

**Conservatives launch another
attack on union democracy**
Understanding Janus v. AFSCME

**Creating a safe campus for
undocumented communities**
How to be an UndocuAlly

**CFT reaches an historic
agreement with ACCJC**
Lawsuit comes to close with settlement

CaliforniaTeacher

SEPT ■ OCT 2017

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

DELIVERING FOR THE UNION

UNION SCHOOL DISTRICT
DONNELL EDUCATION CENTER

Signing up
new members
one stop at a time



Joshua Pechthalt, CFT President



Our core activists committed to talking to their fellow teachers on a specific floor in a specific building. This became an important avenue for rank-and-file members taking increasing responsibility and it grew member-to-member interaction.

Tried and true methods: Union organizing begins in the workplace

We learned in the final days of September that the U.S. Supreme Court will take up another union fair share case. With the court's ruling coming early next year, it feels like we are on a ship with an iceberg rapidly approaching. Fortunately, as we prepare for an unfavorable decision in the *Janus v. AFSCME* case, we had already prepared for the similar *Friedrichs v. California Teachers Association* case.

So, while a great deal still needs to be done, we have had months to undergo a deep assessment of our statewide union and develop an organizing plan, including determining budget and organizing priorities.

Make no mistake though, this will be difficult. The end of union "fair share," or "agency fee," revenues will require making cuts to achieve a balanced budget. We will have to struggle through the next period and come out on the other side able to represent our members and able to advocate for public education.

The number one priority for our union is engaging our members. Each local has to have a systematic plan, one that is quantifiable, for talking to

members. My own experience underscores the value of this approach.

I taught for over 20 years at a large urban high school in Los Angeles. At our high point, we had a faculty of 175. When I began teaching in 1984, our chapter chair (building representative) who had held that position for many years, would have coffee weekly with the principal yet only one meeting a year, at most, with the teachers.

Through a change in leadership at our school site, we transitioned from one meeting a year to twice-weekly meetings and finally once-a-week meetings. Attendance at the meetings usually numbered between 15 and 25 people, but if there was an urgent issue the room would be packed.

Our school went from a sleepy worksite to become one of the most active in United Teachers Los Angeles. While it certainly was important to have members who were themselves activists, once we created an infrastructure for activism it allowed for more members to get active.

A school site administration that had been anti-union changed its tune. Lunch-

time union meetings were announced on the PA, whether the contract permitted it or not. On one occasion, administrators imposed a change to our break period, which teachers opposed. We held a meeting and, by the end of the day, the administration had reversed its position. There were defeats along the way, but there were enough victories that teachers saw the value of maintaining a strong school site chapter.

One important change was the development of a school network that allowed us to talk with colleagues. Our core activists committed to talking to their fellow teachers on a specific floor in a specific building. This became an important avenue for rank-and-file members taking increasing responsibility and it grew member-to-member interaction.

Whatever the size of your local union, now is the time to look at your priorities, how your members are organized, and how you measure that outreach. Like that iceberg, the *Janus* decision will be upon us before we know it. Difficult though it may be, now is the time to prepare.

Josh Pechthalt

Sept ■ Oct 2017 Volume 71, Number 1

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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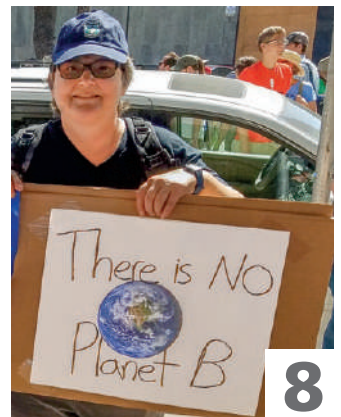
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ON THE COVER

Districtwide driver Albert Lopez is a natural fit for the local's goal of ensuring every employee has the opportunity to become a full union member. Lopez is president of the Menifee Council of Classified Employees, AFT Local 6109.

PHOTO BY JAMIE LYTLE



Supreme Court set to rule against union ‘fair share’

Conservatives launch another attack on workers, unions, democracy

What will the court decide?

The lawsuit *Janus v. AFSCME* asks the U.S. Supreme Court to decide whether public sector unions may continue to charge non-members in a workplace represented by the union a fee (“agency fee” or “fair share”) equal to the cost of representing them. The court’s ruling is expected early next year.

An adverse ruling would jeopardize existing public sector collective bargaining laws in California and 16 other states. Unions would experience damage to their ability to work on behalf of their members, and lose funding to advocate for broader issues.

Who’s behind *Janus v. AFSCME*?

The suit is backed by the Center for Individual Rights, a right-wing libertarian advocacy group supported by the Koch Brothers and other wealthy conservative anti-union forces. If, as expected, the conservative court majority rules in favor of the plaintiffs, the 40-year-old precedent set in *Abood v. Detroit Board of Education* authorizing union fair share fees would be overturned.

Last year, the Supreme Court invited a virtually identical predecessor suit, *Friedrichs v. California Teachers Association*, which deadlocked 4-4 after Justice Scalia died. With the appointment of Neil Gorsuch, a decision against labor is almost certain.

Why has the Supreme Court upheld fair share historically?

Right now unions are legally required to represent all workers, even those who decide not to join the union. Teachers and classified employees who don’t want to belong to a union are obligated to contribute only the costs of the workplace

representation they receive. That every public employee who benefits from a negotiated contract should contribute to the costs of securing that contract was the Supreme Court’s finding in the 1977 *Abood* case, which *Janus* seeks to overturn. The current fair share system is a workable compromise.

Do majority rule and union democracy work for public employees?

Under the current system, public employees can choose whether or not to join a union. First, workers vote on whether or not to form a union in the workplace. After a workplace majority votes for a union, workers who don’t want to join the union don’t

If the Supreme Court bans fair share, it will be harder for educators and other union members to improve wages and benefits, protect workplace rights, and advocate for public services.

have to; they just pay a reduced fair share fee to cover the cost of bargaining and representation that the union is legally required to provide to everyone in the workplace.

Full union dues go further, supporting political and legislative work because what can be won in collective bargaining can be taken away through politics and legislation. The *Janus* plaintiffs contend that their free speech is abridged by fair share fees, even though they are not paying for political advocacy. If you disagree with the outcome of a political election, you still pay taxes to the government. So, too, everyone needs to pay a fair share

for the gains of union representation.

When “free riders” pay nothing for the benefits all employees in a union workplace enjoy, others must shoulder that much heavier a burden and the union is weaker at bargaining time.

What do workers lose if we lose fair share?

In states without full union rights, the average worker makes \$1,500 less per year, workers are much less likely to have health insurance, and the rate of workplace deaths is 36 percent higher. In states that have made fair share fees illegal, wages and benefits are lower and dropping.

In states without full union rights, the average worker makes \$1,500 less per year, workers are much less likely to have health insurance, and the rate of workplace deaths is 36 percent higher.

If the Supreme Court bans fair share, it will be harder for educators and other union members to improve wages and benefits, protect workplace rights, and advocate for public services.



For example, one major accomplishment of union political spending in our state was passing Proposition 30 in 2012. This voter-approved measure played an enormous role in reversing California’s terrible budget shortfall by modestly increasing income taxes of the wealthiest residents, bringing the state billions of dollars each year for education and services. Prop 30, and its extension, Proposition 55, could not

have passed without union political advocacy. But if the Supreme Court supports *Janus v. AFSCME*, the union’s resources will be diminished in all areas of its work, making successes such as Prop 30 and Prop 55 much less likely.

What do the backers of *Janus v. AFSCME* hope to achieve?

