



ASTA Action

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Dean Elder, President



President's Report

More than any other election that I can remember, this one has some good news and some bad news.

First, we passed Proposition 55. Passing this proposition to extend a temporary tax on the wealthy will provide a few more years of relative stability to our state budget. While there are many factors that determine our funding from the state, the tax revenue generated by Prop 55 will fill a \$13.6 million hole that would have opened in our district budget in 2018. Thank you very much to the many ASTA members who phone banked, precinct walked, and spoke to your families, friends, and neighbors of behalf of this initiative.

There were two other propositions of note that will directly affect us. Proposition 51, which is a \$9 billion state-wide construction bond, could possibly make our Measure H bond money go farther. And the passage of Proposition 58 will allow districts more latitude in addressing the needs of English learners and designing dual-immersion

programs.

Our own AUHSD school board candidates ran unopposed and, therefore, did not have to campaign. Both Katherine Smith and Brian O'Neal were endorsed by ASTA and Anaheim Educators and we look forward to four more years of collaboration with each of them.

AE endorsed incumbent Jackie Filbeck won re-election to her seat on the Anaheim Elementary SD Board. Jackie has been a positive force on the AESD board, looking out for the best interests of both students and teachers. Many thanks to the number of ASTA members who joined in helping in this campaign.

While many teacher-endorsed board candidates won in Orange County, there is mixed news from two that are important to us. In Capistrano USD, all three association-endorsed candidates won their seats. Meanwhile, two pro-charter candidates won seats on the Santa Ana USD Board, giving the anti-public education movement a

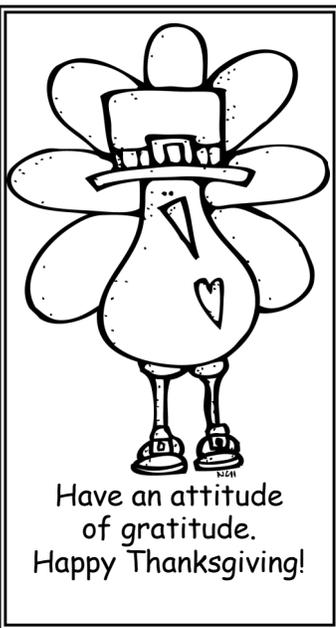
board majority there.

There is some much better news from two nearby board races. Former ASTA President Joanne Fawley won her board race in Fullerton Joint UHSD, and with fellow CTA member Andy Montoya, is forming a solid progressive base for their board. Also, AE PAC member and Anaheim Elementary teacher Jeannette Vazquez won her race for the Fullerton Elementary SD board.

As always, the future of public education will depend on our ability as teachers to make positive connections with our students and parents. Regardless of any election results, stronger bonds between teachers and the community that we serve will be the key to providing the very best education for our students. Thank you for the tremendous work that you do every day.

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Bargaining Update

The first day of bargaining for the next contract took place on October 25th at the ASTA office. The day began with the District team explaining the parts of the contract that they wanted to discuss and some brief information. The District team consists of Brad Jackson (Assistant Superintendent of Human Resources), Jennifer Root (Assistant Superintendent of Business), Dianne Donnelly (Director of Curriculum and Instruction), Carlos Hernandez

(Principal of Savanna HS), and Jeff Riel (District Counsel.) The ASTA team followed with an explanation of our proposal.

The majority of the day was spent discussing Health and Welfare. We discussed a Memorandum of Understanding (MOU) that would change the plan for the upcoming school year. There was no agreement, but both sides will continue to discuss this important issue. The end of the day was

spent with a very good debrief of the day and procedures. We had a general discussion about the insurance committee and both sides agreed to put all proposed language changes in writing for our next bargaining date. We will resume on November 16th—this is after election day so we will have a better picture of the budget the District will be working under.

by James Goran,
Vice President (Dale)

The AUHSD Writing Journey Continues

by Tomas Duarte,
Contributor (Anaheim)

On October 10th, the recent district-wide professional development day, I recall observing selected teachers displaying student work samples of the progress that they had made in their teaching practices. I saw pride in teachers' faces as they presented their students' work. But even more impressive to me was teachers from different sites and curriculum departments finding the work sample to be significantly valuable.

