

**Yes on Proposition 58**

Let's return language instruction that helps students succeed in a multilingual society

**Family outreach helps students survive life's crises**

Support staff play a key role in communities

**Anatomy of a victory**

How a united faculty used a one-day strike to move stalled negotiations into contract gains

SEPT • OCT 2016

# California Teacher

THE VOICE OF THE UNION ■ CALIFORNIA FEDERATION OF TEACHERS, AFT, AFL-CIO

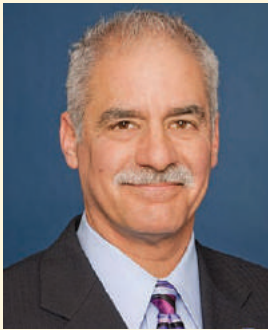


**SUPPORT OUR STUDENTS**

*Yes* **55**

**VOTE NOV 8!**

Joshua Pechthalt, CFT President



## How should progressives vote in the presidential election?

Electing Donald Trump would be a catastrophe. Hillary Clinton is our best choice to advance a progressive agenda. Her election must be our number one goal.

With less than one month left in the presidential contest and the race for the White House tightening, progressives have to make some clear-eyed decisions about whom to support. Will they support Hillary Clinton or will they cast a protest vote and support Jill Stein?

According to most national polls, the American people believe Donald Trump would be a disaster as president. Unfortunately, some progressives feel that, as abhorrent as Trump is, a vote for Clinton is not fundamentally different.

Clinton has had her own challenges, some of them real and some created to weaken her campaign. The bounce she got in the polls coming out of the Democratic Convention has slowly, but steadily, eroded.

Knowledgeable political people have said that the electoral college map overwhelmingly favors the Democrats and not to worry. Others have said that black and Latino voters are undercounted in the polls and they will overwhelmingly vote for Clinton. Again, not to worry. But in the back of my head I can hear my late grandmother with her strong Yiddish accent saying “Worry, worry!”

California is not in play. The polls say Clinton will win by close to 20 percentage points and perhaps this is the place to make a protest vote. But that would be a mistake.

We can’t be cavalier about who will be the next president. She, or he, will nominate one or more U.S. Supreme Court justices who will reaffirm or reject a woman’s right to choose, Citizens United, worker rights, voter access, affirmative action and other vital issues.

The next president will make appointments to the Environmental Protection Agency, the National Labor Relations Board, and other entities that have a profound impact on people’s lives.

Unfortunately there is no viable labor party in this country, so we know the next president will either be a Democrat or Republican. Electing Donald Trump would be a catastrophe. Hillary Clinton is our best choice to advance a progressive agenda and her election must be our number one goal.

Some may see voting for a third party as not standing up to the status quo or perhaps helping to build a movement. But building movements through the electoral process rarely, if

ever, happens. Our work is to build the strength of our union, to build the labor movement, and to build ties to community groups. That is what will fundamentally change the political equation in this country. The movements, however, would be set back if Donald Trump were to be elected.

While not all of Trump’s rhetoric is reactionary, we must show that the American people do not accept the anti-Muslim, anti-immigrant, hate-filled views that are central to his message. That can only be accomplished by a strong popular vote rejecting those ideas, and that’s why the California vote is so important.

In the coming days, we must get our members and supporters to the polls. There is much at stake in California, including continuing to restore funding to education by passing Proposition 55. But we can’t get complacent about our vote for president. Even if our electoral votes are not in doubt, this is not the time to squander a vote on Jill Stein or any third-party candidate. The American people and those around the world are counting on us.

**New and improved!**

We’ve made our award-winning *California Teacher* even better. While the commitment to telling our story remains as strong as ever, a streamlined design with bold images moves you through the pages more quickly. Plus the smaller size travels easily in your bag or backpack. We’re online at [cft.org/californiateacher](http://cft.org/californiateacher). Share our story on social media!

 **YOUR VOTE MATTERS.**

**OUR MISSION:** The California Federation of Teachers is an affiliate of the American Federation of Teachers, AFL-CIO. The CFT represents faculty and classified workers in public and private schools and colleges, from early childhood through higher education. The CFT is committed to raising the standards of the profession and to securing the conditions essential to provide the best service to California's students.

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**ON THE COVER**

Novato High School psychology teacher Jennifer Russell equips her students with the skills necessary for college. We must pass Prop 55 to provide adequate resources to support her, and educators like her, committed to student success. Russell is a member of the Novato Federation of Teachers, AFT Local 1986.

PHOTO BY SHARON BEALS



Teachers at San Rafael High School took to the street before school on September 30 to tell morning commuters "Yes on Prop 55."

COURTESY LOCAL 1077

## YES ON PROP 55 WE CAN'T GO BACK

**W**hat difference has Proposition 30 meant for public education in California?

A deluge of March 15 layoff notices removed one in 10 teachers from K-12 classrooms between 2008 and 2011. In Watsonville, Pajaro Valley Unified sent 158 notices in 2010-11. And this year? None.

Classified employees and paraprofessionals saw their hours greatly reduced or suffered layoffs. But now, layoff notices have slowed to a trickle.

In community colleges, students are once again able to access thousands of classes slashed during the Great Recession.

In the CSU and UC systems, after years of skyrocketing tuition threatened to place higher education out of reach for working Californians, tuition has been frozen.

All this is thanks to the wisdom of voters who passed Proposition 30 to provide critical revenues when the state faced daunting fiscal challenges.

Prop 30 has worked, says CFT President Josh Pechthalt. "It grew state revenue by billions of dollars a year, with more than 80 percent coming

**Of the money raised by Proposition 30, the top 1 percent of households pay 98.5 percent.**

from increased taxes on high-income earners. We led the nation in asking people at the top end to pay a bit more."

Prop 30 began as the CFT's Millionaires Tax; it is funded by a modest personal income tax increase on the wealthiest Californians, the only group to see growth in average income over the last quarter century.

Individuals who make \$250,000 and up, and joint filers who make \$500,000 or more, pay an extra 1 to 3 percent. Of the money raised by Prop 30, the top 1 percent of households pay 98.5 percent. Prop 30 also increased sales taxes by a quarter of a cent (after CFT was able to cut this amount in half).

Together, these increases have brought in \$6 billion a year for our schools and colleges.

Proposition 55 asks voters to maintain the personal income tax increase for an additional 12 years, generating up to \$8 billion a year, according to the Legislative Analyst's Office. Budget forecasts show that unless voters extend the taxes on

the wealthy, California public schools will lose nearly \$4 billion in the first year alone.

A Public Policy Institute of California survey found that 64 percent of voters support Prop 55 and a USC poll showed 69 percent voter support.

"We can't afford to go back," Pechthalt concludes. "Public education in California is seriously underfunded and we still rank near the bottom of the nation in K-12 per pupil spending, average class size, and the number of nurses, librarians, and counselors per student. While Prop 55 has broad public support, we can't get complacent."

**»Please help pass Prop 55! Find everything you need in the online toolkit at [cft.org/yeson55](http://cft.org/yeson55).**

## Hillary Clinton for U.S. President

The AFT and the CFT have endorsed Hillary Clinton for President of the United States in 2016. In vision, experience and leadership, she is the candidate working people need in the White House.

Clinton is a tested leader who has fought for the issues most important to AFT members and our communities as a U.S. Senator from New York with a 100 percent AFT voting record, and as U.S. Secretary of State.

As president, Clinton will fight to ensure a stronger, fairer economy that works for everyone, not just those at the top,



COURTESY AFT

while advancing racial justice and equity for all. She will fight for strong public schools; to make higher education free for more students; to safeguard our retirement security; to keep public services public; and to protect and build on the

Affordable Care Act. She will safeguard the right of strong unions to bargain collectively.

Clinton will be an advocate for equality. She has fought for women and girls — in the workplace, at home and abroad. She will work to strengthen

middle class families by increasing wages and fighting for family-friendly policies like paid family leave, paid sick days, and affordable child care.

»The CFT urges your vote for **Hillary Clinton**

# CHOOSE THE BEST CANDIDATES

## Kamala Harris for U.S. Senate

For the first time in 24 years Californians will fill an open U.S. Senate seat and the CFT has endorsed Attorney General Kamala Harris for that office.

As the state's top attorney, Harris has taken the lead on issues important to educators, working to reduce elementary school truancy and set young students on the path to educational success. She created the Bureau of Children's Justice to protect our state's youth. And she fought the big banks during the foreclosure crisis to defend our communities.

