Check eligibility and deadlines at [cta.org/grants](http://cta.org/grants).

#### UNIVERSITY CREDIT UNITS

Get credit for attending CTA conferences! Details: [cta.org/conferences/22-23credit](http://cta.org/conferences/22-23credit)

#### CTA DISASTER RELIEF FUND

Financial assistance to members who suffer significant losses due to disasters **PAGE 11**  
[CTAMemberBenefits.org/drif](http://CTAMemberBenefits.org/drif)

Above: Members of CTA chapters in the Santa Cruz area show Surf City Solidarity; story on Page 27.





# YOUR VOTE IS YOUR VOICE

Support students  
and schools on the ballot

**PAGE 32**



## DIGITAL CITIZENSHIP

Teaching students  
to use their digital power  
with care

**PAGE 18**

## SURF CITY SOLIDARITY

What happens when  
locals collaborate for  
better teaching and  
learning? A movement.

**PAGE 27**



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Education is key to stop epidemic **PAGE 24**

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Works by our members

Cover graphic by Skinny Ships (Richard Perez/Jennifer DeRosa). Middle photo: Jennifer Gillespie, third grade teacher at Judson and Brown Elementary in Redlands; bottom: Soquel Education Association members thank their community after successful contract negotiations.





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

## CTE Educators and Permanent Status

It was wonderful to see attention brought to the growth of CTE in California ("21st Century CTE," Aug./Sept. 2022)! As a former carpenter and 17-year Construction Trades Teacher (currently in the Architecture Academy at Fremont High School in Oakland), I am grateful for the renewed focus in educating our students in career-driven and hands-on, cooperative learning environments. However, I was disappointed to see an omission about teacher tenure law in the section "Equity Needed for CTE Teachers." California Education Code precludes CTE educators from ever attaining permanent status, meaning we will always be probationary. What is CTA doing about this?

**JOSHUA NARDIE**  
Oakland Education Association

***Editor's Note:** Current law excludes some groups of educators, including CTE teachers in Regional Occupational Centers/Programs, from the opportunity to obtain permanent status. CTA has introduced sponsored legislation around this issue three times. Most recently, CTA and CFT co-sponsored legislation earlier this year with AB 2573 (McCarty, R. Rivas) to ensure that all teachers have a pathway to permanent status and due process protections. Unfortunately, the bill was again held in the Senate Appropriations Committee. CTA will continue to work on this issue and will keep CTA members apprised.*



## Your CTA Membership Card Is Here

If you're reading this, your 2022-23 CTA Membership Card should also be in your hands, as it was mailed with this issue to all members. Use the card to get access to a variety of benefits, discounts and programs to enhance your life and career.

We hope you'll carry this card as a reminder that **CTA is with you every day**, as we collaborate, advocate and organize for change.

## Get in the Educator!

**WE'D LOVE TO** hear from you. We publish members' letters and longer articles. Email [editor@cta.org](mailto:editor@cta.org) with the specific topic (in boldface below) in the subject line, and include your name, chapter and contact info. Ways to contribute:

**Letter to the Editor** — Respond to content that has appeared in the *Educator* (in print or at [cta.org/educator](https://cta.org/educator), at right); letters and emails have a 200-word limit and are subject to editing for clarity and space.

**Your Voice** — Have something to say about your students, the art and science of teaching, or being an educator in the trenches? Tell us about your experience, your thoughts and opinions — funny, serious or both — in no more than 650 words.

Don't forget: We make note of members' new(ish) works (books, blogs, movies, podcasts, albums and more) that can be used in the classroom in **Lit From Within** (see page 60).

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## MISSION STATEMENT

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

## EDITORIAL INFORMATION

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

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# How to Fix the Teacher Shortage

*Exhausting. Stressful. Frustrating. Overwhelming.*

In CTA's recent survey of more than 4,600 educators statewide, these are the top four words teachers and other classroom educators chose to best describe what it's like to teach right now.

I can feel those words. Those of you who have been classroom teachers can feel those words. We also remember some of the conditions that produced those feelings.

The survey, "Voices in the Classroom: Teaching in the Golden State" (conducted in partnership with UCLA's Center for the Transformation of Schools and Hart Research Associates; see our story on page 16) focused on teacher retention and recruitment issues as the state struggles with severe teacher shortages.

While teachers find their work fulfilling, many urgently need more resources, pay, support and respect. Working conditions are a huge factor in teachers leaving the profession — workloads continue to increase and class sizes are still getting bigger, contributing to added stress and higher burnout.

As always, educators know what needs fixing and how to fix it. Survey respondents were clear in what state and local policymakers should prioritize *now* to attract and retain teachers. Nearly 90 percent said that better pay is the biggest factor in teacher retention. That is followed by better staffing and more

manageable workloads; reducing class sizes; and stronger discipline policies and more student support programs, which included access to counselors and mental health professionals.

Our survey also sought to understand the role of diversity and inclusion in teacher retention and recruitment. Findings among teachers of color were significant and disheartening, and we cannot ignore them. We also looked at barriers to entering the profession, especially for aspiring teachers of color. Financial stress, student loans, excessive testing and bureaucracy add to the burdens of student teachers.

The teacher shortage is a crisis for our students and for all of us. We must come together to address it at all levels of our system, from the legislature to the classroom. The four priorities outlined by educators in our survey are clear and attainable.

With these issues in mind, the November election is right around the corner and more than ever, it's important to elect candidates who are running to support public education.

We need to reelect Tony Thurmond as Superintendent of Public Instruction. Thurmond has a strong record of accomplishments, including substantial efforts to address the educator shortage. With Proposition 28, we have a chance to invest nearly \$1 billion in new funding for arts and music programs, which have been



Elizabeth Douglas Photography

*"The four priorities outlined by educators in our survey are clear and attainable."*

critically neglected for too long and to the detriment of all California students. In our Election section starting on page 32 you can find all of CTA's ballot recommendations, as well as endorsed CTA members running for local school boards.

This is my final year as CTA president. I remain excited for the future of public education and the incredible work we can accomplish together. It's why we launched a new statewide organizing plan to help strengthen local CTA chapters. The CTA Organizing plan includes new tools and resources to support chapter and school site organizing as we all advocate for the quality public education our students deserve and for the respect and support every educator needs to do their job well. Rest assured that CTA will work tirelessly to provide the support and solutions you need to do your job and to be fulfilled in doing it.

**E. Toby Boyd**

CTA PRESIDENT  
@etobyboyd





# Act Together, Act Now



**AS A PARENT** of teens, I struggle with how involved I should be in their school and social lives. While I don't want to hover or smother, I do want to protect them from harm.

A major harm currently setting off alarm bells with parents, communities and health officials nationwide is fentanyl poisoning. “**An Invisible Threat**,” page 24, describes a Rocklin youth's death from a fake pain pill bought through his social media network, and the anguished parents — and educators — he left behind. Since that article was written, multiple overdoses and at least one fatality occurred from fentanyl poisoning among high school students in Los Angeles. Counties across the state report increasing numbers of cases among young people. How can we fight this epidemic? What should parents and educators watch for? As our story says, coming together to educate and raise awareness are key — *now*.

On a different level — no less urgent — is educators' effort to teach students to use their digital powers with care. Social media and the internet are indisputably part of kids' worlds, and what they say and share in an instant can convey truth and kindness — or not. In “**Digital Citizenship**,” page 18, educators show students the importance of online empathy and accuracy, and encourage them to use their skills to make positive impacts.

Making positive impacts is what's behind many of the educators running for elected positions across the state. In “**Educators Run for School Board**,” page 36 and part of our Election 2022 section, CTA members speak about why they want to serve from the dais. “Educators should be the ones to make decisions about public education,” says CTA Board member Taunya Jaco, running for Oak Grove Unified School Board. “We cannot afford to wait. Our students and educators deserve our best *now*.”

Taking action *now* is a running theme throughout this issue, seen again in “**Surf City Solidarity**,” page 27. Santa Cruz County, despite its proximity to Silicon Valley, has a history of underpaying its educators — resulting in staff shortages that harm students. But recently local chapters have joined forces to push for improved teaching and learning conditions. “[My district was] saving for the rainy day, and we needed them to understand the storm was here,” says Kim Dudley, Mountain Teachers Association president. “Unequivocally, teachers and staff were going to leave.” The chapters' success will no doubt inspire others to immediate action.

Speaking of acting now, applications for the **CTA Human Rights Awards** and several educational scholarships for CTA members and their dependents are open, with deadlines looming (page 52). And save your spot now at the multiple conferences and trainings slated this fall and winter (pages 9 and 51).

Finally, vote now, on Nov. 8. Our voice, individually and collectively, is our vote.

**Katharine Fong**

EDITOR IN CHIEF

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



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*"Sustained stress has numerous adverse effects. The amygdala becomes overactive and more coupled to pathways of habitual behavior. Crucially, the brain region most involved in feeling afraid and anxious is most involved in generating aggression."*

—Robert M. Sapolsky, PhD  
Stanford University

## TEACHING BEHAVED BRAINS: STRATEGIES FOR CHALLENGING, DISRUPTIVE BEHAVIORS, AUTISM, ADHD, AND EXECUTIVE FUNCTION

**FEBRUARY 17-19, 2023**

Pre-Conference Workshops: February 17

AT THE HISTORIC FAIRMONT HOTEL, ATOP NOB HILL,  
IN SAN FRANCISCO, CA, OR VIRTUALLY VIA ZOOM

**BEHAVE: The Biology of Humans at Our Best and Worst**

Robert M. Sapolsky, PhD, *Stanford University*

**Rethinking Challenging Behavior:**

**Combining Neuroscience, Compassion, and Common Sense**

J. Stuart Ablon, PhD, *Harvard Medical School*

**Behaved Brains Are Regulated Brains**

Mona M. Delahooke, PhD, Author, *Beyond Behaviors* (2019)

**ADHD in Girls: Challenges, Promises, and the Need for Coordination  
Between Home and School**

Stephen P. Hinshaw, PhD, *University of California, Berkeley*

**Chatter: The Voice in Our Head and Controlling Our Emotions**

Ethan F. Kross, PhD, *University of Michigan*

**Queen Bees and Masterminds: Helping Young People Navigate  
Friendships, Social Conflicts, and Bullying**

Rosalind P. Wiseman, BA, Author, *Queen Bees and Wannabes* (2016, 3<sup>rd</sup> Edition)

**The Science of Emotional Regulation**

James J. Gross, PhD, *Stanford University*

**Developing an Emotionally-Inclusive Classroom to Improve Behavior**

Brian Dinkins, EdD, *Butler University*

**Bullying Prevention: Creating Inclusive, Safe, and Caring Schools**

Michele Borba, EdD, Author, *Thrivers* (2021) and *End Peer Cruelty, Build Empathy* (2018)

**ADHD and Asperger's Syndrome in Smart Kids**

Thomas E. Brown, PhD, *University of Southern California*

**Early Life Stress, Neurodevelopment, and Depression in Adolescents**

Ian H. Gotlib, PhD, *Stanford University*

**Promoting Resilience in Adolescents and Adults with ADHD and LD**

Nicole S. Ofiesh, PhD, *Stanford University*

**The Neurodevelopment of Executive Function and Self-Regulation**

Philip D. Zelazo, PhD, *University of Minnesota* and Stephanie M. Carlson, PhD, *University of Minnesota*

**Register Now to Save!**

For more information and a complete list of speakers, visit  
[LearningAndTheBrain.com](http://LearningAndTheBrain.com) or call 857-444-1500 ext. 1 or 2.



October / November 2022

# CALENDAR

From [ijepney.com](http://ijepney.com), the Filipino American Curriculum Project (see [filameducation.com](http://filameducation.com)).



## FILIPINO AMERICAN HISTORY MONTH

**THIS CELEBRATION** in October commemorates the first recorded presence of Filipinos in the continental United States, which took place in October 1587 when a few intrepid explorers came ashore from a Spanish galleon at what is now Morro Bay in California. Today, Filipino Americans are the second-largest Asian American group in the nation and the third-largest ethnic group in California, after Latinx and African Americans.

Resources to teach about the Filipino American experience are available at the Filipino American National Historical Society ([fanhs-national.org](http://fanhs-national.org)) and Filipino American Education ([filameducation.com](http://filameducation.com)). In addition, the Bulosan Center for Filipino Studies at UC Davis has developed with its partners sample curriculum for multiple grade levels that educators can use in a pilot program; [bulosancenter.ucdavis.edu](http://bulosancenter.ucdavis.edu).

## HAPPY DIWALI!

**DIWALI**, beginning on Oct. 24, is a festival of lights celebrated by Hindus, Jains, Sikhs and some Buddhists. It lasts five days and is an auspicious occasion, with a core message being the triumph of light over darkness, good over evil. Lights can range from candles to fireworks.

## CELEBRATE National Higher Education Month

**OCTOBER IS** National Higher Education Month, a time to highlight and celebrate the dedicated and inspiring faculty and staff who help students pursue their American Dream through higher ed.

CTA and the Community College Association (CCA) are strong advocates for higher education; be sure to read about the lawsuit filed by CTA in April against Long Beach City College District for unfair compensation practices against adjunct faculty (page 42). And wish our CCA family a happy Higher Ed Month on social media to show love for all they do to support and help college students as they chase their dreams. [#HigherEdMonth](https://twitter.com/HigherEdMonth)



Udayaditya Barua/Unsplash



## CTA CONFERENCES

Unless noted, find registration and details at [cta.org/conferences](https://cta.org/conferences).

### CTA Special Education Conference

**SEPT. 30-OCT. 2** Hyatt Regency SFO, Burlingame. Theme: "Disability Rights Are Human Rights." Created for educators working in either general education or special education, workshops focus on core topics including instruction, identification, IEPs, behavior and more. Special keynote speakers: comedienne and actress Kathy Buckley and author and PE teacher Carrie Flint.

### CCA Fall Conference

**OCT. 14-16** San Jose Marriott. The Community College Association's fall conference is dedicated to enhancing bargaining skills and coordinating strategies focused on collective bargaining. Includes professional development sessions and CCA's California Leadership Academy.

Various incentive grants are available to attend 2023 CTA statewide conferences. Check eligibility and deadlines at [cta.org/grants](https://cta.org/grants).



### LGBTQ+ Issues Conference

**OCT. 28-30** Margaritaville Resort, Palm Springs. Theme: "Connected by Love: The Threads of Our Community." The 14th annual gathering is open to all CTA members and provides a venue to discuss a variety of issues affecting educators, students and the community. Sessions will focus on diversity, inclusion and belonging, and love! Booking deadline: Oct. 14.

### Student CTA Fall Event

**NOV. 6-7** venue TBD. For details, go to [cta.org/scta](https://cta.org/scta).

### New Educator Weekend South

**DEC. 16-18** Hyatt Regency, Orange County. For educators in their first three years in the profession, #CTANew has everything you need to be successful, including sessions on classroom management, creating engaging classrooms, lesson plans and ideas, connecting with your union, student loan forgiveness information, member benefits, project grants and more. (New Educator Weekend North is planned for Mar. 10-12, 2023, in Santa Clara.)

### Indigenous Peoples Day

**OCT. 10, 2022**

The day honors the cultures and histories of the Native American people. For five ideas on how to celebrate with your students, see [smithsonianmag.com](https://smithsonianmag.com) (search "indigenous peoples").

### Fall CUE Conference

**OCT. 22-23, 2022** CONFERENCE

Virtual or in-person at Teachers College of San Joaquin in Stockton. Theme: "Reimagining Education — Driving Innovation." The ed tech conference by CUE (Computer-Using Educators) offers a multitude of sessions with keynotes from world-renowned educators. ► [cue.org/events](https://cue.org/events)

### Voluntary dues contribution

**NOV. 1, 2022** 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 for Teaching and Learning 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](https://cta.org/contribution)



### Veterans Day

**NOV. 11, 2022**

Honor the wartime service and sacrifice of men and women in the armed forces. Check NEA's extensive listing of K-12 lessons, activities, games and resources that can help your students celebrate service men and women past and present; [nea.org](https://nea.org) (search Veterans Day).

### Transgender Awareness Week

**NOV. 13-19, 2022**

Every year, people and organizations nationwide participate in this week to raise the visibility about transgender people and address issues members of the community face.

**Transgender Day of Remembrance,**

**NOV. 20**, is an annual observance that honors the memory of transgender people whose lives were lost in acts of anti-transgender violence. ► [GLSEN.org](https://GLSEN.org)'s Trans Action Kit has student and educator resources, including lesson plans.

### American Education Week

**NOV. 14-18, 2022** EVENT

American Education Week is celebrated the week prior to Thanksgiving week and includes special days to honor parents, education support professionals and substitute educators. Nov. 16 is National ESP Day. ► [nea.org/aew](https://nea.org/aew)

## Major Support for Educators, Teachers Unions

PACE and the University of Southern California Rossier School of Education's annual poll of California voters in July 2022 asked respondents' opinions of and priorities for public education. The poll, "Assessing Voters' and Parents' Perspectives on Current Threats to Public Education," notes the "significant increase" in support for teachers unions among parents between 2018 and 2022 — +11 percentage points.

Top findings include:

**Politicization of and Support for Public Education:** More than 68 percent of voters reported that "public education is under attack in the United States." Yet support for public education remains strong: 85 percent agreed that "we cannot have an effective democracy without good public education."

**Strong Support for Educators and Their Unions:** Forty-nine percent of voters gave California teachers a grade of A or B; 59 percent gave their local teachers these high marks. Voters and parents continued to support teachers unions' impact on K-12 education throughout the pandemic, with 50 percent of voters overall and 69 percent of parents reporting "California teachers unions have a positive impact on the quality of education in K-12 schools."

These findings are in line with parent and community support as teacher unions seek to improve teaching and learning conditions so educators can provide students with a quality education; see **"Surf City Solidarity"** (page 27) for a recent example. For the full poll report, go to [edpolicyinca.org](https://edpolicyinca.org).