The facilitators in my room were well prepared and did an amazing job at driving the conversation around student work samples. My colleagues discussed the amount of writing that was done in a math classroom and the pride the student displayed through writ-

ing. The teachers provided great suggestions to improve the writing activity.

Smokey Daniels, the keynote speaker, presented a strategy that could be used in every classroom called "Writing Conversations". As I sat with my colleagues during the presentation, I heard the usual comments, "This is a waste of time." But as Smokey had us participate in the activity, I witnessed a colleague of mine beginning to begrudgingly attempt his writing task. My colleague finished the first writing task then complained again. But each subsequent letter he received afterwards spiked his interest and he engaged in the activity. When we completed the activity, he actually gave an example of how he could

use writing activities in his classroom. As I looked around, I saw a room full of teachers on task and even continuing their writing as time ended.

I was able to implement what I learned the very next day. I was looking for a way to get the whole class discussing geometry proofs. "Writing Conversations" proved to be an excellent formative assessment strategy. It also gave every student a voice as well, holding them accountable to each other. But most importantly, I now have a very clear picture of what students know regarding geometry proofs. This event was very valuable for my students and myself.

Walk to Celebrate Our Schools

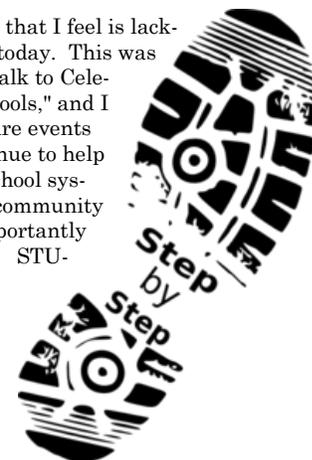
by Randy Poggio,
Contributor (Ball)

The Walk to Celebrate Our Schools was an incredible experience. The energy and positivity that was on display from students, teachers, community members, and district personnel was heart-warming. It was great to see former students and current students outside the classroom participating in this civic event, that directly affected their lives and community. I was filled with personal joy and pride when I saw a former student from our district's Summer Leadership Academy give an amazing speech to a crowd of hundreds of people. This speech left me wondering if that moment was just a start to a career, a passion, or a job, that ultimately would help mold this student to the adult he will soon become in the future. AUHSD

gathered together on this day and anyone could tell that we were a TEAM.

The actual walking to local resident's houses within the community was another great portion of this experience. Some community members were rather interested and enjoyed a conversation, while others were receptive to our informational flyer and wished us a nice day. I even had a chance to practice my Spanish with a couple of residents. Walking with a former teacher from Anaheim HS, gave me some extra insight to the community. Starting any conversation with "Hi, I am a teacher in Anaheim," drew a warm welcome from everyone we encountered. It reminded me of the impact teachers have on our local community and gave me a sense of apprecia-

tion and pride that I feel is lacking in society today. This was my second "Walk to Celebrate Our Schools," and I hope that future events like this continue to help support our school system, district, community and most importantly OUR STUDENTS.



Capturing Kids' Hearts

by Sarah Daddario,
Contributor (Savanna)

Summer is a sacred time for teachers; a time when we recharge our batteries, to escape from the demands and rigors that we face during the academic year. It was with reluctance that I attended a three-day training in July at the district office with many of my colleagues from Savanna High School called Capturing Kids Hearts. Immediately, I knew that this was not going to be like any other training I had experienced and my reluctance dissipated. Right away, our facilitator asked us a question that has tempered every interaction that I have had since that day, "How would your relationships be different if you continued to treat people the way that you did when you first met them?"

It's very hard to put into words exactly what

Capturing Kids Hearts is, but far easier to explain what it is not. Capturing Kids Hearts is not a curriculum, or a program. It's not a silver bullet for solving your discipline issues, or a replacement for classroom management strategies. The best way I can explain it, is it is a three-day experience that helps shift an educator's thinking from "what we do" to "why we do it", and "who we do it for". It combines simple strategies for connecting with people to build trust and community. It focuses on giving educators the experience of being a part of a high-achieving, positive learning environment so that they can go back to their classrooms and create one themselves.