As San Francisco District Attorney, she worked closely with United Educators of San Francisco to tackle the problem



of absenteeism.

As U.S. Senator, Harris will seek stable funding for early

childhood and K-12 education, affordable child care for working people, and early childhood

education for all kids. She advocates for collaborative learning environments that respect educators' expertise, and providing services that meet the social, economic, and health needs of students.

In higher education, Harris supports making community college free to California students, increasing the size of Pell Grants, lowering tuition at public universities, and ending the predatory practices of for-profit colleges.

»The CFT urges your vote for **Kamala Harris**

# VOTE NOV 8

# CFT ON THE **BALLOT MEASURES**

**A**fter careful consideration, the CFT makes the following recommendations for November 8. On measures not listed here, the CFT has taken no position.

**NO PROP 53**  
**Unnecessary voter approval for government bonds**

Requires statewide voter approval before any revenue bonds can be issued or sold by the state for certain government projects if the bond amount exceeds \$2 billion.

**NO PROP 54**  
**Unfair influence of special interests on Legislature**

Prohibits the Legislature from passing any bill unless it has been in print and published on the Internet for at least 72 hours before the vote, except in cases of public emergency, and requires the

Legislature to make audiovisual recordings of most proceedings and post them on the Internet.

**YES PROP 55**  
**Maintain the Millionaires Tax to keep education funded**

Maintains the personal income tax increase on earnings over \$250,000 for individual filers and \$500,000 for joint filers enacted in Proposition 30 four years ago, and extends them for another 12 years. Allocates 89 percent of these revenues to K-12 schools, 11 percent to community colleges, and up to \$2 billion per year for healthcare programs. Bars use of this revenue for education administrative costs, but gives local governing boards discretion to determine how funds can be spent.



**YES PROP 57**  
**Parole for nonviolent felony convictions**

Allows parole consideration for persons convicted of nonviolent felonies upon completion of prison term for their primary defense and allows the Department of Corrections and Rehabilitation to award sentence credits for rehabilitation, good behavior, or educational achievements.

**YES PROP 58**  
**Allow multilingual education, repeal Proposition 227**

Repeals most of Proposition 227, the “English in Public Schools” initiative passed in 1998, effectively allowing the use of non-English languages for instruction in public schools. Preserves the requirement that public schools ensure students become proficient in English, yet authorizes school districts to establish dual-language immersion programs for both native and non-native English speakers and allows families to select an available language acquisition program that best suits their child.

**YES PROP 59**  
**State resolve to overturn Citizens United**

Asks whether California’s elected officials should use their authority to propose and ratify an amendment to the federal Constitution overturning the U.S. Supreme Court decision in *Citizens United v. Federal Election Commission*. Prop 59 is advisory and therefore non-binding.

**YES PROP 62**  
**Repeal death penalty**

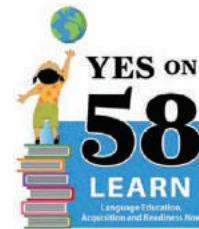
Repeals the death penalty and replaces it with life imprisonment without possibility of parole. Applies retroactively to existing death sentences and increases the portion of wages earned by life inmates allowed for victim restitution.

**YES PROP 63**  
**Background checks to purchase ammunition**

Requires background check and Department of Justice authorization to purchase ammunition, prohibits possession of large-capacity ammunition magazines, and establishes procedures for enforcing laws prohibiting firearm possession by specified persons.

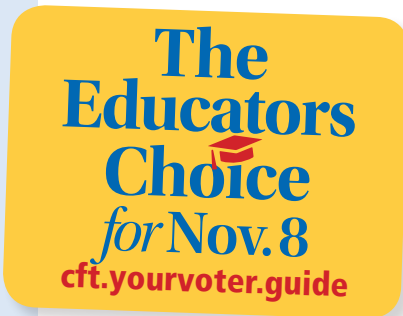
**NO PROP 66**  
**Reckless experiment with criminal justice**

Changes procedures governing state court appeals and petitions challenging death penalty convictions and sentences, designates superior court for initial petitions and limits successive petitions, and imposes time limits on state court death penalty review.



**QUICK TIPS | Be sure your vote counts!**

- » **Deadline to register** to vote on November 8: **October 24**
  - » **Register to vote online at [sos.ca.gov](http://sos.ca.gov).**
  - » **Apply for a vote-by-mail ballot between October 10 and November 1** by returning the application included with the sample ballot mailed to you, or by contacting your county Registrar of Voters.
  - » **Return your voted mail ballot to the Registrar’s office or to any polling place by 8 p.m. on election day.**
  - » **If you have moved, you must reregister to vote,** regardless of how you vote, even if you didn’t change counties or precincts in your move.
  - » Go to **[cft.yourvoter.guide](http://cft.yourvoter.guide)** and type in your home address. A page tailored to your local ballot will load, showing endorsed candidates ranging from U.S. President to local school and college trustees as well as local and state ballot measures. You will also see a map showing your polling location.
- The positions on The Educators Choice represent the endorsements of your local union and the CFT.



In 1998, Proposition 227 essentially ended bilingual instruction in California schools. It forced English learners into one year of “sheltered English immersion,” hindering their ability to learn academic English and achieve at grade level. Many continued in those classes or were then placed in regular classrooms to sink or swim. The CFT strongly opposed Proposition 227.

Additionally, Prop 227 required parents who want their child to continue in a bilingual setting to sign a waiver stating that their child already knows English, has special needs, or



**YES ON PROP 58**

BOB RIHA, JR.

## Reverse Proposition 227 after 18 years of bad policy Return language instruction that helps students succeed

would learn English faster through an alternate instructional technique. As a punitive measure, Prop 227 allowed a parent to sue for enforcement of the measure’s provisions, holding school board members, administrators, and teachers personally liable.

This annual waiver requirement placed a cumbersome administrative burden on schools. That burden, compounded with the potential threat of lawsuits, moved many districts to dismantle successful bilingual education programs. Nevertheless, California employers continue to seek workers who are fluent in more than one language.

Now, 18 years later, voters can reverse this ill-informed law. Proposition 58 preserves the requirement that public schools ensure students become proficient in English, yet autho-

rizes dual-language immersion programs for both native and non-native English speakers and allows families to select a language program that best suits their child.

Prop 227 replaced effective bilingual education programs with sheltered English immer-

**Proposition 58 will require districts and county offices of education to provide programs that lead to both English proficiency and academic achievement at grade level.**

sion under the incorrect assumption that developing a student’s home language prevented the student from learning English, or that spending time acquiring two languages hinders progress in either one.

In fact, after only one year of English instruction, most students with limited English cannot be expected to develop

the proficiency required to meet rigorous academic content standards in English. Furthermore, students taught and proficient in their first language are able to carry that proficiency to additional languages.

Proposition 58 will require districts and county offices of

education to provide programs that lead to both English proficiency and academic achievement at grade level. Programs may include:

» **Dual-language immersion** with academic instruction for native English speakers and native speakers of other languages, with the goal of bilingual and biliterate students;

» **Transitional or developmental**, that provide instruction in English and a student’s native language to meet state standards;

» **Structured English immersion** in which most instruction is provided in English but the curriculum is designed for students learning English.

The first steps to closing the achievement gap are providing English learners with effective instruction and appropriate English acquisition programs. Native English speaking students will also benefit from increased language-learning opportunities. And parents can be unhindered in choosing an effective program to provide their children a multilingual education to meet the demands of the 21st century.

— By the CFT English Language Learners Committee. » Learn more at [supportprop58.com](http://supportprop58.com).



All UTLA members will belong to the CFT and AFT, as well as the California Teachers Association and the National Education Association.

COURTESY UTLA

## California's largest union of K-12 teachers pens historic merger agreement

# CFT welcomes more Los Angeles teachers into the fold

Eager to commit unprecedented resources to the expansion of unregulated, non-union charter schools, billionaire privatizers have declared war on public education in Los Angeles, with the goal of moving half of LA's students out of the district and into charters.

To face this attack, the members of United Teachers Los Angeles voted overwhelmingly to support a strategic plan, dues increase, and a full merger of the two state and national unions at the local level.

About 34,000 teachers are employed at more than 650 sites in Los Angeles Unified, the largest K-12 district in the state and second largest in the nation. Under the merger agreement, all teacher members of UTLA will be affiliated with the CFT and the AFT, as well as the California Teachers Association and its national

affiliate, the National Education Association.