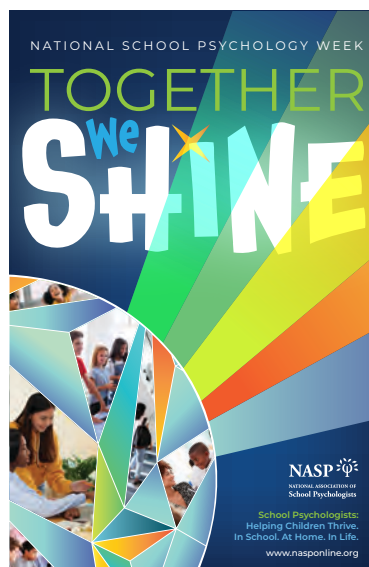
## STOP BULLYING

One out of five students report being bullied at school or online; these students are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement and dropping out of school. Educators, students, parents and community members all play vital roles in preventing bullying.

This October, National Bullying Prevention Month, promote kindness, acceptance and inclusion among your students. Oct. 19 is designated as Unity Day, when supporters can wear orange. The PACER Center ([pacer.org](https://pacer.org)) offers K-12 activity kits as well as middle and high school lesson plans. Find more at [stopbullying.gov](https://stopbullying.gov).



PACER Center

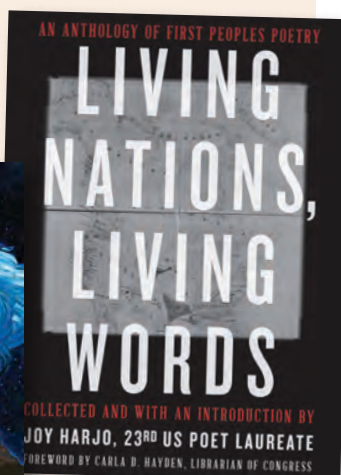
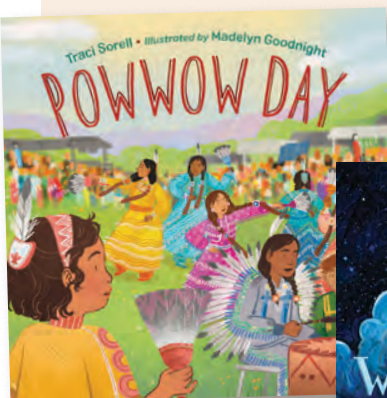


## SPOTLIGHT ON SCHOOL PSYCHOLOGISTS

During November 7-11, schools across the country mark National School Psychology Week (NSPW) to highlight the important work school psychologists and other educators do to help all students thrive. This year's theme from the National Association of School Psychologists is "Together We Shine." To start conversations and promote the week at your school, download this poster at [nasponline.org](https://nasponline.org).

## DAYLIGHT SAVING TIME, NOV. 6

Don't forget: Daylight Saving Time ends on Sunday, Nov. 6, at 2 a.m. Clocks are set back one hour — meaning an additional hour of sleep!



## NOVEMBER:

### American Indian/Alaska Native Heritage Month

Native American/Alaska Native Heritage Month recognizes the significant contributions the first Americans made to the establishment and growth of the United States and pays tribute to their rich ancestry and traditions.

For teaching resources and activities, go to [cta.org/native-american-heritage-month](https://cta.org/native-american-heritage-month) and [nea.org](https://nea.org) (search for the month). These books are NEA Read Across America November 2022 selections:

- *Powwow Day* by Traci Sorell (elementary); at this year's tribal powwow, a sick child watches her family dance for her healing, and has faith she will dance again.
- *Healer of the Water Monster* by Brian Young (middle school); an 11-year-old Diné boy must summon his courage to save the monster's life — and help his uncle heal.
- *Living Nations, Living Words: An Anthology of First Peoples Poetry* by Joy Harjo (young adult); 23rd U.S. Poet Laureate Harjo highlights the voices of 47 contemporary Native American poets.

## OCTOBER:

### Breast Cancer Awareness Month

One in eight women will be diagnosed with breast cancer in her lifetime — that's one person every 12 minutes in the U.S. October is devoted to educating everyone about breast cancer — and the importance of early detection and timely, high-quality care. This year, the National Breast Cancer Foundation ([nationalbreastcancer.org](https://nationalbreastcancer.org)) is behind RISE: "We RISE to ensure every woman has access to the screenings she needs and the support she deserves. When we RISE, we **Rally in Screening Everyone**. Its calendar offers a month's worth of education, empowerment, action, community and hope.

## CTA's Disaster Relief Fund

California is on pace for another historic fire season. Unfortunately, fires have devastated communities or displaced many throughout California, including many CTA members. CTA's Disaster Relief Fund provides financial assistance to members who suffer significant losses due to fires and other disasters in the state. These include grants for economic hardship related to damage to their primary residence, displacement or disruption in required utilities; temporary and short-term displacement grants; and school site grants for damage to their classroom or school site. Visit [CTAMemberBenefits.org/drif](https://CTAMemberBenefits.org/drif) for more information.

The fund is possible because of the goodwill of many CTA members who have made voluntary tax-deductible donations to assist fellow colleagues in need. To contribute visit [CTAMemberBenefits.org/donate](https://CTAMemberBenefits.org/donate).



# QUOTES & NUMBERS

Compiled by **Julian Peebles**



*"Much like food, school supplies and other basic necessities, students often are too embarrassed to admit that one, there's a lack of such things in their own homes and two, they need assistance acquiring them."*

—**Yurii Camacho**, Holtville Teachers Association and the NEA Board of Directors, on the importance of free period products in schools — a program implemented in California for the first time this school year.

*"We aren't going to address teacher shortage challenges without paying teachers what they are worth, treating them with respect and providing them the supports to be successful."*

—**Miguel Cardona**, U.S. Secretary of Education, in an Aug. 21 tweet

## 59%

38,000

18,000

Percentage of California community college courses taught by part-time faculty — there are 38,000 part-time community college instructors statewide compared to 18,000 full-time, according to EdSource.

## \$7.9 BILLION

Amount approved this summer by the Legislature for the Learning Recovery Emergency Fund, which will be distributed to local school districts to support academic learning recovery through the 2027-28 school year.

*"You are heroes! Heroes to your students, their families and your colleagues. We have to continue to fight. We have to continue to be that voice for our students."*

—**E. Toby Boyd**, CTA President, addressing educators at the 2022 CTA Summer Institute, held in person for the first time in three years



**"Policymakers need to listen to teachers. When they come to talk to you, take them seriously."**

—**Sarah Kirby-Gonzalez**, Folsom Cordova Education Association and school board member in West Sacramento, at an EdSource roundtable in August.

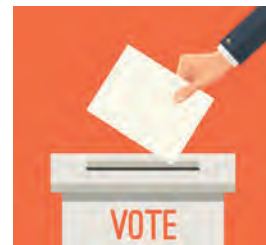


## \$600 MILLION

Funding in the 2022-23 State Budget for upgrading schools' kitchen infrastructure, in addition to \$650 million lawmakers last year committed to allocating annually for universal free school meals.

## 16

Age when Culver City residents will be allowed to vote for school board, city council and local measures if a Nov. 8 ballot initiative passes. Similar laws were passed in Berkeley in 2016 and Oakland in 2020, though neither have yet been implemented.



▼ Keith Ballard with elementary schoolchildren in Ireland.



# STEALING FROM THE WORLD'S BEST SCHOOLS

**Teacher shares solutions after self-funded journey to top schools in two dozen countries** By Brooke Staggs

**DURING SUMMER VACATION** five years ago, veteran middle school music teacher Keith Ballard, a member of Sweetwater Education Association, found himself in the office of one of the top education officials in Estonia.

It wasn't unusual for Estonia to welcome educators from around the world, since they have the highest-rated schools among Western countries. The administrator told Ballard that Chinese educators, in particular, frequently came on state-sponsored trips to get ideas for improving their education system, which already was ranked as No. 1 in the world.

Out of curiosity, Ballard asked the administrator how many of those visitors had been from the United States. The official didn't have to rack his brain for an estimate. He'd seen precisely two American "educational tourists" in the past two decades — and that included Ballard.

Ballard is convinced that this one distinction helps explain

*"A key factor Ballard discovered is that countries with top education systems offer more support to both families and teachers than the United States."*

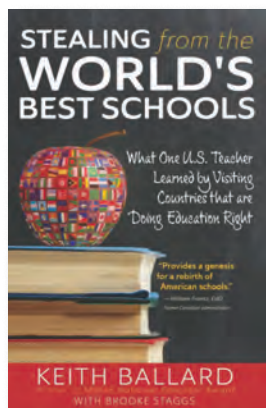
why students in so many countries, from Japan to Canada, continue to outperform American students on the Program for International Student Assessment exam known as PISA.

A random sample of 15-year-olds in more than 80 countries will take the PISA exam this fall. When the test was last given in 2018, nearly two dozen countries outperformed American students in reading and science while 35 beat our students in math. We've landed in about the same spot since the exam was first administered two decades ago. But while similar results in past years have prompted major educational reforms in countries such as Germany, the United States' persistently middling status has triggered little more than passing headlines.

Ballard had to ask himself: If we can't even acknowledge that we might have something to learn from other countries, let alone dedicate resources the way those countries do to help our teachers study what the best



▼ Ballard's book was published in June.



Ballard shoots video while observing instruction at an Estonian vocational education school. Below, he talks to high school students in South Korea.



of the best are doing, how can our students be expected to compete in the new global economy? And what does that reality mean for their future — and the future of our nation?

Those questions drove Ballard, winner of the national Milken Educator Award in 2003, to become the first documented K-12 teacher to complete a self-funded study of schools in every country that regularly beats us on PISA exams. During summer breaks over the course of a decade, he visited more than 170 schools in nearly two dozen countries. Ballard talked his way into meetings with top education officials in Estonia, bathed in the icy Rhine River so he could visit schools in pricey Lichtenstein and ate in a school cafeteria in Singapore. He even toured classrooms in enigmatic North Korea, filming hundreds of hours of YouTube videos along the way.

Calling Ballard a “pioneer,” Marc Tucker, founder of the National Center on Education and the Economy, said he’s “the first schoolteacher I have met in the United States who has taken it upon him or herself in a serious way to understand what these educationally superior countries are doing and to accept that they might actually have something to teach us.”

In some ways, Ballard discovered, schools in these countries couldn’t be more different. But by blending hard data and firsthand accounts from inside successful school systems, he identified eight areas where countries with top education systems share common ground.

Now Ballard is on a mission to share those solutions. He’s

done dozens of TV interviews and delivered a TEDx Talk this spring. This summer, he published a book (with help from me, a writer who’s also a former English teacher) that’s titled “Stealing from the World’s Best Schools: What One U.S. Teacher Learned by Visiting Countries that are Doing Public Education Right.”

A key factor Ballard discovered is that countries with top education systems offer more support to both families and teachers than the United States. When parents have a child in Singapore, for example, the government deposits \$3,000 into an account that can be used to cover costs such as early education and healthcare. As for teachers, they’re paid starting salaries on par with new engineers in most countries that outrank us on PISA exams. Teachers also have up to two-thirds of their paid time each day set aside for collaboration and professional development, including to visit top schools in other countries.

In return for those investments, these countries can maintain higher expectations for both parents and teachers. Solid support systems help ensure parents have capacity to better support their child’s education by showing up to a teacher’s open house and helping with homework. At the same time, better pay and training for teachers generates more respect for the profession, which also eases issues with recruitment and retention. Consider that it’s not uncommon in Canadian cities for 10 qualified educators to apply for each open teaching position. And while places like Arizona are so desperate for teachers that they’re dropping



requirements for a bachelor's degree, most top-tier countries require all teachers to have master's degrees in the subjects they teach.

What *don't* such countries do? Ballard found they don't spend nearly as much time on standardized testing. They don't use as much technology in elementary classrooms. They don't assume every kid will go to college, with a wide range of vocational programs that will prepare students to work in their chosen field right out of school. They don't cut arts programs, with school funding decoupled from property taxes. That leads to more equity and less dramatic swings in budgets. And they don't demonize teachers' unions or public schools with limited options to siphon support away from traditional education.

Implementing these practices in the U.S. would require sweeping change, which may feel out of reach. But our book also offers practical steps everyone can take to nudge our schools in the right direction. Lots of small steps can become a stampede that will reverberate in the halls of our state house and in Washington, D.C. And that, Ballard says, can lead to real transformation.

"We owe it to our kids, and our country, to try."

▼ Ballard in the PE room of a middle school in Finland.



## What Top Performers Have in Common

**BY BLENDING** hard data and firsthand accounts from inside successful school systems, Keith Ballard identified eight areas where countries with top education systems share common ground. He neatly organized his book into eight chapters that cover these areas:

**1. Family Support:** It's a two-way street. These countries offer support for new parents and families and opportunities for early childhood education. Supported parents give back in terms of their involvement in their children's education, communication with teachers and schools, etc.

**2. High Standards for Teachers.** The profession is prestigious; schools and education systems invest in recruiting, training and retaining highly qualified teachers, supporting them at every stage of their careers.

**3. Restructuring the School Experience.** Students have a longer school year, starting the day a bit later, and receiving frequent breaks for exercise, recreation and rest. Homework is regular but limited. Campuses are clean and inviting, with classrooms streamlined to focus on learning.

**4. Vocational Education Puts Student Choice First.** Students are able to choose their path to professions and

careers at an early age. Vocational program choices abound, with businesses and industries involved and training that often leads directly to well-paying jobs.

**5. High-Stakes Testing With Different Stakes.** The number of standardized tests is limited. Tests more often are used to gauge student growth and progress.

**6. Technology Is Secondary.** Many school systems have educators focus on "the basics" and are slower to adopt new technologies. But when they do, teachers receive training and support.

**7. The Arts and Culture Are Essential.** In many countries, arts education is mandatory, often taught by in-house professionals.

**8. The Equity Question.** Addressing the seven topics above would go a long way toward improving the fairness of American schools. But many countries with top education systems fund all schools equally, strive to give the same education to all students, and generally do not offer educa-

tional alternatives such as private schools, charter schools and homeschooling.

See video from Ballard's visits to top schools in multiple countries at his YouTube channel [Educator Keith Ballard](#).

*"Teachers are paid starting salaries on par with new engineers in most countries that outrank us on PISA exams. Teachers also have up to two-thirds of their paid time each day set aside for collaboration and professional development."*



# Better pay and working conditions key to addressing teacher shortage

**CTA/UCLA survey: Developing a strategy for teacher recruitment, retention** By Julian Peebles

**AS THE TEACHER SHORTAGE** impacts schools throughout California and across the United States, the results of a new CTA/UCLA survey show that better pay and working conditions are key to preventing educators from leaving the profession.

To identify the driving factors contributing to California’s teacher shortages and to better understand the racialized experiences of educators of color, CTA partnered with UCLA’s Center for the Transformation of Schools and Hart Research Associates this summer to conduct a comprehensive statewide survey of 4,600 California teachers. “Voices from the Classroom: Teaching in the Golden State” includes a quantitative survey of current teachers as well as in-depth interviews with former and aspiring educators.

The survey found that four in 10 current teachers have explored leaving the classroom either to continue within education or to switch occupations entirely. One in five current teachers say they will likely leave the profession in the next three

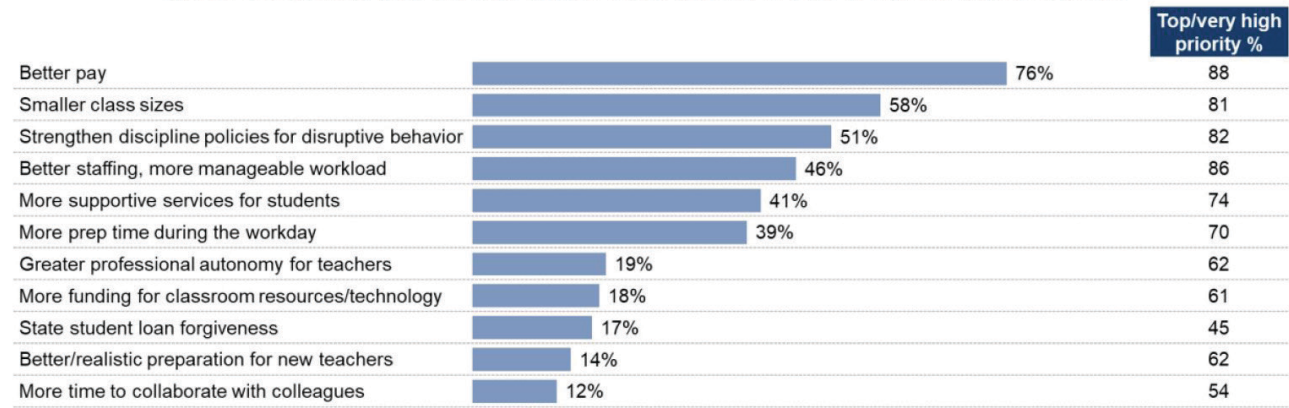
years — with educators aged 55 and older the most likely to leave along with more than a third of younger teachers.

The top reason current teachers say they are considering leaving: Burnout from stress, with political attacks on teachers the next highest factor. Educators said workload, low pay, student apathy and behavioral issues, and lack of district support contributed to their high stress levels. Most former teachers said there was no single reason they left the profession — it was a gradual compounding of all the issues.

Former teachers underscored that compensation is too low for educators to afford the high cost of living in California, which many aspiring educators also noted as a concern as they consider a future in the profession.

