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OCTOBER / NOVEMBER 2020 VOLUME 25 ISSUE 2

*The Election Issue*



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VOLUME 25 ISSUE 2



**To not vote says you are OK with today's America. I am not OK with it. That's why I am voting."**

**ABA NGISSAH**  
Inglewood Teachers Association



**#WeAreCTA**

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

**MAGAZINE**

**BEING AN INCLUSIVE EDUCATOR**

Learning, reflecting, taking action to integrate anti-racism into teaching. **PAGE 44**  
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**AVOID ONLINE CHEATING**

Encourage student learning instead. **PAGE 48**  
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Learn mindfulness skills the first and third Mondays of the month.  
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**MEMBER BENEFITS**

**WHEN LIFE CHANGES**

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Members who suffer significant losses from wildfires and other disasters are eligible for grants. [cta.org/drif](#)

Art: Joseph Carrington



# Election 2020

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Illustration top left and cover: Joseph Carrington; photos in right-hand column: Deposit Photos.





**LET US KNOW WHAT YOU THINK.** We accept signed email and letters; we excerpt user posts from CTA social media platforms and [cta.org/educator](https://cta.org/educator). Content subject to editing for clarity and space. Photos must have permissions. Opinions expressed by writers are not necessarily those of CTA. [Editor@cta.org](mailto:Editor@cta.org); [#WeAreCTA](https://twitter.com/WeAreCTA)

## No Plastic, Please!

*Editor's Note: Our August/September Back to School Issue was polybagged in order to enclose CTA membership cards (due to the pandemic, cards were not distributed through chapters this year). Members spoke up.*

I noticed that the latest edition of *California Educator* arrived with a plastic wrapping around it. I can't for the life of me see the benefit of this for educators who are trying to teach their students to be environmentally responsible.

**JEB GIST**

*Reed District Teachers Association*

Please stop wrapping the *California Educator* magazines in unnecessary plastic. Save plastic for medical and health reasons.

**MARISSA GRUENWALD**

*Bellflower Teachers Association*



### Get in the *Educator*!

We regularly publish members' opinion pieces and stories in print and online at [cta.org/educator](https://cta.org/educator). Tell us about your experience with students, the art and science of teaching, and being an educator in these challenging times (no more than 650 words). We also welcome relevant photos and videos. Email [editor@cta.org](mailto:editor@cta.org) with "Your Voice" in the subject line.

### SAFE SCHOOLS: A DIFFICULT DECISION

*(Posted in mid-September on the "CTA Teaching, Learning and Life" Facebook group.)\**

Today is my first day of leave. I am at risk, and my school wouldn't work with me. We had been distance learning, which was going well, but they decided to go back 100 percent, and I couldn't risk it. ...

I had a student who had COVID-like symptoms on Friday. She wasn't tested and is starting in-person school today because [students] can come back if they are supposedly symptom-free.

This is a hard day for me. This isn't what I want, but it's what I had to do. I love those kids and I worry about them. I worry I made the wrong decision — but what happens to my own children if I die? I feel torn and like I let down those beautiful children. I want to teach, I just don't want to die doing it.

**TRACY WEBSTER**

*Sonora Elementary Teachers Association*

*\*Editor's Note: CTA has called on state leaders numerous times to reopen schools only when it is safe to do so, and to implement rapid, frequent COVID-19 testing of students and educators. We fully support our member's decision.*

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For our full social media directory, see [cta.org/social](https://cta.org/social). [#OurVoiceOurUnion](https://twitter.com/OurVoiceOurUnion) [#WeAreCTA](https://twitter.com/WeAreCTA)

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#### MISSION STATEMENT

The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal and quality public education for all students; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable and democratic society.

#### EDITORIAL INFORMATION

*California Educator* is published for the information and edification of CTA members. The editorial philosophy is governed by the policies of CTA. Articles and advertising reflect that philosophy. Letters to the editor may be sent to [editor@cta.org](mailto:editor@cta.org).

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CTA/NEA membership dues for the fiscal year (Sept. 1, 2020, to Aug. 31, 2021) are \$937, including a \$20 refundable contribution (see [cta.org/contribution](http://cta.org/contribution) for details). \$22.09 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$15.00 of CTA annual dues is designated for independent expenditures, totaling \$3709 not deductible for income tax purposes. Please consult your tax adviser.

Subscription to the *California Educator* is \$10 per year, available to persons or institutions not eligible for CTA/NEA membership.

#### CALIFORNIA TEACHERS ASSOCIATION

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# This Is Our Moment

**IT SEEMS LIKE** every four years we face “the most important election ever,” but if we’ve learned anything about 2020, it’s that this year doesn’t do low-key.

This election will determine not only the next four years, but the very future of our nation. You could even say the soul of our democracy is on the line. We collectively stand at a crossroads to choose where America goes from here.

As a confluence of crises ravages our communities, we are weary from the seemingly nonstop struggle for our health, safety, opportunities, and our very humanity. We are tired from the endless work to reach, teach and support our students by learning new technology and teaching methods on the fly. We are spent from the crippling polarization that divides families and neighbors and tears at our social contract every day.

And yet, here we are, ready to fight for everything that matters, because we face another crossroads. We have the chance to reclaim control of our nation by electing leaders who see us, know us, and more importantly are ready to dream with us. Here in California, we can put our schools and communities first by voting Yes on Prop. 15 and reinvesting \$12 billion in our students and essential local services that families need. This year those services have been in high demand as health needs and raging fires have challenged an already strapped system. And we have the opportunity to make historic progress for social and racial justice by voting for propositions that will reinstate affirmative action (Yes on Prop. 16) and end cash bail (Yes on Prop. 25), and by defeating those that would put more people in jail (No on Prop. 20) and exploit workers (No on Prop. 22).



*“Discuss the issues with your family — especially young people who need to see up close what democracy looks like and understand why it’s worth fighting for.”*

In the midst of a global pandemic that limits our ability to cast ballots in person and puts even more pressure on our chronically underresourced United States Postal Service, even the act of voting itself is a declaration that we believe better is possible. Starting in early October, every registered voter will be mailed a ballot for the election. When it arrives at your home, turn your kitchen table into your voting booth and discuss the issues with your family — especially young people who need to see up close what democracy looks like and understand why it’s worth fighting for.

Let’s write this chapter together to show future generations that a group of committed citizens can change our country and our world. As anthropologist Margaret Mead remarked, “Indeed, it’s the only thing that ever has.”

Seize the moment, CTA family. Vote.

**E. Toby Boyd**

CTA PRESIDENT

@etobyboyd





# Destination: Better



**EVERYTHING HAS CHANGED**, except for you.

Even in the midst of a global pandemic, protests for justice in the streets, and outright catastrophe up and down the state, the beneficence of educators is an inspiring constant — a reassuring beacon in this darkness, proclaiming that even when times are toughest, our teachers still believe in and are ready to fight for what matters. We are not lost, because our teachers are here. As Dolores Huerta told me earlier this year, “Teachers are the foundation of our democracy and the soul of our nation.”

It’s this commitment that California educators made 157 years ago when CTA was founded, united by values that inspire our efforts today — whether it’s working toward schools that value all students (“**Being an Inclusive Educator**,” page 44) or fighting on Election Day for systemic change and true progress (“**Mission Critical**,” page 20). Across the state, educators are stepping up for elected office (“**In Unprecedented Times, Educators Look to Lead**,” page 26). “It is not enough to shake our fist; we must be willing to act,” says San Francisco educator VanCedric Williams.

This legacy of activism and advocacy unifies all 310,000 CTA members and shows itself in their dedication every day. My daughter became a middle schooler

during the pandemic, and I’ve seen the efforts of her educators to engage and support, so that even though school is very different, my kid knows she has teachers who care.

This caring is illustrated in Secretary of State Alex Padilla’s experience as a child of immigrants (“**It’s Safe, Convenient and Secure**,” page 19). Padilla says he didn’t learn about voting from his parents but rather his American Government teacher, who registered him to vote when the San Fernando High School senior turned 18. “The support of an educator who teaches the importance of voting can have a huge impact on students getting registered and voting.”

It’s this belief that better is possible that inspires this issue of *California Educator*, because in a time when nothing is normal, educators remind us to dream big and fight hard. As professor Chris Cruz-Boone says about leading during crisis: “This is the moment when I believe we can reimagine our schools as something better.”

This election, we’re fighting for better, just like always. And I’ve never been a bigger believer in us.

**Julian Peeples**

GUEST EDITOR / STAFF WRITER

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Tucker Ring, M.A.Ed. '18, Special Education Teacher, Ramona Middle School

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[apu.edu/education](http://apu.edu/education)



October / November 2020

# CALENDAR



Filipino American History Month  
October 2020

## “History of Filipino American Activism”

**THIS IS THE** 2020 theme for Filipino American History Month in October. Filipino Americans have long participated in social justice movements, such as the United Farm Workers movement and the fight for ethnic studies. They’ve stood with other communities in their fights for equity and justice, including the Black Lives Matter, American Indian, women’s rights, LGBTQ+ rights, and environmental justice movements. Find suggested activities and curriculum to showcase contributions by Filipino Americans, the third-largest ethnic group in California, at [fanhs-national.org](http://fanhs-national.org). [#FAHM2020](https://twitter.com/FAHM2020)

## OCTOBER IS *Breast Cancer Awareness Month*

Despite increased awareness and advances in treatment, breast cancer remains the most common cancer in American women, except for skin cancers. This year, approximately 30 percent of all new cancer diagnoses for women will be breast cancer. October is a great month to donate to organizations working to fund mammograms and find a cure, such as Susan G. Komen, National Breast Cancer, or Stand Up to Cancer.

Poster for Unity Day on Oct. 21.



## STOP BULLYING NOW

**WHILE MANY** classrooms are not meeting in person, bullying can still happen online and can traumatize children and older youth alike. Take advantage of National Bullying Prevention Month in October to get informed and help stop cyberbullying now. [NEA.org](http://NEA.org) offers seven micro-credentials that support bully-free schools, including “Cyberbullying/Cyber Safety.” Find more resources at [stopbullying.gov](http://stopbullying.gov) and [pacer.org](http://pacer.org), and wear orange on Unity Day, Oct. 21, to show that bullying is never acceptable.



A recent Stand Up for the Cure event in Dana Point. Donations (accepted through October) go to local screening, education and treatment.



## AMERICAN EDUCATION WEEK

**CELEBRATE PUBLIC EDUCATION** Nov. 16–20: Honor students' determination to learn; recognize the dedication of teachers, education support professionals, substitute teachers, and other educators; thank parents and community members who help students succeed; and rededicate the community at large to quality public education for every student. Find activities for every day of the week at [nea.org](http://nea.org).

### Voluntary dues contribution

**NOV. 1** OPT-OUT DEADLINE

Voluntary annual contributions by members support CTA Foundation's grants/scholarships and CTA's advocacy efforts. New members are automatically enrolled in the default contribution of \$10 for the CTA Foundation and \$10 for advocacy. Members may change their allocation or opt out. New members have 30 days from the date of enrollment; previously enrolled members have a window from Aug. 1 to Nov. 1. ► [cta.org/contribution](http://cta.org/contribution)

### Presidential Election

**NOV. 3** ELECTION

Vote like your students depend on it. Get information on candidates and ballot initiatives, and volunteer to help CTA's campaign. Register to vote by Oct. 19. All California voters will be sent mail-in ballots; if you miss or lose yours, you can request another by Oct. 27. ► [cta.org/election-2020](http://cta.org/election-2020)

### ISTE20 Live

**NOV. 29–DEC. 5** CONFERENCE

Virtual. The International Society for Technology in Education, a non-profit organization that advocates for education technology, describes this conference as the world's largest distance learning classroom.

► [conference.iste.org/2020](http://conference.iste.org/2020)

### LGBTQ+ Issues Conference

**DEC. 4–6** CONFERENCE

Virtual. The LGBTQ+ Issues Conference is open to all CTA members and provides a venue to discuss a variety of issues affecting educators, students and the community. ► [ctago.org](http://ctago.org)

### Computer Science Education Week

**DEC. 7–13** EVENT

CSEdWeek is an annual program that engages K-12 students in computer science. Its focus is Hour of Code, a one-hour introduction to computer science and programming. Lesson plans are available. ► [csedweek.org](http://csedweek.org)

### New Educator Weekend South

**DEC. 11–13** CONFERENCE

Virtual. For educators in their first three years, NEW has everything you need to be successful, including sessions on classroom management, special education, state standards, assessments, and more. ► [ctago.org](http://ctago.org)

### California STEAM Symposium

**DEC. 11–13** SYMPOSIUM

Virtual. Californians Dedicated to Education Foundation presents the eighth annual symposium supporting high-quality STEAM instruction. The event will focus on best practices for every learning environment and provide on-demand access to sessions.

► [cdefoundation.org/steam](http://cdefoundation.org/steam)



### REMEMBER OUR VETERANS

**ON NOV. 11** we honor all U.S. military veterans for their service. Help students understand the significance of Veterans Day and the meaning of sacrifice with lesson plans created by [PBS.org](http://PBS.org), [Scholastic.com](http://Scholastic.com) and others. Download this year's official poster at [va.gov/opa/vetsday](http://va.gov/opa/vetsday).

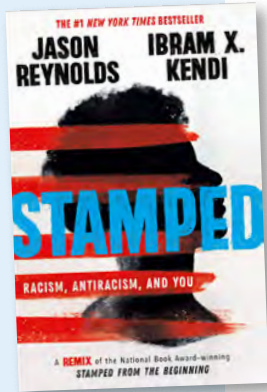


*Great Public Schools for Every Child*

### RA Reminder

The declaration of candidacy form for state delegates to the 2021 NEA Representative Assembly in Denver, Colorado, will appear in the December/January *Educator*.

# Read On!

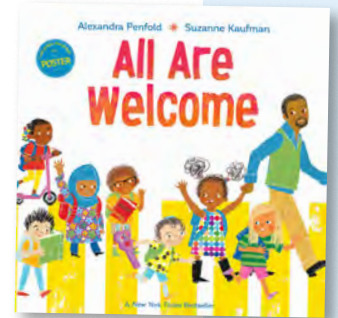


**EACH YEAR**, teachers recommend books for all grade levels for CTA's California Reads, which promotes literacy in the classroom and beyond. Many selections touch on timely societal issues. Below are several of the 2020-21 books; for the full list, go to [cta.org/californiareads](http://cta.org/californiareads).

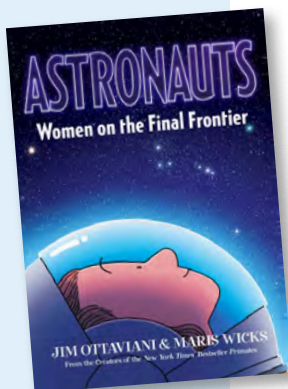
*Stamped: Racism, Antiracism, and You* (grades 9-12), by Jason Reynolds and Ibram X. Kendi, is a remix of the National Book Award-winning *Stamped From the Beginning*, by Kendi. It takes readers on a race journey from America's beginning to now, and shows them why we feel how we feel and why the poison of racism lingers. It proves that while racist ideas are easy to fabricate and distribute, they can also be discredited. An educator's guide is available.



*All Are Welcome* (pre-K, kindergarten), by Alexandra Penfold and illustrated by Suzanne Kaufman, is a picture book about a school where all children have a place and are loved and appreciated — and where students from all backgrounds learn from and celebrate each other's traditions.



When a black snake threatens to destroy Earth and poison her people's water, a young girl takes a stand. *We Are Water Protectors* (grades 1-2), by Carole Lindstrom and illustrated by Michaela Goade, is inspired by the many Indigenous-led movements across North America.



*Efrén Divided* (grades 3-5), by Ernesto Cisneros, a teacher and Santa Ana Educators Association member, tells the tale of 12-year-old, American-born Efrén Nava, whose undocumented parents work hard to raise him and younger siblings Max, who has special needs, and Mía. One day Efrén's mother is deported to Tijuana. His father takes on two jobs while Efrén must care for and try to reunite his family.



The U.S. may have put the first man on the moon, but the Soviet space program put the first woman in space. *Astronauts: Women on the Final Frontier* (grades 6-8), a graphic novel by Jim Ottaviani and illustrated by Maris Wicks, shows how it took years for America to catch up, get past entrenched sexism, and let NASA's first female astronauts make history of their own.

Be sure to check out NEA's Read Across America website ([readacrossamerica.org](http://readacrossamerica.org)), which now offers a monthly calendar of suggested books related to current and awareness events.





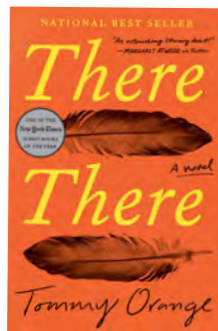
Art from the East Bay Regional Park District's lesson plan found at CSU Sacramento's California Indian History Curriculum Coalition.



## California's Indigenous Peoples

**GET LESSON PLANS** together now in time for Indigenous Peoples' Day (Oct. 12) and American Indian Heritage Month (November). Visit the California Indian History Curriculum Coalition at Sacramento State University (search for it at [csus.edu](https://csus.edu)) for California Indian-vetted curricula for various grade levels. They're organized by tribal identity, including Chumash, Kumeyaay, Luiseño, Miwok, Ohlone and Winnemem Wintu. Curricula resources help infuse "a California Indian voice" into the content of what children learn in school.