Janus joins an onslaught of court cases funded by the 1% against the rights of the 99%, further shifting the balance of political power in their favor and making it ever harder for working people to speak up, stand together and get ahead. Our economy has swung wildly out of balance, with economic inequality growing as unions have been weakened. The *Janus* case will only make things worse for working Americans.

Are you a full member? If not, we need you now!

We can do more for each other and for public education if we act together. The CFT invites all agency fee payers to become full members of the Federation. Members of the union have a voice and vote in all the activities of the union, most importantly, in the approval of the collective bargaining agreement. The union also offers members the opportunity to work together to better the lives of working people and society at large.

» **If you are paying only the agency fee**, or if you are uncertain about your status, contact your AFT local to join the union, or download a membership form at cft.org/get-involved/join-cft. We need you as a member to keep our union strong!



How to create a safe campus for undocumented communities

Being an UndocuAlly

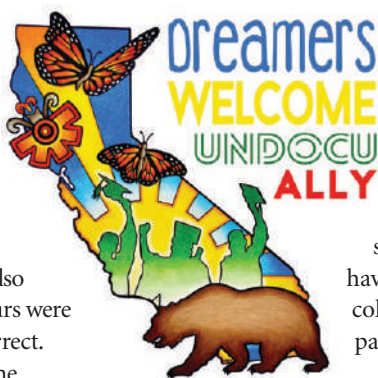
Four days before President Trump rescinded the Deferred Action for Childhood Arrivals program, Sarah, a young student who commutes an hour each way to attend classes, emailed me that she was dropping my class.

She believed the impending end of DACA meant she would lose her source of income, her DACA driver's license, and access to financial aid. She was also afraid she and her family would be deported. Her fears were real, however the information she received was incorrect.

Her story is not unique. In the days following the announcement, counselors considered "UndocuAllies" by the student community were inundated. In my district, some students reported waiting three to four hours to 'drop in' and see trusted counselors for advice. Instructional faculty experienced enrollment drops and many more students called, emailed, or came to office hours seeking advice.

Unfortunately, not all districts are adequately prepared to answer the questions and meet the needs of these students. While districts, to differing degrees, have focused on addressing DACA student needs, they have largely ignored the issue of supporting DACA faculty and staff. Despite a unified stance from state education officials, implementation locally is uneven at best.

California is home to 28 percent of the nation's DACA recipients — 222,795 of 800,000 individuals. While the majority are from Mexico and Central America, there are DACA recipients from all over the world, with South Korea, India, and the Philippines in the



top 10 countries of origin.

Even as we focus on DACA, education unions must also address a broader audience. Our students, staff, and faculty may have DACA, and some may be undocumented. Others might live in families in which individuals have differing documentation statuses. The undocumented student community can include those who only have DACA, or only AB 540 in the community colleges — which allows undocumented students to pay in-state tuition — or neither.

This complex landscape can be difficult to navigate, so educators and their unions must be proactive in training and advocating for the needs of our undocumented students.

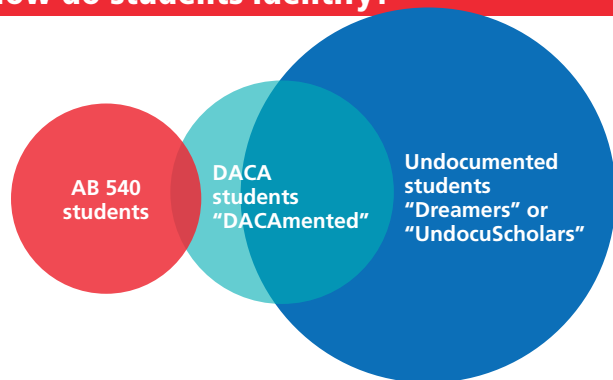
What can you do to be an UndocuAlly?

Start by taking time to understand the risks undocumented people face, how they are treated differently in the legal system, and how they do not have the same rights as citizens. They can be held in a detention center indefinitely and often do not have the right to a public defender. We can help build a supportive environment for undocumented communities by following advice found in the *UndocuScholars Report*.

- Listen and learn: don't presume to know their experiences
- Be empathetic
- Publicly endorse undocumented students
- Don't single out undocumented students or their families
- Respect undocumented students' privacy
- Provide information to undocumented students

This approach can help develop trust while you identify the resources undocumented individuals might need. These actions

How do students identify?



DACA under Trump

What happened: On September 5, the Trump Administration announced the Deferred Action for Childhood Arrivals program would end on March 5, 2018.

Immediate impact: U.S. Citizenship and Immigration Services stopped accepting initial applications for DACA.

Longer-term impact: USCIS will stop renewing DACA applications on March 5, 2018. Recipients whose DACA expires before then had to reapply before October 5. Current DACA recipients are advised not to apply for advanced parole.



Young Americans reacted boldly and immediately to the Trump Administration's decision to end DACA.

alone do not ensure the safety of individuals, and it is equally important that we engage in safe practices.

- Know what information your undocumented friends, students, and colleagues want shared
- Don't "out" your undocumented friends, students, and colleagues
- Don't "out" where undocumented people live
- Do not spread information that you are not completely sure is accurate and verified

What can our unions do to build safe communities?

Our members are affected in various ways and we must understand how any immigration-related policy impacts us. Ask questions such as: Who in my union is affected by the policy? How many students are impacted? What resources do faculty and staff need to work safely and effectively with undocumented students? What resources do undocumented workers and community members need?

This is the time for true social justice unionism. Our unions have a greater impact when we focus beyond the worksite and address the issues that affect the broader community. As educators and practitioners, we are on the front lines and need to protect the communities in which we live and work.

— By Belinda C. Lum, a member of the Los Rios College Federation of Teachers, AFT Local 2279, who holds a doctorate in sociology and teaches at Sacramento City College

5 Ways union members can keep our communities safe

1. **Be visible** — wear buttons indicating you are an ally, display posters, or wear t-shirts showing your support.
2. **Provide access to educational materials for members** such as CFT's cft.org/safe-haven and Local 2279's lrcft.org/immigration. Our local highly recommends the AFT pamphlet *Immigrant and Refugee Children*.
3. **Use collective bargaining to protect undocumented workers.** Find creative ways in your contract to protect the undocumented and those who advocate for their communities.
4. **Train faculty and staff to be UndocuAllies** and create a registry, housed in off-worksite servers, that can help educators refer undocumented individuals to safe resources.
5. **Partner with other institutional resources to advocate for a strong protective infrastructure** that allocates resources to undocumented individuals. This can include developing a Dream Resource Center and working with counselors experienced in undocumented communities.

CFT becomes first U.S. union to adopt Climate Justice Agenda

Core tenets advanced by task force adopted as union policy

The CFT made history in 2016 when it became the first statewide organization in the United States to adopt a Climate Justice Agenda. When Resolution 29 was brought before delegates to the CFT Convention, I presented the history of my local union in forging the San Diego and Imperial Counties Labor Council Environmental Caucus, the first such body in the nation.

Based on the mission statement of our San Diego caucus, Resolution 29 commits the CFT to educating members about climate change, pushing for green legislation, moving toward divestment in fossil fuels, and establishing a Climate Justice Task Force within CFT.

Resolution 29 was put forward by the union's Labor in the Schools Committee, and brought to the floor immediately following guest speaker and labor historian Jeremy Brecher, who lauded our efforts and called for marrying economic and environmental justice.

"Facing a historic environmental crisis that threatens our survival," the resolution calls upon the labor movement, as a historical force for progressive change, to "play a powerful role in calling for swift action to address the climate crisis and in producing tangible solutions that will ensure we are strengthening, not weakening, our middle class as we transition to a more sustainable economy." The looming threat of climate change calls on CFT to be part of the larger movement pushing for such a revolution in values.