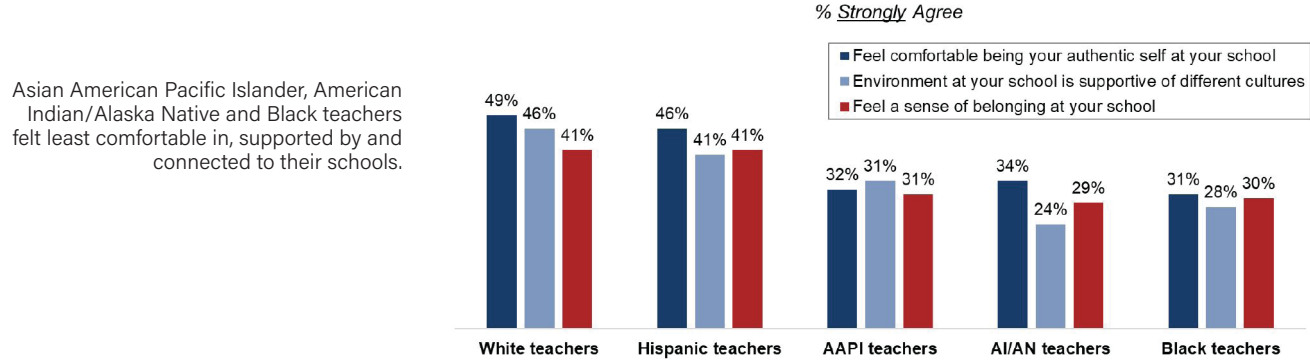
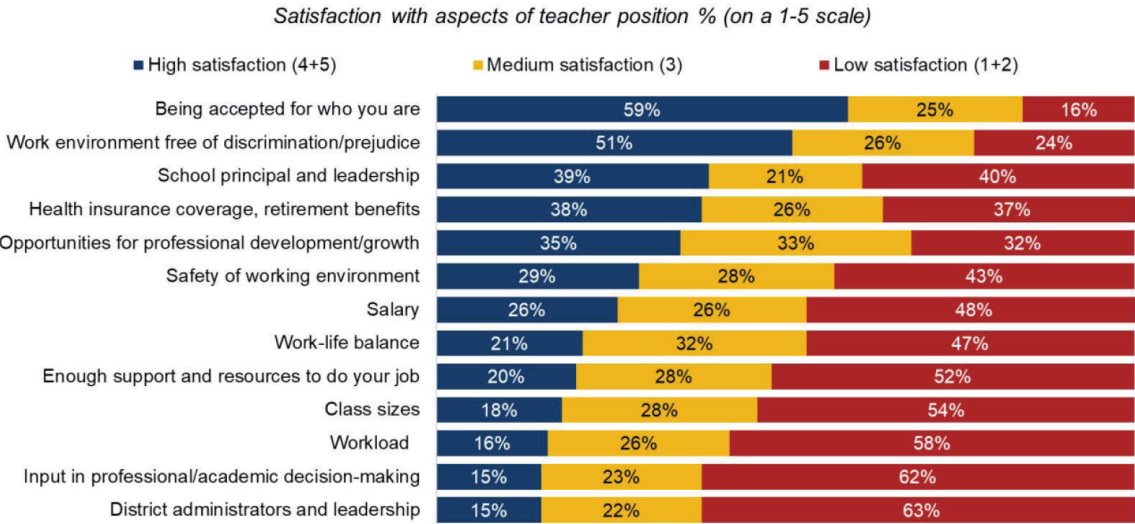
“When I was teaching in San Francisco, I had to do every additional extracurricular,” a 32-year-old elementary educator said. “I coached volleyball just so I could pay rent. I joined the instructional leadership team to get the extra stipend.”

*Top four changes that state and local officials should prioritize in order to improve teacher retention.*



Educators overwhelmingly pointed to better pay as the number one priority; the survey report suggests state and local officials should focus on the top four results to help attract and retain teachers.

When it comes to job satisfaction, a majority of teachers say they are satisfied with being accepted for who they are and working in a discrimination-free environment. But educators are highly dissatisfied with district leadership, their lack of input into decision-making, workload, class sizes and the support they receive to do their job.



While most educators agreed their primary motivations for entering teaching and staying in the profession are to help students and make a positive difference in our world, they most commonly and acutely reported feeling exhausted and stressed. Additionally, a majority of current educators expressed low levels of satisfaction with key aspects of their job.

The survey found that many current educators of color, especially teachers who are Black or Asian & Pacific Islander, have experienced discrimination on the job and do not feel comfortable expressing themselves at work. Four in 10 LGBTQ+ teachers also reported experiencing discrimination based on their sexual orientation.

Educators identified a variety of changes that could address burnout and improve teacher retention, including smaller class sizes, more support services for students, better staffing and a more manageable workload. But the top change, by far, is higher compensation.

“If teachers are important, it’s a matter of putting our money where our mouth is,” a 37-year-old elementary educator said.

“Teachers are having to take up second jobs, work summer school (and) do a lot of things that they shouldn’t have to to support their families.”

Aspiring educators also provided several insights on teacher preparation, noting that real-time teaching experiences are the best preparation for life as an educator. They reported that the heavy workload is a major stressor and the financial costs associated with teacher-preparation programs are a significant barrier. A significant number of aspiring educators suggested compensating student teachers to alleviate financial stress at an important time in the teacher-preparation process. This stress and other factors contributed to aspiring educators of color reporting that they had become less motivated to teach as a result of their preparation program at higher rates than their white counterparts.

Visit [cta.org/voices-from-the-classroom](https://cta.org/voices-from-the-classroom) for more on “Voices from the Classroom: Teaching in the Golden State” and to see expanded results of the survey. ■





Deposit Photos

# Digital Citizenship

Teaching students to use their digital power with care — and to make the world better

By **Sherry Posnick-Goodwin**

*Instagram Influencers projecting physical perfection  
Cyberbullying in texts and on social media  
TikTok challenges that encourage harmful — sometimes  
deadly — acts*

**T**ODAY'S CHILDREN and youth live in an ever-evolving digital world that is not always kind. Along with parents and guardians, educators can help students learn to make good digital choices — especially since students' online activity — both good and bad — may be viewable in perpetuity. It has become increasingly important for educators to teach digital citizenship and encourage students to use the internet as a means for good.

"We grew up with teachers showing us how to be good citizens in our community by being a good friend, being a leader, helping others and following rules," says Rohya Prudhomme, an instructional technology facilitator for Los Angeles Unified School District. "Our students need the same skills to engage in digital spaces. These digital spaces are not just for fun or

play; they are real communities for our students. This is their world. So, it's vitally important to equip them with the tools to be successful in navigating these online spaces, such as communicating with empathy and compassion and collaborating with one another."

Prudhomme, a United Teachers Los Angeles member, teams up with teachers at multiple sites to support schools with their implementation of digital citizenship, the International Society for Technology in Education standards, and computer science. As a Common Sense Media (CSM) Certified Educator, she is trained to help students think critically and use technology responsibly.

"There are many misconceptions about what digital citizenship is — and isn't," she observes.

## What exactly is digital citizenship?

In the physical world, good citizenship means not being disruptive in class, being respectful and helping others. Being a good digital citizen has many of the same aspects, only virtually.

But it can be more challenging to be a good citizen online, because people — especially teens — may feel as though they are clicking away in anonymity. A lack of face-to-face communication dehumanizes others. And the truth may be distorted.

While online safety (such as not providing personal information to others) and being “nice” online are important, digital citizenship is so much more. It also encompasses being able to navigate, understand and share information online in a way that is healthy and helpful for all, says Katie McNamara, who handles community outreach for the Digital Citizenship Institute.

“We all have access to the internet,” says McNamara, a librarian at North High School in Bakersfield and Kern High School Teachers Association member. “The big question is what are you going to do with it? What messages are you sending out? What good are you going to put out in the world?”

The institute defines digital citizenship as the following:

- **Alert** and creating safe spaces for others online.
- **Balanced**, knowing how to prioritize time and activities both online and off;
- **Engaged**, understanding how to use technology for civic engagement;
- **Informed**, able to evaluate the accuracy, perspective and validity of digital media and social posts;
- **Inclusive**, or being open to hearing and respectfully recognizing multiple viewpoints to engage with respect and empathy online;
- **An impactor**, using technology to solve real problems in local, global and digital communities and empowering others to be the digital change.

“The pandemic exposed the need for teaching digital citizenship,” says McNamara, who was featured in the 2021 California Educator Innovation issue. “We experienced the negatives of misinformation — especially in regard to COVID — that put people in additional danger.”

Teaching digital citizenship is not optional; it is required by law. AB 307 requires California districts to include “a component



Rohya Prudhomme

to educate pupils and teachers on the appropriate and ethical use of information technology in the classroom.” Federal law mandates that all schools receiving e-rate discounts (based on percentage of students eligible for the school lunch program) must teach students about “appropriate online behavior, including interacting with other individuals on social networking sites and in chatrooms, and cyberbullying awareness and response.”

The topic is often highlighted by schools during Digital Citizenship Week (the third week of October), but some educators try to incorporate lessons year-round in “teachable moments” with students, such as talking about fake news, plagiarism, bullying, online hacking or sensationalism.

Digital citizenship is complicated. But it begins with teaching about safety and how to engage in positive online interactions.



*“We all have access to the internet. The big question is what are you going to do with it? What good are you going to put out in the world?”*

—Katie McNamara,  
Kern High School  
Teachers Association

## Safety and kindness create a foundation

At Judson and Brown Elementary School in Redlands, Katie Gillespie puts her third graders in groups and hands out small tubes of toothpaste and paper plates. She asks them to squeeze as fast as they can. Then she asks them to put the toothpaste back in the tube.

“Afterward, we talk about how you can put something out there on the internet, and that like toothpaste, once it’s out, you can’t put it back. So, we have to be careful about the things we say and do online. We talk about sending and posting friendly messages, and discuss what is friendly and not-so-friendly,” says Gillespie, a member of the Redlands Teachers Association (RTA).

“Before we open our laptops at the start of the year, we have these discussions. It’s important for students to report something to an adult if something online makes them uncomfortable. They need to ask adults before downloading apps. I explain they should not ever share their password because it’s like giving someone the key to your house and access to all your information.”

Kristen Andrade, an instructional coach at Lasselle Elementary School in the Val Verde Unified School District, says the pandemic and distance learning provided students with more online freedom than ever before, so it’s crucial





▼ Katie Gillespie's third grade students (at left) learn that, like toothpaste squeezed out of its tube, once something is online it's impossible to put it back.



to teach digital citizenship lessons now that they're back in the classroom.

"Students must make smart choices to build a strong, positive online presence and not become the keyboard bully or seek a different identity online. We must teach them that there are some people out there trying to get them to click on things, so they must be mindful of what they click on. They need to be cautious, aware and smart to avoid potential hackers and frauds."

Her school uses GoGuardian, a program that monitors student activity on school accounts to support appropriate internet usage. Students are aware that this program allows teachers to view their screen during set hours.

"GoGuardian is a great tool to support digital citizenship as it promotes healthy online engagement and monitors activity that could potentially be harmful to students," says Andrade, a member of Val Verde Teachers Association. "We take great pride in building relationships with students. But hopefully, by emphasizing the importance of a student's digital footprints, it will translate into what they are doing on their own devices. Our goal is for students to take ownership of online activity and care about each other."

## Confronting, dealing with the negatives

Olivia Davison, a TOSA (Teacher on Special Assignment) for Redlands Unified School District, holds discussions about standing up to bullies online, just like students should do in person.



*"We discuss the impact of online bullying and using unkind words about someone. We talk a lot about empathy. It's so important."*

—Olivia Davison, Redlands Teachers Association

"We discuss the impact of online bullying and using unkind words about someone, and that it can make them not want to come to school. And that what you think you are sending to just one person might be shared with the entire school. Being

bullied can transfer over into the classroom and someone's ability to do schoolwork. We talk a lot about empathy. It's so important."

Also important is learning to evaluate online information for accuracy, says the RTA member.

"It's so easy to make a website look legitimate. And if something is retweeted often enough, it might seem true when it's not. So, we ask students to be 'fact checkers' which can be as easy as doing a Google search multiple times to see if articles have an author or a date or a reliable news source."

She encourages students to keep a "healthy balance" in their lives by not overusing technology and becoming overwhelmed by it.

"It's OK to step away," says Davison, a CSM certified educator who offers professional development on technology in her district. "You don't have to be connected 24-7."

Due to social media, students may experience low self-esteem and feel that everyone else is having more fun, says John Toledo, a computer science teacher at Camino Nuevo Charter Academy in Los Angeles. He has seen students create an avatar (online persona) because they feel more comfortable in their digital life instead of their own.

"There's this expectation to look and behave in a certain way that causes stress at school," says Toledo, a member of the



At right, Ryan Hickman, 12, is a digital “impactor” whose efforts to recycle and convince others to recycle have been hugely successful ([#ryansrecycling](#)).

He gives some credit to his teacher Mark Rivadeneyra, left, who says “I believe in encouraging students to use technology for the public good.”



Camino Nuevo Teachers Association. “Because of this, students feel the need to post all kinds of unnecessary pictures and texts that could lead to trouble. And it gets to the point where they are so involved digitally, they are posting about life instead of partaking in life.”

One of his students, Leslie Villalta, shares: “Viewing influencers and observing their ‘perfect’ lifestyle and ‘perfect’ looks can force individuals to feel insecure about their looks. They want to be able to replicate influencers’ lives, which can be incredibly damaging to one’s mental health. Spending too much time on the internet may also cause an addiction, mirroring the effect of a drug.”

When teaching digital citizenship, Toledo asks students to print selfies of themselves and hang them up on the wall. Students do a gallery walk to look at the photos and see the humanity and good in each other. He also asks students to examine online messages and discuss the tone of what is being conveyed. Is it sincere, mean-spirited or sarcastic? It is often hard to tell.

“When people contact each other through text — or a message that can be instantly erased on Snapchat and you have five seconds to read and process it — what you see can be interpreted in ways that lead to misunderstandings or conflict. It’s very important to discuss positive ways of effectively communicating online.”



John Toledo

Hickman, a student at Marco Forster Middle School in San Juan Capistrano, has recycled over 1.6 million cans and bottles, weighing more than 160,000 pounds. He has created a nonprofit called Project 3R for recycling, using some of the proceeds to help a small village in Africa. He has raised nearly \$15,000 for the Pacific Marine Mammal Center in Laguna Beach. His company, Ryan’s Recycling, partnered with Recycle From Home, which pays Irvine residents for aluminum cans, plastic and glass bottles and picks them up. He has partnered with the Anaheim Ducks and Los Angeles Kings to organize beach cleanups and appeared on The Ellen DeGeneres Show.

Hickman is a digital “impactor” who is using technology for the public good. He gives some of the credit to his teacher, Mark Rivadeneyra, who encouraged him to do something “powerful” last year with technology.

“I wanted to go online to make an impact,” says Hickman. “It’s important to make sure that people are recycling. If a 12-year-old like me can do something like this in the real world, anybody can.”

“Teaching digital citizenship is important,” says Rivadeneyra, a member of the Capistrano Unified Education Association who teaches yearbook and video production. “We tend to focus more on the ‘don’ts’ instead of the ‘dos.’ But I believe in encouraging students to use technology for the public good.”

It’s critical to help students use social media in positive ways that connect them to their communities, like-minded people and social justice causes, says Erica Swift, a technology integration support specialist for the Elk Grove Unified School District. ➔

## Ultimate goal: Students as impactors

Ryan Hickman, 12, has a passion for recycling and cleaning up the environment. Thanks to his supporters around the planet, there are fewer recyclable containers making it to the landfill or out to sea where they harm animals and the environment.

“I think specific examples would be students getting engaged in civic activities and talking about getting out the vote. Or teens having honest online conversations, instead of putting out curated versions of themselves. So many kids are struggling with anxiety, depression and other mental health issues. There are online communities and organizations that offer validation and support and resources, which students can share with others on Snapchat, Instagram, TikTok and Twitter.”

The Elk Grove Education Association member acknowledges that students have displayed poor digital citizenship with TikTok challenges, cyberbullying and posting footage of physical fights.

“We are trying to encourage activism instead, so that students’ values and beliefs align with what they are doing online. We are trying to have students think beyond their immediate lives and see themselves as part of a larger, global community and a means for good.”

## Power to the Students

Rohya Prudhomme, the instructional technology facilitator from LAUSD, says students are embracing the fact that social media allows their voices to be heard — and create real change.

“In our district students have used online platforms to create support for different social justice issues. They have encouraged others to contact their local representatives about issues including climate change, homelessness and even local beautification projects, such as getting sidewalks repaired in their community.”

When the city finally repaired the sidewalks, students were elated, she says.

▼ Several of Erica Swift’s students in Elk Grove, from left to right: Joshua Chau, Jayna Jamson, Leonardo Lopez and Layla Jones. All have a solid understanding of what Swift has taught them; says Jamson, “I demonstrate good digital citizenship by being positive when people spread negative rumors and negative information. When I see negative comments, I report them or get them to stop.”



*“We encourage activism, so students’ values and beliefs align with what they are doing online, and they see themselves as part of a larger, global community and a means for good.”*

—Erica Swift,  
Elk Grove Education Association

“They were so empowered to see the real-life impact of their actions. They were incredibly proud to be making an impact in their own communities and see themselves as digital agents of change.”

Student advocacy online happens frequently at the Social Justice Academy at San Leandro High School, says Erica Viray Santos, who teaches U.S history, government/economics, and social justice elective courses while serving as the program coordinator.

“I honestly think social media and technology can either be a weapon of mass destruction or used for mass construction,” says Viray Santos, a member of San Leandro Teachers Association.

After Roe v. Wade was overturned by the U.S. Supreme Court, concerned students issued a survey on social media, connected with community members, created a quick action plan, and helped to facilitate a protest with strong turnout in front of San Leandro City Hall — all



▼ Erica Viray Santos in class and inset. Behind her right arm is a 'Justice for Steven Taylor' poster; her students used social media and other virtual tools to help organize and mobilize the community when Taylor was killed by a police officer in April 2021.



*"I honestly think social media and technology can either be a weapon of mass destruction or used for mass construction."*

—Erica Viray Santos, San Leandro Teachers Association

within 24 hours. They utilized social media and other virtual tools to help organize and mobilize the community when Steven Taylor, a Black man who was having a mental health crisis in a San Leandro Walmart, was shot and killed by a police officer in April 2021. Students' efforts together with his family and other community members resulted in a caravan protest, multiple marches, and even a celebration of life on the one-year anniversary of Taylor's death that was attended by hundreds of people.

