



ASTA Action

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Dean Elder, President

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President's Report

The AUHSD has undergone some dramatic changes over the past 15 years. Looking at the first page of last year's LCAP we can see that in terms of ethnic subgroups, the district is 64.8% Hispanic, 16.5% Asian, and 12.3% White. Some more important numbers, however, are that 71.1% of our students qualify as socioeconomically disadvantaged, 21.5% are English learners, and 10.6% are students with disabilities. Our students have needs. We are learning, with a tremendous amount of hard work and dedication on our part, to better meet the needs of our students. We can be proud to work in a district that recognizes the changing and growing needs of our students and is fully supportive of our efforts to address them – a subject that has been previously covered here.

Something that never seems to change, on the other hand, is that when things do change, there is always a group of opportunists that materializes to take advantage of the uncertainty surrounding those changes for the purposes of furthering their own self-interest. Having read a couple of recent charter applications I can tell you that whatever the needs of our students, these charter companies have little experience and little interest in addressing them. The one area where their intent is clear is money. They have found a way to direct tax money that flows into the AUHSD for the purpose of educating students in our district away from the students and their families and into their corporate coffers. The \$4 million a year budget in the Vista Anaheim Charter

application carries nearly a \$1 million yearly excess [Part 6, page 1]. A million dollars of tax money left over at the end of each school year with no indication of where it will end up.

Our community needs to know this. Community engagement is more than reporting on a student's progress in class. It is also important that our parents and students know what the AUHSD offers them and how they can access those services. Charters are an unregulated fad that, because of their lack of transparency and large profit margins, will not be able to stand in the light of day. It's time to let the sun shine in.

Have a great and rejuvenating holiday season!

by James Goran,
Bargaining Chair

Bargaining Update

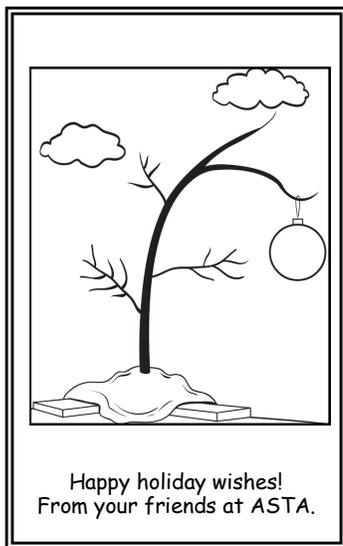
The last couple of weeks ASTA has received many emails from members about bargaining. Some ask questions and some have some ideas for negotiations. Thank you for your interest.

New items for bargaining cannot be brought up at the table once a round of negotiations has begun (after the initial proposals have been "sunshined", or made public, in the beginning of the process). This is designed to protect both parties in case of

a breakdown in the process which would result in mediation and impasse. I thank you for your interest and welcome your ideas. Ones that we did not have in our initial proposal we will save for our next contract negotiation (for the 2016-2017 school year). We have a bargaining file at the office and we save ideas until it's time to begin the next contract talks. You can also share your ideas on the next bargaining survey. The bargaining survey generally comes out in the spring

just after Spring Break. Be sure to watch for weekly updates and bargaining updates for current information. If you do not receive weekly updates or bargaining updates by email, you can do so by giving your site rep a personal email to which we can forward ASTA communications.

The next bargaining day will be December 16th. Keep an eye out for any updates.



Community Engagement Success at Ball

by Karen Dabney-Lieras,
Principal (Ball)

Ball Junior High School recently celebrated the Grand Opening of our Community Parent Resource Center on November 12, 2015. Our new center is open to parents and community members daily, where we provide a variety of resources, including access to computers, ESL classes, workshops and guest speaker presentations. Following our grand opening, our teachers and support staff participated in a "Positive Phone Calls Home Event" on our late-start staff development day. Our Superintendent Mike Matsuda and ASTA President Dean Elder came to support our event, and CTA provided breakfast and gift cards for our teachers as part of their Community Outreach Grant. Each

teacher brought a list of 8-10 students and we estimate over 330 positive calls were made to parents about their students on that day.

Here are just a few of the positive experiences and testimonials from our staff:

"All in all, the morning turned out much better than I anticipated. I left feeling like I made a difference."

-Tammie Hildom

"Parent and student responses were so positive that I am committing to make this a regular habit." -Ms. Hoos

"My student said, '[My mom and I] listened to ... the message together. She

was extremely happy after that.' "My student thanked me for calling."

-Deb Malmborg.

