New Study Reveals Privately-Run Charter Schools Under-Enroll Students with Disabilities, Further Straining School Districts and Neighborhood Public Schools

BURLINGAME—A new, first-of-its-kind report released today proves the theory advocates for students with disabilities and public schools have been saying for years: charter schools are enrolling fewer students with disabilities. Those they do enroll generally have less severe – and therefore less costly – disabilities, and this is having a disparate fiscal impact on public school districts. The report and brief, State of Denial: California Charter Schools and Special Education Students, conducted by United Teachers Los Angeles and California Teachers Association researchers, calculated the cost disparity on San Diego Unified School District (SDUSD), Los Angeles Unified School District (LAUSD), and Oakland Unified School District (OUSD), and found the gross fiscal impact for these three districts to be between $64.52 million and $97.19 million annually.

"For years, we have heard anecdotally from parents, public and charter educators that the charter industry under-enrolls students with disabilities. For the first time, we can now quantify those stories using data from three of the largest charter authorizers in the state. Beyond the civil rights concerns, there are also stark fiscal impacts on our public schools. This report shows a disturbing pattern that, if left unchecked, means we are looking down the barrel of a public education system that will become increasingly segregated and destabilized," said Elaine Grace Regullano, UTLA’s Strategic Research and Analytics Director and co-author of the report.

In the 2016-2017 academic year, SDUSD, LAUSD, and OUSD charter schools were serving significantly fewer students with disabilities than district schools – 11.01% vs. 14.27%. In Oakland, charter schools enrolled students at roughly half the rate of district-run schools (7.67% vs. 13.58%). Charter schools in SDUSD, LAUSD, and OUSD were serving a statistically smaller share of students with the most severe disabilities, who are also generally the most expensive to serve, including a persistent under-enrollment of students with autism, intellectual disabilities, multiple disabilities, and orthopedic impairment. In fact, many of California’s largest charter school chains are significantly under-enrolling students with disabilities less than 10% enrollment, including: ASPIRE (8.61%), Celerity (9.42%), KIPP (9.98%), Inspire Public Schools (7.05%), and Rocketship (7.34%).

"This report appears to have carefully analyzed the available data and suggests that in too many districts, charter schools enroll a much lower percentage of students with disabilities than the district’s demographics suggest they should," said Daniel J. Losen, Director, Center for Civil Rights Remedies at the UCLA Civil Rights Project.
"Especially striking were the reportedly larger differences (continued on page 3)"
United We Stand
President's Message — by Allison Steppes

Welcome back to school! I hope your 2019-2020 school year has started well. I am hopeful that during the summer you were able to spend time with family and/or friends and that you had an opportunity to relax.

In the spring of 2019, I spent time with the Curriculum Instruction and Professional Development Department of PUSD in order to identify ways to engage members in professional development opportunities. While teachers often attend professional development trainings in the summer, they do not always have a chance to develop lessons surrounding the new knowledge they gained at the session. Throughout the school year, teachers often express the desire to collaborate with colleagues from their campuses and from other sites. On August 7, 2019, teachers were able to share best practices, collaborate with one another and develop lessons together. Many found the opportunity engaging. We are moving toward teachers being able to have more collaboration time with colleagues, which will lead to new ideas and growth.

The #RedForEd campaign is still going. Nationwide, educators are standing up for public education and demanding that politicians fully fund education and that school districts provide equitable facilities and resources for educators to work with children. Educators are also fighting for competitive wages. In Pasadena Unified School District, we must continue our #RedForEd support each Monday. Every Monday school is in session, wear your red to support fully funding public education, equitable resources to do our jobs and competitive salaries.

On August 1, 2019, the PUSD School Board approved adding Orthodontia to the UTP bargaining unit which will be effective October 1, 2019. The UTP Bargaining Team will be going back to the table with PUSD to bargain a multi-year settlement. United, as a union, we can stick firm to our demands.

It is important to remember that there will be those that seek to divide our unit and weaken our strength as United Teachers of Pasadena. We must not limit ourselves to the thoughts and actions of industrial unionism which is primarily focused on just “bread and butter” needs. We must push ourselves toward professional unionism, where we control our profession and ensure quality. As colleagues we must say “no” to divisiveness and those who seek to keep UTP in a spiral of negativity. Individuals who seek to divide our unit will keep us in a place of stagnation. It is my intent to help us grow and develop as a union. We are in a season of change and UTP is poised to move forward.