"It was important for my students, the families and the community to grieve and feel solidarity together," says Viray Santos.

Students are creating websites, using social media and many other virtual platforms to make a difference in the world, says the California Teacher of the Year 2022 finalist. Some are creating workshops, tutorials and businesses, which she calls a "virtual version of a lemonade stand." Through technology, they fundraise to help others, raise awareness and build community.

"A lot of teachers say that they are 'empowering' students, but I don't look at it that way," says Viray Santos. "Students have always had that power. They just didn't realize it." ■

## RESOURCES to Teach Digital Citizenship

- **Common Sense Media**  
([commonsensemedia.org](https://commonsensemedia.org)) provides teachers and schools with professional development and free classroom tools to help students utilize technology responsibly and positively.
- **The Digital Citizen Institute**  
([digcitinstitute.com](https://digcitinstitute.com)) offers workshops, professional development for teachers and more.
- **The California Department of Education** ([cde.ca.gov](https://cde.ca.gov)) website has links to resources.
- **Be Internet Awesome by Google**  
([beinternetawesome.withgoogle.com/en\\_us](https://beinternetawesome.withgoogle.com/en_us)) has curriculum with resources.
- **Microsoft's Digital Literacy Curriculum**  
([microsoft.com/en-us/digital-literacy](https://microsoft.com/en-us/digital-literacy)) has information for older students.
- **The Stanford History and Education Group's Civic Online Reasoning**  
([cor.stanford.edu](https://cor.stanford.edu)) curriculum has more than 30 free, short lesson starters to help students evaluate information on social media and websites.
- **Facebook's Digital Literacy Library**  
([facebook.com/safety/educators](https://facebook.com/safety/educators)) in partnership with Youth and Media at the Berkman Klein Center for Internet and Society at Harvard University, has free lessons on security, community engagement and positive behavior.
- **The Global Oneness Project**  
([globalonenessproject.org](https://globalonenessproject.org)) has lessons and resources to help students develop understanding and empathy, with photos, videos and articles.
- **The United Nations' 17 Sustainable Development Goals**  
([sdgs.un.org/goals](https://sdgs.un.org/goals)) encourages social justice activities and calls students to action through digital presence across geographic boundaries.



# FENTANYL POISONING: An Invisible Threat

Education is key to combating epidemic

By Julian Peeples

▼ Beaverton (Ore.) School District developed fentanyl awareness curriculum.



▼ Laura, Zach and Chris Didier



**Z**ACH DIDIER WAS an outstanding member of the Whitney High School community in Rocklin — an exceptional student who was a standout athlete in soccer and track and even starred in the school musical. In December 2020, the 17-year-old's bright future was tragically extinguished when he was the victim of fentanyl poisoning.

"It's like a lightning bolt came out of the blue and destroyed everything," says Chris Didier, Zach's father. "And we didn't see it coming."

Zach had purchased what he thought was a prescription pain pill from a dealer on the social media network Snapchat, but the counterfeit pill contained a lethal dose of fentanyl, a synthetic opioid 50 to 100 times stronger than morphine. The toxicology reports showed that Zach was the recipient of a "fentapill," a pill that appears identical to a prescription pill but is actually made of fentanyl.

Fentanyl poisoning is reaching epidemic levels among American youth, with fentanyl-related deaths increasing nearly five-fold among 13- to 24-year-old Americans over the last five years. Officials estimate that 98 percent of the most common pills purchased outside of pharmacies are fake and contain fentanyl, which is very cheap to produce. As little as two milligrams of the potent painkiller — about two grains of sand — can be deadly.

"Fentanyl is fatal with just a small dose and is frequently marketed and sold as prescription drugs," says Lisa Botwinik, Placer County Supervising Deputy District Attorney. "This deception is a huge part of the issue since we are seeing students purchasing what they believe to be prescription pills to experiment or to try and self-medicate issues of pain, anxiety or depression, but instead of a prescription pill they are being sold a fake pill containing fentanyl."

Fentanyl is now the No. 1 cause of death for 18- to 45-year-olds nationwide, and Placer County is no exception. In 2020, 24 Placer County residents died from fentanyl poisoning with nearly half of them under 25 years old — a 700 percent increase from 2019.

## THERE IS NO SAFE WAY TO EXPERIMENT WITH PILLS.

Dealers are purchasing pill presses online to make fentanyl look like prescription pills such as Oxycodone, Percocet and Xanax.



Oxycodone from a pharmacy

**REAL vs. FAKE**



Oxycodone made with fentanyl

There were nearly 4,000 fentanyl-related deaths statewide in 2020, the same year the Centers for Disease Control and Prevention (CDC) issued a health alert due to a major increase in synthetic opioids that hit the western United States. The flow of this dangerous contraband into communities has only increased, with the federal Drug Enforcement Administration seizing more than 1 million counterfeit pills containing fentanyl during a bust in Inglewood in July. In 2021, the DEA offices in the greater Los Angeles area seized more than 3 million fentanyl pills.

"This is really dangerous for our students. One pill can kill, and prevention is key," says Jessica Hilderbrand, a special education teacher and member of Twin Rivers United Educators. "We think it's not going to be our students or our kids. This is an epidemic and we need to try to save our children's lives."

Hilderbrand's son and Zach Didier were friends in the same Boy Scout Troop. Much like the Didiers, Hilderbrand says she was unaware of the threat of fentanyl poisoning.

"As a teacher, I haven't heard anything about this," she says, adding that she plans to bring the issue for discussion to CTA State Council of Education. (Hilderbrand is a State Council delegate and member of the Special Education Committee.) "If I

can help shed light on this and save a life, that's all that matters."

Botwinik encourages parents and families to monitor their children's online activity, as many counterfeit pill sales start with social media interactions. After several Beaverton, Ore., students died from fentanyl-related poisonings, the Beaverton School District developed in 2021 what might be the first and only fentanyl awareness curriculum for middle and high schoolers. These materials are available for free at [beaverton.k12.or.us/departments/communications-community-involvement/fake-and-fatal](https://beaverton.k12.or.us/departments/communications-community-involvement/fake-and-fatal).



*"This is really dangerous for our students. This is an epidemic and we need to try to save our children's lives."*

—Jessica Hilderbrand,  
Twin Rivers United  
Educators

Beaverton also partners with local law enforcement and health officials to raise awareness about the dangers of buying pills on social media. Their middle and high school students receive fentanyl-related lessons in health and advisory classes, while staff receive specific fentanyl training. Additionally, the district hosts a community conversation about the dangers of fentanyl with local experts and impacted family members.

Chris Didier and his wife Laura are also spreading the word about the

dangers of fentanyl poisoning, giving presentations at area high schools and talking with school district officials about how to raise awareness and fight the fentanyl crisis.



▼ Beaverton also launched a campaign on social media to raise awareness.



## Fentanyl Facts

- Fentanyl is the No. 1 cause of death in the U.S. among ages 18 to 45, surpassing suicide, COVID-19, and car accident-related deaths, according to CDC.
- While experimental drug use by American teenagers in the United States has been dropping since 2010, their fentanyl-related deaths jumped to 884 in 2021 from 253 in 2019, according to a study in the Journal of the American Medical Association (JAMA).
- Illicit drug manufacturers are purchasing pill presses online to make fentanyl look like prescription pills such as Oxycodone, Percocet and Xanax.
- Last year, the federal Drug Enforcement Administration (DEA) seized 20.4 million counterfeit pills, which experts estimate represent a small fraction of those produced. The agency's scientists say that about four out of 10 pills contain lethal doses of fentanyl.
- Social media drug trafficking impacts all age groups, but adolescents and young adults are particularly susceptible given their high rates of social media usage.
- In 2021, the DEA investigated more than 80 cases involving drug trafficking on internet and social media apps.

Sources: New York Times, DEA, CDC, JAMA

“I feel an overwhelming sense of responsibility to Zach and his generation to put a face to the danger and share his story,” Chris Didier says. “We need to help our young adults to get smart and understand how dangerous this is. You could take something and stop breathing in five minutes. Fentanyl changes everything. It will not discriminate, and it can happen to anyone.”

For more information, visit [dea.gov/onepill](https://dea.gov/onepill), [songforcharlie.org](https://songforcharlie.org) and [1pillcankillplacer.com](https://1pillcankillplacer.com). ■

Drug dealers look for easy profits and fentanyl is cheap. It's being pressed into fake prescription pills known as “fentapills” resulting in more fatal poisonings among one-time users.



# FENTAPILLS LOOK REAL.

## Tips for Parents

Drug dealers often contact teens and young adults through social media and money transfer apps. Below are some tips for parents from the Placer County District Attorney's Office to protect children from the threat of fentanyl and online drug dealers.

- Monitor your child's social media and online activity.
- Never give your child access to non-supervised over-18 services, such as credit cards, money transfers, online purchasing, package mailing and delivery services.
- Always ask for help. If you or your child are experiencing pain, depression, anxiety or any other issue that may require medication, talk to a doctor or call 2-1-1 (text your ZIP code to 898211).
- Never trust prescription pills sold online or through apps. If it was not prescribed to you and did not come from a pharmacy, assume it is fake. Just one pill could cost your life.



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Unity by the Sea! Pictured are educators from Soquel Education Association, Mountain Teachers Association, Scotts Valley Education Association, United PCS, San Lorenzo Valley Teachers Association, Live Oak Elementary Teachers Association and the Greater Santa Cruz Federation of Teachers.



# Surf City SOLIDARITY

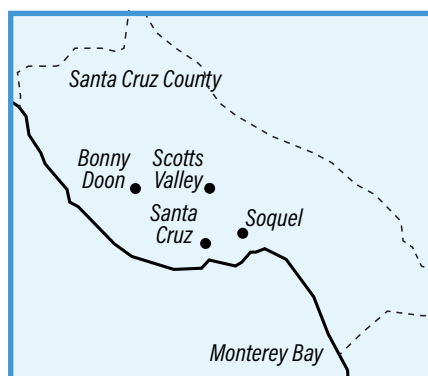
## Santa Cruz locals collaborate to improve conditions for educators and students — and build a movement

By Julian Peebles

**“SANTA CRUZ** is my home. It’s empowering to make a difference for kids in this community,” says Ann Wilson, fourth-grade teacher and bargaining chair for the 110-member Soquel Education Association (SEA). “We want to stay in this community for these students. We organize for our students.”

Educators in school districts across Santa Cruz County took notice in early August when SEA educators ratified a contract that raises teacher pay in Soquel Union Elementary School District by more than 15 percent on-schedule along with a combined 7 percent in bonuses for 2021-2023. Their inspiring victory only tells part of the story though: Soquel teachers were previously the lowest paid in the county, where there is a lengthy history of woefully underpaying educators.

Compounding matters is the extremely high cost of housing in Santa Cruz, with a USA Today study in 2019 ranking the Northern California beach city and surrounding area as the



least affordable place for educators in the United States. The study found that experienced Santa Cruz teachers made about \$62,620 before taxes and that two-thirds of their salary went to rent. In 2021, a UC Santa Cruz report called Santa Cruz “the least affordable small city in the nation.”

“A lot of educators in this county really have a hard time making ends meet,” says Gordon Barratt, a middle school special education teacher and past president of SEA.

These conditions are causing high turnover at schools throughout the area, as educators choose commuting through the mountains to higher-paying districts in Silicon Valley over working near home and struggling — more than 650 CTA members live in Santa Cruz County but work in neighboring Santa Clara County. In Soquel, 28 percent of teachers left the district in 2020-21 and 15 percent the year before, as the educators who stay sadly bid farewell to longtime friends and work to soften the impact to students as best they can. ➔

▼ Gordon Barratt, Ann Wilson and D-R Martin of Soquel Education Association (SEA), which won a much-needed raise, guaranteed prep time and reduced class sizes.

▼ Educators thanked parents and the community for their support after the major victory for Soquel teachers and students.



“Our fight wasn’t just about being comparable in the county, it was about starting the year without teachers in the classroom,” Wilson says. “It was a crisis for our students.”

As SEA members organized, they reached out to a neighboring local association at a small, one-school district to share resources and collaborate on the low wages impacting educators. The call to Mountain Teachers Association (MTA) would turn out to be invaluable for SEA and helped spark a growing movement to improve teaching and learning conditions for all Santa Cruz County students and educators.

“Joining together is the best way we’re going to make this better for all of us,” says D-R Martin, third grade teacher and SEA president. “The power of us is real.”

## Eight-member local sets the stage for change

Mountain Elementary School is nestled in the redwoods on a two-lane road that winds through the Santa Cruz Mountains. The only school in the semi-rural district, it has about 150 students, one class per grade and eight teachers — all members of MTA. Kim Dudley has taught kindergarten there for 18 years, serving for the last decade as MTA president or co-president. She says the high-performing school has long had a “culture of scarcity,” where teachers were overworked and told that small schools can’t possibly offer the pay that larger school districts do.

After years of being told “there’s no money” and being misled by the former superintendent during the last bargain, Dudley dove into the district’s budget early this year, analyzing data and developing MTA’s contract proposal. With CTA staff helping to crunch the data, she says they had some “a-ha” moments that showed just how underpaid they were.

“I had to put together an air-tight case,” says Dudley, explaining that the district had a 50 percent reserve. “We needed to transform the narrative. They were saving for the rainy day, and we needed them to understand the storm was here. Unequivocally, teachers and staff were going to leave.”

What resulted was an 83-page contract proposal that told the story of what it meant to be an educator at Mountain and included data-thick sections on staffing shortages and compensation comparisons, as well as a collective resume detailing the qualifications and experience of the MTA educators.

“We wanted to say, ‘these are the people who you are going to lose’ and I was one of the people who was going to leave,” Dudley says. “Then a few weeks later, Soquel did it — and honestly, they did it better.”

In Soquel, the negotiations team worked together using MTA’s proposal as a template to create SEA’s document, which included similar number-filled charts, colorful graphs showing comparisons with other districts and a collective CV outlining their combined 1,365 years of teaching experience. Educators from the two locals had started working together during the early days of the pandemic, organizing with the seven other CTA chapters (and two California Federation of Teachers locals) in Santa Cruz County to advocate for health and safety measures. Now they were collaborating to raise educator salaries and sparking a movement across Santa Cruz.

“It felt like we were doing something extremely important and needed,” says Barratt.

Mountain educators escalated their actions slowly, and when parents joined in with them, the school board finally started to listen. MTA was able to secure better pay for their unrepresented education support professional colleagues while also winning



▼ Kim Dudley (left) and Brenda Massie of the small but mighty Mountain Teachers Association, whose contract fight sparked a countywide educators' movement.

*"We needed to transform the narrative. They were saving for the rainy day, and we needed them to understand the storm was here. Unequivocally, teachers and staff were going to leave."*

—Kim Dudley, Mountain Teachers Association president



a new salary schedule that increased the highest-paid educator salary by more than 10 percent on-schedule, as well as a 24 percent increase in the district's health care contribution for all members. Dudley says the new contract will help keep highly qualified educators in Santa Cruz County.

"It's been such a struggle to keep teachers here," she says, her voice breaking. "The children suffer and that's why we're doing this — we're fighting for every child."

Mountain fifth-grade teacher Emma Massie says she's hoping the new contract means she can continue to teach in her hometown.

"I grew up here and this community is important to me," she says, adding that she's optimistic about the years ahead. "Better teaching conditions are better learning conditions. It makes me hopeful that there is a brighter future."

SEA members continued to organize as well, rallying at school sites and at busy intersections in Soquel, with concerned parents joining educators from CTA locals across the county attending in support, as well as the Greater Santa Cruz Federation of Teachers and Pajaro Valley Federation of Teachers. SEA provided bargaining updates to their members after every session, lifting the curtain on negotiations to be sure all members

were on the same page and soliciting feedback to ensure they were responsive to member concerns.

"We were able to build confidence in our members that 'yes, we can do this,'" Wilson says. "We're going to keep standing up and advocating to create the schools our students deserve."

In addition to the substantial pay raise, SEA's victory included contractually guaranteed prep time and language reducing and protecting class sizes and caseloads. The victory was massive for educators — many members reacted to the news with tears while Martin says she knows four teachers who were planning to leave the district who have now decided to stay.

"That's not just a win for us, that's a win for students, administration and our community," she says.

Wilson says it's been an emotional experience to help colleagues better meet their family's basic needs in Soquel and beyond.

"It has this ripple effect. I think not only about our district but how it will impact others in our county and across the state," says Wilson.

According to Dudley, a cheer went up in the MTA meeting when they learned of SEA's victory, which made her efforts all the more gratifying. ➔

## High Costs, Low Pay

While cost-of-living and housing prices are among the highest in the nation, average salaries for Santa Cruz metropolitan-area educators have not kept pace.

- Median home cost: \$1.22 million
- Average monthly rent for 1-bedroom apartment: \$2,385
- Cost of Living Index: 193.4 (national average is 100, California is 149.9)
- Average educator salary, 2020-2021:
  - Soquel – \$67,782,
  - Mountain – \$71,625 before new contract
  - (state average – \$85,345)

Sources: Ed-Data, Sperling's Best Places





▼ Scotts Valley Education Association members picketed in front of school sites as many as three times a week in spring, holding firm and winning a 5 percent raise that will help attract and retain educators.

“To have any impact at all on their struggle that will allow them to stay and teach in their community, it was all worth it,” she says.

## Growing movement spreads to Scotts Valley

“We felt more comfortable settling like we did because of Soquel and Mountain,” says John Magliato, middle school English and art teacher in Scotts Valley. “Hearing about their victories helped motivate us to hold strong.”

The negotiations chair for Scotts Valley Education Association (SVEA) for the past three decades, he says bargaining is always “doom and gloom” from school district administration, with worst-case scenario forecasts presented as fact only to be off by millions of dollars later. This has kept educator salaries in Scotts Valley on the low side countywide, meaning high turnover and not just among seasoned teachers.