As Naomi Klein put it when speaking to one of Canada's largest labor unions last year: "Climate change — when its full economic and moral implications are understood — is the most powerful weapon progressives have ever had in the fight for equality and social justice. But first, we have to stop running away from the climate crisis, stop leaving it to the environmentalists, and look at it. Let ourselves absorb the fact that the industrial revolution that led to our society's prosperity is now destabilizing the natural systems on which all of life depends."

After the Convention, the Climate Justice Task Force crafted a

mission statement making it a permanent part of the CFT's work and recommended the Executive Council commit our union to ongoing member education, incorporate a climate justice question on our candidate endorsement questionnaire, make climate a part of CFT's legislative agenda, and promote community partnerships with environmental groups and environmental caucuses in local unions and central labor councils.

The Executive Council approved the recommendations and they were publicly unveiled at Convention 2017 in Sacramento in concert with an appearance by climate justice advocate

Tom Steyer. At the Convention, the task force organized a panel discussion on how to present climate justice issues to members and students and distributed its first educational materials.

Since then, the AFT has adopted a similar resolution, promising greater climate awareness in AFT local unions and statewide organizations across the United States.

In addition, the Climate Justice Task Force has led CFT in supporting successful legislation calling for divestment from coal, and has partnered with 350.org and others to promote divestment of our pension funds from fossil fuels. As we move forward, the Climate Justice Task Force will continue as part of the Labor in the Schools Committee.

In these dark times, with the Trump administration doing everything it can to promote climate denial and roll back federal efforts to address climate change, it is our goal to be one of the lights in the darkness, calling for sanity in the face of the grave threats that face us.

BY JIM MILLER, an instructor of English and labor studies at San Diego City College and political action vice president for the AFT Guild, San Diego and Grossmont-Cuyamaca Community Colleges, Local 1931. Miller is a member of the CFT Labor in the Schools Committee and the CFT Climate Justice Task Force.



Jim Miller





COURTESY LOCAL 1931

Our Climate Justice Agenda

- Engage our members and the community about labor's role in **advocating for tangible solutions** to the climate crisis that simultaneously strengthen our middle class.
- Let our members know that **good green jobs don't kill construction projects**, but rather can actually increase economic opportunity.
- Work to **ensure a just transition for working people** by insisting that those who might be displaced are retrained for the new economy, and that the green economy must create career union opportunities.
- **Build and sustain real partnerships** with the local environmental movement and community groups committed to economic and environmental justice.
- **Push for bold new political and policy initiatives** that effectively address economic inequality and climate change.
- Ensure that **candidates' positions** on climate justice are part of CFT's evaluation for endorsement in political races.
- Insist that we work towards **ending all of our retirement systems' investments in fossil fuels** and other commercial enterprises that are contributing to catastrophic climate change.
- **Promote legislation** that moves us toward sustainability and climate justice.

What new industries and jobs are created through green investments?

- Renewable energy including solar, wind and geothermal
- Mass transit, electric vehicle charging stations, high-speed rail
- Water and energy efficient buildings and communities
- Microgrids, energy storage, distributed generation and distribution grid upgrades
- Water reclamation facilities
- Bike lane and pedestrian-friendly upgrades to existing streets
- Biofuels, biorefineries and alternative fuels for airplanes
- Technology, software and analytics
- Sustainable materials, green chemistry





CFT Climate Justice Agenda

TOP
10

Reasons CFT members should care about climate change

- 10 The overwhelming scientific consensus is that climate change poses a real and severe threat to our survival unless we start making major changes very soon. As educators we need to insist that facts matter more than ideology or political partisanship.
- 9 The only people arguing that climate change isn't happening are in the pocket of Big Oil and other corporate interests who want to keep making money by polluting our air, water and soil. Now that they have a prominent place in our national government, we need to be part of a movement strong enough to weaken their grip.
- 8 Unions have long led the fight to protect workers' health on the job and at home. Climate change is increasingly putting the health of workers and their families at risk with hotter temperatures, historic droughts, catastrophic wildfires, extreme weather events, more infectious diseases, and worsening air quality.
- 7 Climate justice and economic justice are linked. We can create a more sustainable future and address economic inequality at the same time. The climate and jobs crises are two problems with one solution. A dramatic conversion to clean, renewable, green energy and better transportation options can, if we are at the table, lead to significant local job growth.
- 6 Environmentalists can be strong allies. The same corporate interests that attack green activists also want to destroy the labor movement. We can hang together or hang alone.
- 5 Labor-community alliances with environmental and community activists make us stronger and help build an interconnected community of folks who care about social justice.
- 4 As educators we have placed our bets on the future and believe that our interests are inextricably bound with the interests of our students and the communities we serve. Climate change threatens all of us and those who cynically deny it are declaring war on the future.
- 3 United we can win a just future and stop the race to the bottom and the destruction of the planet. We can reverse course, address climate change and make the world a better place for our children and our children's children.
- 2 Mass extinction is no fun. Even if you aren't a tree hugger, a dying world is a drag and, last time we checked, union members live on the same planet as everybody else.
- 1 It's more fun to be on the right side of history.

Five ways you can take action

- Share the CFT's climate justice educational materials with your colleagues and friends. Find them in our new toolkit at cft.org/climate-justice.
- Promote education about climate change and climate justice with your students and in your community.
- Help design curriculum across disciplines to educate your students.
- Start an environmental caucus in your local union and your central labor council.
- Work politically and legislatively to support climate justice.

»To learn more: cft.org/climate-justice



Our bills land on governor's desk Union advances worker rights and improves workplace conditions

The first year of the 2017-18 legislative session ended on September 15, and the governor has until October 15 to sign or veto bills that were passed by the Legislature and sent to him for his signature. The CFT succeeded in moving several sponsored and priority bills to the governor's desk, securing millions of dollars in state budget appropriations, and passing a proposal before the Joint Legislative Audit Committee. The union also successfully fought back legislation that would have been harmful to educators, our students and communities. Find our in-depth report online at cft.org/legislative-advocacy.

ON THE GOVERNOR'S DESK

Assistance with school employee housing

AB 45 (*Thurmond, D-Richmond*) would provide K-12 districts with financial assistance to develop affordable housing for certificated and classified employees by requiring the California Housing Finance Agency to administer the new California School Employee Housing Assistance Program, a pre-development grant and loan program. >CFT-SPONSORED (See page 14)

Allow noon duty aides to be in classified service

AB 670 (*Thurmond, D-Richmond*) would remove the exemption that disallows noon duty aides and playground supervisors from being counted as classified employees if the individual is not employed in another classified position in the district. >PRIORITY BILL. (See page 17)

Enhance school safety planning committees

AB 1029 (*Weber, D-San Diego*) would add a community schools coordinator, a restorative justice practitioner, and/or a mental health professional to a school's safety planning committee, and require the safety plan be aligned with School Climate Priority and the Local Control Accountability Plan. It requires the Department of Education to post best practices online and provide professional development to educators and administrators. >CFT-SPONSORED

Fairness in charter school admissions and expulsions

AB 1360 (*Bonta, D-Alameda*) requires charter school petitions to contain comprehensive procedures by which a pupil can be suspended, expelled, or otherwise involuntarily removed, dismissed, transferred or terminated from the school, in addition to how the school will comply with specified federal and state constitutional due process requirements. Allows charter schools to encourage parental involvement, but requires them to notify parents and guardians that such involvement is not a requirement for student enrollment. >PRIORITY BILL

Golden State Reading Guarantee Grant Program

SB 494 (*Hueso, D-San Diego*) establishes a grant program administered by the California Department of Education that would provide Local Educational Agencies with professional development training on the existing diagnostic, formative, and interim assessment tools that are available from the state, including those that are appropriate for English learners. Implementation is contingent upon funding, and the bill's author aims to secure monies in the coming year. >PRIORITY BILL

Paid leave for pregnancy and convalescence

AB 568 (*Gonzalez Fletcher, D-San Diego*) would require school and community college districts to provide faculty and classified employees a minimum of six weeks of paid leave, or a length of time determined by the employee and her doctor, due to pregnancy or convalescence following childbirth. >CFT-SPONSORED



San Diego's Molly Broene, speaking, and Nadia Sophia Sanko, United Professors of Marin, swayed legislators. Bill author Lorena Gonzalez Fletcher looks on.