High school students can delve into the award-winning 2018 novel *There There* by Cheyenne and Arapaho writer Tommy Orange, born and raised in Oakland. The story follows 12 characters who travel to the Big Oakland Powwow, and explores the themes of Native peoples living in urban spaces and issues of ambivalence and complexity related to their struggles with identity and authenticity.



Markus Spiske/Unsplash

## Seal of Civic Engagement

*New state award encourages citizenship*

**CALIFORNIA STUDENTS** can now earn a state Seal of Civic Engagement. The award, announced by the State Board of Education on Sept. 10, is aimed at encouraging active and ongoing citizenship.

"The future of our democracy depends on a knowledgeable and actively engaged citizenry," says State Board President Linda Darling-Hammond. "With this new seal, we hope to prepare all students with an empathetic concern for others, a deep understanding of democracy, and the civic engagement skills needed to contribute to the welfare of their local communities, the state, and the country."

To earn the seal, students must demonstrate excellence in civic learning, participation in civics-related projects, contributions to their community, and an understanding of the United States Constitution, the California Constitution, and the American democratic system.

State history and social science teachers worked in partnership with the California Department of Education (CDE) to develop the initial requirements. The CDE ensured that the criteria for the award are accessible to all students, support rigorous and continuous civic engagement, promote diversity and inclusion, engage young students, reflect an interdisciplinary approach, and recognize civil disobedience as a form of civic engagement.

To learn more, visit [cde.ca.gov](https://cde.ca.gov) and search for "Seal of Civic Engagement."

# #VotePublicEd

Digital organizing and getting out the vote online

By @samdemuro

**WE EDUCATORS FEEL** the urgency of how this election will impact our students' futures, and how we stand to influence students and communities. Research consistently shows that people look to us on issues of public education and more. We are trusted voices in a world that gets more confusing by the day. Because of this, it's critical that we understand the issues in this election and use our voices.

We can make our voices heard on social media, a potent space for organizing, connection and community-building. Some of the most powerful,

intersectional political movements have sparked on Twitter, **#RedForEd**, **#BlackLivesMatter**, **#MeToo** among them. Facebook is where educators working toward anti-racism have found each other and commit to doing the work. There are virtual rallies for initiatives and candidates, and awareness webinars on multiple platforms. Those who may not have been able to attend in-person events now have more opportunities to get involved.

*So, how can you participate in digital organizing to get out the vote for issues affecting public education?*

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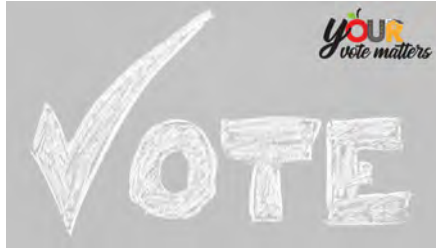
Plus, a **\$200 Amazon.com Gift Card Bonus** after you make at least \$500 in purchases within the first 90 days of account opening (students not eligible)

**APPLY TODAY:** call 888.758.7946 or visit [newcardonline.com](http://newcardonline.com) Mention Priority Code NAABDL

For more information about the rates, fees, other costs and benefits associated with the use of the credit card, call the toll-free number above or visit [www.newcardonline.com](http://www.newcardonline.com). Residents of the US and its territories only. See full disclosure for details.

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## Follow these accounts

[@Schools1stCA](#)  
[@yesprop16](#)  
[@VoteNoProp20](#)  
[@YesOnProp25](#)  
[@VoteNoOnProp22](#)  
[@YesOnProp25](#)

## Use these hashtags

[#VotePublicEd](#)  
[#YesOn15](#)  
[#YesOnProp16](#)  
[#NoOnProp22](#)  
[#NoOnProp20](#)  
[#YesOnProp25](#)

**Engage!** After following the accounts and monitoring the hashtags, you'll quickly find content to share, retweet, react to and comment on. It's easy to tag your friends in posts, forward and send DMs, and post to your Instagram or Facebook Stories.

**Bookmark this page:** CTA's campaign website ([cta.org/election](https://cta.org/election)) is updated regularly with the latest initiatives, candidates and ways to get involved to support the issues.

### Join our Facebook groups

- **California Campaign 2020** ([facebook.com/groups/ctacampaign](https://facebook.com/groups/ctacampaign)) is where we post the latest information on events, initiatives, candidates, voting info and more.
- **CTA Take Action** ([facebook.com/groups/ctatakeaction](https://facebook.com/groups/ctatakeaction)) is for educators looking for ways to take action and connect with other public education supporters.

### Change your virtual background.

A virtual background can be a great conversation starter and a way to demonstrate support. See a few options above; download them and find more at [cta.org/election](https://cta.org/election).

Let us know how you are getting out the vote online! Use [#VotePublicEd](#) on social media or email [social@cta.org](mailto:social@cta.org).

## Help Pass Prop. 15

**PROPOSITION 15**, the Schools and Communities First initiative, will bring in nearly \$12 billion annually to help fund schools and community colleges, and essential community services. Here's how you can help:

### Attend a [#YesOn15](#) virtual rally or event.

The Yes on 15 campaign curates events from community partners across California. Attend a virtual event to learn more and help get out the vote on Prop. 15. [yes15.org/find-an-event-near-you](https://yes15.org/find-an-event-near-you)

### Check your district's funding from Prop. 15.

CTA created a calculator to view the estimated funding your district or direct-funded charter school will receive if Prop. 15 passes. Share your results on social. [cta.org/scfcalculator](https://cta.org/scfcalculator)

**Send a digital postcard.** A fun and visual way to get the word out about why we need to vote YES. Choose from five different designs, available in English, Spanish and Chinese. [cta.org/scfpostcard](https://cta.org/scfpostcard)

**Volunteer!** [yes15.org/volunteer](https://yes15.org/volunteer)

# Quotes & Numbers

Compiled by Julian Peeples

## 70%

Percentage of California voters casting vote-by-mail ballots in the March primary election.

## 20.9 million

California registered voters as of July 3, according to the secretary of state's office.

## 5,609,969

Registered voters in Los Angeles County, tops in the state.

## 821

Registered voters in Alpine County, lowest statewide.

## 6 OUT OF 10

Americans who say education issues will be "extremely or very important" in deciding how they vote in the 2020 election, according to an August PDK International poll.

## 28%

Educators nationwide who said the COVID-19 pandemic has made them more likely to retire early or leave the profession, according to NEA.

## 757,778

COVID-19 cases statewide as of Sept. 13, with 14,385 deaths, according to the California Department of Public Health.



**"WE'RE FIGHTING FOR FREE AND FAIR ELECTIONS, AND WORKING AROUND THE COUNTRY TO ENSURE THAT WE WILL ELECT IN 2020 PEOPLE WHO SEE US, WHO HEAR US, AND WHO WILL REPRESENT OUR VALUES."**

—STACEY ABRAMS, Georgia political leader and founder of Fair Fight ([fairfight.com](http://fairfight.com)).

***"It doesn't take much to be a great virtual teacher. Just top-notch tech, multiple devices, an understanding of every online resource, a spare room to turn into a classroom, professional lighting, mics, props, a production crew, and the CGI team from Marvel studios — that's it."***

—NICHOLAS FERRONI, New Jersey educator and social media personality (Twitter: [@nicholasferroni](https://twitter.com/nicholasferroni)).

**"We will get into good trouble every day, in every state, in every community all across this nation, to keep our students and educators safe and center our schools in equity and excellence during the COVID-19 crisis."**

—BECKY PRINGLE, newly elected NEA president.

**"TEACHING IS A REVOLUTIONARY ACT! ASK YOURSELF: ARE YOUR STUDENTS ASKING YOU TO BE BETTER? ARE YOU STANDING UP FOR YOUR STUDENTS WHO HAVE BEEN PREJUDGED BY OTHERS? THAT'S WHAT THIS IS ABOUT. WE NEED YOU IN THIS FIGHT."**

—CECILY MYART-CRUZ, United Teachers Los Angeles president.

# The Williams Case Revisited

## Law ensuring student equity urgently needs an update

By **Thomas Courtney**

*Editor's note: A law originally designed to create equity among students needs to be updated for our times. This year's pandemic is just the latest event to lay bare what the author calls "glaring and gaping inequities"; he argues that to keep the spirit of the Williams case, it must evolve.*

**IN 2000**, the lawsuit *Williams v. State of California* was brought to U.S. Superior Court in San Francisco.

In it, families claimed that school districts were not providing the same resources to lower-income families as more affluent schools. Four years later, the families won a settlement agreement, and Gov. Schwarzenegger signed several bills into law. Among other things, a budget of \$25 million exists annually so that every California school is proven to be equitable, lower-performing schools like mine especially.

Fast forward to 2020.

Once a year, my school is visited in early fall by a team of people from the *Williams* case investigation committee. I must place all four adopted textbooks on top of each student's desk, as investigators count them to determine that each child has all the resources they need. They inspect a cabinet or two, to ensure the school is safe from things like Glade plug-ins and hand sanitizer (apologies to my staff in '13). And at some point, my district shows that my credentials and certificates are up-to-date to ensure that I am a quality teacher. Checking their tally sheet, investigators move on to another Title I school.

And that's it.

The function of the *Williams* settlement was to provide parents assurances that they can expect equity in all classrooms. Spending \$25 million to check off books and hazardous materials isn't just outdated, it's embarrassing.

Putting books in the desks of my bright, hardworking,



***"Spending \$25 million to check off books and hazardous materials isn't just outdated, it's embarrassing."***

and simply amazing children is literally the least we can do to provide equity in schools. If the COVID pandemic doesn't show us the glaring and gaping inequities that exist in my Title I school, then I don't know what can.

We can do better. The *Williams* case should be revisited, updated and amended. Here's how we start.

### **Amendment #1:** Working technology, not whatever parents can afford

Every student in California should have access to a working computer for school and home usage, as well as high-speed internet. It struck me in March to learn that 87 percent of my school population did not have a working computer to use at home. Nearly as many did not have reliable Wi-Fi. I had students skateboarding with their

tablets and phones to sit in the dirt outside the school chain link fence just so they could join in my class lesson!

It is unacceptable that computers, which comprise a fraction of our school budgets, should be sitting in carts instead of in the hands of students who need them. Most curricula are now online, and teachers across the nation used software platforms to accept student work even before COVID-19.

### **Amendment #2:** Health, not sometime health services

Every student and their family in California should have access to a nurse, a counselor, and a school psychologist any day of the week. My school is funded for a nurse three days a week, a counselor two days a week, and a school psychologist two days a week. These personnel travel between as many as three and four schools each week, despite the 600 students we serve at our site alone. As a parent and teacher at my school site,



misusing hand sanitizer is the least of my worries when my child has a 40 percent chance of a nurse being on site for any given emergency.

### **Amendment #3: Real curriculum, not dusty books on desks**

Every student in California should have access to arts, theater, health, music and PE programs, not just books. Parents in any neighborhood expect the whole child educated, and the fact that reading and math scores are lower in one area should not exclude a child in any area from having access to a full range of curriculum. After checks are put on clipboards about textbooks, investigators should also look at our agendas. They should ask how many minutes administrators are requiring for reading and math instruction. If

we can't make time for arts education — notoriously neglected in low socioeconomic neighborhoods — then it might be important to make a note of that next to the column about whether or not a history book is on a desk.

### **Amendment #4: Parental support, not obstacle courses**

Every parent of a student in California should be able to access student grades, contact teachers and administrators, and find classroom information in an organized way that doesn't change year to year. It is ridiculous to me as a father and an educator that any parent of a student in California should be expected to relearn a new system for every teacher for each and every one of their children.

It's time to revisit the *Williams* case

— because it's time to rethink equity and has been for as long as I've put textbooks on desks. Let's make the *Williams* case what it deserves to be for all kids in California, my daughter, and anyone's child. ■

---

*Thomas Courtney, San Diego Education Association, is a 20-year educator at Chollas Mead Elementary in San Diego, where his daughter Onora is a fourth grader. He is a three-time Teacher of the Year, and advocates for students in low socioeconomic neighborhoods as a senior fellow with Teach Plus California.*

*We invite members to submit stories for this section. Tell us about your experience as an educator in no more than 650 words; email [editor@cta.org](mailto:editor@cta.org) with "Your Voice" in the subject line.*

## *Thank you*

for remaining committed to our students.

## *Thank you*

for being resilient through all the changes in our education system.

## *Thank you*

for showing our students what courage is in unsettling times.

# THANK YOU, TEACHERS.

California Lutheran University

Graduate School of Education

[Callutheran.edu/ThankYou](http://Callutheran.edu/ThankYou)



Art by Moses Illustration

# Election 2020

*The Year The Dining Table Became the New Voting Booth*

BY JULIAN PEEPLES

**Our nation is at a crossroads**, and on Nov. 3 voters will decide how we get through multiple unprecedented crises and choose what we want America to look like. With the COVID-19 pandemic moving the election to mail-in ballots, the revolution will happen at your dinner table. This year, with our votes, we can build the schools and community services our students and their families deserve, further our fight for social justice and workers' rights, and elect educators to be leaders on our school boards and in our communities.

CTA's goals are rooted in our 157-year legacy of service and advocacy. While the times have changed, our commitment to each other, our students, and the belief that together we can do better has never wavered. This shared spirit that will guide us as we take the fight to defend democracy to dinner tables all over California — hungry for justice and voting for the future.

## Inside

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## ***Voting Safely During COVID-19***

The secretary of state's office recommends that voters avoid exposure by returning their mailed ballot in a manner other than going to an in-person voting location. Since there are a variety of reasons voters could be prevented from sending ballots in a timely way, counties have established alternatives to help reduce the need for voters to physically attend voting locations. These include:

**REMOTE ACCESSIBLE VOTE-BY-MAIL** is an important alternative for voters unable to use a standard mail ballot, who might otherwise need to use accessible voting equipment at a voting location. It allows voters to mark a screen-readable ballot using common internet-connected devices. The ballot can then be printed out and mailed to elections officials.

**DRIVE-THROUGH DROP-OFF** Voters distrustful of mail service or late in completing their mail ballot can still avoid in-person voting locations by using a convenient alternative. A drive-through drop-off site allows voters to drop their ballot in a secure drop box without leaving their vehicle.

Check with your county registrar of voters for specific options available in your area, and visit the secretary of state's website for a wealth of election-related information and resources at [sos.ca.gov/elections](https://sos.ca.gov/elections).

# ***Distance Voting***

## WHAT YOU SHOULD KNOW

**The countdown to Election Day 2020 has begun.** Our organizing, activism and getting out the vote will mean more than ever before. Together, we've endured a worldwide pandemic and learned different ways to connect with our students and each other.

This year's election will be different, too, with "distance voting" for all registered California voters. Here are some important dates to remember and information about safely submitting your ballot.

In response to the highly contagious nature of COVID-19, Gov. Gavin Newsom earlier this year issued executive orders directing counties to issue vote-by-mail ballots to all registered voters and provide in-person voting opportunities to ensure every eligible voter can cast their ballot.

Mailing a ballot to every voter with active voter registration status is the first step to ensure that California voters do not have to choose between exercising their right to vote and protecting their health.

**Oct. 5**  
All registered voters will be mailed a vote-by-mail ballot and packet. Vote tabulation will also start as ballots are submitted, but no counts will be announced until polls officially close on Nov. 3 at 8 p.m.

**Oct. 5–27**  
Any registered voter may apply with their county elections official for a vote-by-mail ballot.

**Oct. 13**  
Mailing deadline for state and county Voter Information Guides.

**Oct. 19**  
Deadline to register to vote in the Nov. 3 election.

**Oct. 20–Nov. 3**  
Conditional voter registration period, during which conditional registration and provisional voting can occur at county elections offices after the registration deadline.

**Oct. 27**  
Deadline for vote-by-mail applications to be received by county elections officials. After this date voters may submit an application in person to county officials.

**Nov. 3**  
***Election Day***  
Polls are open from 7 a.m. to 8 p.m. Ballots that are mailed must be postmarked on or before Nov. 3.

Check with your county registrar of voters for Election Day voting and ballot drop-off options. Vote tallies will be released after 8 p.m.



**As a nurse, I know we'll need both state and federal support as school districts emerge from the pandemic. I'm voting to make sure those elected officials support our schools and our students."**

**TARA COVINGTON**  
Chula Vista Educators

## DATES YOU SHOULD KNOW



## IT'S SAFE, CONVENIENT AND SECURE

# Voting by Mail

When the extent of the COVID-19 threat became apparent in March, state officials sprang into action to ensure the Nov. 3 election would be safe, secure and accessible. We spoke with Secretary of State Alex Padilla about this unique election and everything being done to protect votes, voters and our very democracy.



## A Q&A with Secretary of State Alex Padilla

### *Q. What should voters know about pandemic-related changes to the Nov. 3 election process?*

The big lesson here is our democracy is resilient, and this year is no different. There was a question of whether elections should be postponed, and the answer was no. When we got stakeholders around the table, we realized that a lot of policies that increase voter registration and access make even more sense during a pandemic. Vote-by-Mail (VBM) has been very popular — 70 percent of ballots cast in the March primary were by mail. There's no more convenient and safe way to vote than to cast our postage-paid ballot from home. We're also working with all 58 counties to have drop-off locations and as many in-person options as safely possible.