“We’ve turned into a training ground for first-year teachers and (International Baccalaureate) teachers, who leave for more money. That’s the hardest part for me — losing all the teachers and having to train new ones,” Magliato says. “We need a salary schedule that’s competitive, so we stop losing teachers. It’s unclear to me why we get paid the lowest, but we live in the second-most expensive community in the country. We need to change the paradigm.”

Scotts Valley has been hit hard by teacher turnover, hiring 30 percent new staff this year alone. The issue of teacher pay and related impacts motivated SVEA members during their bargain earlier this year, with educators picketing in front of schools as often as three times a week to share their plight.

“We started to get a good deal of support from the community,

who began attending school board meetings,” Magliato says. “Parents started asking a lot of questions and that led to a deal.”

Low teacher pay took center stage at a Scotts Valley School Board meeting when educators spoke to the board about how the district’s proposal to add minutes to the workday would impact their ability to arrive on time for their second jobs. One educator shared that they had been researching selling their plasma for extra money.

“The teacher shortage has a lot to do with how we’re treated,” Magliato says. “When I feel like we can do better and we don’t, it’s hard.”

After holding firm to their initial proposal and winning a 5 percent raise for 2021-2022, SVEA is headed right back to the bargaining table with the goal of improving teaching and learning conditions for all Scotts Valley students. Carried by the power their 100 members just built in the last campaign and the growing countywide effort, Magliato says he is confident in their prospects.

“We have a goal this year and are laser focused,” he says. “We felt this surge throughout the county with solidarity in union. We have a momentum here that will last a while, I think.”

## Bargaining in an ecosystem

“We’re conscious of the need to make progress on issues for not only us but all teachers in Santa Cruz County,” says Nirshan Perera, English teacher at Pacific Collegiate School in Santa Cruz and president of United PCS.

“There’s concerted movement to lift the boat — it’s a wonderful confirmation of the community beyond the individual associations.”

The 40 educators at the nationally acclaimed grades 7-12



*“We felt more comfortable settling like we did because of Soquel and Mountain [locals]. Hearing about their victories helped motivate us to hold strong.”*

—John Magliato,  
negotiations chair,  
Scotts Valley Education  
Association

▼ Jenny, Eskenazi, Nirshan Perera and Mary Kelly Gardner of United PCS, which is currently bargaining their second-ever contract.

*"It's been important [to see] how much work is bound up in things that are bigger than us. There's so much gaslighting that goes on with the construct of greedy teachers. Part of what the coordination has done is highlight the larger ecosystem we work in."*

—Nirshan Perera, United PCS president



charter school are currently bargaining their second contract ever, having organized United PCS and affiliated with CTA in 2019. Perera taught at the school for seven years without a union, saying that educators had an extremely limited and provisional voice during that time. Unionizing gave teachers a place and brought them together, which he says was huge when the pandemic arrived the following year.

"There's so much the contract has brought us, and by us, I mean the school," Perera says.

PCS Latin and history teacher Mary Kelly Gardner says the school has also been hit by teacher turnover, with eight new educators this year. The daughter of a New York public school teacher, Gardner often thinks about how her father supported a family of five, bought a home and sent three children to college on an educator's salary, which just isn't possible in Santa Cruz.

"Look at the price of housing here," says Gardner, a United PCS member. "I deserve stability and the ability to have a family and home of my own."

During this current bargain, math educator and bargaining team member Jenny Eskenazi says members are strongly united in support, with teachers speaking out at board meetings. A Santa Cruz native, Eskenazi says educators have always been paid less there, but this new movement is changing things.

"The labor renaissance is underway. Our partnership with educators in other school districts is part of that," says Eskenazi.

"I'd drive by Soquel teachers on the corner and get emotional about it. Seeing other locals come to agreements is giving us a lot of encouragement and validation."

Perera says that the concerted effort to bring teachers together across the county to share resources is crucial to improve conditions for all educators and students in Santa Cruz.

"It's been a really important movement in seeing how much work is bound up in things that are bigger than us," he says. "There's so much gaslighting that goes on with the construct of greedy teachers. Part of what the coordination has done is highlight the larger ecosystem we work in."

The environment, support and collaboration with fellow educators across the Santa Cruz area is energizing locals like United PCS as they head to the table.

"We have a sense of unity that is palpable," Perera says. "We're doing the necessary work connecting with our members, so we have a lot of strength going into the conclusion of bargaining."

As this movement for the schools all Santa Cruz students deserve grows and organizing continues, educators are building power through their victories and gearing up for more. It's an often-strenuous effort, but educators say it's well worth it.

"Being a teacher is a very big job. Organizing or attending board meetings on top of that sounds like a lot of work," says SEA's Barratt. "When you connect it to actual change, it opens people's eyes to why it's so important." ■

## Santa Cruz County Local Associations

These CTA-affiliated locals are working to improve learning conditions for students and raise educator salaries across Santa Cruz. Leaders from some of these locals met to continue building together at the recent Region I Leadership Conference.

- Bonny Doon School Teachers Association
- Happy Valley Education Association CTA/NEA
- Live Oak Elementary Teachers Association
- Mountain Teachers Association
- San Lorenzo Valley Teachers Association
- Santa Cruz County Education Association
- Scotts Valley Education Association
- Soquel Education Association
- United PCS



# YOUR VOTE IS YOUR VOICE

## CTA RECOMMENDS

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propositions  
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Skinny Ships (Richard Perez / Jennifer DeRosa)

## Support students and schools on the ballot

By Julian Peeples

**PRIORITIES ARE ON** the ballot once again this November with the opportunity to vote for candidates who share CTA's belief that quality public schools are the cornerstone of democracy.

These officials helped guide California through unprecedented challenges during the past four years, taking action to protect communities from COVID-19 and making historic investments in public education. During extraordinarily difficult times, these leaders showed themselves to be true friends to students, educators and public schools.

"In California, we were fortunate to have strong leaders when we needed them most," CTA President E. Toby Boyd says. "We need

their continued guidance and leadership. I hope you'll join me in voting for these proven leaders on or before Nov. 8."

Visit [cta.yourvoter.guide](https://cta.yourvoter.guide) for customized recommendations for the races as well as recommendations for the propositions on your ballot.

Midterm elections traditionally have low voter turnout, which makes every single vote that much more important. With ongoing efforts across the country to mute the voices of Americans and make it harder to vote, don't silence yourself. Your voice is your vote, so make sure to exercise yours and be a voter for the following propositions and candidates for state office.



# Recommendations on Important Propositions

**CALIFORNIA VOTERS** will decide on seven propositions in November.  
CTA recommends positions on five, as outlined below.

## **YES** on Proposition 1 —

### *The Reproductive Freedom Act*

Constitutional amendment that provides women equal access to health care services and prohibits the state from denying an individual's right to reproductive freedom. CTA believes access to basic health care and reproductive freedom are fundamental human rights.

## **YES** on Proposition 28 —

### *Art & Music in Schools*

Provides additional funding for arts and music education in Pre-K-12 public schools without raising taxes. Nearly \$1 billion annually will go to support arts programs and hire new staff, with additional funding provided to low-income schools. The increase will double state spending on school arts and music programs.

## **YES** on Proposition 31 —

### *Stop Big Tobacco Referendum*

Protects current law that bans the sale of flavored tobacco products and marketing to teens. Out-of-state tobacco companies are attempting to overturn the bipartisan and popular law that ended the sale of candy-flavored cigarettes, cheap sweet cigars and minty menthol cigarettes.

## **NO** on Proposition 27 —

### *Online & Mobile Sports Betting*

Legalizes online and mobile sports betting in California. Online, out-of-state gambling corporations would get 90 percent of the profits, while not a penny is directed to California students or public schools. This proposition could also expose millions of children to online gambling.

## **NO** on Proposition 30 — *Lyft Special Interest Tax*

Increases income taxes to pay for zero emission vehicle subsidies and infrastructure improvements. It is funded by the Lyft Corporation to get taxpayers to pay for these improvements. The tax increase sidesteps current law that requires half of any new revenues go to public education. It also doesn't raise any additional money for health care or other essential services.



## Nov. 8 General Election Facts

- All California active registered voters will receive a vote-by-mail ballot for the November 8 General Election.
- The last day to register to vote ([registertovote.ca.gov](https://registertovote.ca.gov)) in the general election is Oct. 24.
- Ballots will be mailed by county elections offices no later than Oct. 10.
- Ballots can be returned by mail with prepaid postage (postmarked on or before Election Day and received by Nov. 15), or in-person to a secure ballot drop box or your county elections office by 8 p.m. on Nov. 8.
- In addition to candidates for statewide offices and seven propositions, voters will elect Congressional representatives, state senators, Assembly members, state Supreme Court justices, local candidates including school board members, and local measures.

## CTA's Recommendation Process

1. CTA interview teams, comprising local leaders and members, interview candidates and evaluate them on various criteria, including their positions on education issues, their history of support for public education, and viability.
2. After the interviews, teams make their recommendations to state leaders. The CTA Board of Directors considers the recommendations and may approve them or make substitute recommendations.
3. The Board's recommendations are debated by CTA State Council of Education, CTA's highest decision-making body. State Council's 700 delegates vote on the recommendations.
4. Candidates who receive at least 60 percent of State Council's votes are recommended and supported by CTA.





GOVERNOR  
**Gavin Newsom**



Gov. Newsom was the leader California needed during his first four years at the helm. He helped push California forward in almost every area, even amid a global pandemic.

Under Newsom's leadership, Prop. 98 education funding reached a record \$110.4 billion and the state invested \$4.1 billion in the transformative power of community schools. He's taken action to combat the climate crisis, tackled homelessness and expanded mental health services, strengthened laws to keep illegal guns off the streets, and worked to create a more affordable California with lower costs for necessities like housing, childcare, retirement and higher education.

"Gov. Newsom's commitment to California's working families, educators and communities is long-standing," Boyd says.

SUPERINTENDENT OF PUBLIC INSTRUCTION  
**Tony Thurmond**



Tony Thurmond has been a strong leader during his first four years as head of California public education system, listening to educators and families and working to keep school communities safe from COVID-19.

To address the teacher shortage, Thurmond helped secure record investment in the state budget this year to recruit and retain 15,000 teachers. In response to the extensive trauma suffered by students during the pandemic, Thurmond is pursuing a strategy to identify and train 10,000 new mental health professionals, offering scholarships to counselors who agree to work in high-need districts. He also champions the expansion of after-school tutoring and other enrichment programs.

Through his Literacy Task Force (CTA President E. Toby Boyd is a co-chair), Thurmond also set a goal that all California elementary school students learn to read by third grade by the year 2026. He's offering numerous resources to reach this goal, including providing reading coaches and specialists at schools where there is need and expanding funding for literacy intervention strategies.

Thurmond is also leading the implementation of several landmark programs, including free universal preschool for every four-year-old child in the state, free school meals for all students, and billions in wraparound supports through community schools to help meet the physical, mental health and social service needs of students.

LIEUTENANT GOVERNOR  
**Eleni Kounalakis**



SECRETARY OF STATE  
**Dr. Shirley Weber**



STATE CONTROLLER  
**Malia Cohen**



STATE TREASURER  
**Fiona Ma**



STATE ATTORNEY GENERAL  
**Rob Bonta**



STATE INSURANCE COMMISSIONER  
**Ricardo Lara**



STATE BOARD OF EQUALIZATION  
DISTRICT 2  
**Sally Lieber**



UNITED STATES SENATOR  
**Alex Padilla**



## CTA Recommends: Congressional and State Representatives



### STATE ASSEMBLY

AD 1: No recommendation  
AD 2: **Jim Wood** (D)  
AD 3: No recommendation  
AD 4: **Cecilia Aguiar-Curry** (D)  
AD 5: Neutral  
AD 7: **Ken Cooley** (D)  
AD 8: No recommendation  
AD 9: No recommendation  
AD 10: Neutral  
AD 11: **Lori Wilson** (D)  
AD 12: **Damon Connelly** (D)  
AD 13: **Carlos Villapudua** (D)  
AD 14: **Buffy Wicks** (D)  
AD 16: **Rebecca Bauer-Kahan** (D)  
AD 17: **Matt Haney** (D)  
AD 18: **Mia Bonta** (D)  
AD 19: **Phil Ting** (D)  
AD 20: **Liz Ortega** (D)  
AD 22: **Jessica Self** (D)  
AD 23: **Marc Berman** (D)  
AD 24: **Alex Lee** (D)  
AD 25: **Ash Kalra** (D)  
AD 26: **Evan Low** (D)  
AD 27: Neutral  
AD 28: **Gail Pellerin** (D)  
AD 29: **Robert Rivas** (D)  
AD 30: **Dawn Addis** (D)  
AD 32: No Recommendation  
AD 33: **Jose Sigala** (D)  
AD 35: **Leticia Perez** (D)  
AD 36: **Eduardo Garcia** (D)  
AD 37: **Gregg Hart** (D)  
AD 38: **Steve Bennett** (D)  
AD 39: **Juan Carrillo** (D)  
AD 40: **Pilar Schiavo** (D)  
AD 41: **Chris Holden** (D)  
AD 42: **Jacqui Irwin** (D)  
AD 43: **Luz Rivas** (D)  
AD 44: **Laura Friedman** (D)  
AD 45: **James Ramos** (D)  
AD 46: **Jesse Gabriel** (D)  
AD 47: **Christy Holstege** (D)  
AD 49: **Mike Fong** (D)  
AD 50: **Eloise Gomez Reyes** (D)  
AD 51: **Rick Chavez Zbur** (D)  
AD 52: **Wendy Carrillo** (D)  
AD 53: **Freddie Rodriguez** (D)

AD 54: **Miguel Santiago** (D)  
AD 55: **Isaac Bryan** (D)  
AD 56: **Lisa Calderon** (D)  
AD 57: **Reggie Jones-Sawyer** (D)  
AD 58: **Sabrina Cervantes** (D)  
AD 60: Neutral  
AD 61: **Tina McKinnor** (D)  
AD 62: **Anthony Rendon** (D)  
AD 65: **Mike Gipson** (D)  
AD 66: **Al Muratsuchi** (D)  
AD 67: **Sharon Quirk-Silva** (D)  
AD 69: **Josh Lowenthal** (D)  
AD 70: **Diedre Nguyen** (D)  
AD 73: **Cottie Petrie-Norris** (D)  
AD 74: **Chris Duncan** (D)  
AD 76: **Brian Maienschein** (D)  
AD 77: **Tasha Boerner Horvath** (D)  
AD 78: **Chris Ward** (D)  
AD 79: **Akilah Weber** (D)  
AD 80: **Georgette Gomez** (D)

### STATE SENATE

SD 2: **Mike McGuire** (D)  
SD 4: **Tim Robertson** (D)  
SD 6: **Paula Villescaz** (D)  
SD 8: **Dave Jones** (D)  
SD 10: **Aisha Wahab** (D)  
SD 12: No Recommendation  
SD 14: **Anna Caballero** (D)  
SD 16: Neutral  
SD 18: **Steve Padilla** (D)  
SD 20: Neutral  
SD 24: **Ben Allen** (D)  
SD 26: **Maria Elena Durazo** (D)  
SD 28: **Lola Smallwood Cuevas** (D)  
SD 30: **Bob Archuleta** (D)  
SD 34: **Thomas Umberg** (D)  
SD 36: **Kim Carr** (D)  
SD 38: **Catherine Blakespear** (D)  
SD 40: **Joseph C. Rocha** (D)

### U.S. CONGRESS

CD 1: Neutral  
CD 2: **Jared Huffman** (D)  
CD 3: **Dr. Kermit Jones** (D)  
CD 4: **Mike Thompson** (D)  
CD 5: No Recommendation  
CD 6: **Ami Bera** (D)

CD 7: **Doris Matsui** (D)  
CD 8: **John Garamendi** (D)  
CD 9: **Josh Harder** (D)  
CD 10: **Mark DeSaulnier** (D)  
CD 11: **Nancy Pelosi** (D)  
CD 12: **Barbara Lee** (D)  
CD 13: **Adam Gray** (D)  
CD 14: **Eric Swalwell** (D)  
CD 15: **Kevin Mullin** (D)  
CD 16: **Anna Eshoo** (D)  
CD 17: **Ro Khanna** (D)  
CD 18: **Zoe Lofgren** (D)  
CD 19: **Jimmy Panetta** (D)  
CD 20: **Marisa Wood** (D)  
CD 21: **Jim Costa** (D)  
CD 22: **Rudy Salas** (D)  
CD 24: **Salud Carbajal** (D)  
CD 25: **Raul Ruiz** (D)  
CD 26: **Julia Brownley** (D)  
CD 27: **Christy Smith** (D)  
CD 28: **Judy Chu** (D)  
CD 29: **Tony Cardenas** (D)  
CD 30: **Adam Schiff** (D)  
CD 32: **Brad Sherman** (D)  
CD 33: **Pete Aguilar** (D)  
CD 34: **Jimmy Gomez** (D)  
CD 35: **Norma Torres** (D)  
CD 37: **Sydney Kamlager** (D)  
CD 38: **Linda Sanchez** (D)  
CD 42: Neutral  
CD 44: **Nanette Barragan Diaz** (D)  
CD 45: **Jay Chen** (D)  
CD 47: **Katie Porter** (D)  
CD 49: **Mike Levin** (D)  
CD 50: **Scott Peters** (D)  
CD 51: **Sara Jacobs** (D)







# EDUCATORS RUN FOR SCHOOL BOARD

## CTA members seek to serve schools from the dais

By Julian Peebles

**ACROSS CALIFORNIA**, educators are rising to answer another call to public service — by running for election to school boards this November.

Seeking to bring their knowledge and experience in education to school boards in their home communities, these educators are stepping up to build the schools all students deserve as elected policymakers. Here are a number of the dedicated educators seeking election this year. All of them have been endorsed by the local educators' associations where they are running. Visit [cta.org/educator](https://cta.org/educator) for extended versions of these profiles and conversations with other CTA members running for elected office.