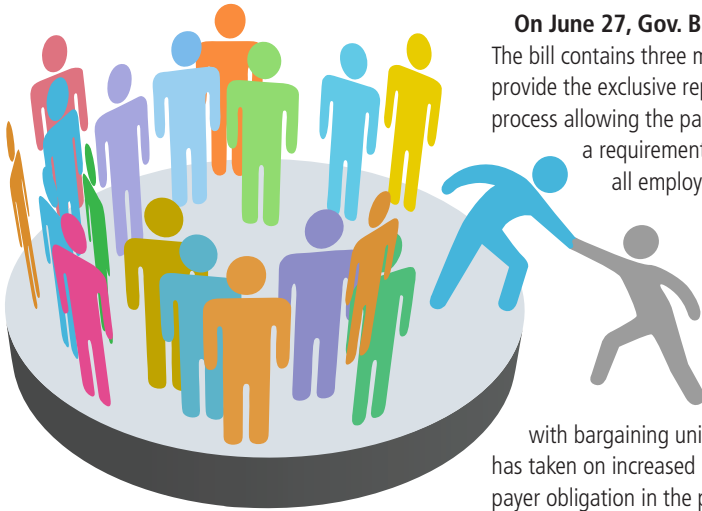
Ensuring adequate technology

Senate Concurrent Resolution 30 (*Pan, D-Sacramento*) resolves that the Legislature recognizes the need for improving the ongoing implementation and use of technology in schools and colleges and identifying best practices for technology upgrades. >Previously approved. CFT-SPONSORED

Technology audit in community colleges

The Joint Legislative Audit Committee agreed to have the auditor general review a sampling of community college districts to determine if they are engaged in long-term strategic planning for replacing and upgrading their instructional technology and support structures. > Previously approved. CFT-SPONSORED

California leads the way! Unions win access to new employee orientation



On June 27, Gov. Brown signed AB 119 into law and it went into effect immediately. The bill contains three main components: (1) a requirement that public sector employers provide the exclusive representative access to all new employee orientations; (2) an expedited process allowing the parties to bargain regarding the union's orientation access rights; and (3) a requirement that the employer provide contact information about new hires and all employees in the bargaining unit.

In particular, AB 119 says that employers must provide the union with the following information within 30 days of a new employee's hire, or by the first pay period of the month following hire: (a) name; (b) job title; (c) department; (d) work location (e) work, home, and personal cellular telephone number; (f) personal email address; and (g) home address.

This law will increase the union's ability to communicate directly with bargaining unit employees to explain the benefits of union membership, an issue that has taken on increased importance with the coming Supreme Court decision about agency fee payer obligation in the public sector. (See page 20)

STATE BUDGET APPROPRIATIONS

Changes to early childhood education

In January, the governor wanted to "pause" the 2016-17 budget agreement that increased the number of full-day state preschool slots by 2,959 and increased provider reimbursement rate by 10 percent. The CFT and other education organizations opposed this proposal, as did the Assembly and the Senate. In the end, the governor signed a budget that maintained the additional slots and increased reimbursement. The budget

also updates "State Median Income" eligibility requirements for subsidized childcare and preschool, which allows parents to remain eligible until they reach 85 percent of the median. **>The governor signed into law.**

Expansion of Classified School Employee Teacher Credentialing Program

Last year, the CFT co-sponsored the Classified School Employee Teacher Credentialing Program that was signed into law with a \$20 million appropriation. The program offers grants to school districts and county offices of education that provide classified employees up to \$4,000 per year to obtain a bachelor's degree and teaching credential. **>Due to overwhelming demand, the budget directs an additional \$25 million to the program, making it the state's largest investment directed to addressing the teacher shortage.** (See page 17)

Successful fight-backs

Private school funded with public dollars

AB 1217 (Bocanegra, D-San Fernando) would have created a private school funded by public education dollars and managed by a private non-profit corporate board. The school would have provided Science, Technology, Engineering and Math education to Los Angeles students. **>After pushback from numerous public education advocates, AB 1217 was ordered to the inactive file and now becomes a two-year bill.**

Needless extension of teacher probationary period

AB 1220 (Weber, D-San Diego) would have changed the probationary period for teachers employed by a K-12 district or county office of education from two years to an optional three years. For individuals offered a third year of employment, districts would have had to develop an improvement plan to address deficiencies identified in the employee's evaluation. **>After much opposition, the author pulled the bill and it now becomes a two-year bill.**

Increased funding for paid office hours

The Community College Part-Time Faculty Office Hours Program provides students with access to academic assistance and encourages districts to compensate adjuncts who hold office hours. The program is contingent upon funding in the annual state budget.

Governing boards must negotiate with the exclusive bargaining representative to establish the program, and the state chancellor's office is required to apportion up to 50 percent of the costs, based upon a district's total cost, and the amount funded in the state budget. **>The Legislature approved a \$5 million augmentation to ongoing funds.**

—By the CFT Legislative Staff

cft.org/legislative-advocacy

On a hillside in San Francisco a small public school bears the name of one of the pioneers in the movement for workplace equality. Kate Kennedy was born in Ireland, and like so many others, came to the United States during the Great Potato Famine of 1845-49. She was the first San Francisco teacher to join a union. In 1874, she brought a non-discrimination suit that provided the precedent for “equal pay for equal work.” Ultimately a federal law passed in 1963 made it illegal to pay men and women working in the same place different salaries for similar work.

Nonetheless, women’s wages today are between 70 and 80 percent of men’s, though they comprise 58 percent of the workforce.

Maxine Jenkins advocates that men and women be paid equally according to comparable worth rather than comparing salaries in different locales.



“We must get out of the bind of depending on surveys that compare salaries with already depressed rates elsewhere.”

— Maxine Jenkins, AFSCME organizer

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Two union women and the fight for pay equity

How the “comparable worth” campaign succeeded



Kate Kennedy

(Among union members, the gap is only 9 percent.) If different subgroups are compared, such as white men and women of color, the gap is much larger. Some of the excuses for this include: “Men need to be paid more because they are heads of the household;” “Women only work to supplement their husbands’ pay;” “Women only work outside the home to earn ‘pin money.’” Of course, employers will always find reasons to pay workers less, women or no.

Employers, both public and private, were able to maintain the “gender gap” by basing their wage structures on “market value,” that is, what workers in similar jobs were paid in different locales. So, if the wages for a job, like that of librarian, were generally depressed in other places, the employer could claim that it would be fair to pay the same wage. This, of course, preserved the gender gap because librarians were predominantly women.