### *Q. What do you want voters to know about voting by mail?*

VBM is nothing new. It's proven to be successful, convenient and secure. There are numerous security measures in place to protect the integrity of the election, including special paper and distinguishing characteristics on ballots. All ballots postmarked by Election Day will be counted, and we have extended the time they can arrive by 17 days to allow for potential mail delays. We don't want anyone losing their right to vote because of something out of their control.

### *Q. Tell me about the state's new ballot tracking tool, 'Where's My Ballot?'*

We had ballot tracking in some counties prior to this, but we decided to expand to all 58 with the pandemic. Voters can register at [WheresMyBallot.sos.ca.gov](https://WheresMyBallot.sos.ca.gov) and receive notifications when their ballot has been sent, when the county receives it, even when their vote is counted. This new service increases transparency, security and peace of mind— and 750,000 have signed up as of early September. Democracy works best when as many people as possible participate. We're doing everything we can to increase this participation and the voter confidence fundamental to American democracy.

### *Q. What would you like to say to the educators teaching about civics and democracy to provide the foundation for students to become tomorrow's leaders?*

Thank you to all educators, because we know it's not easy. I know that teachers are supporting students every day to be leaders. My parents never talked about voting at the dinner table because they weren't citizens and couldn't vote. I think about young people all over the state who have this same experience. The support of an educator can have a huge impact on students getting registered. When I turned 18, it was my high school government teacher who registered me to vote.

EVERY CANDIDATE AND PROPOSITION RECOMMENDATION IN THIS ISSUE WAS REVIEWED, DISCUSSED AND VOTED ON BY CTA MEMBERS.

# Mission Critical

AS NATION PREPARES TO VOTE, CTA'S RECOMMENDATIONS ARE ROOTED IN OUR VALUES.

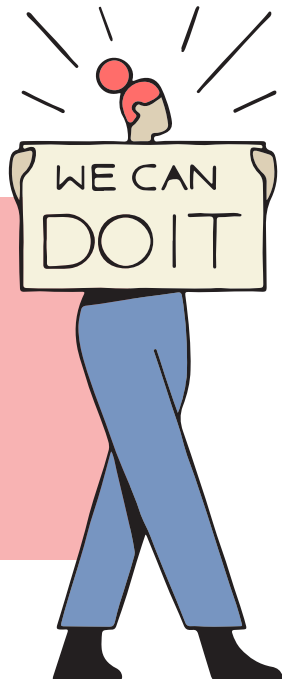
Election Day is going to be a lot different this year, just like everything else in 2020. With so much uncertainty, it's reassuring to know that our union is rooted in the values that have united and inspired California educators since 1863.

When you sit down to complete your ballot in this crucial election, let the same values that serve as the bedrock for CTA guide your vote for a better tomorrow.



**I vote because I am a voice for my students. I see the issues that affect them deeply, here in the Central Valley of California. I use my vote to not only speak from my heart but to speak for my students!"**

**LAURIE JONES**  
Tulare Joint Union High School  
Teachers Association



## *CTA's Mission*

TO PROTECT AND PROMOTE THE WELL-BEING OF ITS MEMBERS.

**TO IMPROVE THE CONDITIONS OF TEACHING AND LEARNING.**

**TO ADVANCE THE CAUSE OF FREE, UNIVERSAL, AND QUALITY PUBLIC EDUCATION FOR ALL STUDENTS.**

**TO ENSURE THAT THE HUMAN DIGNITY AND CIVIL RIGHTS OF ALL CHILDREN AND YOUTH ARE PROTECTED.**

**TO SECURE A MORE JUST, EQUITABLE, AND DEMOCRATIC SOCIETY.**

# YES on PROP 15

Page 22

## *Schools & Communities First*

How do we improve the conditions of teaching and learning? Injecting billions in new funding and resources into public schools by closing tax loopholes that corporations and the super-wealthy have been exploiting for four decades. Prop. 15 will reclaim \$12 billion a year and put it in our public schools, colleges and communities where it's needed most. Invest in California's future and vote Yes on Prop. 15!

# YES on PROP 16

Page 24

## *Equal Opportunity for All*

Free, universal and quality public education for all students is not possible without equal and equitable opportunities for all students. This is a critical time to reinstate equal opportunity by voting Yes on Prop. 16 as we chart a path forward to a stronger economic future for women and communities of color, and a California where Black Lives Matter and our systems are just.

# NO on PROP 20

Page 25

## *Rehabilitation, Not Prisons*

The fight against systemic racism in our justice system spurred Americans to protest in the streets this summer to continue a civil rights fight that is now hundreds of years old. While leaders across the country are discussing justice reform, Prop. 20 would do the exact opposite—bolstering a system that disproportionately oppresses communities of color. Vote No on Prop. 20 and stand against systemic racism.

# NO on PROP 22

Page 25

## *Gig Employers Put Exploitation on Ballot*

Neither just nor equitable: Uber, Lyft, Doordash and other gig employers like exploiting their employees so much they're spending millions to overturn a landmark law that requires them to provide them with sick leave, workers compensation, unemployment and other benefits. Help stop this brazen effort to buy a law and vote No on Prop. 22.

# YES on PROP 25

Page 24

## *Stop Criminalizing Poverty, End Cash Bail*

There should be no price tag for human dignity, yet thousands every year spend time locked in jail because they cannot afford to pay the cost for bail. It's time to get money out of criminal justice by replacing an unfair, unsafe, and wasteful money bail system based on wealth, with one that prioritizes public safety and justice for all. Vote Yes on Prop. 25.

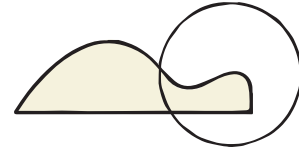
## *Leaders Who See Us & Know Us*

Page 26

This unique election is about a lot of things, most importantly who will help defend and further our democratic society as we take on some of the biggest challenges in our nation's history. We need elected leaders at all levels of government who see us, know us and will dream with us—from Joe Biden and Kamala Harris to educators up and down the state seeking new leadership roles this election.

# YES on PROP 15

## *Time to Put Schools & Communities First*



INITIATIVE WILL GENERATE \$12 BILLION FOR  
SERVICES CALIFORNIA FAMILIES NEED



**I am voting Yes on Prop. 15 because our students deserve education without limitations. Smaller class, innovation and teacher training takes funding. We need to prepare ALL students for the future."**

**REBECA ARA**

Anaheim Elementary  
Education Association

**For more than four decades**, massive corporations and the super-wealthy have avoided paying their fair share in property taxes at the expense of California students and families, who have suffered from the chronic underfunding of public education and community services. But voters can reclaim \$12 billion a year for our public schools, colleges and community services with Proposition 15, the Schools and Communities First initiative.

Prop. 15 closes commercial property tax loopholes benefiting a fraction of corporations and wealthy investors, without affecting homeowners or renters, to fund world-class schools and strengthen local economies so all Californians have an opportunity to thrive. With the COVID-19 pandemic causing a massive economic crisis, local governments and school districts face budget shortfalls of historic proportions, which will mean devastating cuts to essential workers, local services and schools.

**"Now more than ever, these essential workers, critical local services and schools on the front lines deserve our support," says CTA President E. Toby Boyd. "Prop. 15 does just that."**

Prop. 15 will require commercial and industrial landowners who have been taking advantage of tax protections intended for residential homeowners to pay their fair share. When billion-dollar corporations like Chevron and

## *We Are the Ones We've Been Waiting For!*

**Our students have paid** more than their fair share. Before 1978, California was at the top of the nation in education funding. Our schools were world-class models of a society that valued education. People came from all over for the California Dream. We had had free universities and community colleges. There were librarians and nurses in every school, and we had reasonable class sizes.

But today, the reality is much different. At my daughter's high school in Los Angeles, there are 2,400 students and one counselor, restrooms that close for months, and a lack of desks that causes students to run to class in the hope it's not the day they're left without.

While it plays out differently across California, no students are getting

what they deserve. As the richest state in the nation and the fifth-largest economy in world, we still rank 39th in per-pupil funding and lag the top five states by more than \$10,000 per student.

And now, with the state facing unprecedented shortfalls from the COVID pandemic, it could get even worse. But we have the opportunity to turn things







Disney are paying 1978 property tax rates while charging 2020 prices for gasoline or amusement park admission, it's obvious our priorities are mixed up.

Prop. 15 is key to California's recovery and reinvestment strategy, and the investments generated by this initiative represent vital resources that will help us rebuild after this crisis. It protects homeowners and renters by maintaining tax protections for all residential property, while also leveling the playing field for all the businesses that already pay their fair share and providing one of the largest tax incentives in a generation to spur new investment in small businesses when they need it most.

Prop. 15 will reclaim billions every year for our schools, community colleges and essential local services in every county to invest in things like smaller class sizes, health care services, firefighters and fire prevention equipment, fighting homelessness, safe drinking water, and preparing for future disasters like wildfires and earthquakes. These crucial resources and vital services will help our communities when they need it most — all without adding additional bills to homeowners and farmers.

LEARN MORE  
[cta.org/SCF](http://cta.org/SCF)



### Did you know?

Prop. 15 completely exempts small businesses, farms and agricultural land from property tax reassessment.

Prop. 15 also includes new tax relief for agricultural businesses with up to \$500,000 in exemptions for new equipment, providing farmers with additional resources to grow and thrive.

**LIBRARIES, PARKS, SUMMER JOB PROGRAMS, ROADS, HEALTH CARE AND AFFORDABLE HOUSING HAVE ALL BEEN STARVED, JUST LIKE OUR SCHOOLS. THINK ABOUT WHAT THIS ADDITIONAL MONEY WILL DO FOR OUR NEIGHBORHOODS AND SCHOOLS, OUR CLASSROOMS AND OUR COMMUNITIES.**

around for our students and our communities this election with Proposition 15, the Schools and Communities First initiative!

This will be a game changer for our communities and our students. But the other side is already spending millions to wage a massive media war, spreading lies and misinformation about Prop.

15. Those corporations want to protect their unfair advantage at the expense of the rest of us, and at the continued expense of our students.

The big corporations may have the money, but they don't have the people. They don't have you and they don't have us. I know we can do this.

We are the ones we've been waiting for! We can make this happen!

Talk to a chapter leader or inquire at your local CTA office to find out how to help bring home this important victory on Election Day. Our students are counting on us!

**David B. Goldberg**  
CTA Vice President

# YES on PROP 16

"EQUAL OPPORTUNITY HAS NOT YET BEEN REALIZED FOR ALL CALIFORNIANS. THAT IS WHY WE MUST PASS PROP. 16."

DOLORES HUERTA

## Equal Opportunity for All

RESTORATION OF AFFIRMATIVE ACTION IS ON THE BALLOT

**All Californians deserve** the same opportunity to chase their dreams and build a strong future, and thanks to fierce advocacy and legislative action, voters have a historic opportunity to reinstate affirmative action in our state by voting Yes on Proposition 16.

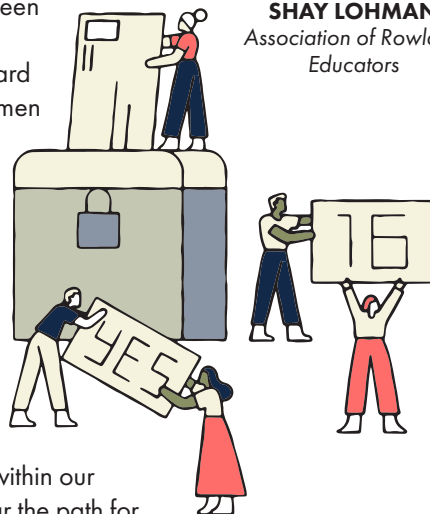
The events of this year have only underscored the vast inequities that exist in our communities. As Americans take to the streets to protest widespread systemic racism across the country, the COVID-19 pandemic is ravaging Black, Indigenous and people of color at alarming rates, pushing families to the brink physically and economically. There has never been a more critical time to reinstate equal opportunity as we chart a path forward to a stronger economic future for women and communities of color, and a California where Black Lives Matter and our systems are just.

Prop. 16 will repeal Prop. 209, adopted in 1996, and restore the state's ability to consider race and gender in state contracts, hiring and college admissions.

"We must recognize the roadblocks within our systems and make every effort to clear the path for equal opportunities for women and people of color," says CTA President E. Toby Boyd. "Prop. 16 is necessary to help prevent discrimination by reinstating equal opportunity for all, laying the foundation for all students to achieve their dreams and define their own limits."

California is one of the most diverse states. It's time our laws reflect the strength of our diversity.

LEARN MORE  
[voteyesonprop16.org](http://voteyesonprop16.org)

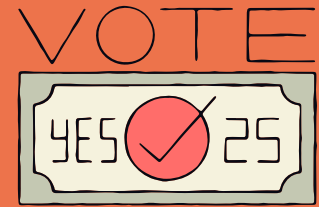


“**I am voting Yes on Prop. 16 because I know that our underrepresented students need educators that look like them, and they need doors opened for them just as they have been for me.**”

**SHAY LOHMAN**  
Association of Rowland Educators

## Did you know?

In 2020, women in California still earn only 80 cents for every dollar a man earns, and women of color make significantly less. Wage discrimination hurts our families, and we can start to fix it by voting for Prop. 16.



# YES on PROP 25

## End the Cash Bail System

FREEDOM SHOULD NOT BE ONLY FOR THOSE WHO CAN AFFORD IT

**As our nation** grapples with institutional racism and a justice system rife with inequity, voters have a chance to end the cash bail system, which keeps people in jail only because they are poor.

A Yes vote on Prop 25 means replacing a system that criminalizes poverty and race with an unbiased individual assessment of each person's risk to public safety. It eliminates a money bail system that allows anyone, including dangerous offenders, to buy their way to freedom if they are wealthy enough.

LEARN MORE  
[EndMoneyBailCA.com](http://EndMoneyBailCA.com)

“**I'm voting Yes on Prop. 25 because cash bail is both racist and classist. It's time to end this ongoing inequity!**”

**DAWN MURRAY-SIBBY**  
Temecula Valley Educators Association

# NO on PROP 20



**I'm voting No on Prop. 20  
because I believe in investing in  
schools, not prisons."**

**RAWAN FAKHOURY**

*San Bernardino Teachers Association*

## **Rehabilitation, Not Incarceration**

**EXTREME INITIATIVE IS WASTEFUL,  
REVERSES CRIMINAL JUSTICE PROGRESS**

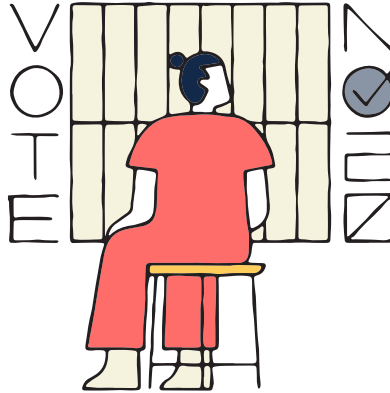
**Institutional racism** and racial discrimination have no place in our schools and communities, and California's educators are leading the fight for social and racial justice in our governmental systems and structures, including opposing the extreme and wasteful Proposition 20.

Prop. 20, the Early Release Rollback initiative, would add crimes to the list of violent felonies banning early parole, reclassify certain types of theft and fraud from misdemeanor to felony, and require DNA collection for certain misdemeanors. Far too many resources are devoted to the lucrative prison-industrial complex that should instead be spent on rehabilitative and restorative programs in public schools and our communities.

The nonpartisan Legislative Analyst's Office says Prop. 20 will cost millions annually at a time when the state is experiencing monumental budget shortfalls. This could force draconian cuts to prerelease rehabilitation for inmates; mental health programs proven to reduce repeat crime; schools, health care, housing and homelessness programs; and support for victims.

At a time when leaders are looking at serious criminal justice reform, Prop. 20 is a giant step backward, reclassifying petty crimes like stealing a bicycle to serious felonies. This extreme initiative rolls back progress achieved in reducing wasteful prison spending, eliminating funding for rehabilitation that works while locking up more teenagers and people of color for nonviolent crimes.

LEARN MORE  
[noprop20.vote](http://noprop20.vote)



# NO on PROP 22

## **Gig Employers Try to Buy a Law**

**DECEPTIVE INITIATIVE  
WOULD EXPLOIT WORKERS**

**Gig employers like** ride-sharing giants Uber and Lyft wrote Proposition 22 and paid to put it on the ballot for one reason: to boost their profits by continuing to unfairly deny their drivers wages, sick leave, workers' compensation and unemployment insurance. If these companies truly wanted to help their drivers, they'd be making sure their workers have the gloves, masks and equipment needed to protect themselves, their families and the public right now — not buying themselves a new law.

LEARN MORE  
[www.nooncaprop22.com](http://www.nooncaprop22.com)



**I'm voting No on Prop. 22  
because gig work forces  
people into sub-minimum  
wage positions and makes  
it appear acceptable to be  
treated this way."**

**GREG ARDOIN**

*Kern County Education Association*



# In Unprecedented Times, Educators Look to Lead

## CTA MEMBERS SEEK ELECTED OFFICE TO DEFEND STUDENTS, TEACHERS AND PUBLIC ED

**SOME PEOPLE ARE** just born to lead. That's the only rational explanation for why an educator would choose to run for elected office during a worldwide pandemic while learning a new medium for teaching. But for educators who have dedicated their lives to the belief that better is possible, stepping up to lead during this chaotic time comes naturally.