Right away, I began to implement strategies that I practiced at Capturing Kids Hearts

both at home and in my personal life, and I've noticed a huge difference in the quality of my relationships. At school, I learned my student's names and stories much faster than ever before. My students felt connected to me within the first few days of school and their productivity increased. More student work than ever has come in on time and done well. It's not perfect, not all of my classroom issues have been solved, but the atmosphere in my room is overwhelmingly positive and my students are excited to be there. Other teachers are reporting that their students are managing their own behaviors. This training was one of the most worthwhile experiences to enrich my practice in the last decade.

Know Your Contract: Personal Necessity Verification

by Dean Elder,
President

Article 8.8 Personal Leave of Absence allows for unit members to use up to (10) days of accumulated sick leave without stating a reason for personal necessity provided the number of personal necessity days does not exceed the number of days of unused sick leave. While a reason does not have to be stated, there are some very specific rules about the use of personal necessity days. Some acceptable uses of personal necessity leave are: accident or serious illness involving the unit member, or immediate family, or per-



sonal property; court appearance as a litigant or witness under order; religious observances; weddings and graduations for immediate family members; and becoming a parent. Other reasons may be permissible, as long as they meet the following criteria: are of a serious nature, and which the unit member cannot be expected to regard; necessitates the immediate attention of the unit mem-

ber; and which cannot be accommodated during off-duty hours.

If the District believes that a unit member is abusing the use of personal necessity days, Article 8.9 Verification of Personal Necessity Leave allows the District to require proof of the nature, extent, and duration of the personal necessity. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the days of the proven abuse.

Charter Schools: Our Response Matters

by Geoff Morganstern,
Treasurer (Brookhurst)

Out of the many challenges facing public education in California today, the for-profit charter school movement is by far the most dangerous. With callous disregard for student wellbeing and achievement, for-profit charter schools have sunk their teeth into the public coffers with little or no accountability. California's predicament can be seen in a recent Washington Post article that was aptly titled, "Why California's charter school sector is called 'the Wild West'." Teachers, busy with the demands of daily classroom instruction, often have little time or energy to join the fight for charter school transparency. We like to think that our elected officials in Sacramento will shield our communities from the dire consequences of the uncontrolled growth of for-profit charters. This type of trust is blind faith. On September 16th, 2016, our Governor inexplicably vetoed Assembly Bill 709. AB 709 would have required all charter schools to be transparent and accountable to parents and taxpayers in the way that all other public schools are. In response, CTA President Eric Heins said, "With so much evidence documenting the waste, fraud and abuse by privately-managed charter schools, which have cost taxpayers millions at the expense of our students, we hoped the governor would have signed such an important bill."

It's plain to see that we as an association, along with our sister associations, are going to have to organize to face this threat to our neighborhood schools head on. You might be wondering how classroom teachers can affect change in the unregulated charter movement that exploits our most vulnerable students. A few recent examples will show that our teachers, working collectively, can have a big impact.

When California went to the polls on June 7th for the presidential primary, the OC Board of Education was flipped from a pro-charter board to a board that will no longer simply rubber stamp every charter application. This was a big step forward in helping to stem the tide of the growth of charters in Orange County. ASTA, along with other local associations, worked very hard to re-elect Jack Bedell and to elect Rebecca Gomez to the OC Board of Education. ASTA provided financial resources and hundreds of hours of volunteer time to effect real change at the county level.

In addition to the OC Board, ASTA works through its PAC to endorse candidates for the AUHSD Board of Trustees. Once endorsed, ASTA volunteers produce election materials, make phone calls, and walk precincts on behalf of these candidates. ASTA supports board members who put our students and their families first, which includes taking a stand against the growth of for-profit charter schools in our community. This strong stance is reflected in our Board's March 2016 resolution calling for a state-wide moratorium on new charter schools.