### **Maimona Afzal Berta**

*Special education teacher, Alum Rock Educators Association; board member, Franklin-McKinley School District*

**Running for:** Santa Clara County Board of Education

**Why?** Our students and community deserve to have an elected leader whose sole focus is education. As a public school teacher, community leader and local school board elected official, I've had the opportunity to learn, collaborate and establish a track record of putting students first and leading systems-level change.

**Why now?** There has never been a more crucial time in education when it comes to meeting student needs and creating supportive school systems. When COVID-19 hit, I co-founded the Digital Equity Coalition because having access to the internet was

literally a seat in the virtual classroom. As a result of our advocacy efforts, we helped 15,000 vulnerable families connect to the internet with devices and hot spots. We need elected leaders who understand how to address existing inequities in education, as well as drive change on issues that have been exacerbated by the pandemic.

**Advice for other hopefuls?** We need more teachers in elected office. The individuals making decisions on behalf of students and our communities must be grounded in the reality and challenges that our schools and districts face. Educators are uniquely positioned to lead because we are leaders in the system already and bring an unmatched perspective on what works and what doesn't.

**Website:** [VoteMaimona.com](https://VoteMaimona.com);  
**Twitter, Facebook:** @VoteMaimona;  
**Instagram:** @MaimonaBerta



### Ava Chiao

*High School science teacher,  
East Side Teachers Association*

**Running for:** Cupertino Union School Board

**Why?** I've always had a heart for students. I know what it takes to help an individual child in a classroom because I've been doing that every day for years. Now I'm ready to take that expertise and apply it at the district level, implementing policy and looking strategically at the district. My unique perspective will bring an important balance to the board, to help make informed decisions for my community. I'm the only candidate with a teaching credential and I also bring student voices to the board.

**Why now?** I've been working to be ready since 2017. With my teaching, community service, and education policy experience, I am ready to serve.

**Advice for other hopefuls?** Running for office will be like having another job. It may seem a lot, but you will have a core team that supports you. We need teachers to be more involved in making decisions at the table — if they're not at the table, they're on the menu. Let us get more teachers involved at the political level. Getting involved starts with you!

**Website:** [avachiao.org](http://avachiao.org); **Facebook:** @AvaChiao.org; **Twitter:** @AvaChiao; **Instagram:** @\_AvaChiao



### Mikki Cichocki

*Recently retired 33-year educator,  
CTA-Retired*

**Running for:** San Bernardino City School Board

**Why?** Education is a family tradition as both my parents were teachers in San Bernardino. I bring the perspective of an experienced teacher, as I taught in elementary and secondary schools. I know what works in helping our students succeed. I know what teachers and school staff need to thrive professionally.

**Why now?** The timing was right. I just retired and we have a special election to fill the seat of a beloved board member, Dr. Margaret Hill, who passed away. Several teachers and community members spoke to me about this opportunity and after talking with my family, we decided the time was now.

**Advice for other hopefuls?** Campaigning is not for the faint of heart. You have to be willing to put yourself out there. But next to teaching, being willing to serve your community as a school board member or other elected leader is great community service. Having a background in education and the experience of being a CTA local leader from site rep to president gives you invaluable training and insight in how to serve your community.

**Facebook:** @mikki4sbcusd



### Cesar Fernandez

*Secondary educator,  
Sweetwater Education Association*

**Running for:** Chula Vista Elementary School Board

**Why?** I was appointed to the board a year ago and am running because I enjoy leading from the dais. I am a parent of a child in the district and want to provide all the students with robust learning opportunities. My experience in the classroom and as a union leader provides me with a unique perspective to be an effective board member.

**Why now?** Providing a quality education and opportunities for enrichment has been my passion, and I'd like to now provide those as a board member.

#### Advice for other hopefuls?

Do it. We need more educators to be on school boards. If you love teaching and your community, then just go for it. We need you out here keeping public education strong.

#### Website:

[cesarforschoolboard.com](http://cesarforschoolboard.com); **Twitter,** **Instagram:** @czareff; **Facebook:** @Cesar4CVESD



### **Tina Gustin-Gurney**

*30-year elementary educator,  
CTA-Retired*

**Running unopposed for:** Westminster School Board

**Why?** I was appointed in October 2020 and wanted to bring my education experience to the board as they navigated through COVID. Now I'm running to continue the success of a great school board and provide consistency to a district that has had many changes.

**Why now?** After I retired as COVID hit, I decided to submit my application when the district needed to replace a board member. I'd thought about being on my local board when I retired and this opportunity presented itself. I am the current president of the board and feel I've contributed to making the district more understanding of the educators' perspective and that students are the most important part of this endeavor.

**Advice for other hopefuls?** Your expertise about policies that affect classrooms and educators is invaluable in the decision-making process. You have a sense of reality that businesspeople don't understand about how schools are run. You can offer solutions that make sense for schools. You can also make sure students are getting an equitable education. You know how to present information and to ask lots of questions!



### **Taunya Jaco**

*Sixth-grade teacher,  
San Jose Teachers Association;  
CTA Board of Directors, District G*

**Running for:** Oak Grove Unified School Board

**Why?** I believe that educators should be the ones to make decisions about public education. We must work collaboratively with our students, parents and community to empower, grow and transform public education.

**Why now?** It's not about me running as much as it is about wanting to do what I can to serve the students and families in my community. We cannot afford to wait. Our students and educators deserve our best *now*. It's easy to tell others, "you are the change that you are looking for," but we can't just talk the talk; we also have to walk the walk. This is my opportunity to give back and serve the community that helped to raise me and to be the change that I hope to see.

**Advice for other hopefuls?** You are a highly trained, *professional* educator. You have a union and a community of support. Shirley Chisholm said, "If they don't give you a seat at the table, bring a folding chair." Remember that tomorrow may never come; your time is now. Let go of fear and move in confidence and love. You got this! #WeAreCTA

**Website:** [taunyajaco.org](https://taunyajaco.org);  
**Facebook, Twitter, Instagram:**  
[@DrJacoSays](https://www.facebook.com/DrJacoSays)



### **Tara Jeane**

*High school English teacher,  
West Placer Teachers Association;  
NEA Board of Directors, District 1*

**Running for:** Sacramento City School Board

**Why?** I want to do more for kids. I've taught about 3,500 students in 17 years in the classroom; I've lobbied with local, state and national leaders for what schools need; and I've worked with my colleagues collaboratively to solve any problem that we've faced in education. Our current school board doesn't have a teacher on it, and I'm eager to use my teacher voice in that room!

**Why now?** In February, after a day of virtual union meetings, I felt rather deflated. The last two years have taken their toll on educators and proven yet again how vital it is for us to be in the room when people make decisions about education. I woke up the next morning and knew it was time to run for school board.

**Advice for other hopefuls?** The minute I decided to run, I started hearing the voice of doubt. I so appreciate that my union family has been louder than that voice, continually encouraging and championing me on every step of this journey. Our world needs us and we can do this together!

**Website:** [Tara4SacCity.org](https://Tara4SacCity.org);  
**Facebook:** Tara Jeane For Sac City





### **Elva Lopez-Zepeda**

*Second grade teacher,  
Southwest Teachers Association*

**Running for:** Sweetwater Union High School Board

**Why?** I know that I can make a difference to the youth of the community. My professional and personal experiences provide me with a unique understanding of the workings of a school district. I will bring knowledge to the office that no other candidate has and be able to provide a unique perspective in decision-making.

**Why now?** It is time for me to apply all I have experienced and learned in my career. I will be the voice of parents, educators, community members and the students. I will promote policies that will remove obstacles to student growth to assure that all students are prepared to meet the challenges of tomorrow.

**Advice for other hopefuls?** Go for it! Is it easy? No. But as educators, we know what is best for students, and we need to get out of our comfort zone and work for kids outside the classroom. We have the passion, the knowledge and the drive to get things done. Let's use it to advocate for students, colleagues and families and bring the needed change to education.

**Website:** [elvalopez-zepeda.com](http://elvalopez-zepeda.com)



### **Amie Stewart**

*Middle school physical education teacher, Teachers Association of Paramount*

**Running for:** Bellflower Unified School Board

**Why?** I felt I needed to get more involved in my community. I wanted to serve the community that raised me and prepared me for my future in education.

**Why now?** I believe my community has been asking for but not receiving the support it deserves, and I want to try and help make a difference. We need to work with our labor unions and educational partners, and I believe I can help us improve in those areas.

**Advice for other hopefuls?** It is a lot of work, a lot of long hours, phone calls and research – and it is all worth it. I am humbled to have met so many people in my community who I didn't know before. It feels amazing to be more involved and give back to serve others. I love the people I get to work with and I believe I have made lifelong friends in this process.

**Facebook, Instagram:**  
[@AmieStewartForSchoolBoard](https://www.facebook.com/AmieStewartForSchoolBoard)



### **Erika Zamora**

*School counselor,  
Alvord Educators Association*

**Running for:** Val Verde Unified School Board

**Why?** I grew up in this district. I'm invested in Val Verde, not just as a former student, employee and parent, but as a community member and educator. I'm an advocate for students and educators, and I believe I need to do more for my community.

**Why now?** Being involved in CSEA from 2000-2015 allowed me the opportunity to know what it meant to work collaboratively for a common goal. Being active in CTA has opened doors into advocacy for all educators. As chair of CTA's Student Support Services Committee, I have been able to work alongside fellow educators from across the state to support and push for legislation and policy that is student-centered and protects our public schools. As an NEA director, I have had the honor of lobbying at the national level. And now that my kids are a bit older and I have more experience, I feel it's time to serve my community.

**Advice for other hopefuls?** Do it! Who better to decide what is best for the students and our schools than educators? Public schools have been under attack for too long and it's time that educators have a seat at the table.

**Website:** [erikaforvalverde.org](http://erikaforvalverde.org)

**Twitter:** @Erika4ValVerde, Facebook and Instagram: @ErikaForValVerde



## CalPERS, CalSTRS Board Elections

As you cast your votes in state and local elections, don't forget to make sure your voice is heard in California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) board elections. Here's how to cast your vote for CTA's recommended candidates:



### 2022 CalPERS Special Retired Member Election

A special election to fill the vacant retired representative seat on the CalPERS Board of Administration recently completed in late September. If no candidate received a majority (results unknown as of press time), a runoff election will be held. All CalPERS members retired as of July 1, 2022, can vote in the runoff election. A runoff ballot package will be mailed on Nov. 4 and voting will be open until Dec. 5.

#### CTA recommends a vote for Yvonne Walker.

The term of office for this position begins immediately upon certification by the Secretary of State and expires in 2028. Visit [calpers.ca.gov](https://calpers.ca.gov) for more information.

Note: Education Support Professionals are members of CalPERS — retired CTA ESPs are eligible to vote in this election. Certificated CTA members belong to CalSTRS and are not eligible to vote in this election.



### 2023 CalSTRS Teachers' Retirement Board Election

In the fall of 2023, CalSTRS will conduct an election for the three members of the board who represent active CalSTRS members and participants. Voting will be open Sept. 29-Nov. 30, 2023, and ballots will be mailed to all active members.

#### CTA recommends the following educators for the seats on the board:

K-12 Classroom Teacher: **Denise Bradford**

Community College Instructor: **Sharon Hendricks**

K-12 Classroom Teacher: **Harry M. Keiley**

The Teachers' Retirement Board consists of 12 members who are elected, appointed or hold office ex officio for four years. Their decisions affect all active and retired CalSTRS members. For more information, visit [calstrs.com](https://calstrs.com).

## Things to Know



### Am I registered to vote?

At [voterstatus.sos.ca.gov](https://voterstatus.sos.ca.gov), you can check if and where you are registered to vote, check your political party preference and language preference for election materials, find your polling place, and more. (If you recently registered online, wait at least 24 hours before checking your status.)

Register to vote at [registertovote.ca.gov](https://registertovote.ca.gov).

### I missed the voter registration deadline (Oct. 24) — can I still vote?

You can "conditionally" register and vote at your county elections office after the 15-day voter registration deadline of Oct. 24.\*



### I filled out my ballot — what do I do with it?

Ballots must be delivered to a polling place or secure dropbox by close of polls at 8 p.m. on November 8, 2022. Mailed ballots must be postmarked on or before November 8, 2022, and received by your county elections office no later than November 15, 2022.

\*Find your county elections office at [sos.ca.gov/elections/voting-resources/county-elections-offices](https://sos.ca.gov/elections/voting-resources/county-elections-offices).



### Can I track my ballot?

You can track your vote-by-mail ballot — when it is mailed, received and counted — with Where's My Ballot?, which is offered in every county. Sign-up at [WheresMyBallot.sos.ca.gov](https://WheresMyBallot.sos.ca.gov).

Find more elections and voter information at [sos.ca.gov/elections](https://sos.ca.gov/elections).

# LEGISLATIVE UPDATE

By Julian Peeples

## Governor expands farmworker union rights, protects retired educators

**ONLY TWO DAYS** before the bill would have died on his desk, Gov. Gavin Newsom signed AB 2183 (Stone) into law in late September, expanding union rights for farmworkers and writing a triumphant end to an historic campaign.

The governor had previously announced his intention to veto the CTA-endorsed bill, which gives more choices to farmworkers voting to form a union and guarantees the right to vote in secret and free from intimidation. This after United Farm Workers (UFW) and supporters completed a 335-mile march in August through California's Central Valley, in triple-digit temperatures, and then camped out at the State Capitol in a collective call to sign the bill.

When it seemed like AB 2183 was certain to die on his desk, Newsom reached an agreement with UFW and the California Labor Federation on clarifying language he wanted considered by the Legislature next session and he signed the bill into law. Farmworkers and supporters camping outside the Capitol were shocked and openly wept when Newsom walked up with the signed bill in hand.

"California's farmworkers are the lifeblood of our state, and they have the fundamental right to unionize and advocate for themselves in the workplace," Newsom said in a statement after signing.

UFW leaders say they look forward to working with the governor and



CTA leaders support the UFW marchers at the State Capitol. From left: CTA President E. Toby Boyd, Natomas Teachers Association President Mara Harvey and PAC chair Nico Vaccaro, and CTA board members Shelly Gupton and Mike Patterson.

Legislature to make the agreed-upon changes that will ease implementation of AB 2183, so farmworkers can participate in elections free from intimidation and deportation beginning next year.

"Farmworkers across the state organized and sacrificed to make their voices heard and to pass AB 2183," UFW tweeted upon the bill's signing. "California — and many parts of the country — heard their voices. Farmworkers felt the deep and historic solidarity from all parts of California and all across the nation."

Educators joined farmworkers in the fight and on the 24-day long march, with CTA District H Board Member Jesse Aguilar walking the first 12-mile segment from UFW headquarters in Delano to Richgrove. Along the way, CTA members,

locals and service centers joined the march and supported the cause, including donating supplies and funds.

"We made great efforts in the Central Valley to support the UFW," says CTA District F Board Member Eva Ruiz.

The voices of support grew as AB 2183 sat on the governor's desk, with President Joe Biden, Vice President Kamala Harris and Speaker of the House Nancy Pelosi joining the call to sign the bill — the last of whom sent a congratulatory tweet to farmworkers, in English and Spanish:

"This is an historic and joyous victory for the California farm workers who keep us fed. Esta es una victoria histórica y dichosa para los trabajadores agrícolas de California que nos alimentan!" ■

**Newsom Signs CTA-Sponsored Retirement Bills** On Sept. 29, Gov. Gavin Newsom enhanced the retirement security of retired California educators, signing into law AB 1667 (Cooper) and SB 868 (Cortese). **AB 1667** exempts retirees from any reimbursement obligation resulting from overpayment of benefits due to erroneous information provided to CalSTRS by the school district or reporting agency, among other protections. **SB 868** protects the purchasing power of California's oldest retired teachers while maintaining the fiscal integrity of CalSTRS. Thanks to all who worked to pass these important pieces of legislation that protect our retired educators.





# CTA Fights for Adjunct Faculty Rights

*Lawsuit brings attention to unfair compensation practices* By York Chang



Karen Roberts



Seija Rohkea

**OVER THE YEARS**, California community college districts have increasingly turned to part-time adjunct faculty to meet their mission of educating students. Adjunct faculty teach up to 75 percent of all community college classes in some districts. Adjunct faculty are required to hold the same minimum qualifications as their full-time faculty counterparts but are deemed temporary and have little job security. Community colleges also generally compensate adjunct faculty at a much lower rate than full-time faculty, sometimes even failing to pay adjunct faculty for the many hours of essential work that they do outside of the classroom on behalf of their employers.

As a result of these widespread and unfair compensation practices by community college employers, adjunct faculty across the state desperately struggle financially to make ends meet, despite their advanced academic degrees, professional duties, and many years of teaching experience. These compensation practices are not only a form of economic exploitation, but they may also violate California's minimum wage laws. After a detailed investigation, in April 2022 CTA filed a lawsuit against Long Beach City College District, *Roberts, et. al. v. Long Beach Community College District*, for its failure to comply with minimum wage laws.

Under California's applicable minimum wage laws, adjunct faculty who earn less than \$5,200/month (in 2022) from a public employer are not exempt from the state's minimum wage requirements. That is so regardless of the number of hours that the employee works. Therefore, community college districts are required to pay these non-exempt adjunct faculty at least the \$15/hour state minimum wage for every hour worked — not only for classroom lecture hours, but for all hours engaged in work on behalf of districts.

For Long Beach City College District (LBCCD) adjunct faculty, this means a legal right to be paid at least the minimum wage for the hours they have spent preparing class syllabi, grading student work, holding office hours, communicating with students outside of the classroom about instructional matters, conducting administrative tasks, and attending employer-mandated trainings. The local union chapter of adjunct faculty at LBCCD, the Certificated Hourly Instructors, has been fighting for many years at the contract bargaining table to negotiate compensation for out-of-classroom work for their bargaining unit members. Thus far, LBCCD has stubbornly refused to comply with their legal obligations under state law. LBCCD insists on paying part-time faculty an hourly rate only for the time that

educators spend in front of the classroom, without paying anything for the work they perform outside the classroom.