These leaders are mobilizing, organizing and campaigning like never before (at a safe distance), pioneering new ways to reach voters and share their vision in the absence of traditional, in-person electioneering like precinct walking and leafleting.

Across the state, CTA members are meeting the challenges head on, like VanCedric Williams, treasurer of United Educators of San Francisco and candidate for the Oakland Unified School District board, who issues a rallying cry for this election:

"Get involved! Our decisions will have an impact on the next three generations of families. We must show up for this election and vote down-ballot like our lives depend on it, because they do.

"It means ending status quo politics, being transparent with stakeholders, and rebuilding the trust with our communities. I'm inspired by you and by us willing to make collective change. Let's not sit on the sidelines. Let's get into this fight, vote and win! When we fight, we win!"

Here's a look at CTA members who are joining hundreds of educators across the country to run for office on local school boards and help lead in their communities when it's needed most.



### **Nora Allstedt**

**CANDIDATE FOR:** Visalia Unified School District Board of Education

**EXPERIENCE:** 30 years in education, teaching middle school band, choir and computer science; most recently the librarian/instructional technology specialist at Exeter Unified School District; Exeter Teachers Association vice president.

**WHY:** It's time to give back to the community I live in by serving as a member of our school board. The current board is dysfunctional and is not serving our students, staff or community.

**TOP ISSUES:** The current school board and district administration are not listening to the needs of staff, parents or students. The district has mismanaged finances, created a distance learning schedule without listening to teachers, and technology is far behind other districts in the area. These issues are causing teachers to leave to work for other districts.

**DISTANCE CAMPAIGNING:** I have lawn signs out in the community, and a more active online campaign and presence. I will be





participating in several virtual forums leading up the election.

**CHOOSING TO LEAD NOW:** As an instructional technology specialist, I understand what effective virtual teaching looks like. I want to bring that knowledge to my home community.

**WEBSITE/SOCIAL:**  
[allstedt4vusdboard.com](http://allstedt4vusdboard.com); Twitter:  
[@allstedt4vusdbd](https://twitter.com/allstedt4vusdbd); Facebook page:  
 Nora Allstedt for Visalia Unified School Board

## Greg Bonaccorsi

**CANDIDATE FOR:** Ohlone Community College District Board of Trustees

**EXPERIENCE:** Science and math educator in Fremont Unified School District since 1988; CTA Board of Directors, District B; Ohlone College Board of Trustees since 2008; Fremont Unified District Teachers Association member.



**WHY:** I am the only lifetime public school educator to serve on the college board, as well as the only candidate who is a union leader representing public school educators statewide. This

combination of experiences grounds me as I work with my fellow trustees on leading the district to meet the needs of our students, especially our students of color, and to ensure that Ohlone College is a safe place to work for our faculty and staff.

**TOP ISSUES:** Increase our college's capacity and be a gateway to higher education and career/vocational training, with a renewed emphasis on students of color; maintain high-quality educational programs and services for all students; and keep Ohlone a healthy place to work and learn during unprecedented challenges from COVID-19.

**DISTANCE CAMPAIGNING:** I've been limited to earning organizational endorsements as well as individual endorsements. The challenge is that these are happening earlier than before, since the aim is to have all of this in place before the Vote-by-Mail ballots are distributed on Oct. 5. This tight timeline makes campaign flyers (published by union printers) that could be used for walking precincts unlikely. I am taking advantage of publication by the League of Women Voters, as well as investing in signage that will be posted alongside the roadway, as safe ways of communicating with voters.

**CHOOSING TO LEAD NOW:** Given the uncertainty of the times, it is important that those leaders who have steadily been there, have gained important experience and have established

connections with other agencies (such as local school/college districts, city councils, state government elected leaders), continue to do the work for the community. While it is important to renew and refresh elected boards over time, it is also important to keep the level of experience at a high level in order to meet the current challenges.

**SOCIAL:** Instagram: [@GregBonaccorsi](https://www.instagram.com/GregBonaccorsi)  
 Facebook: Greg Bonaccorsi

## Chris Cruz-Boone

**CANDIDATE FOR:** Bakersfield City School District Board of Education

**EXPERIENCE:** Educator since 2006, currently teaching a variety of courses in department of communication at Kern Community College; member of Kern Community College District Community College Association.

**WHY:** I want to be an advocate for my own children and the other youth in my community. I waited until my children were old enough, 11 and 13, to understand and give consent regarding the commitment of our family running a campaign.





# Leaders Who See Us & Know Us

**TOP ISSUES:** My platform focuses on a vision beyond COVID that includes promoting the arts, collaborating with higher education, and advocating for social and racial justice. There are several progressive candidates running in my district, but I am the only one who has identified social justice as my primary long-term focus. I will push hard to implement ethnic studies and simultaneously challenge the deficit thinking model still facing brown and Black youth in Kern County.

**DISTANCE CAMPAIGNING:** My strategy for campaigning during pandemic involves making a lot of phone calls. Myself and my awesome 13-year-old plan to keep making phone calls until Election Day. A lot of folks are working remotely or shut in, and my experience has been that those who answer are receptive and welcome the conversation. It is hard to get to know people without face-to-face interaction, so I have been blogging about my life and probably went a little overboard with my website.

**CHOOSING TO LEAD NOW:** Public schools will never go back to the way they were. This is the moment when I believe we can reimagine our schools as something better. My doctoral research focused on education technology and improving student persistence, and I know I can help keep our district on track with its mission of access and equity. As a mother helping my own two children learn remotely, I will speak with the voice of a parent. I am unafraid. I will speak truth to power.

**WEBSITE/SOCIAL:**  
[chrisacruzboone.com](http://chrisacruzboone.com); Twitter: @ProfessorCCB; IG: @ccruzboone; Private Facebook Group: ccb4bcbsd.

## Ever Flores

**CANDIDATE FOR:** Santa Rosa City Schools Board of Education

**EXPERIENCE:** 20 years as a school counselor in the Healdsburg Unified School District; prior to that, a paraprofessional providing academic advising, career guidance and social-emotional support to migrant students throughout Sonoma County; Healdsburg Area Teachers Association president.



**WHY:** I want to bring the voice of an immigrant Latinx educator to the board of Santa Rosa City Schools. I want to make sure that every student has a voice and equitable access to education. The district has had a contentious relationship with its staff, and I will work to bridge this divide. I've watched the challenges teachers and students face, I have a solid understanding of the finances, and I feel I can be a stable voice of reason to make sure that all students can succeed.

**TOP ISSUES:** Counseling support for all students, especially those who are at risk of not succeeding. Full funding for appropriate support for all students including English learners to graduate in the context of the new "a-g" graduation requirements. Fair and competitive wages and health benefits for all teachers and classified staff, so that Santa Rosa City Schools becomes a destination district for our region's most talented educators and education support professionals.

**"I want to make sure that every student has a voice and equitable access to education."**

—Ever Flores

**DISTANCE CAMPAIGNING:** Primarily literature drops, followed up with texts, phone calls and mailers. I also participated in online forums and am planning a social distancing house party in a supporter's backyard.

**CHOOSING TO LEAD NOW:** Too many students lack access to adequate resources and support. Specifically, I believe that adequate services must be provided at the elementary level, so that all Santa Rosa students have a fair shot at success. Currently, there seem to be significant inequities between elementary and secondary schools in our district. Also, COVID-19 has highlighted the inequities that many of us knew existed, such as access to small class sizes, bullying and equity technology.

**WEBSITE/SOCIAL:** [EverFlores.org](http://EverFlores.org); Facebook page: Ever Flores for School Board

## Michelle Gates

**CANDIDATE FOR:** National School District Governing Board

**EXPERIENCE:** 14-year elementary school educator; Southwest Teachers Association representative at-large.

**WHY:** When I saw the impact of a school board that doesn't listen and an



administrative leader who goes largely unchecked, I had to run in order to speak for students, families and teachers.

**TOP ISSUES:** I believe strongly that we need to focus on providing an equitable learning environment for all students in all areas of curriculum and staffing to ensure that all voices are heard. Second, as a small district, we need to have transparent accountability in our financial matters, while working with all stakeholders for the best we can provide to students. My final concern is my greatest, as it has been a consistent problem for years: We have not done well at being truly collaborative, and that needs to change.

**DISTANCE CAMPAIGNING:** It's hard, and I'm new at this. I have set up a website as well as Facebook and Instagram pages. I'm participating in National City Elementary Teachers Association-led Zoom meetings and planning to host my own meet and greets as well as mini-Q&A sessions online.

**CHOOSING TO LEAD NOW:** It boils down to the combined pieces of who I am: A mom, an elementary school teacher, a union board member, and a person of faith. Wrap those together, and I am committed to stand for the students in my neighborhood, the families they represent, the teachers and staff members who work for them every day, and the community they come from.

**WEBSITE/SOCIAL:**  
[VoteMichelleGates.com](http://VoteMichelleGates.com); Instagram: [@VoteMichelleGates](https://www.instagram.com/VoteMichelleGates); Facebook page: Michelle Gates for National School District School Board

**"We have not done well at being truly collaborative, and that needs to change."**

—Michelle Gates

## Michael Gonzales

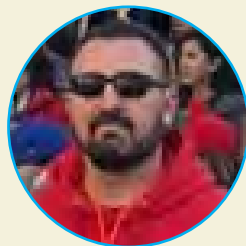
**CANDIDATE FOR:** New Haven Unified School District Board of Education

**EXPERIENCE:** 14-year elementary school teacher (K-5) with United Teachers Los Angeles, now with Hayward Education Association.

**WHY:** As a third-generation Union City resident, I and my family are embedded in this community as both coaches and educators. I grew up here but spent the last several years teaching elementary school in Los Angeles. Not only did I learn how to be an excellent teacher, I also learned how to help grow my union as a site leader. I left an amazing career in LA to return home and run for school board in Union City. My sole purpose for running is to help elevate our fellow educators, students and families to find real solutions to our ever-changing educational challenges. In these difficult times, we need to elect leaders who will prioritize how our district spends our precious tax dollars.

**TOP ISSUES:** There is a lot of mistrust with the current school board, and the new superintendent is never held accountable. I will bring trust back to the district and help keep our students and staff safe through this pandemic. I will prioritize the budget so there are no cuts to the classroom.

**DISTANCE CAMPAIGNING:** My campaign consists of handwritten postcards, campaign literature door



hangers, texting, and phone calls. I am endorsed by the New Haven Teachers Association.

**CHOOSING TO LEAD NOW:** Currently, this school board doesn't have any experience with distance learning, and no one on the board is an educator. I bring that important voice to the table as a practitioner.

**WEBSITE:** [mikeg4newhaven.com](http://mikeg4newhaven.com)

## Demetrio Gonzalez-Hoy

**CANDIDATE FOR:** West Contra Costa Unified School District Board of Education

**EXPERIENCE:** Third grade bilingual educator for eight years; United Teachers of Richmond CTA/NEA president for four years.

**WHY:** I am running because I care deeply about the students, staff and families of WCCUSD. I owe my success to public schools and the support of educators to get me through very difficult times as an immigrant student at 14 years old. I became an advocate because I know the challenges of being unsupported and navigating an educational system that sometimes pushes us to fail. I want to continue to close our achievement gap; provide the tools and resources our students need/deserve in order to succeed, especially our students of color; support our schools and educators and retain our teachers; and advocate for inclusive processes of feedback from all of our stakeholders in every decision we make.



# Leaders Who See Us & Know Us

**TOP ISSUES:** My top three priority issues are the recruitment and retention of quality educators; the prioritization of African American students and English learners; and ensuring we provide safe and inclusive opportunities for all students in our schools.

**DISTANCE CAMPAIGNING:** Campaigning during COVID-19 has definitely changed. Even though we've decided not to knock on doors, we've doubled our phone banking efforts, increased our social media posting, and included text banking to make sure we can get word out for our campaign. The use of social media has also strengthened and made easier the accessibility to host meetings and coffee chats, and provide space for educators, families and students to connect with me as a candidate and their union.

**CHOOSING TO LEAD NOW:** I believe more than ever that we need board members who have experience in education, know what's going on in our schools, understand the strengths and weaknesses of our system, and can advocate through their own knowledge of policy, budgeting and social justice issues. This is why I'm running — because even though I'm still learning and might need support in issues I don't know much about, I will lead with integrity, honesty, positivity and the input of all stakeholders.

**WEBSITE/SOCIAL:**  
[demetriogonzalezhoj.com](http://demetriogonzalezhoj.com); Instagram:  
[@Deme346](https://www.instagram.com/Deme346)

## Brooke Malley Ault



**CANDIDATE FOR:** Bakersfield City School District Board of Education

**EXPERIENCE:** High school counselor for past two years, following 12 years teaching government, history, civics and economics, as well as restorative practices as an on-campus interventionist; taught English in Japan to 2- and 3-year-old children; Kern High School Teachers Association member.

**WHY:** I am a former student and employee of the district in which I'm running, a current educator who serves the same students at the high school level, and the mother of a son who will start his education within the district in the next few years. I know that the well-being of my son will be deeply connected to that of our community, and I wish for all students to thrive and develop a lifelong love of learning.

**TOP ISSUES:** Providing the essential mental health and social-emotional learning in order for our underserved students to stop worrying about having their basic needs met and focus on learning. I also believe that this district is ready for more restorative practices and obtaining a more racially diverse curriculum that will give students pride in their heritage and culture, and help them gain overall confidence. During

the time of COVID, I would also like to focus on safety protocol for our eventual return to school.

**DISTANCE CAMPAIGNING:** I have been relying primarily on Facebook advertising while perfecting my website and Facebook campaign page. I am preparing for my first round of postcards and have an incredible group of local women who are assisting me in getting my message out. A fellow mother and educator, who is running for a different seat on the same school board, is organizing a Zoom wine night with me at a local space where we will attend the event at the venue, but we will deliver bottles of wine and dessert to participants while they engage from home.

**CHOOSING TO LEAD NOW:** I was hired in 2009, the year of pink slips in California. I know as well as any other educator who has been working for a while that tough financial times are ahead. We need educators on the board who understand the job walking into it — not people who might take years to learn that education is a unique community where everyone needs to be successful.

**WEBSITE/SOCIAL:**  
[brookeforbcسد.com](http://brookeforbcسد.com); Facebook page:  
Brooke Malley Ault

**"We need educators on the board who understand the job walking into it."**

—Brooke Malley Ault



## Christopher Pope

### CANDIDATE

**FOR:** Visalia Unified School District Board of Education

### EXPERIENCE:

Educator for 22 years, primarily in elementary grades (now retired from Visalia Unified); Western Regional Director for the NEA American Indian Caucus.

**WHY:** I decided to run for school board, as the incumbent has been in office for nine years. Even the president of the United States can only be in office a maximum of eight years! The incumbent has no classroom experience, so it's difficult for her to relate to parents, students and administration.

**TOP ISSUES:** Correct our procedures on classrooms behavior, which impact student learning and are emotionally draining on teachers and students. Increase career technical education and training to offer a promising future for students who will not pursue a college degree. Add a reading intervention specialist at every elementary school in the district to ensure that all students are reading at grade level by the end of third grade. Embrace diversity and work toward equity and equality in our community.

### DISTANCE CAMPAIGNING:

Campaigning is very different in this era of social distancing. Speaking to civic clubs is not possible. Some organizations have organized Zoom or



other types of platforms to introduce me as a candidate.

**CHOOSING TO LEAD NOW:** We are living in difficult and challenging times. Today more than ever, we need a school board to meet the challenges. Our board needs new insight and direction. Having just retired after 22 years of teaching, I've been in the trenches. I hear the voices of our parents, students and staff.

### WEBSITE/SOCIAL:

[sites.google.com/view/pope4schoolboard](https://sites.google.com/view/pope4schoolboard); Facebook page: Christopher Pope for School Board

## Roberto Rodriguez

**CANDIDATE FOR:** Palomar College Board of Trustees

### EXPERIENCE:

Educator with Sweetwater Union High School District since 1987; CTA Board of Directors, District P; Sweetwater Education Association member.

**WHY:** I'm running for Palomar College Board of Trustees because I believe that community colleges play an integral part in fulfilling the promise of a public education. Palomar College plays a critical role in my community and is a vital resource in North San Diego County. Unfortunately, years of deficit spending and questionable



**"It's because of the unprecedented crises that I feel compelled to contribute to my community."**

—Roberto Rodriguez

decisions have put the college in danger. I feel my experiences as a teacher, a union leader and an advocate for public education have prepared me to face the challenges that are coming.

**TOP ISSUES:** My top priority is to bring the college's budget under control. Years of deficit spending have created difficult decisions for the board. Second, there have been racial tensions on campus in the past, and I'm concerned that real and difficult conversations regarding institutional racism aren't happening. Lastly, I'd like to bridge the trust gap that exists both on the current board and between the board and faculty on campus, as well as the community.

**DISTANCE CAMPAIGNING:** Campaigning has been a challenge. Being in the high-risk group for COVID means door knocking is out of the question for me. So, I've been making the "Zoom rounds," virtually visiting Democratic clubs in my district, getting endorsements from labor and the Democratic Party, and using social media advertising. We are planning on phone and text banking, and of course the ubiquitous mail pieces.

**CHOOSING TO LEAD NOW:** It's because of the unprecedented crises that I feel compelled to contribute to my community. Not only the pandemic, which I think the college is handling relatively well, but the crises down the road — the ones we might have to





# Leaders Who See Us & Know Us

face if the U.S. Senate fails to pass the HEROES Act or if we don't find new sources of revenue like Prop. 15.