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Important Dates

**September 2**—Labor Day (Schools & Offices Closed)
September 4—Back-to-School Night: Eliot, Marshall, PALS, Sierra Madre MS, Washington MS, & Wilson
September 9—Executive Board Meeting, UTP Office
September 10—New Members Reception, El Torito
September 11—Back-to-School Night: Madison
September 14—CTA Service Center 1 Training & Legislative Lunch, Pomona

*September 15—October 15 is Hispanic Heritage Month*
September 16—Representative Council Meeting, PHS
September 17—Back-to-School Night: Washington ES, Webster, & Willard
September 18—Back-to-School Night: Altadena, Field, Franklin, Hamilton, Jackson, Roosevelt, & San Rafael
September 19—Back-to-School Night: McKinley
September 25—Back-to-School Night: Focus Point, PHS, & Rose City
September 26—PUSD Board of Education Meeting, Ed. Center

**September 27—29**—CTA Region 3 Leadership Conference, Los Angeles

*October is Filipino American History Month*

*October is Breast Cancer Awareness Month*

**October 11**—Parent /Teacher Conferences (K-8); Professional Development (High Schools)
October 14—Executive Board Meeting, UTP Office
New Study Reveals Privately-Run Charter Schools Under-Enroll Students with Disabilities, Further Straining School Districts and Neighborhood Public Schools

(continued from page 1)

for those students with moderate to severe disabilities. These large special education enrollment differences raise serious questions about whether some charters are unlawfully either steering such children away, failing to identify students in need of special education, or pushing enrolled students with disabilities out, perhaps through harsh discipline or other means. While there is not necessarily a problem behind every discrepancy, the deep divide between charters and public schools in districts such as Oakland was particularly alarming."

"What made me realize that Learning Choice Academy wasn't the right place for my daughter was when the special education staff told me, in contradiction of their initial promise, that her needs were greater than they could accommodate. I could tell they were trying to squeeze us out from the beginning, but that really clinched it," said Vanessa Aguirre, mother whose daughter attended a San Diego charter school.

However, equity can be acquired if we go back to the original intent of charter schools in California, which was to improve student learning while encouraging the use of different and innovative teaching methods and creating new professional opportunities for educators. Unfortunately, as charter schools have expanded in California, many departed from this vision and are operated by large charter management organizations (CMOs). This means important decisions are frequently made without enough oversight and far from the school communities they are meant to serve.

"My son and I came as the perfect student-parent contribution to his education," said Tracy Camp, mother whose son attended an Oakland charter school. "He wanted to succeed. As an 11-year-old, he had put in two to five hours a day studying. I sat and helped him. I wasn’t not participating...if the school is also putting in their part, it seems like he should be able to succeed."

Parents have been made promises that have led only to disappointments, oftentimes forcing students to take two steps back.

"A representative from the charter school told me, 'You won’t need to worry about anything,' and I believed them. In retrospect, I’m reminded of the old saying that if something seems too good to be true, then it probably is," said Nereyda Bautista, mother whose daughter attended a Los Angeles charter school.

The report offers various considerations for policymakers that would begin to address the inequities detailed in the report. Two measures currently being considered by California lawmakers that would fix flawed charter laws are AB 1505 and AB 1507. AB 1505 would allow school districts to consider fiscal impact of a new charter school on local students, would ensure local communities control the authorization and renewal of charter schools and would repeal provisions allowing the State Board of Education to approve, renew, or hear appeals of charter school petitions.

"With this groundbreaking report, we call on state officials to read the findings in this report, which proves the lack of oversight and accountability of the charter industry has caused a seismic wave that is negatively impacting students across the state, but especially students who need the most services and are deserving of as much," said Gloria Martinez, special education teacher and UTLA’s Elementary Vice President.

AB 1507 would close a loophole in current law, which allows a charter school to operate outside of its authorizing district. Both bills are currently in the Senate. Earlier this year, Gov. Gavin Newsom signed SB 126 into law which ensures that all charter schools follow state open meetings, open records and conflict of interest laws.

