



ASTA Action

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Dean Elder, President



President's Report

Early in May, ASTA honored three of its many hard-working members for their volunteer efforts over the course of this year with a WHO Award (We Honor Ours). WHO recipients attend a banquet in May to receive the award. This years WHO recipients are:

Cindy Brazda (Anaheim). Cindy is very active in ASTA with her work as a site rep, bargaining team member, and co-chair of the Special Education Committee. Cindy is the "go to" spokesperson at the table for bargaining SPED issues such as class size and caseload management.

Judy Yeaton (Katella). Judy recently earned a second term serving as Secretary on the ASTA Executive Board. Judy's enthusiasm for her ASTA work has reinvigorated an inactive high school campus with union activity and her advocacy work is so well know that she is often requested by members at other sites.

Joanne Fawley (Cypress).

Joanne was asked to step in as ASTA's Organizing Chair during a long tedious bargaining season. Joanne's formidable skills and infectious energy led to record participation in organizing activities by our members – including a massive showing at a school board meeting and nearly 100% participation in other activities.

At the May 12 Representative Assembly (RA), ASTA awarded \$1,000 scholarships to 8 deserving AUHSD graduates who will be studying to become teachers. Watch for information in the Weekly Update as to how you can contribute to the ASTA "Support Your Profession Scholarship" by way of monthly payroll deductions. A small monthly contribution by many of us equals a lot of scholarship support for students who are eager to join us someday as peers.

The Executive Board met on May 5 to welcome two new Board members. Dale Miller (Loara) will be beginning a two-year term as one of two

Directors at Large. Dale has been a site rep for several years, has attended several CTA trainings, and has recently been serving on the ASTA Insurance Committee. Grant Schuster (Dale) will be beginning a three year term as a CTA State Council Delegate. Grant has been a site rep for many years and has also served on the ASTA Bargaining Team for the past several years.

This was a year of hard work for ASTA and I thank all of you for your help and your enthusiasm. You really stepped up when we needed to make a statement. Our success as an organization depends on your efforts in the classroom, your ability to engage parents and community members, and your support for ASTA actions and events. I wish each of you a restful and rejuvenating summer – you deserve it!

by James Goran,
Vice-President (Dale)

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SUMMER BREAK

How to TRAVEL THE WORLD

Hey you...get lost!
Summer's here!
From your friends at ASTA.

Bargaining Update

The ASTA bargaining team has been busy of late. The survey was completed and the results have been analyzed and a new member was added to the team. Christie Bettendorf from Kennedy is our newest member! With Christie on board, we met at the end of April to plan ASTA's initial proposal to the District for next year's

round of bargaining. In June, the Orange Service Center will host a coordinated bargaining meeting to discuss the May Revise to the CA State Budget. This meeting is where representatives from many Orange County associations meet to discuss bargaining goals.

Bargaining will not resume until the Fall. The PAR,

SPED, and Discipline work groups will convene soon and begin planning some potential contract language that will be negotiated in the next round of bargaining. The team, again, would like to thank you for all your support this year and we hope you have a great summer vacation.

Equity and Human Rights Conference

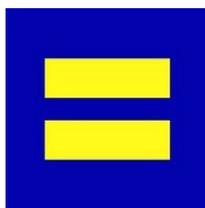
by Karen Reta,
Contributor (Western)

Themes of this conference included Advocacy on Education Reform, Social Justice and Diversity, and Transforming Our Profession.

“Empathy and Compassion” focused on looking for a positive approach to education. Students who constantly receive negative messages and are victims of violence can become apathetic. However, collaborative activities and reading works of fiction can help lead to empathy. Just as important in developing empathy in students is teachers showing empathy to students by engaging in meaningful conversation with them. This can, in turn, help make learning content easier for them.

“Tools to End the School to Prison Pipeline” discussed the high rates of incarceration of black and brown inmates,

and foster children, many of whom dropped out of school. Discipline policies such as zero-tolerance contributed to student dropout rate. Dealing with discipline issues causes frustration.



Teachers can suspend students from class, but administrators can't suspend students from school for issues such as “willful defiance.” Typically it's put back on teachers. Tools to deal with this include: spend LCAP money on training teachers on dealing with discipline issues and utilization of intervention spe-

cialists; lower class size; examine the effectiveness of PBIS.