Enter Maxine Jenkins. Born in rural Mississippi, Jenkins arrived in the Bay Area in

1964, and took a clerical job at UC Berkeley while taking classes. At the time, organizers for AFSCME, the American Federation of State, County and Municipal Employees, were organizing clerical workers on campus. Jenkins joined and never looked back. She dropped out of school and worked on

KNOW OUR HISTORY



organizing campaigns full time. “We must get out of the bind of depending on surveys that compare salaries with already depressed rates elsewhere,” she declared at a California Labor Federation meeting in 1973.

Jenkins and other feminist organizers based their campaign on something called “comparable worth,” which asserted that men and women should be paid equally according to comparable skill, effort, and responsibility under similar working conditions, not by comparing salaries in different locales. In June of 1981, these efforts culminated in a nine-day strike for pay equity by San Jose public sector workers. They won pay increases in more than 60 job categories and brought nationwide attention to the idea of

comparable worth.

Fifty-eight percent of the workforce? Working for between 20 to 30 percent less than what the other 42 percent earn? This battle for social justice is far from over.

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

Coming next issue: We take up another gender workplace issue — maternity leave. At press time, the CFT-sponsored bill to provide educators a six-week maternity leave awaits the governor’s action.



President Obama signed the Lilly Ledbetter Act in 2009, making it easier to file wage discrimination cases.

When educators can't afford to live where they work

Housing crisis hits teachers and staff in urban and rural areas

Last year, Veronica Juarez, a peer education coach and middle-school teacher in San Francisco for more than 20 years, was living in the city with her mom and two kids. Now, after an owner move-in eviction, she and her 10-year-old son, Rio, are living in a couple rooms and limited kitchen access. Her mom moved back to Mexico, and her daughter, in college at Long Beach, will stay there.

"It basically split us up," Juarez said. "Now, I'm just trying to save money to move out of state."

Hilltop High School's school nurse, Susan Kitchell, also had to move because of an owner move-in eviction. She found another place to rent in San Francisco, with half the room for twice the price.

Kitchell, 65, found looking for an apartment disheartening.

"It's a sad state of affairs. Every third or fourth person I speak to has a housing story," she said. "The paraprofessionals are among the lowest paid in the area. I know people in their 30s, married with a baby, who have roommates."

To help their members in San Francisco's housing market, the United Educators of San Francisco has been working for years on dedicated housing. In surveys, a majority of members has expressed interest in such housing. On September 12, the district

school board voted unanimously to enter into an agreement with the mayor's office to build housing for teachers and paras.

"It's projected to have about 140 apartments," said President Lita Blanc, "with about 40 percent for income levels of \$40,000, so those would work for our paraeducators. Others would be available for midcareer teachers. It's a step in the right direction."

Outside San Francisco, educators are feeling the same pinch. Salinas Valley

waiting lists. Finally, Burkhart found an 800-square-foot apartment that she can barely afford at \$1400.

"It can be really tight," she said. "If I get a nail in my tire, I'm living off ramen. I'm a professional and I have a career, but there are still months I don't know if I'm going to make it."

Salinas President Steve McDougall says things started getting bad for teachers during the recession and it's grown worse.

"In order to survive in Monterey County,



"The paraprofessionals are among the lowest paid in the area. I know people in their 30s, married with a baby, who have roommates."

— Susan Kitchell, school nurse, Hilltop High School, San Francisco

SHARON BEALS

Advocating equally for all of our students

RICO TAMAYO COUNCIL PRESIDENT

Many times you, the educator, are the first person a Dreamer comes out to as an undocumented immigrant. As a classroom teacher you can help your students by identifying helpful resources. The CFT supports undocumented students in realizing their academic goals and actively contributing to society.

CFT has created an online toolkit called Creating Safe Havens in which you will find

many great tools for Dreamers and their families, including those from the AFT and other organizations.

One resource from United We Dream (immigr.org) even provides people with an easy-to-use online DACA self-screening tool, referral to local *pro bono* or low-cost attorneys, connection with local Dreamer organizations and DACA clinics, and events throughout the country.

To be an effective advocate for your students, please go to the union's social justice toolkit

that will help you create a safe zone for Dreamers. The toolkit can be a useful guide on such things as encouraging your local school board to adopt a resolution, supporting undocumented students, learning how to report incidents, as well as how to draft speeches and share information on social media.

The place to start is cft.org/safe-haven.



“It basically split us up. Now, I’m just trying to save money to move out of state.”

—Veronica Juarez, coach and middle school teacher, San Francisco



SHARON BEALS

An eviction caused Veronica Juarez and her 10-year-old son, Rio, to downsize their living conditions and forced her mom to move back to Mexico.

at Sherman Elementary School in San Francisco considers herself lucky. She lives with her husband and child in a rent-controlled apartment. Even so, teachers’ salaries are still an issue.

“My cousin and I started teaching at the same time,” Klein said. “We have the same education and years of service. He lives in Riverside and makes \$108,000 a year. I make \$70,000, and live in a city where it costs \$1.5 million for a house.”

With 10 percent of teachers leaving every year, the affordability crisis is at the heart of current negotiations, where Blanc says UESF is focused on getting the biggest salary increase possible. Meanwhile, they are working on other ways to address it, including down payment assistance and a hotline to an attorney for teachers facing

eviction, along with the dedicated housing.

Blanc notes the cost of housing development won’t come out of funds directed to salaries, with the district contributing a former school site and the

city paying for construction.

“But it’s a drop in the bucket,” Blanc said. “We’re in full organizing mode and fighting for affordable housing for everybody.”

—By Emily Wilson, CFT Reporter

Thurmond bill calls for school employee housing



Assemblymember Tony Thurmond (D-Richmond) carried AB 45, which would provide financial assistance to K-12 districts seeking to develop rental housing for school employees. The CFT-sponsored bill passed out of the Legislature and is on the governor’s desk.

“Housing for school employees is a big need in our state,” said Thurmond, who is also the CFT-endorsed candidate for State Superintendent of Public Instruction race next year. “This bill will go a long way to help recruit and retain quality teachers in California.”

According to the Learning Policy Institute, 75 percent of California schools report a shortage of teachers. Housing models to address this shortage have been used throughout the nation.



"We started asking people to take that next step. We let them know about the benefits they would get as members, like being eligible to vote on contracts."

— Albert Lopez, President, Menifee Council of Classified Employees

DRIVING UNION MEMBERSHIP

Signing up new classified members school by school Local president Albert Lopez moves between 13 campuses

The Riverside County community of Menifee is on the upswing. More than 1,000 new homes are under construction, new businesses are opening their doors, and new families are moving in. The Menifee Union School District sees increased enrollment on the horizon.

The Menifee Council of Classified Employees is also expanding. In fact, the CFT recently honored the local for placing second in two categories recognizing member growth: most new members (151) and highest rate of growth (42 percent).

A good part of the credit goes to President Albert Lopez. Since taking office last August, Lopez has focused on convincing fee payers to join AFT Local 6109.

"We started asking people to take that next step," he said. "We let them know

about the benefits they would get as members, like being eligible to vote on contracts."

Lopez has an ideal job for reaching employees throughout the district. As a delivery driver, he tools around in a Ford F150 between Menifee's 10 elementary schools, three middle schools and administration buildings.

He is quick to credit former president Robin Espinda for giving the organizing drive a solid foundation — an audit showing which employees were fee payers and where they worked.

The Menifee local represents about 540 custodians, clerical, security, food service, bus drivers, tech aides, health aides and other staff. Espinda realized there was a problem when several coworkers who

should have signed union cards when they were hired began asking her how they could join.

"People were falling through the cracks," Espinda said, "so we closed those cracks."