**WEBSITE/SOCIAL:**  
[rodriguezforpalomar.org](http://rodriguezforpalomar.org);

Twitter: [@Roberto63](https://twitter.com/Roberto63); IG:

[@RodriguezforPalomar](https://www.instagram.com/RodriguezforPalomar); Facebook page: Roberto Rodriguez for Palomar Board

## Carolyn Torres

### CANDIDATE

**FOR:** Santa Ana Unified School District Board of Education

### EXPERIENCE:

Anaheim Secondary Teachers Association site rep.

**WHY:** I am running for reelection for Santa Ana Unified school board because I have seen the value of my voice. As a teacher, I have been able to identify and explain which district policies and plans will make sense in the classroom and which will not. My experience in the classroom is a daily reality that informs my decisions on the board. When folks talk about parent engagement, I think of my students' parents and what accessibility, accountability and transparency mean beyond the rhetoric.

**TOP ISSUES:** Right now health, safety and technology during COVID-19 are the priority. I want to make sure we are not rushing to open schools. I want to



make sure we are not creating additional barriers for parents, staff and students during distance learning. I am also concerned about budget cuts and want to make sure we are transparent with our budget.

**DISTANCE CAMPAIGNING:** We have been canvassing with a few protocols. We do not want to get sick or get anyone sick. Health is very important to me, and we are taking all the precautions we can. Unfortunately, I have decided not to attend many of the in-person functions that are normally part of a campaign. I do not know when I will personally have to go back to the classroom, so I do not want to increase any chance of getting COVID-19 unnecessarily or push anyone on my team to take risks.

**CHOOSING TO LEAD NOW:** Right now, we need strong, decisive leaders who will make the right decisions. Watching other decision-makers waver on what is clearly in the best interest of public health and safety is disappointing. I have heard many leaders say that they do not know what the best

**"It is important for our young people to see a successful Latina from their community advocating for them and empowering them to do the same."**

—Lucy Ugarte

course of action is, but for me it seems clear that in the areas we can control, we should not be contributing to community spread of COVID-19. We cannot control individuals or families. But as board members we can control how long we will continue with distance learning and what the safety precautions will be when we transition back to in-person classes.

### WEBSITE/SOCIAL:

[carolyntorresforsausd.com](http://carolyntorresforsausd.com); Instagram: [@carolyn\\_sausd](https://www.instagram.com/carolyn_sausd); Facebook page: Carolyn Torres for SAUSD

## Lucy Ugarte

### CANDIDATE

**FOR:** Chula Vista Elementary School District Board of Education

**EXPERIENCE:** 30 years in education, teaching English and health; currently an ELD curriculum specialist and interventions resource teacher in Sweetwater Union High School District; Sweetwater Education Association site rep.

**WHY:** I have advocated for students, teachers, parents and community for more than 20 years, and I want to further serve my community. I want to empower the voices of students, teachers and staff to be fairly represented in board decisions, strengthen public education, develop transparency, and improve communication within the school district.





**TOP ISSUES:** Transparency, empowerment, and social and economic justice. Education takes place in the classroom between students and staff. Students should be the focal point of school board decisions. Empowering and taking care of teachers who are on the front lines of education is the best way to empower and take care of students.

**DISTANCE CAMPAIGNING:** Campaigning during this time has been via social media platforms, virtual meet and greets, and drive-through fundraising. I am attending numerous candidacy forums and Democratic clubs virtually to speak and present my platform.

**CHOOSING TO LEAD NOW:** Children learn what they see and live. It is important for our young people to see a successful Latina from their community advocating for them and empowering them to do the same for themselves.

**WEBSITE:** [lucyugarte.org](http://lucyugarte.org)

## VanCedric Williams

**CANDIDATE FOR:** Oakland Unified School District Board of Education

**EXPERIENCE:** High school social and ethnic studies educator 20 years, the last three as treasurer of United Educators of San Francisco.

**WHY:** I am running because we need to build a new collaborative spirit to stop privatization, support high-quality schools for historically underserved communities, ensure equitable and adequate school funding, end the racist practice of school closures and charter colocations, and invest in restorative justice. Oakland hasn't had a teacher on the school board in 20 years. I would like to change that. We need to be bold, courageous and unapologetic when making decisions about and for students.

**TOP ISSUES:** Budget transparency and accountability. Supporting sustainable and full-service community schools. Increasing literacy, improving graduation rates and including K-12 ethnic studies. Using a racial and social equity lens when making decisions that affect underserved students. Investing in anti-racist training, restorative justice, and eliminating the OUSD police.



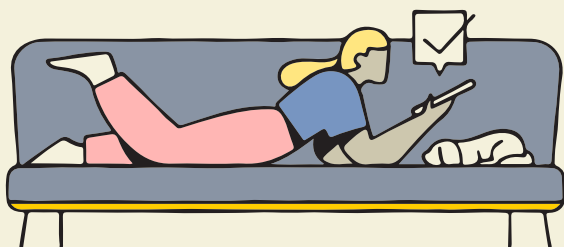
**“We need to be bold, courageous and unapologetic when making decisions about and for students.”**

—VanCedric Williams

**DISTANCE CAMPAIGNING:** It's really challenging to campaign in the era of social distancing. Sharing authentic connections with audiences has been a challenge. I rely heavily on phone calls to make that connection with voters. My campaign has been 95 percent virtual — I've had a virtual kickoff, virtual political forums, virtual fundraisers, virtual parent discussions, and virtual endorsement announcements.

**CHOOSING TO LEAD NOW:** I was inspired by a confluence of events, including the killing of Breonna Taylor, George Floyd, Ahmaud Arbery, Tony McDade, and so many other innocent African Americans across our nation; the Black Lives Matter and #SayTheirName protests; the DeVos disaster as secretary of education; and the debate over reopening schools during a pandemic. It is not enough to shake our fist; we must be willing to act. I realized it would take a collective effort to build a new collaborative spirit to stop privatization, support high-quality schools for historically underserved communities, ensure equitable and adequate school funding, end the racist practice of school closures and charter colocations, and invest in restorative justice. I am ready to do that work.

**WEBSITE/SOCIAL:** [vancedricwilliams.com](http://vancedricwilliams.com); Facebook page: VanCedric Williams for OUSD





**I'm voting in the 2020 election for our students' future, for the livelihoods of our families and for the safeguard and preservation of our communities."**

**VIRGINIA TORRES**

*Teachers Association of Long Beach (retired)*



**As a DACA recipient, my status does not allow me to vote. My voice and the voices of many immigrants without citizenship will be silenced at the polls, yet again. I encourage those who have the privilege to register to vote to do so, and keep the kids and families in cages at the border in mind while voting."**

**VIRIDIANA CASTRO SILVA**

*Student CTA President*

## ***Steady, Informed & Compassionate***

**BIDEN AND HARRIS ARE THE LEADERS OUR NATION NEEDS**

**Our nation needs** compassionate leadership to break through the political divisiveness and remind Americans how great we can be when we work together. Right now, our country needs Joe Biden as President of the United States.

After four years of an anti-public school agenda, educators are ready to elect leaders to the White House who see us, understand the promise of public education and will fight alongside us for the schools all students deserve.

**"You are the most important profession in the United States," Biden told educators at the NEA Representative Assembly. "You are the ones that give these kids wings. You give them confidence. You equip them."**

And with Biden's historic selection of Sen. Kamala Harris as his running mate, voters will have the chance to support two steady, informed and compassionate leaders when we need them most – our schools and our communities deserve nothing less.

## ***One of California's own could be headed to the White House***

As a first-term senator, Harris earned a final grade of A from the NEA for her focus on attracting and maintaining educators in neighborhood schools, and for understanding how it translated to the success of students in every ZIP code in the midst of a nationwide teacher shortage.

Additionally, Harris is a tireless advocate for all students, including students of color, students with disabilities, LGBTQ+ students, low-income students, and others who face barriers to education. At the NEA Representative Assembly in 2019, Harris called the federal government's failure to fully fund special education "immoral," and in June 2020, Harris urged Education Secretary Betsy DeVos to rescind a Title IX rule that "will weaken protections for student survivors of sexual harassment and assault."



This story originally appeared in NEA Today.

## Six Reasons We're Excited About Kamala

By Amanda Menas

### She respects educators

Harris gave her first speech on the Senate floor in opposition to the nomination of Betsy DeVos, focusing on her utter lack of qualifications and experience as a teacher. In support of the #RedForEd movement, she also supported educators' strikes in Los Angeles and Oakland in 2019. "Teachers in my hometown of Oakland will begin striking tomorrow because they know they deserve a raise," Harris said. "It's shameful that they don't earn enough to live in the communities where they teach."

### She called out DeVos' incompetence on reopening

Harris called out Secretary DeVos' stunning lack of effort to support families and educators in reopening of school campuses, noting that "DeVos' lack of leadership on how to safely resume schools is dangerous to our students, our teachers, and our staff."

### She investigates for-profit charters and votes against vouchers

As California attorney general, Harris launched a probe into a for-profit charter school company that used false advertising, inflated attendance numbers, and forced schools into debt, saying she was "particularly concerned with expansions of for-profit charter schools." In 2017, Harris opposed an amendment to create tax benefits for tuition at K-12 private schools.

### She advocates for increased K-12 funding

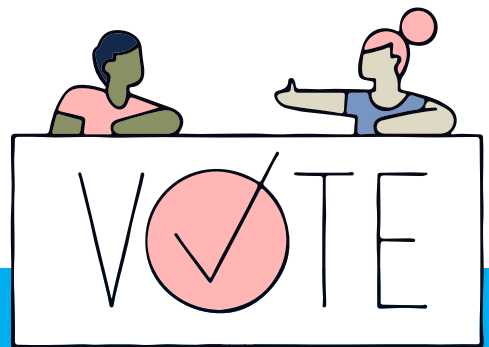
In agreement with Biden's plan, Harris proposed increasing funding for Title I schools to make sure every student has a nurse and social worker in their school, in addition to providing incentives to states to conduct racial and resource equity audits, increase their public school spending, and adopt more equitable funding formulas. She also worked in the Senate to advocate for bills that provide funding to K-12 schools, and opposed budget proposals that would have led to cuts in education.

### She supports racial justice and equity efforts

During the 2020 primary campaign, Harris proposed plans to ensure all children can access a full continuum of early care and learning, and a safe, high-quality public education. She also advocated for the full funding of IDEA and enforcing civil rights laws designed to protect every child's right to an education.

### She proposed making college more accessible

Harris shared with educators that she supports reforming the Public Service Loan Forgiveness Program and advocates for debt-free college. Her presidential platform included a \$60 billion proposal to support historically Black colleges and universities and additional funding for teacher training programs for students of color.



**I'm voting in the 2020 election because I can't afford not to. I have a responsibility to vote for what's best for my country, my state and my community."** —

**RANDA WAHBE**

*Community College Association Vice President*



**I'm voting in 2020 because our nation needs healing, peace and unity."**

**ROSALINDA ALCALÁ**

*Westminster Teachers Association*



**I am voting in the 2020 election because the fight for democracy is never over. People fought, marched, were harassed, beaten and died for the right to vote."**

**KRISTIE IWAMOTO**

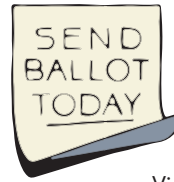
*Napa Valley College Faculty Association*



**I'm voting to make sure that my voice is heard and that I'm counted and to make a difference in the community."**

**RAMONA ROCHA**

*Inglewood Teachers Association*



# RECOMMENDATIONS FOR THE NOV. 3 GENERAL ELECTION

Visit [cta.yourvoter.guide](http://cta.yourvoter.guide) to build list of initiatives and candidates who support public education.

## STATE PROPOSITIONS

PROP. 15 (SCHOOLS & COMMUNITIES FIRST): YES

PROP. 16 (AFFIRMATIVE ACTION): YES

PROP. 20 (EARLY RELEASE ROLLBACK): NO

PROP. 22 (PROTECT GIG WORKERS): NO

PROP. 25 (END CASH BAIL): YES

## U.S. PRESIDENT / VICE PRESIDENT

Joe Biden / Kamala Harris

## STATE ASSEMBLY

- AD 1 Elizabeth Betancourt (D)
- AD 2 Jim Wood (D)
- AD 4 Cecilia Aguiar-Curry (D)
- AD 5 No Recommendation
- AD 6 Neutral
- AD 7 Kevin McCarty (D)
- AD 9 Jim Cooper (D)
- AD 11 Jim Frazier (D)
- AD 12 No Recommendation
- AD 13 Carlos Villapudua (D)
- AD 14 Timothy Grayson (D)
- AD 15 Buffy Wicks (D)
- AD 16 Rebecca Bauer-Kahan (D)
- AD 17 David Chiu (D)
- AD 18 Rob Bonta (D)
- AD 19 Philip Ting (D)
- AD 20 Bill Quirk (D)
- AD 21 Adam Gray (D)
- AD 22 Kevin Mullin (D)
- AD 23 No Recommendation
- AD 25 Alex Lee (D)
- AD 26 Neutral
- AD 27 Ash Kalra (D)
- AD 28 Evan Low (D)
- AD 29 Mark Stone (D)
- AD 31 Joaquin Arambula (D)
- AD 32 Rudy Salas (D)
- AD 34 No Recommendation
- AD 35 Jordan Cunningham (R)
- AD 36 No Recommendation
- AD 37 Steve Bennett (D)

- AD 38 Neutral
- AD 39 Luz Rivas (D)
- AD 40 James Ramos (D)
- AD 41 Chris Holden (D)
- AD 43 Laura Friedman (D)
- AD 44 Jacqui Irwin (D)
- AD 45 Jesse Gabriel (D)
- AD 46 Adrin Nazarian (D)
- AD 47 Eloise Reyes (D)
- AD 49 Ed Chau (D)
- AD 51 Wendy Carrillo (D)
- AD 52 Freddie Rodriguez (D)
- AD 53 Miguel Santiago (D)
- AD 54 Sydney Kamlager-Dove (D)
- AD 55 Andrew Rodriguez (D)
- AD 56 Eduardo Garcia (D)
- AD 57 Lisa Calderon (D)
- AD 58 Cristina Garcia (D)
- AD 59 Reggie Jones-Sawyer (D)
- AD 60 Sabrina Cervantes (D)
- AD 61 Jose Medina (D)
- AD 63 Anthony Rendon (D)
- AD 64 Mike Gipson (D)
- AD 65 Sharon Quirk-Silva (D)
- AD 66 Al Muratsuchi (D)
- AD 67 Jerry Carlos (D)
- AD 68 Melissa Fox (D)
- AD 70 Patrick O'Donnell (D)
- AD 72 Diedre Nguyen (D)
- AD 73 No Recommendation
- AD 74 Cottie Petrie-Norris (D)
- AD 75 No Recommendation
- AD 76 Tasha Boerner Horvath (D)
- AD 77 Brian Maienschein (D)
- AD 78 Chris Ward (D)
- AD 80 Lorena Gonzalez (D)

## STATE SENATE

- SD 1 No recommendation
- SD 3 Bill Dodd (D)
- SD 5 Susan Talamantes Eggman (D)
- SD 7 Neutral
- SD 9 Nancy Skinner (D)
- SD 11 Jackie Fielder (D)
- SD 13 Josh Becker (D)
- SD 15 David Cortese (D)
- SD 17 John Laird (D)
- SD 19 Monique Limón (D)
- SD 21 Kipp Mueller (D)
- SD 23 Abigail Medina (D)
- SD 27 Henry Stern (D)
- SD 28 Elizabeth Romero (D)
- SD 29 Josh Newman (D)
- SD 31 Richard Roth (D)
- SD 33 Lena Gonzalez (D)
- SD 35 Steven Bradford (D)
- SD 37 David Min (D)
- SD 39 Toni Atkins (D)

## U.S. HOUSE OF REPRESENTATIVES

- CD 1 Audrey Denney (D)
- CD 2 Jared Huffman (D)
- CD 3 John Garamendi (D)
- CD 4 Brynne Kennedy (D)
- CD 5 Mike Thompson (D)
- CD 6 Doris Matsui (D)
- CD 7 Ami Bera (D)
- CD 9 Jerry McNerney (D)
- CD 10 Josh Harder (D)
- CD 11 Mark DeSaulnier (D)
- CD 12 Nancy Pelosi (D)
- CD 13 Barbara Lee (D)

- CD 14 Jackie Speier (D)
- CD 15 Eric Swalwell (D)
- CD 16 Jim Costa (D)
- CD 18 Anna Eshoo (D)
- CD 20 Jimmy Panetta (D)
- CD 21 TJ Cox (D)
- CD 22 Phil Arballo (D)
- CD 24 Salud Carbajal (D)
- CD 25 Christy Smith (D)
- CD 26 Julia Brownley (D)
- CD 27 Judy Chu (D)
- CD 28 Adam Schiff (D)
- CD 29 Tony Cárdenas (D)
- CD 31 Pete Aguilar (D)
- CD 32 Grace Napolitano (D)
- CD 33 Ted Lieu (D)
- CD 34 Jimmy Gomez (D)
- CD 36 Raul Ruiz (D)
- CD 37 Karen Bass (D)
- CD 38 Linda Sánchez (D)
- CD 39 Gil Cisneros (D)
- CD 40 Lucille Roybal-Allard (D)
- CD 41 Mark Takano (D)
- CD 42 Liam O'Mara (D)
- CD 43 Maxine Waters (D)
- CD 44 Nanette Barragán (D)
- CD 45 Katie Porter (D)
- CD 47 Alan Lowenthal (D)
- CD 48 Harley Rouda (D)
- CD 49 Mike Levin (D)
- CD 50 Ammar Campa-Najjar (D)
- CD 51 Juan Vargas (D)
- CD 52 Scott Peters (D)
- CD 53 Georgette Gómez (D)





CTA joined elected officials and community leaders in a virtual press conference to call for a tax on the rich.