For more information on this report and materials issued at today’s news media tele-conference, go to www.cta.org/stateofdenial.
Negotiations Update
By Alvin Nash, Bargaining Chairperson

On May 15, 2019, the UTP and PUSD Bargaining Teams met for negotiations. Article XIV, Salary and Salary Schedule Rules and Regulations, is the main issue that separates the two parties:

<table>
<thead>
<tr>
<th></th>
<th>UTP Proposal</th>
<th>PUSD Counter-Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>0% Salary Increase</td>
<td>0% Salary Increase</td>
</tr>
<tr>
<td>2018-2019</td>
<td>0% Salary Increase</td>
<td>0% Salary Increase</td>
</tr>
<tr>
<td></td>
<td>2% One-Time Payment</td>
<td>2% One-Time Payment</td>
</tr>
<tr>
<td>2019-2020</td>
<td>3% Salary Increase</td>
<td>3% Salary Increase</td>
</tr>
<tr>
<td>2020-2021</td>
<td>3% Salary Increase</td>
<td>Not Included</td>
</tr>
<tr>
<td>2021-2022</td>
<td>3% Salary Increase</td>
<td>Not Included</td>
</tr>
</tbody>
</table>

UTP also proposed to include a $2,500 annual stipend to recruit and retain special education teachers.

Bargaining is scheduled to resume on September 12, 2019.

Your Dues Dollars at Work
By Manuel Carcido, Treasurer and Budget & Finance Chairperson

The graph below represents the 2019–2020 Unified Dues that all UTP members pay on a tenthly basis. The combined Unified Dues ($127.82) are deducted tenthly (1/10) beginning with the month of September and ending with the month of June. Notice that you are a member of the National Education Association, California Teacher Association, and United Teachers of Pasadena. The UTP dues portion stays at the local level and is used to support the programs that benefit members. If you have questions about your dues, you may contact Manuel Carcido at jmcarcido@msn.com or contact the UTP office at 626–798–0928.

Member Benefits—Quick Response (QR) Codes

Scan Below Using Your Mobile Device.
Know Your Contract

By Karen Kobey, Contract Management Chairperson

During this school year, I and my team members look forward to supporting you in learning more about your contractual rights and participating in the grievance process, if needed. We are here to help you uphold your contract rights.

The current contract is available online at www.utofp.org, with some sections highlighted in the UTP Voice. The contract is a great resource to use, not only to see what rights you do have but also to check to see if what administration has done honors those rights. Although I am contacted often with questions about contract language, the truth is that interpretation of the language is not always the same. There are cases in which the contract language is a bit vague, and one person’s interpretation of that language may differ from another’s, to include the District. This can set in motion the grievance process (if that person believes that language was violated, misinterpreted, or misapplied by the District).

At other times, language that is vague may have already undergone the grievance process and, despite the language itself, may already have an agreed-upon interpretation (based upon what UTP and PUSD have agreed as a result of the grievance process). In such cases, a new violation of that language can still be grieved, though how past violations were resolved can often help to resolve a new violation sooner and in a similar fashion. This is another reason to double-check the UTP Voice; I will include examples of recent grievances and their resolutions, which may help you recognize a similar violation at your school site as well as to see how it may be resolved.

So, when in doubt, do check the contract language and, if still in doubt, do contact UTP. Most likely, the first person to contact will be your Site Representative; we support Site Representatives in the grievance process as well as provide training. When the violation is one that is beyond the school site, we can help to give you context and guidance in regards to a possible grievance.

The first UTP member to email all of the correct answers will win a $10 gift card.

State the Article Number, Title, and Section Numbers that addresses the following contractual provisions:

1. “B” Mondays
2. Annual Goal-Setting
3. Back-to-School Night
4. Sick Leave Balance and Absence Reporting
5. Involuntary Transfers and Reassignments

Email your answers to aenash@sbcglobal.net.
#RedForEd in PUSD

Why do we wear Red for Ed?
When we think about the promise of education today, we see the future leaders of our nation and the qualified educators who reach, teach, and inspire them. We see classrooms with modern tools that help students prepare to make an impact on the world. We see students getting the support they need to thrive and educators having the support they need to serve.

We see progress and hope.
But today we also see budgets being cut, overcrowded classrooms and outdated materials. We see educators working around the clock to make a difference in the lives of their students and standing up to lawmakers to ask for better pay and school funding. We’re raising our voices together for our students, for our schools, and for ourselves as educators.

That’s why we’re wearing Red for Ed.

DID YOU KNOW?