“Teacher-Driven Change: Shaping the Future” provided information about CTA's Institute for Teaching (IFT), which focuses on teacher-driven solutions that help struggling students and schools. Grants are available through IFT for teachers who want to develop programs that will create change at their site. Most funded programs emphasize forming relationships between teachers and community. One statewide program is the Parent-Teacher Home Visit Project. Other programs include after-school classes, career day, and Math Night, all of which are linked to learning and open to parents. For more information, visit <http://www.teacherdrivenchange.org/>

The Inner Workings of Charter Schools

by Mike Matsuda,
AUHSD Superintendent

As your superintendent, I am very concerned about the charter school movement and what it may mean for AUHSD. Specifically, I'd like to address what will likely happen if charters open for business in our district. I say business, because that's how most (not all) charter schools operate.

With profits in mind, they tend to “disenroll” students who cost the most on the education system. Students with special needs, English Learners, and students with behavior issues are often disenrolled back to the public school. Vista Science Academy which has attempted to submit a charter application in our district has disenrolled 24 of 25 students with special needs in one year in their school in Los Angeles. Through disenrollment, many charters get rid of the “expensive” students and throw them back into the public school system. Not only is this practice good for business it's also good for test scores and creates a group of parents who will fight to keep it that way.

My colleague, Rick Miller, superinten-

dent of Santa Ana Unified, has said that over the last few years they have lost hundreds of students to “networked” charters, meaning charters networked and managed from out of the district.

This is an important piece for us to understand. If a district loses say 1,000 students to charter schools, that translates to over \$10 million dollars of district funds that now go to the charter schools. But unlike all public school districts that are required to be transparent, where budgets, salaries (especially executive salaries), and most importantly, locally elected board members are readily accessible, that is not the case with charter schools. SAUSD is faced with layoffs next year. \$10 million dollars from the general education fund would be disastrous for all AUHSD schools.

Additionally in Santa Ana there are public schools that are sharing facilities with charter schools. Imagine a wall smack in the middle of Kennedy or Anaheim High School? How is that good for kids? How is that a cost savings where

you create two sets of office/custodial/administrative support for the same amount of students?

At this point, most voters would say that their elected school board members would never allow that. That's probably true. But here's my last point.

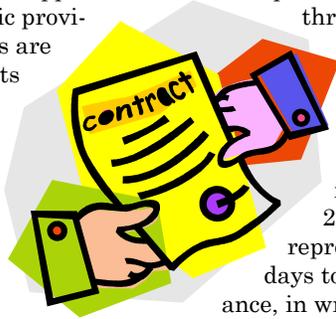
It doesn't matter. Because of a rigged system that favors charter schools, the Orange County School Board can usurp local control and override charter school decisions made by the local school board. By a narrow 3-2 majority, they have doubled the number of charter schools in Orange County and in the last year and their leader, president Robert Hammond who recklessly espouses privatization at any cost has vowed to double charter schools again next year.

It is vitally important that the public is aware of how the system is rigged and vote for board members who will protect the public trust. The future of our great community is at stake. Keep the public in public schools.

Know Your Contract: Grievances

by Dean Elder,
President

As defined in Article 7.1.1, a grievance is a claim by a unit member that there has been a misinterpretation, misapplication, or a violation of a specific provision of the contract. Grievances are always created by disagreements between a unit member (or the Association) and the District. One teacher cannot file a grievance against another teacher or other staff person. Grievances must also concern matters that are covered in the contract. Issues between individuals, or concerning matters that are not covered in the contract, have other remedies. The procedures and timelines concerning grievances are outlined in Article 7.3. All members have the right to representation when



filing a grievance. When a unit member has a grievance, the first step is to attempt to work out the problem through discussion with the administrator at the site. If this discussion does not result in a satisfactory solution, the process moves forward to step 2. The grievant, and/or representative, has 20 days to present the grievance, in writing (the form is contained in Appendix I), to the appropriate administrative representative, typically the Assistant Superintendent of HR. The administration has 5 days to respond. “Days” are defined in the contract as actual teacher work days – so

weekends, holidays, and summer vacation do not count. If the grievant is unhappy with the outcome of step 2, the grievant may initiate step 3 and appeal to the Superintendent, in writing, within 5 days. The Superintendent, or designee, must respond within 5 days. If the grievant is still not satisfied with the decision, it is up to the Association to decide whether to proceed to arbitration. The decision of the arbitrator is binding on the Association, the District, and the grievant. Article 7.4 provides a very important “no reprisals” clause to protect unit members and the association from reprisals by the District.