# With Prosperity as Goal, Time to Commit to Equity

State leaders propose wealth tax on ultra-rich By Julian Peoples

**CTA JOINED** A group of state leaders this summer in calling for a bold solution to the unprecedented economic crisis pushing millions of California families to the edge — a wealth tax on the state’s most extraordinarily fortunate individuals to provide support and help to the many who are struggling.

Assembly Member Rob Bonta (D-Oakland) unveiled the first-in-the-nation California Wealth Tax, AB 2088, which would generate \$7.5 billion a year by applying a 0.4 percent tax on the net worth of individuals (excluding real estate) in excess of \$30 million. This proposal would truly tax the most fortunate among us — about 30,000 people, or the top 0.1 percent. These are the same billionaires who have seen their wealth balloon by more than 25 percent while millions of California families wonder how they are going to pay their rent.

“California students, parents and educators are facing a school year like none we’ve seen before,” says CTA President E. Toby Boyd. “Before the COVID-19 pandemic shut down our schools and colleges, California already ranked 39th in per-student education funding. Now, with budget deferrals and a reduction in Prop. 98 revenues, schools are facing a \$20 billion shortfall. Our most vulnerable students and communities pay the highest price when schools don’t have a stable, reliable funding source from

year to year.”

In addition, Assembly Member Miguel Santiago (D-Los Angeles) introduced AB 1253, which would generate \$6.5 billion annually by raising income taxes on households that earn more than \$1 million per year. Both bills were introduced in the context of growing inequality. During the first months of the COVID-19 pandemic, the 154 billionaires who live in California became more than \$175 billion richer, and 11 new billionaires joined the club.

Unfortunately, both bills failed to reach the Assembly floor for a vote before the end of the legislative session, so they will have to be reintroduced next session.

California public schools are facing a pandemic-caused \$20 billion deficit next year, which will lead to draconian cuts to services and supports that will hurt our students, educators and communities, says kindergarten teacher and CTA Board member Erika Jones.

“The COVID-19 crisis is deepening the impact of racial, health and economic injustices in every corner of the state,” says Jones, a member of United Teachers Los Angeles. “We are a state of great innovation and wealth, the fifth-largest economy in the world and home of the greatest number of billionaires in the country, yet 30 percent of our students don’t have access to



internet and technology.”

Jones said the pandemic’s economic impacts have already caused school districts statewide to scramble, unable to provide the necessary personal protective equipment and implement proper safety measures to ensure the health of educators and communities.

“Safe school reopening and equity for our students requires additional funding,” Jones says. “We’re calling on lawmakers to increase revenues by suspending corporate tax credits and exemptions, capturing unrealized capital gains, and imposing a tax on individuals who hold the highest levels of wealth.”

The need for immediate action is crucial, with concurrent crises exacerbating impacts to families statewide, including 15 percent unemployment, widespread housing uncertainty, lack of adequate and safe child care, and the ongoing public health crisis. Struggling Californians will need the support of public services already stretched thin from chronic underfunding, which face billions in additional cuts without additional resources.

“I went into teaching because I care about our children having a firm foundation to succeed in life,” says Efrain Tovar, middle school teacher and member of Selma Unified Teachers Association. “What we are facing now in education is a catastrophe, preventable through bold leadership.”

While the Legislature closed for business without taking action on the bills, Boyd says, the dire need still remains for our communities.

“The time is now to put people before politics and boldly adopt increased taxes on California’s wealthiest billionaires whose portfolios increased exponentially while our communities struggle to keep the lights on and put food on their families’ tables.” ■

## Coalition Calls for Economic Justice

**COMMIT TO EQUITY** is a statewide coalition of frontline workers, teachers, seniors, environmentalists, and advocates for social and racial justice. As Californians are struggling under the pressures of the COVID-19 pandemic, recession, racism and inequality, the coalition is demanding that legislators commit to investing in communities rather than continuing to give billionaires and corporations a free pass. These combined, diverse voices are trying to prevent state leaders from making tough times even worse by cutting the programs communities depend on — education, health care and child care — to solve another budget crisis.

## Commit to Equity Founding Organizations

AFSCME California  
Alliance for Boys and Men of Color  
Buen Vecino  
Build Affordable Faster California  
California Environmental Justice Alliance  
California Federation of Teachers  
California League of Conservation Voters  
California Pan-Ethnic Health Network  
California Teachers Association  
California Immigrant Policy Center  
Children’s Defense Fund California  
End Child Poverty in California  
End the Epidemics Coalition  
Health Access California  
Patriotic Millionaires  
PICO California  
PolicyLink  
Prevention Institute  
SEIU California  
Sierra Club California  
TODCO  
UDW/AFSCME Local 3930  
Voices for Progress

# Elected Officials Focus on Justice During Crisis

## Unique legislative session for unprecedented times

By **Claudia Briggs**



During an unprecedented legislative session, Assembly members practiced social distancing (left) and wore masks, like Assembly Member Marc Berman (D-Los Altos), to safely complete necessary business.

**THIS WAS A** legislative session like no other with the COVID-19 pandemic. A fraction of the usual number of bills were taken up and mostly focused on the many crises that hit our state almost all at once — coronavirus, racial inequality protests, fires and rolling blackouts.

It was very clear that a constant was the lack of resources and funding. CTA's calls for the Legislature and the governor to adopt a revenue stream that would help with reopening schools safely and prevent looming cuts were heard loudly in the Capitol. Lawmakers and Gov. Newsom adopted a budget that prevented deep cuts for the present, but unless the HEROES Act or a different federal stimulus and recovery package is enacted, the cuts could come later this year.

During the first months of the COVID-19 pandemic, the 154 billionaires who live in California got more than \$175 billion richer, and 11 new billionaires joined the club.

CTA appreciates the courage and leadership of Assembly Member Miguel Santiago (D-Los Angeles) and others who introduced AB 1253, which would have imposed additional

income taxes on high wage earners (see page 37). And Assembly Member Rob Bonta (D-Oakland) introduced AB 2088 — a first-in-the-nation tax on net worth. This proposed wealth tax would have generated an estimated \$7.5 billion per year.

Working in partnership with labor partners and a broad coalition, CTA fought hard for this revenue stream. Unfortunately, despite all the engagement and support as well as the response from officials, both of these bills failed to pass before the end of the session and therefore died. Now the state faces a \$20 billion shortfall to start the next fiscal year.

Gov. Newsom has not ruled out calling a special session, but it's unlikely it would happen before Election Day.

On the flip side, a lot of great work went into passing legislation that will help students, educators and families in our communities as we continue to live through this pandemic. Here are bills that CTA fought for successfully. Stay updated on these bills and other important legislation at [cta.org/legislation](https://cta.org/legislation).







Bonta



Medina



Santiago

### **AB 331: Ethnic Studies**

*On governor's desk at press time.*

Authored by Assembly Member Jose Medina (D-Riverside), AB 331 will ensure that all students have the opportunity to take ethnic studies by making it a California high school graduation requirement, starting in the 2025-26 school year.

"For too long, the experiences and contributions of people of color have been left out of the classroom," Medina says. "Ethnic studies courses empower students and help build culturally competent citizens. Requiring ethnic studies will help ensure that all students learn a more holistic and representative history of the United States and foster a deeper understanding of our commonalities and differences."

The governor's signature would make this the first time in decades that a new course is added as a California high school graduation requirement.

### **AB 3088: Renter Protection**

*Signed by Gov. Newsom Aug. 31.*

Authored by Assembly Member David Chiu (D-San Francisco), AB 3088 prohibits evictions for unpaid rent as a result of the COVID-19 pandemic, with protections in place through Jan. 31, 2021.

### **SB 1159: Protecting Employees**

*Signed by Gov. Newsom Sept. 17.*

Sen. Jerry Hill (D-San Mateo) authored SB 1159, which codifies Gov. Newsom's executive order issued in March to protect "essential employees" who contract COVID by presuming they were infected on the job and are therefore eligible for workers' compensation. Other employees who weren't originally included in the order were also added as part of this bill.

### **SB 820: Education Funding**

*Signed by Gov. Newsom Sept. 18.*

The education trailer bill, SB 820, includes a variety of elements clarifying language in the budget trailer bill enacted in July, including enrollment growth in average daily attendance funding and hold harmless apportionments to ensure school employees are paid.

### **AB 2101: CalSTRS Credit**

*On governor's desk at press time.*

To clarify concerns, AB 2101 ensures that paid administrative leave is included as CalSTRS creditable service.



# Becky Pringle Elected to Lead America's Educators



Moss, Candelaria win races to serve as NEA officers

**THREE FIGHTERS WERE** elected to lead the 3 million members of the National Education Association, the largest labor union in the United States.

Becky Pringle, a science teacher from Pennsylvania, was elected NEA president after serving six years as vice president. On Sept. 1, she assumed her new duties and became the highest-ranking African American female labor leader.

Pringle is joined on the new leadership team by NEA Vice President Princess Moss of Virginia and Secretary-Treasurer Noel Candelaria of Texas. Normally, the elections would have been held in person at the 2020 NEA Representative Assembly. But with the pandemic forcing the RA to be held virtually for the first time, the election was also held remotely with nearly 6,000 elected NEA delegates casting ballots by mail.

Delegates also elected Mark Jewell of North Carolina and reelected Hanna Vaandering of Oregon to the NEA Executive Committee.

Pringle's election is the culmination of a long and distinguished career as a classroom teacher and a tireless advocate for public education and racial, social and economic justice. As a science teacher in Philadelphia, Pringle served as a local president and steadily rose through the ranks of NEA leadership, serving on the NEA Board of Directors, the Pennsylvania State Education Association board, and NEA's Executive Committee.

In her acceptance address in August, Pringle



Princess Moss



Noel Candelaria

delivered a charismatic call to action for educators to confront head-on the plague of inequity.

"We cannot — we will not — put off for one more second creating schools that serve the needs of all our students regardless of their race, ethnicity, sexual orientation, gender identity or expression, immigration status, or language," Pringle said. "Now is the time to address the systemic inequities that beset our most vulnerable students."

Pringle joined striking educators in Los Angeles and Oakland and sent a message of support when New Haven Teachers Association went on strike last year. The CTA delegation to the RA voted to endorse all three eventual winners: Pringle, Moss and Candelaria.

Pringle takes the helm of NEA as the nation faces crisis in a pandemic that has leveled the economy and disrupted the education of 78 million students

across the country. COVID-19 has exposed and exacerbated systemic inequities in education and our communities. In the midst of all this, the nation's educators are being asked to put their lives and the health of their families at risk with pressure at all levels to return to in-person instruction when it is unsafe.

"I've spent months Zooming with thousands of you, so I know you're nervous about keeping everyone safe, and anxious about how to center your advocacy in equity," Pringle said. "But know this. NEA will support your demands that you get what you need to safely do the jobs you love." ■

# Bargaining Roundup

Compiled by **Julian Peeples**

## SAUSALITO:

### *Educators set the bar*

**Sausalito District Teachers Association** organized to negotiate a memorandum of understanding (MOU) outlining health and safety standards, and detailed conditions under which SDTA members would return to classrooms.

In-person school was supposed to start in the TK-8 Sausalito Marin City School District on Sept. 8, but one staffer tested positive and the opening date was delayed. The small but mighty SDTA faced a difficult situation with district managers trying to play hardball. They persisted and focused on safety, winning what many consider the best MOU in Marin County. SDTA continues to work closely with the district superintendent to guarantee safe teaching and learning conditions.

Face masks are required for all students and staff for in-person instruction, and no one is required to work from campus, though educators can volunteer to do so. Some say they will because of the safety standards negotiated by SDTA.

The highlights: While Marin County recommended 4 to 6 feet for social distancing, the MOU requires 6 feet in all student workspaces and all student-educator workspaces. While most Marin County schools have cohort sizes of 12 to 20, SDTA negotiated a 13-student cohort, plus a limit of three cohort in-person interactions per day for teachers. Additionally, district managers agreed they will not split up or combine cohorts if no substitutes can be found. Educators can volunteer to cover classrooms but are not required to do so.

District managers agreed to provide portable air filters and purification systems for classrooms with inadequate ventilation, specifically for those with windows that don't open.

The agreement includes no-cost child care options for all staff and parents working as essential workers. It also guarantees SDTA members will not lose pay if they are out on leave, either to care for a child or because they are sick. And if educators are unable to return to in-person instruction or can't be accommodated, SDTA members can use accumulated sick leave and will, if necessary, be offered differential pay by being put on paid administrative leave for the rest of year.

Chula Vista Educators hosted a 200-car "Motor March" to spotlight needs.



## CHULA VISTA:

### *Protecting health and safety*

**Chula Vista Educators** members stood together to demand safe procedures for reopening schools and the necessary funding to make it happen. During lengthy negotiations with the Chula Vista Elementary School District, CVE members took action, rallying and hosting a 200-car "Motor March for Schools" to spotlight the need for a comprehensive safety plan that protects students, staff and families.

"Students are our most valuable resource," fourth grade teacher Courtney Green said in August. "Any reopening plan should not further endanger our already hard-hit communities."

CVE adopted a comprehensive platform detailing conditions that must be in place to safely return to school, including a call for additional funding for public education.

"Unfortunately, the crisis created by the COVID-19 pandemic is causing our students to face inequities in their academic and social-emotional supports at the time when they deserve more, not less," CVE President Susan Skala explains. "Our students and families must have more access to nurses, counselors, academic interventions and enrichment in order to not only survive this pandemic but thrive. Our schools are in the position to provide these supports only if there is an increase in federal and state funding, including supporting Prop. 15, the Schools and Communities First initiative. Our state and federal government must do better for our kids and their families!"

CVE reached an agreement with the district in August.



**TEMECULA:**

**Pact on safe return conditions**

**Temecula Valley Educators Association** bargainers, like others across the state, have worked tirelessly since the pandemic began. They returned to the table more than six times to reach agreement with the district on the conditions by which members will return to their classrooms.

The one-year agreement sets parameters for stay-at-home or hybrid course curriculum delivery on a block schedule format where educators can teach from their classrooms without students present. Provisions for face-to-face instruction will be considered after Riverside County has been removed from the Governor's Watch List for no less than 14 days. An additional seven-day notification to return was also negotiated, giving students, parents and educators time to prepare for transition back to the traditional school setting.

TVEA President Jeff Kingsberg thanks his team for their additional work during the pandemic.

"Of all our hardworking member activists, no one has sacrificed more time to protect member interests than our bargaining team," says Kingsberg.

**SACRAMENTO:**

**At impasse**

**Sacramento City Teachers Association** is again involved in difficult negotiations with Sacramento City Unified School District. In September, the state Public Employment Relations Board (PERB) determined that negotiations were deadlocked and the two sides had reached impasse.

At the heart of the dispute: providing the best instruction to address student needs and foster a love of learning. In a brick-and-mortar setting, teachers have the ability to use their professional expertise and judgment to provide an education based on the individual needs of their students. Rather than extend respect for the professional judgment of teachers to the distance learning setting, district administrators who have no direct experience teaching in a distance learning environment are trying to impose a rigid, overly scripted learning model that devalues teachers' professional judgment. For SCTA, it's a choice of quality rather than quantity.

State mediators were assigned to help the sides reach an agreement. SCTA went on a one-day strike in 2019.



**HESPERIA:**

**Teachers rally and win**

**Hesperia Teachers Association** utilized social distancing organizing tactics and won this summer, reaching agreement during fact-finding after lengthy negotiations. HTA held a car parade prior to the beginning of fact-finding, earning a spot on the front page of the *Victor Valley Daily Press*.

When the marathon session ran until 4 a.m., HTA emerged with an agreement in hand, winning a 1.5 percent pay increase retroactive to July 2019, a \$200 increase to the district's health care contribution, language and compensation improvements around period subbing and class splitting, and protection of members from harmful language related to leaves and transfers.

# Learning, Reflecting and Taking Action to Integrate Anti-racism Into Our Teaching



“The opposite of racist isn’t ‘not racist.’ It is ‘antiracist.’” —Ibram X. Kendi, author of *How to Be an Antiracist*

By Sherry Posnick-Goodwin

**FOLLOWING THE DEATHS** of George Floyd, Ahmaud Arbery, Breonna Taylor and so many others, racial and social justice protests are rocking the nation — the longest stretch of such protests since the 1960s. The cry for change is of a magnitude that has never happened before — amplified by social media and intense media coverage, deeply felt as people are already reeling from the global pandemic and climate change crises. Calls by leaders and average citizens alike demanding an end to white supremacy and the creation of a just and equitable society continue to ring throughout the country.

CTA is among those demanding change and believes that any real change starts with education, through the power of our educators and schools. Students must learn and understand truth from our history and current events; their education must be inclusive as well as accurate.

But what does this mean?