"This historic merger builds our united power to fight the billionaires who want to dismantle public education," said Josh Pechthalt, who was UTLA's AFT Vice-President before being elected CFT President. "And brings the benefit of belonging to the AFT to more teachers in Los Angeles."

United Teachers Los Angeles is the largest of three merged education unions in California. The other two are the 6,000-member United Educators of San Francisco and the 340-member Paso Robles Public Educators on the Central Coast.

The new merger agreement articulates the expectations and corresponding fiscal implications for all parties, and in a revenue-neutral agreement, preserves the integrity of each affiliate based on the

framework contained in the *Guidelines for Mergers of NEA and AFT State Affiliates*.

The merger is one component of the major restructuring UTLA members overwhelm-

**"This historic merger builds our united power to fight the billionaires who want to dismantle public education."**

— Josh Pechthalt, CFT President and former UTLA AFT Vice President

ingly approved in February. Previously, new teachers in Los Angeles had to choose between joining the CFT/AFT or the CTA/NEA, or pay double dues. New teachers will automatically be members of all four affiliates for dues equivalent to those of only one affiliate. Members approved a dues increase including a "pass through" mechanism for the state and national dues.

Members will carry both AFT and NEA membership

cards and have access to a greater array of member benefits and programs. Through the AFT membership, members are also eligible for benefits from the AFL-CIO and expanded

participation in the broader labor movement.

UTLA has already targeted key priorities including funding strategic research, a public media campaign to amplify the union's voice on public education issues, and more union support at the school sites.

The CFT warmly welcomes all teacher members of United Teachers Los Angeles into the Federation!

— By CFT Staff





IN THE STATE LEGISLATURE

## Union celebrates banner year for legislative action CFT sends five sponsored bills to the governor's desk

**THROUGH THE HARD** work and advocacy of leaders, members, and staff, the CFT recorded one of its most successful legislative sessions ever. During the 2015-16 session, the union sent an unprecedented five CFT-sponsored bills, and helped send another three priority bills, to the governor for his signature. Gov. Brown had until September 30 to sign or veto the bills, which are listed below.

The union was also instrumental in defeating legislation that would have negatively impacted members' working conditions and due process rights, and in securing millions of dollars in state budget appropriations. (See next page)

### SPONSORED BILLS

#### Bargaining rehire rights for part-time faculty

**SIGNED** **AB 1690**, *Medina, D-Riverside/SB 1379*, *Mendoza, D-Artesia*, requires community college districts with no collective bargaining agreement in place for part-time faculty by January 1, 2017, to bargain with their exclusive representative over minimum standards for re-employment and job security, relying on the existing local evaluation process to create and maintain a system of seniority.

#### More equitable death benefit for classified employees

**VETOED** **AB 1878**, *Jones-Sawyer, D-Los Angeles*, ensures the death benefit given to survivors of classified employee members of CalPERS keeps pace with rising funeral costs by granting the CalPERS board authority to increase the benefit annually based on inflation. Though an amendment citing high cost removed the proposed increase, tying the benefit to the California Consumer Price Index ensures the gap between the benefit and funeral costs does not widen.

#### Professional development for culturally responsive instruction

**VETOED** **AB 2353**, *McCarty, D-Sacramento*, requires the California Department of Education to identify professional development programs in culturally responsive instruction and provide links to them on its website.

#### Family leave for classified and community college instructors

**SIGNED** **AB 2393**, *Campos, D-San Jose*, provides classified employees (K-12 and community college) and community college faculty (full- and part-time) up to 12 weeks of paid parental leave for both new mothers and fathers. When a qualified employee has exhausted available sick leave and wants to use parental leave, he or she would receive "differential pay," which is calculated by reducing the employee's salary by the amount paid to a substitute. For districts with no differential pay policy, qualified employees will receive half of their normal salary.



STEVE YEATER

### PRIORITY BILLS

#### Extend unemployment insurance to classified employees

**VETOED** **AB 2197**, *C. Garcia, D-Downey*, expands unemployment insurance benefits to classified employees by removing the prohibition that prevents them from receiving benefits during summer months when schools are not in session. The bill calls for a four-year phase-in, beginning with two weeks of benefits in 2016 and reaching eight weeks in 2019.

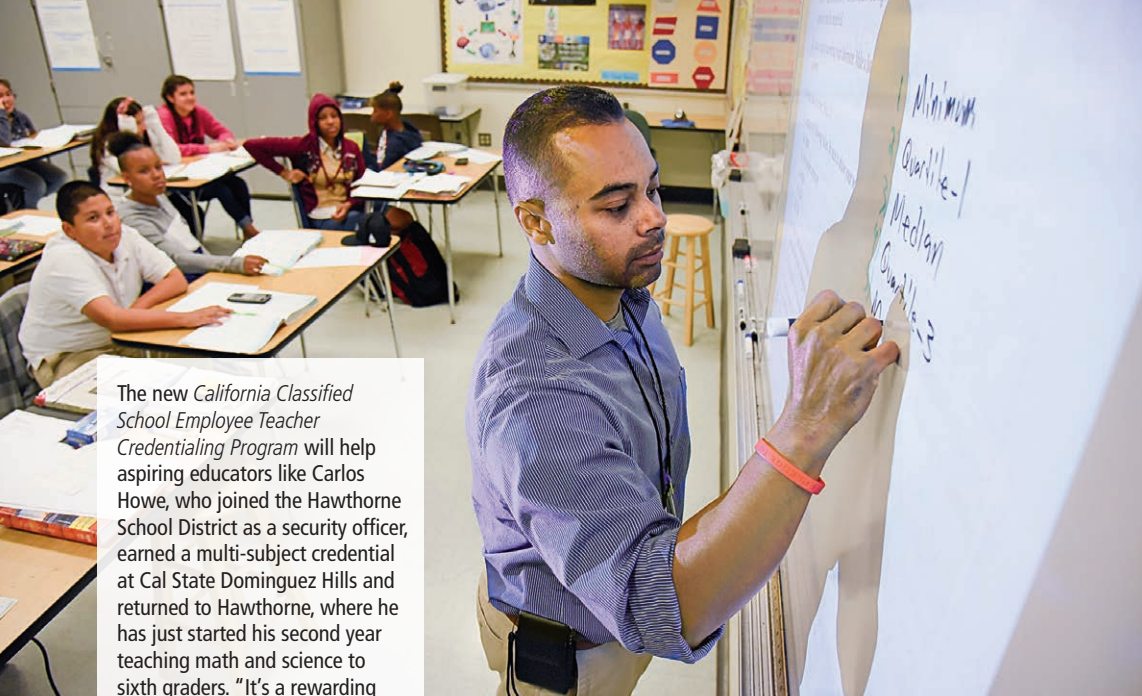
#### Establish theatre and dance credentials

**SIGNED** **SB 916**, *Allen, D-Santa Monica*, adds theatre and dance as authorized single-subject teaching credentials, but provides that a teacher previously issued a credential in physical education or English be authorized to teach dance and theatre, respectively.

#### Report office hours taught by community college part-time faculty

**VETOED** **AB 2069**, *Medina, D-Riverside*, requires districts to annually report (by August 15) the number of paid office hours held by part-time faculty divided by the number held during the prior year, and post this information on their websites.

— Legislative reporting by Ron Rapp, CFT Legislative Director »Find the the full report online at [cft.org/take-legislative-action](http://cft.org/take-legislative-action).



BOB RIHA, JR.

The new *California Classified School Employee Teacher Credentialing Program* will help aspiring educators like Carlos Howe, who joined the Hawthorne School District as a security officer, earned a multi-subject credential at Cal State Dominguez Hills and returned to Hawthorne, where he has just started his second year teaching math and science to sixth graders. "It's a rewarding career," says Howe. "I think I made an excellent decision."

## CFT secures historic state budget victories

### « Financial assistance for classified employees to become teachers

**SIGNED** An appropriation of \$20 million over five years funds CFT-sponsored **AB 2122, McCarty, D-Sacramento**, and creates the *California Classified School Employee Teacher Credentialing Program* which offers grants to districts and county offices of education to provide up to \$4,000 annually to classified employees seeking a bachelor's degree and teaching credential. This new law aims to increase the number of applicants to credentialing programs.

**THE CFT SECURED** millions of dollars in state budget appropriations, including funding for one of the union's sponsored bills. Gov. Brown signed the budget bill for 2016-17, contained in Senate Bill 828 and associated trailer bills, into law on June 26.