The first step, she said, was a meeting with "district powers that be" to ensure that union membership is part of new employee orientation — and that was before the new state law mandated it. Next was a mass mailing to current staff identified as non-members, which sparked a rousing response. These, combined with Lopez's on-the-ground efforts, brought record-breaking member growth to Local 6109.

The local and district recently agreed to a salary reopener that raised wages 5 percent over two years, the same increase Menifee's certificated teachers negotiated. One of the

Legislature sends governor bill to include noon duty aides in classified service

UPDATE Current law exempts part-time playground employees from classified status if they don't also hold a second position in the same school district. Legislation now on the governor's desk, however, would include part-timers who don't have a second job.

AB 670 by Assemblyman Tony Thurmond (D-Richmond) would help about 1,500 "noon dutys" statewide.

"Part-time playground employees work side by side with classified employees performing similar duties," Thurmond said. "They deserve the same protection and benefits as classified employees."

Part-timers and staff perform similar duties, from monitoring students during breakfast and lunch, to keeping peace on the monkey bars. Job titles vary from playground supervisor to noon duty aide, but most noon dutys — as they are often referred to for short — are women working five days a week for two or three hours. They are often the lowest paid employees on campus.

In 2002, Gov. Gray Davis signed AB 2849, a CFT-sponsored bill that opened the door to classified status for many part-timers who were also working another staff position.

AB 670 would cost California school districts less than \$1 million yearly. The governor has until October 15 to sign the bill.



BOB RIHA, JR.

Lesa Estrada has been a noon duty aide in Hawthorne for 25 years without the benefit of having a union.

Sacramento doubles down on teacher credentialing program for classified

UPDATE In 2016, the CFT co-sponsored legislation to establish a teacher credentialing program for classified employees, and the 2016-17 state budget included \$20 million to fund the campaign for five years.

The California Classified School Employee Teacher Credentialing Program currently provides grants to school districts and county offices of education to provide 1,000 classified public school employees up to \$4,000 per year to earn four-year degrees and credentials.

The CFT, responding to overwhelming demand, advocated for more funds. As a result, the 2017-18 state budget provides \$25 million for the second year of the program, making it the state's largest investment to address the teacher shortage.

Each year, growing numbers of classified staff and paraeducators earn teaching credentials. In the process they are raising their income, diversifying faculty ranks, and helping to fill the teaching shortage.

Economic factors discourage returning students. Under the program created by Assemblyman Kevin McCarty (D-Sacramento), districts and county offices that apply for and receive grants notify classified employees that funds are available. Districts then award grants for tuition and books to applicants.



BOB RIHA, JR.

Shannon Ferguson became a teacher in Oxnard after working as a special education paraprofessional.

biggest non-monetary issues at the table was addressed last. The previous contract allowed managers to write up staff "if they feel" his or her absences, for example, were excessive.

"That language has been changed," Lopez said. "We have never been comfortable with 'if they feel' as a standard. Management

needs more substantive backing before they admonish employees."

Staff received large payments for retroactive raises, reflecting long negotiations that included going to impasse.

"Moving forward economically is a

constant battle," Lopez said. "We hear about the district already being in the red for years to come, but who knows if that's true, or just bargaining talk."

Regardless, Local 6109 is standing strong thanks to its successful organizing.

— By Steve Weingarten, CFT Reporter

Building on our collective success, local by local

LUUKIA SMITH COUNCIL PRESIDENT

During our September 22 meeting of the Council of Classified Employees, we had a lively discussion about the legislative process, and we only scratched the surface.

This year brings us much legislative success again. The bill to bring noon duty aides into the classified service made it to the governor's desk, as did the bill to provide six weeks of paid maternity

leave. We got increased funding for the new Classified Employee Teacher Credentialing Program.

But your CCE officers would like to see more involvement as we push forward our issues. We want to increase attendance at our annual conference — which offers support staff and paraprofessionals a mountain of valuable information and inspiration in only three short days. We hope to see more local union representatives at our division council meetings, where the

polymaking begins.

And we want to reach out more. So we begin visiting classified locals in January. Think about what we can do to assist you and your local. Share with us your successes so we can share them with others. We are confident that hearing your needs and successes can help us build a stronger vision as we move forward.



Quest for fair accreditation ends in union victory CFT and ACCJC agree on key points in legal settlement

Since the Accrediting Commission for Community and Junior Colleges made its appalling decision to terminate City College of San Francisco's accreditation four years ago, AFT Local 2121, the faculty union there, and the CFT have fought back through legislation, lawsuits, political pressure and protests.

In August, those years of fighting paid off when the ACCJC agreed to key policy changes in exchange for the CFT dropping its lawsuit against the agency.

The lawsuit was filed in September 2013 after the ACCJC's decision to revoke City College's accreditation. The CFT sought an injunction to keep the college open, which was granted through a separate lawsuit filed by San Francisco City Attorney Dennis Herrera. In addition, that ruling determined that the ACCJC broke several laws by terminating the college's accreditation.

The CFT lawsuit also sought to end the commission's violation of its own rules and the rule of law, and stop its punitive, arbitrary, and inconsistent behavior that created fear in colleges around the state and adversely affected them — including Compton College, which remained without

accreditation for more than a decade.

A significant turning point was the commission getting new leadership, with controversial President Barbara Beno being placed on leave and Richard Winn stepping in, says CFT's Community College Council President Jim Mahler.

"Winn made a lot of public promises and the commission was able to make some dramatic changes that benefited all parties," Mahler said. "This is more how things should be in a normal world, not the Spanish

Inquisition world that Beno had created."

Winn came to a meeting of the Community College Council in Sacramento last March where he listened to several hours of faculty members airing their frustrations with the agency and how its policies had hurt their schools and students, in what members present jovially referred to as a "piñata party."

Mahler calls the new agreement fantastic and a huge deal, not just for the union, but for the entire community college system.

The best graduation gift for Compton College

COMPTON'S JOSE BERNAUDO says he's thrilled with the changes to ACCJC policies. "We're very pleased to see the agreement," said the secretary for the Compton Federation of Employees. "If these policies had been in place, especially the ones about not being able to tell a college what to do with their finances and having working faculty on the team, we wouldn't have lost accreditation in the first place."

The ACCJC revoked Compton's accreditation in 2005. This June Compton got it back.

"They announced it at graduation and we were ecstatic," Bernaudo said. "It changed the environment here — it's much more positive. We really want to thank CFT for supporting us."

Local President Rashid Yahye is also grateful. "This was a huge victory for the community who suffered a lot of injustice because of this," he said.

Compton stayed open by becoming a satellite campus of El Camino College in Torrance. They are glad to have their independence back, Bernaudo says.

"It's autonomy," he concluded. "We can make own decisions regarding curriculum and programs and finances. Because the union stood up and fought, we got our accreditation returned earlier than we would have otherwise."



Rising to the challenges in these times

JIM MAHLER COUNCIL PRESIDENT

Two threats confront us this fall.

First, the U.S. Supreme Court will be ruling on a case that will make it unconstitutional for unions to collect fees from workers it is legally obligated to negotiate for and represent. The court will keep in place the mandate that unions must represent everyone, member or not, but

allow anyone who so desires to "opt out" of paying union fees. That's like forcing your power company to keep your lights on, but letting you to "opt out" of paying the bill. This logically flawed premise runs counter to a 40-year-old unanimous Supreme Court decision, but partisan politics currently trump solid legal precedent.

The second threat we face is the sanctioning of white supremacy and hate violence by the

White House. To protect our students, our colleagues and our families, this threat must be opposed. Rather than stand silent, we must meet the people who espouse these principles with an equally forceful repudiation of their hatred and intolerance of those who do not look like them. It is time to be our own heroes.