For educators, it means that we need to embrace multiple, factual perspectives in our curriculum and actively work to integrate anti-racism into our teaching. It is a disservice to students when we take no action; we are not fully educating them, and are instead perpetuating the status quo. Even

those of us who consider ourselves “not racist” are part of the problem.

“One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist,” writes Ibram X. Kendi, author of *How to Be an Antiracist*. “There is no in-between safe space of ‘not racist.’ The claim of ‘not racist’ neutrality is a mask for racism.”

Being an anti-racist educator doesn’t happen overnight, of course. It is a process of continuous learning, reflection and acting. CTA is developing ways to help members hone skills and access tools to become inclusive educators — as well as active, thoughtful citizens.

As part of the CTA Racial Equity Project, CTA has spent two years training leaders and staff on racial equity. CTA teacher leaders have been conducting bold and innovative workshops on the topic; recordings are available for viewing by all members. (See sidebar, page 47.)

“For me, saying you are an anti-racist is a verb,” says Taunya Jaco, a teacher leader and member of the San Jose Teachers Association. “It’s how you live your life and your commitment to think critically about the system and fight the status quo. It’s being able to take action and push back on racism.”



## “Being an anti-racist is about *seeing* race, acknowledging the system, and also acknowledging that we have much work to do in dismantling it.”

—ERIKA JONES, *United Teachers Los Angeles*

Here are some ways to get started on the path to being an inclusive, anti-racist educator.

### Become self-aware

Becoming an anti-racist teacher means looking at how racism — even when it’s unintentional — hurts students. It means changing the way you look at students, how you teach them and what you teach. It can be a painful and uncomfortable process.

“We have to check ourselves constantly and remind ourselves,” says CTA President E. Toby Boyd in one of the CTA workshops. “We are going to slip once in a while and pick ourselves up and learn from this experience. We then have to educate students to take on this challenge and make sure they stay *woke*. We teachers are just beginning this journey. Our students will continue it.”

Being an anti-racist educator means becoming aware of your own privilege. You can be “against racism” but still benefit personally from a system that offers privileges to whites as a group, resulting in your participation in white supremacy culture, observes Robin DiAngelo, author of *White Fragility: Why It’s So Hard for White People to Talk About Racism*.

While white supremacy is commonly associated with neo-Nazis, DiAngelo notes, “white supremacy in this context does not refer to individual white people and their intentions or actions, but to an overarching political, economic and social system of domination” that determines power, privilege and access to resources. This system is woven into the fabric of America.

People who are white or perceived as white have more privilege and fewer barriers to resources than Black people and other people of color, writes Dena Simmons, author of the article “How to Be an Antiracist Educator” published online in *ASCD Education Update*.

“Constant self-reflection enhances our ability to disrupt white privilege when we see or enact it,” adds Simmons. She encourages educators to ask themselves the following questions:

- How does your power and privilege show up in your work with students, take up space, or silence others?

- What narratives are you telling yourself about students, and how does that affect grading, behavior management and other interactions?
- Do you and the academic materials you use uphold whiteness or lift up the voices and experiences of people of color?

### Make your curriculum and class inclusive

For far too many schools, Black history is something relegated to the month of February, focusing on Martin Luther King’s “I Have a Dream” speech and Rosa Parks. But superficial curriculum about slavery and civil rights robs all students of a chance to understand the past and where we are today as a nation.

“I didn’t learn the *real* story of Rosa Parks until college,” says Erika Jones, a member of United Teachers Los Angeles and a CTA Board member, in a CTA roundtable discussion on “Being an Anti-racist Educator.” “I just thought she was older, that she was tired, and that she needed to sit down. But she was not an older woman who wanted to sit down. She was part of an organized civil rights action. I asked kids in my class, the majority whom are Black, what they thought about that. One said, ‘If they told us the truth, then we would know our power.’ Just think about that.”

Jaco encourages educators to look at everything they do and teach through a racial and social justice lens, letting students know that their culture is valued and that they can contribute positively to the conversation. She advises teachers to look beyond textbooks for relevant material.

“Put students at the center. Make space for them. What can they teach us about their culture, language and music?”

Focus on scientists, mathematicians and other accomplished historical figures who are culturally relevant, says Cecily Myart-Cruz, president of United Teachers Los Angeles. She notes that most people never heard of brilliant African American female mathematicians and scientists until the release of the film *Hidden Figures*, or studied George Washington Carver, the most prominent



Erika Jones



Taunya Jaco



### “Put students at the center. Make space for them. What can they teach us about their culture, language and music?”

—TAUNYA JACO, *San Jose Teachers Association*

Black scientist of the early 20th century.

“For far too long, we have taught U.S. history devoid of a true depiction of Black excellence, and have focused on erasing the truth of racial oppression and uplifting whiteness,” writes Simmons. “Knowing our country’s whole history helps us make sense of how our current education perpetuates inequity.”

#### Make students feel seen and valued

When Myart-Cruz was teaching, she never read the cumulative folders about her students with comments from previous teachers, because she wanted to meet them without judgment.

“I didn’t want to know if someone else had issue with those kids. I did not want labels on those kids,” she explains in the CTA roundtable, noting that students of color are often unfairly labeled as having learning disabilities or behavior problems.

Students of color are often marginalized. Their strengths are overlooked. They are kept out of advanced courses, given poor grades, sent to the principal’s office, and expelled more frequently.

Pirette McKamey, author of the article “What Anti-racist Teachers Do Differently” in *The Atlantic*, describes a phenomenon where students of color thrive in classrooms where they know they are seen and valued. In such classrooms they are engaged, participate in discussions, and ask deep questions. In classes where they do not feel valued or seen, they may put their head down, not participate in discussions, and get poor grades.

“Anti-racist teachers take Black students seriously,” writes McKamey. “They create a curriculum with Black students in mind, and they carefully read students’ work to understand what they are expressing. ... They analyze the assignments handed in, identifying ways in which teaching reached — and didn’t reach — all of their students.”

McKamey, principal of Mission High School in San

Francisco, asserts that anti-racist teachers view the success of Black students as central to the success of their own teaching. They “problematize” their own practice instead of assuming students weren’t motivated or ready for challenging material. And they praise students whenever given the opportunity.

“In essence, we do what works for Black students, which also works for all students.”

#### Talk with students about race

“With little ones, you can’t be afraid to talk about skin color,” says Jones. “We have multicolor, multicultural crayons, and we talk about our images and our identities from coloring and writing. I want all students to leave my class with self-esteem,

know they are worthy and that they are loved and beautiful. I take that very seriously and embed that throughout my curriculum. When I taught upper grades, I didn’t just offer students a list of multicultural books. I asked them to understand how the characters are helping dismantle racism or how they are perpetuating racial narratives.”

It is not easy to talk about race. However, avoiding talking about race sends a message that you are uncomfortable with the topic, which is so important to students.

Use historical stories and literature as a starting point, suggests Teaching Tolerance, a project of the Southern Poverty Law Center offering free resources to K-12 educators to supplement curriculum and create civil and inclusive school communities where children are respected, valued and welcome.

“Remember that conversations about race are not only about color, but also about whiteness. Too often, teachers discuss race without making white privilege visible and subject to investigation.” Teaching Tolerance offers the following suggestions for talking with students about race:

- Acknowledge the importance of race in students’ lives.
- Bone up on the history of race as a social construct and means of control.



Cecily Myart-Cruz

**“We are going to slip once in a while and pick ourselves up and learn from this experience. We teachers are just beginning this journey. Our students will continue it.”**

—CTA President E. TOBY BOYD

- Create a safe environment with clear communication guidelines.
- Recognize that disparities exist but need not persist.
- Create opportunities for students to speak from their own experience.

## Don't tolerate racism

If you see racism, do something. If you see racism occur at your school, don't be silent. Don't be complicit in racism with other educators who discuss “those children” and have low expectations for children of color. Speak up — and speak out — against racism. When a slur comes out of somebody's mouth, don't ignore it. When a racist joke is told, speak up. Encourage others to speak up against bias and hate at all levels and in all areas, throughout your school and the larger community.

## Listen and learn

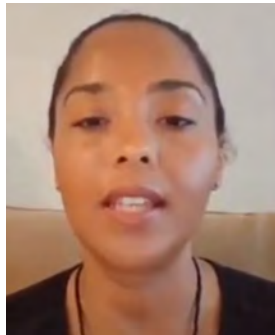
Becoming an anti-racist educator may involve introspection and difficult conversations. If you are white, you may realize that some of your behavior is offensive to people of color. But instead of becoming angry and defensive when that is pointed out to you, listen to the message and be humble, says DiAngelo.

The author, who is white, notes in *White Fragility* that during workshops she has given, white people have walked out or claimed to be “under attack,” using “white fragility” to deflect attention away from the subject at hand. Instead of being open-minded and listening to the message that their behavior may be complicit in racism or inflicting pain upon their colleagues or students, they react defensively and insist they are “colorblind” and “treat all people the same.” And by insisting on that, they are resisting change.

Being an anti-racist is not about being colorblind. It is seeing people of color for who they are, respecting what they have to say, listening, learning, and changing your behavior when necessary.

“Saying ‘I'm not a racist’ or ‘I was raised not to see color’ doesn't make you an anti-racist,” explains Jones. “Being an anti-racist is about *seeing* race, acknowledging the system, and also acknowledging that we have much work to do in dismantling it.”

“It isn't easy. You may be uncomfortable having these conversations, but push through,” says Sarah Robinson, moderator of the CTA



Sarah Robinson



Andrea Pippins / Teaching Tolerance

## Resources

### CTA's Work Toward Anti-racism:

- CTA's Human Rights Department, Service Center Equity Teams and Racial Equity Affairs Committee have launched a webinar series, “Tuesday Takeovers for Racial and Social Justice.” Topics include “Being an Anti-racist Educator,” “Being an Anti-racist Educator in a Conservative Area” and “Talking About Color.” All are welcome; go to [cta.org/reac](https://cta.org/reac) to view recorded webinars and find out more.
- Attend CTA conferences and workshops on anti-racism.

Also, check out Teaching Tolerance ([tolerance.org](https://tolerance.org)) and Black Lives Matter at School ([blacklivesmatteratschool.com](https://blacklivesmatteratschool.com)). Other relevant sites along with recommended reading, toolkits and more are listed at [cta.org/blacklivesmatter](https://cta.org/blacklivesmatter).

roundtable, a high school Spanish teacher and Redondo Beach Teachers Association member. “If you have more questions than you started with, that's good. Be inquisitive. Get resources. Read books. Talk to your friends, colleagues and people in the community. Educate yourself. Becoming an anti-racist teacher is a lifelong learning journey.” ■





# Honestly, Kids, Ask for Help

How to avoid online cheating and encourage learning instead

By Sherry Posnick-Goodwin

**J**OLINE MARTINEZ SUSPECTED many of her students were cheating after her school closed last spring and she transitioned to distance learning. They showed their work on equations and came up with the correct answers, but something was definitely off, says the Yosemite High School math teacher.

“My students were solving problems with ridiculous fractions,” says Martinez, a member of Yosemite Unified Teachers Association. “They were using steps they had never been taught. It was a huge issue. I suspected they were cheating. I was losing sleep over this.”

Martinez was so frustrated, she posted about it on CTA’s “Teaching, Learning and Life During COVID-19” Facebook page, and found she was not alone. Numerous CTA members responded to her post, saying they also suspected students were cheating while working from home.

One of them, Maggie Strode, was troubled that students who were struggling when attending school on campus were

suddenly turning in perfect papers during distance learning.

“Students were combining several steps into one while solving equations, and always moved the variable to the left side of the equation,” says Strode, a math teacher at South Hills High School and member of the Covina Unified Education Association. “It’s something I do not have my students do, because when they are doing the equations on their own, it leads to errors.” During online office hours she asked them to solve similar problems, and they didn’t have a clue.

Both teachers figured out their students were using Photomath, an app that utilizes a cellphone’s camera to recognize mathematical equations and display a step-by-step solution onscreen — which may differ from how students were taught.

“It’s frustrating,” says Strode. “I was creating videos showing students how to do the work, but they weren’t watching them. Instead, they used this app. It’s much easier to keep an eye on students when you have them in your classroom. When they work from home, it is much more challenging.”





Karin Prasad

**“I gave them the opportunity to resubmit. Students were going through a lot, and I wanted to demonstrate compassion.”**

—KARIN PRASAD, *Liberty Education Association*

## Students are more tempted with distance learning

When schools closed abruptly last March due to COVID-19, older students knew that their grades couldn't be lowered, only raised. Nonetheless, many cheated while working from home, even those with passing grades, say teachers.

Educators admit they were so overwhelmed with transitioning to distance learning that it was difficult to police students who were intent on beating the system. Students can Google answers instantly on their phones during exams and watch videos about how to cheat on YouTube. (Some colleges are having students install a second camera on their devices and clearing their workspace, so that instructors can see students' hands during exam time.)

Distance learning has created more temptations for students, observes Karin Prasad, an English teacher at Heritage High School in Brentwood. She uses [turnitin.com](https://www.turnitin.com), an online program that compares her students' work with other student essays in the system and also published work. After schools closed due to the pandemic, two essays were red-flagged in what's called a "similarity report."

Normally she would have given both students a zero on the assignment. But Prasad gave them some leeway because of the state of the world.

"Being in a pandemic is weird and scary," says the Liberty Education Association member. "So instead of giving them a zero, which I would have done in a normal school year, I gave them the opportunity to resubmit. Students were going through a lot, and I wanted to demonstrate compassion."

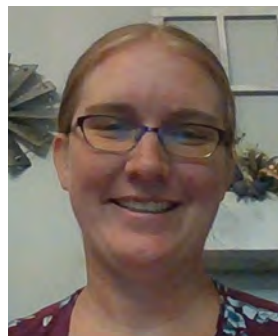
Martinez also didn't make a big fuss the way she would have under normal circumstances. "I didn't really push the issue. I

didn't want to have to contact all of the parents; I have 200 students in my classes. It was definitely an uphill battle."

This year will be different, vows Martinez, whose district will begin the year online. Students will be held accountable for work done from home, and the no-cheating rule will be strictly enforced.



Joline Martinez




Katie Hollman

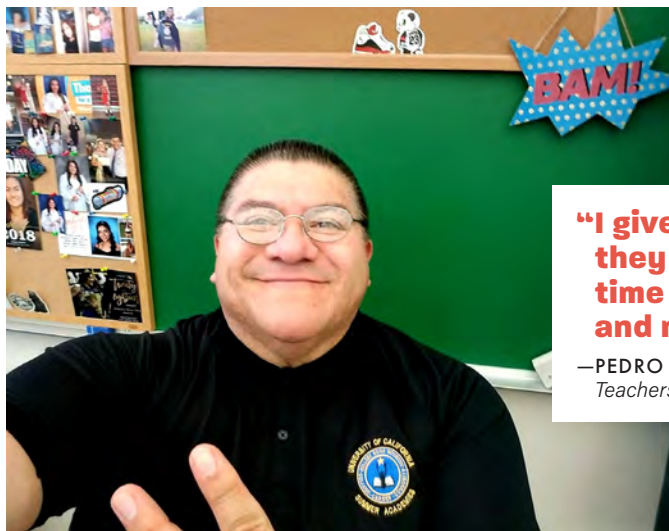
## How teachers can put the kibosh on cheating

"If you can Google the answer to a question, it's not worth asking," says Katie Hollman, a seventh grade math teacher at Walter Stiern Middle School in Bakersfield. "Students immediately jump on Google to hunt for answers in class by opening a second tab on their computer, so you can just imagine what happens at home on cellphones."

Hollman, a member of the Bakersfield Elementary Teachers Association, asks students to explain their work on Flipgrid videos they create. She also has students create their own real-world math word problems, and then solve them. It might involve visiting a restaurant and explaining the bill, deciding how much they want to tip, adding the tax, and figuring out percentages, for example. Or going to various grocery stores and comparing the unit rates of various items for sale to discern which is a better bargain. Because students are mostly at home, the research for menu and grocery store items happens online, of course.

Imperial High School teacher Pedro Quintanilla can tell if students are cheating on exams while solving math problems with paper and pencil, by looking at handwriting when assignments are submitted online. If the work seems too perfect, without pressure points in some spots and nothing crossed out or erased,

by looking at handwriting when assignments are submitted online. If the work seems too perfect, without pressure points in some spots and nothing crossed out or erased, 



**“I give timed quizzes, where they only have a short time for each question — and no time to look it up.”**

—PEDRO QUINTANILLA, *Imperial Valley Teachers Association*

he becomes suspicious.

“If you don’t see any struggle, that is a big sign,” says Quintanilla, an Imperial Valley Teachers Association member.

“One of the ways I assess knowledge of major concepts is by giving a timed quiz, and have them submit their answers to each question, one at a time, almost immediately. Also, I include a Quizzizz activity [a fast-paced, interactive game] where they need to perform the skills learned in a lesson. In addition, no pun intended, I have them submit their notes for a lesson. And I give timed quizzes, where they only have a short time for each question — and no time to look it up.”

Suzie Priebe, a history teacher at Amelia Earhart Middle School, asks students to write about things they are knowledgeable about on the first day of class so she can hear their “voice” and get a “flavor” of how they write. She compares their tone to essay questions later, to determine authenticity.

She also asks them interpretive questions on history, such as “What do you think is the most important thing about the Bill of Rights and why?”