"It was great to take part in this event. We had a great turnout, which shows the teachers at Ball really care about their students and school community. It was also nice to get to share with parents the wonderful things their children are doing here at Ball. Even though the calls were short, I could tell I was making a positive connection. All parents I spoke with were very appreciative, not only for the call, but for what we do here at Ball every day." Colin Garowski

Revisiting Seth's Law

by Robert Flores,
Contributor (Anaheim)

With the Fall semester ending and the new calendar year approaching, it is important to revisit a California law that was passed in 2012. Though centered around LGBTQ issues, the law ensures equity for all students.

AB 9: Seth's Law strengthens existing state anti-bullying laws to protect all California public school students and requires schools to update their anti-bullying policies and programs but also focuses on protecting students who are bullied based on their actual or perceived sexual orientation, gender identity/gender expression, as well as ethnicity, race, nationality, gender, disability and religion.

AB 9 requires school districts to 1) adopt a stronger anti-bullying policy that spells out prohibited bases for bullying, including sexual orientation and gender identity/gender expression; 2) adopt a specific process for receiving and investigating complaints of bullying, including a requirement that school personnel intervene if they witness bullying; 3) publicize the anti-bullying policy and complaint process (including posting at all schools and offices) and 4) post on district website materials to support victims of bullying.

Seth's Law was brought about because many LGBTQ students at the time reported that they experienced bullying in

California schools. Also, teachers, administrators, and other staff often fail to address bullying when they see it. Seth's Law contains the following requirement, "If school personnel witness an act of discrimination, harassment, intimidation or bullying, he or she shall take immediate steps to intervene when safe to do so." If you witness bullying and fail to intervene and should that child take his/her own life as a result of bullying, you can be held liable for the child's death. Seth's Law is named after a 13-year-old California student who took his own life after years of anti-gay bullying that his school failed to address.

LCAP: Teachers Are The Key

by Geoff Morganstern,
Treasurer (Brookhurst)

On Saturday November 7th, I attended CTA's Fall Leadership Conference in Newport Beach. These mini conferences are a great opportunity to meet educators from around the county and become informed about important issues facing the teaching profession. One of the breakout sessions I chose was on the LCAP. LCAP stands for Local Control & Accountability Plan. I have volunteered to join the AUHSD's LCAP committee to ensure that our teachers, as major stakeholders, are represented when our

district leadership develops and refines our educational goals for the year. California moved in this direction to connect instructional practices to local improvements and state accountability. California educational goals are grouped into three major categories: conditions of learning, pupil outcomes, and engagement. Many applaud this new approach since California education code now requires that school districts consult with parents, students, teachers, administrators, and other school personnel. While I

agree with this new method, this great opportunity comes with great responsibility. As classroom teachers we are the key component in effecting any change in our schools and our district. I invite any concerned teacher to join me on the LCAP committee to help make AUHSD a great place to teach. Please email me at morganstern_g@auhsd.us if you have any questions or would like to be a part of the LCAP committee.

Know Your Contract: Discipline

by Dean Elder,
President

Article 17.2 outlines the District's "progressive discipline" procedure, which utilizes the following steps: 1. Verbal warning; 2. Written warning; 3. Written reprimand. Part 4 states that in the case of more serious offenses, the administration may skip some steps.

There are several types of communication documentation between teachers and administrators that are important notices employees should take seriously, even though they are NOT technically considered disciplinary actions. For example, an administrator may choose to point out problematic behavior or potential issues by way of a conversation. For documentation purposes, the administrator may make a note of date and details of the conversation and place it in the teacher's site file. Other conversations may be memorialized informally by a follow-up email to the teacher re-

stating any directives given.

Another possibility is a more formal conference summary that reviews the highlights of the conversation and any directives given. Conversations, emails, and conference summaries are NOT disciplinary actions, but they may document an action or statement on the part of a teacher that could lead to a future disciplinary action should the behavior continue.

While the contract article finishes "progressive discipline" with the written reprimand, the legal levels of discipline for the most serious offenses are covered under state law. A "notice of unprofessional conduct or unsatisfactory performance" is a very serious action by which the district notifies the teacher that the action in question is of serious enough



nature that further incidents could lead to suspension and/or dismissal. A "notice of intent" informs the teacher that the district is beginning the process of pursuing dismissal. A notice of intent is generally followed by a "notice / statement of charges" that will be used by the district's legal team as it begins the legal process of terminating the teacher's employment.

ASTA encourages members to seek union representation in advance of all meetings that could potentially lead to disciplinary action. Receiving advocacy advice and securing representation is both your legal right and in your best interest. Your ASTA Site Rep should be your first contact. CTA staff assistance and CTA Legal referrals are available for serious and complex cases.