“The union put a tremendous amount of effort into this campaign, and obviously it paid off.”

— Eileen Goldsmith, Attorney

Policy changes include the ACCJC not interfering with the collective bargaining process, recommending the elimination of student learning outcomes in evaluations, and having at least three active duty faculty members on evaluation teams. Asked what changes were particularly important to him, Mahler is succinct: “All of them.”

For attorney Eileen Goldsmith, who

worked on the agreement, the ACCJC’s promise to stay out of negotiations is particularly significant.

“As anyone who’s been following this knows, the process the ACCJC used to review colleges was both very unfair to colleges and really interfering with collective bargaining,” Goldsmith said. “They’re going to take a more holistic

approach to finances. It’s legitimate to raise concern in how a college manages money, but it’s up to the college how it addresses that — you can’t be told you have to put a certain amount in reserves or in a trust because that has an obvious effect on collective bargaining.”

She agrees with Mahler that the change in administration at the ACCJC had a big impact. Goldsmith credits the CFT as well as AFT Local 2121 with the agreement.

“The union campaign on all fronts — with the public, with the state, with the litigation back in D.C. with the Department of Education — was very effective in pushing ACCJC to make reforms that should have been made a long time ago,” Goldsmith said. “The people at 2121 were tireless and incredibly dedicated and worked incredibly hard to get this. The union put a tremendous amount of effort into this campaign, and obviously it paid off.”

— By Emily Wilson, CFT Reporter



CAMPUS EQUITY WEEK

mAsk4CampusEquity

Campus Equity Week draws attention to the working conditions of faculty on temporary, low-paid contracts, who now constitute the majority of college instructors. A group of artist activists from around the country has developed a campaign that highlights the disconnect between the myths and realities of higher education today and provides opportunities to be creative to get out the message. Find links to the art projects and a comprehensive toolkit created by the CFT Part-Time Faculty Committee at cft.org/campusequityweek.



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Unions get full and timely access to new employees New law leads to union negotiating rules for employee orientation

In April 2016, Julia Troche applied to be a lecturer in Egyptology at UCLA. “It was my alma mater as an undergrad, so this was a special position for me, a chance to give back to the institution that gave me so much,” she says. She’d received an email from the department chair of Near Eastern Language and Culture asking her to apply. “She told me there was no guarantee of continuing employment, but it would put me in a good place while I looked for a tenure-track appointment.”

An issue arose when the university

told her that she had to sign the hiring paperwork in person. After the end of her previous teaching job, she’d joined her husband in Rhode Island. If she waited

until UCLA’s semester started, she would have had no healthcare coverage for several months. In addition, she had to have an

in-state address to qualify.

“I asked if there were any money for relocation, and was told there wasn’t,” she remembers. “So I flew to Los Angeles at my

own expense and signed the paperwork.” She was able to find an apartment in just one day, but then had to pay rent while

“Under the law, we’re required to represent all members of the bargaining unit. This is actually an opportunity to build a stronger union.” —John Rundin, President of UC-AFT Davis

living in Rhode Island.

“It would have been good to speak to a union rep early in this process,” she believes, “and instead I only met someone after I’d been on campus. At that point the rep wanted me to sign up as a member, which I was happy to do, but it was too late to help me when I needed it.” She adds that she didn’t really understand what a union could do, and worried that there might be a stigma attached to asking it for help.

Troche’s experience concerns the University Council-AFT, the union for non-tenure track faculty and librarians in the UC system. Unfortunately, it is not uncommon.

UC-AFT does not currently receive notice from university management about newly hired employees until they have been on campus for several weeks — and then the data is often inaccurate.

Being able to contact newly hired employees is important because with the *Janus v. AFSCME* case, the new conservative majority in the U.S. Supreme Court is likely to strike down agency fees, which would invalidate the provision in the union’s contract requiring non-members to pay a fee for representation services.

To make it easier for the union to reach new hires, the governor this summer signed AB 119, which requires California’s public employers to provide unions mandatory access to new employees at orientation. It also requires them to promptly provide

contact information for new and existing unit employees within 30 days of hiring, including name, job title, department, work location, work, home and personal cell phone numbers, personal email address and home address.

“The structure of the orientation, however, is crucial to us,” explains Mia McIver, UC-AFT’s chief negotiator. “Unlike other employees hired throughout the year, lecturers are hired in waves, at the beginning of each quarter.” The new law requires the university to negotiate the “structure, time and manner” of that access, and gave the

campus. This doesn’t take the special needs of our members seriously. Troche’s situation is a case in point.”

The union is asking for in-person (not just online) orientations within two weeks of the start of every term, given by HR personnel trained in the requirements of union-university agreements, with time for questions and answers. “We also want an hour for a union presentation, without the chilling presence of university administrators,” McIver adds. “The university is offering 20 minutes, with all the UC unions presenting together in some great cacophony.”

The union for many years has had difficulty trying to contact new hires in person — a key element in efforts to sign up new members in a post-fair share era. “We’re spread over a wide geographic area,” explains John Rundin, who teaches classics at UC Davis. “It’s hard to find people who might just teach one class, and who come to work with no idea that a union even exists on campus.”

In the past, the university management has been notorious for providing lists Rundin calls “old, bad and inaccurate.” Now

AB 119 calls for more accurate and timely contact information.

“Under the law, we’re required to represent all members of the bargaining unit,” Rundin says. “This is actually an opportunity to build a stronger union.”

—By David Bacon, CFT Reporter

COURTESY UC-AFT



The UC-AFT bargaining team prepares to negotiate with the university to provide increased access to new employees.

administration and union 60 days to do it.

“We were ready in July,” McIver says, “but it took the university until September 26 to meet to exchange proposals. We weren’t surprised by what they gave us. It was virtually the same as they’d given to all the other unions on

Preuss School teachers win first contract, bring inspiration

MIA MCIVER COUNCIL PRESIDENT

As the enemies of the labor movement aggressively push “right-to-work” (for less) laws, educators are still joining together to organize unrepresented workers and fight for better schools. UC-AFT recently welcomed about 50 credentialed teachers, grades 6 through 12, from the Preuss School at UC San Diego into our contingent faculty bargaining unit.

When I joined the Preuss School teachers at

the negotiating table, they spoke forcefully and persuasively about their vision for their work and their students. Their newly ratified contract includes significant salary increases while it protects the number of instructional days, school day hours, and professional development hours.

UC-AFT’s external organizing at the Preuss School proves that unions can play offense even while we are defending working people. On UC campuses, lecturers and librarians aren’t waiting for the potentially devastating effects of the

Janus v. AFSCME Supreme Court case. Instead, we’re fanning out to expand our network of member site representatives and grievance stewards while talking to as many people as we can one-on-one about the value of our union. These efforts will strengthen our union regardless of what the future holds.



Most public school teachers working today count on traditional pensions — which guarantee a monthly income based on age, salary and years of service — as their main source of financial security in retirement.

For the 40 percent of teachers nationwide who aren't covered by Social Security, a “defined benefit” pension plan — in which employer and employee contributions are invested in a professionally managed fund and governed by a board of trustees — provides their only source of guaranteed retirement income.

Now teachers across the country are facing aggressive attacks on their pensions by Republican politicians. In 2010, Michigan placed new teachers into a hybrid plan consisting of a significantly reduced pension and a mandatory 401(k)-type



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CalSTRS pensions analyzed in light of GOP attacks Teachers do much better with defined benefit plans than 401(k)s

plan. In July, the state's governor signed a bill that will direct most new teachers into just a 401(k). Pennsylvania recently passed a hybrid pension bill that pushes new teachers into 401(k)-only plans, and similar efforts are underway in other states.