“In history, it’s not as important to memorize, because you look up things on Google, such as when the Declaration of Independence was signed. But knowing why it was signed and being able to explain that is just better.”

Other ideas to prevent cheating online:

- **Mix it up**, with tests having a variety of multiple-choice,



Maggie Strode



Suzie Priebe

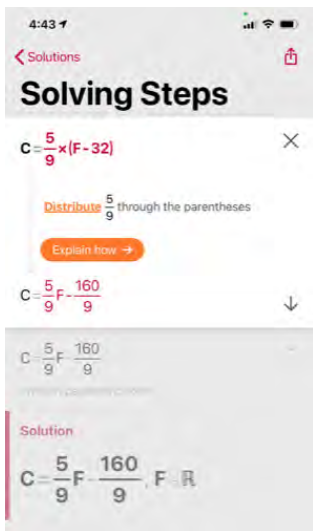
true/false and open-ended questions. It’s more difficult for students to share answers when they must explain concepts.

- **Have every student start the exam at the same time** and set a time limit. The key is having enough time for students who know the information to respond, but not enough time for students who don’t know the material to search online for answers.
- **Only show one question at a time**, so students can’t be searching ahead on Google.
- **Change test question sequence**, so that all students do not have the same question at one time, to avoid screen sharing.
- **Give students different versions** of the same test to thwart screen sharing.
- **Give students their scores all at the same time**, so that students who finish early don’t confirm answers for those still working.
- **Increase points for class participation.**
- **Talk about integrity**, and have students sign an “academic integrity” agreement.

## Encourage students to be honest

Talking to students about integrity, trust and doing the right thing also prevents cheating.

“I let my students know that once you are labeled a cheat, it’s very hard to regain trust,” says Strode. “I tell students I’d rather they not turn in an assignment than turn in work they didn’t do. They don’t realize that they sometimes put more time and effort into cheating than it would take to just do the assignment.”



In the virtual classroom, old school cheating has given way to digital cheating with apps like Photomath.

**“I want my students to be successful. If they rely on shortcuts and cheat, they won’t survive in the real world.”**

—MAGGIE STRODE,  
Covina Unified Education Association

I love my students. I want them to be successful — not only in my classroom, but in life. If they rely on shortcuts and cheat, they won’t survive in the real world. No one will make allowances for them there.”

Hollman discusses cheating in her weekly “Life Lessons with Hollman” sessions, urging students to resist the temptation and instead ask for help.

“I want to help them understand the material so we can fix the problem. I make time for tutoring during online office hours. And I explain that if they cheat in college, they won’t just get a zero on an assignment — they will get kicked out of school.”

She also explains that it’s in their own best interest: If enough students cheat, the teacher assumes the class has mastered the material, and makes the curriculum even more challenging.

Quintanilla talks to his students about the importance of digital citizenship and the value of the honor system in his classes.

“With distance learning, you have to establish a good relationship with students, and then, when you emphasize honesty, you have more buy-in from them.” ■

DISTANCE LEARNING:

# Parents Doing Children’s Work?

**EVEN IN NORMAL TIMES,** second grade teacher Nailah Legohn has seen the lines blur between parental support and parents doing the homework, so their children don’t fall behind. But with distance learning, parents and sometimes older siblings are doing schoolwork of children more frequently.

“Sometimes it’s hard to know who is really doing the work,” says Legohn, a teacher at Ridgemoor Elementary School in Sun City. “The little ones need a lot of parent support. And they may be saying, ‘I don’t get it.’ If they whine and cry enough, the parent may give in and provide the answer because they want the child to get credit — or they want their child to go outside and play. Parents are under so much pressure. Many of them are also working at home while trying to help their children.”

Parents think they are helping, but they are not, says Legohn, a member of the Menifee Teachers Association. “I tell them, ‘Please don’t do the work for them.’ I explain that they are not setting up their child for success. If kids know that someone else is going to provide the answer, they will expect that to happen when they go back into the regular classroom. And that’s not how it’s going to be. When schools reopen, students are going to have to do the work themselves. If they aren’t used to it, it will be much more of a struggle.”

Legohn asks her students to circle problems that are difficult for them, and then she helps students understand the material by offering extra help during virtual office hours. They can also message her on Google Classroom to ask questions.

“I want my students to love learning and understand how to learn,” says Legohn. “I am pushing for them to have a growth mindset and the ability to ask questions. I would rather see the child attempt something, fail, and ask for help, rather than not try. Parents are role models, and the best way they can help is teaching their children to take responsibility for their own learning.”



Nailah Legohn

**“I would rather see the child attempt something, fail, and ask for help, rather than not try.”**





Courtesy Justine Bruyère

# QR Codes for Younger Students

Set up easy access to digital content with handy quick response codes

By **Justine Bruyère**

**TEACHING CAN BE** like driving on a highway: We want to make sure that everyone gets where they need to go safely without wasting valuable time. Just like on a highway, learners should have user-friendly entrance and exit ramps, highway signs of what's to come, and lots of choice.

Getting all your students to the desired links, videos and pages can sometimes be tricky, but using QR codes is one possible route. They are a big help in the classroom and can work in remote learning as well when schools or teachers are sending any paper-work home.

QR (quick response) codes offer one way of linking to videos, blogs, polls, articles, discussion boards and websites. As a classroom teacher, I often included QRs in my PowerPoint and Google Slides presentations, on premade cards placed in small groups, and on keyrings to help students with specific learning goals (such as adding details to writing).

When my students saw QR codes, they knew to scan the code. There was no need for copying and pasting, no worries about students ending up on the wrong website, and no wasted time searching for the correct site.

## How to make a QR code

- STEP 1:** Decide where (site, link or video) you would like to direct your students. Copy the link address.
- STEP 2:** Download and then open a QR code generator (I like to use QR Code Generator) and paste the link from step 1 into the box that says "Enter your website."
- STEP 3:** Download the QR code and post it for your students.

## How to scan a QR code

- STEP 1:** On an iPad or iPhone, select and open the camera app. For Android phones, you'll have to download a QR scanner app.
- STEP 2:** Hover your phone over the QR code so that the image of the QR appears in the viewfinder.
- STEP 3:** Click the link that appears at the top of your device.



*“QR codes help children avoid technological mishaps and provide an easy way to incorporate student choice in the classroom.”*

### A few reasons to use QR codes

#### OPPORTUNITIES FOR CHOICE

I've often asked my students to select and watch two (or more) of the five QR code videos I provide on a given slide or handout. Students frequently comment that they watched more than what was required.

The use of this linking function creates fluid transitions from one activity to the next. Teachers can go from a whole group lesson to independent work to a Flipgrid discussion with QR code video links.

When my students conducted in-class social studies research, I frequently set up “bus stops” in the classroom and asked students to travel to two or three in a class period. At each stop, students were given five or six videos or links to explore. The use of the QR codes helped me expose my students to a variety of voices, information, and resources — while allowing for student choice.

#### OPPORTUNITIES TO SHARE STUDENT WORK

When I was a second grade teacher, my students used QR codes to display their created stories and the work that they were proud of. We displayed the QR codes on the walls of our classroom, and during morning time or quiet time, students would scan a code and enjoy reading or watching the work of their peers.

Additionally, when students finished reading a book from our library, they had the option to hand-write their review or create a video and link to their review using a QR code. After the video was created, we simply printed the QR code and slipped it in the front of the book.

#### GAMIFY LEARNING

Using QR codes as a clue or answer is also a fun way to loop kids into learning. During lessons, students can uncover QR code clues in *Amazing Race*-style challenges. This works especially well for memorization-heavy subjects and test prep.

For tests and review, students can also create flash QR cards with questions for tests or reviews. Each flash QR card could include a typed question and an answer accessible by QR code. I've found that students really enjoy this — some of my students were creating QR math estimation games during indoor recess and free time. ■

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*Justine Bruyère is a lecturer at Peabody College, Vanderbilt University. This story originally appeared on [Edutopia.org](http://Edutopia.org).*

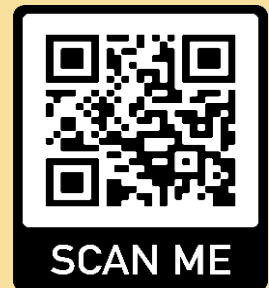


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## Let CVT Show You and Your Chapter Members the Right Path

### More Choices and Value-Added Benefits

Healthcare can be confusing with all the plans, options and variables. CTA members have different family healthcare situations and need to have choices, as well as plans, that meet their needs.

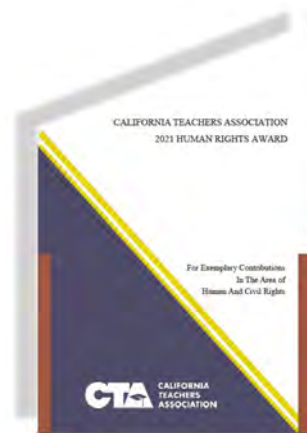
That's what California's Valued Trust is all about. More choices, more options and people to help your Association and its members through the complex journey of healthcare benefits.



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# CTA's 2021 Human Rights Awards

*Nominate change-makers in the classroom and community*

**THE PAST YEAR** has tested educators like never before — not only in remote classrooms, but also in larger communities. The relentless pandemic has increased economic and health inequities among students and families. Civil unrest stemming from systemic racism and injustice has rocked our streets.

Through all the tumult, educators have stepped up. From working hard to ensure students' academic and emotional needs are met to helping feed and clothe families to advocating every day for safe schools and equality, educators are frontline heroes.

CTA recognizes outstanding work by its members every year with its **Human Rights Awards**, which promote development of programs for the advancement and protection of human and civil rights and social justice within CTA.

Nominations are now open for the 2021 awards. They are presented to CTA chapters and Service Center Councils, and individual members in these categories:

- American Indian/Alaska Native Human Rights Award in Honor of Jim Clark
- César Chávez "Sí Se Puede" Human Rights Award
- CTA Member Human Rights Award
- CTA Peace and Justice Human Rights Award
- African American Human Rights Award in Honor of Lois Tinson
- Human Rights Award for LGBTQ+ Advocacy in Honor of Nancy Bailey
- Pacific Asian American Human Rights Award
- Students with Exceptional Needs Human Rights Award
- Human Rights Award for Women's Advocacy

If you know a colleague who deserves recognition, nominate them! Find more information and criteria for the group and individual awards at [cta.org/humanrightswards](http://cta.org/humanrightswards).

The nomination deadline is Jan. 11, 2021. Awards will be presented at CTA's Equity and Human Rights Conference on Feb. 27, 2021.

# New Cal in Town!

## CTA debuts a comprehensive, customizable online calendar

**WANT TO FIND OUT** what’s happening with your union? *Of course* you do. The new CTA Calendar at [cta.org/events](https://cta.org/events) is a one-stop shop to find details about everything organized and offered by CTA.

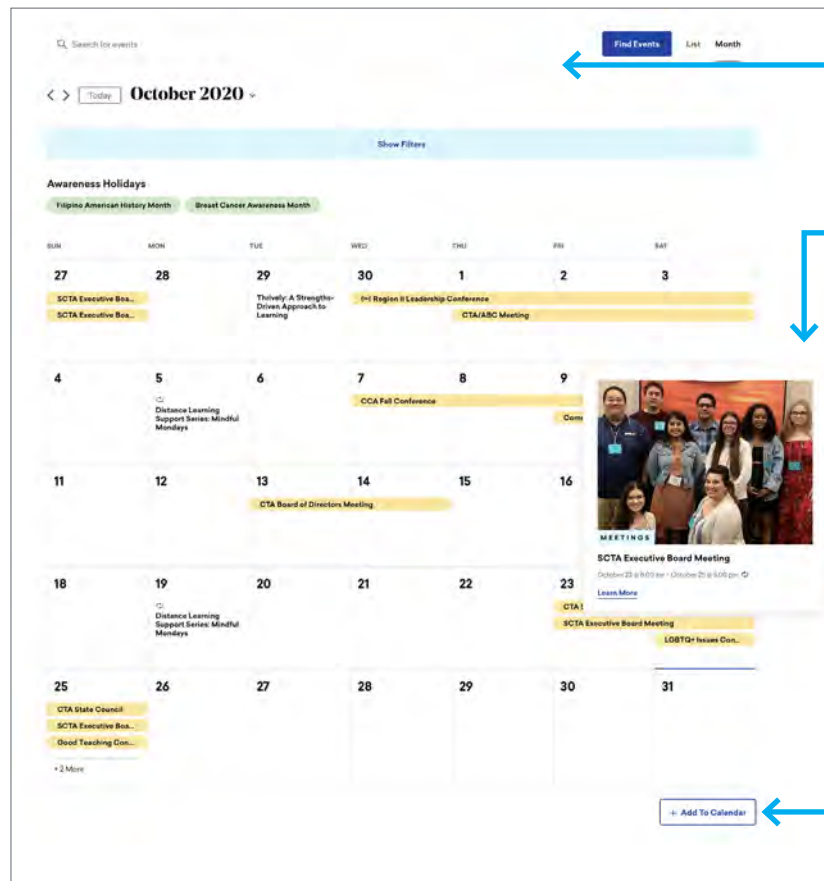
You can find information on trainings, webinars, conferences, awareness holidays, scholarship and grant application deadlines, and more. The calendar was built to allow members and allies to not only view our events in at-a-glance and detailed formats, but also download *and* subscribe to selected events and to the full calendar.

You have the option to add selected events or the full calendar to your own personal calendars on any device.

Subscribing to the CTA Calendar will automatically update your personal calendar in real time if there are changes to events. For example, if a workshop is postponed or moved to a different time, you’ll be able to see that immediately.

You can also choose to export the full calendar or specific events and edit them on your personal calendar. So you can easily add notes about a specific conference session you’re interested in, or whatever you want.

Check it out and let us know what you think at [wearecta@cta.org](mailto:wearecta@cta.org).



Find exactly what you’re looking for in the search bar.

Hover over an event to see more about it.

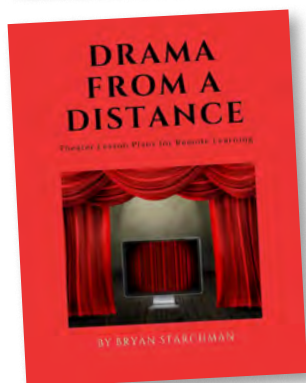
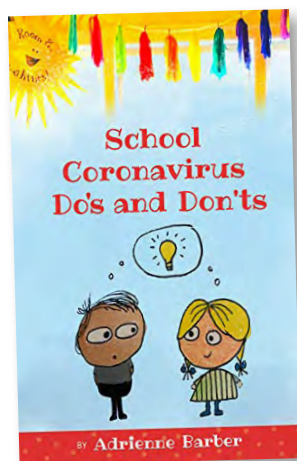


Click on an event to be taken to a page with more details.

Hover over “Add to Calendar” on desktop (or click on it on mobile), for options to subscribe, copy link or export.

# Lit From Within

Often educators' creativity spills over into a book, blog, app or other work. We're happy to showcase members' talents.



## Love Comes in Every Shade

As our country grapples with its difficult past, two educators offer a timely book to combat stereotypes and celebrate the skin tones of Black and brown people with *Brown: The Many Shades of Love*. Penned by elementary school teacher Nancy Johnson James, a San Leandro Teachers Association member, and illustrated by art teacher Constance Moore,



an Alameda Education Association member, the picture book takes a look at the narrative around skin tone in a loving and lovely ode to the color brown. A boy describes the colors of his family's skin — the clear, dark chocolate brown of his mama, the autumn leaf brown of his father — and celebrates his own gingerbread hue. As many children engage in tough discussions pertaining to racial differences in the early grades, the inviting language in this work is sure to pique the interest of young readers. Available at Amazon and [cameronbooks.com](http://cameronbooks.com).

## Helping Kids Navigate the New Normal

Wear a mask on your face, not your elbow, and don't you dare wash your hands with macaroni and cheese. These are a couple of the gems of advice that will make kids smile while helping them learn the new rules and expectations when it comes to school during COVID-19. *School Coronavirus Do's and Don'ts*, a new book by Adrienne Barber, second grade teacher and member of Milpitas Teachers Association, breaks down the essential safety measures for distance learning and in-person interaction in a silly way. During what's been a stressful time for everyone, this lighthearted piece can reduce anxiety and bring on some much-needed laughter. Barber enlisted the help of colleagues, friends and a former student to translate the book into Spanish, French, Italian, Vietnamese and Mandarin. Available at Amazon and [barbersbooks.com](http://barbersbooks.com) (where there's also a PDF version).

## Even Remotely, the Show Must Go On!

Nothing can replace meeting with students in a black box space, teaching them movement, lighting, rigging, acting, improvisation and more, says Bryan Starchman, high school teacher and Mariposa County Teachers Association member. But when we can't meet face-to-face, his new book *Drama From a Distance: Theater Lesson Plans for Remote Learning* will keep students engaged with eight weeks of lessons. Educators can follow lessons consecutively or pick and choose from improv ideas and creative writing prompts. Starchman reminds us what all good directors must focus on when working with teens: "We must be flexible, focused, ready to think outside the box. And in the end, we must be willing to do whatever it takes because the show *must* go on!" On Amazon and [teacherspayteachers.com](http://teacherspayteachers.com).

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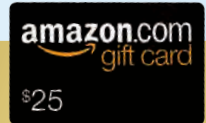


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