#### Early childhood education funding

The CFT joined stiff opposition to the governor's controversial Early Education Block Grant. In the end, the early childhood package maintains current funding streams, increases funding by \$100 million, retains Transitional Kindergarten, increases the number of state preschool slots by 8,877 over four years and raises the standard reimbursement rate by 10 percent.

#### Restoration funding for City College of San Francisco

A \$41.5 million appropriation requires the Board of Governors to provide the San Francisco Community College District revenue adjustments to restore apportionment revenue for five fiscal years. These adjustments are not subject to the growth cap, which allows for funding at the pre-accreditation crisis level.

#### Support for community schools, restorative justice

A \$27.4 million appropriation establishes the *Learning Communities for School Success Program*. The Department of Education will award three-year grants to fund community schools, restorative justice programs and others that advance social-emotional learning, positive behavior interventions, culturally responsive practices, and trauma-informed strategies.

#### Increased reimbursement for part-time faculty office hours

The community colleges will receive an additional \$3.6 million mandated to fund office hours for part-time faculty, bringing the total allocation to nearly \$7.2 million in 2016-17. The state will reimburse districts up to one-half the expenditure.

### Budget includes union-supported teacher recruitment bills

**A TOPIC OF MAJOR DEBATE** in the Legislature was the severe teacher shortage. With K-12 districts needing to hire between 60,000 and 135,000 new teachers in the coming years, four recruitment bills were signed into law, including CFT-sponsored **AB 2122** (above).

#### Incentives to expand four-year credentialing programs

**AB 1756, Bonilla, D-Concord**, authorizes postsecondary institutions to offer a four- or five-year integrated program of professional preparation to allow students to earn a bachelor's degree and preliminary multiple- or single-subject teaching credential, or an educational specialist instruction credential authorizing the holder to teach special education.

#### Reestablish the California Center on Teaching Careers

**SB 915, Liu, D-La Cañada Flintridge**, provides \$5 million to reestablish the CalTEACH program, distribute marketing materials, and provide qualified individuals information on obtaining a credential and financial aid.

#### Streamline out-of-state credentialing for ELL teachers

**AB 2248, Holden, D-Pasadena**, provides greater reciprocity with other states and streamlines the credentialing process for out-of-state teachers of English Language Learners by reducing additional testing and coursework for individuals with at least two years of service and satisfactory evaluations.



## Nine killed in Mexico fighting punitive education reform Government turns to violence, refuses to negotiate

MANUEL VELASQUEZ/ANADOLU AGENCY/GETTY IMAGES



This fall, teachers in four states refused to return to work after nine supporters were killed in a violent clash with police.

Since the killing of nine demonstrators in the Oaxacan town of Nochixtlán on June 19, Mexico has been in an uproar over the force used against teachers resisting corporate education reform. As the school year started on August 22, teachers in four states refused to return to classes until the perpetrators of the massacre are held responsible and there is a negotiated agreement to change the government's program.

The government says it will not negotiate. Mexico's corporate leaders demand the government forcefully suppress the teachers and reopen schools.

Resisting teachers are concentrated in a network, the National Coordination of Education Workers, within the National Union of Education Workers (CNTE), the largest union in Latin America.

The reforms teachers oppose are largely the product of Mexico's corporate elite, who began proposing changes to

education over a decade ago, as part of economic plans that privatized much of the country's economy and weakened rights and protections for workers and farmers.

Supported by education reform groups in the United States and by the U.S. Agency

**"The real goal is privatizing education."**

— Tranquilino Lavariega, Oaxaca teacher and general secretary of his union

for International Development, these corporate reforms concentrate on standardized testing for students, and especially teachers. Testing is then used to eliminate educators' job security and punish resistance.

"The real goal is privatizing education," according to Tranquilino Lavariega, a classroom teacher and general secretary of his union chapter in Santa Cruz Ocotlan, Oaxaca. "These corporations see education as a business. And because our union has been part of the opposition to their growing

power in Mexico, they see us as a political threat."

Last year, as the government began implementing the tests, thousands of teachers refused to take them, with many refusing to report to classes. When resistance mounted, the government began arresting CNTE leaders

and freezing bank accounts of CNTE sections and officers to paralyze the union.

After the two top leaders of the Oaxaca union, Ruben Nuñez and Francisco Villalobos, were arrested, police fired on demonstrators at a blockade in Nochixtlán. Nine people were killed and dozens more wounded. Mexico erupted with outrage. A protest in Mexico City drew over 100,000 participants.

Teachers in the United States organized pickets of Mexican consulates in Los Angeles, San Francisco and Chicago. Lita

Blanc, president of United Educators of San Francisco, announced a campaign to convince the U.S. Congress to suspend military aid to Mexico "until the Mexican government stops these massive abuses of labor and human rights."

CFT President Josh Pechthalt asked local unions to join the demonstrations and write the Mexican president. "The same corporate interests in both of our countries seek to privatize public education," he said, "and undermine our ability to function as professional and socially responsible educators."

On August 13 Nuñez and Villalobos finally walked out of prison, the last of nine prisoners held in federal custody, though other teachers remain in state jails. While some CNTE state federations have voted to return to the classroom, it is clear that teachers have no intention of ending their struggle to overturn the government's education reform program.

— By David Bacon, CFT Reporter

Librarians called the nation's first strike over comparable worth in San Jose, June 1981.

## FROM MISSION TO MICROCHIP

A History of the California Labor Movement



WALTER P. REUTHER, ARCHIVES OF LABOR AND URBAN AFFAIRS, WAYNE STATE UNIVERSITY

Working people have been organizing in California since the 18th century. And, as Utah Phillips says, we workers do not get benevolent gifts from enlightened management.

What we get is struggle, and *From Mission to Microchip: A History of the California Labor Movement*, the new book by long-time CFT Communications Director Fred Glass, chronicles that struggle: Working people on one side trying to make their lives and work better, and employers fighting every step of the way to keep them poor and powerless.

That's the framework of the book, the back and forth of initiative, opposition, and new initiative — that is, the way history happens. There are victories and losses, general strikes and lockouts, mistakes and false friends. There are villains and their hirelings, and people, often workers, who get beaten

### BOOK REVIEW

and tortured and murdered.

So this is neither a feel-good panoramic pageant nor a sociological collection of numbers. It's about people's lives and their work. Who were these people? Remember the missions? And that romantic, technicolor time in California history? Who did the work? Under what conditions? Who planted and picked the crops that turned California into an agricultural powerhouse? Who unloaded the ships? Who built the railroads and the Golden Gate Bridge? Who taught the kids? In most histories of California you'll find none of them.

Here, you will learn about the unskilled labor of thinning beet plants and how work was organized among California's pre-mission native tribes. About being a telephone operator or a carpenter in the first years of the 20th century, and labor's lost

opportunity in Los Angeles in 1911. About Upton Sinclair and Harry Bridges. The redoubtable C.L. Dellums, suffragette Frances Nacke Noel, and master organizer Luisa Moreno.

And the struggle.

» Buy the book at [ucpress.edu/9780520288409](http://ucpress.edu/9780520288409) (\$35 paperback, \$70 cloth). Use source code 16M4197 for a 30 percent discount.

And the sticking together.

One of Glass' caveats is that when we are united as workers, we can win, but, when divided by gender or religion or ethnicity or anything else, we lose. That should be obvious, but all too often, it has not been. For example: White workers in San Francisco went crazy with racism in 1877, murdered four people,

and burned Chinatown. Even then, though, people resisted. Their story is here.

Unlike many histories, *Mission to Microchip* brings it all up to date. Glass includes

the Justice for Janitors

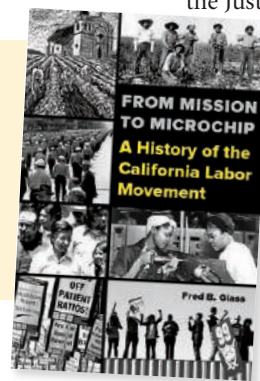
campaign, the comparable worth cases, and the recent work of the Millionaires Tax leading to Proposition 30.

The best thing about this book is that it has no end. It

leaves you hanging. It puts the ongoing, unfinished struggle in your hands.

Use this book. Read it and teach the young. Our future will be better if you do.

— By Bill Morgan, a member of the CFT Labor in the Schools Committee who taught elementary students in San Francisco for 34 years





## Three California students awarded national AFL-CIO scholarships



Victoria Solkovits with her parents, Lucia Arias and Gregg Solkovits, both members of United Teachers Los Angeles.