Anti-pension advocates claim that eliminating guaranteed pensions is what's best for teachers. They base this on dubious research, sponsored by anti-pension groups, that uses high attrition rates among entering teachers to claim that most teachers don't stay in their jobs long enough to get a decent pension.

While it's true that 40 percent of new teachers are likely to leave in the first five years, a recent study by the UC Berkeley Labor Center analyzed how long most teachers stay in the classroom in California based on CalSTRS demographic data for active teachers and on detailed actuarial studies on statewide teacher turnover.

The study, funded by CalSTRS, found that three of four teachers currently working in the state will put in at least 20 years before

leaving, and half will put in 30 years or more. Nearly 9 out of 10 will stay until at least age 55, and the average classroom teacher will work into their 60s. Anti-pension researchers' claims to the contrary, most

...86 percent of working teachers in California will get higher retirement income from their existing defined benefit pension than they would from even a best-case-scenario 401(k).

classrooms in the state are occupied by long-term teachers. Data from the National Center for Education Statistics show a majority of current teachers have made it past the period when most new teachers quit.

By the time most active teachers leave service, the Labor Center found, they will be far better off with their pensions than they would have been with 401(k)s. Their teacher longevity data compared current levels of CalSTRS benefits with the yield from an idealized 401(k) and found that 86 percent of working teachers in California will get higher retirement income from their existing

defined benefit pension than they would from even a best-case-scenario 401(k).

In fact, a 401(k) plan would provide 40 percent less retirement income for the typical California classroom teacher compared with

the current pension, which is consistent with rigorous studies in other states.

Traditional pensions attract recruits to the profession and keep experienced teachers in the classroom. Doing away with pensions will increase teacher attrition and, worse, severely diminish the retirement security of those who have already made a long-term commitment to California children.

> Summarized from an op-ed published by the UC Berkeley Labor Center titled, *If someone tells you your kid's teacher would be better off with a 401(k) than a pension, don't believe it.* Read and share the full-length article at goo.gl/Qg8va7.



COURTESY LOCAL 1881

Local President Sandra Larsen, front left, led teachers at Petaluma High School in a one-day strike on May 24.

Successful Petaluma strike lands teachers contract four months later

LOCAL 1881

#OnStrike Nearly four months after hundreds of teachers and other certificated employees in Petaluma City Schools walked picket lines on May 24 to protest the administration's unfair labor practices and policies harmful to quality education, the union won a contract on September 18.

"The regressive bargaining of the administration, in which they repudiated a class size limit that we had already agreed to, was the last straw," said Sandra Larsen, president of the **Petaluma Federation of Teachers**. "Increasing class sizes is not the way to achieve a quality education in Petaluma

schools."

Larsen reported that 94 percent of teachers went out on strike on May 24. Since then, Petaluma teachers have been "working to rule" and the union visited all worksites in the district. "We're strong and the district knows we mean business," Larsen concluded.

High school science teacher Lee Boyes said she participated in the strike to encourage fair labor practices. Boyes wanted to move forward this school year "with a better environment for teaching and learning."

No classes were held at most sites, while students were brought together in large groups, tended by substitutes. Many parents walked the strong picket lines in support of the teachers and came to a noon rally with their children.

Teachers were clear about why they were picketing. "I'm sick and tired of this toxic environment created by 16 months of minimal negotiation progress, lack of respect, and all the unfair labor practices that feel intentional and mean-spirited," said Elyse Vossburg, a speech therapist.

Said elementary Spanish teacher Jennie Eubank, "We need to act now or we can expect this same negative experience throughout all our future negotiations."

Members of Local 1881 were joined at a spirited rally in front of the district administration offices and a march to Walnut Park by parents, community supporters and members of other unions.

This was the first walkout the Petaluma Federation has staged since its founding in 1969.

LOCAL 4986 The Sacramento Jobs Corps Union

got more good news when the Fifth Circuit Court of Appeals upheld the lower court's decision that its employer had violated the National Labor Relations Act when it banned the union president from the training center and refused to hire five incumbent employees to avoid bargaining with the union. The local received pro bono support from AFL-CIO Legal Department.

LOCAL 61 United Educators of San Francisco

is boosting member activism and parent outreach during its contract campaign. The union visited 69 sites in the district and is posting member support photos from worksites on Facebook.

LOCAL 3467 The El Rancho Federation of Teachers

expanded its union strength when it welcomed previously unrepresented mental health workers and program specialists into its unit before bargaining a new salary structure to benefit all.

LOCAL 1966

A team of **UC-AFT Riverside** librarians met with library administrators to negotiate the effects of a planned reorganization and reached an agreement that provides notice for changes in work location, preserves the right to negotiate over unforeseen effects of the reorganization, and retains work within the bargaining unit.



Educators at Guadalupe Elementary School support their union, United Educators of San Francisco, in its contract campaign.

COURTESY LOCAL 61

Michael R. Wing, science teacher at Sir Francis Drake High School in San

Anselmo, and a member of the Tamalpais Federation of Teachers, AFT Local 1985, has written a book *Passion Projects for Smart People* (Quill Driver

Books), coming out in November. The book is a guide for teachers about how to live like a professor without having access to a professor's resources, with chapters on projects, affiliations and collaborations, applying for things, travel with purpose, teaching, citizen science programs, and publishing. Learn more or order the book at michaelrwing.com/books/passion-projects.

Joshua Pechthalt, CFT President, was honored with the Laurence Zakson President's Award from the West Hollywood and Beverly Hills Democratic Clubs for his work in supporting progressive causes such as the union's successful ballot measures Prop 30 and Prop 55, and for being a strong and consistent voice in defense of public education and against for-profit schools. In the award circle, Pechthalt joined Secretary of State

Alex Padilla who was honored for making voting easier and defending against voter suppression efforts by the Trump Administration.

Sasha Abramsky, a nationally known author and a lecturer in the writing program at UC Davis has recently published a noteworthy

book on fear in America titled *Jumping at Shadows: The Triumph of Fear and the End of the American Dream*. Abramsky has won accolades for his previous books *The American Way of Poverty* and *The House of Twenty Thousand Books*, which resonates



with bibliophiles and intellectuals alike. Abramsky is also a regular contributor to *The Nation* magazine. He is active in his local union, UC-AFT Davis, Local 2023, which calls him "a treasure." Find his new title on Amazon at goo.gl/uEpnjy.



Raoul Teilhet
SCHOLARSHIPS

THIS SUMMER, the CFT awarded \$3,000 scholarships to nine continuing college students through its Raoul Teilhet Scholarship Program. The recipients are listed below. For high school students, the deadline to apply for a CFT scholarship is January 10. »Learn more at cft.org/scholarships.

Holden Arquilevich, son of Gabriel Arquilevich, Ventura County Federation of College Teachers

Deveena Banerjee, daughter of Deboleena Roy, Los Rios College Federation of Teachers

Andrew Finney, son of Timothy J. Finney, Los Rios College Federation of Teachers

Jessie Loucks, daughter of Stuart Loucks, Los Rios College Federation of Teachers

Madelaine Marlatt, daughter of Monica Marlatt, Santa Cruz Council of Classified Employees

Madeline Pease, daughter of Dyan Pease, Los Rios College Federation of Teachers

Madulan Pyles, daughter of Cathy Pyles, Los Angeles College Faculty Guild

Hannah Sturhann, daughter of Monica Sturhann, Poway Federation of Teachers

Erika Wang, daughter of Christy Zheng, United Educators of San Francisco

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