A Tribute to Kenneth Shimogawa

by Joanne Fawley,
Contributor (Cypress)

Sadly we lost a dear friend, colleague and public education advocate when Kenneth Shimogawa passed away suddenly on Wednesday, April 27.

He started teaching at Dale Junior High in 1997 and he joined the faculty at Cypress High School in 2001 where he taught World History and Anthropology.

At Cypress, Kenneth fell in love with the teacher next door - literally. Teresa Moran became Mrs. Shimogawa on May 12, 2009. They have three delightful children; Ethan (6), Eloise (3) and Peter Jack (1).

For many years he served on the Anaheim Educators and Teachers United PACs representing ASTA. He also served as a site representative and on the Executive Board. Kenneth was a member of ASTA’s Prop. 30 and 32 political team and the bargaining organizing team.

Since becoming a teacher, Kenneth attended numerous rallies, walked miles in precinct canvassing, spoke at the Anaheim City Council meeting against the Parent Trigger, successfully represented teachers, gathered signatures to recall

Harald Martin, made countless hours of phone calls plus many other things and was recognized with multiple WHO awards.

He and Teresa often brought their children to rallies and to walk neighbor-

hoods which earned the children the nicknames Election Boy, Ballot Girl and Precinct Boy.

Kenneth’s civic engagement extended to the Anaheim public libraries. He was Vice Chair of the City of Anaheim Library Board.

He will be missed.



—∞—
**TO TEACH
 IS TO TOUCH A LIFE
 FOREVER.**
 —∞—

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Mark Your Calendar!



- Last Day of School for Teachers, May 27
- CTA State Council, June 3-5, Los Angeles
- CA Primary Election, June 7
- NEA Representative Assembly, July 2 - 7, in Washington, DC
- CTA Summer Institute, July 31 - August 4, at UCLA in Los Angeles
- First Day of School for Teachers, August 8

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.

Meet Raquel Solorzano-Dueñas, Teacher of the Year!

by Dean Elder,
President

Congratulations to Raquel Solorzano-Dueñas of Western HS – one of our three 2015-2016 AUSD Teachers of the Year.

Raquel has been a teacher in our district for 12 years, 3 at Anaheim HS and 9 at Western HS, and she did her student teaching at Oxford Academy. She is a product of the AUHSD, having attended Orangeview JHS and Western HS, where she was a cheerleader. After graduating from Western, she took a job as the cheerleading coach and continued in that position until 2013.

In her spare time Raquel likes to read and travel – especially to Mexico and Europe. She also has a fondness for cruises. After hours, Raquel likes to bowl and sell jewelry. She and her husband, Santiago, have three dogs, but no kids – yet.

Raquel's goal as a teacher is to share her passion for learning and to get her students to love history. She had a great experience at Western as a student and she attributes her love for learning to the great teachers she had as a student – Ed Woodson, Ron Butterfield, and Anne Jen-

sen to name a few.

Raquel loves that every day in teaching is different and that she can make mistakes and try again next period or next year.



She is proud of her students, and loves hearing stories of how students reluctantly took risks. One of her favorite comments to hear from students is: "I didn't want to but then I tried it..." She also remembers some successes with students. One former student showed up to class with paper-work that needed to be filled out for his parole officer. He later graduated from CSU Fullerton and now works with at-risk youth in Santa Ana. Another former student she remembers attended UCLA and now has a top security clearance to work on military aircraft for Boeing.

Raquel finished her Master's degree in Education Technology in December. What she learned from this experience has changed her teaching. She now knows how to use technology with meaning – in part, she learned how to give up a lot of control and now gives students many more choices in their learning.

Congratulations Raquel! Thank you for all you do for your students and for being an inspiration for your fellow teachers.