COURTESY SOKOVITS FAMILY

**THE UNION PLUS** Scholarship Program awarded scholarships to three children of California members. AFT and Union Plus team up to offer awards ranging from \$500 to \$4,000 to members, their spouses and dependent children. The Union Plus deadline is January 31. Learn more at [unionplus.org/scholarships](http://unionplus.org/scholarships).

**Talya Klinger**, whose mother, Alisa Klinger, is a member of United Professors of Marin, was awarded a \$1,000 scholarship. Talya is majoring in neuroscience at MIT this fall and aspires to help develop medical technology. Talya took science classes at College of Marin at age 15 while

still in high school, and became a paid tutor at the college. Before Talya's birth, her mother spent seven weeks on a picket line in sleet and snow. "Because my mother is a foot soldier for her unions, I've had medical and dental insurance my whole life," Talya said. "I'll pay my good fortune forward by championing human rights and advocating for equal rights issues."

**Aliah McCord**, whose mother, Mary Shannon McCord, is a member of the Pajaro Valley Federation of Teachers, was awarded a \$1,000 scholarship. Aliah plans to major in political science or sociology, and have a career focused on social justice.

A Spanish dual-immersion program graduate, Aliah served as a bilingual classroom aide, worked as a Spanish tutor, and received the Seal of Biliteracy on her diploma. Aliah's mother has been an AFT member for over 25 years, and following her example,



Talya Klinger

Aliah says, "I am committed to promoting community engagement and political activism."

**Victoria Solkovits**, whose father, Gregg Solkovits, and mother, Lucia Arias, are members of United Teachers Los Angeles, was awarded a \$3,500

scholarship. Victoria plans to study political science or public health at UCLA, with the goal of serving others through non-profit work or elected office.



Aliah McCord

She was a four-year honor roll member, AP Scholar with Distinction, and National Hispanic

Scholar. "One of the things my family has always put first is making sure others have the voice to fight injustice in their workplace," Victoria said. "For my entire life, we have boycotted companies that refuse to let their workers unionize."

## Fifteen college students receive CFT Raoul Teilhet Scholarships



**THIS SUMMER**, the CFT awarded scholarships to 15 continuing college students through its Raoul Teilhet Scholarship Program. The young adults who received \$3,000 scholarships are listed below with the names of their parents or guardians who are members. For high school seniors, the deadline to apply for a CFT scholarship is January 10. »Learn more at [cft.org/scholarships](http://cft.org/scholarships).

**Matthew Briggs**, son of Joshua Briggs, AFT Part-Time Faculty United

**Kaitlin Campbell**, daughter of Janna Campbell, Lompoc Federation of Teachers

**Jacob Hagen**, son of Paul and Mary Hagen, Jefferson Elementary Federation of Teachers

**Talya Klinger**, daughter of Alisa Klinger, United Professors of Marin

**Delaney Malta**, son of Judith Malta, Lompoc Federation of Teachers

**Max Lopez**, son of Leslie Lopez, UC-AFT Santa Cruz

**JoeAnna McDonald**, daughter of Patrick McDonald, Los Rios College Federation of Teachers

**Tristan Moore**, daughter of Felicity Moore, Carpinteria Association of United School Employees

**Sidney Pidgeon**, daughter of Diane Pidgeon, Poway Federation of Teachers

**Maurice Roberson**, son of Maisha Jones, Los Angeles College Faculty Guild

**Mitchell Sturhann**, son of Monica Sturhann, Poway Federation of Teachers

**Amanda Visco**, daughter of Darlene Renee Richarte, AFT College Staff Guild-Los Angeles

**Damaya Wallace**, daughter of Michele Whiting, El Camino Classified Employees

**Yi Yan**, son of Xiao Wang, UC-AFT San Diego

**Alejandra Zelaya**, daughter of Elizabeth Zelaya, Poway Federation of Teachers



The federal government will no longer punish schools for low test scores or dictate how they should change.

©STEFANIE FELIX/THE IMAGE WORKS

## *Every Student Succeeds Act: Coming soon to your classroom* State regulations being crafted for new federal law to replace NCLB

Jeni Nudell started this school year like most others, focusing on setting up her classroom, getting to know her students, and administering the California English Development Test to her students at the Rosa Parks Learning Center in the San Fernando Valley.

The Every Student Succeeds Act isn't high on her radar. The new federal law to replace the one-size-fits-all testing fixation of the Bush administration's No Child Left Behind Act doesn't take effect until next school year.

Under ESSA, schools can't be evaluated on test scores

alone and states have almost full authority to determine accountability standards and how educators are evaluated.

Though that's a welcome change, Nudell, a United Teachers Los Angeles chapter chair and UTLA House of Representatives member, says, for now, she and her colleagues are concentrating on passing Proposition 55 to prevent more devastating cuts to public education, and on Proposition 58 to allow the use of languages other than English in instruction.

The AFT worked hard to

change the problematic federal law, testifying before Congress and at Congressional-level townhall meetings, visiting

of NCLB and develop robust accountability systems focusing on the whole child," reports Jane Meroney, deputy director of the

**"We wanted to move away from the test-and-punish prescriptive nature of NCLB and develop robust accountability systems focusing on the whole child."**

— Jane Meroney, deputy director of the AFT Legislative Department

members of Congress, and providing educator-based input in all ways possible. "We wanted to move away from the test-and-punish prescriptive nature

AFT Legislative Department.

The national union is working to ensure proper implementation and develop resources to help state federations through

the next phase as educators and other stakeholders determine how states will carry out the new law.

Under ESSA, states can intervene in underperforming schools by any evidence-based methods they choose. They can look at arts and athletics programs; the number of counselors, nurses and librarians; parent and family engagement programs; and other factors that determine school success. Instead of an overall rating, schools will receive results across new categories, and for different groups of students and how each progresses from year to year.

In early September, the California State Board of Education approved accountability criteria that include graduation rates, college and career readiness, school climate, and progress of English learners. “There are still many programs and decisions about implementation that need to be worked out by stakeholders and approved by the State Board,” says Barbara Murchison, ESSA State Lead at the California Department of Education.

Phase II of stakeholder engagement will provide an overview of the draft state plan and include regional meetings, tar-

geted webinars, and a toolkit for local use. Public comments will be collected online from mid-November through early 2017.

Diane Ravitch, the renowned critic of corporate education reform, sees improvement in that the federal government will no longer punish schools for low test scores or dictate how they should change. But

standardized tests.

Nudell and her colleagues at Rosa Parks Learning Center continue to feel pressured. “We still have Smarter Balanced Assessment Consortium tests and their required non-stop preparation. Why have the metric of a test, if you’re not going to make it someone’s problem when a student doesn’t succeed?”



she believes that the ESSA “still preserves the NCLB mindset holding standards, testing and accountability as the keys to student success.” Students in grades three through eight and high school must still take the

Rico Tamayo, president of the CFT EC/TK-12 Council is cautiously optimistic. He is grateful for the flexibility and a “softening of punitive measures.” But he says, “ESSA doesn’t alleviate the serious problems we face such as

## Phase II of stakeholder engagement: Our chance to be heard!

**Nov. 2–3** First draft of California ESSA Consolidated State Plan presented to State Board of Education

**Nov. 18** If State Board authorizes the draft plan, it is published for review and comment

**Nov. 18 through Jan. 20** Public comment collected online

- » To receive notifications from the California Dept. of Education about public comment opportunities and other plan development activities, send a blank e-mail message to [join-essa@mlist.cde.ca.gov](mailto:join-essa@mlist.cde.ca.gov).
- » Download a succinct summary of ESSA and related decisions before the State Board at [goo.gl/8wDbfN](http://goo.gl/8wDbfN).
- » Sign up for AFT updates about ESSA at [goo.gl/mrY5nj](http://goo.gl/mrY5nj).



large class sizes, one of the lowest per pupil funding rates in the nation, and inadequate compensation for educators.”

Tamayo looks forward to CFT’s involvement in this next phase of compliance development in California to ensure the interests of classroom teachers are represented to the best extent possible.

— By Mindy Pines, CFT Reporter

## What’s all the buzz about community schools?

**RICO TAMAYO** COUNCIL PRESIDENT

**Community schools in public education** are trending. The idea is that schools partner with local community resources such as health and human services agencies to cultivate stronger families and healthier communities, thereby improving student learning outcomes.