1 out of 5 educators must take another job to make ends meet.

71% of people think teachers are not paid enough.

16% less funding goes to districts with the highest poverty.

Fighting for Our Students
Budget cuts and underfunding have made it harder for educators to prepare their students. Our students deserve better, and so do we. That’s why we push public officials to make funding decisions that better account for school needs.

Advocating for Change
UTP, CTA, and NEA give educators a voice to advocate for the better pay, benefits, and working conditions that have long been ignored. We deserve, and have earned, pay and benefits that match our expertise, education, and professional experience.

JOIN US.

WEAR RED FOR ED

UTP Members at McKinley K-8 School
## PUSD School Board Voting Record

**By Manuel Carcido, Political Action Chairperson**

<table>
<thead>
<tr>
<th>Item</th>
<th>Kenne</th>
<th>Boulghour</th>
<th>Bailey</th>
<th>Cahalan</th>
<th>Pomeroy</th>
<th>Torres</th>
<th>Phelps</th>
</tr>
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<tbody>
<tr>
<td>Approval of Fiscal Stabilization Plan</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Absent</td>
<td>Yes</td>
<td>2/8/2018</td>
</tr>
<tr>
<td>PARS for Certificated Non Management</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>5/10/2018</td>
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<tr>
<td>Elimination of Health Course Requirement</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>6/14/2018</td>
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<td>Close Cleveland Elementary</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>10/30/2018</td>
</tr>
<tr>
<td>Close Franklin Elementary</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>10/30/2018</td>
</tr>
<tr>
<td>Close Washington Middle</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>10/30/2018</td>
</tr>
<tr>
<td>Change all Asst Sups to Directors</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>11/7/2018</td>
</tr>
<tr>
<td>Freeze Hiring of Nurses</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Absent</td>
<td>11/13/2018</td>
</tr>
<tr>
<td>Certification of First Interim Report</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>12/13/2018</td>
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<tr>
<td>Extend Superintendents Contract</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>1/24/2019</td>
</tr>
<tr>
<td>Extend Contract Chief Academic Officer</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>1/24/2019</td>
</tr>
<tr>
<td>Extend Contract Chief Technology Officer</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>1/24/2019</td>
</tr>
<tr>
<td>Extend Contract Chief Facilities Officer</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>1/24/2019</td>
</tr>
<tr>
<td>Use of Measure J Funds:</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>1/24/2019</td>
</tr>
<tr>
<td>Signature Programs/Charter Schools</td>
<td>Yes</td>
<td>Absent</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Absent</td>
<td>3/7/2019</td>
</tr>
<tr>
<td>Use of Measure J Funds: Fiscal Stability, Programs/Enrichment</td>
<td>Yes</td>
<td>Absent</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Absent</td>
<td>3/7/2019</td>
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<tr>
<td>Reduction in Certificated Employees</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Recuse</td>
<td>Absent</td>
</tr>
</tbody>
</table>

### Teachers Inspiring Teachers

**By Allison Steppes, President**

Dany Richey is a teacher at Sierra Madre Elementary School who is inspiring her colleagues with her posts on Project Based Learning. On Instagram, Dany posts different ideas on her page to show how she engages her students. Her colleagues at Sierra Madre say she has inspired them to try different lessons with their students. Mrs. Richey says she follows a multitude of teachers who teach worldwide. If you are on Instagram, consider looking at her page @mrsricheyssmarties and sharing ideas regarding Project Based Learning.
**Member Benefits**


Whether you are a brand new CTA member starting your first job or a long-time member starting at a new district, you have a special opportunity to apply for CTA-endorsed Disability insurance and up to $200,000 in Life insurance from Standard Insurance Company (The Standard) all **without having to answer any health questions**.

To take advantage of this offer, apply **within 180 days from starting your new job**.


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**CTA Members Can Win a $2,500 Academic Award from California Casualty**

California Casualty’s $2,500 Academic Award is back. CTA members can enter at [www.calcasacademicaward.com](http://www.calcasacademicaward.com).

What could you do with $2,500? Previous winners have purchased important chemistry lab equipment, acquired new books, funded electronic learning systems, and paid for cultural and historical learning field trips. California Casualty, provider of the CTA Auto and Home Insurance Program since 1951, is ready to add you to the list of the six California’s Academic Award recipients from California.