Our association also works with Superintendent Mike Matsuda and the AUHSD leadership by participating in district "Walks to Celebrate", community outreach like the annual Servathon, serving on the charter application analysis group, attending charter presentations at board meetings, and promoting all the great things we do in our classrooms and at our school sites.

Even with all the work being done by ASTA members, site reps and leadership, there is still a need to do more. With this need in mind the ASTA Executive Board has created a committee that we are calling TAPE (Transparency and Accountability in Public Education). TAPE will provide centralized research-based information and updates on charter school activity and related topics to our membership. Four main objectives have been identified:

- 1) Disseminate information regarding charter schools
- 2) Coordinate with AUHSD leadership on community engagement
- 3) Launch social media campaigns and develop member engagement activities
- 4) Build partnerships with other associations and community organizations

So what does this mean to our teachers in the AUHSD community?

- We can stay informed through regular updates from TAPE
- We can volunteer our time and talents by participating in TAPE activities
- We can spread the word to our family, friends and neighbors

Please join us in securing a bright future for our students, parents, and teachers in the Anaheim Union High School District.



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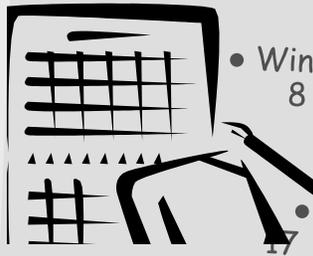
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ASTA is an affiliate of CTA/NEA

Mark Your Calendar!



- Winter Break December 24 to January 8
- CTA Good Teaching Conference (Garden Grove) March 3 to 5, 2017
- Spring Break March 13 to March 18
- Last Day of School May 26
- NEA Representative Assembly (Boston, MA) June 30 to July 5, 2017
- CTA Summer Institute (UCLA) July 30 to August 3, 2017

Any ASTA members can receive weekly updates to keep you informed of current issues and events.

If you are interested in receiving the ASTA Weekly Update, please inform your site reps.

Servathon and Civic Engagement in AUHSD

by Paul Chylinski,
Contributor (Loara)

As Dr. Martin Luther King Jr. once said, "Life's most persistent and urgent question is: 'What are you doing for others?'"

This school year will mark the third year for the Anaheim Union High School District's Servathon. Since its inception we have grown to nearly 4,000 participants and this year we are hoping to double that number. Some have asked what the Servathon is and why do we do it. Here is a little background.

The goal of the Servathon is for each school in our district to motivate their clubs, organizations, teams or stakeholders to come up with a way to serve their community. This way, the MLK Holiday becomes less about having a day off and more about Service. Over the last couple of years our projects have grown in numbers. We have had bike rides for charity, opened our schools for garage sales for apartment renters who can't sell on site, fed the homeless at

Ponderosa and LaPalma Parks, created gardens on our campuses, painted murals, removed graffiti and the list goes on. Our schools have created a culture of service and caring and that is what it is all about.

This year several projects have already been put together. Ball Junior High is putting together 200 Good Night Kits for kids, Hope is collecting items to help the McKinney Vento Homeless Assistance Act, Lexington is making Paracord Bracelets with AmeriCorps, Loara is holding a Garage Sale and Free CPR Training on their campus, Orangeview is working with the OC Food Bank, Walker is making "Walker Cares" kits for the homeless, Brookhurst will be making toys for pets. These are just a few that have been recorded.

The Servathon helps raise funds as well, however we are more about civic engagement than money. 100% of the proceeds that are raised help pay for the

shirts given out on that day and benefit the AUHSD Foundation, which helps fund projects like "Words Out Loud", Band Spectacular, Grants given by our Student Service Foundation to fund Civic Engagement, and other projects for our students. None of the money goes to administrative fees to make this event happen. If you have any question on how you can get involved, each site has a Site Servathon Coordinator or you can contact Paul Chylinski at chylinski_p@auhsd.us. Any and all projects are welcomed, all you need is your imagination and a team to make it become a reality.