The state Legislature recently passed Senate Bill 527, which makes grants available to fund community schools. Any district that fulfills the requirements can apply for a grant.

In reality, actually launching a community school takes time and effort. To succeed, you need buy-in from all stakeholders: teachers, administrators, parents and students.

If you’re new to this type of strategy, con-

sider visiting community schools in your region and checking out the Coalition for Community Schools ([communityschools.org](http://communityschools.org)).

We can also learn from our union brothers and sisters. Two AFT locals in Daly City just received an AFT Innovation Fund grant to kick-start a community schooling program. Plus the Texas AFT ([savetxschools.org](http://savetxschools.org)) is organizing high-quality neighborhood schools.



## Family engagement coordinators perform vital outreach New classified positions flourish under Local Control Accountability Plans

The first time most parents or guardians of a Berkeley student meet Jocelyn Foreman is soon after bad news has knocked on their door. Be it a death in the family, an eviction notice, a pink slip, or any crisis that throws a household into chaos, Foreman is there to help.

swimming in a local river. The girl was getting emotional support from her family, which has also faced homelessness, but she needed more.

Foreman formed a “caring circle” of fourth- and fifth-

person team of family engagement coordinators based at Malcolm X and John Muir Elementary Schools. The team is well versed in culturally responsive practices and trauma-informed strategies. Its members often connect within families to assist children in all grades from early education to high school.

In a circumstance such as the grieving fourth grader,

ensuring that students have the resources they need to succeed. First things come first.

“How can you discuss academics when you don’t know where your next meal will come from? How can you discuss attendance when you don’t have shelter?”

Once Foreman helps the family secure their basic needs, they move to facing the student’s challenges at school.

“How can you discuss academics when you don’t know where your next meal will come from? How can you discuss attendance when you don’t have shelter?”

—Jocelyn Foreman, Family Engagement Coordinator

Foreman typically sits down with the Response to Intervention team to coordinate services. The team includes stakeholders in the case, from the parents, classroom teacher and administrator, to full-inclusion specialists and mental health counselors.

Their academic mission is to close the achievement gap by

“The primary goal of family engagement is to create systems that produce equitable outcomes for all students,” Foreman said. “We can’t close the achievement gap with fear-based or punitive-based approaches.”

Jason Arenas of the Alameda County Office of Education estimates there are about 55 family

Jocelyn Foreman is part of a team that supports families so children have the resources to succeed.

grade girls to discuss “every issue from grief to puberty.”

“We’re all bearing something.

We learn how to bear our burdens,” Foreman said. “Today that little girl is in fifth grade and shows up every day on time and ready for class. And I never miss getting a hug from her.”

Foreman belongs to a five-



Last year, for example, a fourth-grader lost her brother and several of his friends while

## Four significant classified bills reach governor’s desk

**PAULA PHILLIPS** COUNCIL PRESIDENT

The good news is that we can celebrate a successful legislative year for classified employees. The governor signed into law our bill to create the *California Classified School Employee Teacher Credentialing Program*, which provides classified workers up to \$4,000 annually to cover costs such as tuition and

books necessary to obtain a bachelor’s degree and teaching credential. (See facing page)

Gov. Brown also signed AB 2393 providing up to 12 weeks of paid parental leave for new mothers and fathers.

The bad news is that, citing too high a cost, he vetoed AB 1878, which would have increased the death benefit for classified employee members of CalPERS. Although

AB 1878 stopped short of an actual dollar increase, it would have allowed the CalPERS board to tie the benefit to the Consumer Price Index. He also vetoed AB 2197 which would have provided classified employees unemployment insurance during the summer.

Despite the disappointing vetoes, the two signed bills will bring significant new benefits to classified employees.







Family Engagement Coordinator Jocelyn Foreman makes her Berkeley office a safe haven for students.

JANE HUNDERTMARK

engagement positions for the 225,000 students in the county's 18 school districts. Arenas said the coordinators have helped districts make more authentic connections with families, especially with low-income and non-English-speaking households and foster youth.

The trend is growing thanks to Sacramento's emphasis on parental involvement. This is the third full year that Foreman's team has been funded under the Local Control Accountability Plan that the Berkeley district launched in 2014.

Foreman draws on broad personal experiences. Before

she began working with the Berkeley School District as an instructional aide, she helped run her family's group-homes for troubled kids for 20 years.

"My biggest successes have been with foster kids," Foreman said. "A lot of these kids go right under the radar. No one even knows they exist, but this has been my lived experience. My goal is to get those kids back to their homes and the schools they were attending."

Foreman has also served as a vice president of her union, the Berkeley Council of Classified Employees.

"This is my passion," Foreman said. "The district

## Act now! Financial aid to become a teacher

**FOLLOW-UP** CFT-sponsored **AB 2122** created the *California Classified School Employee Teacher Credentialing Program*, funded with \$20 million in the state budget. (See page 10) Through district grants, interested classified employees may receive up to \$4,000 annually for tuition, books, and associated fees necessary to complete a bachelor's degree and obtain a single-subject, multiple-subject, or educational specialist teaching credential.

On September 15, the Commission on Teacher Credentialing notified school districts and county offices of education that applications are being accepted for the competitive grants. Urge your administration to file an application so that classified employees can take advantage of this tremendous opportunity! Applications are due November 4. [»Learn more at goo.gl/LwAktU.](http://goo.gl/LwAktU)

can't put a dollar figure on how I feel when a family thanks me because they'll be able to eat or

have a place to sleep tonight. I feel like I'm the lucky one."  
— By Steve Weingarten, CFT Reporter



## ANATOMY OF A VICTORY

### San Francisco faculty struck for a day and won Local unity gains good contract, overdue pay raises

**T**he faculty union at City College of San Francisco pulled off a one-day strike on April 27, despite the administration's claim that the strike was illegal. To avert another strike, the college agreed to a union contract with substantial raises by July.

Strikes in higher education are rare. This was the first in AFT Local 2121's 40-year history. Most instructors are part-timers and often lack the social bonds needed to take risky action together. Striking can be perceived as hurting vulnerable students. City College, with

nine campuses built to serve 100,000 students, also faced the threat of closure due to an accrediting controversy.

Beginning in 2012, the school's accreditor manipulated accreditation for political and other purposes, demanding massive administrative restructuring. For four years, faculty has rallied community and political support to keep the college open. San Francisco voters passed a parcel tax to better fund the college, and the accrediting agency is under national scrutiny and may lose its authority, but the fight has cost the school dearly.

Enrollment dropped, followed by state funding. Administrators planned to cut programs by 26 percent. And despite the new, voter-approved revenue, college administrators insisted on pay

percent lower than in 2007. With the administration dug in, the union needed to build the capacity to strike.

The "S" word was scary. Although there was the risk

With the threat of another strike this fall, the administration agreed to a 9.6 percent retroactive salary increase and a 10.6 percent increase for the coming year, for both full- and part-time faculty, with no concessions on working conditions.

cuts. By the time the contract expired in 2015, faculty members were living on salaries 3.5

of alienating members who might view strike talk as reckless, agreeing to the concessions

would mean permanent downsizing and less access for students. Agreeing, even to salvage accreditation, would cost the institution its soul.

Local 2121 leaders discussed the pros and cons with members and gave them the choice to prepare to strike or not. A Contract Action Team began to make one-to-one contact with co-workers. They asked each member, "Will you vote to raise dues temporarily to establish a strike fund?"

The strategy was to show the administration that faculty members were willing to strike. In one-to-one conversations,

« San Francisco's Local 2121 is the third union to strike among the CFT's community college local unions. The Compton College Federation struck in 1983 and the Peralta Federation in 1985, although Peralta called its events "sickouts." »

activists could address fears and concerns without asking members to commit to a strike. A vote to build a strike fund functioned as practice for a strike vote. Of 1,500 members, 650 signed commitment cards promising to vote yes, fewer than 10 percent declined.

During ongoing negotiations, administrators tried to split faculty between the roughly 650 full-timers and 900 part-timers. Because the strike fund conversations had addressed this, members anticipated the district offering full-timers a better deal. They were not caught off guard when the administration offered nothing to part-time faculty, but a 4.5 percent increase for full-timers. Since members knew the negotiating team would hold out for equal raises, unity held.