California Casualty is helping a lucky winner with the cost of classroom supplies and materials. Instructors, administrators and classified employees hoping to win the next $2,500 Academic Award can learn all the details and enter at [www.calcasacademicaward.com](http://www.calcasacademicaward.com). The entry deadline is July 20, 2020, with a winner announced in August.

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**General Information**

**UTP Office:**
2303 E. Washington Blvd.  
Pasadena, CA 91104  
(626) 798-0928  
Fax (626) 219-6030  
marcelalarautp5@gmail.com  
www.utofp.org  
**UTP Officers:**  
Allison Steppes, President  
Alvin Nash, Vice President  
Stephanie Cosey, Secretary  
J. Manuel Carcido, Treasurer  
**UTP Area Directors:**  
Cassandra William Brown, Area 1  
Laurel Ware, Area 2  
Martha Tovar, Area 3  
Lorna Washington, Area 4  
Jonathan Gardner, Area 5  
**Frequently Requested**  
**PUSD Phone Numbers:**  
Education Center (626) 396-3600  
♦ Human Resources ext. 88777  
♦ Health Benefits ext. 88144  
♦ Substitute Line ext. 88382  
♦ Payroll ext. 88369  
**Frequently Requested Numbers:**  
CalSTRS (800) 228-5453  
CTA Group Life and Disability Insurance (800) 522-0406  
CTA Auto and Home Insurance Program (800) 800-9410  
**UTP Communications Committee**  
Alvin Nash, Chairperson  
Manuel Carcido, Webmaster  
Jeffrey Leming  
Teresa Martinez
LET'S DO THE MATH!

MATH POWER HOUR

Studies have shown that an early strong foundation in math =
1. Greater educational and future career success!
2. A gateway to college!
3. Increased math achievement potential!

United Teachers of Pasadena, in collaboration with the PUSD African American Parent Council (AAPC) and the PUSD Curriculum, Instruction and Professional Development (CIPD) Department, has developed a pilot program in math for students in 1st and 2nd grade.

The Math Power Hour is supported by the PUSD School Board and Superintendent and is set to begin on October 1, 2019, at six elementary schools: Altadena, Norma Coombs, Jackson, McKinley, Washington, and Willard. In preparation for the start of the program, CIPD Coordinator Nadirah Nayo has developed toolbox kits for volunteers to utilize when they work with students. There will be a professional development session on September 16 for teachers and volunteers.

Initially, teacher recommendations based on observations and/or iReady data from 2018–2019 will be used to nominate students to participate in this program. There may be other ways students can participate as the program moves forward.

Teachers are informing the program about the time of day they teach math and the day(s) they prefer the volunteers to come to their room and provide tutoring to their nominated students.

We thank the teachers and the volunteers for their participation in the inaugural year with the Math Power Hour.
Welcome New Members

Blair
Marlene Cabrera
Isa Rizo

Cleveland
Joni Enriquez
Kiana Jannesari

Educational Center
David Rennie
Emma Schweizer-Baptist

Elliot
Adam Ferris
Andre King

Field
Weiya Cai
Maria Valdez
Wanys Wu

Jackson
Jennifer Fernandez
Eva Jacinto
Natalia Mendoza
Andres Salazar

Jefferson ES
Gloria Barrera
Claudia Becerra
Rocio Estrada

Marshall
Pricilla Ardon
David Banuelos
Tamao Brevard
Kevin Cosgrove
Anusha Iyengar
Chloe Kiel Mercado
Jonathan Miller

McKinley
Stephanie Cox

Muir
Danny Huerta

PHS
Wendy Castillo
Ryan Dahlstom
Starr Gomez

San Rafael
Sonia Bruzzi
Fabiana Isasa de Soto

Sierra Madre ES
Jeffrey Budd

Sierra Madre MS
Dylan Rupel
Jun Yu

Washington ES
Tina Balalian
Kyle Chapman
Jessica Yanez

Washington MS
Angelica Herrera

Webster
Meghan Kransberger

Union Code of Conduct

- I will not criticize any union member except to the individual directly.
- If any member is being criticized in my presence, I will confront the criticism and ask that it stop.
- I will not participate in any conversations with management that criticizes or negatively speculates about any union member.
- I will settle my differences with members within my union.
- I will engage in debate, offer others every opportunity for debate, and respect minority viewpoints. I will, however, observe and support the majority mandate of my union.