On April 4, 2022, CTA filed a class action wage-and-hour lawsuit against LBCCD in Los Angeles County Superior Court on behalf of more than 650 LBCCD adjunct faculty. The lawsuit seeks the maximum damages of three years back pay and the unpaid retirement benefits owed for uncompensated work hours, as well as penalties and interest.

Two longtime LBCCD adjunct faculty members, Karen Roberts and Seija Rohkea, have stepped up to serve as class representatives in the lawsuit. Their experiences of not being paid for essential work they do on behalf of LBCCD and its students are illustrative of the stories of

*"[The district's] refusal to comply with minimum wage laws is emblematic of a broader, pervasive pattern of exploiting adjunct faculty throughout the community college system."*

the entire LBCCD adjunct faculty community. "It's long past time for adjunct faculty to be treated fairly and compensated for all the work that goes into teaching a community college class," said Rohkea, an art history instructor at Long Beach City College.

LBCCD's refusal to comply with minimum wage laws is emblematic of a broader, pervasive pattern of exploiting adjunct faculty throughout the community college system. The lawsuit will raise public awareness about the challenging work conditions facing part-time adjunct faculty as contingent workers. CTA

continues to investigate other community college districts for similar wage-and-hour violations. In addition, CTA, our Community College Association (CCA), and allies have pushed for legislation intended to provide pay parity to part-time faculty. Ultimately, it will take a multi-pronged strategy of legal advocacy, organizing, further legislative pushes, and the building of political will in the state to bring economic justice to valuable community college faculty members who are doing the essential work of educating so many Californians. ■

*York Chang is a CTA Staff Attorney.*

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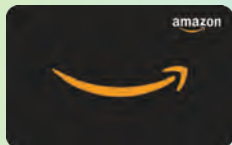
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# BARGAINING ROUNDUP

Compiled by **Julian Peebles**

## EAST BAY:

### Locals form coalition for student success

As 18 local associations across the East San Francisco Bay Area head into bargaining, educators organized a coalition to make across-the-board demands to provide students with the best opportunities for success — including the best resources, supports and class sizes, educator caseloads, and educator retention and attraction.

Members from the following locals organized throughout the summer to win the best for their students at the bargaining table: Antioch Education Association, Association of Piedmont Teachers, Association of Pleasanton Teachers, Byron Teachers Association, Clayton Valley Classified Association, Clayton Valley Education Association, Contra Costa County Schools Education Association, Dublin Teachers Association, John Swett Education Association, Lafayette Education Association, Liberty Education Association, Livermore Education Association, Martinez Education Association, Mt. Diablo Education Association, Moraga Teachers Association, Orinda Education Association, Pittsburg Education Association and the San Ramon Valley Education Association.

Educators from these locals are united in the belief that students are in dire need of individual attention; educators who stay in each district; and more nurses, librarians, counselors, social workers and psychologists, so that students feel safe and supported at every campus.

"We all know that all California students deserve the best," said Angela Normand, CTA Board Member for District C. "That's why it is exciting to see our East Bay Coalition for Student Success working in partnership with their communities to deliver for East Bay students."



▼ CTA Board Member Angela Normand speaks at the launch of East Bay Coalition for Student Success, comprising 18 local associations.

## MERCED: Double-digit salary increases

The 509 members of the Merced Union High School District Teachers Association are seeing double this year — double digit salary increases, that is.

The local chapter that represents educators in Merced, Livingston and Atwater recently reached a settlement with Merced Union High School District that includes a 10 percent salary increase as well as COLAs of 5.48 percent and 4.04 percent in the next two out years, with language to reopen negotiations if the cost of living increases further. The settlement also includes an increase to their hourly rate of 10 percent, with a guarantee that it will increase at the same proportion as salary increases in perpetuity. The district also increased the amount it pays on health insurance by 10 percent.



▼ Contra Costa County educators rally for smaller class sizes, more resources for students and a living wage.



## CONTRA COSTA COUNTY:

### Educators rally as negotiations go to fact-finding

Members of the **Contra Costa County School Education Association** (CCCSEA) continue to organize, picketing at board meetings and school sites as they fight for resources and safe conditions for their students.

CCCSEA went through mediation with Contra Costa County Office of Education (CCCOE) management in August, but could not reach an agreement that respects students and the teaching profession. CCCSEA urged CCCOE to provide smaller class sizes and ensure a livable wage for educators, said CCCSEA President Christina Morabe.

"CCCOE management continues to have a blatant disregard for student and staff safety by insisting on larger class sizes," Morabe said. "We are saying loud and clear that educators will not put up with a shortage of the best resources for our students. They deserve smaller class sizes, stronger mental health programs, and curriculum tailored to their needs."

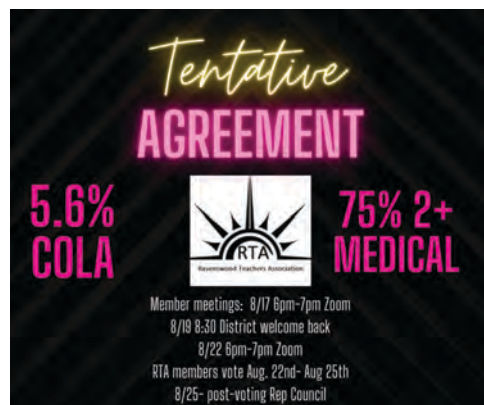
CCCSEA is headed into a fact-finding hearing with the district, likely in October. More actions are planned, including informational picketing.

*"Together, we are saying loud and clear that educators will not put up with a shortage of the best resources for our students."*

—CCCSEA President  
**Christina Morabe**

Educators are very appreciative of the unprecedented settlement, which was overwhelmingly ratified in early September.

"This will help with housing prices, with rent increases. It will help people have a better standard of living and weather storms," said association president Tim Pust, noting that inflation has skyrocketed. —*Lisa Gardiner*



## RAVENSWOOD:

### Another win for students and educators

Following up on last year's landmark agreement that provided educators with a 10 percent pay increase and revamped the district's evaluation system, Ravenswood Teachers Association (RTA) ratified in late-August a contract that nets educators a 5.6 percent raise and a significant increase to health benefits.

RTA President Ronda White said the contract will provide competitive health benefits, which will help the district attract and retain educators that Ravenswood students and families deserve. Before the new contract, an educator with two dependents was paying out of pocket more than \$1,600 a month for Kaiser — now, that same coverage will cost \$750.

White called the last two contracts groundbreaking for educators, taking RTA from the bottom third in the county for educator pay to the top third.

White said both bargains are the result of true collaboration with a superintendent who understands the value of a consistent, stable workforce. Additionally, White credited the Ravenswood Education Foundation for helping the district fund the increases, and said CTA staff support was invaluable.



Dolores Huerta, front center, with parents, community members and educators opposed to the charter school petition in Bakersfield.



Huerta told the school district board meeting, "There's a movement in the United States to create more charter schools, but also to take that money out of public education."

# A COLLABORATIVE VICTORY

## Community partners help Bakersfield educators fight privatization

By Lisa Gardiner

**WHEN A TROUBLING** petition for a new charter school in downtown Bakersfield reared its head, Steve Comstock, president of the Bakersfield Elementary Teachers Association, turned to the community to help fight it.

Along with drawing on the support of students, parents and educators to contest the petition for the Central Academy of Arts and Technology (CAAT) charter school, he engaged the Dolores Huerta Foundation, right down the street from his office, and its renowned labor leader for assistance.

The CAAT petition was troubling because the charter appeared designed to appeal to those who were resisting integrating diverse community enrollment into a school that once existed exclusively for the children of downtown business employees and local leaders. The petition also lacked plans to support English Learners, students with disabilities, or to address the needs of socio-economically disadvantaged students or other vulnerable students.

"I hate to say this, but this really felt like a 'white flight' type of charter school," said Comstock.

There were concerns that the charter would also divert vital resources from dual language programs and English Learners in the school community.

In late August, students, parents, educators and a very special guest — Dolores Huerta — turned out to share their concerns at the Bakersfield City School District board meeting. The petition failed when three board members voted against it.

"There's a movement in the United States to create more charter schools, but also to take that money out of public education," said Huerta at the board meeting.

"A diverse group of parents, students, community members and educators voiced their valid concerns regarding the petition to establish a charter school in downtown Bakersfield. Our voices were heard and three of the BCSD board members voted No!" tweeted Ashley De La Rosa with the Dolores Huerta Foundation.

It may not be the end of this fight, as the charter entity has the ability to appeal to the county. Nevertheless, the August school board victory reveals an important lesson for educators across the state who might be faced with a similar situation.

"Don't go it alone, don't do it alone," said Comstock. While not everyone can call on Dolores Huerta or her foundation, they likely have similar stakeholders they can call who share similar goals and values, Comstock said. "Community partnership is so important." ■

*"Don't go it alone, don't do it alone. Community partnership is so important."*

—Steve Comstock, president of the Bakersfield Elementary Teachers Association

# 3 HABITS OF HIGHLY EFFECTIVE TEACHER TEAMS



Brooke Cagle/Unsplash

## When time is tight — and the goal is to drive deeper student learning — here are ways to keep teacher teams focused and productive

By **Paige Tutt**

**AS SCHEDULES** fill up in the new school year, the practice of meeting as teacher teams can be tough to fit into the day.

But there's tremendous value in establishing a consistent, structured routine of grade- or subject-focused meetings — especially when schools plan and carve out time for it. When teachers meet as teams, writes consultant Elisa B. MacDonald for the Association for Supervision and Curriculum Development (ASCD), they learn to “cultivate diverse perspectives, ground disagreement in text-based ideas (not personal attacks), promote intentional data use, and focus team meetings on what collaboration is ultimately about — improving student learning.”

There's no need to make it overly complicated: By keeping the work lean and focused on just a few discrete areas, teachers can benefit despite time constraints. “It's enough to start with small, intentional moves to gradually build a culture of trust,” writes MacDonald, a former teacher and literacy coach. “In time your team will view reading together, observing one another teach, and looking at student work together not only as practices you do in meetings, but as healthy collaborative habits that transform learning.”

Here are three strategies MacDonald recommends for getting the most out of teacher teams:

### 1. Read and Listen Together

While reading by yourself is beneficial, discussing articles, videos and podcasts with colleagues provides a rich opportunity for team members to broaden their thinking and deepen their understanding of the content as they hear new ideas and challenge their own perspectives.

If your school doesn't set time aside for professional development or collaborative team reading, start off with “short, engaging texts” — MacDonald suggests a relatable cartoon, a controversial quote or an inspirational excerpt from a

podcast — then build up to longer texts and book studies as the year progresses and teachers' schedules allow. “Soon your colleagues will expect to engage in text-based discussions in your meetings,” she says.

In lieu of using text-based discussion protocols, such as the four A's or the final word\*, which MacDonald notes can feel “time-consuming or restrictive,” a well-formulated prompt can help structure a thoughtful conversation and encourage quality, relevant responses. When school Diversity, Equity and Inclusion director Osamagbe Osagie's team read the article “Growing up Black in All the Wrong Places,” for example, she asked her team: “Given this article's provocative title, what will it take for us to create a world that is comfortable and safe for individuals who are Black, Indigenous, Latinx, Asian, and multiracial to grow and thrive in?” MacDonald writes.

### 2. Observe Colleagues in Classrooms

In high-performing schools, teachers often visit colleagues' classrooms for peer observation, a practice MacDonald compares to the difference between “seeing a movie with friends, catching a bite afterwards, and talking about what you saw together” versus seeing the same movie alone.

When team leaders establish clear goals for classroom visits, it helps keep the process streamlined and prevents team members from being overwhelmed by the variety of ideas they encounter.

- **Establish a clear objective for each observation:**

First visits can be unstructured, but subsequent visits should include clear guidance about what to look out for and should connect to whatever the team is learning about, MacDonald says.

- **Be specific about goals:** Though your team may collaboratively write or review an entire lesson





plan together, it's fine to demo just a portion of it for the team to examine together, MacDonald explains.

- **Identify how to gather data:** "Guided by your purpose, decide what data your team will collect to help your team debrief afterward," MacDonald writes. You might agree to record audio of student group discussions or take photos of completed student work.
- **Mix it up:** Plan to observe both live and pre-recorded lessons as well as "dry demos," where a teacher presents a lesson to colleagues without students in the room. This exercise reduces stress for the presenting teacher — they can start over or stop at any point in the process — while providing an opportunity to practice strategies before bringing them into the classroom.

### 3. Examine Student Work

If you can't routinely visit other teachers' classrooms, regularly evaluating student work as a team is a valuable exercise. On a rotating basis, each member can bring in student work samples that are:

- **Authentic:** Sample work should reflect a genuine issue or challenge for the presenting teacher(s).
- **Relevant:** Submitting samples that are relevant to team inquiry and study goals ensures that the team benefits from the analysis.
- **Current:** Use recent samples — from formative assessments, for instance — so that teachers can "re-teach, intervene or enrich when students need it," MacDonald advises.

While it may be tempting to "go big or go home" with team meetings, the realities of crammed teacher schedules can interrupt even the best intentions.

Starting small — consider picking just one strategy to start — is worth the effort, MacDonald concludes. Strong teacher teams can sustain teachers, helping them connect to colleagues and feel supported, ultimately keeping educators engaged in the work and learning from each other.

\*The Four A's and The Final Word: Discussion formats for groups to explore texts and help clarify thinking to gain a deeper understanding of an issue.

*This article originally appeared in Edutopia.*

## A HANDY FRAMEWORK FOR CHOOSING EDTECH

### Use the six Cs to make better decisions about classroom technology

By Tolulope Noah

**AS EDUCATORS**, we are inundated with options when it comes to educational technology, and new tools are appearing on the scene all the time. Here are a few important considerations.

#### 1 CONTENT

A common temptation with edtech is to focus on the technology first. We may want to use a tool simply because it's new or exciting without first considering how it will help us meet our learning goals. One helpful technology integration framework is the TPACK model by Matthew J. Koehler and Punya Mishra. This framework identifies three bodies of knowledge that are critical for educators: technological, pedagogical and content.

Although it's tempting to start with technology, the content we are teaching should be our guide, followed by the pedagogical strategies we will use to teach the content. Finally, we should consider which technology (if any) will be used. Thinking about technology in this order will help you ensure that the tools you choose are in the service of student learning.

#### 2 CONTEXT

Each educator has a specific and unique context that should be taken into consideration when determining which edtech to use. It's important to reflect on who your students are, the tools that are provided or



*"Similar to how society taps into the versatility of cauliflower, we should consider how we can take the edtech tools we already have and use them in innovative ways."*

restricted by your school/district, your current capacity to incorporate new tools, and other contextual factors.

For example, are you teaching multilingual learners? Then you might choose to use tools like Flip or Keynote, which allow students to practice their listening and speaking skills via the built-in video and audio recording tools.

Or, are you teaching in a district that has adopted specific devices or software (e.g., iPads, Chromebooks, Microsoft 365, or Google Workspace for Education)? Consider how you can leverage the embedded features of these tools. Also, if planning to incorporate additional tools, consider how well they will integrate with the devices and software you and your students have.

### 3 CREED

As educators, our beliefs influence our actions in the classroom. They affect our classroom management approaches, our pedagogical strategies, the ways we engage with families, the content we emphasize, and much more. This applies to edtech too.

For example, if you believe in the importance of collaboration in the learning process, then you might choose tools like Google Docs, Google Slides, Jamboard or Padlet, which allow students to work together to create

documents, develop presentations, and brainstorm ideas. Take the time to examine your beliefs and consider how they shape the tools you utilize.

### 4 CHANNELS

Just as a geographical channel provides access for ships and other vessels, it's important to select edtech tools that will provide access for all learners. One key factor to consider is accessibility.

For example, Google Docs has a dictation feature that turns speech into text and a feature that can translate documents from one language to another. Microsoft's Immersive Reader streamlines the text on a page, allows users to customize the display, and reads the text aloud. Apple's Clips has a built-in feature called Live Titles that makes it easy to create captioned videos, thus providing greater access for students who are deaf/hard of hearing and multilingual learners who would benefit from additional linguistic support.

Another important factor to consider regarding access is representation. When choosing or designing e-learning materials, take stock of the content and images used to ensure that they are inclusive and representative and do not perpetuate negative stereotypes.

### 5 CHOICE

According to Universal Design for Learning, providing students with choices can be a powerful way to tap into their interests and, ultimately, foster greater engagement in the learning process. When choosing edtech, consider which tools you can use to provide students with options in how they learn about a concept or how they demonstrate their learning.

For example, at the conclusion of a unit of study, you may give students the option to create an infographic in Canva or Google Drawings; record a podcast in GarageBand; or record a video in Clips, Flip, Edpuzzle or iMovie.

### 6 CAULIFLOWER

Cauliflower is a vegetable that has been reimaged in many different ways in recent years. From pizza crusts to Buffalo wings, it seems that there is no limit to how cauliflower can be used. Similar to how society is tapping into the versatility of cauliflower, as educators we should consider how we can take the edtech tools we already have and use them in innovative ways.

Take Keynote, for example. You can use it to create presentations, animations, flash cards, infographics, animated GIFs, narrated slide shows, interactive notebooks, collaborative activities and more. Or, take Flip. You can use it for introductions, reflection activities, read-alouds, presentations, skills assessments, virtual guest speaker visits and more! This concept applies to many other tools as well.

It's important to start with just one new idea and build on it over time. Hopefully, these six Cs will help you make tech choices that promote student learning, reflect your unique context, align with your creed, promote equity, support student choice and spark innovation.