In September, the strike fund vote set a turnout record. More than 600 faculty voted, with 93 percent in favor of raising dues to start a strike fund. Next came a petition, with signers committing to strike if necessary. In March, the union topped its record again, with more than 800 members voting to authorize a strike, 92 percent yes. By April, the union had assessed 1,000 out of 1,500 unit members as positive toward a strike — enough to confidently call a walkout when needed.

The administration and the union still had to get through state-mandated mediation before an economic strike could be called. Management used this process to its advantage, prolonging negotiations toward

## Congresswomen condemn the ACCJC

**FOLLOW-UP** Three Bay Area Democrats, led by House Minority Leader Nancy Pelosi, wrote to urge U.S. Secretary of Education John King to deny the Accrediting Commission for Community and Junior Colleges as a recognized accreditor. The letter, also signed by Reps. Jackie Speier and Anna Eshoo, requested the secretary's assistance during a transition to a new accreditor. They argued that City College of San Francisco and its staff "rallied together" to make tough decisions to get the college back on track. But they said, "unfortunately, AJCCC's unfair and opaque actions continue to plague" the college, and charged the committee has been guilty of "inconsistently applied accrediting standards."

a second summer, when a strike would be weaker.

The union hit back with unfair labor practice charges alleging bad faith bargaining, which allowed the union to call a defensive strike for April 27. The administration claimed the strike would be an illegal pressure tactic, and threatened legal action. But even if a court finds against it, a one-day strike is over before an injunction can be issued. Union delegates voted to go ahead.

The strike was a show of force. Even though management closed campuses for the day, and despite pouring rain, faculty, students, and community members turned out to picket. Later in the day, more than 1,000 people filled San Francisco's Civic Center, community sup-

port which gave faculty a great boost.

With the threat of another strike this fall, the administration agreed to a 9.6 percent retroactive salary increase and a 10.6 percent increase for the coming year, for both full- and part-time faculty, with no concessions on working conditions. On August 23, over 600 members voted to ratify the contract, 97 percent in favor.

Local 2121 is now leading a campaign to stop class cuts and asking voters to make City College free for residents and workers by passing Proposition W on the November ballot.

— By Michael McCown, a staff organizer for Local 2121's contract campaign and strike. »Read his full analysis in *Labor Notes* at [goo.gl/seF2jz](http://goo.gl/seF2jz).

## Do the math: Prop 55 will help prevent massive class cuts

**JIM MAHLER** COUNCIL PRESIDENT

Though we began the year with the governor's empty gift of 0 percent COLA, the Department of Finance has increased base allocations to districts by 1.31 percent. Treat this like a COLA — just don't call it that.

Districts will also see 2 percent growth funding if they can realize that percentage in

additional FTES. Unfortunately, enrollments are starting to show signs of decline.

With increased pension obligations, CalSTRS members must now contribute 10.25 percent of their gross salary and CalPERS members 7 percent. However, in only four years, district contributions will total almost 20 percent for each system. Also, rising healthcare costs continue to outpace

revenue increases.

To stay afloat, we must pass Prop 55 to maintain income tax levels on the wealthiest 1 percent — something working people should enthusiastically support. If this measure fails, districts will lose about 15 percent of their revenue, guaranteeing our return to massive budget cuts. Please help get out the vote!



## Writing instructors begin to organize systemwide Largest discipline of lecturers sets out to find common ground

**F**or the first time, instructors in the writing programs on UC campuses met this summer to work out a common program for pursuing their mutual interests. Some 469 people teach in the programs statewide.

“We make up the highest membership among all the disciplines in the system,” says Jonathan Keeperman, a fourth-year instructor at UC Irvine, and a member of the UC-AFT

bargaining team for non-tenured faculty. “We wanted to look at the labor practices from campus to campus, and talk about the best practices in classroom methods and pedagogy.”

Santa Barbara writing instructor and UC-AFT President Bob Samuels said, “This is the first time that we’ve met as a single discipline and compared data among the campuses. We focused on workload issues

and how a systemwide contract sometimes has a hard time dealing with local issues.”

UC-AFT’s primary concern is the way lecturers are routinely mistreated at some schools, and considered disposable la-

salary that lecturers are actually paid, and a cost estimate for basic living expenses that allow a lecturer to survive without additional income.

“The real salary is necessarily lower than the average

“How do we come up with terms specific enough to address individual programs, yet flexible enough for a systemwide agreement?”

— Jonathan Keeperman, UC Irvine instructor and member of UC-AFT bargaining team



For the first time, lecturers met as a single discipline to compare data among the campuses, talk about workload issues.

bor. “Many don’t get to the six-year mark where they might get permanent appointments,” explains Samuels. “They’re given classes term by term, earn lower salaries, have very little say in program, and have a lot of workload concerns.”

Salaries are one area with very clear differences. A report prepared for the meeting compared salaries from campus to campus using several computations — an average salary rate based on full-time employment, an average real

salary, since nearly half of us are part-time employees,” explains Keeperman. “Over half, 272 of 469, are Pre-6, meaning we have yet to reach our sixth year Excellence Review and achieve any stability in our appointments.”

Almost all Pre-6 lecturers are on year-to-year contracts. Depending on the campus, there are wild fluctuations in the number of classes lecturers are offered, forcing many lecturers to teach at multiple schools. At Irvine the salary rate for Pre-6 lecturers is \$49,852, and the average real

## UC increases in-state enrollments but funding inequity continues



**BOB SAMUELS** COUNCIL PRESIDENT

**UC-AFT has been on the forefront** in the push for the system to enroll more students from California and 2016-17 will see an increase of 8,000 students from our state. Yet the unequal funding among campuses continues due to the distribution of non-resident students.

This fall the percentages of non-resident

freshmen admits are: Berkeley 25.2, Davis 21.1, Irvine 27.2, Los Angeles 26.6, Merced 0.7, Riverside 3.8, San Diego 28.6, Santa Barbara 16.1, Santa Cruz 12.7. For UC as a whole: 20 percent.

Tuition for non-resident students costs \$26,682 more than for residents. Since Berkeley is enrolling 1,603 non-residents, and Riverside 213, Berkeley is bringing in \$37 mil-

lion more than Riverside. But Berkeley does not transfer any of its additional revenue to other campuses.

According to UC, the main reason for bringing in high-paying non-resident students is to subsidize the resident students, but it is hard to see how this is working when the university does not distribute the extra income among campuses.

Jonathan Keeperman, an instructor at UC Irvine, helped organize the first statewide meeting of lecturers who teach in writing programs at the university.



BOB RIHA, JR.

salary is just \$41,875, the report concluded. Even at the highest paying campus, UCLA, the numbers for Pre-6 are \$50,915 and \$47,860, respectively. The report, based on data from the 2014-15 academic year, estimates that it takes \$56,860 to live in Los Angeles, and the same in Irvine.

Bargaining contract terms in such a variety of circumstances is challenging, Keeperman says. “How do we come up with terms specific enough to address individual programs, yet flexible enough for a systemwide agreement?” he asks.

Instructors on both the UCLA and San Diego campuses bemoaned a churning policy that makes it very difficult for teachers to get to the six-year review.

“While San Diego, for instance, had pretexts for not rehiring instructors, the administration doesn’t have to give cause for denying employment within the first six years,” explains Keeperman. “In this case we agreed on a side letter requiring the investigation of certain departments.” In general, instructors do better when the writing programs are independent and governed at

least in part by lecturers, rather than being housed in another department.

In the last round of bargaining, UC-AFT had hoped to reduce the number of years needed to reach a review and permanent appointment, but had to focus on more urgent concerns. Keeperman adds, “We were able to get a mandatory review at three years, which requires the university to pay attention, and gives instructors some guidance on how to improve.” The lecturers also negotiated a base rate pay increase of 11.2 percent over the next four years.

Some campuses have made substantial improvements for writing program lecturers. Large ones like UCLA and Berkeley have more money and resources. At Davis instructors won a legal battle to gain a larger voice in working conditions and program operation.

“Battles have already been won on some campuses,” Keeperman concludes, “and we need to draw on their experience. We need to learn how to go about campaigning, recruiting allies and making things better.”

— By David Bacon, CFT Reporter

I recently received an email from a first-year sixth grade teacher asking about my classroom management system. I've taught for 37 years, making me a veteran teacher by any reckoning.

Flattered of course, I revealed the nitty-gritty of my ticket system. Long and short of it — when kids are good they get tickets. When negative behaviors transpire, tickets are taken away. Tickets are used for class auctions or to buy lunch with the teacher.