The Importance of Organizing

by Kenneth Shimogawa,
CTA State Council, (Cypress)

At the CTA State Council this October, the primary focus was to organize our members into action. There are going to be huge battles we will have to fight just to maintain the status quo from the billionaire class and Wall Street. CTA realizes that we cannot match the millions pouring into the anti-public education pro-charter camp: The Walton Foundation, The Bill Gates Foundation, Eli and Edythe Broad Foundation just to name

a few. But we have power in numbers. That is what a union does: Organize.

As well, Cal STRS could potentially be gutted by two initiatives that may make it to the November 2016 ballot: the Reed/Demaio Initiative and the Voter Empowerment Act of 2016. They are not signature gathering yet, and it is in the early stages right now, but it has the potential to make us pay as much a 20% of our paychecks into our STRS accounts

by putting a cap on district contributions.

As you can see, we are faced with a multi-pronged attack from our corporate enemies. But our strength comes not in money but in numbers. We need to organize to our full potential to protect our interests and the interests of our students. Get involved with your Union: ASTA!

College And Career Readiness

by Scott Reindl,
AUHSD Career Readiness Specialist

My name is Scott Reindl, the district's Career Readiness Specialist. I support all of AUHSD's career-readiness efforts, including coordinating our Career Technical Education (CTE) Pathways. I became a teacher after ten years in the business world, where I witnessed how important career-readiness skills are for the future success of our students.

What is career readiness? Career readiness starts with the 4 C's: communication, collaboration, critical thinking, and creativity - skills that prepare students to be successful in any endeavor. Career exploration adds to this, bringing a

deeper sense of purpose to a student's education in all classes. For students that pursue a CTE Pathway, their skills are enhanced with technical education and other experiences specific to a career field. After graduation, students ideally pursue post-secondary learning in a career pathway, leaving AUHSD prepared for a meaningful, successful career.

There are many exciting career readiness efforts underway in our district. Loara High School now has a Union Bank branch on its campus, providing students with work-based learning and

providing opportunities for all students to become financially literate. We are establishing "pipelines" from junior high to high school career pathways, utilizing elective classes where students can explore various careers. Many students are benefitting from our P21 Mentoring program, supported by companies such as Kaiser Permanente and Bunzl, with many more mentoring opportunities in the works. My task as your Career Readiness Specialist will be to develop and expand our efforts in preparing all students for college and career.

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Mark Your Calendar!

- Board of Trustees, Thursday, December 17, at 5:00 PM
- End of First Semester, December 18
- WINTER BREAK - December 21 to January 1
- Student Success Committee, Monday, January 4, at 3:15 PM
- Martin Luther King, Jr, Day, January 18
- Representative Assembly, Thursday, January 21, at 3:30 PM
- District Professional Development Day, Friday, January 29

Charter Schools: No Silver Bullet

by Lisa Eck,
CTA Staff Person

Charter schools have long been touted as a creative means for supporting innovation in public schools, and in Orange County they have become a rapidly increasing percentage of the school population. According to the California Department of Education, nineteen approved charter schools presently exist within the county. Three of the nineteen offer an independent study program, while sixteen offer a site-based program or a combination of the two types of programs. There are three additional charter schools which have been approved to open during the 15-16 school year, and up to as many as four more proceeding through approval process as of the writing of this article. Five of the seven charters likely to start operating in the 2015-16 school year or beyond will be opened in the Anaheim City or Anaheim Union HS Districts.

From a professional perspective there

are many concerns when a charter application comes forward: preservation of the integrity of the education profession through pay, benefits and working conditions of an industry standard; maintenance of parent and student rights, as charter schools do not have to follow most laws that apply to traditional public schools; the financial impact (loss of enrollment/funding) on the District in which the charter(s) is opened; and the quality of the education received by the students in the charter school. Some successful charters have been founded and have received accolades, while many others have been unsuccessful. Overall, research on the effectiveness of charter schools has been decidedly mixed.

A recent large-scale study from the Center for Research on Education Outcomes (CREDO) at Stanford University (2009), examining longitudinal student data in 16 states, found that:

- ONLY 17 percent of charter schools produced academic gains that were significantly better than traditional public schools
- 37 percent of charter schools performed WORSE than their traditional public school counterparts
- 46 percent of charter schools demonstrated NO significant difference between their students' achievement gains and those of their demographically similar peers in district-run public schools.

In summary, while charters may be one strategy among many, to spark innovation and improvement in public schools, they are not a silver bullet. Real investments that improve instruction, curriculum quality and access, school management, and student supports are needed to produce educational quality.