*This article originally appeared in Edutopia. Tolulope Noah is a former K-12 teacher now at CSU Long Beach.*

# 6 HELPFUL TIPS FOR NEW TEACHERS

**Making a habit of these practices can help you avoid burnout and thrive in the classroom during your first year — and beyond**

**FOR NEW TEACHERS**, year one in the classroom is exhausting, overwhelming and often chaotic, but veteran teachers say it'll also be joyful. You'll realize every decision you make will have an impact in the lives of the kids you teach. You've spent years learning your craft. Now it's your chance to put what you've learned into action.

**1. Prepare for a roller coaster.** There will be transcendent moments. Other times, you'll feel lost and demoralized. Consider writing a note to yourself: "Don't be surprised when this is hard." Keep it someplace handy. It'll give you perspective when things get difficult. Whether in the teachers' lounge or online, try to avoid negative talk, and seek out positive growth-oriented colleagues. They'll be your support system and there when you need to vent.

**2. Set grading parameters.** New teachers often spend too much time grading. It's a recipe for burnout, and it overwhelms students. Limit yourself to three high-priority comments on everything you grade or don't grade at all. Try a one-in-four rule, grading only 25 percent of assignments. Teach students to use peer-to-peer feedback or rubrics for self-assessment to lighten your load.

**3. Focus on relationships.** Students will test your boundaries, and you'll be tempted to confront every infraction. Instead of trying to fix all misbehavior, pick your battles. Just go after the bigger issues that may impact your whole class. Put more energy into relationship building. Greet students at the door. Give brief surveys to get to know them. And consider regular check-in activities like morning meetings so you're constantly building connections. The goal is to find a balance between being firm and friendly, and that takes practice.

**4. Seek out support.** Great mentors are essential for developing great teachers, even if your instinct is to go it alone. Connect with

positive, experienced teachers, the ones who know how to listen with empathy. They'll help you prioritize and ultimately make a tough job more manageable.

**5. Make reflection a habit.** A consistent habit of meaningful reflection is at the heart of every good teaching practice. But finding time for it can be difficult, so keep reflection simple. During transitions in the day or after class, jot down notes in a note-taking app or record voice memos to review later. Focus on just one or two areas of improvement, and let the rest go.

**6. Set your boundaries.** To avoid burning out, set firm personal boundaries early and try to stick to them. Consider removing access to work emails from your phone so you're not tempted to respond after hours. Learn to say no to extra duties for now, like coaching an after-school team. Finally, work will drift into your weekends and evenings, so consider picking one day a week to work long hours.

Remember that it will get easier, but until then, making a habit of these practices will help ease stress and allow for progress in all the right places.

*This article originally appeared in Edutopia.*



Watch Edutopia's video at [edutopia.org/video/6-helpful-tips-new-teachers](https://edutopia.org/video/6-helpful-tips-new-teachers).



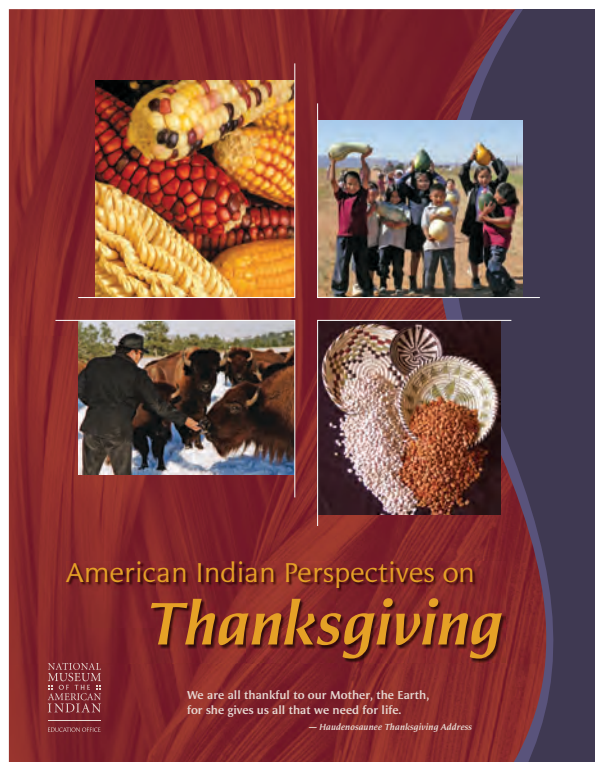
# Teaching Truth

## An opportunity to teach accurately about Thanksgiving

**TEACHING ABOUT** the Thanksgiving holiday in an engaging yet socially responsible way means providing students with accurate information and eschewing traditions that sustain harmful stereotypes about Indigenous peoples.

Class discussion and work can tie into Native American and Alaska Native Heritage Month in November. A variety of online resources, educator toolkits and lesson plans for all grade levels are available. Sources include the National Museum of the American Indian ([americanindian.si.edu](http://americanindian.si.edu)), Learning for Justice ([learningforjustice.org](http://learningforjustice.org)) and NEA ([nea.org](http://nea.org)); for both, search "Thanksgiving").

For example, educators can encourage students to use more accurate terms for Thanksgiving: Instead of "Indians" and "Pilgrims" use Wampanoag and English or Separatists. Teach the story of the Wampanoag, who were instrumental in helping the English survive and who still exist today.



National Museum of the American Indian

## MEMBER OPPORTUNITIES

### Equity & Social Justice

Does your local chapter have an equity team or social justice committee — or do you want to start one? Join CTA's Human Rights Department at a virtual meeting on Nov. 17, 5-7 p.m., to meet equity teams across the state and strategize on how to promote equity and social justice! Sign up as a team if possible. Register at [cta.org/et-11172022](http://cta.org/et-11172022).

### IFT Grants — and Grant Writing 101

The mission of CTA's Institute for Teaching (IFT) is to enhance, support and sustain high-quality teaching and high-quality public schools for all California students. IFT awards grants directly to CTA members and local chapters for projects that help achieve this goal. All CTA members are eligible to apply for IFT Educator grants (up to \$5,000) or Impact grants (up to \$20,000). The next grant application submission period opens on Dec. 1, 2022. See [cta.org/ift](http://cta.org/ift) for more.

Have a project idea you want funding for? Want to become a more effective grant writer? IFT's virtual "Grant Writing 101" workshop will provide an overview of how to write a grant proposal, prepare a practical budget and develop a reasonable timeline. Register at [cta.org/ift](http://cta.org/ift) for one of these dates: Mon., Nov. 7; Thurs., Nov. 10; or Mon., Nov. 14. All times 4-6 p.m. Hurry — space is limited!



Sarah Elizabeth/Unsplash



CALIFORNIA TEACHERS ASSOCIATION  
HUMAN RIGHTS AWARDS

# Heroes & Scholars

## Nominate, apply for CTA's prestigious awards and scholarships

**CTA RECOGNIZES** members for extraordinary accomplishments through various awards, grants and scholarships. These include the Human Rights Awards and several scholarship programs whose nominations are now open! Nominate a deserving colleague; urge a co-worker to apply for a scholarship for themselves or their children to further their education. For many, many other opportunities, go to [cta.org/scholarships](https://cta.org/scholarships).

### *The 2022-2023 CTA Human Rights Awards*

The CTA Human Rights Awards Program was adopted by the CTA State Council of Education in October 1984. The goal of the program is to promote the development of programs for the advancement and protection of human and civil rights and social justice issues within CTA.

Human Rights Awards are given annually to CTA chapters, Service Center Councils, and members in the following categories:

#### Individual Member Nomination Categories

- African American Human Rights Award in honor of Lois Tinson
- American Indian/Alaska Native Human Rights Award in honor of Jim Clark
- César Chávez "Si Se Puede" Human Rights Award
- Pacific Asian American Human Rights Award
- Human Rights Award for LGBTQ+ Advocacy in honor of Nancy Bailey
- Human Rights Award for Women's Advocacy
- CTA Peace and Justice Human Rights Award
- Students with Exceptional Needs Human Rights Award

#### CTA Chapter/Service Center Council Award Categories

- CTA Chapter Human Rights Award\*
- CTA Service Center Council Human Rights Award\*

\*Nominations must be made in the name of the chapter and/or Service Center Council only.

Any active CTA Member, chapter, caucus, or Service Center Council may submit nominations. Nominees must be active CTA members.

For more details about the awards and to apply, go to [cta.org/human-rights-awards](https://cta.org/human-rights-awards).

Nominations must be submitted online. Go to [cta.org/human-rights-awards](https://cta.org/human-rights-awards) to find the nomination form.

**Deadline: November 30, 2022**

Questions? Email [humanrightsdept@cta.org](mailto:humanrightsdept@cta.org).



▲ Winners of CTA's 2022 Human Rights Awards; front row: Magret Nunes, CTA Vice President David Goldberg, President E. Toby Boyd, Secretary-Treasurer Leslie Littman, Telly Tse. Back row: Daniel Gallegos, Christina Alaniz, Juli Stowers, Guadalupe Carrasco Cardona, Vanessa Aranda, Gina Gray, VanCedric Williams.

## CTA SCHOLARSHIPS

### ***CTA Scholarships***

The CTA Scholarship Program offers

- **The CTA Scholarship for Dependent Children** offers a maximum of 35 scholarships of up to \$5,000 each; one scholarship in honor of Ralph J. Flynn is awarded to the highest-scoring applicant, another in honor of Ruthie Fagerstrom is awarded to the second highest-scoring applicant, a third in honor of Susan B. Anthony is awarded to the third highest-scoring applicant.
- **The CTA Scholarship in honor of Del A. Weber** offers one scholarship of up to \$5,000 to a dependent child of an active member of CTA, CTA/NEA-Retired or deceased CTA member who is attending or attended a continuation high school or an alternative education program.
- **The CTA Scholarship for Members** offers a maximum of five scholarships of up to \$3,000 each. One scholarship designated as the American Indian/Alaska Native Memorial Scholarship in honor of Alice Piper is awarded to the highest-scoring member applicant, another is designated for an ESP member who wants to transition into the teaching profession (provided an ESP member applies).
- **The Student CTA (SCTA) Scholarship in honor of L. Gordon Bittle** offers a maximum of three scholarships of up to \$5,000 each. One scholarship designated as the Pacific Asian American Scholarship in honor of Philip Vera Cruz is awarded to the highest scoring SCTA applicant.

To find out more, visit [cta.org/scholarships](https://cta.org/scholarships).



National Park Service

### ***Martin Luther King Jr. Scholarships***

The Martin Luther King Jr. Memorial Scholarship Program encourages students of color to become educators, school nurses, school counselors or school therapists and to promote professional growth for teachers and ESP members of color. Scholarship amounts are up to \$6,000.

To be eligible, the applicant must be pursuing a degree, credential or certification for a teaching-related career in public education in an accredited institution of higher education; a member of a defined BIPOC group (African American/Black, American Indian/Alaska Native, Asian/Pacific Islander or Hispanic); and one of the following: An active member of CTA; a dependent child of an active, CTA/NEA-Retired or deceased CTA member; an active member of Student CTA.

For details, visit [cta.org/scholarships](https://cta.org/scholarships).

***Athletics Grants for Schools!*** The California Casualty Thomas R. Brown Athletics Grant program offers \$1,000 grants for public middle/high schools whose athletics programs are in jeopardy and in great need of funding. The deadline is Jan. 15, 2023, for grant requests to be considered for the current school year.

Applications must be submitted by CTA members who are active employees of the public middle/high school for which the grant is being requested. Awards must be used to subsidize sports program(s) and cannot be used for individual student awards, construction projects, organizations whose primary purpose is fundraising, or other school programs. Only one grant will be awarded per school per academic year and schools will not be awarded two consecutive years. To apply, go to [CalCasAthletics.com](https://CalCasAthletics.com).





## Human Rights Musical Works in the Classroom

*Stand! A Human Rights Musical* is a 2019 Canadian film set during the 1919 Winnipeg general strike that occurred in Winnipeg, Manitoba, Canada. In a rousing story, immigrants battle for a better future — and love.

Recently *Stand!*'s producers announced education materials for the film sponsored by the Canadian Museum for Human Rights. Educators across North America can now access materials that include links to free screeners of the movie — in English, subtitled French and subtitled Spanish — along with a lesson plan (for middle and high school students) and teacher's manual. There are also links to clips to teach nine human rights themes, including the gender wage gap, labor rights and non-violent protest.

Go to [standmovieeducation.com](http://standmovieeducation.com) for the materials.

# 988:

## New Crisis Hotline for Mental Health

A new nationwide hotline phone number, 988, provides 24/7 free and confidential emotional support to those struggling with a mental health crisis. 988 is specifically for people experiencing mental health emergencies.

Federal legislation established the 988 hotline, along with development of a strategy to provide specialized services for LGBTQ youth. Research shows these youth are more than four times more likely to contemplate suicide than their heterosexual peers.

"When people call, text, or chat 988, they will connect to trained counselors that are part of the existing National Suicide Prevention Lifeline network," the network's website says. "These trained counselors will listen, provide support, and connect callers to resources if necessary."

A previous hotline, 1-800-273-8255 [1-800-273-TALK] will remain in effect.

If you or someone you know needs help, dial 988 or call 1-800-273-8255 for the National Suicide Prevention Lifeline. You can also get support via text by visiting [suicidepreventionlifeline.org/chat](http://suicidepreventionlifeline.org/chat).

# Fall Preparation Tips for Your Home

**FALL IS** the perfect time of year: the summer heat begins to fade, football games take over the weekend and pumpkin-flavored everything hits the shelves.

However, the season also serves as a reminder that, as the days grow shorter and the leaves start to fall, it's the ideal time to look around your home and get prepared for the upcoming winter. Fall's mild temperatures and adequate daylight provide an opportunity to check the heater, repair gutters, and add extra insulation to the attic. Even if you rent, you don't want to be caught in an early autumn storm to learn you have leaks or other problems.

## Here's a checklist to make sure you're prepared:

- Have your heating system checked and cleaned.
- Inspect ceilings, windows and outer walls for cracks.
- Change air filters.
- Check your pipes and plumbing.
- Inspect your roof for wear or damage and clean the gutters.
- Install weather stripping and caulk around windows and doors.
- Seal up foundation and driveway cracks.
- Check your fireplace and chimney for cracks or leaks.

Look around your deck or patio and yard. Now is the time to clean and store seasonal outdoor furniture and flower pots, drain sprinkler systems, trim trees and shrubs, fertilize lawns and mulch gardens. Before your lawnmower goes into hibernation, schedule a time to have it serviced. If your snowblower needs some TLC after its summer break, bring it in with your mower and tackle two chores at once.

During fall it is also important to make sure your home is fire safe. Hundreds of fires break out each day during the fall and winter months. Check your smoke and carbon monoxide detectors and make sure everything is working properly. The National Fire Protection Association warns that carbon monoxide poisonings also climb during the fall and winter months.

## Smoke and carbon monoxide detector preparation checklist:

- Install smoke alarms and carbon monoxide detectors in every bedroom, outside each separate sleeping area, and

- on all levels of the home.
- Test all smoke and carbon monoxide detectors and replace the batteries.
- Have all heating equipment and chimneys cleaned and inspected.
- Keep all flammable materials at least three feet from heat sources.
- Check fire extinguishers. Replace or have them serviced as needed.
- Know and practice home escape routes.

## Fix these immediately:

Holes in walls or roofs; pooling water in attics, bathrooms or other areas; large foundation cracks; and sparking or overly heated electrical switches or wires need immediate repair.

## Home and renters' insurance

A vital preparation step for any season is to review and understand your homeowners or renters insurance policy. Make sure you know what is covered under your policy, whether you need to increase your coverage, or add additional coverage for the coming winter months.

*From California Casualty, a CTA preferred provider for auto and home insurance to educators. See [CTAMemberBenefits.org/calcas](https://CTAMemberBenefits.org/calcas) for details.*



Tierra Mallorca/Unsplash



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

## An Epic Fantasy

A dark plot unfolds in the western lands of the Kingdom of Swordbane with the formation of an unholy alliance, deliberate spread of a deadly affliction, and a newly conspired war on the horizon. *Swordbane*, just published by Riverside County Office Teachers Association member Paul Emerick, incorporates aspects of current events (a pandemic, ending a long military occupation in a distant country, social unrest, historical revisionism) in a fantasy-based story geared for adults and young adults. Readers will reflect on the causation and prevention of events, including war; flawed heroes; and complex villains. On Amazon, Barnes & Noble.



## TIPS FOR A SUCCESSFUL SCHOOL YEAR

By **Lyndie Aquila**, Folsom  
Cordova Education Association



COVID has changed our lives. We are hoping this school year will be the most normal one of the last few years. As much as we would like to forget COVID, we can take this opportunity to make positive changes and become better versions of ourselves by trying the following tips:

- Engage in face-to-face conversation with classmates, friends, neighbors and relatives. Technology is great, but there is no substitute for human connection.
- We are not defined by our GPA or our job title. For example, I am a daughter, photographer, friend, aunt, rad human and a teacher.
- Remember to take time each day for yourself. Enjoy exercise, play a sport, read, play video games with friends, take a bath or enjoy a hobby.
- Be present every day. Enjoy the talks in the lunchroom with your friends/colleagues, time going to and from work or school, sitting in your yard, or the morning cup of coffee.
- Mental health matters. I start my day by high-fiving myself in the mirror, telling myself that I matter and deciding what I want from today.
- It is okay to make mistakes or to FAIL (First Attempt In Learning). Nobody knows everything or has every skill mastered. Keep trying and if you give up eventually, you are simply opening time and space for something else.
- Communities work best when all parties work together. For example, education is a triangle involving the teacher, student and the parent. Neighborhood watch groups work well if as many neighbors as possible are involved.
- We all make mistakes; it is part of being human. Remember to be patient and explain tactfully if necessary.
- Life is meant to be lived. Our time on the planet is short. If you are struggling, remind yourself this too shall pass.
- As Whitney Houston said in a song decades ago, "Learning to love yourself is the greatest love of all." Don't compare yourself to others. Try to be better than you were the day before.

Hope you all have a rad year! We are all in this village together!

*Originally published in Empire Ranch Neighbors Magazine.*



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