Initially, I was pleased, but upon reflection, saddened when I realized no one has asked

## The solutions that we've seen

**MATH:** Math Their Way, Math Land, Mathematics Unlimited, California Math, Excel Math, Math Expressions, Dot Math, Math Manipulatives, New Math, Common Core Math, and more.

**READING:** Campanitas de Oro (Spanish whole language), Impressions (English whole language), MacCracken Whole Language, SRA-Reading Lions, Open Court, Phonics, Dibels, Fluency testing, Daily 5, Accelerated Reader, Scholastic News, Listening Centers, Pearson Language Arts (Common Core), Whole Language, Phonetic learning, High Point, Read Naturally, School Thematic Approach, HLT, and more.

**THE HOW OF TEACHING:** Self-contained classes, blended (switching classes), team teaching, combination classes, combination bilingual classes, after school programs, learning centers, projects, leveled ELA, immersion cooperative groups, pair-share, No Child Left Behind, Race To The Top, Common Core, Goals and Standards, behavior modification plans, and more.



COURTESY PAUL KARRER

Long-time elementary teachers have seen a near countless number of educational fixes, says the newly retired Paul Karrer.

## A veteran teacher's perspective on magic, old and new Will "newer" always be seen as "better," despite the evidence?

me about anything regarding teaching for years. Newer teachers usually mentor student teachers, even though it takes five to seven years to firm up a solid teaching base.

The education reform movement has stifled veteran teachers, pooh-poohing their knowledge and wealth of experience. A false association has been put in place: Because new teachers (many of whom quit within their first five years) are adept at computer use, they are seen as

harbingers of the latest in fix-it-all education. Who better to implement the new stuff than flexible newbies indebted to the principal for employment?

By comparison, veteran teachers have seen a near countless number of educational fixes. And we survived them. Well, some of us did.

Normally, what happens on a political level is a new administrative junta comes in and flushes all previous magic systems replacing them with a new mag-

ic system. The new systems are lobbied and echo-chambered by shills for publishing and these days testing companies (often one and the same). Locally, this plays out with districts trying to comply with fads, trends, and laws they did not make.

Veteran teachers are bailing in record numbers because of the destruction of the public school system. We are dying from a thousand cuts. And the saddest thing? The newer teachers don't know what's being done.

Tickets work and veteran teachers have more than a few worthy and effective educational tricks up their sleeves that deserve appreciation. If there were a super duper silver teaching bullet, Socrates, Euclid, and Pythagoras would have used it.

Little secret...there ain't no magic silver bullet. But some things work for some of us. Just ask any veteran teacher.

— By Paul Karrer, member of the North Monterey County Federation of Teachers, online at paulhkarrer.com

## CARA and CATs: How you can get involved locally



**JOHN PEREZ** COUNCIL PRESIDENT

**The California Alliance** for Retired Americans is our affiliate of the Alliance for Retired Americans, an organization founded by the AFL-CIO about 25 years ago to represent the true interests of retired Americans. CARA supports our interests such as reform

of the Social Security offset.

AARP, then as now, represents the interests of insurance companies, not everyday Americans. For example, when the Bush Administration passed a Medicare bill that included the infamous "donut hole" and forbade the government from negotiating lower costs of prescription drugs, AARP supported the bill.

The CFT and many local unions support CARA. Two members represent us on the board: San Francisco's Hene Kelly, secretary of the Council of Retired Members, and Cecelia Boskin from United Teachers Los Angeles.

CARA Action Teams, or CATs, serve as local action centers. To join a CAT in your area, or to start a new one, go to [californiaalliance.org](http://californiaalliance.org).

The California delegation to the national convention joined in celebrating 100 years of the American Federation of Teachers in Minneapolis, July 18-21.



RUSS CURTIS

### LOCAL 6554

**Contagious...** This spring Ann Marie Wasserbauer, president of the **Association of College Educators**, delivered 513 petitions from faculty and students to the West Valley-Mission Community College Board of Trustees with the message: "Come back to the bargaining table!"

The union is seeking a faculty-inclusive, shared governance-based structure. When school resumed this fall, so did the local's campaign. At flex day, faculty members held up signs demanding a "Fair Contract Now" and "Quality Education for Students."

Steward Carol Brockmeier, chair and 14-year veteran of the Health Occupations Department at Mission College, described the atmosphere in the room as "contagious," and said there were not enough signs for all those emboldened to take part. The faculty action was designed to jumpstart



COURTESY LOCAL 6554

negotiations ahead of mediation in September.

### LOCAL 4683

#### Memorial scholarship...

The **Antelope Valley College Federation of Classified Employees** has established a scholarship fund in honor of Karen "KC" Curtis, a former CFT field representative who died suddenly on September 2. "KC did so much for our local and she really empowered me as a union leader," said local President Pamela Ford.

Curtis, 61, retired from the CFT last year. She was the former president of the Compton College Federation of Employees, and a CFT field representative in Los Angeles for 22 years.

### LOCAL 6215

**Power at work...** Nearly 100 members of the **Cerritos College Faculty Federation** rallied at the district board meeting September 21 to demand that trustees approve the

tentative agreement already ratified by faculty, 283 to 2. The board had declined to vote on the contract.

"This is the power of collective action at work," bargaining team member Stephanie Rosenblatt told the crowd. In the end, the board approved the contract 7-0.

After years of stalled negotiations, the Federation increased

membership and faculty involvement. This fall at campus orientations, the local served breakfast to 70 new full- and part-time faculty members, landed a slot on the packed agenda, and signed up 50 new members. New faculty were welcomed by their union on their first day of work, and know to make the union a key part of their support network.

### CFT honored for efforts to ban pesticide use near schools

The **Californians for Pesticide Reform** recognized the CFT for helping to protect schoolchildren and staff from hazardous pesticides sprayed near schools. The "Organizational Leadership Award" was presented after a July 12 action in Sacramento where 150 demonstrators delivered 27,000 petitions to the Environmental Protection Agency and the Department of Pesticide Regulation.

Many people believe the department has waited too long to protect children in California from chemicals associated with health-harming agents that can cause a host of life-threatening diseases.

Demands for new protections have grown since 2014, when the California Department of Public Health released a groundbreaking report, "Agricultural Pesticide Use Near Public Schools in California," which documented the extensive use of hazardous pesticides in close proximity to schools in 15 agricultural counties.



COURTESY LOCAL 1936

CFT Vice President Robert Chacanaca, from the Santa Cruz classified local, spoke at the rally.

**Jennifer Russell**, psychology teacher and member of the Novato Federation of Teachers, AFT Local 1986, was selected as the Marin County Teacher of the Year for 2016-17 and honored for helping students learn about themselves through portfolio assignments and equipping them with skills necessary for college success in her AVID courses. Marin County's superintendent said to her, "You have mastered the art of teaching students that achievement is much more than a number or letter."

**Jeff Freitas**, CFT Secretary Treasurer, was named a Labor Leader of the Year by the Tri-Counties Central Labor Council, which represents Ventura, Santa Barbara, and San Luis Obispo counties. Freitas has served as the union's top financial officer for six years, guiding and

monitoring the CFT's annual budget and assisting AFT local unions by providing in-depth treasurer training. He also serves as a member of the AFT Racial Equity Task Force.

**Margaret Agbowo**, teacher at the Berkeley Technology Academy and member of the Berkeley Federation of Teachers, AFT Local 1078, was selected as the 2016 PBS LearningMedia Lead Digital Innovator for California. The national program recognizes tech-savvy K-12 leaders who incorporate

digital media into learning. Agbowo will become part of an exclusive professional community paving the way for digital media use in classrooms and enriching local teaching communities.

**Tim Killikelly**, CFT Vice President and leader of the City College of San Francisco faculty union, AFT Local 2121, was named the Labor Man of the Year by the San Francisco Living Wage Coalition. The local partners with the coalition, a grassroots movement of low-wage

workers fighting for economic justice and healthy, livable communities.

**Matt Barry**, an economics and history teacher at Live Oak High School and member of the Morgan Hill Federation of Teachers, AFT Local 2022, was featured in a Capital & Main journalistic investigation into Uber's marketing to teachers who, in need of additional income to cover basic living expenses in wealthy communities, moonlight for Uber. Read the full story and lessons learned at [goo.gl/Adz9a4](http://goo.gl/Adz9a4).



## Maintain the Millionaires Tax

Yes  
55

Keep Education Funded

To learn more, go to:  
[cft.org/yeson55](http://cft.org/yeson55)